

Portugal

VET in Europe – Country Report

2011

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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 context - framework for the knowledge society
2. Modernizing VET to support LLL, internationalization and mobility
3. VET to support recovery from the crisis
4. Historical background, Legislative and Institutional framework
5. Initial vocational education and training
6. Continuing vocational education and training for adults
7. Training VET teachers and trainers
8. Matching VET provision (skills) with labour market needs (jobs)
9. Lifelong guidance for lifelong learning and sustainable employment
10. Financing - investment in human resources
11. Authors, sources, bibliography, acronyms and abbreviations

This overview has been prepared in 2011 and its reference year is 2010. Similar overviews of previous years can be viewed at:

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More detailed thematic information on the VET systems of the EU can also be found at:
<http://www.cedefop.europa.eu/EN/Information-services/detailed-thematic-analyses.aspx>

Keywords:

vocational education and training (VET) systems; initial vocational training; continuing vocational training; lifelong learning; VET policy development; financial crisis and VET policies; VET legislative and institutional frameworks; validation of non-formal and informal education; teachers and trainers; anticipation of skill needs; vocational guidance and counselling; VET financing mechanisms; allocation of national VET programmes; national and international qualification systems.

Geographic term:

Portugal

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Having acquired a structural value in contemporary societies, immigration increasingly puts the challenge of finding a political model capable of ensuring freedom and respect for the rights of all individuals and groups, regardless of their origin and social, linguistic and cultural diversity. In this sense, to think about integration implies thinking about citizenship, rights (civil, political and social), democratic respect for pluralism and tolerance based on reciprocity and sharing with the aim of building a more cohesive, just and humane society. 82

To provide immigrants with knowledge on the language of the country where they now live in is a responsibility of the host society towards the development of a sense of security in the relationship immigrants may established with others, in expressing themselves and understanding others. The right to equality and citizenship necessarily involves mastery of the language and culture of the host country in diverse social contexts and different interpersonal relationships, in the complex intentionality of verbal and non-verbal action. 82

The National Qualifications Catalogue has therefore created a set of 11 UFCDs for different levels in order to be able to answer the needs of foreign people living in Portugal. The UFCDs directed at the basic user comprise basic levels A1 and A2 of language proficiency, while those directed at the independent user comprise levels B1 and B2 of language proficiency in compliance with Ordinance no. 1262/2009 of 15 October. 82

6.5. TRAINING PROGRAMS TO HELP JOB-SEEKERS AND PEOPLE VULNERABLE TO EXCLUSION FROM THE LABOUR MARKET 83

In addition to the training offers described in the previous section, there are also courses aimed preferentially at unemployed people and others vulnerable to exclusion from the labour market. Most of them are promoted by the Institute for Employment and Vocational Training (IEFP) through its vocational training centres network, but can also be delivered by certified institutions which only grant a training certificate. Data presented on participation rates only accounts for IEFP.83

In line with measures taken to enhance the qualifications standards of the Portuguese population, particularly of the unemployed, and to improve their employability profile, Order no. 17658/2010 has established that unemployed citizens who are registered in IEFP's job centres, holders of qualifications lower than the complete 12th grade, who are not attending a qualification pathway within the National Qualifications System and whose employability profile proves inadequate to the job offers available, should be forwarded to the national network of New Opportunities Centres. 83

The ANQ, who is responsible for the management and coordination of the national training network, must ensure that the New Opportunities Centres operate in order to enrol unemployed citizens who have been referred by job centres and direct them to qualification pathways that best suit their characteristics, motivations and needs, in observance of counselling and guidance technical procedures defined for the reception, diagnosis and referral stages. Simultaneously, it must ensure the development of RVCC processes leading to partial or full certification whenever these paths are the most suitable qualification for candidates (resulting from diagnosis and referral stages). The ANQ must also provide job centres with all necessary information for the design of a personal employment plan: this information may result from the monitoring of qualification pathways developed in the New Opportunities Centre itself, or from the monitoring of qualification pathways undertaken in other modalities and providers through the Information and Management System for Education and Training (SIGO). 83

A still significant part of Portuguese adult population does not possess the basic skills to access qualification opportunities such as Adult Education and Training Courses

(EFA), processes of RVCC or Certified Modular Training. Consequently, the Basic Skills Programme was created to allow adults the acquisition of basic skills in reading, writing, calculation and use of information and communication technologies. These skills are required for entry into qualification pathways leading to the attainment of further competencies and their respective certification, as well as to the promotion of autonomy, self-learning and cooperation work. Attainment of these basic skills enables access to or pursuance of further training, thus favouring social inclusion while simultaneously increasing employability levels.	83
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These courses allow a vocational qualification and are provided by <i>IEFP</i> or accredited training centres.	84
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1.1 POLITICAL AND SOCIO-ECONOMIC CONTEXT

Portugal, one of the oldest countries in Europe, has existed as a nation for almost nine centuries. It was ruled by a monarchy until 1910, when the Revolution of 5th October proclaimed the Portuguese Republic. From 1926 onwards the country lived under a dictatorship that came to an end with the military revolution of 25th April 1974, which established the democracy. Portugal is one of the founding members of NATO and has been a member of the European Union since 1986 and of the Economic and Monetary Union since 1999.

Portugal is a Republic ruled by a Constitution. The Constitutional System includes the President of the Republic who represents the Portuguese Republic, the Assembleia da República (Parliament) that represents the Portuguese citizens, the Government and the Courts of Law which administer justice in the name of the people, acting solely in accordance with the law, and whose decisions are binding on all public and private entities. The President and the Parliament are elected by direct, secret and periodic vote by the people.

Administratively, Portugal is divided into 308 municipalities (Portuguese: *municípios or concelhos*), which are subdivided into 4260 civil parishes (Portuguese: *freguesia*). Operationally, the municipality and civil parish, along with the national government, are the only legally identifiable local administrative units identified by the government of Portugal. Continental Portugal is agglomerated into 18 districts, while the archipelagos of the Azores and Madeira are governed as autonomous regions.

Within the European Union NUTS (Nomenclature of Territorial Units for Statistics) system, Portugal is divided into seven regions: the Azores, Alentejo, Algarve, Centro, Lisboa, Madeira and Norte, and with the exception of the Azores and Madeira, these NUTS areas are subdivided into 28 subregions.

The distribution of population across the national territory is not homogeneous: population densities is higher than the national average in 115 of the 308 municipalities, occupying only one-fifth of the territory. On the Mainland, concentration is stronger on the coast, with a bipolarisation around the Lisbon and Oporto metropolitan areas.

According to GEP - Statistical Bulletin, September 2011, in 2010 the minimum wage was of 475€ (established by Decree-Law n. 143/2010 of 31 Dec.) and the monthly average earnings amounted to 1.109€.

According to the Survey to Life Conditions and Income (EU-SILC), made in 2010 on 2009 incomes, the resident population in risk of poverty was of 17.9%. Social benefits contributions had decreased in 8,5 p.p the percentage of the population in risk of poverty, representing a raise in social benefits compared to the previous year. The net income of the 20% of the population with higher income resources represents 5.6 times the net income of the 20% of the population with lower income resources, thus maintaining the decreasing tendency of this indicator.

The portuguese economy presents low indexes of productivity, in association with lower levels of qualifications when compared to the European average.

1.2 POPULATION AND DEMOGRAPHICS

Territorially, Portugal is formed by three areas: the Archipelagos of the Azores and Madeira and the mainland. The **Mainland** is a rectangle located on the Iberian Peninsula in the south-western corner of Europe. The **Azores** islands are located in the Atlantic Ocean between the European and American continents. The archipelago is made up of nine islands - São Miguel and Santa Maria in the eastern group, Terceira, Graciosa, São Jorge, Pico and Faial in the central group and Flores and Corvo in the western group. The **Madeira** archipelago is located in the Atlantic about 500 km from the African coast and 1,000 km from Europe. It is made up of the islands of Madeira and Porto Santo and the uninhabited island groups of the Desertas and Selvagens (which are now Nature Reserves).

Mainland Portugal (88,967 km²) is located in the south-westernmost point of continental Europe and is bordered by Spain to the north and east, and by the Atlantic Ocean to the south and west. The Portuguese islands of the Azores (2,322 km²) and Madeira (801 km²) are situated in the Atlantic Ocean.

INE - Estimativas de População Residente 2010 - According to the Provisional Estimates of the Resident Population, the resident population in Portugal was estimated at 10,636,979 individuals at 31 December 2010. Between 31 December 2009 and 31 December 2010 there was a very slight population decline (-734 people), a figure that accounts for an actual growth rate of -0.01% in 2010. This population decline is the result of both a negative natural balance of -4,549 individuals, which accounts for a negative natural growth rate of -0.04%, and of a positive net migration of +3,815 individuals, which reflects a migration growth rate of +0.04%.

TABLE 1: TOTAL ANNUAL POPULATION (ON JANUARY 1)

	2004	2007	2009	2010	2011
EU-27	488 797 929	495 291 925	499 705 496 (p)	501 120 688 (p)	502 489 143 (p)
Portugal	10 474 685	10 599 095	10 627 250	1 0637 713 (p)	10 636 979 (p)
%	2,14%	2,14%	2,13%	2,12%	2,12%

Source: EUROSTAT (Demographic statistics); date of query: 9 August 2011.

(p) Provisional value.

http://epp.eurostat.ec.europa.eu/portal/page/portal/statistics/search_database

Along with this slight decrease in population there was a fall in the relative population of children and teenagers (under 15) and of the young population (15-24 years). The population aged between 25 and 64 years remained stable and there was a rise in the segment of population aged 65 years or over. This slow growth or near-stagnation of the number of resident population in recent years is causing a change in their age structures and in the long term will cause a major change in the structure of the pyramid: in the next 15 years, the share of elderly people in the Portuguese population (65 and over) is projected to grow from 17.9% to 22.1% (see Table 1A below).

TABLE 1A: ESTIMATED POPULATION BY AGE GROUP IN 2010 AND 2025

Age group	2010		2025	
	Nº	%	Nº	%
0-24	2 798 052	26,3%	2 539 535	23,6%
25-64	5 938 508	55,8%	5 838 788	54,3%
65+	1 901 153	17,9%	2 381 581	22,1%
TOTAL	10 637 713	100,0%	10 759 904	100,0%

Source: EUROSTAT (Demographic statistics); date of query: 9 August 2011.
http://epp.eurostat.ec.europa.eu/portal/page/portal/statistics/search_database

Table 2 shows that, according to demographic projections, the increase in old-age dependency ratio in Portugal will more than double in the next 40 years and is expected to account for 57.20% of the total population in 2060, which is almost five points above the average forecast of 52.55% for the 27 countries of the European Union in the same year.

INE launched a study at national level on demographic projections of the resident population for the period between 2008 and 2060¹. This study confirms that the ageing process of the Portuguese population will continue over the next decades. According to its results, the Portuguese resident population will stabilize, reaching a value of approximately 10 million inhabitants by 2060, as a consequence of the declining proportion of the young population and the growing proportion of the older one. An increase in the ageing index and a decrease in the potential support ratio (number of people aged 15-64 per one older person aged 65 or over) is expectable.

The results also highlight a possible decrease of the active population, particularly at younger ages, a fact that will contribute to the ageing of the active population. Until 2060, the percentage of young population is projected to diminish from the current 15.3% to 11.9%, with a simultaneous decrease of the relative weight of active population from 67.1% to 55.7%, while the old-age population is likely to rise from 17.6% to 32.3%. These projections show that the ageing index, which in 2009 remained at 117.6, may reach in 2060 an index of 271. Positive net migration will not be enough to offset demographic ageing, either in total or active population.

TABLE 2: OLD AGE DEPENDENCY RATIO PROJECTIONS COMPARED TO THE TOTAL POPULATION, 2010-2060

	2010	2015	2020	2025	2030	2035	2040	2045	2050	2055	2060
EU-27	25,92%	28,48%	31,37%	34,57%	38,33%	42,31%	45,52%	48,00%	50,16%	51,82%	52,55%
Portugal	26,70%	28,98%	31,32%	34,04%	37,85%	41,79%	46,72%	52,04%	55,62%	56,66%	57,20%

Source: EUROSTAT (Demographic statistics); date of query: 9 August 2011.
http://epp.eurostat.ec.europa.eu/portal/page/portal/statistics/search_database

¹ *Projeções de População Residente: Portugal – 2008-2060, published by INE, Lisboa-Portugal, 2009.*

According to Foreign and Borders National Service (Serviços de Estrangeiros e Fronteiras), in late 2010 the foreign resident population in Portugal was of 445,262, an amount which represents a decrease of 1.97% regarding the previous year. Of this population, about half is from Portuguese-speaking countries (49.51%), especially Brazil (26.81%), Cape Verde (9.88%), Angola (5.28%) and Guinea-Bissau (4.45%). The other more relevant nationalities are Ukraine (11.12%) and Romania (8.27%).

This decline in the stock of resident population (-1.97%) may indicate a reversal of the sustained growth that characterized the reality in recent years. For this fall, and not ignoring the effects of the current economic and financial crisis on migration, has to be taken into account the growth of access to Portuguese nationality by foreign residents.

The territorial distribution of foreign population shows a predominant concentration in the coastal zone of the country, especially the districts of Lisbon (189 220), Faro (71,818) and Setubal (47 935), areas where a significant proportion of national economic activity is based. The sum of the resident population in these three districts represents approximately 69.39% of the total of the country.

1.3 ECONOMY AND LABOUR MARKET INDICATORS

According to Bank of Portugal (Banco de Portugal) - Annual Report 2010, the Portuguese economy faces one of the biggest challenges in recent history. Following an intensification of the sovereign debt crisis in the euro area, the access conditions to international funding markets deteriorated sharply during 2010. International investors singled out the Portuguese economy mainly due to the high level of external indebtedness and the low trend growth of activity, combined with relatively high public deficit and debt levels, which were higher than expected.

In 2010, the economic activity in Portugal increased 1.3 per cent, after a sharp contraction in the previous year. This acceleration was based on the dynamism of exports - in line with the evolution of international trade flows - as well as on a sizeable growth in private consumption, partly influenced by fiscal changes which induced an anticipation of the acquisition of durables. In this context, the household saving rate declined slightly over the previous year, albeit remaining at levels well above those recorded between 2006 and 2008. Public consumption also displayed significant rates of growth. In turn, investment recorded a further fall, which was generalized to the various institutional sectors. Finally, the inflation rate showed an upward trend throughout the year.

Notwithstanding the growth in activity, there was a substantial decline in total employment, reflecting in particular the maintenance of adverse expectations regarding future developments in the Portuguese economy. Against this background, there was also a sharp increase in unemployment, peaking at 10.8 per cent and even exceeding the average of the euro area. This trend in unemployment was generalized, covering the different age groups - although with an emphasis on the young - and the various sectors of the economy. Additionally, it should be noted that the unemployment duration increased again in 2010, with the weight of long-term unemployment reaching 55.8 per cent, a recent historical high.

The Portuguese economy continued to be characterised by a significant number of structural fragilities. The year 2010 was characterised by the maintenance of a low trend growth of the economy and by a rise in structural unemployment. According to available estimates, trend GDP decelerated markedly since 1998, standing now at the lowest growth level in decades. This reflects the persistence of structural fragilities related to the quality of the factors of production and to the institutional environment. As regards the natural rate of unemployment, the evidence points to a continued increase in recent years, in the context of an increased proportion of long-term unemployed, an increased weight of non-permanent contracts, a possible change in cyclical behaviour of real wages and an increased weight of lower wages.

In Portugal, the economic activity, measured by GDP, has weakened since 2008 (0% growth) and 2009 (-2.5%) as a result of low investment in 2009 (-13.7%) and feeble exports (-11.6%). The GDP increased by 1.3% in 2010 and exports by 8.8%.

The crisis impacted severely on the Portuguese economy and aggravated the imbalances existing before the crisis. The 2009 stimulus package measures focused on public investment, social protection and support to employment and the private sector. A further deterioration of the labour market in late 2009 has forced the government to extend employment stimulus measures into 2010, but some measures were phased out in July 2010 aligned with the austerity package. As the process of fiscal consolidation will weigh heavily on all components of domestic demand, coupled with a sluggish recovery and given the pensions freeze and the cuts on public wages and admissions, the prospects for the labour market in the short/medium term remain weak.

The EUROSTAT data (see Table 3 below) show that the most significant economic activities for employment in Portugal are concentrated in the following sectors: *Distribution and Transport* and *Non-marketed services*, as they account for 44.9% of the total. This trend runs parallel to the figures for the EU-27, with one difference: the fact that the *Construction* sector has great importance in Portugal, as opposed to the *Business and other services* sector, which is more highly developed in Europe.

TABLE 3: EMPLOYMENT BY ECONOMIC ACTIVITY, AGE 15+ (% OF TOTAL EMPLOYED) 2010

CAE-Rev2	Portuga	
	EU-27	I
Primary sector and utilities (A,B,D,E)	7,1%	12,3%
Manufacturing (C)	15,8%	16,6%
Construction (F)	7,7%	9,7%
Distribution and transport (G,H,I)	23,7%	24,2%
Business and other services (J,K,L,M,N,R,S,T)	20,8%	16,4%
Non-marketed services (O,P,Q)	25,0%	20,7%
Total	100,0%	100,0%

Source: EUROSTAT (Labour market); date of query: 9 August 2011.
http://epp.eurostat.ec.europa.eu/portal/page/portal/statistics/search_database

According to the data in Table 4, employment rates are higher among people with higher qualifications (level 5-6), especially among individuals aged 25 to 49 years. However, in Portugal the recent rate of employment of qualified higher educated levels slightly decreased, while there is an increase in those qualified with 3-4 levels. Despite the reduction of employment in lower educational levels, Portugal continues to show higher employment rates in all age groups than the EU-27 average.

TABLE 4: EMPLOYMENT RATE BY AGE GROUP AND HIGHEST LEVEL OF EDUCATION ATTAINED (%) 2004, 2007, 2010.

	ISCED 1997/TIME AGE GROUPS	2004			2007			2010		
		15-24	25-49	50-64	15-24	25-49	50-64	15-24	25-49	50-64
EU_27	Total (ISCED 1997)	35,7	77,7	51,7	37,4	80,0	55,6	34,1	78,1	56,7
	Pre-primary, primary and lower secondary education - levels 0-2	24,6	66,2	41,3	25,3	67,5	44,2	21,5	62,8	43,1
	Upper secondary and post-secondary non-tertiary education - levels 3-4	47,2	79,0	55,2	48,9	81,4	59,2	45,0	79,7	59,6
	Tertiary education - levels 5-6	61,6	87,8	72,9	61,8	89,0	74,9	57,1	87,4	74,5
	No answer	10,1	72,6	25,0	5,3	74,7	6,6	5,2	72,8	62,2
	Portugal	Total (ISCED 1997)	37,1	82,9	58,5	34,9	82,2	59,1	28,5	80
Pre-primary, primary and lower secondary education - levels 0-2		38,9	80,8	57,2	34,6	80,4	57,3	25,9	76,3	56,3
Upper secondary and post-secondary non-tertiary education - levels 3-4		28,5	83,8	58,0	32,7	83,2	62,5	30,3	82,8	66,1
Tertiary education - levels 5-6		68,9	91,5	74,9	57,1	88,8	74,6	47,0	89	71,2
No answer		:	:	:	:	:	:	:	:	:

Source: EUROSTAT (Labour market); date of query: 9 August 2011.
http://epp.eurostat.ec.europa.eu/portal/page/portal/statistics/search_database

As in the EU-27 countries, the highest rates of unemployment are related to youth. However, in Portugal the rate of youth unemployment increases in parallel with the level of education, contrary to what happens with the average in Europe. It should be noted that the unemployment rate among young people with a tertiary education (levels 5-6), which in 2004 had no expression, stood at 26.1% in 2010.

TABLE 5: UNEMPLOYMENT RATE BY AGE GROUP AND HIGHEST LEVEL OF EDUCATION ATTAINED (%) 2004, 2007, 2010.

	ISCED 1997/TIME	2004			2007			2010		
		15-24	25-49	50-64	15-24	25-49	50-64	15-24	25-49	50-64
EU_27	Total (ISCED 1997)	18,6	8,3	7,1	15,5	6,4	5,5	20,8	8,9	6,9
	Pre-primary, primary and lower secondary education - levels 0-2	21,4	11,8	8,0	20,0	10,4	6,9	27,4	16,3	10,2
	Upper secondary and post-secondary non-tertiary education - levels 3-4	17,9	8,5	8,1	13,4	6,1	5,8	18,1	8,2	6,7
	Tertiary education - levels 5-6	12,6	4,9	3,8	11,4	3,7	3,2	16,2	5,3	3,6
	No answer	15,0	9,6	11,1	20,0	:	:	:	8,2	:
	Total (ISCED 1997)	14,0	5,9	5,5	16,6	7,9	6,8	22,4	11,1	8,6
Portugal	Pre-primary, primary and lower secondary education - levels 0-2	14,9	6,3	6,0	16,2	8,3	7,2	22,3	12,8	9,5
	Upper secondary and post-secondary non-tertiary education - levels 3-4	11,2	5,5	:	14,8	6,7	:	21,3	10,1	6,9
	Tertiary education - levels 5-6	:	4,5	:	25,9	7,4	:	26,1	6,9	:
	No answer	:	:	:	:	:	:	:	:	:
	Total (ISCED 1997)	14,0	5,9	5,5	16,6	7,9	6,8	22,4	11,1	8,6
	Pre-primary, primary and lower secondary education - levels 0-2	14,9	6,3	6,0	16,2	8,3	7,2	22,3	12,8	9,5

Source: EUROSTAT (Labour market); date of query: 9 August 2011.

http://epp.eurostat.ec.europa.eu/portal/page/portal/statistics/search_database

Total public expenditure on education at secondary level of education (table 6) as percentage of GDP has been, during 2002-2008, inferior to the EU-27 countries average. However, that discrepancy in some years is lower, as in 2005. However, since then as the EU-27 remained relatively steady, the public expense in Portugal presented a continuous decline until 2008.

TABLE 6: TOTAL PUBLIC EXPENDITURE ON EDUCATION AS A PERCENTAGE OF GDP, AT SECONDARY LEVEL OF EDUCATION (ISCED 2-4), 2002-2008

	2002	2003	2004	2005	2006	2007	2008
EU-27	2,32 s	2,35 s	2,29 s	2,25 s	2,23 s	2,2 s	2,24 s
Portugal	2,33 i	2,28 i	2,19 i	2,2 i	2,12 i	2,09 i	2,06 i

Source: EUROSTAT (Indicators on education finance); date of query: 9 August 2011.

i: see explanatory notes

s: estimated value

http://epp.eurostat.ec.europa.eu/portal/page/portal/statistics/search_database

1.4 EDUCATIONAL ATTAINMENT OF POPULATION

The educational attainment of the Portuguese population has been improving over the last one-and-a-half decades and there has been a reduction in school dropout rates (see Table 7). These improvements are the result of a wide range of measures, namely the National Plan for School Dropout Prevention - *Plano Nacional de Prevenção do Abandono Escolar*. Among the initiatives designed to pursue this aim are the creation of the school tutor figure, in order to guide students in risk of school dropout; the development of a specific teacher training programme; the development of the programme "parents in school"; an increase of the social support to families; and, more recently, the widening of the vocational and educational training offer in public schools, fostered by the New Opportunities Initiative (see also 5.1, 6.1, 6.3, 10.1, 10.2.1).

Although the rate of early school leaving in Portugal continues to represent twice the average of EU countries, it has registered a decrease of 10.4% in the period corresponding to the first Cycle of the New Opportunities Initiative, in particular between 2006 and 2010. *However, in 2010, it still stood at 28.7%.*

TABLE 7 - EARLY SCHOOL-LEAVERS: PERCENTAGE OF THE POPULATION AGED 18-24 WITH ONLY LOWER SECONDARY EDUCATION AND NOT IN FURTHER EDUCATION OR TRAINING - EU 27 AND PORTUGAL								
	2003	2004	2005	2006	2007	2008	2009	2010
EU (27 COUNTRIES)	16.6(b)	16.1	15.8	15.5	15.1	14.9	14.4	14.1
PORTUGAL	41.2	39.4	38.8	39.1	36.9	35.4	31.2	28.7

Source: Eurostat (LFS); last update on 06-09-2011. Special values: (b) Break in series; (p) Provisional value

The national strategy to overcome the problem of low qualifications among the Portuguese population is aimed mainly at the upper secondary education level. Over the last years, good results were obtained with the implementation of some measures that have contributed to increase the number of young people who have completed this education level:

- the enlargement, diversity, flexibility, modulation of multiple combinations of education/training offers directed at adults, with double certification training offers after working hours;
- the integrated management of training offers and the network of public and private institutions, thus ensuring training actions at national level, aimed at several target groups and occupational areas;
- the generalisation and dissemination of the System for the Recognition, Validation and Certification of Competencies (RVCC) through the New Opportunities Centres network (see also 2.1.1, 2.1.2, 4.2, 6.1, 6.3, 7.1.3).

The attendance of upper secondary level double certification courses was strongly encouraged by the New Opportunities Initiative and has been continually and sustainably growing over the last years.

Level of education	2005/06	2006/07	2007/08	2008/09	2009/10
Basic level	No.	No.	No.	No.	No.
Education and Training Courses 1)	14 836	26 699	46 897	42 334	38 713
Vocational Courses 1)	2 267	952	1 037	611	545
Apprenticeship Courses 2)	3 848	3 015	2 383	996	501
Secondary level	No.	No.	No.	No.	No.
Technological Courses ¹⁾	52 228	42 820	25 673	20 212	14 577
Vocational Courses ³⁾	36 943	47 709	70 177	93 438	107 266
Apprenticeship Courses ²⁾	20 563	18 459	15 931	13 584	17 619
Education and Training Courses ¹⁾	3 422	5 224	8 425	4 388	2 320
Specialised Artistic Learning ¹⁾	1 338	1 712	1 688	1 827	1 966

¹⁾ GEPE/ME, *Education Statistics*. Data on Specialised Artistic Learning refer to Visual and Audiovisual Arts courses of the regular education system.

²⁾ Data between 2005/2006 and 2007/2008 are provisional and were provided by IEFP. Data referring to academic years 2008/2009 and 2009/2010 were provided by GEPE/ME, *Education Statistics*.

Young people enrolled in basic level double certification routes predominantly attend Education and Training Courses. Between 2005/2006 and 2009/2010 there was an increase of 23,877 students attending this route.

With regard to secondary level, Vocational Courses represent the double certification route where the largest number of students is enrolled. From 2005/2006 to 2009/2010 the number of students enrolled in Vocational Courses rose from 36,943 to 107,266, thus registering an increase of 70,323 students. This strong growth is greatly due to the expansion of this training offer to public educational institutions. In 2005/2006 only 12% of students attended Vocational Courses in public schools against 88% in non-public entities.

Table 9 shows that Portugal has been progressively registering more graduates in ISCED 3-6 levels, particularly between 2006 and 2008, as a result of measures aimed at increasing the number of enrolments and graduates, as seen in ISCED 4, for instance, through extending the offer of Technological Specialisation Courses - CET (see also 1.5, 4.2, 5.1, 5.6).

	SEX	2004			2006			2008		
		ISCED3 VPV	ISCED4 VPV	ISCED5_6	ISCED3 VPV	ISCED4 VPV	ISCED5_6	ISCED3 VPV	ISCED4 VPV	ISCED5_6
EU 27	T	2366669 (s)	421341 (s)	3595504 (s)	2853434 (s)	428945(s)	3846498(s)	2979301(s)	405457	4182491
	M	1263141 (s)	195713 (s)	1482590 (s)	1545275 (s)	199261(s)	1573072(s)			
	F	1103528 (s)	225628 (s)	2112914 (s)	1308159 (s)	229685(s)	2273425(s)			
PT	T	:	:	68668	:	233	71828			
	M	:	:	23448	:	165	24840			
	F	:	:	45220	:	68	46988	24902	1782	84009

Source: Eurostat, data extracted on 30-06-2010. (:) - not available; (s) - Eurostat estimate; (t) - total; m - males; f - females; vpv - vocational and pre-vocational

According to the “Adult Education Survey 2007”², in 2007 nearly one third (30.9%) of the Portuguese population aged between 18 and 64 participated in at least one learning activity, whether formal or informal. The proportion of individuals in this age group who attended some level of education or school equivalency programme (formal education) in the same reference period was 12.0%. The proportion of those who attended non-formal education through private lessons or courses, distance learning courses, seminars or workshops, or a support in a workplace context was 23.1%.

With regard to adults, the recognition, validation and certification of skills acquired in formal, non-formal and informal learning was valued, as was the provision of vocational training. In both cases, conditions for access and attendance were created.

It was also sought to diversify and expand provision so as to encompass, with due adaptations, the population holding qualifications below secondary level. This development has involved, namely:

- an increase in adult education and training courses (EFA Courses);
- the expansion of the New Opportunities Centres network;
- the design of a key competencies referential for the education and training of adults at the secondary level;
- the promotion of an integrated management of training offers and network of providers and the implementation of a Quality Certification System.

Table 10 : Enrolments, total certifications and partial certifications in the Adult Axis of the New Opportunities Initiative, by cycle and qualification route

Qualification route	1 st Cycle (2006/2010)		
	Enrolments	Total certifications	Partial certifications
New Opportunities Centres ¹⁾	1 163 885	410 126	14 542
EFA Courses ²⁾	189 327	85 589	12 635
Certified Modular Training ³⁾	387 059	981	349 042
Paths for conclusion of secondary level ³⁾	356	281	-

Sources:

¹⁾ Monthly reports sent to the DGFV (Directorate-General for Vocational Training) (until 2006) and SIGO platform (since 2007, provisional data of July 31, 2011).

²⁾ Enrolments: GEPE/Ministry of Education + IEFP (2006) and SIGO platform (2007, provisional data updated on 31 December 2009; since 2008, provisional data updated on 31 July 2011). Certifications: Skills Portfolios approved by the DGFV (2001-2005); IEFP + Skills portfolios issued by training providers outside the network of the IEFP and approved by the DGFV (2006); IEFP + Skills portfolios issued by training providers outside of the network of the IEFP and approved by the DGFV + certificates issued in the SIGO platform by training providers outside of the network of the IEFP (2007); SIGO platform (since 2008, provisional data dated 31 July 2011).

³⁾ SIGO Platform, provisional data dated July 31, 2011.

The Programme Education 2015, launched at the beginning of the academic year 2010/2011, aims to involve schools in meeting the objectives of improving the basic skills of students and extending compulsory education. This programme pursues the aims set out in the Strategic Framework for European Cooperation in the field of Education and Training (EF2020) and sets indicators and national targets in the area of basic skills improvement in Portuguese and Mathematics and in reducing school dropout.

² *Inquérito à Educação e Formação de Adultos – 2007*, published by INE in 2008.

In what concerns the population aged 20 to 24 years, Portugal is far below the European average: only 58.7% have successfully completed the upper secondary level of education, against 79.0% in the EU. One of the most recent measures of the Portuguese Government was to extend compulsory education from 9 to 12 years³.

TABLE 11 - YOUTH EDUCATION ATTAINMENT LEVEL: PERCENTAGE OF THE POPULATION AGED 20-24 HAVING COMPLETED AT LEAST UPPER SECONDARY EDUCATION									
	2008			2009			2010		
	TOTAL	FEMALES	MALES	TOTAL	FEMALES	MALES	TOTAL	FEMALES	MALES
EU27	78.5	81.3	75.6	78.6	81.4	75.9	79.0	81.8	76.2
PORTUGAL	54.3	61.9	47.1	55.5	61.3	50.0	58.7	62.7	54.8

Source: Eurostat, data extracted on 06-09-2011.

Regarding LLL adult participation, the figures for Portugal, although showing a significant increasing tendency over the last years, are still (2009 data) lower than the EU-27 average. However, between 2002 and 2009 the % rose from 2.9 to 6.5. The gender tendency is along with the UE-27, the participation in education and training presents higher values among females.

