

Portugal

Overview of the Vocational Education and Training System

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Title: Portugal: overview of the Vocational Education and Training System in 2006

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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 2006. Later editions can be viewed from August 2007 onwards 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



Portugal

01 - GENERAL POLICY CONTEXT - FRAMEWORK FOR THE KNOWLEDGE SOCIETY

0101 - POLITICAL AND SOCIO-CULTURAL/ECONOMIC CONTEXT

Portugal is a sovereign Republic, based on the dignity of the human person and the will of the people, and pledged to creating a free, just and comradely society [article 1 of the *Constituição da República Portuguesa* - CRP (Constitution of the Republic of Portugal)]. It is a democratic State, based on popular sovereignty, the pluralism of expression and a democratic political structure, in the respect for, and guarantee of, fundamental rights and liberties, and in the separation and the interdependence of powers, whose objective is an economic, social and cultural democracy, and the furthering of a participative democracy (article 2 CRP). Portugal respects the principles of autonomy for local councils and the democratic decentralisation of Public Administration. The archipelagos of the Azores and Madeira constitute autonomous regions, with politico-administrative status and their own governing bodies (article 6 CRP).

Continental Portugal is divided into 18 administrative districts, which are also divided into municipalities and parishes. The Autonomous Regions of Azores is divided into 19 municipalities, while the Autonomous Regions of Madeira has 11 municipalities. In both regions the municipalities are divided in parishes. Presently, there are 308 municipalities, subdivided into over 4 000 parishes.

The organs of sovereignty of the Portuguese Republic are the President of the Republic, the Government, the Parliament and the Courts (article 110 CRP). The structure, composition, power and functioning of the organs of sovereignty are those defined in the Constitution.

Just as in other Southern European countries, a rapid population ageing has affected the population. According the data of *Instituto Nacional de Estatística* - INE, in 2004 there were 108.7 people aged 65 or above for each group of 100 people aged below 15.

The immigration is the only factor that contributes to reduce the population ageing. The evolution of the foreign population with legal resident status, in the last decade, has increased over more than 100 000 thousand individuals, from 153 073 in 1994 to 265 361 in 2004. On the other hand, emigration is likely to contribute towards the ageing of the Portuguese population. It is estimated that 27 008 people emigrated from Portugal in 2003.

0102 - POPULATION AND DEMOGRAPHICS

Situated in the south west of Europe, continental Portugal (88 967.5 km²) is bordered in the north and east by Spain and in the south and west by the Atlantic Ocean. Portugal also includes the autonomous regions of Azores (2 322 km²) and Madeira (828 km²), both located in the Atlantic Ocean.

On the basis of the 2001 Census, in December 2004 Portugal has a population of 10 529 255 inhabitants: 5 094 339 males and 5 434 916 females.

See Age-specific demographic trends (baseline scenario 2000, 2025, 2050) attached below.

[Age-specific Demographic Trends](#)

According to data of the *Instituto Nacional de Estatística* - INE, the structure of the population age, that results of the baseline scenario, denote of unequivocal form the continuous ageing of the population.

In this baseline scenario, between 2000 and 2025, it is verified an annual average growth rate of 0.04%, this value changes for - 0.43% between 2025 and 2050.

The results of Census 2001, indicate a positive evolution in terms of the level of the population instruction, however, it should be point out the difficulty in diminishing the rate of illiteracy throughout 10 years (11% in 1991 for 9% in 2001).

In 2001, 35.1% of the population had completed 1st cycle of basic education, 18.8% 2nd cycle, 18.7% 3rd cycle and 15% secondary education. The number of people who concluded higher education has duplicate (from 4% to 8.6%).

0103 - ECONOMY AND LABOUR MARKET INDICATORS

For data on:

- Economic composition by sector;
- Employment rate by gender;
- Unemployment rates by gender;
- Unemployment rates by age.

Please see below the attached file (the data was published in *Indicadores Sociais 2004*, *Instituto Nacional de Estatística* - INE).

[Economic and Labour Market Data](#)

In 2004, GDP was of 1.2%. The public spending on education represented 5.83% of GDP in 2002 (5.91% in 2001), and 17.2% of this percentage was used on higher education. This expenditure corresponds at 12.7% of the total expenditure of the government.

0104 - EDUCATIONAL ATTAINMENT OF POPULATION

One of the structural deficits that characterise Portugal - compared to all of the other countries in the EU25 - concerns the low levels of schooling and professional qualifications of the great majority of active population. In fact, 74% of the employed people have the compulsory education of 9 years.

Table 1: Population aged 25-64 by highest level of education attained, 2004 ¹						
	PRE-PRIMARY, PRIMARY AND LOWER SECONDARY EDUCATION (ISCED 97, LEVELS 0-2)		UPPER SECONDARY AND POST-SECONDARY NON-TERTIARY EDUCATION (ISCED 97, LEVELS 3-4)		TERTIARY EDUCATION (ISCED 97, LEVELS 5-6)	
	TOTAL (1 000)	%	TOTAL (1 000)	%	TOTAL (1 000)	%
PORTUGAL	4 298	74	744	13	742	13

Source: Eurostat, Labour Force Survey; NewCronos, release date 29/06/2005
¹ 4th quarter

Nevertheless, over the last few decades, the levels of education and professional qualifications have been rising, thanks above all to the entry into the active life of the younger age groups who have already benefited from the expansion of the education and training system and the progressive broadening of the opportunities for adult education and training.

Table 2: Percentage of the population aged 18-24 with at most lower secondary education and not in further education or training ¹					
	2000	2001	2002	2003	2004
EUROPEAN UNION 25	17.3	16.9	16.6	16.1	15.7
PORTUGAL	42.6	44.0	45.1	40.4	39.4

Source: Eurostat, Labour Force Survey, NewCronos, release date 29/06/2005
¹ ISCED 97, level 0, 1 or 2; respondents declared not having received any education or training in the four weeks preceding the survey

In spite of the reality of the numbers above presented, Portugal has made important progresses in its population's levels of qualification. According to the *Plano Nacional de Emprego* 2005/2008 (National Employment Plan), between 2002 and 2004 the percentage of people with 18-24 years old who completed at least secondary education (ISCED 3) went from 44.2% to 49% (EU25 value is 76.7%), also the rate of early school

leaving has dropped (from 45.1% in 2002 to 39.4% in 2004). Notwithstanding these improvements, the situation continues to be a worrying one and Portugal is still a long way off the EU25 (and EU15) averages for any of these indicators. This is due to the historical fact of the Portuguese delay in expanding and generalized access to education, as well as to qualitative problems in the education and training systems, which have been reflected in high rates of academic failure and early school leaving.

Table 3: 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%
EUROPEAN UNION (15 COUNTRIES) PLUS 10 ACCEDING COUNTRIES	32%	46%	20%	98%
BELGIUM	39%	33%	28%	100%
DENMARK	18%	50%	32%	100%
GERMANY	16%	58%	21%	96%
GREECE	46%	36%	18%	100%
SPAIN	57%	18%	25%	100%
FRANCE	35%	41%	23%	100%
IRELAND	37%	34%	26%	97%
ITALY	53%	36%	11%	100%
LUXEMBOURG	38%	42%	18%	98%
NETHERLANDS	32%	43%	25%	99%
AUSTRIA	22%	63%	15%	100%
PORTUGAL	78%	12%	10%	100%
FINLAND	24%	43%	33%	100%
SWEDEN	18%	54%	27%	99%
UNITED KINGDOM	15%	45%	27%	87%
ICELAND	35%	39%	26%	100%
NORWAY	13%	55%	31%	100%
CYPRUS	34%	37%	30%	100%
CZECH REPUBLIC	12%	76%	12%	100%
ESTONIA	12%	58%	30%	100%

HUNGARY	26%	59%	15%	100%
LITHUANIA	14%	63%	23%	100%
LATVIA	18%	64%	18%	100%
MALTA	80%	11%	9%	100%
POLAND	18%	68%	14%	100%
SLOVENIA	21%	61%	18%	100%
SLOVAK REPUBLIC	13%	75%	12%	100%

Source: Eurostat, Newcronos, Labour Force Survey
 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
 (*) difference = no answer
 EU-15, EU-15+ Acc, D, L, NL, A, ISL: data for 2002

Table 4: 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
EUROPEAN UNION (15 COUNTRIES) PLUS 10 ACCEDING COUNTRIES	:	16.5 p	15.9 b
BELGIUM	12.5	12.4	12.8
DENMARK	11.6	8.4	10.0 b
GERMANY	14.9	12.6	12.6 p
GREECE	17.1	16.1	15.3 b
SPAIN	28.8	29.0	29.8
FRANCE	13.3	13.4	13.3 b
IRELAND	:	14.7	12.1 b
ITALY	25.3	24.3	23.5
LUXEMBOURG	16.8	17.0	17.0 p
NETHERLANDS	15.5	15.0	15.0 p
AUSTRIA	10.2	9.5	9.5 p
PORTUGAL	42.9	45.5	41.1
FINLAND	8.9 b	9.9	10.7 b
SWEDEN	7.7	10.4	9.0 b
UNITED KINGDOM	18.3 p	17.7 p	16.7 p
ICELAND	28.6	27.3	27.3 p
NORWAY	13.3	14.0	6.6 b
CYPRUS	15.1	14.0	15.1 b
CZECH REPUBLIC	:	5.5	6.0
ESTONIA	14.2	12.6	11.8
HUNGARY	13.8	12.2	11.8 b
LITHUANIA	16.7	14.3 b	11.8
LATVIA	:	19.5	18.1
MALTA	:	53.2	48.2
POLAND	:	7.6	6.3

SLOVENIA	:	4.8 u	4.3 u
SLOVAK REPUBLIC	:	5.6	4.9 b

Source: Eurostat, Newcronos, Labour Force Survey

: = not available

b = break in series

u = unreliable or uncertain data

p =provisional value

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

0201 - OBJECTIVES AND PRIORITIES

The *Constituição da República Portuguesa* (Constitution of the Republic of Portugal) establishes the universal right to work (article 58) and the universal right to education (article 73). 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.

To achieve the 3 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.

In PNE 2005/2008, in the scope of the challenge "Reinforce education and qualification of the Portuguese population" it should be point out the following priorities:

- Programme to Generalize the Teaching of English in Basic Education;
- Continuous Training in mathematics for the teachers of the 1st cycle of basic education;
- Initiative "*Novas Oportunidades*" (New Opportunities) aiming to turning the 12th year as the minimum training reference for all young people, placing half of them in professionalizing areas of secondary education and promoting the qualification of 1 million workers, as a form of recovering their school and professional qualification levels;
- Continuous training of employees (improving, updating and professional specialization) emphasizing Programmes for Consultancy-Training and Training Scholarships on the Worker's initiative;
- Vocational Training for the Unemployed integrated in the "New Opportunities" Initiative;
- National System for Recognition, Validation and Competences Certification (RVCC), extending its intervention within the framework of the "New

Opportunities” initiative, either by broadening the key skills reference applied in the system to the 12th year, or by the creation of more RVCC centres;

- Reform of the National Professional Certification System;
- Lifelong Training Quality System, reforming the Accreditation of the Training Entities System;
- Alteration in the Basic Law of the Education System and Basic Law for Higher Education Financing, to adapt them to the needs imposed by the “Bolonha Process”;
- Advanced training of human resources in the qualification of High Education Professors and Researchers;
- Training Trainers and Teachers focusing especially in their continuous training;
- Knowledge Resources Centres;
- National Advisory Council for Vocational Training;
- Pluriannual Plan for the development of training.

These priorities are development in the Guideline n.º 23 “Expand and improve investment in human capital” and in the Guideline n.º 24 “Adapt education and training systems in response to new competence requirements”.

The government has launched in 2005 the Technological Plan to promote a sustained development. This Plan aims to put into practice an articulate set of policies for stimulating the creation, dissemination, assimilation and use of knowledge as a tool to convert Portugal into a dynamic economy capable of asserting itself within the global economy.

This Plan is organised according to 3 Axes of Action:

- Knowledge-To qualify the Portuguese for the Knowledge Society;
- Technology-To overcome the scientific and technological gap;
- Innovation-To give a new momentum to innovation.

From this Plan the following initiatives should be highlighted:

- Programme “*Ligar Portugal*” (Connecting Portugal), aims to generalise the access to the internet and to the ICT in the scope of the measure: encourage vocational training at all levels and R&D in the ICT, on the enterprises, in school establishments and research laboratories.
- Initiative New Opportunities aimed to increase the qualification of the Portuguese population also expresses in the qualification strategy in the scope of the PNE.

This initiative has 2 lines of action:

- one directed to youths - the objective is to make the 12th year of education as the minimum platform for youths who presently drop out education and training system; simultaneously, the professional qualification paths should guarantee an academic and professional certification.
- the other addressed to adults – aims to give a new opportunity to all the individuals already inserted in the labour market and who have not concluded the 12th year of education. This system should be considered as a strategic way to engage adults in qualification courses, since it allows the recognition of competencies acquired through experience, while proposing diversified training pathways. By means of expansion of adult education and training courses offer, and the extension of the network and number of individuals covered by the System of Recognition, Validation and Certification of Competencies.

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. Also establishes the individual right to vocational training.

