

Country Report PORTUGAL

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1. Background and country context

In Portugal, there is now a population of about 10.5 million. Similarly to other European countries, the aging processes are under acceleration due to a declining birth rate on the one hand and higher life expectancy on the other. It is just a tendency: the age ratio rose from 109 aged / 100 youngsters, in 2004, to 110 / 100, in 2005. Immigration, however, has contributed to minimize that aging tendency: we receive a lot of people, namely youngsters, from Portuguese Official Language African and South American Countries (mainly Cape Verde, Brazil, Angola, Guinea-Bissau) and from East Europe.

According to EUROSTAT, last years, Portugal lost positions face to EU25 average in terms of Gross Domestic Product (GDP) per capita. However, according now to the Stability and Growth Programme 2006-2010, it is foreseen that in 2006 Portuguese economy get a growth of 1.4 per cent, accelerating face to 0.4 per cent observed in 2005.

In 2005, employment rate was 67.5 per cent, above EU-25 average, with a large women participation in labour market, larger than EU25 average. In 2000-2006, unemployed has risen, but in 2006 still below EU25 average.

By activity sectors, employment evolution, between 1998-2005, shows decrease in primary (13.3 to 11.19 per cent) and secondary (35.5 to 30.8 per cent) sectors and increase in tertiary sector (51.2 to 57.3 per cent). So, like other EU countries, as a tendency.

The amount of workers and employees under continuous vocational training depends on companies' economic sector and size, and it presents big differences. National (Vocational Training Actions Performance) and EU (Continuous Training in Enterprises) inquiries show a positive evolution of workers and employees participation from companies with 10 and more in-service people. The data for 1994 concerning the participation of workers and employees in continuous vocational training show a figure of 7.7 per cent, whereas the figure for 2003 is 19.6 per cent. However, it is well known that formal vocational qualification and even formal schooling levels in Portugal still far away from EU-25 averages.

A set of priorities in education and training were defined to reduce the lack of formal academic and vocational qualifications of the Portuguese population and to enhance access to a knowledge society for all citizens (as determined in the Lisbon Strategy).

For this purpose, the Government recognises that it is necessary to increase by all means the offer of initial training for individuals and also make enterprises and individuals more aware of the importance and need for continuous training, in particular in the field of the new information and communication technologies (ICT). Also, the inclusion of ICT in the curricula of 50 per cent of continuous training courses has been set as a principle target.

A set of instruments is currently being implemented in an attempt to reach this goal. For instance, it has been defined and included in the Labour Code (2003), a compulsory minimum of 20 hours (at present 35 hours) per year of continuous training for all workers

and employees. The "training clause" presented in the Labour Code foresees that young people under 15 years old cannot work without undergoing an initial training course.

Another important aspect that is a part of the Lifelong Learning Strategy is the certification of acquired non-formal and informal competences, currently being implemented in Portugal and is seen as a priority in order to increase the motivation for continuous training. Besides that, a set of strategies are being implemented in order to reduce the gap between academic and vocational certifications (people that had acquired occupational experience and educational knowledge but have no diploma), by increasing the financial support of courses that provide both educational and vocational diplomas.

2. How is the work and training of trainers organised?

2.1. How is the training of trainers organised, how is it embedded in the general education system and in the further education system?

In legal terms, trainer is defined as "the professional who, in a training situation, sets up a pedagogical relationship with trainees in order to favour the acquisition of knowledge, skills and competences as well as the development of attitudes and behaviours appropriate to occupational performance". In-company trainers, some times, are also named tutors, just because their training activities are performed in a real world of work context.

Trainers' activity is regulated since 1994, and requires a Pedagogical Aptitude Certificate (PAC). To be a trainer, one should have, in the training domains, theoretical / scientific, technological, technical and practical, and pedagogical education and training at least of same level, or higher, than their trainees when they accomplish the respective course. Add to this, they should have specific vocational training in his area of training and an occupational experience of at least two years; however, only in the cases of trainers' certification through experience, before 1998.

PAC requires attending a pedagogical training course lasting about 90 hours. There are no trainers' certificates for specialized sectors of training. Moreover, PAC does not include training in specific scientific or technical subjects. Only in exceptional cases, it is possible to obtain a PAC on the basis of the trainer's professional experience.