TABLE 12: LIFELONG LEARNING-ADULT PARTICIPATION IN EDUCATION AND TRAINING BY SEX (%), 2002, 2005, 2009									
TIME	2002			2005			2009		
GEO	T	F	M	T	F	M	T	F	M
EU-27	7.2	7.8	6.6	9.8	10.5	9.0	9.3 (p)	10.2 (p)	8.5 (p)
PT	2.9 (p)	3.1 (p)	2.6 (p)	4.1 (p)	4.2 (p)	4.0 (p)	6.5	6.8	6.2

³ Law no. 85/2009 of August 27.

1.5 DEFINITIONS

Alternance training [*formação em alternância*]

In the Portuguese VET system, *alternance training* is regarded as a synonym of *apprenticeship*. The applicable legislation⁴ clarifies the concept by defining alternance training as an educational or training activity, combining training periods in an educational institution or training centre and practical training sequences in the workplace.

Apprenticeship [*aprendizagem*] or alternance training

In Portugal, apprenticeship training is an IVET pathway and not a separate sub-system. Apprenticeship courses are initial training courses aimed at young people, carried out in alternance training schemes, which privilege entry into the labour market and the continuation of further studies. These courses are a double certification training alternative and simultaneously confer a level 4 vocational qualification and the upper secondary academic qualification.

The national meaning of the term *apprenticeship* is similar to Cedefop's terminology⁵: "a systematic, long-term training, alternating periods in an educational institution or training centre and at the workplace. The apprentice is contractually linked to the employer and receives remuneration (wage or allowance). The employer assumes responsibility for providing training leading to a specific occupation".

Competencies [*competências*]

The term *competence*, defined in the Decree Law which sets up the SNQ, is in harmony with Cedefop's terminology: "competence is the recognised ability to adequately apply learning outcomes, skills and attitudes in a defined context (education, work, personal or vocational development)".

Vocational education [*Ensino e formação profissional*]

In Portugal, technical education is synonymous with vocational education, just as vocational education is used alongside vocational training. Vocational education or training is used as a generic term covering many different types of education and training, including IVET and CVET. The commonly accepted definition of vocational education or training states that VET aims to prepare young and adult trainees or workers for performing an occupation. The legislation creating the National Qualifications System states that "vocational education and training" or "vocational training" are training activities that aim to provide individuals with skills for the performance of one or more occupational activities.

Continuing vocational education and training [*formação profissional contínua*]

The SNQ defines the term *continuing vocational training* as an education and training activity undertaken after leaving the education system or after entry into the labour market, thus enabling individuals to perform one or more occupational activities, deepen their occupational and relational skills with a view to better adapt to the technological and organisational changes, and reinforce employability.

The same legislation establishes the distinction between *a*) certified vocational training [*formação contínua certificada*], a continuing vocational training activity developed by an accredited training provider or a recognised education establishment; and *b*) double certification continuing vocational training [*formação contínua de dupla certificação*], that is, a continuing training activity developed through the attendance of any module included in the National Qualifications Catalogue.

⁴ Ordinance no. 1497/2008 of December 19 updates the apprenticeship study plans and also regulates access conditions, organisation and management of the courses, as well as the evaluation and certification of learning outcomes.

⁵ *Terminology of European Education and Training Policy: a selection of 100 key terms*, Cedefop, 2008.

Tertiary education [*Ensino Superior*]

Tertiary education is a relatively new term in the Portuguese context that is broadly accepted as a synonym of higher education. Tertiary education encompasses higher/university and polytechnic education. The Polytechnic education confers the academic degrees of bachelor (*licenciatura*) and master (*mestrado*). The university education confers the degrees of bachelor (*licenciatura*), master (*mestrado*) and doctor (*doutoramento*).

In Portugal, the Bologna Process was applied through the publication, in 2006, of three legal tools that brought changes into the Portuguese Education Basic law, namely: (i) a new legal system for higher education degrees and diplomas (in 2007/2008, 90% of the Portuguese higher education system has adopted the three cycle model) and the legal system concerning credit accumulation (ECTS); (ii) the legal system of the technological specialization courses; and (iii) the special legal system concerning higher education access for individuals aged over 23 years.

The legislative reform was completed with the introduction of the new Legal Framework for Higher Education Institutions [*Regime Jurídico das Instituições de Ensino Superior*⁶]. This document states that higher education aims to highly qualify the Portuguese population, promote the production and dissemination of knowledge and provide cultural, artistic, technological and scientific training to its students within an international reference framework.

Source: Regime Jurídico das Instituições de Ensino Superior

General education [*Ensino geral*]

The Portuguese education system does not have a definition for “general education”. However, the international definition is generally accepted: “Education which, in its choice of subject matter, does not envisage any kind of specialisation with a view to preparing students to work in a particular sector”. The Basic Law of the Education System (LBSE)⁷ divides the educational system into pre-school education, school education and extra-school education.

Source: Adapted from the European Education Thesaurus, 1998

Initial vocational education and training [*Ensino e formação inicial*]

Decree Law no. 396/2007 of December 31, which created the National Qualifications System (*SNQ*), makes a distinction between *a*) initial training [*formação inicial*], an activity of certified education and training aimed at the acquisition of knowledge, competencies and skills indispensable for the initiation of one or several qualified occupations; and *b*) double certification initial training [*formação inicial de dupla certificação*], the initial training included in the National Qualifications Catalogue (CNO) and developed by an accredited training provider or a recognised educational establishment. Initial training involves different types of training, namely:

- Vocational courses [*cursos profissionais*]
- Apprenticeship courses [*cursos de aprendizagem*]
- Education and training courses for young people [*cursos de educação e formação para jovens*]
- Adult education and training courses [*cursos de educação e formação para adultos*]⁸

⁶ Law no. 62/2007 of 10 September.

⁷ In Portuguese, *Lei de Bases do Sistema Educativo*: Law no. 46/86 of October 14, firstly amended by Law no. 115/97 of September 19 and secondly by Law no. 49/2005 of August 30.

⁸ Education and training courses can also be for CVET

Post-secondary non-tertiary education [*Ensino pós-secundário não-superior*]

The Portuguese education system offers post-secondary non-tertiary education courses since the creation of the Technological Specialisation Courses [*Cursos de Especialização Tecnológica CET*]⁹. Technological Specialization Courses are defined as post-secondary non-tertiary education courses aimed at the acquisition of a level 4 qualification, as defined in Council Decision no. 85/368/CEE of July 16. This qualification is obtained through the combination of an upper secondary education, whether general or vocational, with a post-secondary technical training.

The training offer and access to CET were broadened after a reform in 2006 with the purpose of drawing more students to this type of education. This measure brought a new vitality to the Portuguese post-secondary education, particularly in the case of polytechnic institutes, where the number of enrolled students has grown.

Qualification [*qualificação*]

The term *qualification*, defined in the Decree Law which sets up the National Qualifications System, is in harmony with Cedefop's terminology: "qualification is the formal outcome (certificate, diploma or title) of an assessment and validation process which is obtained when a competent body determines that an individual has achieved learning outcomes to given standards".

School-based programmes;

This definition is not applicable in the Portuguese VET System, as there is no Portuguese equivalent. However, almost all double certification initial courses can now be provided by public secondary schools (the New Opportunities Initiative brought a reinforcement of vocational training through the expansion of the providers' network). In addition, double certification courses combine theoretical subjects with practical training or traineeships inside or outside the school.

Skills [*aptidão profissional*]

According to the legislation in force, the definition of *skill* is partially similar to the definition of Cedefop's terminology, being regarded as the ability to apply and use the acquired knowledge and resources to perform tasks and solve problems. Skills may be cognitive (employ logical, intuitive and creative thinking) and practical (manual dexterity and ability to use methods, materials, tools and instruments).

Curriculum [*currículo*]

The national meaning of the term *curriculum* is similar to Cedefop's terminology: "the inventory of activities implemented to design, organise and plan an education or training action, including the definition of learning objectives, content, methods (including assessment) and material, as well as arrangements for training teachers and trainers".

Pre-vocational or pre-technical education

This definition is not applicable in the Portuguese VET System, as there is no Portuguese equivalent.

⁹ Decree Law no. 88/2006 of 23 May.

2.1 VET POLICY DEVELOPMENTS AND PRIORITIES IN SUPPORTING LLL

The approval of a set of measures aimed at the reform of the vocational training system was reached after a broad consensus achieved between the Government and the majority of the Social Partners in the *Agreement for the Vocational Training Reform*¹⁰, in March 2007. Later, in June 2008, the *Tripartite Agreement for a New System for the Regulation of Industrial Relations, Employment Policies and Social Protection in Portugal*¹¹ has equally contributed to these measures, whose tools are essential for the implementation of the qualification strategy falling within the New Opportunities Initiative scope, notably the creation of the National Qualifications System (SNQ) (see also 1.5, 4.4, 6.1, 8.1), in December 2007.

The SNQ promotes the effective articulation of vocational training actions developed both within the education system and the labour market. Its aim is to establish common goals and instruments in the context of a renewed institutional framework. The SNQ ensures that training and learning actions are relevant for the personal development of individuals, as well as for the modernisation of companies and the economy. At the same time, it ensures that the national effort towards the development of training is effectively valued in terms of the academic and vocational development of citizens: either through the double certification training regulated by the National Qualifications Catalogue (*Catálogo Nacional de Qualificações - CNQ*), or through the New Opportunities Centres (see also 1.4, 2.1.1, 4.2, 6.1, 6.2, 6.3, 7.1.3) and the processes of recognition, validation and certification of competencies (RVCC).

The structures composing the SNQ are:

- The National Agency for Qualification (*Agência Nacional para a Qualificação - ANQ, I.P.*)¹², managing the New Opportunities centres network, preparing and updating the National Qualifications Catalogue (CNQ), planning and rationalising the training offer and providing information and guidance on qualifications and employment;
- the National Council for Vocational Training (*Conselho Nacional da Formação Profissional*)¹³, responsible for the evaluation and global approval of the elements included in the CNQ;
- the Sectoral Councils for Qualifications (*Conselhos Sectoriais para a Qualificação*)¹⁴, identify the CNQ's updating needs in terms of new competencies and occupational profiles, and cooperate with the ANQ;
- the New Opportunities Centres;
- the basic and upper secondary education establishments;
- the Direct Management Centres for Vocational Training and Rehabilitation (see also 4.3);
- the poles of excellence, created by training providers that distinguish themselves for the quality of their training interventions;

¹⁰ *Acordo para a Reforma da Formação Profissional.*

¹¹ *Acordo Tripartido para um Novo Sistema de Regulação das Relações Laborais, das Políticas de Emprego e da Protecção Social em Portugal.*

¹² The ANQ, I.P., established in 2007, is under the supervision of the Ministry of Labour and Social Solidarity (MTSS) and the Ministry of Education (ME). Its creation strengthens the coordination and implementation of vocational education and training policies in Portugal.

¹³ Of tripartite composition.

¹⁴ The Sectoral Councils for Qualifications integrate, among other professionals, specialists appointed by the Ministry for the respective activity sector, trade unions and employers associations representative of the corresponding activity sectors, reference companies, training entities with greater local or regional specialisation and independent experts. These councils may not exceed 10 members.

- other entities with accredited training structures (mainly VET providers).

Within the scope of the SNQ, mention should be made to the following instruments:

- the CNQ, a strategic tool for the management of lower qualifications. The CNQ incorporates a system of competence-based qualifications and follows a double certification logic, thus identifying, in articulation with the National Qualifications Framework, the reference for each acquired competence, as well as its level of qualification and training;
- the Individual Booklet of Competencies (*Caderneta Individual de Competências*), approved in July 2010 (Ordinance No. 475/2010, July 8) which registers not only the skills acquired or developed throughout the individual's lifecycle that are specifically defined in the CNQ, but also other successfully concluded training activities;
- the National Qualifications Framework (*Quadro Nacional de Qualificações - QNQ*), approved in 2009 (Ordinance No. 782/2009, July 23) and entered into force on 1 October 2010, a tool that structures qualification levels in accordance with the European Qualifications Framework for lifelong learning.

The SNQ encloses the goals stated in the New Opportunities Initiative and develops the necessary tools for their effective implementation in articulation with its financial instruments, namely the National Strategic Reference Framework (*Quadro de Referência Estratégico Nacional - QREN*), through its Human Potential Operational Programme (*Programa Operacional Potencial Humano - POPH*). The POPH's set of interventions aims to promote initial qualifications, adaptability and lifelong learning, management and vocational improvement, advanced competitiveness training, support for entrepreneurship and transition to working life, citizenship, inclusion and social development and the promotion of gender equality.

The priority of the national public policies on education and training led to a rise of more than 10 percentage points in the relative weight of the European Social Fund among the array of structural funds which will be allocated to Portugal for the 2007-2013 programming period.

The CNQ also innovates by introducing Short-Term Training Units (UFCD¹⁵). It contains more than 6.000 UFCDs, which are learning units, autonomously certifiable and capitalisable, for the attainment of one or more qualifications whenever UFCDs are common to more than one training reference. This enables greater flexibility and promotes a greater mobility within and between education and training areas.

Furthermore, in 2007, Modular Training was introduced within the scope of continuing training aimed at active adults. Modular training is a capitalisable short-term training supply aimed at granting one or more qualifications included in the National Qualifications Catalogue and allows the creation of flexible schemes of variable duration, characterised by the adaptability to different training modalities, targets, methodologies, training contexts and validation processes. This type of training gives adults the possibility to acquire additional competencies in order to obtain further academic and vocational qualifications with a view to their (re)integration or progression in the labour market. Each training unit of the curricula of modular training courses is organized according to the analogous training reference framework included in the CNQ and may correspond to units from the basic training component, the technological training component or both. Modular training courses composed by UFCDs integrated in training schemes belonging to the basic education level and level 2 vocational training are meant, first and foremost, for adults who did not conclude their basic education.

¹⁵ *Unidades de Formação de Curta Duração.*

Modular training courses, composed by UFCDs integrated in training schemes belonging to the secondary education level and level 3 vocational training, are meant for adults with academic qualifications equal or superior to the 9th grade.

The CNQ establishes the link between the supply of and demand for qualifications and, as a dynamic instrument, it may be updated through the inclusion of new qualifications and the exclusion of others whose demand by young people, adults and the Portuguese business sector no longer justifies its supply. In other words, the CNQ tries to match the qualifications and competencies covered by the SNQ with the operating mode and technology incorporation of the activities emerging from the different sectors. The definition of such needs requires not only a strong connection with enterprises and vocational training actors, but also a deep involvement of experts from the several activity sectors. The Sectoral Councils for Qualifications (CSQ) therefore work as a platform for updating and renewal by bringing together companies, training centres, schools, representatives of the social partners and other actors, thus establishing a connection with the evolution and needs of the economy.

The CSQ seek, on the one hand, to ensure a sectoral representation of the national economic activity and, on the other hand, to facilitate the emergence of qualifications that promote individual mobility and flexibility. The covered sectors are: Agricultural and Food Industry, Handicraft and Jewellery, Trade and Marketing, Civil Construction and Urbanism, Culture, Cultural Heritage and Content Production, Energy and Environment, Chemical Industries, Pottery, Glass and Other Materials, Computer Science, Electronics and Telecommunications, Wood, Furniture and Cork, Metallurgy and Metal mechanics, Fashion, Services for Enterprises (financial activities, consultancy, secretariat), Personal Services, Health and Community Services, Transports and Logistics, Tourism and Leisure.

The qualifications that make up the catalogue are subject to comprehensive evaluation and approval at least every two years by the National Council of Vocational Training¹⁶, whose membership includes representatives of the government and employer associations and unions with seats on the Permanent Committee for Social Dialogue (CPCS).

Since 2008 there was a strong expansion and consolidation of the New Opportunities Centres network (CNOs), totalling 459 centres¹⁷ in 2010 and thus ensuring national coverage¹⁸. The enlargement process corresponds to an effective institutional and methodological consolidation of the national RVCC process, under which a comprehensive plan for the training, supervision and monitoring of the activity of the CNOs has been developed.

Since 2007, the Recognition, Validation and Certification of Competencies (RVCC) processes were extended to the secondary level (IVET) and vocational competencies (CVET), thus enhancing the integrative framework of the RVCC process and its double certification logic.

In 2010 more than 35 references were included in the CNQ, which, by the end of the year, comprised 71 referenced qualifications for the recognition, validation and certification of skills.

According to ANQ data, by April 2010, 324,370 adults had been granted a certificate through RVCC processes (i.e. as a result of validation processes and complementary learning). Since 2007 55 % of those granted certificates were women and 45% were men. The age-group 35-44 years is the most represented (39%), followed by the age-group age 45-54 years (25.8%) and by 25-34 years (23.2%). People older than 65 (7%) and between 18 and 24 years old (4.3%) are less represented. Regarding their situation in the job market, data show that 74.2% are employed and 21.5% unemployed; 4.3% are considered in another situation.

¹⁶ In Portuguese, *Conselho Nacional da Formação Profissional*.

¹⁷ Temporary structures aiming to meet the qualification needs of the population.

¹⁸ Mainland and Autonomous Region of Madeira.

In April 2010, there were more than 1 million adults enrolled in the New Opportunities Centres; and nearly 150 000 were attending Adult Education and Training Courses.

The private sector is involved in the delivery of validation, but at different levels. ANQ has established several protocols of cooperation with the private sector, in order to respond to their needs. The NO initiative has developed more than 500 protocols linking private enterprises, associations and federations, including public entities and enterprises. These protocols are cooperation agreements established with the aim to improve the qualification of workers within the framework of the SNQ, specifically through qualified training developed at the NO level; to identify training needs in enterprises and to improve the content of National Qualifications Catalogue; and to facilitate the professional insertion of young people in the labour market. A group of large enterprises – mainly belonging to tourism, telecommunications and distribution sectors – have created internal validation centres under the NO initiative. By April 2010, 6 % of NO centres (28 centres) were launched by entrepreneurial associations and 1 % by enterprises (6 centres), according to data from ANQ. An example of an NO centre internal to an enterprise is SONAE – a large enterprise in the distribution sector – where 559 workers have already achieved certificates (between 2008 and August 2010) (ANQ data).

The RVCC initiative targets adults with low or no qualifications. There is also a specific system of guidance for immigrants, implemented in cooperation with ACIDI (the public body which manages policies relating to immigrants) in national and regional centres of support for immigrants. In recent years, foreign workers arriving in Portugal have used the NO initiative to upgrade their qualifications through the NO Initiative. Since 2007, 34.138 adults were registered at NO centres and 6.264 acquired a certificate; in 2010 (up to August), 6.432 adults were registered at NO centres and of those, 1.509 acquired a certificate. There is a specific RVCC procedure for the disabled, at the basic level (9th year of schooling), in the “Inclusive New Opportunities” centres. A specific methodological guide was created for practitioners to develop the RVCC process for disabled candidates. The “Inclusive New Opportunities” centres aim to provide to disabled people an adequate service adapted to their specific situation, by a qualified team. At national level there are six centres oriented to specific disabilities: mental disability, sensorial disability, blindness and deafness, neurological diseases, mental health, and learning difficulties. According to ANQ data, since 2007 2.362 candidates were registered at these centres, and 706 acquired a certificate. In 2010 (until August), 357 were registered and 166 acquired a certificate.

Also in the scope of LLL supporting, it must also be mentioned that the revision of the Portuguese Labour Code (Law 7/2009, 12 Feb.) maintained the issues already considered in the former code. Vocational training is recognised as an individual right of workers and a duty of employers: the employer must ensure the provision of a minimum of 35 continuing vocational training hours per year; training shall be provided to at least 10% of the workers hired on a permanent contract basis and to workers hired on a fixed-term contract whenever contract length exceeds six months (in this case, training hours may vary between 1% and 3% of the normal working period). In addition, the worker is entitled to use training hours as credit for the attendance of training actions whenever training actions are not ensured by the employer.

The employer must conceive annual or pluriannual training plans with specific indications with regard to goals, trainers, training venues and schedules and must therefore inform and consult the employees on the training plan project. Employers must also present an annual training report to the Inspectorate-General for Labour on the year subsequent to training.

2.2 IMPLEMENTATION OF EUROPEAN TOOLS AND PRINCIPLES

With the purpose of integrating national qualifications subsystems and improve access, progression and quality of qualifications in relation to the labour market and civil society, as well as to facilitate the mobility of citizens within Europe, the new National Qualifications Framework has entered into force on 1 October 2010 (Ordinance No. 782/2009, 23 July). Comprising eight levels, the current framework is in compliance with the principles of the European Qualifications Framework as regards the description of national qualifications in terms of learning outcomes, according to the descriptors associated with each level of qualification.

In this context, the National Agency for Qualification, as the National Coordination Point for the implementation of the European Qualifications Framework, started in 2010 the referencing process of all references included in the National Qualifications Catalogue to the levels of the EQF. This referencing process has followed the criteria and procedures defined by the EQF Advisory Group, composed of representatives from the Member States and involving the European social partners.

The following aims were established:

- a) to integrate and articulate the qualifications obtained within the different national education and training subsystems and through professional experience;
- b) to improve transparency of qualifications, enabling identification and comparability of their value in the labour market, in education and training and other contexts of personal and social life;
- c) to promote access, progress and quality of qualifications;
- d) to establish benchmarks for the learning outcomes related with different levels of qualification;
- e) to correlate national qualifications with the European Qualifications Framework.

The NQF is structured into eight skill levels and is characterized by its extensiveness, since it encompasses all qualifications of the educational and training system (primary, secondary and higher education, vocational training and the processes of recognition, validation and certification or skills acquired through non-formal or informal learning).

With regard to promoting the quality of the National Qualifications System it is important to stress the regulation of a new system for the certification of training providers in 2010 (Ordinance No. 851/2010, 6 September); the promotion of external assessment studies on the Youth and Adults axes of the New Opportunities Initiative; and the development of training programmes for the operators of the National Qualifications System (namely the elements of the technical and pedagogical teams of the New Opportunities Centres).

An important aspect in the development of the New Opportunities Initiative was the design and implementation of a platform integrating education and training provision that would allow for administrative simplification and support the launch, monitoring, and management of supply. The Information and Management System for Education and Training Provision (*Sistema de Informação e Gestão da Oferta Educativa e Formativa - SIGO*) has made strong progress in recent years. Mention should be made to the possibility of registering all stages of individual qualification routes carried out in the New Opportunities Centres; the compulsory issuing of certificates and diplomas to adult qualification routes through SIGO; its gradual expansion to the various training modalities (EFA courses in 2007 and Certified Modular Training in 2010); and its intercommunication with other information systems. In the 8th Edition of the "Best Practices in the Public Sector" Award, held in 2010, SIGO has won an award in the category "Process Improvements - Direct Central Administration and Regional Administration".

Portugal is also a promoter of Europass¹⁹. In 2010, 785.001 Europass CVs and 1.819 Language Passports were completed online in Portuguese. The ECVs completed online by citizens residing in Portugal accounted for a total of 804.523 documents.

Portugal is part of the ERA-MORE network (European Network of Mobility Centres), whose national network is composed of 15 Mobility Centres spread around the country. A National Portal has also been set up in close coordination with the European Mobility Portal²⁰.

It is important to mention Portugal's participation in several workgroups within the EU, namely in the cluster for the establishment of European guidelines for the validation of non-formal and informal learning, currently known as Learning Outcomes Group, as well as in the European Credit System for Vocational Education and Training (ECVET), the European Quality Assurance in VET (EQAVET) and the EQF Advisory Group.

2.3 INTERNATIONALISATION²¹ AND TRANSNATIONAL MOBILITY IN VET²²

2.3.1. POLICY FRAMEWORK FOR INTERNATIONALIZATION AND TRANSNATIONAL MOBILITY IN VET

With regard to education and pre-school education, the measures put in place are in general those contained in the Lifelong Learning Programme (*Programa Aprendizagem ao Longo da Vida - PALV*), as well as other initiatives at international and EU level. Under the new generation of EU programmes in the field of Education and Training, students, trainees, teachers, trainers and educational institutions Portuguese benefited from several opportunities offered by this new programme, in particular transnational mobility.

In Portugal, the eTwinning Action has registered a high participation, which is closely related with the fact that it enhances collaboration between schools in Europe, with use of Information and Communication Technologies, thus providing support, tools and services that facilitate the creation of short- or long-term partnerships in any subject area. This action has enhanced mobility activities in learning contexts, namely virtual mobility.

In Portugal, the International Network of European Clubs (*Rede Internacional dos Clubes Europeus*), set up at the initiative of Portugal and which currently extends to about 25 countries, has the participation of more than 350 schools. It aims to create and encourage a true European spirit among schools; to promote knowledge about Europe and the European Union; to contribute to the understanding of European pluralism and the European and international interdependence; and to help create a sense of responsibility in students as young European citizens. This initiative is a real action of virtual mobility by allowing contact between young people from different countries, who can therefore learn more about the culture, language and traditions of other countries.

¹⁹ Established by Decision no. 2241/2004/EC of December 15 of the European Parliament and the Council. Available at <http://www.socleo.pt/europass>.

²⁰ See <http://europa.eu.int/eracareers>.

²¹ *Internationalization of education is understood as the process of integrating an international, intercultural and/or global dimension into the goals, functions (teaching/learning, research, services) and delivery of education* (adapted from Internationalization of Higher Education: New Directions, New Challenges, IAU 2005 Survey).

²² *Transnational mobility in VET is understood as any period that a worker, jobseeker, VET student, teacher or trainer spends abroad in an education or training institution, a company or any other organisation for learning or teaching purposes. Comment: knowledge, skills and competences acquired during the period spent abroad may be validated and lead to certification.* (Cedefop definition)

In order to facilitate and promote the conditions for mobility of young people and adults, the Institute for Employment and Vocational Training (IEFP) is responsible for ensuring the coordination of the National Reference Point for Vocational Qualifications (*Ponto Nacional de Referência para as Qualificações - PNRQ*). Among other aspects, mention should be made to the role of the PNRQ in providing information on the Education and Training Systems, the National System for the Recognition, Validation and Certification of Skills and the Portuguese Classification of Occupations with a view to enable mobility of citizens in Europe.

Among the information available it is worth mentioning the EUROPASS tool, which provides information on: (i) competencies and skills attained; (ii) the professions the holder is able to undertake; (iii) the name and legal status of the certification body; (iv) the level of certification; (v) the paths for obtaining the certificate; and (vi) access to a higher level of education/qualification.

With regard to the mobility of young people developed in informal and non-formal learning that promotes the acquisition of knowledge, skills and competencies, mention should be made to the following measures: (1) youth exchange; (2) transnational youth initiatives; (3) European volunteering; and (4) youth exchange with neighbouring partner countries.

In order to promote the mobility of young people with the purpose of improving employability, stimulate the development of new skills, and encourage the transition from education to the labour market, Portugal has developed a traineeships programme (INOV) which comprises measures for international traineeships: *Inov Contact*, *Inov Art*, and *Inov Mundus*.

Inov Contact is designed to support the training of qualified staff in an international context and aims to qualify young people for their integration into SMEs with a growth potential in international markets and priority sectors for Portugal. In 2008, OECD considered it a case study and it was seen as a good practice by the Enterprise and Industry Directorate-General.

Inov Art (art and culture areas) and *Inov Mundus* (targeted for development cooperation) offer professional traineeships for young people in international organisations with a view to their employability in the labour market and the development of socio-professional skills.

All Portuguese higher education institutions are committed to invest in their internationalisation under the Trust Agreement (*Contrato de Confiança*). This process has been encouraged through strategic alliances between Portugal and other important institutions at international level (Massachusetts Institute of Technology, Harvard University, Carnegie Mellon University, and Austin University in the USA, and Fraunhofer Institute in Germany, among others) which allow Portuguese HEIs a greater exposure to international inter-institutional competition and thus increases their ability to attract foreign students.

At this level, the mobility stimulus among Portuguese students is also a major goal, reflected in an increase of 50% on the value of scholarships under the Erasmus programme for students who are beneficiaries of Social Action scholarships. The aim is to double the number of students in mobility schemes.

It should also be noted that a system of mutual guarantee loans was created in 2007 for higher education students. This system allows HE students to obtain funding for their studies without the need for prior property guarantees or sureties, since the guarantee is provided by the Portuguese Mutual Guarantee System (*Sistema Português de Garantia Mútua*). By December 2010, this system was supporting over 14,000 students and thus promoting international mobility experiences. Within the scope of Social Action, its coverage has also been extended to immigrant students.

Portuguese participation in the *Erasmus Mundus* programme has been extremely active since its start in 2004, especially in the first two measures financing the mobility of students and teachers. The national structure which has promoted this programme and supported national applications is under the responsibility of the Directorate-General for Higher Education.

Action 1. Joint Masters (1A) and Ph.D. (1B) programmes for the academic year 2011/2012: 123 *Erasmus Mundus* Masters, of which 28 with the participation of Portugal, and 24 Joint Ph.D., six with national participation. From 2004 to 2010, 10,920 Master students and 2,750 teachers have benefitted from *Erasmus Mundus* scholarships. In 2010, the first year of *Erasmus Mundus* Ph.D. programmes, 130 scholarships were awarded.

Action 2. *Erasmus Mundus* Partnerships (former Erasmus Mundus - External Cooperation Window): since 2006, a total of 116 partnerships involving around 14,000 mobility schemes have been established. A total of 5,000 mobilities are anticipated for 2010. Portugal is among the European countries most involved in this action. In 2010, 13 Portuguese HEIs were involved in the 36 selected partnerships.

With regard to Higher Education, the mobility of teachers, researchers and staff of HEIs is gaining growing importance, particularly in what concerns curriculum enhancement, career development, and the transfer of knowledge and experiences. In Portugal, efforts are being made to promote an increasing valorisation of mobility and create the conditions that allow teachers, researchers and staff from HEIs to take every possible opportunity.

A good example of this are the several types of scholarships awarded by the Foundation for Science and Technology (*Fundação para a Ciência e Tecnologia - FCT*), which allow researchers to achieve these experiences abroad. In particular, mention should be made to the programme *Welcome II (Promoting the return of researchers to the European Research Area)*, managed by the FCT and co-funded by Marie Curie Action COFUND under the 7th Framework for Research and Technological Development, which has been recruiting European researchers who have resided at least for three years in a third country to work in Portuguese research institutions.

Portugal has been actively working to reduce barriers to mobility, namely through the implementation of the Bologna Process, ECTS, the Diploma Supplement, Recognition of Foreign Degrees, among others. This path will be further developed and improved.

Equally noteworthy is the implementation of the measure which simplifies the certification of third-country nationals in accessing higher education, a measure included in the programme for national administrative simplification, Simplex 2010, and aimed at accelerating the entire process of registration of foreign students in Portuguese higher education institutions. This measure is already in operation in three HEIs and will be extended to five other institutions by the end of the academic year.

Considering that a greater emphasis should be given to the elimination of administrative barriers, mention should be made to the extensive work that has been developed in terms of the recognition of foreign degrees through Decree-Law No. 341/07 of 12 October.

Finally, a note on the investment that will be done on scholarships aimed to support the mobility of students from disadvantaged socio-economic environments and which will broaden the social base in this area. Work will also be continued towards the creation of a European system of loans, with the possible involvement of the ESF and the EIB, which promotes student mobility within European Higher Education Area.

As regards the support to the mobility of trainees, mention should be made to the measures aimed at strengthening the capacity of education and training institutions to design their own projects; creating and developing networks to promote the encounter between supply and demand; and strengthening the mobility programmes co-financed by the EU. The programme "Erasmus for Young Entrepreneurs" (*Erasmus para Jovens Empresários*) has also been reinforced through an information campaign carried out in connection with business associations.

2.3.2. TRANSNATIONAL MOBILITY PROGRAMMES AND SCHEMES IN VET

According to the latest data (2009), these are the main features of the Leonardo da Vinci (LdV) sectoral programme:

Contrary to what happens in other sectoral programmes, and maintaining the trend of the first two years of the LLP, the majority of beneficiaries of the Leonardo da Vinci Sectoral Programme in 2009 belong to the private sector - Mobility Projects: 53.6%; Projects for Transfer of Innovation: 71.4%; Partnerships: 52.4%. Only Mobility registers a greater number of public sector projects (73.9%), specifically in the target audience PLM (People in the Labour Market).