03 - INSTITUTIONAL FRAMEWORK - PROVISION OF LEARNING OPPORTUNITIES

0301 - ADMINISTRATIVE FRAMEWORK

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.

See the diagram on administrative framework in the attached file below.

[Administrative Framework](#)

MINISTÉRIO DA EDUCAÇÃO - ME (MINISTRY OF EDUCATION)

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* (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* (General Directorate of Vocational Training) is responsible for the integration of education and training under the auspices of this Ministry.

The 5 *Direcções Regionais de Educação* - DREs (Education Regional Directorates) carry out, in their respective regions, the responsibilities of the Ministry of Education 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 system under the MTSS is mainly carried out by the *Instituto de 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 Gestão Directa* – CGD (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 system, but also 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 - MCTES (MINISTRY OF SCIENCE, TECHNOLOGY AND HIGHER EDUCATION)

The *Direcção Geral do Ensino Superior* (General Directorate of Higher Education), is autonomous in terms of its administration and ensures the conception, execution and coordination of policies in this domain. Also coordinates and implements Higher Education admission criteria in cooperation with the *Delegações Regionais de Educação* (Regional Education Delegations).

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), Law n.º 46/86, of 14th of October, which established the structure of the education system, and defined precise competencies in terms of vocational training and qualification.

In the scope of the Secondary education level the Decree-Law n.º 74/2004, of 26th of March, establishes the guidelines of organisation and curriculum management, as well as learning evaluation.

In the scope of higher education the LBSE was subject of 2 revisions. The first through the Law n.º 115/97, of 19th of September, that clarifies issues related to the access to the higher education and academic degrees and teaching. The second, by the Law n.º 49/2005, of 30th August, adopted the European System of Credits.

The *Ministério da Educação* (Ministry of Education) 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* (Ministry of Labour and Social Solidarity).

Decree-Law n.º 401/91, of 16th of 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 16th of 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.

0303 - ROLE OF SOCIAL PARTNERS

Table 1: Responsibilities of social partners		
	RESPONSIBILITIES OF SOCIAL PARTNERS	TYPE OF ROLE (ADVISORY/DECISION-MAKING, DIRECT/INDIRECT)
NATIONAL LEVEL	<i>Conselho Económico e Social</i> (Economic and Social Council).	Consultation on and coordination of economic and social policies; definition of policies and goals.
	<i>Comissão Permanente de Concertação Social</i> (Standing Committee on Social Dialogue).	Social dialogue and partnership; definition of policies and goals.
	<i>Conselho Nacional de Educação</i> (National Education Council).	Comments and advises on draft legislation.
	<i>Instituto do Emprego e Formação Profissional</i> (Institute of Employment and Vocational Training).	Implementation of vocational training policies at national and regional levels.
REGIONAL LEVEL	<i>Centros de Formação Profissional de Gestão Directa do IEFP</i> (Directly-managed Vocational Training Centres).	Definition of strategic guidelines and implementation of policies. Programming, preparation, implementation, support and evaluation of vocational training schemes.
SECTORAL LEVEL	<i>Centros de Formação Profissional de Gestão Participada do IEFP</i> (Jointly-managed Vocational Training Centres).	Definition of strategic guidelines and implementation of policies. Promotion of training schemes at sectoral or occupational levels.
	<i>Centros de Emprego</i> (Employment Centres).	Coordination and promotion of training activity.
ENTERPRISE LEVEL	Joint agreements (enterprises).	To raise awareness among enterprises and employees. Organisation of workplace practice in enterprises.

There is a legal provision for social partner involvement in vocational education and training in Portugal. The social partners feature regularly and extensively at different administration levels and in almost all official bodies responsible for vocational education and training planning and implementation

In terms of national social partnership bodies, the social partners contribute to formulation of overall policy, subsequent agreements and the carrying them forward.

The *Conselho Económico e Social* - CES (Economic and Social Council)¹, (article 92 of Portugal's Constitution) is a body responsible for consultation on and coordination of economic and social policies.

The *Comissão Permanente de Concertação Social* - CPCS (Standing Committee on Social Dialogue), (Article 6, para. c of Law n.º 108/91, of 17th August) is the body that promotes social dialogue and partnership. Vocational training policies and goals are defined in agreements reached in the sphere of the CPCS.

The participation of the social partners in education-training bodies has been formally recorded and institutionalized by the *Lei de Bases do Sistema Educativo* (Comprehensive Law on the Education System).

The *Conselho Nacional de Educação* - CNE (National Education Council)², is a forum for dialogue and debate in what concerns the educational system. Its primary function is to comment and advise on draft legislation submitted to it by parliament and government.

The social partners are also involved in the following vocational training bodies:

- In the *Instituto do Emprego e Formação Profissional* - IEFP (Institute of Employment and Vocational Training) - help to carry forward vocational training policies at national and regional levels. They have a permanent seat on the CPCS and have representation on the Board of Directors, Audit Board, Regional Advisory Councils and Vocational Training Centre Advisory Councils.
- In the *Comissão Nacional de Aprendizagem* - CNA (National Apprenticeship Commission) are involved in the organisation and control of the National Apprenticeship System.
- In the *Comissão Permanente de Certificação Profissional* - CPCP (Standing Committee on Vocational Certification) - The social partners are involved in the coordination of the *Sistema Nacional de Certificação Profissional* - SNCP (National Vocational Certification System). They take part of *Comissões Técnicas Especializadas* - CTE (Specialised Technical Commissions) that are attached to the CPCP for particular activity areas. CTE are key forums for discussing and monitoring developments in occupational certification.
- In the *Observatório do Emprego e Formação Profissional* - OEFP (Employment and Vocational Training Observatory) the social partners are involved in the OEFP's work helping to identify, prevent and resolve employment and vocational training related problems.

There are other public agencies and bodies in which the social partners have representation:

- In the *Instituto para a Qualidade na Formação* - IQF (Institute for Quality in Training) are represented on the General Council. They participate on the training and skills needs identification and in improving training standards.
- In the *Instituto de Gestão do Fundo Social Europeu* - IGFSE (Institute for the Management of the European Social Fund) they have a sit on the General Council. They are involved in monitoring FSE implementation through their presence at informative and consultative meetings, held periodically with the FSE Coordinating Committee.
- In the *Programa Operacional Emprego, Formação e Desenvolvimento Social* - POEFDS (Operational Programme for Employment, Training and Social Development) and *Programa de Desenvolvimento Educativo para Portugal* - PRODEP III (Programme for Educational Development in Portugal) they have a sit on the respective Monitoring Committee.
- In the National Agency for Community Programmes Socrates and Leonardo da Vinci and *Instituto Nacional de Formação Turística* - INFTUR (Tourism Training Institute) they are members of the respective General Council.

With regard to strategy development and implementation of VET policies, the social partners are involved in the management of organisations that deliver, in partnership with firms, community associations and local authority representatives, vocational education and training in response to local community needs:

In the IEFP's *Centros de Formação Profissional de Gestão Participada* - CFPGPs (Jointly-managed Vocational Training Centres), the social partners contribute to devising strategic guidelines for the Centres. Social partners' representatives sit on the CFPGPs' Boards of Directors and Advisory Councils. They are also involved in the IEFP's Directly-managed Vocational Training Centres and vocational schools.

- They help to raise awareness among firms and employees of training initiatives available, and encourage their participation in an attempt to improve competitiveness and employment quality;
- They sit on the examination boards for apprenticeships, and initial and continuing vocational training;
- They are involved in organising workplace practice in enterprises.

Furthermore, the social partners take part in discussions on legal mechanisms, curricular structures, teaching resources, etc., whenever invited to do so. They also play an active role in disseminating training and education policies and instruments.

The established ways in which the social partners intervene are through consultation and advice. However, in many of the abovementioned bodies, in which the social partners are

represented, documents are voted on, so the social partners have considerable influence, in some cases, over the approval of documents.

One result of the institutional cooperation referred to above is the formalisation of documents that serve as a framework for government policy. Such documents are the National Employment Plan, the Social Contract for Competitiveness and Employment, the Agreement on Employment, Labour Market, Education and Training, the Agreement on Working Conditions, Workplace Hygiene and Safety, and Prevention of Industrial Accidents (in which there are some vocational training related areas), and regulations and standards.

Implementation of these agreements has been monitored to gauge to what extent they are impacting on collective bargaining. The findings have revealed a series of new collective agreements that reflect concern about promoting workforce development, and linking improved qualifications to career development. These measures are regulated by the *Código do Trabalho* (Labour Code).

¹ Created in 1991 (Law n.º 108/91, of 17th August).

² Created in 1982 (Decree-Law n.º 125/82, of 22nd April).

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 2 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). Articulation between the 2 systems includes integration of the different types of provision in a single system of education and training under joint tutelage.

The compulsory education is 9 years, (from 6 until 15 years old).

The secondary education level is characterized by having 2 types of courses, one of general feature, the *Cursos Científico-humanísticos* (Science-humanities Courses) and all the others that give double certification allowing the progress to subsequent education levels or the entry into working life.

The *Cursos Científico-humanísticos* are designed to prepare students for progression to further studies, and confer a secondary education diploma; young people who successfully complete one of these courses, can choose vocational occupational specific training rather than higher education, they may attend a *Curso Pós-secundário de Especialização Tecnológica* (Post-secondary Technological Specialisation Course).

The initial vocational training comprised in the educational system starts after the compulsory education, around 15 years of age with the following types of courses:

- *Cursos de Educação e Formação de jovens* (youth Education and Training Courses), aim the conclusion of schooling of 6, 9 or 12 years and simultaneously, prepares the entry into the labour market with academic and professional qualification. They are awarded a academic certification equivalent to the 6th, 9th or 12th year

of schooling and a level 1, 2 or 3 vocational qualification certificate.

- *Cursos Tecnológicos* (Technological Courses), which serve the dual purpose of equipping students for entry into working life and progression to further studies, qualifying them for post-secondary technological specialisation courses as well as university or polytechnic courses. They confer a diploma of secondary education and Level 3 vocational qualification certificate;
- *Cursos Profissionais* (Vocational Courses) designed to provide initial qualification training for entry into labour market, also confer an educational certification equivalent to secondary education, which enables progression to further studies and a Level 3 vocational qualification certificate;
- *Cursos Artístico Especializado* (Specialised Arts Courses) that, on completion and depending on the study area, enable progression to further studies or are designed to enable the entry into labour market. They confer a secondary education diploma and a Level 3 vocational qualification;
- *Cursos do Ensino Recorrente (Ensino Básico Recorrente e no Ensino Secundário Recorrente)* (Second-chance Courses in basic and secondary education), are intended to provide a second learning opportunity to access schooling for people who did once go to school, for one reason or another did not complete it, and a first opportunity for those who never went. These courses are organized according to a study plan and lead to a degree, diploma or a certificate equivalent to general education certification.
- *Cursos de Especialização Tecnológica* (Technological Specialisation Courses) are post-secondary, non-tertiary training courses that may be taken in the same or a related training area in which a trainee has previously obtained a Level 3 vocational qualification. This vocational pathway aims the vocational qualification and allows the progression to further studies and the access to specific courses of higher education (in accordance with the regulations on special conditions for admission to higher education). They confer a *Diploma de Especialização Tecnológica* - DET (Technological Specialisation Diploma) and a Level 4 vocational qualification.

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 includes:

- *Cursos do Sistema de Aprendizagem* (Apprenticeship Courses) is an alternance-based initial vocational training

scheme that confer a certification corresponding to 1, 2, 3 or 4 training levels (post-secondary training of technological specialization) with equivalence to the basic or secondary education.

- *Cursos de Qualificação Inicial* (Initial Qualification Courses) is designed to develop personal, social and vocational skills among first job-seekers, and facilitate their transition into working life.
- *Cursos de Educação e Formação de jovens* (youth Education and Training Courses), aim the conclusion of schooling of 6, 9 or 12 years and simultaneously, prepares the entry into the labour market with academic and professional qualification. They are awarded a academic certification equivalent to the 6th, 9th or 12th year of schooling and a level 1, 2 or 3 vocational qualification certificate.

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

a) Tourism Sector Training: the *Escolas de Hotelaria e Turismo* (Hotels and Tourism Training Centres), run by *Instituto de Formação Turística* (Tourism Training Institute), 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 duration of courses varies from 1 to 3 years.

b) Agricultural Vocational Training: the 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 Agriculture Training Centres.

c) Health Sector Training: the Ministry of Health is responsible for initial training designed for health care professionals.

The network of training structures differs according to which Ministry is responsible for overseeing training provision.

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 private 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. They are located throughout the country, particularly in the more industrialised coastal regions.

The training network within the labour market is under the responsibility of the IEFPP that operates through a network of local organisations called *Centros de Emprego* (Employment Centres) and *Centros de Formação Profissional* (Vocational Training Centres).

The Vocational Training Centres that integrate the IEFPP'S network differs according to their nature:

- *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. This network consists of 33 centres, plus 2 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 29 centres, with regional headquarters and mobile units.

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

Beyond this 2 training networks structures there are other entities that can develop IVET training since they are accredited for this purpose.

See the following attachment for a diagram on IVET system.