Overall, the selection of LdV projects approved in 2009 shows a greater representation of entities working in the field of vocational education and training (vocational education institutions, vocational training organisations or centres or other entities that provide vocational education or guidance). These constitute about half of LdV beneficiaries in 2009. Among the beneficiary institutions with greater participation are also the HEIs (20%), public authorities (11%) and non-profit organisations (8.5%). By comparing the year under review with the first two years of the LLP, it is possible to observe that the regions where the majority of LdV beneficiaries are recruited remain the same: in descending order of importance, Lisbon and Vale do Tejo, the Northern region and the Central region concentrate around 85% of LdV projects. These data are clearly related (as in other programs) with the distribution of such institutions in the national territory.

Options in terms of allocation of funding have clearly privileged mobility in Initial Vocational Training (IVT) and People in the Labour Market (PLM), which correspond to more than 90% of the total budget allocated to the action LdV Mobility. Almost all these mobility programmes refer to traineeships in companies.

As for the length of traineeships, in the case of IVT the main trend focuses on short-term traineeships, whereas in PLM the majority carries out long-term traineeships, even though there has been a decreasing trend in the weight of long-term traineeships between 2009 and 2010.

Europass has been the main tool used by LdV beneficiaries in order to record the skills acquired in the context of learning paths in Europe.

It is worth noting that the number of candidates to LdV mobility exceeds by far its funding capacity (EU funding only) and it is only possible to subsidise about 1/3 of proposals.

2.3.3. ARRANGEMENTS TO SECURE WORK PLACEMENTS FOR TRANSNATIONAL MOBILITY IN VET

Regarding work placements, please refer to INOV Programmes (see 2.3.1 and 6.3).

Table 2.3.2. - Overview of VET transnational mobility programmes and schemes

Title of program/scheme and geographical coverage	Managing authority	Sources of funding ⁽²³⁾ and corresponding level of funding for the programming period	Start – end date (programming period)	Target groups ⁽²⁴⁾	Average duration of mobility per target group (in months)	Number of participants ⁽²⁵⁾	Implementation mechanisms ⁽²⁶⁾	Practices to recognize the KSC acquired abroad	Sources of information (including evaluation reports)
EU programs									
Leonardo da Vinci Sectoral Programme, national coverage	National Agency for the Management of the Lifelong Learning Programme (<i>Agência Nacional para a Gestão do Programa de Aprendizagem ao Longo da Vida - ANPROALV</i>) - supervised by two ministries (Ministry of Education and Science and Ministry of Economy and Employment) from the 19 th Constitutional Government	Lifelong Learning Programme/exclusive EU funding, approved annually by the DG EAC. Approved in Portugal under the 2011 convention - € 6,101,000 for all actions covered by LdV Programme	2007/2013	IVT (Initial Vocational Training), PLM (People in the labour market); VETPRO (Vocational education and training professionals)	depends on the year in question	2010 IVT - 528 PLM - 374 VET Professionals*** - 25 (data from National Agency doesn't distinguish between IVET students in school-based programs and IVET students in apprenticeship)	the mechanisms for the implementation of and access to the programme are the regular mechanisms of Community Programmes and are described and made available to the public in the annual National Invitation and annual Guide for Applicants, both available at www.proalv.pt: http://www.proalv.pt/public/PortalRender.aspx?PageID=2b2206b0-b6aa-11df-934b-00127991ef2a	No available information	the source of information is the management tool of the LdV sectorial programme - Base Dados Rap4Leo

* IVET students in school-based programs;

** IVET students in apprenticeship

*** Teachers, and trainer

⁽²³⁾ EU programmes, EU Structural Funds (e.g. ESF), National budget, Employer contribution, Individuals' funds/savings, etc.

⁽²⁴⁾ E.g. students, apprentices, VET professionals, etc.

⁽²⁵⁾ The number of students who have spent a period abroad in one single year (please specify year). In case statistics are collected differently, please specify.

⁽²⁶⁾ Please briefly present the application procedure & the eligibility requirements for the applicants. In case of EU programs, please indicate if standard procedure is applied. In case of exceptions, please briefly describe.

THEME 3: VET TO SUPPORT RECOVERY FROM THE CRISIS

3.1 OVERVIEW

Regarding the Portuguese productive structure, the economic crisis seems to have been increasing some trends in terms of the gross added value (VAB), namely:

- Increase in VAB's weight of financial and real estate activities and other services, including Public Administration, Defense and compulsory social security, Education, Health and Social Services, Other activities of communal services, Social and Personal and Families with employed persons;
- Decrease the weight of construction and industry;
- Slight reduction of the weight of the activities of transport and communications and maintenance of the relative importance of the primary sector and the services of electricity, gas, steam and water.

Between 2009 and 2010 the financial and economic crisis continued to reflect its effects mainly by the contraction of Portuguese's participation in the labour market through a decrease in employment (less 75.900 employees, accounting for -1.5%) and a rise in unemployment (more 74,000 unemployed, representing an increase of 14% on the previous year). The rates of employment and unemployment ranged -0.8 pp and +1.3 pp, respectively²⁷.

Data provided by the Portuguese Employment Services on registered unemployment also points out to a rise in unemployment - by December 2010 the number of registered unemployed had increased by 3%, thus indicating a much slower growth than observed on December 2009 (25.4%). Nevertheless, registered unemployment between December 2009 and December 2010 displayed the following trends:

- *Gender* - unlike the previous year, women (+5%) were more affected than men (+0.8%), which indicates a reversion to previous trends.
- *Age group* - adults over 35 were the most affected, especially those older than 55 (plus 6.6%), with a corresponding decrease in the rate of unemployment in other age groups (-6.2% for people under 25 years old and -1.0% for the 25-34 age group).
- *Educational attainment* - although those qualified with basic level education were traditionally the largest group of registered unemployed (26.9% of total unemployed), the groups that have registered a major unemployment growth are the most qualified ones (higher education: 10.9%; upper secondary education: +10.1%).
- *Situation regarding job search* - population looking for a first job registered a higher growth (+4.4%) than those looking for a new job (+2.9%), even though the last group represented 92.5% of total registered unemployment.
- *Duration of job search* continued to increase substantially: the rate of unemployed looking for a job for more than one year grew 24.2%; on the other hand, the group that was looking for a job for less than one year decreased 8.3%.

²⁷ Data from INE, Statistics of Portugal, related to Employment Statistics (LFS).

http://www.iefp.pt/estatisticas/MercadoEmprego/RelatoriosAnuais/Documents/2010/Relatório%20Anual%20Mercado%20de%20Emprego%20-%202010_versão%20final.pdf.

- *Sectors* - the number of unemployed looking for a new job rose by 2.9%, less than observed in the previous period (+26.2%), in particular in the sectors of "Mining and quarrying" (+37.3%); "Public administration (...)", "Education" and "Human health (...)" (+20.3%); and "Professional, scientific and technical activities" (16.6%). The number of registered unemployed in "Manufacturing" decreased about 5.9%, especially in the fields of textiles and of machinery and equipments, which indicates a shift in unemployment trends from industry to services.

However, according to the most recent data (July 2011), the rate of registered unemployment decreased in comparison with the same period in 2010.

3.2 EFFECTS OF THE CRISIS ON VET AND CORRESPONDING MEASURES

3.2.1. TRENDS IN LEARNERS' BEHAVIOUR

There is no data or studies available on this subject.

3.2.2. TRENDS IN ENTERPRISES' BEHAVIOUR

There is no data or studies available on this subject.

3.2.3. MEASURES TAKEN TO ADDRESS THE NEGATIVE EFFECTS OR AS A RESULT OF THE CRISIS (BY PUBLIC AUTHORITIES AT NATIONAL, REGIONAL, LOCAL AND BY SOCIAL PARTNERS)

The first measure aims to enhance the qualifications of unemployed population and thus expand their employability perspectives. Since November 2010, unemployed people registered in Job Centres with qualifications lower than the 12th grade and a profile unsuited to the available job vacancies are guided to New Opportunities Centres in order to participate in the most appropriate qualification path (Order No. 17658/2010).

The Basic Skills Training Programme enables the acquisition of basic skills in reading, writing, calculation and use of information and communication technologies by candidates aged 18 or over who did not attend the first cycle of compulsory education. The acquisition of these skills gives access to a subsequent integration in training pathways or the development of RVCC processes (Ordinance No. 1100/2010 of 22 October).

In the implementation of specific measures to support employment as defined under the Initiative for Investment and Employment, and in order to minimize the effects of the crisis - particularly on employment - and enable the recovery of the Portuguese economy, the ESF support was particularly important by allowing the enlargement and reinforcement of measures to support employment and funding new measures to support companies and workers in a situation of temporary reduction of activity.

In this context, adjustments were made in the intervention of the ESF within the Human Potential Operational Programme in order to ensure the eligibility of measures intended to support employment under the Initiative for Investment and Employment. These adjustments involved, among others: the inclusion of measures aimed at supporting job maintenance for workers of companies with a good financial situation and appreciable levels of competitiveness which may have been affected by a significant slowdown in demand; support to the development of social labour by unemployed people with a view to promoting employability by maintaining their connection with the labour market while waiting for an alternative employment or training action. This reprogramming has earned the agreement of the European Commission.

Following the deterioration of the economy and labour market indicators, in December 2008 the Government announced a recovery plan for 2009 - Initiative for Investment and Employment (Iniciativa para o Investimento e o Emprego - IIE), co-ordinated by the Ministry for Finances and Public Administration (Ministério das Finanças e da Administração Pública). IIE included a set of measures, among which the Qualification-Employment measure (Medida Qualificação-Emprego). This measure, with a geographical national scope, was run by the Institute of Employment and Vocational Training (Instituto do Emprego e Formação Profissional - IEFP). The measure was presented as a temporary one for 6 month periods and with an exceptional nature in 2009. The Qualification-Employment measure aimed at supporting employment retention and increased qualifications during periods of extraordinary reduction of activities in economically feasible companies highly likely to fully recover their productive capacity. The measure was initially addressed to the automotive sector and later (in March 2009) enlarged to all activity sectors. Workers affected by a temporary reduction of their usual working hours or suspension of employment contracts (lay-off) could get certified training during usual working hours. Companies supported by this measure could benefit from a Government co-funding of the wages of a part of their workers. Eligibility criteria were as follows: the employment level should be maintained and no collective dismissals could occur; and no profit distribution or wages increase of the management board members. This measure was renovated, in 2010, as the Qualification-Employment Programme (Programa Qualificação-Emprego), included in the 2010 Employment Initiative (Iniciativa Emprego 2010).

Regarding the maintenance of employment, the 2010 Employment Initiative included the following initiatives:

- maintaining for 2010 the three percentage point reduction in social security contributions payable by micro and small business employers in relation to workers older than 45 years;
- reducing by one percentage point during 2010 the social security contributions paid by employers for workers with mandatory minimum wages in 2009 and for workers with monthly wages of up to €475 resulting from collective bargaining, whose wage increase in 2010 will be at least €25 a month;
- renewing the qualification-employment programme for the automotive industry in 2010 and expanding it to sectors of activity with the greatest exposure to the economic crisis and seasonality - such as textiles and clothing, tourism, furniture manufacturing, and wholesale and retail trade. This will apply in situations of reduced activity of the companies and intermittent employment contracts, in order to promote the qualification of workers.

In relation to encouraging young people into the labour market, the Employment Initiative 2010 provided for the following measures:

- fostering implementation of the INOV programme, including training programmes for young persons with a university degree in specific fields such as sociocultural mediation, the environment, civil protection and renewable energies;
- creating a professional internship programme for young people who attend professional and technological courses or who have a secondary school education or equivalent qualification level;
- setting up a programme to support the recruitment of young people who have already completed an internship programme, particularly in technological areas, and encouraging contacts between schools and employers;
- offering re-qualification opportunities for 5,000 young persons with a university degree in sectors of low employability to facilitate their adequate integration into the labour market.

In terms of creating employment and combating unemployment the Initiative integrated also an internship programme for unemployed people aged more than 35 years who do not receive unemployment benefits, and who have completed basic or secondary education through the New Opportunities programme (Novas Oportunidades) or who have obtained a university degree. In this case, the government package aims to provide support to institutions or companies that promote the internship, amounting to 75% of the payment due to the enrolled candidates in the case of a non-profit entity, or 60% of the payment in the case of a for-profit entity.

As part of the Employment Initiative 2010, the Qualification-Employment measure aimed at re-enforcing the companies' competitiveness through the qualification of their human resources; promoting vocational training in order to better prepare the sectors most affected by the crisis for the upswing; and supporting employment retention and increased qualifications during periods of extraordinary reduction of activities in economically feasible companies highly likely to fully recover their productive capacity. It intended to make use of periods of reduced or suspended activity in enterprises to improve workers qualifications, ensuring employment levels, namely of qualified employment, and contributing, through training, to better adapt to the challenges of the international situation.

Several sectoral initiatives were then implemented, aiming in particular the activity sectors more exposed to the effects of the crisis: besides the manufacture of motor vehicles, trailers and semi-trailers sector, first, in March 2010, the manufacture of textiles and clothing, tourism, wood and furniture, and trade (including wholesale and retail); later, in May 2010, construction, ceramics, metallurgy and metal mechanics.

The training actions must go in line with the direct interest of the company and, whenever possible, contribute to an increase in the workers' qualification level. When these workers do not have 12 years of schooling, the training should take place preferentially in the New Opportunities Initiative, namely in the RVCC system.

On the 26th May 2010, the Government announced the end of eight transitory and exceptional measures of the 2010 Employment Initiative, including the Qualification-Employment Programme. After having been heard the social partners who belong to the CPCS, the measures covered by Qualification-Employment Programme 2010 were extinguished on the 21st June 2010. This new legal regulation entered into force on the 1st July 2010.

In September 2010 the Qualification-Employment Programme covered 4.822 individuals and amounted to 8.713.317€

Also in order to address the negative effects of the crisis, it was created the Initiative for Competitiveness and Employment (Resolution of the Council of Ministers, 15 Dec. 2010) that in order to improve labour market competitiveness, pretend to:

- Implement active labour market policies (ALMP) over 2011 to enhance the employability of the unemployed and young job-seekers, through the following measures: i) Launch 50,000 apprenticeships for young people; ii) Strengthen measures to support the hiring of young people; iii) Approve the legal validation and certification of professional competences, in order to achieve its widespread use; iv) Change the value of training grants, to avoid the unwanted substitution effect that results from subsidization of employment; v) Adopt measures to improve coordination between the supply of vocational training and the present and future needs of the labor market.

- Promote the achievement of a minimum qualification level for the unemployed during 2011 as a way to promote a rapid return to the labor market and increasing the employability of unemployed, through: i) referral to the New Opportunities Centres of 200,000 unemployed who do not have 12 years of school, and ii) the training program in basic skills for 10,000 unemployed who benefit from the Social Inclusion Income and who have no skills to access qualification programs under the national qualifications system.
- Promote vocational training for unemployed during the year 2011 in order to achieve a faster return to the labor market, especially of long-term unemployed

THEME 4: HISTORICAL BACKGROUND, LEGISLATIVE AND INSTITUTIONAL FRAMEWORK

4.1 HISTORICAL BACKGROUND

The Portuguese education and training system has changed significantly throughout the 1980s. Among such changes is the introduction of technical-vocational courses and vocational courses (Order No. 194-A/1983, October 21); the restructuring of specialised artistic learning (Decree-Law No. 310/1983, September 1); the launch of the apprenticeship system (Decree-Law No. 102/1984, March 29); and the creation of vocational training schools (Decree-Law No. 26/1989, January 21). The general framework of the entire education and training system was also established in the mid-1980s with the publication of the Basic Law of the Education System (*Lei de Bases do Sistema Educativo - LBSE*) (Law No. 46/1986, October 14).

During the 1990s, mention should be made to the regulation of the LBSE (Decree-Law No. 74/1991 of 9 February); the legislative framework for vocational education and training (Decree-Law No. 401/1991 and Decree-Law No. 405/1991, both of 16 October); the launch of Technological Specialisation Courses (Decree No. 1227/1995 of 10 October and Decree No. 989/1999 of 3 November); and the creation of the National Agency for Adult Education and Training (Decree-Law No. 387/1999 of 28 September), which for the first time went under the double supervision of the Ministries of Labour and Solidarity and of Education.

Despite the importance of these earlier developments within the education and training system, the more structural changes have however taken place more recently:

- Firstly, through the launch of reforms in basic education (Decree-Law No. 6/2001 of January 18) and secondary education (Decree-Law No. 74/2004 of 26 March). In the case of basic education, understood as the beginning of the process of education and training throughout life, mention should be made to the establishment of the principles guiding curriculum organisation and management, as well as the assessment of learning and curriculum development. In secondary education, the principles guiding secondary level education courses were also defined.
- Secondly, through the thorough revision of the structure organising the vocational education and training system, which has regulated vocational provision, and in particular through the creation of the National Qualifications System (Decree-Law No. 396/2007 of 31 December) and the bodies and tools it comprises (see also 2.2).

4.2 LEGISLATIVE FRAMEWORK FOR IVET

In general, the Portuguese legislative framework regulating education is based on the LBSE, which has established the general framework governing the entire system in 1986.

In 2001, basic education legislation was reviewed²⁸. This revision reflected the Government's strategic goal to provide to all citizens a basic education level, regarded as the beginning of a lifelong education and training process. One of the measures was the reorganisation of curricula, thus strengthening the link between the three cycles of basic education.

In 2004, in order to fight school dropout and school failure, new guiding principles were established under the reform of upper secondary education. This reform intended to implement the reorganisation and management of curricula and learning assessment²⁹.

²⁸ Decree-Law no. 6/2001 of January 18.

²⁹ Decree-Law no.74/2004 of March 26, together with respective changes and amendments: Amendment no. 44/2004 of May 25; Decree-Law no. 24/2006 of February 6; Amendment no. 23/2006 of April 7; Decree-Law no. 272/2007 of July 26.

Another important legislation is Ordinance no. 29/2008 of June 5, which introduced changes to Ordinance no. 36/2007 of October 8 in order to regulate the reorientation of training pathways for students in upper secondary education. The aim was to facilitate the exchange between upper secondary level courses, created by Decree-Law no. 74/2004 of March 26, through schemes of permeability and equivalence between subjects. The changes introduced were meant to improve the existing reorientation mechanisms, mainly through the adoption of more flexible solutions and the reinforcement of current training offers in upper secondary education, which intended to:

- improve the calculation method for each subject's final grades within the permeability and equivalence schemes;
- enable the attendance of an upper secondary education course after the conclusion of other course through equivalence between subjects under the reorientation process;
- allow the certification of modules successfully concluded during an initial course in the transition to another chosen pathway.

In line with the Government's goal of broadening access to education and thus ensuring a higher educational attainment level, several legislative measures were taken, namely Decree-Law no. 357/2007 of October 29, which regulates the conclusion and certification process of upper secondary level courses whose study plans are already extinct, aimed at adults with incomplete educational paths.

With respect to tertiary education, the LBSE has undergone two alterations: one concerns access to tertiary education, academic degrees and instruction, while the second adopts the European Credit Transfer System (ECTS)³⁰.

Bearing in mind the promotion of equal opportunities in accessing higher education and the will to attract new publics in a lifelong learning perspective, new legislation was approved in 2006. This legislation aims to facilitate and simplify access to higher education by adults aged over 23³¹.

In 2007, Law no. 62/2007 of September 10 established the legislative framework governing tertiary educational establishments, which regulated their constitution, responsibilities and organisation, operation and bodies' competencies, as well as their supervision and public control by the State within an autonomous framework.

³⁰ Law no. 115/97 of September 19 and Law no. 49/2005 of August 30.

³¹ Decree-Law no. 64/2006 of March 21.

VOCATIONAL EDUCATION AND TRAINING

The before mentioned Agreement for Vocational Training Reform implied a new regulatory framework in VET (see also 2.1).

SPECIFIC LEGISLATION

LOWER SECONDARY EDUCATION LEGISLATION

- Education and training courses (*Cursos de educação e formação*)

The Education and training courses were created by Joint Order no. 453/2004 of July 27. Access conditions, external evaluation and certification are regulated by Joint Order no. 287/2005 of April 4.

Another important legislation is Ordinance no. 36/2007 of October 8, which regulates the reorientation process through the system of permeability and equivalence between subjects (amended by Ordinance no. 29/2008 of June 5).

UPPER SECONDARY EDUCATION

- Vocational courses (*Cursos profissionais*)

Regulated by Decree-Law no. 4/98 of January 8, which establishes the system for the creation, organisation and operation of schools and vocational courses in the scope of non-tertiary education, as well as by Ordinance no. 797/2006 of August 10 (amends Ordinance no. 550-C/2004 of 21 May), which establishes the system for the creation, organisation and curriculum management, and for the evaluation and learning assessment of vocational courses within upper secondary education.

- Education and training courses (*Cursos de educação e formação*)

As described above.

- Specialised art courses (*Cursos artísticos especializados*)

Regulated by Decree-Law no. 74/2004 of March 26 (above mentioned). Music and dance are not considered vocational education courses and are currently being restructured.

Ordinance no. 550-E/2004 of May 21 created all recurrent education courses with learning modules at upper secondary level, thus approving study plans and the administrative and pedagogical framework, as well as the evaluation criteria, namely for specialised art courses. Subsequently, it was amended by Ordinance no. 781/2006 of August 9 and Decree-Law no. 4/2008 of January 7.

- Technological courses (*Cursos tecnológicos*)³²

Regulated by the above mentioned Decree-Law no. 74/2004 of March 26. In the scope of this decree, which reforms secondary level education, Ordinance no. 260/2006 of March 14 (amends Ordinance no. 550-A/2004 of 21 May) approves the framework for the organisation, operation and evaluation of technological courses in the secondary level of education.

- Specialised art and technological courses for adult training (*Cursos tecnológicos e artísticos especializados do ensino de adultos*)³³

Regulated by Ordinance no. 550-E/2004, of May 21, subsequently amended by Ordinance no. 781/2006, of August 9.

- Apprenticeship courses (*Cursos de aprendizagem*)

Ordinance no. 1497/2008 of December 19 updates the study plans of apprenticeship courses. This legislation also regulates access requirements, organisation, management and operation of apprenticeship courses, as well as the assessment and certification of learning outcomes.

POST-SECONDARY NON-TERTIARY EDUCATION

- Technological specialisation courses (CET)

Ordinance no. 989/99 of November 3 regulates the CET and revokes Ordinance no. 1227/95 of October 10. Amended by Ordinance no. 698/2001 of July 11 and Ordinance no. 392/2002 of April 12.

Decree Law no. 393-B/99 of October 2 regulates special access and applications for admission in higher education.

Ordinance no. 854-A/99 of October 4 approves the regulation of the Special Application for Admission to Higher Education. Amended by Ordinance no. 1081/2001 of September 5 and Ordinance no. 393/2002 of April 12, which regulates special access and admission in higher education for the holders of a Technological Specialisation Diploma, as well as the terms for the curricular integration of candidates.

Decree Law no. 88/2006 of May 23 regulates the legal framework of the technological specialisation courses (CET), defined as post-secondary non-tertiary training which confers a level 4 qualification. Increases the supply of technological and vocational training and extends access to new audiences.

³² These courses are gradually being replaced by Vocational Courses. In 2010, only the Technology Sports Course is available

³³ These courses are currently being gradually replaced by EFA Courses

TERTIARY EDUCATION

The training supply created after the publication of Decree-Law no. 74/2006 of 24 March, which approved the legal framework of tertiary education degrees and diplomas in accordance with the Bologna Process, brought greater flexibility through the adoption of curricula with alternative training routes.

Higher education system is constituted by polytechnics and universities. Graduate (1st cycle) and master (2nd cycle) degrees can be granted either by universities or polytechnic education establishments. Ph.D. degree is exclusively granted by universities.

With respect to curriculum, tertiary education establishments enjoy considerable autonomy over teaching methods and content since they are responsible for drawing up curricula for the courses they offer.

The legislation approved in 2006 aimed also to the promotion of equal opportunities in higher education by facilitating and enabling flexibility in the access to higher education by adults aged 23 or above in a lifelong learning perspective³⁴.

4.3 INSTITUTIONAL FRAMEWORK FOR IVET AND ORGANIGRAM

ROLE OF INSTITUTIONS IN IVET

Initial education and training is centrally administered regarding the definition of major policy lines and curricular, teaching and financial guidelines. Likewise, the Autonomous Regions of Azores and Madeira have their own assignments, although they are subordinated to the main national guidelines.

EUROPEAN UNION

Portugal takes part in several European processes which intend to contribute to the improvement of education and vocational training systems and develops its policies in reply to the challenges posed to the Member-States as regards initial education and vocational training since the Lisbon Strategy.

CENTRAL GOVERNMENT

The education and training system is centrally administered regarding the definition of major policy lines and curricular, teaching and financial guidelines.

MINISTRY OF LABOUR AND SOCIAL SOLIDARITY (MTSS)

The Ministry of Labour and Social Solidarity is responsible, namely, for what concerns IVET and CVET, for the definition, promotion and evaluation of vocational education and training programmes and measures, in particular with the Ministry of Education.

The National Vocational Training Council (CNFP) is an advisory body under the supervision of the ME and the MTSS which aims to support the definition and follow the execution of vocational education and training policies inserted either in the education system or in the labour market.

The Directorate-General for Employment and Industrial Relations (DGERT) is responsible for the preparation of political, legislative and regulatory measures as regards employment and initial and continuing vocational education and training; for the definition of strategies for developing workers' employment and training in national and European contexts and also for the definition of criteria, quality evaluation and accreditation of VET providers.

³⁴ Decree-Law no. 64/2006 of March 21.

The Institute for Employment and Vocational Training (IEFP) is the national public employment service responsible for implementing active employment policies, particularly those related to vocational training, such as initial and continuing vocational and education training courses, initial and continuing training of trainers.

The IEFP, in the scope of MTSS, performs its tasks through five regional delegations and various local executive bodies:

- 28 Direct-Management Vocational Training Centres - among other responsibilities, to programme, prepare, execute and evaluate IVET and CVET actions and participate in RVCC process;
- 81 Employment Centres - among other responsibilities, training information and guidance;
- 5 Employment and Vocational Training Centres - responsibilities as the two above; and;
- 1 Direct-Management Vocational Rehabilitation Centre - responsibilities similar to Vocational Training Centres, addressed to people with disabilities.

The participation of the IEFP in the 27 Joint-Management Vocational Training Centres and in the Joint-Management Vocational Rehabilitation Centres was set up by agreements signed with employers' associations or trade union organisations in order to provide initial and continuing vocational and education training activities at sectoral level.

MINISTRY OF EDUCATION (ME)³⁵

The Ministry of Education is responsible for the definition, coordination, implementation and assessment of the national policy as regards the education system, specifically in terms of pre-primary education, basic education, upper secondary education and adult education. With regard to national policies for the promotion of qualification levels, the Ministry of Education is responsible for the coordination and integration of the national education and national vocational training policies. The ME's tasks are performed by central, regional and local services, with the support of advisory bodies.

Under the ME, the five Regional Directorates for Education (DRE) are responsible for coordinating and supporting the organisation and working methods of schools; managing human and material resources; participating in the planning of the school network; and cooperating with other services and bodies in joint activities concerning vocational education and training. At local level, the ME's network comprises all public establishments providing pre-primary, basic and upper secondary education.

The National Education Council (*Conselho Nacional de Educação*) as an advisory body and in what concerns education system aims to comment and advice on draft legislation submitted to it by parliament and government.

The Schools' Council (*Conselho das Escolas*) is another advisory body that represents schools at the ME, participates in the definition of policy and is consulted on legislation regarding compulsory education and upper secondary education, and can make proposals in relation to legislation and regulations.

The Directorate-General for Innovation and Curriculum Development (DGIDC) supports the definition of policies concerning teaching methods and components and ensures the implementation of those policies by defining study plans, objectives and essential curricular content.

³⁵ In 2011 the Ministry of Education was merged with the Ministry of Science and Higher Education and is now named Ministry of Education and Science

NATIONAL AGENCY FOR QUALIFICATION (ANQ)

The Agency is under the scope of the MTSS and the ME, which are represented in the Management Board (*Conselho de Gestão*) and have an essential role in what concerns VET policies executed by the Agency.

Within the scope of the ANQ, the Sectoral Councils for Qualifications are technical-consulting group works whose mission is to collaborate with the ANQ in the revision and development of the CNQ (see also 2.1).

In 2010, the Commission for the Follow-up of the New Opportunities Initiative and National Qualifications System (*Comissão de Acompanhamento da Iniciativa Novas Oportunidades e do Sistema Nacional de Qualificações - CAINO*) was created to ensure a link between the services which are responsible for the coordination, implementation and management of measures and resources involved in New Opportunities Initiative at the national level, and to guarantee their connection with the operators of the National Qualifications System. The CAINO is also responsible for:

- identifying double certification training needs for officially registered unemployed;
- manage the Information and Management System for Education and Training Provision (SIGO);
- monitor and assess the operation of vocational education and training courses;
- regulate the access of people with disabilities or incapacity to the process of recognition, validation and certification of skills and other education and training provision for adults; and
- monitor and evaluate the implementation of apprenticeship courses and promote the dissemination of the results and best practices of training actions undertaken.

The Commission is composed of one representative from each of the entities referred to below:

- National Agency for Qualification (ANQ), the coordinating body;
- Institute for Employment and Vocational Training (IEFP);
- Strategy and Planning Office (GEP), Ministry of Labour and Social Solidarity;
- Directorate-General for Employment and Industrial Relations (DGERT);
- Human Potential Operational Programme (POPH);
- Office for Education Statistics and Planning (GEPE);
- Directorate-General for Innovation and Curricular Development (DGIDC), Ministry of Education;
- Regional Directorate of Education - North;
- Regional Directorate of Education - Centre;
- Regional Directorate of Education - Lisboa and Vale do Tejo;
- Regional Directorate of Education - Alentejo;
- Regional Directorate of Education - Algarve.

The Commission is also composed of two representatives from each of the two trade union associations and a representative from each employers' confederation with a seat in the Permanent Commission for Social Dialogue.

At the request of the coordinating body, participation in the works of the Commission is also extended to a representative of the directorate-generals for education in the Autonomous Regions and the associations representing the operators of the National Qualifications System and student-trainees.

MINISTRY OF SCIENCE, TECHNOLOGY AND HIGHER EDUCATION (MCTES)

National policy regarding higher education comes under the aegis of the Ministry of Science, Technology and Higher Education, whose mission is to define, implement and assess the development of policies in this area. It performs its tasks via central services, with the support of advisory and supervisory bodies, as well as the public network of tertiary educational establishments.

SOCIAL PARTNERS

Social partners have an active participation in vocational education and training policies, namely a major recent contribution in the development of the National Qualifications System.

They participate in advisory and social coordination bodies (tripartite composition) such as:

- the Economic and Social Council (*Conselho Económico e Social - CES*), the body responsible for consultation on and coordination of economic and social policies;
- the National Vocational Training Council (*Conselho Nacional da Formação Profissional*) dealing with vocational policies;
- the National Education Council (*Conselho Nacional de Educação*) dealing with educational policies.

The social partners also have a seat on administrations, general councils and monitoring committees of the official bodies responsible for implementing, monitoring and funding vocational training policies, such as:

- IEFP's Administrative Board, Audit Commissions, Regional advisory boards and Vocational training centres' advisory boards;
- General Council of the Institute for the European Social Fund Management (IGFSE);
- General Council of the ANQ;
- Sectoral qualifications councils, which work alongside the ANQ; and
- Commission for the Follow-up of New Opportunities Initiative and National Qualifications System.

Although the social partners play an essentially consultative and advisory role in the bodies on which they are represented, they are however responsible for providing various training activities that serve national policies, such as the training provided by the joint-management centres (vocational training centres and vocational rehabilitation centres), which they run in partnership with the IEFP, or the training provided under the Integrated Training Plans (*Planos Integrados de Formação - PIF*³⁶). These plans are a structured set of actions, promoted and coordinated by the social partners with seats on the Standing Committee for Social Dialogue (*Comissão Permanente de Concertação Social - CPCS*) (see also 2.1.2), provided or performed by them and/or their associated regional and sectoral organisations, using the facilities of accredited training entities. Vocational training policies and goals are defined in agreements reached in the sphere of the CPCS.

³⁶ Article no. 13 of Implementing Decree no. 12-A/2000 of September 15, governing the support provided to actions financed by the European Social Fund, namely within the scope of vocational training, insertion in the labour market and support for employment.

DIFFERENT TYPES OF IVET PROVIDERS

- Educational establishments in the public, private and cooperative network;
- Educational establishments for arts teaching;
- Public and private vocational schools;
- Technological schools;
- Vocational training and rehabilitation centres;
- Accredited training providers;
- Public, private or cooperative higher education establishments.

4.4 LEGISLATIVE FRAMEWORK FOR CVET

In Portugal, the legislative framework governing vocational education and training is based on the National Qualifications System (SNQ). In addition to the Basic Law of the Education System (LBSE) there are important pieces of legislation regulating CVET.

With the aim of broadening access to education and to ensure a higher level of educational attainment, legislative measures were taken, such as Decree-Law no. 357/2007 of 29 October. This decree is aimed at adults with an incomplete secondary level of education developed according to study plans which have been extinct, who are thereby allowed access to special conditions for the conclusion and certification of the secondary level of education.

The Legal status of higher education institutions (Law n.º 62/2007, 10 Sep.) establishes as one of the higher education institutions' assignments, the development of vocational training and knowledge updating courses. In order to be able to offer this training, the institutions must include this activity in their legal statutes that must be approved by the Ministry.

The Labor Code has also reinforced the right of workers to 35 hours of certified training per year and also promotes the development of RVCC processes.

It also develops a new framework whereby the right of workers to vocational training is made effective, namely through:

- the clarification of the student-worker status;
- the adaptation of the "training clause"³⁷ by establishing that the recruitment of young people aged up to 18 who did not complete compulsory education (9th grade) is subject to their mandatory enrolment in the education and training system and by directly applying the provisions of the student-worker status to their situation, thus strengthening work exemption as a condition for training attendance;
- the reinforcement of the right to continuing vocational training and the adjustment of the mechanisms for its effective implementation, for instance by: regulating the demands as regards vocational training between fixed-term and permanent work contracts; equalling the attendance of RVCC processes to continuing training; allow that provisions regarding vocational training be adapted by collective hiring, in the case of micro and small enterprises; imposing the mandatory issue of a training certificate recognised in the National Qualifications System and its registration in the Individual Booklet of Competencies.

³⁷ Admission of young people who did not complete compulsory education or do not hold a vocational qualification.

FORMAL CVET

- **Education and training courses** (*Cursos de educação e formação*)

As described in 4.2.

- **Adult Education and Training Courses**

Ordinance no. 230/2008 of March 7 defines the legal framework of adult education and training courses.

- **Basic Skills Training Programme**

Ordinance no. 1100/2010 of 22 October - approves the basic skills training programme, which is directed at adults who wish to attain basic skills in reading, writing, calculation and use of information and communication technologies, and who are subsequently integrated, as trainees, in level B1 or B1 + B2 adult education and training courses (EFA courses).

- **Modular Training**

Ordinance no. 230/2008 of March 7 defines the legal framework of adult modular training.

- **Special vocational training**

Ordinance no. 140/1993 of July 6: regulates special vocational training specifically aimed at the qualification and socio-vocational integration of people in particularly difficult situations or included in socially disadvantaged, vulnerable or discriminated groups (see also 6.5).

- **Programme "Portuguese for All" (Programa Português para todos)**

See 6.5.

- **Personal and Vocational development for persons with disabilities**

See 6.5.

- **Other training offers**

There are also other available training offers aimed at active, employed and unemployed, undertaken either by public entities or by private entities, including: Courses of qualification and retraining, courses of professional specialization, updating and upgrading courses and courses in organizational development and management.

These training offers are characterized by being constituted by certifiable units or modules. They are usually developed accordingly to the needs and specific contexts of organizations and workers

4.5 INSTITUTIONAL FRAMEWORK FOR CVET AND ORGANIGRAM

ROLE OF INSTITUTIONS IN CVET

Continuing education and training is also centrally administered regarding the definition of major policy lines and curricular, teaching and financial guidelines.

CENTRAL GOVERNMENT

The same bodies mentioned under 4.3.

SOCIAL PARTNERS

The same bodies mentioned under 4.3.

The revised system of certification of VET providers (Ordinance n.º 851/2010, of 6 Sep.) establishes a monitoring commission for the certification process, with a tripartite composition, in order to contribute to the improvement of the system and include social partner representatives.

DIFFERENT TYPES OF CVET PROVIDERS

Regarding adult education and training providers, the following training organisations are to be considered:

- vocational schools and other organisations providing training for trainees and scholarship-holders;
- business, professional or labour organisations;
- non-profit organisations, if training activities are included in their social mission;
- enterprises or business organisations, provided they develop training actions for the labour market and the respective training centres are accredited;
- public and private organisations which promote the creation of New Opportunity Centres at inter-municipal level;
- public and private organisations promoting EFA courses, if accredited by competent authorities;
- joint-management vocational training and vocational rehabilitation centres;
- accredited VET providers.

THEME 5: INITIAL VOCATIONAL EDUCATION AND TRAINING

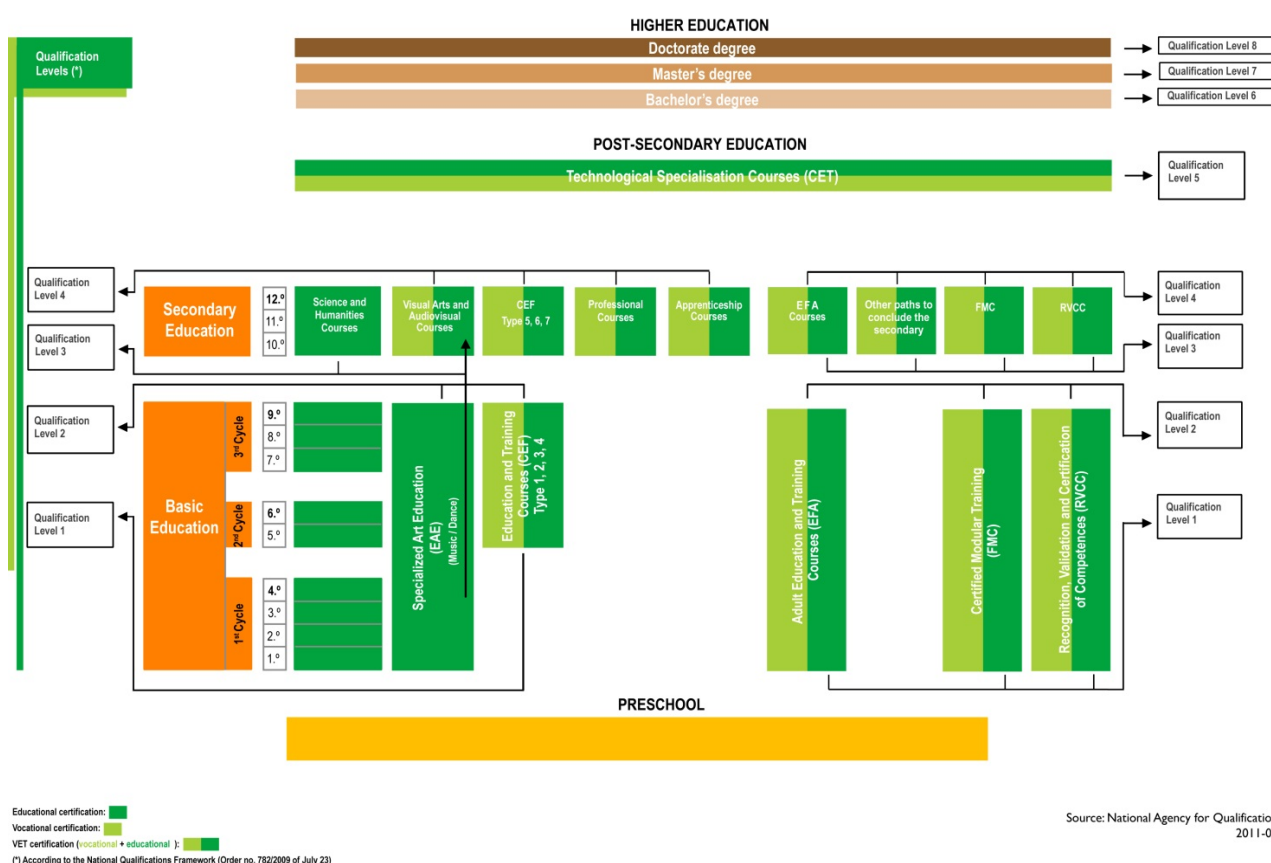
5.1 BACKGROUND TO THE INITIAL VOCATIONAL EDUCATION AND TRAINING SYSTEM AND DIAGRAM OF THE EDUCATION AND TRAINING SYSTEM

The Portuguese vocational education and training system is based on a set of principles defined under the Basic Law of the Education System (*Lei de Bases do Sistema Educativo - LBSE*), whose aim is to guarantee the right to education and training and to ensure equal access and achievement opportunities.

The system comprises pre-primary, basic, upper secondary, post-secondary non-tertiary and tertiary education, as shown in Figure 1 below.

The Portuguese education system is structured into five training levels (ISCED)³⁸ since 1985. Currently, the National Qualifications Framework (*Quadro Nacional de Qualificações - QNQ*) defines national qualification levels according to the European Qualifications Framework (EQF), regarded as a reference for the description of national learning outcomes-based qualifications. The QNQ is structured into eight levels of qualification.

FIGURE 1: EDUCATION AND TRAINING SYSTEM IN PORTUGAL



³⁸ Resolution of the Council of Ministers of 16 July 1985 on the comparability of vocational training qualifications between Member States of the European Community (Decision 85/368/CEE).

According to Decree no. 78/2009 of August 27, basic education is universal, compulsory and free and lasts twelve school years, beginning at the age of six and ending at the age of 18. It comprises four sequential and progressive cycles (1st cycle lasts four years; 2nd cycle, two years; 3rd cycle lasts three years and upper secondary education lasts three years) and its successful completion leads to a diploma certifying completion of basic compulsory education and a level 3 or 4 qualification according to the NQF.

Upper secondary education lasts three years, comprises a single cycle and begins at the age of 15. It is structured into differentiated pathways, thus including two branches between which students can switch:

- General education - courses in sciences and humanities, aimed at pursuing studies at higher education level;
- IVET - vocational courses [*cursos profissionais*], apprenticeship courses [*cursos de aprendizagem*], education and training courses for young people [*cursos de educação e formação para jovens*], specialised art courses [*cursos artísticos especializados*]³⁹, adult education and training courses [*cursos de educação e formação para adultos*]. These courses qualify students to enter the labour market, but also allow the continuation of studies, as they confer a double certification qualification (academic and vocational).

Post-secondary non-tertiary education comprises specialised technological courses (CET) (see also 1.4, 1.5, 4.2, 5.6), which prepare and qualify students for work. Upon successful completion, they lead to a technological specialisation diploma. These courses, which also give access to higher education, are divided into credit units that can be transferred to tertiary education courses.

As a result of Portugal's adhesion to the Bologna Process⁴⁰, tertiary education was restructured with regard to access, curriculum content, evaluation system and granting of degrees. The average age to enter this level of education is 16-18 years.

One of the goals of the Portuguese government within the scope of the New Opportunities Initiative (see also 1.4, 6.1, 10.1, 10.2.1) is to increase the participation in IVET. Therefore, the Government has launched a wide media campaign known as «It pays to learn» in order to stress the importance of qualifying the Portuguese active population.

Since 2007, a total of eight campaigns were launched, specifically aimed at either young people or adults, or targeted at both audiences. The latest campaign, whose main message was to establish the completion of secondary education as a common goal to both youth and adults, was launched in September 2010 and was directed at adults who had not completed the 12th grade of secondary education and young people who at the time had started the secondary educational level.

The Portuguese participation in the Euroskills and Worldskills initiatives also intended to contribute to the growth of VET's public visibility. IVET participation is also encouraged by several economic benefits, such as training allowances.

Some measures were taken in order to assure the quality of double certification provision, particularly monitoring studies on Vocational Courses and their extension to the network of public schools. Vocational Courses are a double certification training pathway which was previously delivered almost exclusively by private vocational schools.

³⁹ Double certification is valid only for visual arts and audio-visual courses. The specialized art courses in music and dance do not confer double certification

⁴⁰ Decree-Law no. 74/2006 of March 24.

In 2009, the National Agency for Qualifications promoted a two-phased external evaluation study whose first stage - *External Evaluation of the Impact of Vocational Courses in National Qualifications System (Avaliação Externa do Impacto dos Cursos Profissionais no Sistema Nacional de Qualificações)* - aimed to monitor the process of expansion of vocational courses to public secondary education schools.

The conclusions of the study have largely confirmed the importance of restructuring the provision network and stimulating the demand for Vocational Courses. Those operating in the Vocational Education system have widely recognised the effective utility of these courses, particularly with regard to stakeholders' receptivity, the effective integration of Vocational Education in the projects and activities of schools, and its gradual attractiveness to schools and young people.

Em 2010, foi realizada a segunda fase do estudo com a *Avaliação Externa dos Percursos Pós-formação dos Diplomados de Cursos Profissionais* no contexto da expansão desta oferta no Sistema Nacional de Qualificações. Os resultados do estudo confirmam a relevância da oferta de cursos profissionais no contexto do Sistema Nacional de Qualificações, apresentando, no entanto, as seguintes recomendações:

The second stage of the study - *External Evaluation of Post-Training Pathways for Vocational Courses Graduates (Avaliação Externa dos Percursos Pós-formação dos Diplomados de Cursos Profissionais)* - was carried out in 2010. Its results confirm the importance of extending Vocational Education provision to the National Qualifications System and it presents the following recommendations:

- revitalisation of vocational guidance, which shall renounce to a merely informative logic and value the promotion of skills and work practices;
- strengthening of networking in the definition of provision by mobilising organizations with a close knowledge of the labour market;
- establishing mechanisms for monitoring labour market integration paths to provide organisations with implicit knowledge on the current situation of the labour market.

5.2 IVET AT LOWER SECONDARY LEVEL

EDUCATION AND TRAINING COURSES FOR YOUNG PEOPLE (CURSOS DE EDUCAÇÃO E FORMAÇÃO – CEF)

NAME OF IVET PROGRAMME	ADMISSION REQUIREMENTS	MAIN ECONOMIC SECTORS	CORRESPONDING ISCED LEVEL AND ORIENTATION/ DESTINATION	BALANCE BETWEEN GENERAL AND VOCATIONAL SUBJECTS (MINIMUM)	BALANCE BETWEEN SCHOOL-AND WORK-BASED TRAINING (MINIMUM)	DURATION OF STUDIES MINIMUM DURATION (HOURS)	ACCESS TO (HORIZONTAL/ VERTICAL TO OTHER PATHWAYS)
Education and Training Courses	<p>Aged 15 and over*⁴¹</p> <p>Type 2 6th or 7th grade completion, 8th grade attendance</p> <p>Type 3 8th grade completion or 9th grade attendance without completion</p>	<p>Handicraft Trade Management and administration Computer science Metallurgy and metalworking Electricity and energy Electronics and automation Chemical process technology Construction and repair of motor vehicles Industries of textiles, clothing, footwear and leather Materials Building Crop and livestock production Floriculture and gardening Forestry and hunting Support services to children and young people</p>	<p>ISCED 2</p> <p>Further education or training via a flexible pathway that allows a qualified entrance in the labour market</p>	<p>Sociocultural and Scientific Type 2-53.6% Type 3-21.5%</p> <p>Technological and Practical Type 2-46.4% Type 3-78.5%</p>	<p>Technological Type 2-78.5% Type 3-77.7%</p> <p>Practical Type 2-21.5% Type 3-22.3%</p>	<p>2,109 h (Two-years' pathway) Type 2</p> <p>1,200 h (One-year pathway) Type 3</p>	<p>Allows change of course and conclusion of a CEF</p> <p>Type 2 or 3 allow entry in a secondary level course: provided individuals complete the complementary training course if they wish to continue this type of education and training; provided individuals undergo exams in the subjects of the Portuguese language and Mathematics if choosing a general education course</p>

⁴¹ Young people aged under 15 also have access to this route upon authorization from the competent Regional Directorate for Education.

Education and Training Courses for young people (CEF) are addressed to young people aged 15 or over and are an opportunity to conclude compulsory education in a flexible training pathway, adjusted to the interests of students, or to proceed with studies or education, allowing a qualified entry to the labour market. Each course corresponds to an education/training stage, whose access depends on the educational and vocational qualification level that students have already achieved. Students are granted an academic and a vocational qualification at the end of each stage.

Education and training courses cover 27 different areas and comprise the following training components:

- Sociocultural: fields of knowledge aimed to provide skills, attitudes and knowledge acquisition to approach employment, the business world, citizenship, environment, health, hygiene and safety at work;
- Scientific: fields of knowledge providing the acquisition of skills within applied sciences, the basis for the technological component. Areas of knowledge are selected according to the exit profile and training field in question;
- Technological: organised according to the skills needed for a specific vocational qualification, and considering the diversity of publics and contexts. It is structured around qualification pathways divided into training units, with a view to the acquisition of skills within the field of information technologies or specific technologies;
- Practical: structured in an individual plan or activity itinerary to be developed in the workplace, in the form of a traineeship under the supervision of a training facilitator, with a view to the acquisition and development of technical, social, organisational and career management skills for a vocational qualification, placement in the labour market and lifelong training.

These courses have the following curricular model:

TABLE 1: CURRICULUM MODEL OF EDUCATION AND TRAINING COURSES					
TRAINING PATHWAYS	QUALIFICATION REQUIREMENTS	TRAINING COMPONENTS	HOURS (MINIMUM)	MINIMUM DURATION (HOURS)	NATIONAL QUALIFICATION FRAMEWORK LEVEL
TYPE 2*	Conclusion of 6th grade or attendance of 7th or 8th grades	Sociocultural Scientific Technological Practical	798 333 768 210	2,109 (Two-years pathway)	Level 2
TYPE 3*⁴²	Conclusion of 8 th grade or attendance of 9 th grade	Sociocultural Scientific Technological Practical**	192 66 732 210	1,200 (One-year pathway)	Level 2

*This pathway is also allowed to young people aged under 15 with the authorisation of the Regional Directorate for Education. ** Practical component includes a workplace traineeship. Source: ANQ, August 2011.*

⁴² Each pathway type corresponds to different training pathways which differ according to access qualification requirements.

5.3 IVET AT UPPER SECONDARY LEVEL (MAINLY SCHOOL-BASED)

After completion of the third cycle of basic education and when entering upper secondary education, young people can choose between scientific-humanistic courses that prepare them for further study, or courses that provide them with vocational qualifications. The latter are intended to prepare students for entry to the labour market and/or continue their studies in higher education or post-secondary non-tertiary education. These courses confer a double certification qualification (academic and vocational), are addressed to young people aged 15 or over who have concluded basic education, and last for three academic years.

VOCATIONAL COURSES (*CURSOS PROFISSIONAIS*)

NAME OF IVET PROGRAMME	ADMISSION REQUIREMENTS	MAIN ECONOMIC SECTORS	CORRESPONDING ISCED LEVEL AND ORIENTATION/ DESTINATION	BALANCE BETWEEN GENERAL AND VOCATIONAL SUBJECTS	BALANCE BETWEEN SCHOOL- AND WORK-BASED TRAINING	DURATION OF STUDIES	ACCESS TO (HORIZONTAL / VERTICAL TO OTHER PATHWAYS)
Vocational Courses	9 th grade or equivalent training	Performing Arts Audio-visual and media production Design Handicraft History and archaeology Library, archives and documentation Trade Marketing and advertising Finance, banking and insurance Accounting and taxation Management and administration Secretarial and office work Law Computer science Metallurgy and metalworking Electricity and energy Electronics and automation Chemical process technology Construction and repair of motor vehicles Food industries Textiles, clothing, footwear and leather Materials (industrial wood, cork, paper, plastic, glass and others) Mining and quarrying Architecture and urban planning Construction and civil engineering Agricultural and animal production Floriculture and gardening Forestry and hunting Dental sciences Diagnostic and therapeutic technology Health - programmes not classified in other training areas Support services to children and young people Social Work Hotels and restaurants Tourism and leisure Transportation Services Environmental protection Protection of persons and property Safety and hygiene at work	ISCED 3 Vocational Courses are a secondary level pathway characterised by a strong link with the labour market. Taking into account individual profiles, these courses value the development of competencies for an occupation.	Sociocultural and Scientific 48.4% Technical (includes Modular Certified Training) 51.6%	Technical 73.8% Modular Certified Training 26.3%	3,100 h (three-years pathway; modular curricular structure)	Allows change of course and further schooling/post-secondary training and access to higher education

Vocational courses provide a broad range of secondary-level training, divided into 39 training areas, whose main purpose is to prepare students for entry to the labour market. Vocational courses are pathways of the secondary level of education and have a strong liaison with the labour world.

These courses last three academic years. They are divided into modules of varying length which can be combined in different ways to allow flexibility, and respect different learning rhythms. They cover three components: sociocultural, scientific and technical training. The sociocultural component is common to all courses and aims to contribute to the definition of a personal, social and cultural identity in young people. The scientific component is common to all courses of the same training area and seeks the acquisition and development of a set of basic knowledge and competencies. The technical component varies from course to course and is intended to endow trainees with practical competencies which may enable the development of the necessary skills for performance in an occupation. These can be developed under the form of simulation practices in training, or real practices in the workplace. The technical component varies from course to course and accounts for approximately 52% of total training hours, of which 13% correspond to training in a work environment.

TABLE 1: VOCATIONAL COURSES CURRICULUM MODEL	
TRAINING COMPONENTS	TOTAL HOURS
SOCIOCULTURAL	1,000h
SCIENTIFIC	500h
TECHNICAL (INCLUDES WORKPLACE TRAINING)	1,600h (420h)
TOTAL HOUR CHARGE / COURSE	3,100h

Source: ANQ, I.P.

In addition to the acquisition of knowledge and skills that prepare students to traineeships and the practice of an occupation, these courses also include a Vocational Skills Exam (*Prova de Aptidão Profissional*): elaboration and defense of a final project before a jury that includes school and business world members.

The successful completion of these courses leads to an ISCED Level 3 or Level 4 qualification (NQF) and a diploma in upper secondary education, allowing students to pursue their studies in post-secondary non-tertiary education or higher education.

In recent years, not only has the supply network been expanded, but also and above all, there has been an increase in the demand for this type of courses. Currently, there are 102 available courses, whose variants lead to 135 career opportunities.

In addition, the number of students enrolled in vocational courses has increased from 29,100⁴³ in 2000/2001 to 107,266 in 2009/2010.⁴⁴

⁴³ Source: *50 Anos de Estatísticas da Educação*, INE/GEPE, September 2009;

⁴⁴ Source: *Estatísticas da Educação 2009/2010*.

EDUCATION AND TRAINING COURSES (*CURSOS DE EDUCAÇÃO E FORMAÇÃO*)

NAME OF IVET PROGRAMME	ADMISSION REQUIREMENTS	MAIN ECONOMIC SECTORS	CORRESP. ISCED LEVEL AND ORIENTATION / DESTINATION	BALANCE BETWEEN GENERAL AND VOCATIONAL SUBJECTS (MINIMUM)	BALANCE BETWEEN SCHOOL-AND WORK-BASED TRAINING (MINIMUM)	DURATION OF STUDIES MINIMUM DURATION (HOURS)	ACCESS TO (HORIZONTAL / VERTICAL TO OTHER PATHWAYS)
Education and Training Courses	<p>Aged 15 or over⁴⁵</p> <p>Type 4 9th grade, or secondary education attendance, with one or more retentions, without completion</p> <p>Complementary Training Course Holders of a type 2 or 3 course, level 2 of initial qualification and 9th grade wishing to continue studies</p> <p>Type 5 Holders of secondary education 10th grade or equivalent, attendance of 11th grade without completion, holders of a type 4 pathway, or vocational 10th grade, or initial qualification type 2 course with complementary training course</p> <p>Type 6 11th grade of secondary education or equivalent, or attendance of 12th grade without completion</p> <p>Type 7 Holders of the 12th grade of a scientific-humanistic course or secondary education equivalent in a similar training area.</p>	<p>Handicraft</p> <p>Trade</p> <p>Management and administration</p> <p>Computer science</p> <p>Metallurgy and metalworking</p> <p>Electricity and energy</p> <p>Electronics and automation</p> <p>Chemical process technology</p> <p>Construction and repair of motor vehicles</p> <p>Textiles, clothing, footwear and leather</p> <p>Materials</p> <p>Building</p> <p>Agricultural and animal production</p> <p>Floriculture and gardening</p> <p>Forestry and hunting</p> <p>Support services to children and young people</p>	<p>ISCED level</p> <p>Type 4 - 2</p> <p>Type 5- 3</p> <p>Type 6- 3</p> <p>Type 7- 3</p> <p>Preferentially targeted at young people aged 15 or over at risk of school dropout, or who have already dropped out the education and training system with qualifications below the 12th grade, or with 12th grade completion and wishing to acquire a vocational qualification</p>	<p>Sociocultural and Scientific</p> <p>Type 4- 22.9%</p> <p>CFC - 55.9%</p> <p>Type 5- 36.6%</p> <p>Type 6- 23.9%</p> <p>Type 7-9%</p> <p>Technological and Practical</p> <p>Type 4- 77.1%</p> <p>CFC - 44.1%</p> <p>Type 5- 63.4%</p> <p>Type 6- 76.1%</p> <p>Type 7- 90.9%</p>	<p>Technological</p> <p>Type 4-77.8%</p> <p>CFC-53.3%</p> <p>Type 5-85.4%</p> <p>Type 6-80%</p> <p>Type 7-80%</p> <p>Practical</p> <p>Type 4-22.2%</p> <p>CFC-46.7%</p> <p>Type 5-14.6%</p> <p>Type 6-20%</p> <p>Type 7-20%</p>	<p>Type 4- 1,230 h (one-year pathway)</p> <p>CFC-1020 h (one-year pathway)</p> <p>T5-2276 h (two-years pathway)</p> <p>T6-1380 h (one-year pathway)</p> <p>T7-1155 h (one-year pathway)</p>	<p>Allows change of course.</p> <p>CEF Type 4 allows further studies in a Type 5 CEF; Type 5, 6 or 7 CEF allows further post-secondary studies and access to higher education</p>

Education and training courses are intended for young people aged 15 or over who have abandoned or are at risk of dropping out the regular education system, as well as for young people who have completed 12 years in school and wish to acquire a vocational qualification.

In educational establishments under the Ministry of Education, training provision is divided into 27 training fields. There are also other courses provided either in the vocational training centres of the Institute for Employment and Vocational Training (IEFP) under the Ministry of Labour or in other certified training organisations.

⁴⁵ Young people aged under 15 also have access to this pathway upon authorisation from the competent Regional Directorate for Education.

Each course corresponds to an education/training stage ranging from Type 4 to Type 7 (see Table 2).

Applicants to Education and training courses go through an identification and guidance process carried out by guidance services, whose main aim is to design qualification pathways according to students' interests.

These courses comprise Sociocultural, Scientific, Technological, and Practical training components (See 5.2 - Education and training courses).

TABLE 2: EDUCATION AND TRAINING COURSES CURRICULUM MODEL					
TRAINING PATHWAYS	ENTRY REQUIREMENTS	TRAINING COMPONENTS	HOURS (MINIMUM)	MINIMUM DURATION (HOURS)	NATIONAL QUALIFICATIONS FRAMEWORK LEVEL
TYPE 4	Holders of 9 th grade completion certificate, or with attendance of secondary level with one or more retentions	Sociocultural Scientific Technological Practical	192 90 738 210	1,230 (One-year pathway)	Level 2
COMPLEMENTARY TRAINING COURSES	Holders of a type 2 or type 3 course, or a course of initial qualification of level 2 and the 9 th grade completion who intend to pursue training	Sociocultural Scientific Technological Practical	390 180 240 210	1,020 (One-year pathway)	Education qualification certificate
TYPE 5	10 th grade of upper secondary education certificate or equivalent, or unsuccessful 11 th grade attendance, or holder of a pathway type 4, or completion of 10 th grade <i>professionalizing</i> (on vocational training), or course of initial qualification of level 2 with complementary education course	Sociocultural Scientific Technological Practical	450 384 1232 210	2,276 (Two-year pathway)	Level 4
TYPE 6	11 th grade of upper secondary education certificate or equivalent, or unsuccessful attendance of 12 th grade	Sociocultural Scientific Technological Practical	150 180 840 210	1,380 (One-year pathway)	Level 4
TYPE 7	Holders of 12 th grade certificate of a scientific-humanistic course or a secondary level equivalent pertaining to the same training field	Sociocultural Scientific Technological Practical	105 - 840 210	1,155 (One-year pathway)	Level 4

At the end of the course, students must develop one or more practical work, which will be assessed by a jury; this evaluation is called Final evaluation exam, in which skills and knowledge developed throughout training are to be demonstrated.

Each training cycle's completion allows students to pursue further studies in the subsequent level. The completion of a Type 5, 6 or 7 allows the pursuance of studies in a Technological Specialisation Course (in a similar field of studies), higher education (provided that regulation requirements for tertiary education access are met) or access to the labour market in the specific area of the course.

The attendance of a course, even without its successful completion, may be credited through curriculum analysis with a view to further studies.

It should be noted that under the on-going reform Education and training courses conferring a level 3 vocational qualification will be discontinued in the near future.

SPECIALISED ART COURSES (CURSOS ARTÍSTICOS ESPECIALIZADOS)

NAME OF IVET PROGRAMME	ADMISSION REQUIREMENTS	MAIN ECONOMIC SECTORS	CORRESPONDING ISCED LEVEL AND ORIENTATION/ DESTINATION	BALANCE BETWEEN GENERAL AND VOCATIONAL SUBJECTS	BALANCE BETWEEN SCHOOL-AND WORK-BASED TRAINING	DURATION OF STUDIES	ACCESS TO (HORIZONTAL/ VERTICAL TO OTHER PATHWAYS)
Specialised Arts Courses (Visual and Audio-visual Arts)	9 th grade, priority given to students with better final classification in Visual Education subject	Visual and Audio-visual Arts	ISCED 3 High qualification level and access to labour market in this specific training area	General and Scientific 10 th grade - 57.1% 11 th grade - 57.8% or 66,7% 12 th grade - 40% or 48.9% Technical-Artistic 10 th grade - 42.9% 11 th grade - 42.2% or 33.3% 12 th grade - 60% or 51.1%	Technical-Artistic 12 th grade - 59% or 62.8% Modular Certified Training 12 th grade - 41% or 37.2%	three-years pathway	Allows change of pathway and further studies/post-secondary training and access to higher education

Specialised art courses are divided into three subjects: visual and audio-visual arts, dance and music. Music and dance are not considered vocational education courses.

Visual and audio-visual art courses are a secondary level pathway that lasts three school years and lead to a level 4 qualification.

The field of visual arts comprises three courses: Communication design, Product design and Artistic production. The audio-visual field includes the Audio-visual communication course.

In general, these courses comprise the following training components:

- General, which aims to contribute to the definition of a personal, social and cultural identity in young people;
- Scientific, whose main objective is the acquisition and development of a set of basic knowledge and skills within the respective course;
- Technical-artistic, whose main objective is the acquisition and development of a set of basic knowledge and skills within the respective course.