[Education and Vocational Training System](#)

0402 - IVET AT LOWER SECONDARY LEVEL

In terms of initial skills training, youth Education and Training Courses, set up by Joint Ministerial Order of the *Ministério da Educação* - ME (Ministry of Education) and of the *Ministério do Trabalho e da Solidariedade Social* - MTSS (Ministry of Labour and Social Solidarity), target young people with 15 years old and over who are at risk dropping out of school, those who have already left the education system without completing 12 years of schooling, and those who have completed the 12th year and seek a vocational qualification.

The various training pathways, which can last for 1 200 hours (1 school year) to 2 200 hours (2 school years), is predominantly vocationally-oriented, designed to match the different qualification levels and specificity of the various training areas, and to equip trainees with the respective occupational skills.

In the framework of this curricular structure, participants pursue Qualification Pathways that have been mapped out on the basis of their interests, needs and personal plans, taking into account skills they have already acquired in formal and/or informal contexts.

Courses comprise the following components:

- The Socio-cultural training consists of areas that will develop skills, attitudes and knowledge, so that trainees:
 - become familiar with the world of work and the enterprise;
 - learn about citizenship and environmental issues;

- are taught about health, hygiene and safety at work.
- The Scientific training comprises areas intended to develop skills in the field of applied sciences, which will be a useful tool for the Technological Training component. The areas included in this training component are selected according to the skills profile for the respective training area.
- The Technological training is organised on the basis of the requested 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.
- The Practical training is structured on the basis of a personal plan or activity route, this enterprise-based training carried out in a work context takes the form of work practice under the guidance of a tutor. It seeks to impart and develop technical, relational, organisational and career management skills that are relevant to the respective vocational qualification, for entry into the labour market and for lifelong learning.

Table 1: Training pathways and balance of the training components			
TRAINING PATHWAYS	TRAINING COMPONENTS	HOURS (MINIMUM)	MINIMUM LENGTH
TYPE 1	SOCIO-CULTURAL	345	1 125
	SCIENTIFIC	90	-
	TECHNOLOGICAL	480	-
	PRACTICAL	210	-
TYPE 2	SOCIO-CULTURAL	798	2 109
	SCIENTIFIC	333	-
	TECHNOLOGICAL	768	-
	PRACTICAL	210	-
TYPE 3	SOCIO-CULTURAL	192	1 200
	SCIENTIFIC	66	-
	TECHNOLOGICAL	732	-
	PRACTICAL	210	-
TYPE 4	SOCIO-CULTURAL	192	1 230
	SCIENTIFIC	90	-
	TECHNOLOGICAL	738	-
	PRACTICAL	210	-
TYPE 5	SOCIO-CULTURAL	450	2 276
	SCIENTIFIC	180	-
	TECHNOLOGICAL PRACTICAL	1 232	-
		210	-
TYPE 6	SOCIO-CULTURAL	195	1425
	SCIENTIFIC	180	-
	TECHNOLOGICAL	840	-
	PRACTICAL	210	-
TYPE 7	SOCIO-CULTURAL	105	1 155
	SCIENTIFIC	-	-
	TECHNOLOGICAL	840	-
	PRACTICAL	210	-

The length of the courses may vary according to the organization and adopted training development, in the 2 networks of providers in the scope of the ME or of the IEFPP.

The courses have the following lengths of reference:

- a) 1 200 hours, correspondent to 36 weeks, of which 30 to develop in school context and the remain 6 weeks in a work context, under the form of a practical training, in pathways with the length of 1 school year.
- b) 2 200 hours, correspondent to 70 weeks, of which 64 to develop in school context and the remain 6 weeks in work context, under the form of a practical training, in pathways with the length of 2 school years.

These courses lead to training pathways:

- a) a level 1 or 2 qualification and equivalence to the 6th and 9th schooling years for youth who have not completed 9th schooling year or are at risk of dropping out - typologies 1, 2 and 3;
- b) a level 2 qualification with the possibility of obtaining a certification and a training credit in order to proceed with the studies of secondary level, for youth with 9th schooling year or who have attended the secondary education or equivalent and are at risk of school dropout and entry into the labour market without qualification - typology 4;
- c) a level 3 qualification and equivalence to the 12th schooling year - typologies 5 and 6 - for youth who wish to get a vocational qualification for accessing the labour market and that are in the following conditions:
 - Holders of an education and training course of type 4;
 - Or that had successfully completed the 10th or 11th year of a secondary level of education or equivalent course;
 - Or that had successfully completed an Initial Qualification Course, with level 2 of complementary training;
 - Or that attended successfully the 11th year of a secondary level of education or the 12th year of a secondary level of education or equivalent course, without success;
 - Or that attended a level 3 Initial Qualification Course, without success.
- d) level 3 qualification for the youth holding a scientific and humanistic course or any other oriented to the continuing of the studies - typology 7.

The continuing of studies at higher education by students/trainees who have obtained a Year 12 school diploma through Education and Training courses are required to attend a final national-level examination.

Once trainees complete a training cycle they can then 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 requested by the trainee.

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

Apprenticeship may be included in the 3rd cycle of Basic education as well as in the secondary education. Education and Training Courses may also be included in Secondary Education.

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

Apprenticeship may be included in the 3rd cycle of Basic Education as well as in the secondary education. Education and Training courses may also be included in Secondary Education. In addition to these courses, there are:

Cursos Tecnológicos do Ensino Secundário (Upper Secondary -Years 10 to 12-education Technological Courses), leading to a vocational qualification, oriented towards both entry to the labour market, especially to skills shortage and/or emerging (IT intensive) sectors, 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 (Year 9) or equivalent, who seek a training course that will prepare them for employment or higher education, 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 into working life or progression to further studies with a learning and practical experience in a real work environment. It comprises 3 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, 2 core subjects, 2 technical and technological subjects, 1 practical or theoretical-practical subject, and 1 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 (Year 12) diploma and a Level III vocational qualification.

Cursos Profissionais (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 3 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.

Table 1: Training pathways and balance of the training components	
TRAINING COMPONENTS	TOTAL OF HOURS (TRAINING CYCLE)
SOCIO-CULTURAL	1 000
SCIENTIFIC	500
TECHNICAL (INCLUDES PRATICAL TRAINING)	1 600 (420)
TOTAL OF HOURS/COURSE	3 100

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 specificness 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* (Vocational Aptitude Test). Students are awarded a Level III, middle-level technician vocational qualification certificate, and recognised equivalence of upper secondary school (Year 12) 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 2 other subjects from the scientific training component.

Cursos Tecnológicos do Ensino Recorrente (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.

Table 2: Full time students in upper secondary education by programme orientation, 2003 ¹					
	TOTAL	VOCATIONAL PROGRAMMES		GENERAL AND PRE-VOCATIONAL PROGRAMMES	
		TOTAL	%	TOTAL	%
UNIÃO EUROPEIA 25	18 700 379	8 689 700	46	10 010 679	54
PORTUGAL	298 857	87 365	29	211 492	71

Source: Eurostat, UOE; NewCronos, release date 29/06/2005.

¹ ISCED 97, level 3

Although the progresses obtained in the previous years, the problems of quality and attractiveness in the education and vocational training area persist. Among others:

- the small adhesion of the less qualified public to participate in education and vocational training pathways;
- the little school attractiveness for the youth and the social weak status that some training courses and occupations represent for the families;
- the insufficient investment on information services and scholar and occupational guidance.

With the purpose of reducing this difference, the government launched the Initiative "Novas Oportunidades" (New Opportunities) that aims to make the secondary level vocational education a true and real option, giving new opportunities to the youth.

This initiative aims to involve more than 650 000 young in vocational and technical courses and gathering the European average.

0404 - APPRENTICESHIP TRAINING

Apprenticeship - Alternance-based Initial Vocational Training, regulated by Decree-Law 205/96, 25th October - is an *Instituto de 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, preferably up to 25 years of age, 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.

CURRICULUM

Lasting from between 970 and 4 500 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 1 (min. 970 - 1 020 hours); Level 2 (3 000 - 3 600 hours); Level 3 (4 000 - 4 500 hours); Level 4 (1 200 - 1 560 hours).

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

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 Ministry of Education and MTSS.

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 7 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 (chairing), 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 n.º 95/92, of 23rd May and Art. 11 of Regulatory Decree n.º 68/94, of 26th 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.

Table 1: Students in upper secondary education by programme orientation (general/vocational), 2000			
	UPPER SECONDARY EDUCATION		
	TOTAL ENROLMENT	VOCATIONAL PROGRAMMES (%)	GENERAL AND PRE-VOCATIONAL PROGRAMMES (%)
BELGIUM	505 866	55%	45%
<i>B (FL)</i>	281 816	61%	39%
<i>B (FR)</i>	224 050	47%	53%
DENMARK	219 166	55%	45%
GERMANY	2 725 260	64%	36%
GREECE	358 573	31%	69%
SPAIN	1 021 793	25%	75%
FRANCE	262 4784	57%	43%
IRELAND	151 152	-	100%
ITALY	2 590 615	25%	75%
LUXEMBOURG	17 066	63%	37%
NETHERLANDS	573 315	68%	32%
AUSTRIA	361 263	72%	28%
PORTUGAL	352 430	28%	72%
FINLAND	292 429	55%	45%
SWEDEN	350 007	48%	52%
UK	3 030 724	35%	65%
ICELAND	15 861	32%	68%
NORWAY	202 025	58%	42%
CYPRUS	30 932	14%	86%
MALTA	6 510	17%	83%
CZECH	432 861	80%	20%

REPUBLIC			
ESTONIA	50 405	36%	64%
HUNGARY	453 418	11%	89%
LATVIA	89 544	44%	56%
LITHUANIA	89 913	43%	57%
POLAND	2 407 736	64%	36%
SLOVAK REPUBLIC	250 473	78%	22%
SLOVENIA	105 642	70%	30%

Source: Eurostat, Newcronos, Education statistics based on ISCED 97
Upper secondary education: ISCED 97 level 3

0405 - OTHER YOUTH PROGRAMMES AND ALTERNATIVE PATHWAYS

The Youth Education and Training Courses referred in chapter 0402 are also included in the youth programmes.

Initial Qualification Training 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 2 or 3 qualification, preferably before they enter the labour market. These are generally courses of at least 1 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 2 pathways) or education Year 11 (for Level 3 pathways).

TRAINING PROVIDERS

Initial Qualification Training 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 facilitate 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 1 340 to 1 540 hours for Level 2 and 1 520 to 1 950 hours for Level 3, 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. 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.

Successful completion confers a Vocational Training Certificate for a Level 2 or 3 qualification and educational progression equivalent to lower secondary education (Level 2) or upper secondary education (Level 3).

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

The Apprenticeship Courses, referred in Chapter 0404 provide a Professional Certification of Level 4.

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 3 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 2 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 3 vocational qualification in a CET related area.
- Individuals who, to fulfil the before mentioned 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 3 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 3 vocational qualification, and who are

obliged, therefore, to successfully complete additional training of between 1 000 and 1 200 hours.

CURRICULA

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

- a minimum 1 200 and maximum 1 560 hours length;
- a combined number of training hours for Socio-cultural and Science and Technology training components varying from 840 to 1020 hours. Each of these components, however, must take up 15% and 85% of the established total number of training hours;
- length 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 Technological Specialisation Diploma (DET) and a Level 4 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

The *Ministério da Ciência, Tecnologia e Ensino Superior* - MCTES (Ministry of Science, Technology and Higher Education), is responsible for the policy of higher education. In the scope of this ministry, the *Direcção-Geral do Ensino Superior* (Directorate-General Higher Education) is the department, with administrative autonomy, that is responsible for the definition, implementation and evaluation of the national policy for higher education.

The initial vocational training in the scope of higher education comprises the courses of: bachelors degree , preparatory of higher education degree, bachelors degree + higher education degree , bachelors degree/higher education degree, bachelors degree in teaching + higher education degree in teaching and higher education degrees.

It also should be point out that the higher education can be classified as Public Higher Education, which includes the public higher education universities, the public higher education polytechnics and the military and police public higher education.

The University Education aims to assure a scientific and cultural preparation, and offer a technical training that qualify for the exercise of occupational and cultural activities. It has the length of 4 or 5 years, and allows the academic degree of *Licenciado* (Higher Education Degree/University Degree), *Mestre* (Master) and *Doutor* (PhD). The courses of

"*educadores de infância*" (children educators) and "*professores do ensino primário*" (first cycle of basic education teachers), given by some universities also allows the bachelor degree.

The Polytechnics Education aims to assure a cultural and technical preparation and teaching scientific, theoretical and practical knowledge, and its applications to the occupational activities. The duration and the type of academic degree awarded vary according the type of course attended: *bacharelato* (bachelor degree) - 3 years, *licenciatura* (higher education degree) - 4 years or *licenciatura bietápica* (higher education degree with two stages) - 3 years + 1 or 2, according the courses. It is carry out by Specialised Higher Schools, in the area of technology, arts, education, among others. The *licenciatura bietápica* is a characteristic of the polytechnic education, it is a more specialized education, does not exclude the progression to further studies and the obtainment of a higher education diploma.

In the Polytechnics Education is awarded, in general, the bachelor degree and higher education degree.

The duration of the higher studies is regulated in a way that guarantees the scientific level of the training acquired.