TRAINING COMPONENTS	WEEKLY TIMETABLE (X 90 MINUTES)		
	10 TH GRADE	11 TH GRADE	12 TH GRADE
GENERAL	8	8	4
SCIENTIFIC	2	5/7	5/7
TECHNICAL-ARTISTIC	7,5	7,5/9,5	11,5/13,5
TOTAL	17,5	22,5	22,5

Workplace training occurs preferentially within workplaces, ateliers, enterprises or other organisations, as work experiences, punctual tasks or traineeships or in a simulated set.

In Specialised Art Courses assessment procedures comprise two modalities: formative (qualitative, throughout the academic year) and summative (quantitative, at the end of school periods).

At 12th grade, students have to undergo an artistic skills exam. These courses allow the pursuance of studies, either in post-secondary non-tertiary courses or higher education but also allow access to the labour market in the specific area of the course - double certification.

SPECIALISED ART AND TECHNOLOGICAL COURSES FOR ADULT TRAINING (CURSOS TECNOLÓGICOS E ARTÍSTICOS ESPECIALIZADOS DO ENSINO DE ADULTOS)⁴⁶

These courses are an alternative pathway to upper secondary education and provide adults with a second opportunity to receive training. They are designed to allow people to combine course attendance with normal working life.

Based on capitalisable modules, these courses are flexible and adaptable to each student's availability, knowledge and experience. The curriculum for each course, which is equivalent to three academic years, includes general training, specific scientific and technological training, and technical or artistic training.

TRAINING COMPONENTS	10 TH GRADE		11 TH GRADE		12 TH GRADE	
	NO. OF CREDIT UNITS	WEEKLY TIMETABLE (X 90 MIN.)	NO. OF CREDIT UNITS	WEEKLY TIMETABLE (X 90 MIN.)	NO. OF CREDIT UNITS	WEEKLY TIMETABLE (X 90 MIN.)
General	12	6	9	5	3	2
Scientific	*	2/5	*	4/6	*	4/7
Technical-artistic	**	3/7	**	3/7	**	3/8
Total	21/33	12/15	24/33	12/15	18/27	11/15

* may integrate 2 to 4 subjects ** may integrate 2 to 5 subjects

TRAINING COMPONENTS	10 TH GRADE		11 TH GRADE		12 TH GRADE	
	NO. OF CREDIT UNITS	WEEKLY TIMETABLE (X 90 MIN.)	NO. OF CREDIT UNITS	WEEKLY TIMETABLE (X 90 MIN.)	NO. OF CREDIT UNITS	WEEKLY TIMETABLE (X 90 MIN.)
GENERAL	12	6	9	5	3	2
SCIENTIFIC	6	3	6	4	3	2
TECHNOLOGICAL	9	6	9	6	15	11
TOTAL	27	15	24	15	21	15

⁴⁶ These courses are currently being progressively replaced by EFA courses

Courses may be attended according to the following modalities:

- “presential” attendance, with continuing assessment;
- “non-presential” attendance: students have to undergo assessment exams in the pre-settled period.

TABLE 6: ASSESSMENT DEPENDS ON THE CHOSEN ATTENDANCE MODALITY	
PRESENTIAL MODALITY	NON-PRESENTIAL MODALITY
<ul style="list-style-type: none"> - Module organisation by subject/year of education; - Tri-monthly accumulation; - Possible non-sequential accumulation; - Recourse evaluation for the accumulation of delayed modules. 	<ul style="list-style-type: none"> - Compulsory sequential accumulation; - Exams by modules or set of three modules.
Technological Skills Exam (<i>Prova de Aptidão Tecnológica - PAT</i>) - Technology courses.	
Artistic Skills Exam (<i>Prova de Aptidão Artística - PAA</i>) - Specialized art courses.	

Source: ANQ, I.P.. September 2008.

In the 12th grade of Technological courses for adults trainees must undergo a technological skills exam.

In the 12th grade of Specialised art courses for adults trainees must undergo an artistic skills exam.

Specialised art courses and technological courses for adults lead to a diploma for upper secondary education completion and a Level 3 vocational certificate. These courses are provided by the network of public schools run by the Ministry of Education or private schools.

TRAINING FOR PERSONS WITH DISABILITIES AND IMPAIRMENTS

Aimed at persons with disabilities and impairments with the minimum age for working (16 years) who intend to enter the labour market but do not possess a vocational qualification compatible with the performance of a given occupation or job place.

Initial training actions range from 1,200 to 2,900 hours length and shall preferentially be based on an integrated training path covering:

- Recover and update of personal and social competencies;
- Acquisition of the necessary competencies for a vocational qualification or a given job place;
- Workplace-based training aimed at promoting the practice of personal and technical competencies in a real work environment, supervised by the training provider, as well as easing the trainees' approach to the labour market. Recommendation indicates a one year maximum training.

OTHER TRAINING OFFERS

Other training schemes are available at sectoral level, such as the Tourism industry. Hotel and Tourism Schools (*Escolas de Hotelaria e Turismo*), which are supervised by the Ministry of the Economy and Innovation (MEI), develop and support initial training schemes leading to various levels of qualification and occupational routes aimed at meeting the qualification needs in the tourism industry. Courses vary in length from one to three academic years. They also enable the pursuance of studies, mainly in the form of post-secondary courses in specialised technology or tertiary education in a polytechnic school.

5.4 APPRENTICESHIP COURSES

NAME OF IVET PROGRAMME	ADMISSION REQUIREMENTS	MAIN ECONOMIC SECTORS	CORRESP. ISCED LEVEL AND ORIENTATION/ DESTINATION	BALANCE BETWEEN GENERAL AND VOCATIONAL SUBJECTS MINIMUM DURATION (HOURS)	BALANCE BETWEEN SCHOOL-AND WORK-BASED TRAINING MINIMUM DURATION (HOURS)	AVERAGE DURATION OF STUDIES	ACCESS TO (HORIZONTAL/ VERTICAL TO OTHER PATHWAYS)
Apprenticeship Courses	Under 25 3 rd cycle of basic education or equivalent; or qualification above 3 rd cycle of basic education or equivalent, without completion; or secondary education or equivalent		ISCED 3 These are initial vocational training courses in alternance, aimed at young people, focused on labour market entry and allowing further studies	Sociocultural and Scientific 32.1% Technological (includes Modular Certified Training) 67.9%	Technological 42.1% Modular Certified Training 57.9%	3250 H (2,800 to 3,700)	Allow change of course, further studies/post-secondary education and access to higher education

Apprenticeship courses are initial vocational training courses aimed at young people, attended in alternance, privileging the insertion in the labour market and also enabling the pursuance of studies. These courses are intended for young people who must cumulatively comply with the following age limits and school qualifications:

- aged between 15 and 25;
- 3rd cycle of basic education (lower secondary level); or
- qualification above 3rd cycle of basic education (lower secondary level), without completion of upper secondary education or equivalent.

In certain exceptional situations, admission may be granted to applicants aged 25 or over, for instance when available training offer in other double certification training modalities is not compatible with the trainees' interests, or applicants are unemployed and registered at an Employment Centre (see also 4.3).

Apprenticeship courses allow students to pursue their studies in post-secondary non-tertiary courses or in higher education.

TABLE 7: APPRENTICESHIP COURSES - TRAINING COMPONENTS	
COMPONENTS	OBJECTIVES
SOCIO-CULTURAL TRAINING	Training component with a transdisciplinary and transversal profile, aimed at the acquisition or strengthening of academic, personal, social and vocational competencies with a view to promote integration in active life and the adaptability to different working contexts. Intended to enhance the development of citizens at national and community level by providing the necessary conditions to reinforce autonomy and initiative, as well as self-learning, teamwork, gathering information and problem solving skills.
SCIENTIFIC TRAINING	Component aimed at the acquisition of competencies within the scientific domains underpinning technology, with a transdisciplinary and transversal approach to the necessary skills for performing a specific job.
TECHNOLOGICAL TRAINING	In harmony with the remaining training components, this component aims to provide trainees with technological competencies that enable the development of practical activities and problem solving skills inherent to a given job.
PRACTICAL WORKPLACE TRAINING	This component aims to develop new competencies and consolidate the skills acquired in a training context through activities inherent to performing a job, as well as to facilitate a future vocational integration.

Apprenticeship courses are subject to the key-competencies and training references linked to the respective qualifications contained in the CNQ and cover several fields of employment⁴⁷.

An apprenticeship contract is established between the training organisation and the trainee laying down the rights and duties of both parties based on relevant legislation.

This contract is ruled by the following clauses: contract object; place of training; training schedule, assessment and certification criteria; rights and duties of trainee; rights and duties of training organisation and organisation providing support to alternance; agreement duration; contract cessation; sanctions; regulations; funding; applicable legislation. This contract does not generate a subordinated working relationship and ends upon completion of the course or training action.

Apprenticeship courses have a varying length according to their typology and include the training components mentioned before: sociocultural, scientific-technological and practical (in workplace and at least 40% of total course length). The practical component is accompanied by a training facilitator appointed by the organisation responsible for workplace training.

The assessment of trainees is continuous, supported by the systematic evaluation of the activities developed by the trainee within the work experience. Results are formalised in the middle and at the end of the training period through assessment tests.

Throughout the development of practical workplace training technical-pedagogical support, as well as trainee assessment, will be ensured by a training facilitator of the organisation providing support to alternance, who will work in collaboration with the action's coordinator, designated by the coordinator organisation.

Apprenticeship routes are completed with a Final Evaluation Exam, assessing vocational performance consisting of one or more practical works defined according to the activities of the addressed profile.

⁴⁷ Management/administration, secretarial and administrative work; commerce; fisheries; ceramics; finance, banking and insurance; textiles, clothing and footwear; electronics and automation; electricity and energy; woodwork and furniture making; construction and repair of motor vehicles; metallurgy and metalworking; craft industry; agriculture; and civil construction, among others.

5.5 PROGRAMMES AND ALTERNATIVE PATHWAYS FOR YOUNG PEOPLE

In order to the completion of 12th grade, individuals can access to a RVCC process. Accordingly to the specific situation, in the process the individual will go through an evaluation and guidance to the path most suitable to the conclusion of that level of education. (see also 2.1, 6.3 and 9.2)

SCHOOL-BASED PATHWAY

The conclusion and certification of this educational pathway implies the realisation of exams on current subjects in the scientific-humanistic courses and vocational courses:

- Conclusion of courses primarily orientated towards the pursuance of studies (the applicant may choose, if available, to substitute the exam at school level for the Upper Secondary Education National Exam);
- Conclusion of vocational qualification courses;
- General conclusion of the upper secondary education level (the applicant may choose, if available, to substitute the exam at school level for the Upper Secondary Education National Exam).

COMPLETION OF TRAINING MODULES CORRESPONDING TO THE TRAINING REFERENCES REGISTERED IN THE NATIONAL QUALIFICATIONS CATALOGUE

The conclusion and certification of qualifications via this pathway implies the attendance, with full approval, of Basic Training Competence Units (UC) and/or Short Term Training Units (UFCD) of technological training as in the training reference framework included in the National Qualifications Catalogue, regardless of the original courses' nature.

The certification to conclude the upper secondary education level depends on the option made by the candidate, according to the table:

AVAILABLE PATHWAYS	MODALITIES	CERTIFICATION
ACADEMIC PATHWAY	Course primarily orientated for the pursuance of studies at higher education level	- Diploma with the indication of area or designation of the original course and its final result and - Certificate discriminating subjects concluded in the original course and in the scientific-humanistic course with the respective final results.
	Professionally qualifying course	- Diploma with the indication of area or designation of the original course and its final result - Certificate listing subjects concluded in the original course and in the vocational course with the respective final results.
	General conclusion of upper secondary education level	- Diploma attesting the conclusion of upper secondary education level with final results (without mentioning the area or designating the course) - Certificate listing all concluded subjects (attended in the

		original course and in the scope of Decree no. 357/2007 of October 29) with final results.
RVCC	EFA Courses	<ul style="list-style-type: none"> - Diploma attesting the conclusion of upper secondary education level without final results - Certificate listing all subjects concluded in the original course and Competence Units and/or Short Term Training Units successfully attended in the scope of the Training Referential of the National Qualifications Catalogue
	Training modules of the National Qualifications Catalogue	

Certification obtained through the conclusion of secondary level education allows pursuance of post-secondary or higher education studies. However, the diploma attesting conclusion of upper secondary education with no final grade implies pursuance of studies in accordance with Decree-Law no. 64/2006 of March 21. The pathways to conclude upper secondary education level are guaranteed by public schools delivering secondary courses, private and cooperative schools with pedagogical autonomy and training entities delivering Adult Education and Training (EFA) Courses (see also 3.2, 6.1, 7.1.1) of upper secondary education level. Guidance of applicants towards the most suitable pathway is provided by schools or New Opportunities Centres.

5.6 VOCATIONAL EDUCATION AND TRAINING AT POST-SECONDARY (NON-TERTIARY) LEVEL (MAINLY SCHOOL-BASED)

Technological Specialisation Courses (CET) (see also 1.4, 1.5, 4.2, 5.1) are post-secondary non-tertiary training courses that prepare individuals for a scientific or technologic specialisation in a specific training area and lead to a level 5 qualification (NQF). This level is achieved through a combination of secondary training, school-based or vocational, with post-secondary technical training. The course lasts approximately one year (between 1,200 to 1,560 hours) and covers several areas.⁴⁸

CETs are addressed to students who have concluded a secondary course or hold a legally equivalent qualification; are holders of a level 3 vocational qualification; have successfully concluded all subjects in the 10th and 11th grades, and attended 12th grade of secondary education or a legally equivalent qualification without concluding it; have a technological specialisation diploma, or a higher education degree or diploma, and aim to accomplish a vocational requalification.

CETs in tertiary education establishments are also open to people aged 23 or over. In these cases, tertiary education establishments recognise the students' skills and abilities acquired through experience, which qualify them to access a specific CET.

The general and scientific training component aims to develop attitudes and behaviours suitable to high qualification level professionals; to enhance adaptation to labour market and the business world; to improve technological knowledge on scientific fields. It corresponds to 15% of the total number of hours fixed for general, scientific and technological training components.

The technological training component comprises practical activities related to the technological field and problem solving under the scope of professional performance. It corresponds to 85% of the total number of hours fixed for the general, scientific and technological training components.

⁴⁸ Arts; humanities; social and behaviour sciences; business sciences; Law; life sciences; Physical sciences; informatics; engineering; transforming industries; architecture and building; agriculture, fishing; Vet sciences; social services; personal services; transport; environment protection and secure services.

Workplace training component aims to apply knowledge and acquired know-how to practical activities within the respective vocational profile, as well as to perform activities under orientation, by means of techniques, equipment and materials included in the production of goods or rendering of services. It varies between 360 and 720 hours. This training component is developed through partnerships between training providers and enterprises, employers' organisations, or business or socio-professional organisations which best fit the specific requirements of the training field.

The subject content of CET also establishes that 15% of the total course length should be dedicated to individual studying hours.

The evaluation system comprises continuing training assessment for each component, as well as a cumulative evaluation on a scale from 0 to 20.

Successful completion of the course leads to a diploma in specialised technology (a vocational skills certificate, issued under the National System of Vocational Certification) and a Level 4 vocational certificate. Each tertiary education establishment is responsible for defining which CETs give access to a particular course. Training received through CETs grants 60 to 90 credit units (ECTS) that can be transferred to the tertiary education course to which the CET gives access.

CETs can be performed in public or private and cooperative schools; public, private or cooperative universities; in the vocational Training Centres of the IEFP; in Technological Schools and other accredited training providers.

TABLE 9: DISTRIBUTION OF CETs BY TYPE OF TEACHING (TERTIARY EDUCATION)			
TYPE OF INSTITUTION	TYPE OF TEACHING	NUMBER OF CET'S	%
PUBLIC	UNIVERSITY	44	10%
	POLYTECHNIC	269	61%
	SUB-TOTAL	313	71%
PRIVATE AND COOPERATIVE	UNIVERSITY	85	19%
	POLYTECHNIC	41	9%
	SUB-TOTAL	126	29%
TOTAL		439	100%

Source: Directorate-General for Higher Education (DGES): <http://www.dges.mctes.pt>. Last update: Ago2011.

5.7 VOCATIONAL EDUCATION AND TRAINING AT TERTIARY LEVEL (MAINLY SCHOOL-BASED)

Tertiary education, under the current LBSE framework, comprises education in universities and polytechnics.

The LBSE lays down a set of common objectives, but distinguishes between the two tertiary education routes by stating that universities are responsible for "developing students' capacities in design, innovation and critical analysis", whereas polytechnics are responsible for "conveying scientific knowledge of a theoretical and practical nature and its applications, with a view to the performance of occupational activities".

IVET at tertiary level covers nine fields of study: Teacher Training and Educational Sciences; Arts, Humanities; Social and Behavioural Sciences, Information and Journalism; Business Sciences, Law; Sciences; Engineering, Architecture and Civil Construction; Agriculture, Forestry and Fisheries, Veterinary Sciences; Health, Social Services; Service Sector.

The admission in each tertiary education establishment/course is subject to quantitative restrictions, which are directly dependent on the annual fixed vacancies set according to legal provisions.

In order to attend tertiary education, candidates must sit an exam. The accomplishment of prerequisites can be added whenever tertiary education establishments consider it relevant for candidates to demonstrate physical, functional or vocational skills.

Students who apply for tertiary courses through formal educational pathways should meet the following conditions:

- have successfully completed the 12th year of schooling (independently of the educational pathway chosen), or equivalent;
- have undergone secondary education national examinations on the disciplines required to access each higher education establishment/course, or examinations intended for that purpose, and who have obtained the minimum final results established by law;
- meet the prerequisites (if any) defined for the education establishment/course to which they have applied;
- have an application score equal or superior to the minimum fixed mark.

Students aged over 23 who intend to enter tertiary education also benefit from special access conditions. Following a lifelong learning logic, the Government has implemented the higher education policy for the promotion of equal opportunities in the access to tertiary education through Decree-Law 64/2006 of 21 March. This Decree-Law approved new regulations regarding access to students aged over 23 who hold specific vocational qualifications for the attendance of a course in a tertiary education establishment. Access evaluation includes:

- assessment of the candidate's academic and vocational curricula;
- evaluation of the candidate's motivations, namely by means of an individual interview;
- theoretical and/or practical exams on the essential knowledge areas and competencies for access and progression in the course, defined according to the candidate's profile and the content of the course to which the candidate is applying to.

The training supply created after the publication of Decree-Law no. 74/2006 of 24 March, which approved the legal framework of tertiary education degrees and diplomas in accordance with the Bologna Process, brought greater flexibility through the adoption of curricula with alternative training routes. According to this Decree-Law, the cycle of studies leading to the graduation degree in polytechnic education corresponds to 180 credit units and an average length of six semesters. In higher education, the cycle of studies leading to the graduate degree corresponds to 180 to 240 credit units and an average length of six to eight semesters.

Graduate (1st cycle) and master (2nd cycle) degrees can be granted either by universities or polytechnic education establishments. Ph.D. degree is exclusively granted by universities.

With respect to curriculum, tertiary education establishments enjoy considerable autonomy over teaching methods and content since they are responsible for drawing up curricula for the courses they offer.

5.8. LANGUAGE LEARNING IN IVET

Portuguese and foreign languages learning is included in the curricular structure of courses and is part of the sociocultural component of CEF for young people and Vocational courses and of the general component of Specialised Artistic Learning courses and Visual and Audio-Visual Arts courses.

In CEF (all types), students only learn one foreign language in the sociocultural component.

In the case of Vocational Courses at secondary level, students can attend Foreign Language I, II or III. If they have studied one foreign language in basic education, they will necessarily start learning a second language in secondary education.

In the case of Specialized Artistic Learning courses in Visual and Audio-Visual Arts, students choose to learn one foreign language. If they have studied one foreign language in basic education, they will necessarily start learning a second language in lower secondary education. If students have chosen one language, they can cumulatively start learning Foreign Language I as an optional subject, provided that they agree with a heavier timetable and taking into account the school's availability.

Main languages taught as an optional subject are English, French, Spanish and German. Methodology, evaluation and certification follow the guidelines set for each course.

6.1 GENERAL BACKGROUND

With the purpose of allowing that skills acquired either through education, training or life experience are equally relevant in the same professional activities and confer the same academic skills, a standard was created to enable the assessment and validation of their equivalence. The National Qualifications Catalogue (*Catálogo Nacional de Qualificações - CNQ*) is an instrument for the strategic management of non-tertiary qualifications that regulates double certification training offer, namely in the scope of lifelong learning, by structuring training offer into training references. Public financing to vocational training in the scope of the CNQ is considered a priority. The main forms of CVET and adult education are included in the CNQ and are available to all adults.

The CNQ comprises vocational training references organised into short-term cumulative units, which allow an autonomous certification of skills (these units can be independently certified) and thus permit diversity and flexibility within the continuing vocational training on offer.

In December 2010, the CNQ included about 250 qualifications of non-higher education level, distributed into 39 areas of education and training⁴⁹. For each qualification an occupational profile is defined, as well as a training programme organized into modules.

The qualifications included in the CNQ are accessible through adults education and training courses (EFA)⁵⁰, modular training and the processes for recognition and validation of skills.

The occupational profiles comprise a set of activities linked to qualifications, as well as the necessary knowledge and know-how for the performance of those activities.

6.2 FORMAL LEARNING* IN CVET⁵¹

The system of continuing vocational education and training comprises a range of flexible training pathways which are able to shape vocational qualifications to suit the individual interests and needs of trainees and whose aim is to allow trainees to acquire or develop knowledge and skills in technical and social fields in order to return to or improve their position in the labour market. These qualifications may be obtained through adult education and training courses (EFA) and modular training, and may as well result from a process of recognition, validation and certification of competencies or recognition of qualifications acquired in other countries.

The main private and public institutions/providers in the scope of the SNQ (see also 1.5, 2.1.2, 4.4, 6.1, 8.1) are:

- New Opportunities Centres (see also 1.4, 2.1.1, 2.1.2, 4.2, 6.1, 6.3, 7.1.3);
- Basic and upper secondary education schools of the Ministry of Education network;
- IEFP's direct and joint-management centres;
- Vocational schools of the Ministry of Education;

* In case the national definition differs from the international one (see Annex I) the latter should apply.

⁴⁹ The CNQ is organized by areas of education and training, according to the National Classification of Fields of Education and Training (Ordinance no. 256/2005 of 16 March). Portugal, like other countries, employs the International Standard Classification of Education as a reference tool for the harmonization and comparability of educational statistics. This classification was adapted to the Portuguese context and led to the National Classification of Fields of Education and Training.

⁵⁰ EFA courses can be of IVET or CVET nature

⁵¹ Including adult participation in lower, upper secondary and post-secondary VET programs (make use of cross-references with the IVET Theme if necessary).

- Private and cooperative education establishments certified by the Ministry of Education;
- VET providers accredited by the Ministry of Labour
- Training providers from other ministries;

The main modalities within continuing vocational training and adult vocational education and training comprise the following training offer:

ADULT EDUCATION AND TRAINING COURSES (*CURSOS DE EDUCAÇÃO E FORMAÇÃO DE ADULTOS - EFA*)

Adult Education and Training courses are addressed to adults aged over 18 who have no qualifications or whose qualifications are inadequate for entry to the labour market. EFA courses are also primarily directed at adults who did not complete basic or upper secondary education. The process of recognition, validation and certification of competencies is the most common means of access (see also 3.2, 5.5, 6.2, 7.1.1).

The aim of these courses is to raise the levels of education and vocational qualification of adult population by offering a combination of education and training that enhances their employability and certifies their competencies.

The curricular content of EFA courses is grounded on a joint conception of training components, with use of activities of increasing complexity which call upon knowledge on multiple fields, in a logic of complementarity and competence transfer leading to double certification. The curricular structure allows the inclusion of non-continuing pathways that can be capitalised and certified independently.

a) Basic level EFA courses

These courses comprise four standard basic key-competencies areas⁵². Basic training is composed of three levels and technological training structured into short-term training units in accordance with the standards included in the CNQ.

Technological training may include a practical workplace-based training component, compulsory for adults attending a third level course and who are not working in the occupation to which the course is leading to. The activities developed must be ruled according to an individual plan, subject to an agreement between the training body, the trainee and the organisation responsible for the traineeship. This course leads to a level 2 qualification (NQF).

b) Secondary level EFA courses

These courses comprise three standard key-competencies areas⁵³ organised into competence units. The courses' content is based on a set of subjects resulting from areas present in every adult's life. Technological training is ruled by the same principles of the basic level. This course leads to a level 4 qualification (NQF).

Attendance of an EFA course may not lead to a vocational certification, but to a general certification instead. However, it entitles participants to request a certificate of competencies which lists all competencies validated during the training process.

The ANQ is responsible for the coordination, management and quality of this training offer.

⁵² Language and Communication; Mathematics for Life; Information and Communication Technologies; and Citizenship and Employability.

⁵³ Citizenship and Professionalism; Society, Technology and Science; and Culture, Language and Communication.

MODULAR TRAINING COURSES

Modular training, integrated in the scope of continuing training for workers, gives adults the possibility to acquire additional competencies in order to obtain further academic and professional qualifications. Its aim is the (re)integration or progression in the labour market.

Modular training can cumulatively grant one or more qualifications included in the CNQ and allow the creation of flexible paths of variable duration, characterised by the adaptability to different training modalities, targets, methodologies, training contexts and validation processes.

The training units which compose the curricular organisation of modular training courses are in accordance with the analogous training reference included in the CNQ and correspond to basic training units, technological training units or both.

Modular training courses composed by short-term training units (*Unidades de formação de curta duração - UFCD*) which confer a level 2 qualification (NQF) are primarily addressed to adults who did not complete basic education. Modular training courses conferring a level 4 qualification (NQF) are directed at adults whose qualifications are equivalent or superior to basic education.

The UFCDs are learning units that can be certified independently or included in one or more training pathways of the CNQ. The CNQ includes more than 6,000 UFCDs, each comprising 25 to 50 hours of training. Around 800 UFCDs are transferable between different qualification pathways thus promoting not only a wider mobility within and between education and training areas, but also job mobility.

A modular training course may vary in length between 25 to 600 training hours. If a course comprises more than 300 hours of training, 1/3 of the UFCDs must derive from the basic training component. The conclusion of a modular training course leads to a qualification certificate attesting all competence units or short-term training units completed. If the course leads to a qualification included in the CNQ, trainees must apply to a New Opportunities Centre (see 6.3) in order to obtain its final validation before a technical committee responsible for assessing the trainee's performance in modular training and for issuing a final certificate and diploma.

Modular training allows the pursuance of studies in higher education.

TRAINING COURSES FOR SPECIFIC SECTORS

In order to bring together vocational training and the real needs of the main national economic activity sectors, several joint-management training centres were created. These centres result from the signing of protocols between the IEFP and one or more associations and bodies representing employers and social organisations from different economic sectors. In addition, entrepreneurs, professionals and workers associations of a given sector have the opportunity to more rapidly and directly convey their specific needs in terms of human resources and qualifications. Each of these centres provides vocational training in several areas⁵⁴.

Continuing vocational training for specific sectors is also provided by the Ministry of Agriculture, Rural Development and Fisheries, by the Ministry of Health and by the Ministry of Economy and Innovation (tourism).

Continuing vocational training in public administration is provided by the National Institute for Public Administration (*Instituto Nacional de Administração*) and by the Foundation for Studies and Local Administration Training (*Fundação para os Estudos e Formação Autárquica*). Most of these training courses are included in the CNQ, which will soon cover all double certification.

⁵⁴ Among others, fisheries, textile industry, civil construction, metallurgy and metal-mechanics, trade, food industry, electronics, technical innovation or automobile industry

In the scope of Axis no. 3 - "Vocational Management and Further Training" - of the Human Potential Operational Programme (POPH), the new typology "Qualification of local and central administration and health workers" aims to support training in management and innovation for public central administration and to promote the development of technical, scientific and social competencies towards the modernisation of services. This typology is addressed to public administration and health workers irrespective of their labour contract.

MEASURES FOSTERING CVET IN ENTERPRISES

The revised Portuguese Labour Code establishes principles and norms regarding vocational training. In what concerns its goals and principles, the Labour Code approval did not bring further improvements in relation to what had already been established: the guarantee of youth initial qualifications; the promotion of continuing training among employees; the guarantee of the individual right of workers to training; or the promotion of vocational rehabilitation for disabled workers. However, the general responsibilities of employers have changed: they must provide their workers with training and ensure that they willingly participate in the training actions provided.

The major innovation brought by this regulation did not occur in the general principles defined by previous legislation, but rather in the mandatory character of vocational training. Vocational training is currently recognised as an individual right of workers and a duty of employers: the employer must ensure the provision of a minimum of 35 continuing vocational training hours per year; training shall be provided to at least 10% of the workers hired on a permanent contract basis and to workers hired on a fixed-term contract whenever contract length exceeds six months (in this case, training hours may vary between 1% and 3% of the normal working period). In addition, the worker is entitled to use mandatory training hours as a credit for attending training actions whenever these are not provided by the employer.

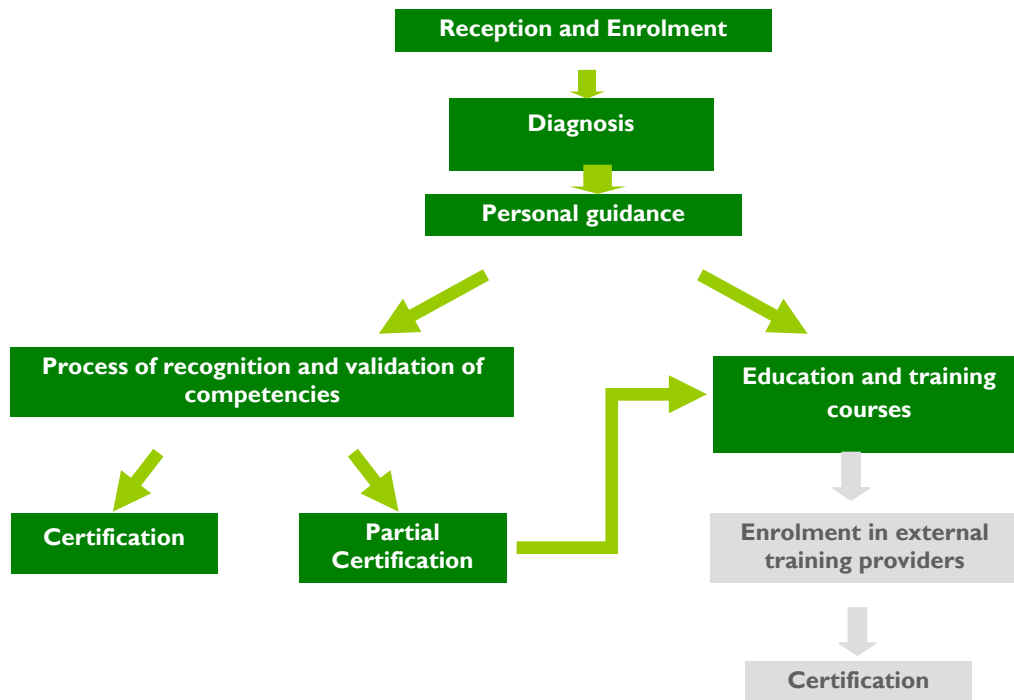
The employer must design annual or pluri-annual training plans with specific indications as regards goals, trainers, training venues and schedules and must inform and consult employees on the training plan project. Employers must also deliver to the Inspectorate-General for Labour on the year subsequent to training information with the number of total workers, workers covered by training actions, areas of training provided, training goals, global training costs and financing sources.

6.3 NON-FORMAL LEARNING* IN CVET

Portugal shows a high rate of low skills and academic qualifications, particularly among adults and active population. The New Opportunities Initiative (see also 1.4, 5.1, 6.1, 10.1, 10.2.1), aim to qualify one million youngsters and adults until 2010. As platforms for access to, and coordination of, various qualification pathways for adults, the New Opportunities Centres - CNOs (see also 1.4, 2.1.1, 2.1.2, 4.2, 6.1, 6.3, 7.1.3) have gained a central, structural role in the national system of recognition, validation and certification of competencies. These diversified pathways are an answer to the needs of qualified adults in guiding adults to education and training offers or RVCC processes.

The network of CNOs, which **totalled 459 centres in 2010**, covers all the national territory. These centres may be promoted by public or private institutions and the ANQ is responsible for authorising their creation and supervising their territorial and sectoral distribution as regards national qualifications demands.

STAGES IN THE NEW OPPORTUNITIES CENTRES



Source: ANQ, August 2011

RVCC PROCESSES

The process of recognition, validation and certification of competencies - School-based RVCC aims to improve the school-based qualification levels of adults aged over 18 who did not conclude basic education (4th, 6th or 9th school year) or upper secondary education (12th school year) by adopting a lifelong learning perspective.

The RVCC is developed through a process run in the New Opportunities Centres and is based on the following key-competencies references:

- The Key-Competencies Reference (*Referencial de Competências-Chave*) for adult education and training at basic education level focuses on four key-competencies areas: Language and Communication; Mathematics for Life; Information and Communication Technologies; and Citizenship and Employability;
- The Key-Competencies Reference (*Referencial de Competências-Chave*) for adult education and training at upper secondary education level covers three key-competencies areas: Citizenship and Professionalism; Society, Technology and Science; and Culture, Language and Communication;
- In the National Qualifications Catalogue, vocational training references are set for each individual occupational area.

Activities focus on three main issues:

- recognition of competencies - involves identifying the knowledge, know-how and skills that adults have acquired during their life cycle. This is achieved through a range of activities whose purpose is to draw up an inventory of competencies whereby adults provide evidence of prior learning and can begin building a portfolio which reflects it.
- validation of competencies - involves assessing how closely the skills acquired by the individual throughout life correspond to the references included in the National Qualifications Catalogue, using both self-assessment and external assessment.
- certification of competencies - the official act of registering and confirming the competencies validated by the validation panel.

Certification is formalised through the issuing of a basic level certification, or a secondary level certification. If the certification process does not lead to the issuing of a certificate or diploma, a qualifications certificate will be issued, identifying the already validated Competence Units.

The certificate issued by a New Opportunities Centre will allow the pursuance of studies at a subsequent educational level, namely higher education, for which the adult must fulfil the necessary access requirements defined by the law in force.

In 2008, RVCC processes were extended to the vocational process. In December 2010, there were 71 career opportunities.

The Vocational RVCC aims to improve the vocational certification levels of adults aged over 18 who do not possess qualification in their professional areas, in a continuous learning perspective.

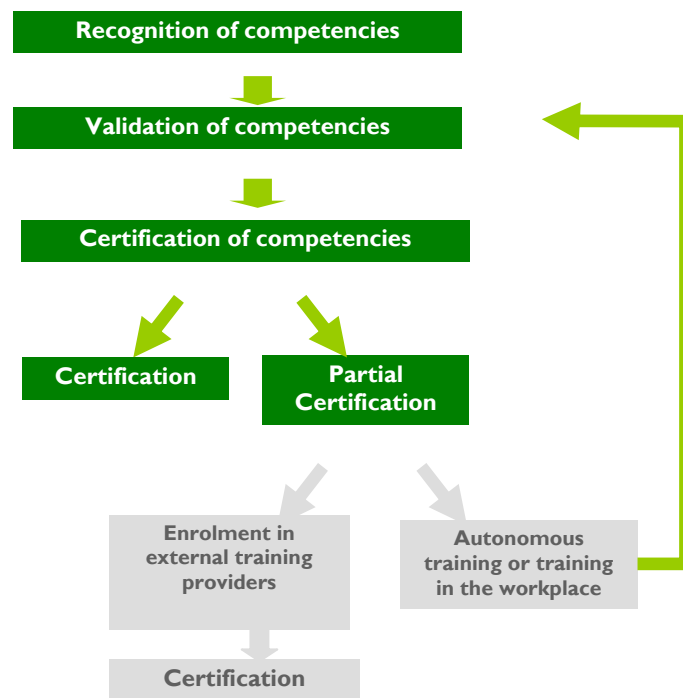
They are addressed to applicants who have acquired knowledge and professional competencies through experience or in other contexts, but do not possess a vocational qualification and wish to obtain a vocational certification in their area and/or (re)start a training scheme suited to their training needs.

Vocational RVCC is developed through a process which takes place in a New Opportunities Centre. These processes entail the following stages:

- identification and recognition of professional competencies;
- identification of missing professional competencies; design of an additional training scheme for attendance of autonomous training or training in the workplace;
- certification of vocational competencies for the granting of a Certificate of Qualifications and, if possible, a Diploma.

At the end of a Vocational RVCC process, applicants obtain the certification of their competencies by means of a Certificate of Qualifications, that confirms and details Vocational Competencies and a diploma which attests a level 2 or 4 qualification and allows applicants to attend specific training courses towards the training needs identified in the Vocational RVCC process.

STAGES OF A VOCATIONAL RVCC



Source: ANQ, August 2011

There is a high degree of acceptance of the processes of RVCC as an instrument supporting lifelong learning. Portugal has legal structures supporting validation methods, along with a strong policy framework. All sectors - public, private and the third sector - have developed and applied methods to validate competencies acquired outside the formal education system.

According to data from the ANQ⁵⁵, 2010 registered 243,620 enrolments in the New Opportunities Centres (see also 1.4, 2.1.1, 2.1.2, 4.2, 6.1, 6.3, 7.1.3). The number of enrolments between 2006 and 2010 totalled 1,163,885. The total number of certifications obtained in 2010 was 98,974, out of a total of 410,126 certifications issued since 2001.

Among adult applicants in the CNOs, 620,481 aimed to attain basic education level certifications, while 543,404 intended to conclude their upper secondary education. The majority of applicants (36%) to basic level training were aged between 35-44 years, whereas the majority of applicants to upper secondary certification were aged between 25-34 years.

As regards Adult Education and Training courses (EFA) (see also 3.2, 5.5, 6.2, 7.1.1) in 2010, there were 49,887 new applicants and 39,668 certifications were issued.

⁵⁵ Monthly reports sent to DGFV – Directorate-General for Vocational Training (2006) and the Information and Management System for Education and Training Provision – SIGO (since 2007). Provisional data updated in July 31, 2011.

The general profile of the applicants enrolled in RVCC processes and EFA courses within the scope of the New Opportunities Initiative since 2007 is composed of 54.2% women and 45.8% men, mostly aged between 25-34 and 35-44, mostly employed (53.8%) and having concluded the 3rd cycle of basic education (ISCED 2), and mostly from the northern region of Portugal (42%).⁵⁶

Also noteworthy is the strong increase in the number of individuals enrolled in Certified Modular Training. Since its creation in 2008, 387,059 modular training activities were recorded and the number of individuals enrolled in 2010 totalled 295,020. There were 2,184 registered certifications since 2009.

It is also noted that in December 2010 there were 104 national cooperation protocols for qualification in force since the beginning of the New Opportunities Initiative. These protocols were established with several employers by the ANQ with a view to involving employees from different employers in qualification pathways. In addition to the 104 cooperation agreements nationwide, there are 8,258 regional protocols in place regional between New Opportunities Centres and companies or local entities with an emphasis on the mobilisation of adult population and the disclosure of training offers available in the region.

INOV PROGRAMMES

There are several programmes supporting vocational traineeships in order to strengthen the connection between qualified young people with a tertiary degree and the labour market. These traineeships are a privileged way of successfully promoting the transition from the education and training system to the labour market and aim to stimulate not only the transition of young Portuguese professionals into active life and employability, but also the ability for innovation and management of Portuguese enterprises and their competitiveness. In this sense, mention should be made to the following programmes⁵⁷:

- **Inov-Jovem - Young personnel for innovation in SMEs**

The INOV-JOVEM programme is promoted, managed and implemented by the IEFP and aims to support vocational traineeships in SMEs for young people holding a tertiary degree in specific educational and training areas relevant for the innovation and management of SMEs.

This measure comprises a 12-month traineeship and is aimed at young people aged up to 35, holders of a tertiary qualification in the areas of management, engineering, science and technology and other critical areas for enterprise innovation and looking for a first or new job.

Financial support includes a traineeship allowance corresponding to two times the social support index (IAS), meal allowance, work accident insurance, accommodation allowance (when suitable) or a cost-share in transport expenses. The trainee supervisor is entitled to a financial compensation, per month and trainee, equivalent to 20% of the IAS.

Candidates sign a workplace training contract, subject to the IEFP agreement, with the applicant SME. The enterprise must appoint a training supervisor, who shall be responsible for the execution and monitoring of the individual traineeship plan, make the final traineeship evaluation and deliver a final report to IEFP.

Created in 2005, its implementation rate in December 2010 was 83.6% with 5,252 trainees.

⁵⁶ Source: SIGO, provisional data dated July 31, 2011.

⁵⁷ Three years after the approval of the INOV-JOVEM and INOV Contacto programmes, the Portuguese Government decided to launch a new stage of these programmes through Ordinance no. 1103/2008 of 2 October, following the Council of Ministers Resolution no. 63/2008 of 7 April with the wording given by the Resolution of the council of Ministers no. 93/2008 of 5 June.

- ***Inov Contacto* - International traineeships for young personnel**

The *INOV Contacto* programme is promoted, managed and implemented by the Portuguese Investment and External Trade Agency (AICEP) and aims to support traineeships abroad for the qualification of young workers or employees in key-areas of knowledge, thus providing them with effective competencies in critical innovation areas for the reinforcement of competitiveness in Portuguese enterprises.

This measure is directed at young people aged up to 30, holders of a tertiary qualification in critical areas for the internationalisation of the Portuguese economy, with foreign languages fluency and willing to develop their career abroad.

The traineeship is remunerated with an amount equivalent to the monthly sum of two times the IAS. In addition, a subsidy based on the cost-of-living index is provided.

In April 2008, through the Council of Ministers Resolution no. 63/2008, the Portuguese government launched a new stage boosting the programme where it was established that *INOV Contacto* should provide an annual average of 550 industrial placements over the following three years.

In 2009/2010, 552 candidates were selected among 2,785 applications.

- ***INOV Vasco da Gama* - International Qualification for Young Entrepreneurs, Managers and Technical Personnel**

The *INOV Vasco da Gama* programme is promoted, managed and implemented by the Portuguese Investment and External Trade Agency (AICEP) and aims to support the temporary placement of young entrepreneurs, managers and technical staff from national enterprises in international reference enterprises and entities, recognised by their good management practices.

International qualification plan in strategic areas for Portugal will take abroad 150 young entrepreneurs, managers or technical staff of Portuguese SMEs to previously chosen best-practice companies for a 3-month period.

This programme is aimed at young people aged up to 35 with tertiary qualifications, foreign language fluency, minimum two years' work experience, and who are entrepreneurs or staff in Portuguese PME's with a recognised internationalisation potential or a designed internationalisation project.

The programme supports the costs with the seminars preparation and closing, a rent allowance during the practical action abroad and round-trip flights. This programme intends to cover 150 young people annually.

- ***INOV-Art* - International traineeships for young people with recognised qualifications or skills in the cultural and artistic field**

The *INOV-Art* programme is promoted, managed and implemented by the Directorate General for Arts and aims to support the training of young people with specific qualifications or skills in the art and culture areas through vocational traineeships in referenced entities in the international context of the art and culture sector.

This programme is aimed at young people aged up to 35 with tertiary qualifications in the artistic or cultural areas, specialised artistic training or special skills and/or experience in the area, who are unemployed or looking for a first or new job.

The traineeship is remunerated with an amount equivalent to the monthly sum of two times the IAS, a meal allowance and personal accidents insurance and, in addition, during the traineeship period abroad, supports costs with round-trip flights. This programme intends to cover 200 young people annually.

In 2010, 389 traineeships were in place.

- *INOV Mundus*

The *INOV Mundus* programme is promoted, managed and implemented by the Portuguese Institute for Support to Development (IPAD). This programme aims to provide young graduates with qualifications and the integration in national or international, public or private organisations promoting development cooperation actions, through the attendance of vocational traineeships in Portugal or abroad. During 2009 and 2010 there were 92 young people involved.

This programme is intended for young graduates aged up to 35, with a tertiary qualification in a relevant area for cooperation, with foreign languages fluency and preferentially with a working experience in a development cooperation organisation, who are unemployed, seeking for a first or new job.

If carried out in Portugal, it is remunerated with an amount equivalent to the monthly sum of two times the IAS, a meal allowance and accommodation allowance for 11 months. If carried out abroad, the programme supports a variable monthly allowance, accommodation allowance and costs with round-trip flights. This programme is intended to cover 250 young people annually.

The operational norms, monitoring and the provision of technical and financial support of the *INOV* Programmes are defined by Joint Ordinance of the Ministries of Foreign Affairs, Labour and Social Solidarity, Economy and Innovation, and Culture. These programmes are co-financed by the above mentioned Ministries, with the support of the Human Potential Operational Programme.

6.4. LANGUAGE LEARNING IN CVET

Having acquired a structural value in contemporary societies, immigration increasingly puts the challenge of finding a political model capable of ensuring freedom and respect for the rights of all individuals and groups, regardless of their origin and social, linguistic and cultural diversity. In this sense, to think about integration implies thinking about citizenship, rights (civil, political and social), democratic respect for pluralism and tolerance based on reciprocity and sharing with the aim of building a more cohesive, just and humane society.

To provide immigrants with knowledge on the language of the country where they now live in is a responsibility of the host society towards the development of a sense of security in the relationship immigrants may established with others, in expressing themselves and understanding others. The right to equality and citizenship necessarily involves mastery of the language and culture of the host country in diverse social contexts and different interpersonal relationships, in the complex intentionality of verbal and non-verbal action.

The National Qualifications Catalogue has therefore created a set of 11 UFCDs for different levels in order to be able to answer the needs of foreign people living in Portugal. The UFCDs directed at the basic user comprise basic levels A1 and A2 of language proficiency, while those directed at the independent user comprise levels B1 and B2 of language proficiency in compliance with Ordinance no. 1262/2009 of 15 October.

6.5. TRAINING PROGRAMS TO HELP JOB-SEEKERS AND PEOPLE VULNERABLE TO EXCLUSION FROM THE LABOUR MARKET

In addition to the training offers described in the previous section, there are also courses aimed preferentially at unemployed people and others vulnerable to exclusion from the labour market. Most of them are promoted by the Institute for Employment and Vocational Training (IEFP) through its vocational training centres network, but can also be delivered by certified institutions which only grant a training certificate. Data presented on participation rates only accounts for IEFP.

In line with measures taken to enhance the qualifications standards of the Portuguese population, particularly of the unemployed, and to improve their employability profile, Order no. 17658/2010 has established that unemployed citizens who are registered in IEFP's job centres, holders of qualifications lower than the complete 12th grade, who are not attending a qualification pathway within the National Qualifications System and whose employability profile proves inadequate to the job offers available, should be forwarded to the national network of New Opportunities Centres.

The ANQ, who is responsible for the management and coordination of the national training network, must ensure that the New Opportunities Centres operate in order to enrol unemployed citizens who have been referred by job centres and direct them to qualification pathways that best suit their characteristics, motivations and needs, in observance of counselling and guidance technical procedures defined for the reception, diagnosis and referral stages. Simultaneously, it must ensure the development of RVCC processes leading to partial or full certification whenever these paths are the most suitable qualification for candidates (resulting from diagnosis and referral stages). The ANQ must also provide job centres with all necessary information for the design of a personal employment plan: this information may result from the monitoring of qualification pathways developed in the New Opportunities Centre itself, or from the monitoring of qualification pathways undertaken in other modalities and providers through the Information and Management System for Education and Training (SIGO).

A still significant part of Portuguese adult population does not possess the basic skills to access qualification opportunities such as Adult Education and Training Courses (EFA), processes of RVCC or Certified Modular Training. Consequently, the Basic Skills Programme was created to allow adults the acquisition of basic skills in reading, writing, calculation and use of information and communication technologies. These skills are required for entry into qualification pathways leading to the attainment of further competencies and their respective certification, as well as to the promotion of autonomy, self-learning and cooperation work. Attainment of these basic skills enables access to or pursuance of further training, thus favouring social inclusion while simultaneously increasing employability levels.

VOCATIONAL TRAINING FOR DISADVANTAGED GROUPS (*FORMAÇÃO PROFISSIONAL DE GRUPOS DESFAVORECIDOS*)

These courses promote and facilitate access to training programmes and the development of specific guidance actions tailored to the particular needs of this target group in order to maximize its social and vocational reintegration into the labour market.

The target groups are long-term unemployed people, ethnic minorities, immigrants, young people and adults with low educational levels and with inadequate or insufficient personal, social and vocational skills, and other persons with integration problems.

These courses allow a vocational qualification and are provided by IEFP or accredited training centres. Progressively, these kinds of target groups are becoming integrated into regular vocational training courses.

SPECIAL VOCATIONAL TRAINING (*FORMAÇÃO PROFISSIONAL ESPECIAL*)

These special vocational training courses target specific groups - young people at risk, drug addicts, ex-prisoners, ethnic minorities and other disadvantaged population groups - with a view to help them to obtain a basic vocational qualification so they can enter the labour market.

These courses allow a vocational qualification and are provided by *IEFP* or accredited training centres.

PROGRAMME "PORTUGUESE FOR ALL" (PROGRAMA PORTUGUÊS PARA TODOS)

Through the Programme Portugal Welcomes/Portuguese for All, the purpose of continuing training for immigrants is the socio-occupational integration of migrant communities living in Portugal, in particular by developing Training Measures in Portuguese Language and Citizenship.

Therefore, in 2001, the IEFP was ascribed the responsibility of promoting these measures within the scope of its Network of Vocational Training Centres in cooperation with social and economic partners.

The IEFP, in the scope of its attributions, has therefore enhanced and developed Portuguese language training programmes designed for application to special occupational environments that require a specific vocabulary (Technical Portuguese).

In this sense, IEFP has promoted a set of steps to comply with the recommendations and goals established by the PII, namely the reformulation of the Portugal Welcomes Programme, which currently includes new curriculum references in line with the current organisation of modular training under the National Qualifications Catalogue.

The Programme Portugal Welcomes/Portuguese for All has adopted a new curriculum structure which includes training references in the Portuguese language outlined by the Common European Framework for Languages. It has adopted a new Portuguese Language Training Reference - Portuguese for Non-Native Speakers - Basic users (A2 level) - produced by the Directorate-General for Innovation and Curriculum Development (DGIDC), under the Ministry of Education, and introduced four training units in technical Portuguese for specific purposes produced by IEFP.

This training is provided in schools and IEFP's training centres.

PERSONAL AND VOCATIONAL DEVELOPMENT FOR PERSONS WITH DISABILITIES

Training for persons with disabilities (*Formação para pessoas com deficiência*)

The vocational training for persons with disabilities and impairments aims to provide individuals with competencies that allow them to find or maintain a job and help improving their professional integration.

These courses are aimed at persons who do not have access to the training offer provided by regular structures. Training may be initial or continuing, depending on the profile of the applicants:

CONTINUING TRAINING

Aimed at persons with disabilities and impairments, employed or unemployed, who intend to improve their qualifications with a view to maintaining their job, progressing in their career or re-entering the labour market, and adjust or expand their qualifications according to their needs, those of the companies or of the labour market. Continuing Vocational Training actions have a 400 hours maximum length.

In a situation of continuing training actions involving active persons with disabilities and unemployed, training may include a period for recovery and updating of personal and social competencies (not exceeding 30 hours), as long as it constitutes an enhancing factor for their occupational reintegration.

These courses may be developed in local and/or specialised resources centres, in vocational training centres and in vocational rehabilitation centres/institutions.

With regard to the promotion of opportunities for education, training and employment throughout life, the guiding principles for access of persons with disabilities or impairment to the process of recognition, validation and certification of competences (RVCC) are defined by Order no. 29176/2007 of 21 December. RVCC processes lead to a school-based qualification, as well as to education and training offers for adults organised in accordance with the Key-Competences Framework for Adult Education and Training in force.

Thus, provided that specific requirements are met, the New Opportunities Centres and training providers delivering adult education and training must integrate persons with disabilities and impairment. Notwithstanding, it is recognised that, in specific situations and for a limited initial period, it may be necessary to create New Opportunities Centres and other adult education and training providers to specifically address people with specific disability(ies) or impairment(s), though encouraged to gradually extend the scope of its recipients.

The RVCC process and adult education and training supply are supported by the Key-Competences Framework in place and are guided, when directed at people with disabilities and impairments, by national Reference Tools validated by the competent body and taking into account the type or nature of disability or impairment. The uniqueness of this target public is also reflected in the composition of the technical-pedagogical teams of New Opportunities Centres and providers of adult education and training. In short, training references are universal, only the accessibility and mechanisms for the identification of competencies change.

Considering the transversal, multidisciplinary and heterogeneous reality of disability and impairment, a supervising Monitoring Committee has been established, composed of bodies and services of Public Administration with special responsibilities in the field of qualification and rehabilitation of persons with disabilities or impairment or disability.

Thus a contribution is given to the emergence of a more just and inclusive society regarding the qualification of adult population by developing the principles enshrined in the general legal framework for the prevention, empowerment and participation of persons with disabilities.

In January 2010, the first qualification references adjusted to persons with disabilities or impairment were made available in the National Qualifications Catalogue. Nine basic level training references were created, leading to a level 2 qualification (NQF): Administrative Assistant, Car Mechanic, Operator of Furniture and Wood Finishings, Agriculture Operator - Horticulture and Fruit-Growing, Gardening Operator, Chef, Janitor/Janitress, Waiter/Waitress.

With a view to furthering the qualification of persons with disability or impairments and promoting employability and lifelong learning, these references include a training module on integration designed in accordance with the *Methodological Guide for Access of Persons with Disabilities and Impairment to the Process of Recognition, Validation and Certification of Skills - Basic Level*, as well as a technological training module.

THEME 7: TRAINING VET TEACHERS AND TRAINERS

7.1 PRIORITIES IN TRAINING VET TEACHERS AND TRAINERS

In Portugal there are three main types of professionals who ensure vocational education and training.

TEACHERS

The initial training of teachers is carried out in higher education institutions - polytechnic and universities. According to the changes introduced under the Bologna Process⁵⁸, the Master's degree is the minimum academic qualification for the teaching profession.

Pre-primary, 1st and 2nd cycles of compulsory education teachers are trained in Teacher Training Colleges (*Escolas Superiores de Educação*) which are integrated in polytechnics or universities. Teachers in the 3rd cycle of compulsory education and upper secondary education are trained at universities.

There are specific higher education courses for teachers named "teachers and trainers training" and "education sciences". Admission requirements are similar to all higher education courses.

Access to teaching jobs in the public sector is done via national application, based on academic qualifications and work experience. Applicants have to pass a knowledge and competencies exam and undergo a subsequent probationary period.

The teaching profession is divided into two categories - teacher and senior skilled teacher (access by a public exam). The latter is responsible for coordinating and assessing the work of teachers.

In the 1st cycle, teachers are multidisciplinary. Classes are under the responsibility of a single teacher, who may be assisted in specific areas.

In the 2nd cycle, teaching is organised into basic education subject areas and teachers are predominantly subject specialists. At this level, it is important to refer the new initial training policy for teachers that envisages the extension of the qualification areas for generalist teachers in order to include joint qualifications for pre-primary and 1st cycle education, or joint qualifications for 1st and 2nd cycles of compulsory education, thus allowing pupils to be accompanied by the same teacher for a longer period of time.

The structure of 3rd cycle education is based on a system of one teacher per subject or group of subjects.

Specialised training takes place in higher education institutions and aims to qualify teaching staff for specific specialised educational positions, duties or activities of a pedagogical or administrative nature, directly linked to the operation of the educational system and schools.

Continuing training follows the same pathway for all non-higher education teachers and aims to improve the quality of teaching and learning.

Teachers can either teach in public (civil servants) or private education establishments, vocational schools and vocational training centres. They can teach socio-cultural and scientific training components in vocational courses.

⁵⁸ Decree-Law no. 43/2007 of 22 February: legal framework for the training of teachers training in pre-primary, basic and upper secondary education.

TRAINERS

Trainers are highly qualified professionals in their occupational area. They are expected to complete an initial pedagogical training course for trainers (*Curso de formação pedagógica inicial de formadores*), after which they are granted a Trainer Pedagogical Aptitude Certificate (*Certificado de Aptidão Pedagógica de Formador - CAP*) issued by the Institute for Employment and Vocational Training (IEFP), which also approves these courses. Initial training courses last 90 hours or more and their certification is valid for five years. After this period, certification renewal requires updated continuing training (60 hours) and 300 hours of training experience.

The trainer profession requires psycho-social preparation, as well as scientific, technical, technological and practical training.

Trainers develop their activity in vocational schools and training centres. In vocational schools they can teach technical/technological subjects, as well as practical simulated workplace training. In training centres they teach socio-cultural subjects, scientific and technical/technological modules, as well as practical simulated workplace training.

Trainers are involved in the following areas:

- design/conception of programmes for a thematic area by defining its goals and its content in accordance with skills needs;
- definition of criteria and selection of methods and pedagogic techniques to be used according to the established goals and themes, as well as trainees characteristics;
- definition, preparation and/or design of teaching support means such as audio-visual materials, pedagogic games and teaching documentation;
- development of training sessions;
- assessment of training actions and/or trainees by using different evaluation techniques and means, such as inquiries, questionnaires, practical works and observation.

Until December 2010, 303,655 trainers were awarded a certification (cumulative data). Their geographical distribution shows that the northern region registers 37.5% of training pedagogical aptitude certification processes (113,763), while Lisbon and Vale do Tejo region registers 32.8% (99,640), the Central region 19.7 % (59,941), the Alentejo region 6% (18,293) and the Algarve region 4% (12,018).

In 2010, 34,868 trainers were awarded a certification. Their geographical distribution shows that the northern region registers 45.3% of training pedagogical aptitude certification processes (15,804), while Lisbon and Vale do Tejo region registers 28.3% (9,871), the Central region 18.7% (6,502), the Alentejo region 4.6% (1,607) and the Algarve region 3.1% (1,084).

TUTORS

Tutors are responsible for workplace training within enterprises. They provide counselling and support to trainees and develop their activity in partnership with training coordinators and trainers. They must have at least three years of registered working experience and preferentially hold a pedagogic training qualification.

The role of tutors is usually developed by experienced professionals, some of whom are responsible for the respective enterprises/organisations. In general, they are also experienced trainers. They can participate in the development of practical training components in a workplace context, namely by proposing recommendations which are generally accepted by the training coordinators.

In addition to teachers, trainers and tutors, who are directly involved in the provision of training, the training coordinator is in charge of preparing and ensuring the provision of one or several training actions by planning, programming, organising, supporting, controlling and assessing the activities included in each training action.

The role of the RVCC tutor is to generate new skills and emphasize or further deepen others by mobilising the assessment tools included in the "evaluation kit": self-assessment grid, Portfolio analysis sheet, technical interview guide, observation grid for performance in workplace and tasks to be developed in the context of simulated practice.

MEDIATOR OF ADULT EDUCATION AND TRAINING COURSES (EFA)

The mediator is responsible, together with the trainers of the technical-pedagogical team, for the guidance and development of the trainee's evaluation, with a view to analyse and assess each candidate's profile and identify the most suitable offer in terms of adult education and training (see also 3.2, 5.5, 6.2 for EFA courses).

Mediation is performed by trainers and other professionals, namely training advisers with advanced qualifications and a specific training for this function, or relevant work experience in the adult education and training field.

RESPONSIBLE BODIES

The definition of the teacher's pedagogical training programme and its quality assessment is under the responsibility of the ME's central services; regional education authorities carry out peripheral administration tasks in connection with the recommendations of the ME and its central services. The Directorate-General for Innovation and Curricular Development (DGIDC), a body under the ME, is responsible for the definition of the reference terms for initial, continuing and specialised training for teachers, as well as for the planning of training needs.

The education establishments of the same geographical area may establish associations and create training centres - Training Centres of Schools Association (*Centros de Formação de Associação de Escolas - CFAE*).

With regard to the Pedagogical Skills Certificate (CAP), the National Centre for the Qualification of Trainers (*Centro Nacional de Qualificação de Formadores - CNQF*), a unit under the IEFP's Vocational Training Department and the supervision of the MTSS, is the main institution defining the content of trainer's initial training (see also 7.1.1).

The CNQF designs and tests training references - programmes and resources - for the initial and continuing training of trainers and other professionals (except teachers) working in the education and training system. After validation and the necessary training of trainers, these references are integrated in the training supply of the Vocational Training Centres network of the IEFP and are also available to all national training entities that operate in the field of training for trainers. The produced references take into consideration the training needs of trainers and the strategic priorities defined by training policy.

The ANQ is responsible for the training of the New Opportunities Centres' teams. This training is done at two levels:

- Initial training for new technical staff;
- Continuing, specific and specialised training to perform specific functions (according to needs).

In Portugal, there have been a number of changes, with particular emphasis on the restructuring of the teaching profession, the teacher training system and teacher performance evaluation to improve the quality and efficiency of education, learning and teaching practice.

Within the scope of initial training for teachers, special mention should be made to the new Legal Framework of the Qualification for Teaching in pre-school, basic and upper secondary education regulating access to teaching. This regulation establishes that, the qualification of non-tertiary education teachers shall be attained through the attendance of higher education courses conferring the master degree (according to the Bologna Process).

With a view to improving the quality of teachers training, two measures are worthy of reference:

- the reform of the regulation for access to the teaching career in public schools, with the implementation of a probationary year (implemented in 2009/2010);
- the reorganisation of the network of School Association Training Centres (Centro de Formação de Associação de Escolas - CFAE) and changes in their operational action plans.

With regard to measures for teachers and trainers working in double certification vocational education and training provision aimed at young people and adults, attention should be drawn to the following changes:

- the vocational qualification for teaching and training of these professionals, whose recruitment is in compliance with legal regulations in force.
- the cooperation between education and vocational training establishments and the CFAE in order to survey teachers' training needs and carry out the respective training plans.

This information is described in section 7.3.2.

The legislation in force is currently being altered with the purpose of meeting the recommendations contained in the Council's Conclusions of November 2007 with regard to improving the quality of teachers training.

In Portugal, trainers must be holders of a CAP, whose grant is based on the Trainers Profile - Pedagogical Competencies⁵⁹. In this context, the activities of the CNQF (see also 7.1.2) are important as they promote information and qualification among this professional group, namely through the organisation of conferences and seminars dealing with several themes, such as the National Qualifications System; the Evaluation of Learning and Qualifications and Employability; the development of Distance Training methods (e- and b-learning) through the management of an IT integrated platform; the edition of an electronic newsletter.

⁵⁹ Decree -Law no. 15/2007 of 19 January.

7.2 TEACHERS AND TRAINERS IN IVET

7.2.1 TEACHERS, TRAINERS AND TRAINING FACILITATORS IN IVET

The professionals who take part in initial vocational education and training are presented in the table below:

	Teachers	Trainers	Tutors
INITIAL TRAINING	Compulsory possession of a master degree certificate obtained in tertiary institutions. Highly qualified in their activity possessing suitable pedagogic qualifications	Compulsory possession of a trainer CAP, obtained in certified bodies and valid for five years. There are no certificates for specialised training sectors. Only in exceptional cases is it possible to obtain a CAP on the basis of the working experience of the trainer	No compulsory attendance of initial specific training, although they ideally should be holders of a trainer's CAP
OTHER ACCESS REQUIREMENTS	One compulsory traineeship year for verification of global skills for teaching	Not applicable	Not applicable
WORKPLACE	Public education establishments; Private and cooperative education establishments; specialised artistic education establishments; vocational schools; technological schools; vocational training and rehabilitation centres; certified training bodies; public, private or cooperative education establishments	Vocational schools; technological schools; vocational training and rehabilitation centres; certified training bodies	Enterprises or organisation responsible for workplace training
	TEACHERS	TRAINERS	TUTORS
TYPE OF RECRUITMENT	Teachers working in the public schools network are recruited by national competition, based on academic education, years of experience and geographical areas to which they apply. Teachers who work in training centres or vocational schools are exclusively appointed by the Ministry of Education	Recruitment is organised by vocational training centres or training bodies	Appointed by enterprises or organisations
CONTINUING TRAINING	Compulsory attendance of continuing training programmes	Compulsory attendance of at least 60 training hours for pedagogic update and 300 hours of training experience, in a period of five years, for the renewal of CAP	There is no compulsory attendance of specific continuing training.