The universities are collective bodies of public right and have statutory, scientific, pedagogical, administrative, financial and disciplinary autonomy. Therefore the universities have autonomy in the elaboration, definition of the teaching methods and training programmes, decision of the knowledge evaluation processes and in the testing of new pedagogical experiences.

The polytechnics institutes are collective bodies of public right, endowed of statutory, administrative, financial and patrimonial autonomy. They can join together more than one higher education school (or other units) overall oriented to pursuit their goals in the same region, in which are associated for the implementation of the educational policies and the optimization of resources.

The Higher Education Schools are centers of cultural and technique training of higher level, aiming the preparation of highly qualified occupational activities and to promote the development of their regions. They have juridical personality and have scientific, pedagogical, administrative and financial autonomy.

The Higher Education Schools have, among others, specific goals, as the initial vocational training. Is responsibility of their scientific council to approve the attainment, evaluation, year progression and precedence's regulations.

The Portuguese higher education training offer comprises the following training areas:

- Education;
- Arts and Humanities;
- Social Sciences, Trade and Law;
- Sciences;
- Engineering, Manufacturing Industries and Construction;
- Agriculture;
- Health and Social Protection;

- Services.

ACCESS REQUIREMENTS

The government, through the MCTES, annually, defines the access requirements for the entrance in higher education.

The admission in each higher education institution and course is subject to quantitative limitations due to the annually settled vacant number, in compliance with legal normatives. This admission vacancy is fixed and communicated, for each higher education institution and course, annually, by the competent departments of the institutions to the MCTES.

The students can attend the access competition since they assure, cumulatively, the following conditions:

- to hold a secondary education course or an equivalent qualification;
- to have carried through the national examinations for the secondary education in the subjects defined as an access requirement for the institution/course, and have obtained a minimum classification established by law;
- to fulfill the requirements (if and when) defined by the institution/course;
- to have an equal or higher classification mark than the minimum fixed value.

The persons with more than 25 years of age and with no qualification can also have access to higher education through an 'ad hoc' examination.

CURRICULUM

The Basic Law for the Education System establishes that the higher education curricular plans are responsibility of each one institution that supplies the respective established courses, in accordance with the national and regional needs. Each Higher Education Institution covers specific areas of the knowledge, offering the post-graduation and graduation courses.

ASSESSMENT PROCEDURE

The assessment procedure is selected by each institution, in accordance with the pedagogical autonomy of higher education institutions.

In higher education the following degrees are conferred: Bachelor and Higher Education Degree, also being able to attribute other certificates and diplomas for small duration courses.

There is an articulation between the university and the polytechnic education by a mutual recognition of the training value and competences acquired in each unit and also through a credit system based in the studies plan analysis.

See the following diagram on Notional ages/length corresponding to full-time studies.

[Notional Ages/Length Corresponding to Full-time Studies](#)

05 - CONTINUING VOCATIONAL EDUCATION AND TRAINING FOR ADULTS

0501 - BACKGROUND INFORMATION ON CONTINUING VOCATIONAL EDUCATION AND TRAINING

Continuing vocational education and training is understood to mean training that occurs after initial training and over the course of working life and is intended to facilitate adaptation to technological, organisational and other types of changes, enable career progression, improve the quality of employment, and contribute to cultural, economic and social development.

The main types of continuing training and adult training are addressed to adult workers, employed or unemployed or at risk of unemployment:

- *Cursos de Especialização Tecnológica* - CET (Technological Specialization Courses);
- *Cursos de Qualificação e Reconversão Profissional* - (Vocational Qualification Training and/or Re-training);
- *Reciclagem, Aperfeiçoamento e Actualização Profissional* - (Refresher and Further Training);
- *Especialização Profissional* - (Vocational Skill Training);
- *Cursos de Educação e Formação de Adultos* – EFA (Adult Education and Vocational Training Courses);
- *Formação Profissional de Grupos Desfavorecidos - acções directas e formação especial* - (Vocational Training for Disadvantaged Groups);
- *Formação de Activos Qualificados* - (Training for Skilled Workers);
- *“Portugal Acolhe”* - (for immigrants);
- *Formação Pedagógica Contínua de Formadores* - (Continuing Pedagogical Training for Trainers);
- *Formação de Chefias e Quadros* - (Skilled workers Training and Training for Managers and Supervisory Personnel).

The importance of continuing vocational training was reaffirm by the *Acordo sobre Política de Emprego, Mercado de Trabalho, Educação e Formação* (Agreement on Employment Policy, Labour Market, Education and Training), signed in 2001, 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;
- to generalise access to education and vocational training, namely continuing training;
- 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 *Sistema Nacional de Certificação* (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.

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.

In what concerns Lifelong learning, reference should be made to 2 documents that have shaped the specific and operational guidelines of active employment policies and the articulation between education and vocational training policies, the above mentioned *Acordo sobre Política de Emprego, Mercado de Trabalho, Educação e Formação* and *the Estratégia de aprendizagem ao longo da vida* (Lifelong Learning Strategy) published as an annex to the PNE 2001.

A series of measures designed to achieve lifelong learning objectives have also been put in place:

- secondary education curricular reform (*Decreto-Lei* [Decree Law] n.º 74/2004, of 26th March), one of the most innovative aspects is increased diversity, flexibility and permeability of education programmes, so that educational responses are more in harmony with students' choices and profiles.
- increasing the provision of secondary and post-secondary training, namely *Cursos de Educação e Formação* (Education and Training Courses) for young people up to Year 12 and *Cursos de Especialização Tecnológica* (Technological Specialisation Courses), and expanding the network of courses run on the initiative of secondary schools, higher education institutions and Vocational Training Centres.

- (re)structuring continuing training schemes designed for micro and small enterprise employees and delivered in the Vocational Training Centre network, by developing modular curricula so trainees can build tailored, certifiable training routes, in a perspective of raising qualification levels.
- strengthening continuing training for the employed, namely by launching training schemes for skilled (with higher and intermediate qualifications) workers, designed to develop essential and transversal skills for business.
- the *Código do Trabalho* (Lei [Law] n.º 99/2003, of 27th August) and its regulations (Lei n.º 35/2004, of 29th July) enshrine continuing training as the individual right of every worker and establish a minimum number of certificated training hours per year to be granted by employers to all their employees.
- making vocational training routes more flexible by making them unit based modular curricular structures, to enable progressive certification of prior learning, in a perspective of gradually building and formally recognising training processes in the development of skills that lead to higher levels of qualification.

Recently in the scope of the re-launched of the Lisbon Strategy 2005, the recommendation of the European Commission to Portugal highlighted long life learning. The Portuguese government launched the National Action Programme for Growth and Employment 2005/2008, aiming to: increase the competitiveness of the Portuguese economy through the implementation of the Technological Plan and to reinforce social cohesion through policies that encourage the employment, education and qualification, with a special emphasis to long life learning.

The Technological Plan is one of the strategical measures for the implementation of the Lisbon Strategy by the preparation of the population to face the Knowledge Society challenges, by strengthening competence levels and creating a comprehensive and diversified scheme of lifelong training, with universal access, as well as by generalized promotion of scientific and technological development.

The Portuguese Government has already launched a number of measures and initiatives that fit in the implementation of the Technological Plan: Programmes "*Inov-Jovem*" (Inov-Youths), "*Inov-Contacto*" (Inov-Contact), Initiative "*Novas Oportunidades*" (New Opportunities), "Tax Incentive System for Entrepreneurial R&D", Strategic reorientation of PRIME Programme.

Finally the Initiative "*Novas Oportunidades*" aimed at the re-qualification of approximately 1 million Portuguese workers.

0502 - PUBLICLY PROMOTED CVET FOR ALL

Table 1: CVET main pathways

CVET MAIN PATHWAYS	ADMINISTRATIVE STRUCTURE¹	TARGET GROUPS	PROVIDERS	TYPES OF COURSE/QUALIFICATION
ADULT EDUCATION AND TRAINING COURSES	ME - DGFV MTSS - IEFP	People aged 18+, who have not completed basic education, and have no or low vocational qualifications.	Local authorities, firms, trade unions, cultural, business, sector and community development associations, education establishments, private social welfare institutions and vocational training centres, as long as they are IQF accredited.	On completion of the course, a Certificate of Adult Education & Training is awarded: Basic 1 (B1) - equivalent to Basic Education Cycle 1 and a Level 1 vocational qualification Basic 2 (B2) - equivalent to Basic Education Cycle 2 and a Level 2 vocational qualification Basic 3 (B3) - equivalent to Basic Education Cycle 3 and a Level 3 vocational qualification
SPECIALIZED TECHNOLOGICAL TRAINING	ME - DGFV MTSS - IEFP	Workers, employed or unemployed or at risk of unemployment, without qualification	Local authorities, firms, trade unions, cultural, business, sector and community development associations, education establishments, private social welfare institutions and vocational training centres, as long as they are IQF accredited.	Specialized Technological Diploma (DET) and a Level 4 vocational qualification
VOCATIONAL	MTSS - IEFP	Workers,	Local	Confers a Vocational

<p>QUALIFICATION AND RETRAINING COURSES</p>		<p>employed or unemployed or at risk of unemployment , without qualification</p>	<p>authorities, firms, trade unions, cultural, business, sector and community development associations, education establishments, private social welfare institutions and vocational training centres, as long as they are IQF accredited.</p>	<p>Training certificate of level 2 and 3. Can be credited towards subsequent vocational skills training. Without school progression</p>
<p>REFRESHER, FURTHER E UPDATING PROFISSIONAL</p>	<p>MTSS - IEFP</p>	<p>Workers, employed or unemployed or at risk of unemployment.</p>	<p>Local authorities, firms, trade unions, cultural, business, sector and community development associations, education establishments, private social welfare institutions and vocational training centres, as long as they are IQF accredited.</p>	<p>Confers a Vocational Training certificate and it attendance can be credited towards subsequent vocational skills training. Without school progression.</p>
<p>VOCATIONAL SKILL TRAINING</p>	<p>MTSS - IEFP</p>	<p>Workers, employed or at risk of unemployment.</p>	<p>Local authorities, firms, trade unions, cultural, business, sector and community development associations, education</p>	<p>Confers a Vocational Training certificate and it attendance can be credited towards subsequent vocational skills training. Without school progression.</p>

			establishments, private social welfare institutions and vocational training centres, as long as they are IQF accredited.	
TRAINING FOR SKILLED EMPLOYEES	MTSS - IEFP	Workers, employed or unemployed, with intermediate or higher qualification.	Local authorities, firms, trade unions, cultural, business, sector and community development associations, education establishments, private social welfare institutions and vocational training centres, as long as they are IQF accredited.	Confers a Vocational Training certificate.
SKILLED WORKERS AND SUPERVISORY PERSONNEL TRAINING	MTSS - IEFP	Employers, managers, Skilled workers supervisory personnel, trainers, SME technicians and human resources managers.	Local authorities, firms, trade unions, cultural, business, sector and community development associations, education establishments, private social welfare institutions and vocational training centres, as long as they are IQF accredited.	Confers a Vocational Training certificate.

¹ ME: *Ministério da Educação* (Ministry of Education);
MTSS: *Ministério do Trabalho e da Solidariedade Social* (Ministry of Labour and Social Solidarity);
DGFV: *Direcção-Geral de Formação Vocacional* (Directorate-General of Vocational Training);
IEFP: *Instituto do Emprego e Formação Profissional* (Institute of Employment and Vocational Training).

Vocational training is subject to certification. The certification system consists of the bodies with authority to certify, the certification processes, and the correspondence between different certificates, from a vocational qualification and progression perspective, as well as progression to higher levels of study.

Systematic evaluation of continuing vocational training focuses on its administrative-financial and technical-pedagogical aspects, as well as its relationship with employment. Training evaluation is undertaken at national, sectoral and regional levels by the structures responsible for its coordination.

Considering the innovative character of EFA courses, their success will depend on methods that ensure the quality of training paths and achievement of their stated goals. In this respect, coordinated monitoring, pedagogical management and evaluation of EFA courses are carried out at national, regional and course levels.

The formalisation of the trainee assessment process shows it is thorough and guarantees transparency.

The outcome of the process of recognition and validation of prior learning, as well as the skills being acquired are all recorded in the trainee's personal dossier.

On completion of the training path, the trainee is awarded a legally valid document - a Personal Skills Portfolio, in which all his or her validated and certified skills are recorded.

The evaluation of the EFA courses, by the responsible entities, aims to guarantee the quality of this offer, finding, thus, new formative pathways adjusted to the necessities of the people and organizations.

0503 - TRAINING FOR UNEMPLOYED PEOPLE AND OTHERS VULNERABLE TO EXCLUSION IN THE LABOUR MARKET

In Portugal the main pathways of continuous vocational training and adults training are directed the active adults, employees, unemployed or at risk of unemployment and vulnerable groups to exclusion. For more information see section 0502 "Publicly promoted CVET for all". However there are 2 training pathways exclusively directed for vulnerable groups to exclusion and emigrants.

Table 1:				
CVET MAIN PATHWAYS	ADMINISTRATIVE STRUCTURE ¹	TARGET GROUPS	PROVIDERS	TYPES OF COURSE/QUALIFICATION
ADULT EDUCATION AND TRAINING COURSES	ME - DGFV MTSS - IEFP	People aged 18+, who have not completed basic education, and have no or low vocational qualifications.	Local authorities, firms, trade unions, cultural, business, sector and community development associations, education establishments, private social welfare institutions and vocational training centres, as long as they are IQF accredited.	On completion of the course, a Certificate of Adult Education & Training is awarded: Basic 1 (B1) - equivalent to Basic Education Cycle 1 and a Level 1 vocational qualification Basic 2 (B2) - equivalent to Basic Education Cycle 2 and a Level 2 vocational qualification Basic 3 (B3) - equivalent to Basic Education Cycle 3 and a Level 3 vocational qualification
SPECIALIZED TECHNOLOGICAL TRAINING	ME - DGFV MTSS - IEFP	Workers, employed or unemployed or at risk of unemployment, without qualification	Local authorities, firms, trade unions, cultural, business, sector and community development associations, education establishments, private social welfare institutions and vocational training centres, as long as they are IQF accredited.	Specialized Technological Diploma (DET) and a Level 4 vocational qualification
VOCATIONAL QUALIFICATION AND RETRAINING COURSES	MTSS - IEFP	Workers, employed or unemployed or at risk of unemployment, without	Local authorities, firms, trade unions, cultural, business, sector and community development	Confers a Vocational Training certificate of level 2 and 3. Can be credited towards subsequent vocational skills training. Without

		qualification	associations, education establishments, private social welfare institutions and vocational training centres, as long as they are IQF accredited.	school progression.
REFRESHER, FURTHER E UPDATING PROFISSIONAL	MTSS - IAFP	Workers, employed or unemployed or at risk of unemployment.	Local authorities, firms, trade unions, cultural, business, sector and community development associations, education establishments, private social welfare institutions and vocational training centres, as long as they are IQF accredited.	Confers a Vocational Training certificate and it attendance can be credited towards subsequent vocational skills training. Without school progression.
VOCATIONAL SKILL TRAINING	MTSS - IAFP	Workers, employed or at risk of unemployment.	Local authorities, firms, trade unions, cultural, business, sector and community development associations, education establishments, private social welfare institutions and vocational training centres, as long as they are IQF accredited.	Confers a Vocational Training certificate and it attendance can be credited towards subsequent vocational skills training. Without school progression.
TRAINING FOR SKILLED EMPLOYEES	MTSS - IAFP	Workers, employed or unemployed, with intermediate or higher qualification.	Local authorities, firms, trade unions, cultural, business, sector and community development associations, education establishments,	Confers a Vocational Training certificate.

			private social welfare institutions and vocational training centres, as long as they are IQF accredited.	
VOCATIONAL TRAINING FOR DISADVANTAGED GROUPS - DIRECT LEARNING AND SPECIAL TRAINING	MTSS-IEFP	Long term Unemployed, ethnic minorities, immigrants, prisoner, beneficiaries of Social Integration Subsidy.	Local authorities, firms, trade unions, cultural, business, sector and community development associations, education establishments, private social welfare institutions and vocational training centres, as long as they are IQF accredited.	Confers a Vocational Training certificate and its attendance can be credited towards subsequent vocational skills training.
PORTUGAL ACOLHE PROGRAMME	MTSS-IEFP	Legalized Immigrants employed or unemployed	Autarquias, empresas, sindicatos, associações de âmbito cultural, empresarial, sectorial e de desenvolvimento local, estabelecimentos de ensino, instituições particulares de solidariedade social e centros de formação profissional, desde que estejam acreditados pelo IQF.	Confers a Vocational Training certificate.

¹ ME: *Ministério da Educação*;
DGFV: *Direcção Geral de Formação Vocacional*;
MTSS: *Ministério do Trabalho e da Solidariedade Social*;
IEFP: *Instituto de Emprego e Formação Profissional*.

Systematic evaluation of continuing vocational training focuses on its administrative-financial and technical-pedagogical aspects, as well as its relationship with employment. Training evaluation is undertaken at national, sectoral and regional levels by the structures responsible for its coordination.

0504 - CVET AT THE INITIATIVE OF ENTERPRISES OR SOCIAL PARTNERS

Under Decree-Law 405/91, of 16th October, those with particular responsibility for the promotion of training are the State, social partners, enterprises and other employing organisations, employers' and business organisations, trade unions and professionals, as well as other profit and non-profit making entities in the public, private and cooperative sectors, which are devoted to vocational training.

According to the same Decree-Law, the social partners and enterprises are, broadly speaking, responsible for promoting initial and continuing training development and for the realisation of training actions.

In February 2001, the government and social partners entered into the *Acordo sobre Política de Emprego, Mercado de Trabalho, Educação e Formação* (Agreement on Employment, Labour Market and Vocational Training), whereby they committed to devising a strategy to combat the deficits in education and vocational qualification, improve the quality of employment, and intervene by means of active, integrated employment, training and labour policies, to respond to unemployment.

The strategic objectives agreed included:

- to generalise access to vocational education and training, namely continuing training, so that it reaches more population segments, and to engage those workers who would not normally be inclined to embark on training, but who, nonetheless, lack educational and vocational qualifications;
- to promote the role of vocational training, as a tool both for enterprises to improve their competitive performance and for professional development.

In this respect, a range of targets was set for each area of action. One critical target was the development of a permanent and sustainable system for continuing training that would ensure that all workers had a minimum number of certified training hours per year.

This key commitment to continuing training saw concrete expression in the new Labour Code, Law n.º 99/2003, of 27th August (Articles 123 - 126).

The entry into force of the Labour Code has changed labour legislation in so far as it allows for better adaptability to new work organisation needs and improved productivity and economic competitiveness. With regard to raising qualification standards, the Code makes it every employer's duty to ensure that every year at least 10% of their employees, who have indefinite duration contracts, engage in training. The new Code also enshrines the right of all employees to an entitlement of at least 20 hours (to be extended to 35 hours in 2006) of certified training. The Labour Code specifies the forms of intervention:

- Promoting continuing training for employees;
- Guaranteeing the right to training, regardless of employment status;

- Promoting vocational qualification or retraining, regardless of employees' employment status.

In February of 2006 was signed an agreement for Vocational Training among the social partners, in the scope of the Permanent Commission of Social Dialogue, where they recognize that CVET is a right and a duty, that must be assumed by the enterprises, workers and Government.

There is legal provision for social partner involvement in vocational education and training in Portugal. The social partners feature regularly and extensively at different administration levels and in almost all official bodies responsible for vocational education and training planning and implementation at various levels:

In terms of national social partnership bodies, the social partners contribute to formulation of overall policy, subsequent agreements and the carrying them forward for example in the *Conselho Económico e Social* – CES (Economic and Social Council), the *Comissão Permanente de Concertação Social* - CPCS (Standing Council for Social Dialogue) and the *Conselho Consultivo Nacional da Formação Profissional* - CCNFP (National Consultative Council for Vocational training).

The social partners are also represented in other entities and organisations as: Monitoring Committee *Programa de Desenvolvimento Educativo para Portugal* - PRODEP III (Programme for Educational Development in Portugal) and *Programa Operacional Emprego, Formação e Desenvolvimento Social* - POEFDS (Operational Programme for Employment, Training and Social Development) as well as in the FSE Coordinating Committee.

With regard to strategy development and training policy implementation, the social partners are involved in the management of organisations that deliver, in partnership with firms, community associations and local authority representatives, vocational education and training in response to local community needs.

Participation in the management of bodies promoting initial and continuing training, namely the IEFP's *Centros de Formação Profissional de Gestão Participada* - CFPGPs (Jointly-managed Vocational Training Centres). The social partners contribute to devising strategic guidelines for the Centres, and focus particularly on continuing training initiatives that will address local enterprise needs.

The 29 CGPs, Decree Law 165, 16th May 1985, are spaces providing training solutions that are fine-tuned to the needs of both the market and citizens and, in particular, to the priorities of enterprise and the economy, as this convergence of interests is facilitated by the Centres' management structure. In view of the sectoral nature of most centres, the main economic activities they cover are: Arts & Crafts; Trading and Related Activities; Ceramics; Building & Public Works; Metallurgy & Mechanical Engineering; Journalism; Trade Unionist Training; Car Repairs; Quality; Footwear; Wood & Furniture; Agri-foodstuffs; Wool Textiles; Spas & Mineral Waters; Cork; Goldsmithing & Watch-making/repairing; Electronics; Casting; Office Work, Trade, Services & New Technologies; Textiles; Clothing manufacture; Law; Glassware; Fisheries.

The social partners are also involved in the IEFP's Directly-managed Vocational Training Centres and vocational schools. They sit on the examination boards for apprenticeships, and initial and continuing vocational training and are involved in organising workplace practice in firms.

ENTERPRISES

Large enterprises and multinationals are the entities that most deliver continuing training for their staff using their own training structures, and sometimes resorting to third party training providers. Often, this type of training does not lead to any kind of outside recognition or award beyond the enterprise that has organised the training.

Changes introduced in the ESF aimed to put in place conditions that would facilitate the participation of SME employees in training. The purpose of introducing in 1996 the “individual participation in training” was for individual participation in inter-enterprise training courses, promoted by accredited external training providers, and financed by small and medium sized beneficiary enterprises.

In 2000, 5 491 enterprises ran training courses. Larger firms had more training activity and higher staff numbers in training. Smaller firms revealed clear, but harder to satisfy training needs.

Training activity also reflects sector differences: enterprises in the financial sector and electricity, gas and water production and supply, generally provide more training. This could be down to their presence in more dynamic markets and/or more competitive markets, or explained by greater efforts expended on business modernisation and workforce skills development and competitiveness.

Between 1998 and 2000, the percentage of workers from the enterprises providing CVET was 56.5%. Of these, 53.6% worked in undertakings with workforces of over 250, while 43.6% of participants were from enterprises with more than 500 workers. By economic activity, it was found that manufacturing industry and financial activity sectors had the largest numbers of participants in training initiatives.

Most of the participants in training courses were involved in the further training and instruction category (about 77.9%).

In addition to initiatives supported by the POEFDS, there are other national level CVT designed to target enterprises generally. One such initiative is the PRIME Programme. Furthermore, nationwide, sector-specific measures are underway: agricultural training (AGRO), Tourism training, and Healthcare training (Health XXI). Vocational training provided under the programme is predominantly vocational qualification and reorientation training, trainer training and specialised technical training.

The existence of these programs for specific sectors of the economy is by itself a force since their elaboration means an analysis of the training needs and a active participation of a some actors of the training system in a attempt of adequacy the training needs to the needs of the sectors.

There were launched in 2006, the *InovJovem* Program, that aims to stimulate innovative processes and enterprise development with the creation of jobs for qualified youth through periods of practical training in enterprises, and the *InovContacto* Program, that intends to contribute for the reinforcement of the competitiveness of the Portuguese enterprises through intensive programs of training and international periods of practical training.

For last there are various institutions which contribute to promote training in enterprises. In terms of accreditation and validation of learning in enterprises, there is the *Instituto de Emprego e Formação Profissional* - IEFP (Institute of Employment and Vocational Training) and the *Instituto para a Qualidade da Formação* - IQF (Institute for Quality in Training). With regard to funding, the *Instituto para a Gestão do Fundo Social Europeu* - IGFSE (FSE Management Institute) is responsible.

There are also other entities:

- The *Instituto de Apoio às Pequenas e Médias Empresas e ao Investimento* - IAPMEI (Institute of SME and Investment Support) a government agency aims to design and implement enterprise development support policies, especially in relation to the modernisation and innovation of micro enterprises and SMEs in the secondary and tertiary sectors.
- The *Instituto de Turismo de Portugal* - ITP (Portuguese Tourism Institute), aims to support the reinforcement, modernization and development of business structures in the tourism industry. To achieve these objectives the ITP takes part in tourism related vocational training initiatives, closely collaborating with other related agencies that are overseen by the MEI, such as the *Instituto Nacional de Formação Turística* - INFTUR (Tourism Training Institute).

Table1: Training enterprises as % of all enterprises, by size class (1999)				
	TOTAL (%)	SIZE CLASS (NUMBER OF EMPLOYEES)		
		10 TO 49 (%)	50 TO 249 (%)	250 OR MORE (%)
EU-25	61	56	80	95
PORTUGAL	22	17	46	78

Source: Eurostat, NewCronos, 2nd Continuing Vocational Training Survey (CVTS2)
 Note: "Training enterprises" are enterprises that did provide any type of continuing vocational training to their employees; Cyprus, Malta, Slovakia, Iceland were not covered by CVTS2

The number of workers in continuous vocational training actions presents a great variability either at sectoral level or considering the dimension of the enterprise. The results of the community survey to continuous training on the execution of vocational training courses, show as well, more favourable results - respectively, 17% of the workers in enterprises with 10 and more workers had participated in continuous training courses in 1998, while in the second survey data from 2003 pointed to the participation of 19.6% of the workers also from enterprises with 10 or more attending training courses during the last year, while 88% of these enterprises paid for the training costs.

According to the Survey to the Execution of Vocational Training Courses (2003), in enterprises with 10 to 49 workers only 7.5% of them had access to training, while in enterprises with 250 or more workers this value was of 38.4%. Most of the workers (58%) participating in vocational training actions were men and mostly in the age group between 25 and 65 years old.