This pedagogical training is structured around three main teaching areas: the development of personal and interpersonal skills in a training context; the acquisition of technical skills that support vocational performance; and the application of the skills acquired during the teaching process.

The initial pedagogic training course for trainers can be attended in IEFPP training centres, in direct or joint-management vocational training centres (sectoral entities plus IEFPP) or directly in private bodies that develop this type of training, provided that they are duly accredited by the IEFPP.

The access to a CAP is also available for pre-primary, basic and secondary teachers; individuals with a proper vocational qualification recognised by the Ministry of Education; individuals certified by the Scientific and Pedagogical Council of Continuing Vocational Training.

7.2.2 PRE-SERVICE AND IN-SERVICE TRAINING OF IVET TEACHERS AND TRAINERS

The in-service, continuing training of trainers system is linked with the renewal of the Certificate of Pedagogical Aptitude (CAP). Therefore, the IEFPP offers training courses on various subjects: Training Systems, Training and Certification, Training Management, Training Technologies and Methodologies.

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

Ordinancen. 994/2010, 29 Sep. altered the need of CAP renovation and this is no longer necessary.

Pre-service training for teachers

Anyone wishing to work as a teacher must have received training equivalent to two study cycles at tertiary education level in either a university or polytechnic establishment and must possess a pedagogical qualification.

The pedagogical modules include the training components: (a) general educational training; (b) specific teaching methods and skills; (c) introduction to working practice; (d) cultural, social and ethical training; (e) training in educational research methodologies; and (f) training in teaching.

- a) The general educational training component covers knowledge, abilities, attitudes and skills in the field of education that are relevant to the performance and behaviour of all teachers within the school environment, in their relationship with the community and in the development of teaching methodologies.
- b) The specific teaching methods and skills component cover knowledge, abilities, attitudes and skills relating to teaching in the curriculum areas or school subject, and at the educational levels or cycles, in which the trainee teacher wishes to specialise and qualify.
- c) Activities included in the introduction to working practice component include supervised teaching practice in a school.
- d) Cultural, social and ethical training component covers, in particular, curriculum areas outside the specific discipline, and reflection on the ethical and civic dimensions of teaching.
- e) Educational research methodologies training component aims to encourage future teachers to take an investigative and critically analytical approach in their work.
- f) The training in teaching component is intended to provide appropriate academic training in the curriculum areas or school subjects in which the trainee wishes to specialise and qualify. Training in teaching area is provided in tertiary education establishments.

IN-SERVICE TRAINING FOR TEACHERS

Continuing training is recognised as a right and a duty of teachers in order to ensure the development and updating of knowledge and vocational skills, as well as occupational mobility and career progression. In terms of career progression, only the training actions successfully concluded, with at least 25 hours per year and related to the teacher's scientific-teaching area of the teacher or the needs of the school are credited.

The main goals of continuing training are the improvement of the quality of education and learning; incentives to self-training; practice of research and educational innovation; adaptation to the needs of the education system, schools and teachers; and incentives to change procedures at school. Continuing training allows the coexistence of more traditional methodologies - such as courses, modules and single disciplines in tertiary institutions and seminars - with actions taken in the school context, such as training workshops, traineeships, projects and study circles.

IN-SERVICE TRAINING FOR TEACHERS WITH LOW QUALIFICATION LEVELS

This is a type of initial training for teachers who do not hold a higher education qualification but are however permanently recruited by the Ministry of Education. They are given special conditions to accomplish this type of training. Training consists of two subsequent components:

- training in Education Sciences: Education Sciences are studied in the first year and are taught in modules that generically correspond to Educational Psychology, Educational Sociology and School Organisation, Curriculum Development and Specific Didactics and Educational Technology and attended at HEIs.
- a training project and pedagogical component: the training project and the pedagogical component that make up the second year are taught at the school where the teacher works and are under the joint responsibility of the HEI and the school's pedagogical council.

This model was created in the late 1980s to allow the large numbers of teachers with low qualification levels (specific or sufficient qualification) to complete an adequate training. These teachers had been recruited to compensate for the shortage of teachers after the expansion of access to education and the extension of compulsory schooling.

PRE-SERVICE TRAINING FOR TRAINERS

This pedagogical training is structured around three main teaching areas: the development of personal and interpersonal skills in a training context; the acquisition of technical skills that support vocational performance; and the application of the skills acquired during the teaching process.

The initial pedagogic training course for trainers can be attended in IEFP's training centres, in direct or joint-management vocational training centres or directly in private bodies that develop this type of training, provided they are duly accredited by the IEFP (for more information on IEFP, please go to 4.3).

Access to a CAP is also available for pre-primary, basic and upper secondary teachers; individuals with a proper vocational qualification recognised by the Ministry of Education; individuals certified by the Scientific and Pedagogical Council of Continuing Vocational Training.

IN-SERVICE TRAINING FOR TRAINERS

The in-service, continuing training of trainers system is linked with the renewal of the Pedagogical Skills Certificate (CAP). Therefore, the IEFP provides training courses on various subjects: Training Systems, Training and Certification, Training Management, Training Technologies and Methodologies.

To ensure that trainers have obtained relevant training experience in the five years following the CAP grant, they must prove that they have attended 60 hours of training or other relevant pedagogical experience, and also that they have provided 300 hours of training.

The IEFP, through the National Centre for the Qualification of Trainers (*Centro Nacional de Qualificação de Formadores*), is the body specifically responsible for designing and validating plans and programmes, teaching methods and resources for the initial and continuing training of trainers. In addition, other public and private training bodies also offer initial and continuing training for trainers, based on the standards established by the IEFP.

As the main provider of vocational training, IEFP employs a large number of trainers. Trainers can also teach the vocational training component of the education and training courses for adults supervised by the Ministry of Education. The trainer occupation has been legally regulated since 1994⁶⁰.

7.3 TYPES OF TEACHERS AND TRAINERS IN CVET

7.3.1 TEACHERS, TRAINERS AND TRAINING FACILITATORS IN CVET

The vocational education and training of teachers, trainers and tutors who participate in continuing vocational education and training is ruled by the same principles mentioned in section 7.2.

7.3.2 PRE-SERVICE AND IN-SERVICE TRAINING OF CVET TEACHERS AND TRAINERS

Please refer to 7.2.

⁶⁰ Implementing Decrees no. 66/94 of 18 November and no. 26/97 of 18 June and Ordinance no. 1119/97 of 5 November.

THEME 8: MATCHING VET PROVISION (SKILLS) WITH LABOUR MARKET NEEDS (JOBS)

8.1 SYSTEMS AND MECHANISMS FOR THE ANTICIPATION OF SKILL NEEDS (IN SECTORS, OCCUPATIONS, EDUCATION LEVEL)

The Portuguese system of skills needs anticipation is based mainly on sectoral analyses on the development of occupational profiles and qualification standards, mostly at trade, sector or local levels, and it is not very significant at the national level. The main methods used vary between quantitative and semi-quantitative approaches, such as econometric forecasting models; surveys among employers; skills audits; qualitative approaches, such as case studies; combined/holistic approaches, such as foresights; shared diagnosis; scenarios (including some proactive approaches on the construction of the future). Other approaches used include sector studies, alumni surveys and monitors, specific branch/type of activity/occupation/field of studies, studies on skills requirements for specific target groups (unemployed, disabled, low/non-qualified, ethnic minorities, foreign workers) and so on.

As regards the methodologies for the anticipation of skills and competencies needs, Portugal does not have a legislative framework, nor does it possess mechanisms for the definition of needs or a plan for the anticipation of training needs. It should be noted that the application of the results/outcomes produced in public bodies' reports on the training system, as well the appropriation and integration of new tendencies in the evolution of qualifications, is hindered by the inexistence of legislation that binds the "system" to incorporate further changes in qualifications and occupations.

In the scope of the vocational training reform, one of the objectives of the National Qualifications System -SNQ (see also 1.5, 2.1.2, 4.4, 6.1) is to guarantee the relevance of training standards and skills recognition in order to make sure that the needs of enterprises and the economy are met. These training standards were included in the National Qualifications Catalogue (CNQ), drawn up and updated by the National Agency for Qualification(ANQ, I.P.).

The institutional framework of the skills needs anticipation policy is under the responsibility of both the MTSS and the Ministry of Education (ME), namely through the development and management of the National Qualifications Catalogue (CNQ) under the responsibility of the National Agency for Qualification (ANQ), which aims to improve the relevance and quality of vocational education and training and contribute decisively to the experience of a full citizenship, competitiveness of enterprises and employability.

The ANQ works in cooperation with the Sectoral Councils for Qualifications (*Conselhos Sectoriais para a Qualificação - CSQ*), which are responsible for identifying areas in which the CNQ needs updating, and whose members include social partners, reference enterprises, sectoral or regional training operators and independent experts. The CSQ will ensure, at a sectoral and/or regional level, a more detailed debate on the future of qualifications, based on studies that have already been undertaken or will be developed.

Within the scope of the expansion of Vocational Courses provision and with a view to analysing its results and effects against the needs of the business sector (at sectoral and territorial level) and of employability, an *External Evaluation Study on Post-Training Pathways of Vocational Courses Graduates* is underway since 2010. This study will focus on the multiple dimensions of results at the level of direct recipients (students) and indirect recipients (employers).

The project *New qualifications for recovery: deficits and bottlenecks in the provision of skills for the economy of the future*, presented in October 2010, was another relevant study in forecasting future skills needs and planning education and training. This study produced prospective information and identified future skills needs with a view to the restructuring of training provision at the secondary level based on two components:

- I - Prospective analysis on the possible evolution of the sectoral structure in Portugal.
- II - Description of existing qualifications and identification of bottlenecks between supply and demand based on the activity areas identified in I.

In recent years, Portugal has implemented initiatives that seek to meet the challenge of coordinating the supply of skills with the needs of the labour market and thus strengthen the ability to anticipate and adapt skills to the labour market.

Structural and National Initiatives

- a) **Sectoral Councils for Qualification⁶¹ (CSQ)**, a structure from the National Qualifications System

The CSQ are technical and advisory working groups whose main objective is to identify needs in order to update the National Qualifications Catalogue (CNQ.) These councils have a prospective and strategic function, promoting a dynamic multi-sectoral work in defining the qualifications needed by the different sectors of economy aiming for competitiveness and innovation. In 2010, 16⁶² Sectoral Councils, created in 2009, were in operation.

The aim is to establish a closer relationship between VET and the labour market and thus foster the involvement and interaction among stakeholders and ensure a sectoral representation, able to identify and enhance the skills that encourage mobility and flexibility of individuals.

The CSQ are chaired by a representative of ANQ and include experts appointed by: (i) the ministries in charge of each Sector Council, (ii) social partners, (iii) companies, (iv) training providers, (v) technological centres, (vi) competent authorities⁶³, and (vii) independent experts.

- b) Also in 2010, the **Monitoring Commission of the New Opportunities Initiative and National Qualifications System⁶⁴** was created with the purpose of managing the education and training network and strengthen the cooperation between different VET providers.
- c) A working group was created under the Competitiveness and Employment Initiative⁶⁵ with the aim of identifying 100 strategic occupations for the development of the Portuguese economy and taking into account occupational profiles missing and/or emerging in the labour market.

⁶¹ Article 17, Decree-law no. 396/2007 (<http://www.catalogo.anq.gov.pt/Home/CSQ>) (Annex 1).

⁶² Annex 1: Sectoral Councils by education and training areas.

⁶³ For example, entities that regulate access to professions, entities responsible for specific certifications and entities responsible for economic activity regulation.

⁶⁴ The Commission is composed of a representative from: National Agency for Qualification (ANQ), the coordinating body; Institute for Employment and Vocational Training (IEFP); Strategy and Planning Office (GEP), Ministry of Labour and Social Solidarity; Directorate-General for Employment and Industrial Relations (DGERT); Human Potential Operational Programme (POPH); Office for Education Statistics and Planning (GEPE); Directorate-General for Innovation and Curricular Development (DGIDC), Ministry of Education; the five Regional Directorates for Education, the two trade union associations and also of the employers confederations with a seat in the Permanent Commission for Social Dialogue.

⁶⁵ RCM no. 101 -B/2010, December 27 (<http://dre.pt/pdf1sdip/2010/12/24901/0001200015.pdf>).

This initiative aimed to: (i) improve the profile of employability and promote a rapid reintegration of the unemployed in the labour market; (ii) promote a better matching between supply and demand in employment; (iii) manage the intervention of training institutions and public financial support; (iv) and encourage a joint analysis with the social partners, as proposed by the Government in the Standing Committee for Social Dialogue.

Studies

- *Study on Green Jobs in Portugal (Estudo Sobre os Empregos Verdes em Portugal)*, Cogitum Collection no. 35, Ministry of Labour and Social Solidarity, Strategy and Planning Office (GEP), <http://www.gep.mtss.gov.pt/edicoes/cogitum/index.php>.

Study published in 2010 which aimed to characterise the current green jobs offer and the corresponding range of training in Portugal. In this context, key objectives were the assessment of green jobs in the sub-sector of renewable energies, considering the possibility of evolution in the next years, and the presentation of measures and recommendations for the promotion and creation of green jobs in Portugal.

- *National System for Skills Needs and Human Capital Anticipation (Dispositivo de Antecipação de Necessidades de Competências e de Capital Humano em Portugal)*, Cogitum Collection no. 38, Ministry of Labour and Social Solidarity, Strategy and Planning Office (GEP), <http://www.gep.mtss.gov.pt/edicoes/cogitum/index.php>.

Study completed in 2010, prepared by CEPCEP (Study Centre on Peoples and Cultures - Portuguese Catholic University), at the request of the Ministry of Labour and Social Solidarity. This approach proposes, in addition to the supply and demand of formal qualifications, an exploration of the supply and demand of skills, from the most specific to the most generic. It further identifies a list of methodologies and statistical sources that will be necessary to this end, as well as some features of the forecasting methods. In view of this purpose a renewed version of the econometric model M3E was prepared in which a stronger emphasis is placed on the combined use of qualitative and quantitative elements. Finally, a full set of institutional requirements is recommended to enhance the national capacity on skills anticipation.

- *Methodologies of skills needs and human capital anticipation (Metodologias de Antecipação de Necessidades de Competências e de Capital Humano)*, Cogitum Collection no. 34, Ministry of Labour and Social Solidarity, Strategy and Planning Office (GEP), <http://www.gep.mtss.gov.pt/edicoes/cogitum/index.php>.

A study published in 2010 that gathers the perspectives of a group of researchers, national and international experts in the field of methodologies and methods for skills needs and human capital anticipation.

- *Study on Estimated Human Resources Needs in Health Services - Doctors (Estudo de Necessidades Previsionais de Recursos Humanos em Saúde - Médicos)*
<http://www.acss.minsaude.pt/Direc%C3%A7%C3%B5eseUnidades/EstudosePlaneamento/UnidadeFuncionaldeEstudosePlaneamentoemRH/EstudoseRelat%C3%B3rios/NecessidadesPrevisonaisdeRHemSa%C3%BAdeM%C3%A9dicos/tabid/451/language/pt-PT/Default.aspx>.

The main objective of this study was to identify the “gap” between the needs of medical coverage (in the National Health Service, by medical specialty and by area of care - Hospitals, Health Centres and the Continuing Care Network) and the number expected in the medium and long term (horizon 2020), considering a *ceteris paribus* scenario in terms of professional capacity (or planned at present) and the forecast output of doctors from NHS.

8.2 PRACTICES TO MATCH VET PROVISION (SKILLS) WITH SKILL NEEDS (JOBS)

The link between the provision of vocational education and training and the skills needs of the labour market can be analysed in two ways:

- a) from the perspective of curriculum design;
- b) for the purpose of managing the supply network.

From the perspective of curriculum design, the adjustment of training content to the competencies required by the labour market in various occupational activities is done through the National Qualifications Catalogue (CNQ).

The CNQ comprises double certification qualifications (which confer academic and vocational qualifications) relevant to the economic activity. These qualifications are organised into a modular design in order to guide double certification initial training as well as certified continuing training and cover all sectors of economic activity.

The Catalogue currently contains about 250 qualifications, divided into 39 education and training areas. For each qualification it provides an occupational profile; a training reference; and a RVCC reference (academic and vocational); a list of training and a framework of recognition, validation and certification of competences (academic and vocational).

The development of the CNQ is accomplished with the support of the Sectoral Councils for Qualification.

These Councils' main functions are:

- a) to identify permanently the developments and changes occurring in different sectors;
- b) to identify skills and competencies needs to respond to the changes previously referred to and for this purpose present the proposals they deem appropriate;
- c) to support the design of qualifications;
- d) to facilitate coordination with relevant stakeholders in each sector of activity, through a logic of cooperation and co-responsibility so as to mobilise efforts in order to enhance the development of innovative solutions for the problem of skills and qualifications;
- e) to identify technical and methodological competencies to support ANQ in the process of updating and developing the CNQ, particularly in building occupational profiles/reference skills, training references and RVCC references.

The CSQ is composed, among others, of experts appointed by: trade unions and employers' associations representing the corresponding activity sectors, relevant companies, training providers of different nature (training centres/public, private or cooperative schools, vocational schools), technology centres, independent experts, companies.

The Catalogue updating process also comprises the "Open Consultation Model", a tool that seeks to establish a model for the spontaneous participation of entities in the development and review of the CNQ and which allows any entity in the system to propose new qualifications or changes to those already included in the catalogue.

Since 2008, with the purpose of improving the management of the training supply network, the ANQ, in cooperation with the Regional Directorates for Education and the IEFP has been developing coordination and organisation practices aimed at:

- ensuring the distribution of training supply among the several education and training institutions in order to avoid overlapping of courses that may lead, in a given region, to the saturation of demand in specific areas of education and training;
- promoting expertise without compromising the necessary flexibility and readjustment capacity in the training provision of different education and training institutions in order to encourage a more rational use of their resources in terms of infrastructures, equipment and human resources;
- deepening strategic planning practices to further strengthen the relationship between the volume of training provision in each of the training areas covered and the recruitment dynamics of the labour market within a regional framework.

With a view to achieving these purposes, in 2008, 2009 and 2010 the bodies involved in the definition of the training network and training providers were delivered a set of guiding principles containing:

- a) the characterisation of the structure of provision, explaining its distribution by training areas at national and regional level (NUTS II and NUTS III);
- b) the characterisation of the dynamics of job creation in different occupations, at national and regional level, crossing them with the structure of supply;
- c) guidelines for the organisation of double certification provision by region, taking into account the structure of provision and the dynamics of job creation.

These documents were the basis for network meetings in all regions with the participation of ANQ, schools, training centres, regional bodies of the Ministry of Education and the Ministry of Labour, and representatives of various employers.

In 2010, in order to develop the work previously done, a study was started on the *New qualifications for recovery: deficits and bottlenecks in the provision of skills for the economy of the future*, which, among other aspects, has analysed in each region (NUT III):

- the variation in employment and unemployment, by occupation;
- the ratio of students enrolled in each course by existing job positions in every occupation related to this course;
- the relationship between employment in a given region and employment at national level, by occupation;
- the relationship between unemployment in each occupation and total unemployment in the region.

Consideration of these variables will define, in each region and for each course, the priorities in the restructuring of the provision network resulting from the dynamics of employment.

Within the scope of the National Qualifications System, one of the forms to match VET provision and skills needs is through the update of the National Qualifications Catalogue (CNQ), done by ANQ, IEFP and other relevant stakeholders. The CNQ is a dynamic instrument for the strategic management of vocational qualifications at a non-higher level, critical for the competitiveness and modernisation of enterprises and the business environment, as well as for the personal and social development of individuals.

Sectoral Councils for Qualification

The sectoral councils for qualification, integrate, among others, experts appointed by the Ministry that oversees their sector of activity, by trade unions and employer associations representing relevant sectors of activity, leading companies, training providers with greater regional and sectoral specialization or independent experts and should not normally exceed 10 members. The CSQ are responsible for:

- identify developments and changes in different sectors of society and their needs for skills and competencies;
- submit proposals to updating and development of CNQ;
- analysing and advising on proposals for updating and development of CNQ presented by other entities;
- support the design of qualifications;
- facilitate, coordinate and promote a logic of cooperation, co-responsibility and mobilizing efforts with relevant stakeholders, aiming for the development of innovative solutions to the issue of skills and qualifications
- support ANQ process with technical and methodological competencies to updating and development CNQ, namely the construction of professional profiles / reference skills, training references and references for the recognition of professional skills.

Sector Councils for Qualification	Education and training areas
Agro-food	Food Industries
	Agricultural and Animal Production
	Floriculture and Gardening
	Forestry and Hunting
	Fishery
Craft and Jewellery	Handicraft
Trade and Marketing	Trade
	Marketing and Advertising
Construction and Urban Planning	Extractive Industries
	Construction and Civil Engineering
Culture, Heritage and Content Production	Audio-visual and Media Production
	Library, Archives and Documentation
	History and Archaeology
Energy and Environment	Electricity and Power
	Environmental Protection
Chemical, Ceramics, Glass and Other	Chemical Process Technology
	Materials
Computers, Electronics and Telecommunications	Computer Sciences
	Electronics and Automation
Timber, Furniture and Cork	Materials
Metallurgy and Metalworking	Metallurgy and Metalworking
Moda Fashion	Industries in the Textile, Clothing, Footwear and Leather
Business Services	Finance, Banking & Insurance

Sector Councils for Qualification	Education and training areas
	Accounting and Taxation
	Management and Administration
	Secretarial and office work
	Placement in the Organization / Company
	Health and Safety at Work
Personal Services	Home Services
	Beauty Care
Health and Community Services	Diagnostic and Therapeutic Technologies
	Health
	Support Children and Youth Services
	Social Work and Guidance
	Protection of People and Goods
Transport and Logistics	Trade
	Construction and Repair of Motor Vehicles
	Fisheries
	Transportation Services
Tourism and Leisure	Hotel and Restaurant
	Tourism and Leisure
	Sports

Source: Site of the National Qualifications Catalogue (<http://www.catalogo.anq.gov.pt/Home/CSQ>)

The social partners are involved in the following entities:

National Council for Vocational Training

Standing Monitoring Committee for the Human Potential Operation Programme

Commission for the Regulation of Access to Occupations

Monitoring Council for the Certification of Training Providers

Sectoral Councils for Qualification

9.1 STRATEGY AND PROVISION

Information and vocational counselling services are mainly organised under the responsibility of the Ministry of Education (ME) and the Ministry of Labour and Social Solidarity (MTSS). Some private-sector bodies are also working in this field.

The ME and MTSS adopted a development strategy in the field of guidance and counselling that will involve multidisciplinary teams ensuring a more integrated approach to the various issues, such as defining young people's academic, training and career pathways.

The Information and Management System for Educational and Training Provision (*Sistema de Informação e Gestão da Oferta Educativa e Formativa - SIGO*) was created within the scope of the MTSS and ME as a critical tool supporting youth and adults guidance towards a training supply that allows the development of certified competencies. SIGO currently fulfils the information needs of schools, training centres, new opportunities centres, the General-Directorate for Human Resources in Education, Regional Directorates for Education and the National Agency for Qualification (*ANQ*).

With regard to information and guidance deliverance on qualifications and employment the ANQ is now responsible for⁶⁶:

- ensuring the operation of an integrated system for vocational training provision;
- promoting the sharing of technical instruments (curricula research and innovation, methodologies and pedagogical resources) produced by its services;
- boosting joint training actions for guidance professionals;
- promoting the dissemination of territorial and sectoral analyses related to the labour market.

As regards the network of schools of the ME, the Psychology and Guidance Services (*Serviços de Psicologia e Orientação - SPO*) provide access to specialised educational support services that ensure pedagogic assistance supporting young people in their choices along educational pathways and facilitating the identification of their personal life-project. Each SPO is responsible for a specific geographical area which may include several schools.

Educational guidance specialists and teachers/head of class play a critical role in supporting students, identifying possible pathways, establishing connections with other socio-educational support services and proposing and signing protocols between schools and different services, enterprises and other community agents at local level.

The SPOs also play a pertinent role in the identification and monitoring of problem-situations in the learning process of basic, upper secondary and recurrent education, namely in the development of trainees' self-esteem via psychological support and study guidance; the implementation of transition strategies into working life; the training of trainers; the development of "lifelong learning" attitudes.

Vocational guidance is not included in the curricula of compulsory education. Students voluntarily participate in non-guiding vocational development programmes covering issues such as self-awareness; awareness of education, training and employment opportunities; decision-making strategies; and career planning. These actions should be coherent, integrated, systematic, continuous and complementary, according to the competencies of each service, taking into account their users' profiles and needs.

⁶⁶ Article 14 of Decree-Law no. 396/2007.

In the last year of lower secondary education (9th year, third cycle of basic education) students may nevertheless attend extracurricular vocational guidance programmes organised by the school's psychology and counselling services.

In what concerns the MTSS, the IEFP delivers services that cover the whole country. Central services, in cooperation with the ME, are responsible for designing and standardising procedures for the provision of vocational counselling and guidance. At this level methodology and tools are defined and information tools are developed. Regional services are generally responsible for coordinating, promoting and integrating guidance services delivered by local units, such as job or training centres.

These systematic, integrated guidance services help young people or adults to develop and manage their careers by encouraging the acquisition of skills needed to find a job or improve their position in the labour market. Use of vocational guidance services is voluntary and free.

To ensure the widest coverage possible, IEFP has developed partnerships with other bodies by helping to finance their activities. An example of this is the network of the Vocational Insertion Offices (*Gabinetes de Inserção Profissional - GIP*). These units are aimed to support young and adult unemployed in the definition and development of their careers in close cooperation with job centres.

GIP units operate in a series of non-profit organisations, such as councils (local administration), local development associations, trade unions, charities, immigrant support organisations, private sector welfare institutions, employers' organisations, and other entities that participate in local development projects and work in cooperation with job centres by providing young people with guidance or organising practical training and vocational training courses.

In the case of people with disabilities, vocational information and assessment/guidance services are delivered by IEFP's Direct and Joint-Management Vocational Rehabilitation Centres and other public and private bodies duly accredited by the IEFP.

9.2 TARGET GROUPS AND MODES OF DELIVERY

Within the ME, information, guidance and counselling services are directed at the following groups:

- school students in basic and upper secondary education;
- students with learning or integration difficulties;
- teachers;
- parents;
- other persons responsible for education;
- employed and unemployed people.

The organisational model used by the Psychology and Guidance Services (SPOs) depends on the educational level in question. The law provides different types of educational and vocational guidance, which vary according to the purposes involved and the kind of support requested by students.

Each SPO has a team of specialists, working in liaison with the school's authorities, which may consist of a psychologist and "teaching assistants", who have special training for pre-primary, and 1st and 2nd cycles of basic education (years 1 to 6).

Experts of the SPOs work in partnership with other education units and in liaison with the community services. This link is established by schools through partnerships and agreements.

The methods used take into account the beneficiaries and their characteristics. Students voluntarily participate in non-guiding vocational development programmes on self-knowledge, awareness of opportunities, and career choice and planning strategies. All programmes include a final interview to determine the next steps in their life plans.

In the scope of the MTSS, IEFP's information, guidance and counselling services targets the following groups:

- young people and unemployed adults, registered in job centres, or those who seek training;
- employees on retraining;
- employers and human resources managers;
- enrolled students/trainees.

The technical tools employed on vocational guidance have been conceived bearing in mind their adequacy to the IEFP target groups, considering their age, educational level and personal characteristics.

Various technical support tools are used to carry out IEFP guidance interventions, namely structured and modular programs, psychological tests, as well as vocational information tools that address issues concerning vocational/occupational fields, labour market situation and trends, training opportunities, employment programmes and measures, areas of employment, legislation on training and education.

Registered unemployed draw up a personal employment plan (at the job centre) that reflects their personal life conditions and purposes. This plan includes actions required to vocational integration and can include vocational guidance interventions. The personal plan of employment is regulated by an agreement between the job centre and the unemployed.

Activities are undertaken in groups or individually. Group activities are primarily intended to identify and value 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, which are then encouraged to seek information on their own. Personal interviews are used as a strategy to support the group intervention.

The IEFP promotes an articulated, integrated and complementary use of different channels to provide information concerning employment and counselling, such as:

- job centres;
- Free Employment Service (*Livre Serviço para o Emprego*), placed in job centres, where autonomous users can access information, resources and services in the field of employment and vocational training;
- e-Guidance service, designed to allow an autonomous characterisation of individual occupational profiles by providing user-friendly tools aimed at exploring users' preferences and skills as well as relevant information about occupations and the labour market;
- distance services available through NetEmprego⁶⁷ and the Contact Centre (*Centro de Contacto*).

⁶⁷ See <http://www.netemprego.gov.pt>.

Lifelong guidance in IEFP comprises the following activities:

- availability of information on qualification requirements; training offer; occupations; labour market needs and prospects; retraining courses; workers mobility and community education, training and employment programmes;
- counselling to support potential trainees in building their own personal career plans and developing career strategies. In this context, psychological evaluation tests are applied to training candidates, as well as a thorough analysis of personal skills and prospects, whose results are subsequently analysed both by the vocational counsellor and the candidate. This is aimed to help the candidate clarify his/her personal characteristics. Guided research on entrepreneurial opportunities is also undertaken, along with targeted programmes aimed at developing social competencies and attitudes that favour career and business planning.
- monitoring - psycho-pedagogical support for trainees during the training course and individual support in the transition to the labour market. This monitoring can include the development of personal and social skills such as autonomy, responsibility, decision-making, initiative, interpersonal skills, development of learning abilities, promotion of self-esteem and strategies for job search.

A quality assessment tool that conveys and analyses information on the operation and impact of both the job centre counselling and the e-guidance system is currently being implemented.

In line with measures taken to enhance the standard of qualifications of the Portuguese population, particularly of the unemployed, and improve their employability profile, Order No. 17658/2010 establishes that unemployed citizens, registered in IEFP's job centres, holders of qualifications lower than 12th year completed, who are not attending a qualification pathway within the National Qualifications System, and whose employability profile proves inadequate to the job offers available, should be forwarded to the national network of New Opportunities Centres.

The ANQ, responsible for the management and coordination of the national network, should ensure that the New Opportunities Centres work in order to enrol unemployed citizens who have been referred by job centres and direct them to qualification pathways that best suit their characteristics, motivations and needs, observing counselling and guidance technical procedures defined for the reception, diagnosis and referral stages.

At the reception stage, adults are registered and given clarifications on the New Opportunities Centres' mission, the different stages of the work involved, and the possibility of guidance into educational and training pathways or RVCC processes.

At the diagnosis stage the profile of the adult is analysed through, among others, information sessions, curriculum analysis, individual and collective interviews or other appropriate strategies. Subsequently, this analysis is used in the identification of the best solutions available.

At the referral stage, adults are provided with information that will guide them to the most appropriate qualification pathway, which may consist of education and training pathways outside the New Opportunities Centre or a process of recognition, validation and certification of skills. This guidance service is the result of an agreement between the centre team and the individual in question and defined according to the analysis of the individual's characteristics, previous education and training pathways and life experiences, as well as motivations, needs and expectations identified in the diagnostic stage.

In 2010 a working group was created under the coordination of ANQ following the preparation of a document with guidelines for the reform of the guidance system. This working group was assigned with the task of proposing a model for the organisation and operation of guidance services, and a reference for career management skills for the development of guidance programmes that may serve the needs of several audiences: young people in the 3rd cycle of basic education or secondary education; young people in transition into the labour market or seeking to pursue higher education studies; and adults wishing to create or maintain a job or change their occupation. These proposals must be based on the new concept of lifelong guidance which privileges support to transition and reformulation of career projects during the course of life.⁶⁸

9.3 GUIDANCE AND COUNSELLING PERSONNEL

The qualification requirements for personnel working in the ME's SPOs are a degree in psychology, preferably in the field of education and/or (vocational) psychological counselling for young people and adults. Of particular importance are communication skills, working experience, knowledge of psychology and educational psychology, knowledge of the vocational education and training system and of the labour market and existing occupations. In addition to psychologists, SPOs also employ education support specialists, guidance counsellors and social service officers.

The Portuguese law requires teachers who are responsible for delivering counselling and guidance to attend 56 hours of training per year, and psychologists must attend 50 hours. Training is undertaken in annual periods that can be converted into credits with financial support for training leading to career enhancement.

Under the MTSS and within the IEF, guidance is provided by expert members of the technical body. These counsellors must hold a degree (2nd cycle of the Bologna treaty or equivalent), preferably in psychology or sociology. According to their employment contract, they are required to attend a six-month post-recruitment training consisting of a combination of education and work experience in central services and local units. The IEF encourages the continuing vocational training of their guidance counsellors, namely through self-training programmes.

The Portuguese higher education system offers a number of area-specific degrees in education and psychology at Master and Ph.D. level. Among others, the University of Minho delivers a Ph.D. degree in Vocational Psychology for innovation and research in guidance and vocational development fields.

The RVCC technician must hold higher education level qualifications, have knowledge on appropriate methodologies and experience in adult education and training, particularly in the development of skills audits and reflective learning portfolios.⁶⁹

Since 2008, the ANQ has been developing training actions in line with identified needs in collaboration with higher education institutions. In 2009 a training activity was held for the members of the Training Centres of Schools Associations and in 2010 two training activities took place targeted at external evaluators and directors and coordinators.

⁶⁸ Eurydice Report 2011.

⁶⁹ Ordinance no. 370/2008, May 21.

THEME 10: FINANCING: INVESTMENT IN HUMAN RESOURCES

10.1 VET FINANCING POLICY

In Portugal, the cost of the vocational education and training system is covered almost entirely by public funding through contributions from the State Budget (*Orçamento de Estado - OE*), the Social Security Budget (*Orçamento da Segurança Social - OSS*) and the European Social Fund (ESF).

Contributions from the OE fund the vocational education and training activities developed by the education system run by the Ministry of Education (ME), as well as sectoral programmes run by other government departments of the Ministries of Economy, Health and Agriculture.

Vocational training provided under the Ministry of Labour and Social Solidarity (MTSS) is financed by funds allocated to the Institute for Employment and Vocational Training (IEFP) from the OSS [including contributions paid by employers and by workers. To cover active employment and vocational training policies, the OSS systematically sets aside 4.7% of the social security contributions paid by workers and employers, which are topped up by an allocation of VAT receipts from the OE.

Portugal receives substantial support from the European Union to help fund vocational education and training policies in the form of ESF resources; these are allocated to specific measures under the Operational Programmes that were included within Community Support Frameworks (CSF).

For the current programming period 2007-2013 greater importance was given to the promotion of human capital stated by the New Opportunities Initiative. The role of the qualification strategy developed under the National Strategic Reference Framework (NSRF) 2007-2013 (*Quadro de Referência Estratégico Nacional - QREN*) is clearly central, mainly through the Human Potential Operational Programme (POPH), a critical instrument in funding this initiative.

By the end of 2010, the rate of implementation of the NSRF reached 23.1% of the total funds expected to run until 2015 (+14% when compared to the end of 2009). This corresponds to a volume of validated expenditure of 4,9 billion euros in funds. The volume of payments made to beneficiaries of the NSRF exceed 5 billion euros (3 billion of which were made during 2010) and the volume of applications approved accounted for 65% of the available funds in the NSRF (commitment fee). As regards achievements, and by way of example, the NSRF incentives have covered: in the Competitiveness agenda, 4,210 companies in direct support (of which 580 are new companies) and more than 6,000 companies through financial engineering instruments; in the Human Potential Thematic Agenda, 375,000 trainees in double certification modalities, 785,000 trainees in other modalities and 734 educational institutions (of which 613 are school centres and schools delivering 1st cycle of basic education).

Operations approved until the end of the fourth quarter of 2010 concentrated heavily in the areas of the Human Potential Thematic Agenda, representing 44% of total approvals under the NSRF. In this thematic agenda primary areas are double certification provision for adult qualification (lifelong learning, with 29%) and youth (initial qualification, with 25%) included in the New Opportunities Initiative, co-financed by the ESF, as well as a strong focus on the improvement of infrastructures of the network of schools (24%), co-financed by the European Regional Development Fund (ERDF).

As regards the applications approved in the scope of the Human Potential agenda, the number of trainees who started double certification training cycles amounts to 375,000. Other training pathways cover 785,000 trainees. With a view to enhancing the qualifications of active adult population towards the development of critical skills for business and economic modernisation and the flexibility of workers, nearly 879,000 adults are currently involved in RVCC processes developed in New Opportunities Centres.

With the purpose of strengthening the national scientific and technological capacity through training of highly qualified human resources, 7,500 persons are currently beneficiaries of scholarships.

POPH

The Human Potential Operational Programme (POPH) is responsible for implementing the thematic agenda for human potential under the National Strategic Reference Framework 2007-2013. As such, it is considered as a central tool in funding the strategy for qualification of the Portuguese population. Its strategic objective is, among others, to overcome the structural deficit of skills of the Portuguese population by establishing upper secondary education as the standard qualification for everyone.

This objective is attained mainly through the three priorities of the POPH and its counterparts in the regions of Lisbon and the Algarve:

Axis 1 - Initial Qualification

Axis 2 - Adaptability and Lifelong Learning

Axis 3 - Management and Professional Enhancement

The "Initial Qualification" axis aims to raise the skills of young people and promote their employability and the adequacy of their qualifications to the needs of sustainable development, increasing competitiveness and social cohesion levels.

The interventions under axis "Adaptability and Lifelong Learning" are intended to meet the challenge of qualification of the Portuguese population. Through lifelong learning, these interventions take into account not only the promotion of employability among the less qualified and the reinforcement of their self-esteem and social justice, but also the re-entry into formal learning processes.

The "Management and Professional Enhancement" axis comprises interventions primarily aimed at supporting the objectives of the Portuguese productive structure. It strengthens the activities of higher added value and global productivity levels, and supports Public Administration reform by focusing on the value of vocational training as a support to the qualification of management and organisational practices.

The funding of the interventions supported by the POPH corresponds to the amount of Community contributions (ESF) plus national public contributions, according to a variable breakdown of fees varies according to the interventions, with situations where there is also room for a private contribution.

The total public expenditure and the Community contribution (ESF) budget per year allocated to the different types of priority axis that contribute directly to the Initial and Continuous Training in the period 2007-2013 is presented in the table below.

Table 1 - Public funding budget for the period 2007-2013, by year

Un:DPT

	2007	2008	2009	2010	2011	2012	2013	Total 2007-2013
Axis 1+8+9 (TI 1.1, 1.2, 1.3 e 1.4)	43.827.593,95	433.545.879,95	415.861.433,45	415.266.684,52	422.565.040,80	430.009.364,30	437.602.574,47	2.556.428.571,43
Axis 2+8+9 (TI 2.2 e 2.3)	0,00	450.144.524,48	456.501.052,34	462.964.169,25	449.059.591,33	452.600.148,68	460.464.923,78	2.731.734.409,87
Axis 3+8+9 (TI 3.2, 3.3, 3.4, 3.5 e 3.6)	4.007.472,69	53.116.729,09	53.658.541,53	54.203.458,39	54.751.384,50	55.302.223,03	55.855.872,69	330.895.681,91
Un:FSE								
	2007	2008	2009	2010	2011	2012	2013	Total 2007-2013
Axis 1+8+9 (TI 1.1, 1.2, 1.3 e 1.4)	30.732.836,46	302.238.095,27	290.259.803,41	290.686.679,17	295.795.528,56	301.006.555,01	306.321.802,13	1.817.041.300,00
Axis 2+8+9 (TI 2.2 e 2.3)	0,00	311.311.921,52	315.737.758,07	320.237.196,17	314.450.551,10	316.820.104,08	322.325.446,65	1.900.882.977,58
Axis 3+8+9 (TI 3.2, 3.3, 3.4, 3.5 e 3.6)	2.942.087,96	39.291.109,52	39.696.288,74	40.103.957,14	40.514.050,87	40.926.504,23	41.341.248,38	244.815.246,83

10.2 FUNDING FOR INITIAL VOCATIONAL EDUCATION AND TRAINING

Under the Basic Law of the Education System (LBSE), basic education is free. All costs associated with registration, attendance and certification are covered, and some students may be eligible for free use of school books and materials as well as for free meals and accommodation, depending on the socioeconomic situation of their families. School transport is free for students attending basic education.

The initial vocational education and training delivered within the education system is essentially funded by the ME's budget, although the POPH contributes significantly to the funding of training pathways.

The POPH is a source of funding for Initial Training by supporting interventions under Axis 1 - "Initial Qualification": Apprenticeship System, Vocational Courses, Education and Training courses and Technological Specialisation Courses.

The general objectives of the Axis "Initial Qualification" are, among others:

- to fight school failure and early school leaving and prevent the entry of low-skilled young people in the labour market;
- to ensure upper secondary education as the minimum qualification level among young people, in particular by promoting double certification training pathways (combining qualification goals with professional integration and/or further studies);
- to value post-secondary non-tertiary education and level 4 vocational qualifications.

As regards the "Apprenticeship System", IEFP is the beneficiary of the available funding support as the body responsible for implementing its public policy instruments before the POPH.

Funding support to "Vocational Courses" is granted to public and private vocational schools; public education institutions, namely secondary education schools; private and cooperative schools delivering secondary education; technological schools; and the Institute for Tourism as the body supervising hotel and tourism schools.

Funding support to “Education and Training Courses” is assigned to public and private vocational schools; public, private or cooperative education institutions delivering 3rd cycle of basic education or secondary education; direct and joint management vocational training centres of the IEFP; and other training providers.

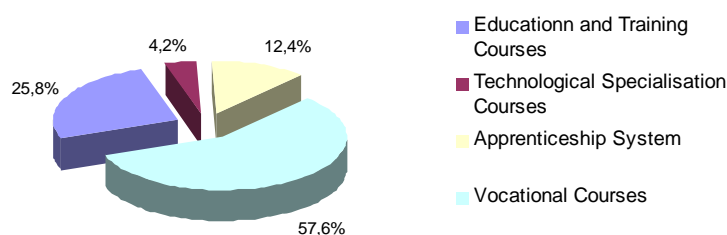
Funding support to “Technological Specialization Courses” is granted to public, private or cooperative educational institutions delivering upper secondary education; public and private vocational schools; public, private or cooperative higher education institutions; direct and joint management vocational training centres of the IEFP; technological schools; schools of the Institute for Tourism; as well as other training providers.

The funding of interventions supported by Axis 1 - “Initial Qualification” is ensured by the distribution of Community contributions (ESF) and national public contributions (CPN) as defined in the following table.

	Convergence regions (Axis 1)	Algarve region (Axis 8)	Lisbon region (Axis 9)
ESF	70%	72.61%	50.6%
CPN	30%	27.39%	49.4%

The graphical representation of the financial implementation in 2010 for interventions supported under the Axis “Initial Qualification” shows a significant concentration of the available funding in Vocational Courses (see Chart 1).

Chart 1 - Financial implementation in 2010 for Axis 1



General Funding Arrangements and Mechanisms

With regard to basic and upper secondary education, the support from Students Social Action (*Acção Social Escolar - ASE*) comprises school milk programmes (for all students of the 1st education cycle) and general school meals (cost-shared for all students and free for the more disadvantaged).

In addition to these supports, ASE includes economic aid to students with low incomes for the purchase of schoolbooks and other school materials, as well as costs with extra-curricular activities (for instance, study visits), besides providing favourable conditions for accommodation in school housing facilities (cost-sharing according to household income).

The school pass 4_18@escola.tp, intended for students aged between 4 and 18, also allows a 50% discount for travel on public transports between home and school. This measure aims to provide social support to families regarding the travel expenses of their children.

With regard to higher education, the POPH also provides support to scholarships and programmes for university students through Priority Axis 4 "Advanced training".

The goal of Axel 4 is the improvement of the national scientific and technological skills, using namely the training and Professional integration of highly qualified human resources and the support to the enlargement of the recruitment basis of higher education.

The measures integrated in this intervention axel aim at overcoming the portuguese scientific and technological delay, as a fundamental condition for the economic and social progress, by betting on knowledge and on scientific and technical competence, as well as by raising the qualification and performance levels of the top managers and leaders of the companies and public institutions, promoting the convergence of scientific qualifications for human resources in Portugal into the general levels in the EU countries, specifically in what concerns post-graduate training.

As intervention typologies this axis includes scholarships for advanced training, promotion of scientific employment and scholarships and programmes for university students.

Following the school welfare policy in force, the School Welfare Services of Higher Education establishments (universities and polytechnics) were assigned conditions and competences, which allow them the provision of direct social support to socially disadvantaged, displaced or disabled students, as well as indirect support to all students. The direct social support consists of the granting of scholarships and emergency aid; indirect assistance is provided through access to housing, meal and health services in areas such as diagnosis and prevention, as well as support for the practice of cultural activities and sports.

In accordance with Decree-Law no. 309-A/2007 of September 7, a specific system of loans for higher education students and scholarship students was created. This system gives students the opportunity to obtain from banks a funding for their studies on better conditions. These loans are granted without the need for prior property guarantees and sureties and benefit from a minimum interest rate that may be further reduced for students with the best school performance. These loans are repayable over a period between 6 to 10 years after graduation, with at least an additional one year interest-only period. The amount may vary between € 1,000 and € 5,000 per course year, with a maximum amount of € 25,000 (for 5-year courses).

Training activities are entitled to State support via tax cuts. The taxpayer and respective dependants may deduce 30% of education and training expenses up to € 681,60. School fees, travel, accommodation and meal expenses are deductible, as well as kindergarten and school fees, among other institutions, as long as the respective educational establishments belong to the National Educational System.

10.3 FUNDING FOR CONTINUING VOCATIONAL EDUCATION AND TRAINING, AND ADULT LEARNING

Public financing for continuing vocational education and training is amply supported by the POPH and is focused on the series of measures intended to help the working population adapt to economic developments and organisational and technological changes and to improve employability, within a context of lifelong learning.

Under the MTSS, a significant role is played by the IEFP, whose training centres organise a substantial proportion of vocational training courses.

As in the case of initial training systems, in systems supported by the ESF public financing comes either from the budget of the body concerned or from the Social Security Budget (OSS), depending on whether the system is public or private.

When continuing vocational education and training is organised by enterprises without public support, the enterprises themselves are entirely responsible for covering the cost of the training. Contrary to the practice in some EU countries, there is no tax charged for the specific purpose of funding vocational training. However, enterprises and workers contribute indirectly as the OSS is a source of financing for vocational training.

The POPH funds Continuing Training and Lifelong Learning by supporting interventions under type "Certified Modular Training" included in Axis 2 - "Adaptability and Lifelong Learning" and types "Training for Innovation and Management" and "Strategic Training for Management and Innovation in Public Administration", included in Axis 3 - "Management and Professional Enhancement".

The general objectives of Axis 2 - "Adaptability and Lifelong Learning" are, among others:

to raise the skills levels of active population - both employed and unemployed - by setting secondary education as a reference level for qualification;

- to expand opportunities for access to training to active employees through training modulation and the adjustment of training provision;
- to ensure the capitalisation of short-term training carried out under a specific training pathway with a view to achieving a qualification suitable to a particular career choice;
- to diversify learning opportunities and the development of new methodologies for lifelong learning.

One of the types of intervention in this axis is the **Certified Modular Training**. It aims to raise the skills levels of active population by ensuring access to cumulative short-term training modules carried out within a specific training pathway. These short-term modular actions intend to complete routes for the certification of academic and vocational skills and embody an important tool for lifelong education.

The target group of Certified Modular Training are active persons aged over 16 who hold low educational and/or vocational qualifications or whose qualifications are inadequate in relation to the needs of the labour market.

As in the previous typology of intervention, the development of these courses is under the responsibility of certified training providers, employers and other operators which intend to develop training actions as part of their mission or vocation.

The financial implementation in 2010 was € 128,599,641,71 in all convergence regions, the Algarve and Lisbon, of which € 88.114.168,87 correspond to total Community contribution (ESF).

The analysis of physical indicators reveals that in 2010 there have been 565,737 enrolments in certified modular training, with a higher prevalence of females (60%) compared to males (40%).

This indicator shows the actual usefulness of this methodology in lifelong training. In fact, the vast majority (64%) of participants are employed, which confirms that the attendance of small modules (25 or 50 hours) of cumulative training for future certification is the best way to involve people who, because they are involved in an occupational activity, are less available to attend training, particularly in long-term processes.

In fact, this type of training is best suited to people who, in a lifelong learning logic, need to attend small training modules in order to improve, recycle or update their skills as a way of meeting their needs and be better prepared to maintain or recover their jobs.

The main objectives of Axis 3 - "Management and Professional Enhancement" are, among others:

- to support processes of modernisation and organisational innovation through expertise training addressing active population;
- to support strategic training for the management and innovation in Public Administration.

The intervention type "Training for Innovation and Management" aims to support the modernisation of micro, small and medium enterprises and other entities using models that combine the identification of modernisation routes, training needs and training provision planning. This approach is primarily based on two assumptions that mark a new position in continuing training:

- on-going processes towards modernisation;
- development of a culture where training is sought for against the traditional culture of training provision.

The major objective of the training delivered under this intervention is support the internal creation of the skills needed in the modernisation paths designed to boost the competitiveness of enterprises. This paradigmatic shift in training involves a change in the behaviour of the various key players, particularly of employers and training providers, and cannot be expected to be quickly assimilated. It will require an increased effort in the analysis and selection of applications in order to identify those that actually fit in with the purposes of this intervention.

This typology is achieved through recycling, updating and improvement actions addressed to active employees. Employers are the beneficiaries of the financing support.

Financial implementation in 2010 was € 53.658357,39 in all convergence regions, the Algarve and Lisbon, of which € 21.579.888,43 correspond to Community contribution (ESF). This intervention also includes a private contribution on the part of employers who benefit from this type of intervention, which in 2010 represented approximately 45.87% of total expenditure approved for this intervention. The percentages of public and private contributions are regulated and vary according to regions (Convergence, Algarve and Lisbon), size of companies and type of training (general or specific). The Lisbon region assumes the greatest relative weight (53.14%), not only because it is not a top priority region, but also because the majority of beneficiary companies fall in the segment of large enterprises. In convergence regions the average rate of private contribution was 44.45% and in the Algarve 36.44%.

In 2010, 166,150 active people were covered by training for innovation and management actions, which reveals a strong involvement of employers who benefit from in the intervention type **Strategic Training for Management and Innovation in Public Administration**.

Actions in Strategic Training for Management and Innovation in Public Administration are in line with restructuring and modernisation trends in public administration and include training-action models for central and local administration, as well as training for specialised personnel, with a focus on teacher training.

The target groups of these training actions are employees allocated to bodies and services in central public administration; employees allocated to public entities in local municipal administration, including their associations; employees allocated to institutions of the health sector; and staff at institutions delivering non-tertiary education.

The entities that benefit from support under this type of intervention are the bodies and departments of Direct Public Administration, as well as Public Institutes; organizations representing workers and professional associations; other public institutions with joint management responsibilities on public, human and material resources; public entities for Local Municipal Administration and their associations; public entities in social economy, or private non-profit entities qualified for the active promotion of health and health care; Higher Education Institutions, public or private; Schools-head of Training Centres of Association of Schools; Scientific and Professional Associations; central and regional services of the Ministry of Education.

The financial implementation of interventions within Public Administration in 2010 was € 17,912,340.51 in all convergence regions, the Algarve and Lisbon, of which € 13.263.300,65 correspond to Community contribution (ESF).

According to physical indicators in 2010, 90,649 employees were covered by traditional vocational training actions and 10,649 trainees were involved in training-action modality. Of the total trainees covered by training, women account for 73.26% and men for 26.74%, which reflects the reality of human resources in Public Administration, where women are predominant, in particular in health and education services.

10.3.2 PUBLIC-PRIVATE COST-SHARING ⁽⁷⁰⁾

The Training for Innovation and Management implies a cost-sharing scheme between private and public funds.

10.3.3 COLLECTIVE (EMPLOYER, EMPLOYEE) INVESTMENT TO FINANCE CVET (71)

There is no direct funding scheme. However many IVET and CVET measures are co-funded by the Social Security Budget, therefore including contributions from employers and employees.

⁽⁷⁰⁾ Where Government and employers and/or individuals share the costs, namely: vouchers/ILAs, grants, tax incentives, loans, saving schemes, human capital contracts (Government and individuals); tax incentives, grants and vouchers (Government and employers).

⁽⁷¹⁾ Where the costs are covered by employers and employees, namely private cost-sharing among enterprises (training funds) and private cost-sharing between employers and employees (paid and unpaid training leave, payback clauses).

10.3.4 REACHING THE GROUPS AT RISK THROUGH FUNDING SCHEMES AND MECHANISMS

The POPH is responsible for funding a range of measures to support social and professional integration of people at risk of social exclusion, in particular through the intervention “Training for Inclusion” and “Qualification for Persons with Disabilities and Impairments”, Axis 6 - “Citizenship, Inclusion and Social Development”.

Training for inclusion

The purpose of this intervention is to promote the development of personal, social and vocational competencies among socially excluded groups with a view to allowing the acquisition of skills that enable them to integrate or complete educational and/or training pathways conferring a certification and/or reintegration into the labour market.

The more specific purpose of this intervention is to act in the communities, through projects designed at local level, by enhancing the skills of groups in situations of greater vulnerability in order to promote improvement of life conditions and value citizenship. This leads to a simultaneous combination of persons in different development stages and with different needs, a situation that requires an adjustment of projects to their particular needs.

This type of intervention has a complementary nature, since trainees who attend these pathways and are outside of the education system and the labour market are often covered by other social policy instruments, namely the social insertion income (*Rendimento Social de Inserção - RSI*). This situation shows how the strategies of the various organisations working in this field combine.

The activities developed under this type of intervention are aimed at people with special difficulties in accessing the education/training system, in particular those of particularly vulnerable origin, in dysfunctional families, those who have personal difficult trajectories and who belong to socially excluded or vulnerable groups, including children, young people and adults socially excluded or at risk of social exclusion; unemployment, particularly long-term and unemployed; groups at risk, namely ex-drug addicts and ex-prisoners, as well as beneficiaries of social integration income.

The entities that benefit from the support provided for this purpose are certified training providers and other operators which intend to develop training actions as part of their mission or vocation.

The financial implementation for this type of intervention in 2010 was € 12,185,912.94, with a contribution by the ESF of € 8,495,260.14.

With regard to physical indicators in 2010, 6,184 trainees were covered by specific training programmes for inclusion, which significantly confirms the achievement of the objectives of this typology: the possibility of developing tailored and short-term pathways directed at different target groups, including young people aged 12 and over.

Qualification of Persons with Disability and Impairment

This type of intervention aims to promote actions that allow the acquisition and development of vocational skills with a view to enhancing employability of people with disabilities and impairments. The measures hereby supported comprise information, assessment and vocational guidance actions, of a non-training nature, as well as initial and continuing vocational training activities.

For this type of intervention, the Managing Authority of POPH has delegated management and control powers to the Institute of Employment and Vocational Training (IEFP), which was granted a global subsidy.

The recipients of the information, assessment and vocational activities are persons with disabilities and impairments, with the minimum legal age for work, provided they are registered at and forwarded by job centres of the IEFP.

Initial training actions are directed at persons with disabilities and impairments with the minimum age for working (16 years) who wish to enter or re-enter the labour market and who do not possess a vocational qualification compatible with the performance of a given occupation or job place. The persons with disabilities and impairment who have completed the age of 15 and are not enrolled in any educational institution are also beneficiaries of initial vocational training.

The recipients of the continuing vocational training are persons with disabilities and impairments, employed or unemployed, who wish to improve their qualifications with a view to maintaining their job, progressing in their career or re-entering the labour market by adjusting or expanding their qualifications according to their needs, those of the companies or of the labour market.

The target group of initial and continuing vocational training are people who due to the nature of their disability do not have access to the training offer of regular structures.

Access to financial support for the development of information, assessment and vocational guidance activities is granted to training providers duly certified and accredited by IEFP.

With the aim of developing initial and continuing training activities, certified training providers specifically directed to the area of disability can access funding support. The financial implementation for this type of intervention in 2010 was € 28,235,957.41, with a contribution from the ESF of € 20,103,188,79.

The total actions promoted under this type of intervention in 2010 covered 5,523 people with disabilities and impairment, of which 4,377 were involved in training actions and 1,146 non-training actions.

10.4 FUNDING FOR TRAINING FOR THE UNEMPLOYED

Adult Education and Training Courses (EFA)

In the scope of unemployed people registered in employment centres, one of the possible paths is to pursue to a RVCC process and, in this case, can be oriented to Adult Education and Training Courses. However, this kind of courses are not only addressed to this public.

Adult Education and Training Courses (EFA) are designed to provide double certification training to adults who have no qualifications or whose qualifications are inadequate for entry to the labour market and who did not complete the 1st, 2nd or 3rd cycle of basic education or upper secondary education (12th grade).

These courses are delivered by certified training providers, employers or other operators which intend to develop training actions as part of their mission or vocation.

In 2010, the financial implementation for this type of intervention was € 357,232,697,85 in all convergence regions, the Algarve and Lisbon, of which € 247,611,914,07 correspond to Community contribution (ESF).

In 2010, there were 77,131 adults involved in EFA courses, which reveals a great interest on the part of training operators in this type of training, as well as a high demand by the population.

Those mostly interested were in particular those who, holding very low educational and vocational qualifications and in a situation of unemployment, recognise the opportunity to increase their vocational and educational skills and guarantee better perspectives for re-entry into the labour market.

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Useful Websites

Institution / Service	Internet address
National Qualifications Agency	http://www.anq.gov.pt
Directorate-General for Innovation and Curriculum Development	http://www.dgidc.min-edu.pt
Directorate-General for Employment and Industrial Relations	http://www.dgert.mtss.gov.pt
Directorate-General for Higher Education	http://www.dges.mctes.pt
Office for Education Statistics and Planning	http://www.gepe.min-edu.pt
Strategy and Planning Office	http://www.gep.mtss.gov.pt
Planning, Strategy, Assessment and International Relations Office	http://www.estatisticas.gpearl.mctes.pt
Office of the Coordinator of the Lisbon Strategy and the Technology Plan	http://www.estrategiadelisboa.pt
New Opportunities Initiative	http://www.novasoportunidades.gov.pt
Institute for Employment and Vocational Training	http://www.iefp.pt
Institute for the Management of the European Social Fund	http://www.igfse.pt
Statistics Portugal	http://www.ine.pt
Ministry of Science, Technology and Higher Education	http://www.mctes.pt
Ministry of Education	http://www.min-edu.pt
Ministry of Labour and Social Solidarity	http://www.mtss.gov.pt
Human Potential Operational Programme	http://www.poph.qren.pt
National Strategic Reference Framework	http://www.qren.pt

List Of Acronyms

AICEP	Portuguese Investment and External Trade Agency <i>Agência para o Investimento e Comércio Externo de Portugal</i>
ANQ	National Qualifications Agency <i>Agência Nacional para a Qualificação</i>
ASE	Students Social Action <i>Acção Social Escolar</i>
CAP	Pedagogical Skills Certificate <i>Certificado de Aptidão Pedagógica</i>
CES	Economic and Social Council <i>Conselho Económico e Social</i>
CET	Technological Specialisation Courses <i>Cursos de Especialização Tecnológica</i>
CFAE	Training Centre for Schools Association <i>Centro de Formação de Associação de Escolas</i>
CNFP	National Vocational Training Council <i>Conselho Nacional da Formação Profissional</i>

CNO	New Opportunities Centres <i>Centros Novas Oportunidades</i>
CNQ	National Qualifications Catalogue <i>Catálogo Nacional de Qualificações</i>
CNQF	National Centre for the Qualification of Trainers <i>Centro Nacional de Qualificação de Formadores</i>
CPCS	Permanent Committee for Social Dialogue <i>Comissão Permanente de Concertação Social</i>
CSQ	Sectoral Council for Qualifications <i>Conselhos Sectoriais para a Qualificação</i>
DGERT	Directorate-General for Employment and Industrial Relations <i>Direcção-Deral do Emprego e das Relações de Trabalho</i>
DGIDC	Directorate-General for Innovation and Curriculum Development <i>Direcção-Geral de Inovação e do Desenvolvimento Curricular</i>
DRE	Regional Directorates for Education <i>Direcções Regionais de Educação</i>
EFA	Adult education and training courses <i>Cursos de educação e formação de adultos</i>
GIP	Offices for Occupational Integration <i>Gabinetes de Inserção Profissional</i>
GPEARI	Office of Strategy, Evaluation and International Relations <i>Gabinete de Planeamento, Estratégia, Avaliação e Relações Internacionais</i>
IAS	Social support index <i>Indexante dos Apoios Sociais</i>
IEFP	Institute for Employment and Vocational Training <i>Instituto do Emprego e Formação Profissional</i>
IGFSE	Institute for Management of the European Social Fund <i>Instituto de Gestão do Fundo Social Europeu</i>
IIE	Initiative for Investment and Employment <i>Iniciativa Investimento Emprego</i>
INE	Statistics Portugal <i>Instituto Nacional de Estatística</i>
IOP	Institute for Professional Guidance <i>Instituto de Orientação Profissional</i>
IPAD	Portuguese Institute for Development Support <i>Instituto Português de Apoio ao Desenvolvimento</i>
LBSE	Basic Law of the Education System <i>Lei de Bases do Sistema Educativo</i>
MCTES	Ministry of Science, Technology and Higher Education <i>Ministério da Ciência, Tecnologia e Ensino Superior</i>
ME	Ministry of Education <i>Ministério da Educação</i>
MEI	Ministry of the Economy and Innovation <i>Ministério da Economia e da Inovação</i>
MTSS	Ministry of Labour and Social Solidarity

	Ministério do Trabalho e da Solidariedade Social
OCES	Observatory for Science and Higher Education <i>Observatório da Ciência e do Ensino Superior</i>
OD	Observatory on Inequalities <i>Observatório das Desigualdades</i>
OE	State Budget <i>Orçamento de Estado</i>
OEFP	Employment and Vocational Training Observatory <i>Observatório do Emprego e Formação Profissional</i>
OSS	Social Security Budget <i>Orçamento da Segurança Social</i>
PIF	Integrated Training Plans <i>Planos Integrados de Formação</i>
PII	Plan for the Integration of Immigrants <i>Plano para a Integração dos Imigrantes</i>
POPH	Human Potential Operational Programme <i>Programa Operacional Potencial Humano</i>
PTE	Technological Plan for Education <i>Plano Tecnológico de Educação</i>
QNO	National Qualifications Framework <i>Quadro Nacional de Qualificações</i>
QREN	National Strategic Reference Framework <i>Quadro de Referência Estratégico Nacional</i>
RVCC	Recognition, Validation and Certification of Competences <i>Reconhecimento, Validação e Certificação de Competências</i>
SIGO	Information and Management System of the Education and Training offer <i>Sistema de Informação e Gestão da Oferta Educativa e Formativa</i>
SNQ	National Qualifications System <i>Sistema Nacional de Qualificações</i>
SPO	Psychology and Guidance Services <i>Serviços de Psicologia e Orientação</i>
UFCD	Short-Term Training Units <i>Unidades de Formação de Curta Duração</i>