The second axis of New Opportunities Initiative has, as main goal, to raise the levels of the adult population basic qualification. The concretization of this goal estimates measures, for the continuous vocational training, that will widening the training access possibilities to active employees, through the modulation and adjustment of the offers and through the adoption of organisational mechanisms and distribution of training costs that put into effect the individual right to training and also compatible with the enterprises competitiveness.

0505 - CVET AT THE INITIATIVE OF THE INDIVIDUAL

The new Labour Code, approved by Law n.º 99/2003, of 27th August, enshrines the right to training and creates objective conditions to ensure that that right may be exercised regardless of workers' employment status/relationship.

Training at individual initiative is contemplated under the *Programa Operacional Emprego, Formação e Desenvolvimento Social* - POEFDS (Operational Programme for Employment, Training and Social Development) - Strand II - Lifelong Learning and Adaptability, Measure 2.1 - Continuing Vocational Training. The Measure provides for the following action methodologies:

- invigorating training initiatives that are based on systematic, flexible and preferably modular models, and which lead to a vocational and, whenever possible, an educational qualification level;
- development of tailored training types designed to addressing concrete situations arising, for example, from the introduction of new equipment, technology or production processes. Solutions are based on training pathways adapted to match the specific needs and contexts of organisations and workers.

There are some support programmes for training at individual initiative:

The *Bolsa de Formação da Iniciativa do Trabalhador* (Training at Worker's Initiative Study Grant, Legislative Order 86/92, of 5th June) enables improvement of employability and realisation of the workers through a support for attendance at continuing training. It targets both unemployed and employed people who wish to raise the standard of their qualifications in order to keep their job or be better equipped for finding work. This programme is promoted by the IEFP.

In the scope of vocational training in the Public Administration, it defines self-learning, as the access by a public administration employee on their personal initiative to training that is directly or indirectly relevant, or contributes to the quality of the individual's functional area.

Public administration officials are entitled, during working hours, to a self-learning allowance of 100 hours per year for those within technical and senior technical career structures, and 70 hours for those in other career structures. Whenever training initiatives have a direct bearing on the employee's functional area, these allowances may be increased.

Self-learning is financed by the trainee, and when training is undergone during working hours it corresponds, for all legal intents and purposes, to actual performance of duties.

Many organisations have support mechanisms and incentive schemes to encourage individual skills development, and provide support and facilities for employees who engage in post-graduate and masters studies in areas relevant to the organisation's strategy and mission.

Medium and large enterprises/organisations quite frequently enter into cooperation agreements with university and polytechnic institutes on the development of advanced staff training programmes (usually related to management, finance, marketing and technologies) that, while conforming the HE institutions' criteria and requirements, have been aligned to the organisations' needs and priorities.

The European Social Fund also grants financial support for individual initiative vocational training, labour market integration and employment support. Training at individual initiative is regarded by Regulatory Decree n.º 12-A/2000, of 15th September, to be a training type that is eligible for public funding.

For those individuals who work but wish to study at the same time, there is worker-student status. Law n.º 116/97, of 4th November describes worker-students as those engaged in paid work for a third party, regardless of whether they are employed in the public or private sector, who are, at the same time, attending a mainstream education or equivalent course, at any level, including post-graduate, masters or doctoral studies courses, in public, independent or cooperative institutions. Self-employed workers who are engaged in a vocational training course or a temporary work scheme for young people (with a duration of more than 6 months) are also eligible for worker-student status.

06 - TRAINING VET TEACHERS AND TRAINERS

0601 - TYPES OF TEACHERS AND TRAINERS IN VET

In Portugal, the term Teacher is usually used for people who work in the formal primary, secondary or further education system. The term Trainer is used for people who teach in the vocational training system. Mention should also be made to the role of Tutor in the context of training in the work place. The tutor's role is to monitor the evolution of the trainees whilst at their work posts.

A Teacher training provided in the education system is the responsibility of the *Ministério da Educação* - ME (Ministry of Education), while trainer training within the labour market is the responsibility of the *Instituto de Emprego e Formação Profissional* - IEFP (Institute of Employment and Vocational Training) in the scope of the *Ministério do Trabalho e Solidariedade Social* - MTSS (Ministry of Labour and Social Solidarity).

The main criteria to distinguish teachers and trainers is that the former work within the education system while the latter work in the vocational training system. In this context, there are also different requirements and demands regarding recruitment and work regulation.

Teachers should be graduates. They should have a degree from a higher institute specialised in educational theory - *Escolas Superiores de Educação* - ESE (Higher Educational Institutes) - in order to teach in basic education. To teach in the secondary education, they should have a university degree in the same disciplinary area.

The legal requirement to become a trainer is to hold a *Certificado de Aptidão Pedagógica do Formador* - CAP (Certificate of Trainer's Pedagogical Aptitude), which requires attending a pedagogical training course lasting 90 hours. There are no trainers'

certificates for specialised sectors of training. Only in exceptional cases, it is possible to obtain a Certificate of Pedagogical Aptitude on the basis of the trainer's professional experience.

The role of IVET teachers is mainly focused on classroom teaching; while they have considerable freedom with regard to methodology, pedagogy and student's assessment, they can intervene less in the definition of curricula.

The role of IVET trainers is mainly focused on teaching and they are also involved in training needs, analysis, design, tutoring and evaluation.

0602 - TYPES OF TEACHERS AND TRAINERS IN IVET

Table 1: Teachers and Trainers in IVET - General Framework		
	IVET TEACHERS	IVET TRAINERS
ROLE	General and technical teachers	General trainers or technical trainers (tutors) depending on the training contents. General trainers are mostly teachers from state vocational schools.
JOB CONTEXT	Secondary Public and Private Schools (including vocational schools)	Enterprises, Vocational Training Centres of the IEF ¹ , and other accredited institutions.
PRE-SERVICE TRAINING	Secondary education teachers are usually subject specialists. After 3 years working as teachers they must do in-service teacher training, organised by the Institutes of Higher Education (universities and polytechnics). Organised by the Institutes of Higher Education (universities and polytechnics).	The trainer's qualifications must be the same or higher than the exit level of trainees and they should also possess a Certificate of Pedagogical Aptitude. Many of these professionals are teachers in the formal education system and have a higher academic qualification (University Degree), which gives them equivalence to the Certificate of Trainer's Pedagogical Aptitude (CAP). Technical Training Instructors must have recognised professional experience (from 1 to 3 years) in the specific

		course subject-matter and a Certificate of Pedagogical Aptitude. Provided by Institutes of Higher Education (universities and polytechnics) for academic qualification. IEFP and other recognized organisations for pedagogical certification.
TYPES OF RECRUITMENT	By competition at national or regional level and on the basis of their academic training, number of years' experience and the geographical areas for which they have applied.	Managed by the training centres.

Source: Detailed Thematic Analysis n.º 6 - Training VET teachers and trainers, 2005.

In-Service, continuing training and development for IVET teachers is the same for both general and technical teachers. The Basic Law on the Education System defines continuing training as a “complement to the initial training from a perspective of permanent education and training” (Law n.º 46/86, 14th of October).

The continuing training is both a teacher's right and duty. The participation is usually voluntary, it is encouraged through career progress. In order to pursue a professional career, teachers need the credits obtained in continuing training courses. This training may be provided by universities and other higher education institutes, professional scientific associations, teachers' unions and centres run by school associations.

The in-service, continuing training of trainers system is linked with the renewal of the *Certificado de Aptidão Pedagógica do Formador* - CAP (Certificate of Trainer's Pedagogical Aptitude). Therefore, the *Instituto do Emprego e Formação Profissional*¹ - IEFP (Institute of Employment and Vocational Training) offers training courses on various subjects: Training Systems, Training and Certification, Training Management, Training Technologies and Methodologies.

The CAP must be renewed every 5 years. To ensure that trainers have obtained relevant training experience in the 5 years since getting CAP, they must prove that they have attended 60 hours of training, or other relevant pedagogical experience, and also that they have given 300 hours of training.

The *Centro Nacional de Formação de Formadores* - CNFF (National Centre of Training for Trainers), offers a continuing training program for the IEFP trainers, consisting of “Technical-Sectoral training”, “Pedagogical Seminars”, “Training in Computer Technologies” and “Conferences and Seminars”.

¹ <http://www.iefp.pt>

0603 - TYPES OF TEACHERS AND TRAINERS IN CVET

CVET teachers are those who work in education for graduates, provided by universities and other institutes of higher education, and in continuing training for teachers, provided by professional scientific associations, teachers' unions and centres run by school associations. In the context of adult education, recurrent education is also given by CVET teachers.

Table 1: CVET Teachers - General Framework			
	CVET TEACHERS		
	CONTINUING TRAINING FOR TEACHERS	RECURRENT SECONDARY EDUCATION.	HIGHER EDUCATION (POST GRADUATIONS; MASTERS AND DOCTORATES).
PLACE OF WORK	Universities and other institutes of higher education, and professional scientific associations, teachers' unions and centres run by school associations.	Public and Private Schools or other accredited bodies.	Universities and other institutes of higher education.
RECRUITMENT PROCESS	Managed by the place of work.	By competition at national or regional level and on the basis of their academic training, number of years of experience and the geographical areas for which they have applied.	Managed by the universities or institutes of higher education.

Source: Detailed Thematic Analysis n.º 6 - Training VET teachers and trainers, 2005.

The term trainer is used for people who work in vocational education and training institutions which run under the responsibility of the Ministry of Labour and Social Solidarity and other sectoral Ministries that organise their own continuing training. CVET trainers are those who teach vocational training courses aimed at promoting professional qualifications, obtaining a new professional qualification or/and developing technical and social skills.

Table 2: CVET Trainers - General Framework		
	CVET TRAINERS	
ROLE	Occupational training: courses aimed to promote professional qualifications, to develop professional skills, and to obtain a new professional qualification. “training of skilled active workforce”; “recycling, up-dating and refresher courses”; “qualification and professional conversion”;	Adult Education and Training Courses (the curriculum of these courses is divided in: “basic training” and “professional training”).
PLACE OF WORK	Enterprises, Vocational Training Centres of the Institute for Employment and Vocational Training (IEFP), and other accredited bodies.	Accredited training centres, such as: local authorities, companies, unions, cultural, enterprise, sectoral, municipal and local associations, educational establishments, private institutions of social solidarity (IPSS) and Vocational Training Centres.
RECRUITMENT PROCESS	The training centres are responsible for the trainers’ recruitment	

Source: Detailed Thematic Analysis n.º 6 - Training VET teachers and trainers, 2005.

PRE-SERVICE TRAINING FOR TEACHERS IN CONTINUING TRAINING FOR TEACHERS

Special requirements to qualify as a teacher of continuing training, (Article 31 of the *Regime Jurídico da Formação Contínua*) include a PhD; a Masters degree; passing pedagogical and scientific tests, taken within the ambit of teaching in higher education; taking a post-graduation course or part of a masters degree; completing specialized training in Education Sciences or a degree in Education Sciences or relevant CV in different training areas.

PRE-SERVICE TRAINING FOR HIGHER EDUCATION TEACHERS

To become a teacher in higher education, according to the Basic Law of Educational System (Article 33), it is necessary to have a master degree or a doctorate. Graduates may also teach if they have passed scientific and pedagogical aptitude tests.

PRE-SERVICE TRAINING FOR RECURRENT EDUCATION TEACHERS

Teachers in the recurrent education must have the same teaching qualification required by teachers in the formal education system.

There is no set pre-service training for CVET trainers of occupational training courses. Their qualifications must be of a higher level than the exist level of the training in question and they must have a *Certificado de Aptidão Pedagógica do Formador - CAP* (Certificate of Trainer's Pedagogical Aptitude).

For example, to give a occupational training course aimed to promote professional qualifications in "Information and Communication Technologies" of a group of employees of a specific enterprise, the trainer must have appropriate qualifications, related to the training content, such as a degree in Computing, and also related to pedagogical competencies, proved by the possession of CAP.

In-service, continuing training and development of CVET teachers is voluntary but it is encouraged by financial incentives (increase of salary).

Teachers need the credits obtained in continuing training courses in order to progress in their professional career. This training may be provided by universities and other higher education institutes, professional scientific associations, teachers' unions and centres run by school associations.

IN-SERVICE, FOR CVET TRAINERS AND OTHER LEARNING FACILITATORS

The qualifications of "professional training trainers" must be the same or higher than the exit level of trainees, and they must also have professional training in the specific course subject-matter or recognised professional experience of at least 2 years. They must attend a pedagogical training course in order to obtain a CAP.

Trainers for Occupational training courses and for Adult Education and Training courses can receive continuing training by attending university Masters courses, short term courses, specialised courses, and others.

Continuing training for trainers is linked to the renewal of the CAP. Therefore, the *Instituto do Emprego e Formação Profissional - IEFP* (Institute of Employment and Vocational Training) offers training courses on various subjects. Enterprises and other public and private promoters also provide continuing training for their professionals in various training areas.

The CAP, must be renewed every 5 years. To ensure that trainers have accumulated relevant training experience in the 5 years after obtaining the CAP, they must prove that they attended 60 hours of training, or other relevant pedagogical experiences and they have give 300 hours of training.

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, Proximity Services, Cork Industry, Tourism, Electric and Electronic Equipment, Information and Communication Services.

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 needs and designing sound quality training measures that are fine-tuned to 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 *Ministério do Trabalho e da Solidariedade Social* - MTSS (Ministry of Labour and Social Solidarity) MTSS's *Direcção Geral de Estudos, Estatística e Planeamento* - DGEEP (General Directorate of Studies, Statistic and Planning) has produced 3 research reports: Vocational Training Needs in Small Enterprises (1996), Enterprise Vocational Training Needs 1996/1999, and 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). As Tourism is one of Portugal's strategically important sectors, 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 the 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 *Plano Plurianual de Formação Profissional* (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

To foster the articulation between the education and vocational training systems a reviewed secondary education curriculum entered into force in 2004/2005. The revised curriculum targets to improve the quality of provision and widen the range of vocational choice available to students. It also gives the opportunity to students who want to change their training path and study a new course in the following school year, to transfer between courses with similar programmes.

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

It was established that the training offer ensures the 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 educational system adopted a flexible curricula and a modular system, namely in the *Cursos Profissionais* (Vocational Courses) and *Cursos do Ensino Recorrente* (Recurrent Education Courses).

According to the *Decreto-Lei* (Decree Law) n.º 74/2004, of 26th March, it was stipulated that until the end of school year 2007/2008 must be completed the transition from the cumulative units system to the system of cumulative modules, by subject and area, namely the *Cursos Científico-humanísticos* (Science-humanities Courses), *Cursos Tecnológicos* (Technological Courses) and *Cursos Artísticos Especializados* (Specialised Arts Courses).

The modular and flexible curricula design was also applied to education and initial vocational training courses delivered on the labour market, i.e., *Cursos de Aprendizagem* (Apprenticeship Courses) and *Cursos de Educação e Formação de Adultos* (Adult Education and Training Courses).

With regard to continuing vocational training, skills training and re-training schemes are based on flexible modular routes so that working people can progress along training pathways and accumulate credits for skills they acquire in shorter training courses (cumulative units).

There are, however, courses that fit into both the initial and continuing training types. *Cursos de Especialização Tecnológica* (Technological Specialisation Courses) are in this category, and are overseen by the ME and MTSS. The normative framework for these courses enshrines curricular flexibility as a way to facilitate approximation to labour market needs and the possibility of accepting previous training experiences. After completing the CET, the trainee can apply to higher education through a special competition. The protocols between the higher education organisations and other entities of the scientific and technological system enable this progression.

In what concerns higher education it is being implemented, through the second revision of the LBSE (*Lei* [Law] n.º 49/2005, of 30th August), the European Credit Transfer System, that establish the adoption of the ECTS. For the first time, people without the required formal qualifications are able to access tertiary education on the basis of credits gained by vocational experience and post-secondary training.

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 *Direcção Geral de Inovação e de Desenvolvimento Curricular* (General Directorate of Innovation and Curricular Development) and the *Direcção Geral de Formação Vocacional* (General Directorate of Vocational Training), are jointly responsible for curricular development.
- The *Ministério do Trabalho e da Solidariedade Social* - MTSS (Ministry of Labour and Social Solidarity), through the IEFP's Vocational Training Department, is responsible for curricular development of vocational training on the labour market, designing and preparing training programmes and defining training profiles.

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 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.

The introduction in the labour market-based training system of a wide range of new learning solutions suggests a need to promote, among training providers and trainers, the spread, exchange and use of strategic information, innovative models of technical resources and learning, and successful vocational training methodologies and practices. 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 government aims the growth of Information and Communication Technologies applied to education and training.

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 n.º 95/92, of 23rd May, amended by the *Decreto Regulamentar* (Regulatory Decree) n.º 68/94, of 26th November, following the Agreement of Policy and Vocational Training, signed in 1991 by the government and the social partners. This agreement point out the strategic importance of vocational training as a tool for the human resources development.

In 2001, in the scope of the *Acordo sobre Política de Emprego, Mercado de Trabalho, Educação e Formação* (Agreement on Employment Policy, Labour market, Education and Training) it was called attention to the combat to the schooling and occupational qualification deficit, and was reinforced the role of SNCP, in the promotion of training quality and competencies certifications.

The SNCP's objectives include:

- the recognition and certification of vocational competencies, regardless of the way in which they have been acquired, whether through vocational training, work experience, recognition of the equivalence of titles and qualifications obtained abroad;
- to “make visible” the workers competencies, allowing the employers to recruit highly qualified workers and consequently to promote employability;
- the promotion of worker mobility;
- the regulation and promotion of training provision quality, supplying training providers with training referentials;
- to harness the recognition, evaluation and certification of competencies acquired on informal or non-formal ways, specially the ones obtained during professional experience, allowing these workers to proceed continuing vocational training, improving the qualification levels and encouraging the long life learning.

One of the SNCP's valuable features is its tripartite character; the *Comissões Técnicas Especializadas* - CTE (Specialised Technical Commissions) and *Comissão Permanente de Certificação Profissional* - CPCP (Standing Committee on Vocational Certification) have representatives of the Public Administration and social partners. 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 MTSS 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 CTE deal with different occupational areas. The CTE: (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 (Vocational Aptitude Certificate) 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 function of the IEFP's Certification Department is to contribute for the stability of the conceptual framework of SNCP and its operativeness, providing specialised technical support to CTE and CPC, through designing and vocational profiles that have been analysed by the CTE.

Occupational Certification can be defined as evidence showed by a CAP. 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.

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.

Every CAP is based on a occupational profile, referential of occupational certification, that 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 CPC, 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.

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

In Portugal there are 2 complementary types of mechanism for validation and certification of non-formally and informally acquired learning:

- *Dispositivos de Reconhecimento, Validação e Certificação de Competências* (Skills Recognition, Validation and Certification Measures), which comprise the educational scheme (the *Sistema Nacional de Reconhecimento, Validação e Certificação de Competências* - SNRVCC [National System for Skills Recognition, Validation and Certification]), and a vocational scheme (RVCC-PRO);
- *Sistema Nacional de Certificação Profissional* - SNCP (National Vocational Certification System).

These systems were created and put into operation at government level by the *Ministério da Educação* - ME (Ministry of Education) and the *Ministério do Trabalho e da Solidariedade* (Institute of Employment & Vocational Training).

The *Sistema Nacional de Reconhecimento, Validação e Certificação de Competências* - SNRVCC (National System for Skills Recognition, Validation and Certification) is a joint initiative by the ME and MTSS.

Reconhecimento, Validação e Certificação de Competências – RVCC (Skills Recognition, Validation and Certification) is contemplated in both the *Estratégia Europeia para o Emprego* (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 (General Directorate 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 Skills Recognition, Validation and Certification System.

The System aims to provide all citizens, especially employed and unemployed over 18 years old 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 - DGFV). 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 5th 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.

The *Instituto do Emprego e Formação Profissional* - IEFP (Institute of Employment & Vocational Training) is the MTSS body responsible for RVCC-PRO.

The purpose of the RVCC-PRO scheme is to help raise the level of formal vocational qualifications among the workforce by recognising learning acquired outside the formal education and training systems. It is also meant to provide a second chance for those who never before engaged in training and/or left the systems early.

RVCC-PRO was launched in March 2005 and was made available for 10 occupations in 10 *Centros de Formação Profissional de Gestão Directa e Participada* (Directly and Jointly-managed Vocational Training Centres) in the IEFP network. RVCC-PRO will be gradually extended to the other Centres from 2006, and applicable to all the occupations for which the IEFP is able to offer training (this intention was included in the *Grandes Opções do Plano para 2005/2009* [Government Major Planning Options for 2005/2009]).

RVCC-PRO was designed to be used in tandem with the educational RVCC scheme, i.e. when an individual seeks both educational and vocational certification.

Targets workers, employed or unemployed, with over 18 years old, who have acquired knowledge and competencies through professional experience or other situations and want them to be recognised by a formal certification.

This process develops over a series of sessions during which candidates are assisted, by technicians and trainers from the occupational area concerned, to identify and recognise acquired skills/competences, to gather supporting evidence, and to demonstrate them.

A commission then validates the candidate's skills and identifies any gaps, in which case it recommends additional training to be followed before final certification can be awarded.

If this happens, the RVCC-PRO team devises a *Plano Individual de Formação* (Personal Training Plan) for the candidate, to steer them towards the right training solutions for the skills and competences they lack.

Such solutions may include continuing training units/schemes delivered by the *Instituto do Emprego e Formação Profissional* - IEFP (Institute of Employment & Vocational Training), or other accredited providers, depending on the skills needed, and/or more tailored responses, such as work-based training or self-directed learning.

At the end of the RVCC-PRO process, candidates are awarded total or partial certification of their respective skills, in the form of:

- a *Certificado de Formação Profissional+* (Vocational Training+ Certificate), either Level 2 or 3, which attests to the holder's possession of all the skills that correspond to a given IEFP course;
- a Record of validated skills and training needs, which is issued when a candidate has only some of the skills stipulated in the training referential. This document attests to the skills a candidate has, identifies those lacking, and indicates the Individual Training Plan to be followed before total certification is awarded.

Candidates applying for the *Certificado de Formação Profissional+* (Vocational Training+ Certificate) are assessed against the IEFP's Training Referentials for a specific IEFP course. To obtain the Certificate they must prove they have all the skills associated with the respective vocational training course.

Collaborative working between systems has been established in an effort to promote the individual's social and professional valorisation in the education and training systems and on the labour market:

- Whenever candidates need to obtain a certain educational level, "either because it is an obligatory requirement for certification, or simply for the purpose of raising their educational level", the necessary collaboration with RVCC Centres in the DGFV network takes place and use is made of all the skills identification work that has already been done.
- Whenever there is legislation regulating a given career avenue through the issue of professional titles (obligatory or voluntary), such as in the case of the CAP or Carteira Profissional (professional licence), access requirements to them is complied with and candidates are supported in their application process to the certifying bodies.

Another method of validating non-formal and informal learning is provided for under *Decreto Regulamentar* (Regulatory Decree) n.º 68/94, of 26th November, which specifies the criteria for the award of a training or aptitude certificate on the basis of professional experience. The process for awarding aptitude certificates on the basis of experience entails analysis of the applicant's curriculum, a technical interview and the submission of evidence.

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 Ministry of Education, although there are other bodies in the private sector providing such services.

MINISTRY OF LABOUR AND SOCIAL SOLIDARITY

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 local 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.

These services aim to promote the career management through a variety of intervention strategies determined by the necessities and potentials of each person.

These tasks are the responsibility of vocational guidance counsellors of the IEFP employment centres and training centres. Some activities essentially directed for younger public are taken the handle in cooperation with the schools psychology services.

The IEFP is also responsible, at central level, for producing careers vocational information for use by its own services and other bodies, especially schools, and vocational guidance material used exclusively by the vocational guidance counsellors.

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 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 coordinate and supervise the work at local 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 centres or delegations of the *Instituto Português da Juventude* ([Portuguese Youth Institute](#)), 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 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 Jointly-managed vocational training centres, social partners, private sector welfare institutions and local development associations.

MINISTRY OF EDUCATION

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* (Directorate General of Innovation and Curricular Development) 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 Directorate General 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 of 3rd August 1996.

0902 - TARGET GROUPS AND MODES OF DELIVERY

In the 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 (Years 1 to 6).

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.

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

- young people and unemployed adults, registered in the Employment Centres, or those who seek training;
- employees on retraining;
- employers and human resources managers;
- young people who are still at school.

Taking part in vocational guidance is voluntary and free of charge. The registered unemployed draw up a personal employment plan (at the Employment Centre) that reflects their personal life conditions and objectives. This plan includes the required actions to a professional integration and can comprise interventions of vocational guidance. The personal plan of employment is regulated by an agreement between the Employment Centre and the unemployed.

The technical tools employed on vocational guidance had been conceived bearing in mind its adequacy to the IEFP groups considering their age, school level and even the personal characteristics.

Some activities are realised in groups and others individually. Group activities are intended to, primarily, identification and valorisation of personal and professional self-esteem skills and to develop personal and social skills. 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.

The personal interviews are used as a strategy to support the group intervention.

Some Employment Centres have a "Self-Service" for employment. It is a space where it is available information and interactive services, in the scope of employment, for people that doesn't need to a personal service. Information about careers, employment and training programmes is also available on the Internet.

The performance of IEFP vocational guidance in the scope of vocational training comprises the following activities:

- Availability of information about qualification requirements; training offer; occupations; labour market needs and prospects; retraining courses; workers mobility and Community education, training and employment Programmes;
- Counselling to support potentials trainees to formulate their own personal and career plans and to develop strategies to put it into effect. In this scope, psychological evaluation tests are applied to the training candidates, whose results are afterwards analysed jointly by the vocational counsellor and the candidate. This aims to help the candidate to clarify its personal attributes;

- Monitoring: psycho-pedagogical support for trainees during the training course and individual support in the transition to the labour market. This monitoring can include development of personal and social skills interventions as autonomy, responsibility, ability to decision, initiative, interpersonal skills; learning abilities development; promotion of self-esteem and techniques for job search.

Tools of vocational information produced by IEFP are frequently yielded for the Ministry of Education psychologists. When schools organise events on career information, they also can count on the contribution of IEFP counsellors.

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+* Clubs has been set up, under the *Direcção Geral de Formação Vocacional* (Directorate General 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.

0903 - GUIDANCE AND COUNSELLING PERSONNEL

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.

Within the *Instituto do Emprego e Formação Profissional* - IEFP's (Institute of Employment and Vocational Training), vocational information and guidance is developed by vocational guidance counsellors, recruited specifically for the purpose. They 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 department responsible for in-service training organises, in liaison with the *Direcção dos Serviços de Informação e Orientação* (Directorate of Information and Guidance Services), post-service training for vocational guidance counsellors. It is a 6-month training course, at the end of which trainees 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*.

Vocational 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 UNIVAs 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.

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 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 (ESF 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 Vocational Training Law, currently being debated, will define the objectives, principles of organisation, funding, evaluation, and coordination for vocational training, and establish the National Vocational Training System and identify the key players therein.

There are 3 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

Table 1: Bodies responsible for funding		
PROVISION	BODIES RESPONSIBLE FOR FUNDING	FUNDING SOURCES
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/ 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

MTSS: *Ministério do Trabalho e da Solidariedade Social* (Ministry of Labour and Social Solidarity);

IEFP: *Instituto do Emprego e Formação Profissional* (Institute of Employment and Vocational Training);

ME: *Ministério da Educação* (Ministry of Education);

DGIDC: *Direcção-Geral de Inovação e de Desenvolvimento Curricular* (General Directorate for Innovation and Curricular Development);

DGFV: *Direcção Geral de Formação Vocacional* (Directorate-General of Vocational Training);

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 – IVET – within the education system is largely financed out of the ME's budget and by the FSE.

Formação Tecnológica (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).

Cursos de Especialização Tecnológica (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:

Cursos de Qualificação Inicial (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). The system is a key component of IVET, and even one of the measures of the *Programa Operacional de Educação, Formação e Desenvolvimento Social* - POEFDS (Operational Programme for Employment, Training and Social Development) is intended for financing apprenticeship under the auspices of the IEFP (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.

IVET includes other programmes that are intended to make initial training available to young people and adults without educational or vocational qualifications: *Cursos de Educação e Formação Profissional Inicial* (Initial Vocational Education and Training Courses) and *Cursos de Educação e Formação Profissional para Adultos* (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 IVET leading to an education and vocational certificate, which is intended for funding IVET 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 IVET provision is largely dependent on public funding.

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

PUBLICLY-PROVIDED CVET AND ADULT EDUCATION

Public funding of continuing vocational education and training (CVET) 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 3 main sources of finance for publicly provided CVET: 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.

PROVISION	BODIES RESPONSIBLE FOR FUNDING ¹	FUNDING SOURCES
CVET PROGRAMMES IN DIFFERENT AREAS	MTSS/IEFP/Private sector providers	OSS/FSE/ON/FP
SABER+ SCHEMES (FOR ADULTS)	MTSS/ME/DGFV	OSS/FSE/ON
PUBLIC ADMINISTRATION TRAINING	National Institute for Public Administration (INA)	FSE/ON/FP

¹ MTSS: *Ministério do Trabalho e da Solidariedade Social* (Ministry of Labour and Social Solidarity);

IEFP: *Instituto do Emprego e Formação Profissional* (Institute of Employment and Vocational Training);

ME: *Ministério da Educação* (Ministry of Education);

DGFV: *Direcção Geral de Formação Vocacional* (Directorate-General of Vocational Training);

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 *Instituto de Gestão do Fundo Social Europeu* (ESF Management Institute) – Financial Implementation 2001) show that CVET (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 de Emprego, Formação e Desenvolvimento Social* - POEFDS (Operational Programme for Employment, Training and Social Development) encompasses a measure for CVET initiatives – Lifelong learning and adaptability.

ENTERPRISE-BASED CVET

Although CVET 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 Vocational Training Courses Study¹, 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 3 main sources of funding for enterprise-based CVET: the FSE, the OSS, and ON. There is also PF, but there are no data available to reveal the share of each of these sources.

Global figures available (from the ESF Management Institute – Financial Implementation 2001) show that CVET (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).

Table 2: Cost of CVT courses as % of total labour cost (all enterprises), by type of cost (1999)			
	TOTAL COSTS	DIRECT COSTS	LABOUR COSTS OF PARTICIPANTS
EU-15	2.3	1.4	0.8
BELGIUM	1.6	0.6	0.9
DENMARK	3.0	1.7	1.4
GERMANY	1.5	0.9	0.7
GREECE	0.9	0.4	0.5
SPAIN	1.5	0.5	0.9
FRANCE	2.4	1.0	1.2
IRELAND	2.4	1.5	1.0
ITALY	1.7	1.2	0.6
LUXEMBOURG	1.9	1.0	1.0
NETHERLANDS	2.8	1.7	1.1
AUSTRIA	1.3	0.8	0.5
PORTUGAL	1.2	0.7	0.6
FINLAND	2.4	1.3	1.1
SWEDEN	2.8	1.6	1.3
UK	3.6	2.8	0.8
ICELAND	:	:	:
NORWAY	2.3	1.4	0.9
CYPRUS	:	:	:
CZECH REPUBLIC	1.9	1.2	0.7
ESTONIA	1.8	1.3	0.5
HUNGARY	1.2	0.5	0.4
LITHUANIA	0.8	0.5	0.3
LATVIA	1.1	0.8	0.4
MALTA	:	:	:
POLAND	0.8	0.5	0.3
SLOVAK REPUBLIC	:	:	:
SLOVENIA	1.3	0.8	0.5

Source: Eurostat, Newcronos, 2nd continuing vocational training survey in enterprises (CVTS)

Direct costs: costs of CVT courses

Total costs: sum of direct costs, staff time costs and balance of contributions to national or regional training funds and receipts from national or other funding arrangements
Cyprus, Malta, Slovakia and Iceland are not covered by CVTS

¹ Study conducted by the DETEFP, MAET, 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

Even though Portugal's unemployment rate is one of the lowest in the EU, there are still very severe problems:

- the exclusion from the labour market of certain vulnerable groups, such as: unskilled or very poorly skilled workers, ethnic minorities, the disabled, young people, and older workers;
- youth unemployment is still above the EU average, which represents and creates serious problems in terms of entry to the labour market;
- the long-term unemployment rate is also high in the case of older workers, and lack of training for this group limits their ability to re-enter the labour market.

Specific legislation deals with training for all these groups (Regulatory Order 140/93).

The measures designed for these target groups are mostly provided by the IEFP 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 VET, generally speaking there are 3 public sources of finance for training for the unemployed and other disadvantaged groups: FSE contributions, the OSS, and the ON, and there are also FP sources.

Available data (from the ESF Management Institute – Financial Implementation 2001) show funding comes chiefly from the POEFDS 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. However, financing for the unemployed and other disadvantaged groups will continue to be primarily the responsibility of the State.

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

Since 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 clearly a need to find cost-sharing (between state, enterprises, individuals) mechanisms to finance learning.

In view of the principle of responsibility sharing between the State, enterprises and individuals, and the fact that, traditionally, IVET and Training for the Unemployed have been publicly funded, the tendency is for increased private sector contribution to CVET. This intension is expressed in the Labour Code.

The initiative “*Novas Oportunidades*” (New Opportunities) suggests the introduction of financing criteria's that can distinguish the results. That will allow the improvement of training offer as well as the introduction of modalities that promote individual responsibility in the choice of the training pathways.

Still in the funding level it is considered indispensable to guarantee a greater mobilization of private institutions in the co-partnership of the investment effort.

In this way it will be possible to create favourable conditions to a better joint between the search dynamics and training offers, as well as to catch the enough resources to make happen the established goals through the diversification of the funding sources.

In PNE 2005/2008, in the scope of the priority "Promote the strengthening of continuous worker training" one of the Lines of Intervention is the definition of “strategies for financing vocational training, including the identification of the responsibilities of the different participants, which will be apportioned in accordance with a philosophy of complementarity between the public authorities, social partners, employers and individuals; develop more effective mechanisms for financing individuals who are looking for training; and attach priority to the public policies for training the least qualified persons”. It is also suggested as a tool of the a review of the continuous training financing model, to include a new mechanism for funding individuals looking for training, and an analysis of the existing incentives for investments in lifelong learning by both employers and workers, from the point of view of sharing the costs of such investments between employers, workers and the public authorities and making training reach “all” active employed persons.

In the scope of the priority "Promote the quality and efficiency of the education and training systems" it is looked that the intervention should made through the adoption criteria for awarding public funding that weigh up the results achieved against standards set by the Quality System, so as to provide incentives for trainers to invest in quality.

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 *Plano Nacional de Acção para o Crescimento e o Emprego 2005/2008* - PNAE (National Action Programme for Growth and Employment) is Portugal's answer to the new guidelines established by the Lisbon Strategy. Besides, it constitutes a framework reference to the various governmental policies concerning the macro and micro-economic fields, as well as qualification and employment.

Represents the national reference framework for the guidelines adopted by the European Council, in its macroeconomic, microeconomic and employment dimensions, and to the priorities which were identified by the European Commission for Portugal in the framework of the National Reform Plan (NRP), namely, for research, development, innovation, service competitiveness, labour market organization, and lifelong education and training.

It contains, consistently, the different sector's programmes and action plans which have an effect on growth and on employment. They are included in the Programme as fundamental annexes for its evaluation and implementation. The strategy considers the Stability and Growth Pact within the macroeconomic area, the Technological Plan within the microeconomic area (competitiveness and qualification) and the National Employment Plan within the employment area. It also includes contributions from the social partners and from other different programmes within the Open Coordination Method.

See the following diagram of the PNACE (*Plano Nacional de Acção para o Crescimento e o Emprego*).

[PNACE \(National Action Programme for Growth and Employment\)](#)

The PNACE has been delivered to the European Commission on the 15th of October 2005. From that date onwards, it begins the implementation of the measures and policies described in the Programme.

The Technological Plan is an initiative that aims to increase the competitiveness capacity of the country, and is centred on the following 3 axes of action:

- Knowledge- To qualify the Portuguese for the knowledge society;
- Technology- To overcome the scientific and technological gap;
- Innovation- To boost innovation.

This Programme aims to mobilize public and private agents for the implementation of a set of concrete policies designed to promote credibility, confidence, modernization and cohesion which are necessary for the consolidation of a more competitive economy, a fairer social framework and a better environment, both in quality and sustainability terms.

This is a programme of public initiative, whose implementation will proceed in active partnership with civil society and private initiative and in which public policies assume the role of catalysts of a modernization and change process.

The *Plano Nacional de Emprego 2005/2008* - PNE (National Action Plan), seeks to answer to the recommendations made to Portugal within an open coordination system and monitoring established by the European Employment Strategy. The assessment conducted by the mission group for employment and the analysis that the joint employment report made the execution of the guidelines and recommendations of the Council for 2003, point to the need Portugal had of giving immediate priority to the following aspects:

- Attracting more people to the labour market and making work a real option for all, namely through measures that aim to integrate unemployed, inactive and immigrants;

equal opportunities between men and women; that promote active ageing.

- Increasing adaptability of workers and enterprises through the modernisation of work organization; make permanent contracts more attractive, building on the new Labour Code, for to employers and employees.
- Invest more and more effectively in human capital and life long learning, designedly ensure that the national strategy for lifelong learning effectively results in raising the educational attainment of the whole workforce, in strengthening the incentives to lifelong learning and in increasing participation in training, particular for the low-skilled; reduce early school leavers and strengthen the labour market relevance of tertiary education.

1102 - IMPACT OF EUROPEANISATION/INTERNATIONALISATION ON EDUCATION AND TRAINING

Article 7, point 5 of Portugal's Constitution pledges reinforcement of European identity.

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.

Following a joint decision by the *Ministério do Trabalho e da Solidariedade Social* - MTSS (Ministry of Labour and Social Security), the *Ministério da Educação* - ME (Ministry of Education) and the *Ministério da Ciência, Tecnologia e Ensino Superior* - MCTES (Ministry of Science, Technology and Higher Education), the *Centro Nacional Europass* - CNE (National Europass Centre) became part of the National Agency for Socrates and Leonardo da Vinci Programmes. The CNE coordinates the management of Europass documents, provides information and advice to the public and publicises the benefits that this new community framework offers all citizens.

Europass has been widely publicised nationally and helps people to make their skills and qualifications clearly and easily understood in Europe (European Union, EFTA/EEA and candidate countries) and to move anywhere in Europe.

Europass consists of 5 documents: [Europass Curriculum Vitae \(CV\)](#), Europass Language Passport, Europass Certificate Supplement, Europass Diploma Supplement, and Europass Mobility.

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.

It was established by Decision 2241/2004/EC of the European Parliament and of the Council of 15th December 2004, which instituted a single community framework for the transparency of qualifications and competences.

In the sphere of the European Mobility Strategy and for the purpose of attracting researchers to Europe and encouraging their mobility in the European Research Area, Portugal is active in the European Network of Mobility Centres (the ERA-MORE network), comprises a national network of 15 Mobility Centres located throughout the country. A National Portal, was set up in close collaboration with the European Mobility Portal (<http://europa.eu.int/eracareers>). These provide information about grants and scientific employment opportunities in Europe, while the Network of Mobility Centres offers researchers and their family's personalised support.

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