The pedagogical training courses, which leads to PAC, are based on the following curricular structure and contexts, defined by EVTI: (a) "contextual", to help future trainers to understand the training process and the development of personal and inter-personal skills; (b) "operational", to enable the acquisition of technical skills related with the training context; (c) "practical", for guidance in the application of skills taught during training, through simulated practice. That is:

PAC Structure	Contextual Training	Operational Training	Practical Training
Contents	"The trainer and training context"	"Training planning"	"Pedagogical simulation"
		"Defining training goals"	
	"Theories, factors and learning process"	"Training resources and communication technologies"	
	"Pedagogical methods and techniques"	"Evaluation of learning"	

	"Pedagogical relations, group animation and management of differentiated learning processes"	"Evaluation of training"	
Total Duration 93 hours	22 hours	24 hours	47 hours

So, the embedment of the training of trainers in the general education system and in the further education system occurs only through the general and further education the trainers receive before attending pedagogical training courses leading to PAC, which are not a segment of the formal educational system, in a large sense; we can say, perhaps, they are non-formal education. (This situation is different from that one of teachers, whose education and training is a part of the formal educational system; nevertheless, a lot of them are also or mainly trainers, namely in-company trainers; that is, a teacher who teaches vocational subjects is also, and automatically, certificated with a PAC.)

2.2. Which ways do exist to become a trainer and to further develop as a trainer?

See 2.1. Besides, PAC must be renewed every 5 years. To ensure that trainers have obtained relevant training experience in the 5 years since getting PAC, they should prove that they have attended 60 hours of training, or other relevant pedagogical experience, and also that they have given 300 hours of training. In addition to this legal demand, further development of trainers depends significantly on their personal commitment (and even investment). See also 1.3.

2.3. Who is taking which decisions concerning the work and training of trainers?

Training of trainers, and PAC attribution, is a National Centre of Training of Trainers (NCTT) function; this Centre (now designated as National Centre of Qualification of Trainers) is a structure of Employment and Vocational Training Institute (EVTI). One of his missions is to contribute to upgrade the quality of vocational training through the education of those professionals.

The in-service, continuous training of trainers system is linked with the renewal of the PAC. Therefore, EVTI offers training courses on various subjects: Training Systems, Training and Certification, Training Management, Training Technologies and Methodologies.

EVTI manages directly 31 Vocational Training Centres (these ones are transectoral) and is a part of the management, with social partners (Trade Unions and Employers Associations) and, of others 26 (these ones are sectoral). Centres are spread all over the country. Social partners are also represented in the EVTI's administration.

However, other public and private entities promote initial and continuous training of trainers too, on one hand, but most of the trainers with a PAC as described before work in EVTI centre, on another hand.

3. How is the work and training of trainers financed?

3.1. How is the training of trainers financed, who invests why into the training of trainers?

The VET system, of which the training of trainers is a part, is almost fully financed by public funds through contributions from State Budget, Social Security Budget (23.75 per

cent of wages paid by companies and 11 per cent of wages received by employees, wages without deductions in both cases), and, mainly, the European Social Fund (ESF).

As far as continuous VET offered by companies, without public support, is concerned, financing is of companies' full responsibility. This is contrary to some EU members' practices — in Portugal there are not specific taxes to finance vocational training. Although, as we stress before, companies and workers and employees do contribute indirectly, through Social Security Budget, which is a financing source for vocational training.

It should be mentioned that companies under modernisation projects and work force qualification improvement processes could get financial support.

Nevertheless, in Portugal, the policies for training trainers have been strongly influenced by the regulations of EFS, since they usually subsidize them.

Besides, the EFS have offered significant financial support for the training of trainers and teachers, and the production of teaching materials. These funds have been available in education through the Programme of Educative Development for Portugal (PRODEP) and in employment and vocational training through the Operational Programme Employment, Training and Social Development (POEFDS), as well as through other sectoral and regional operational programmes, in order to improve the conditions in which training and education are offered. However, since the end of Community Support Framework II (1993-1999), Initial Pedagogical Training of Trainers (IPTT) is no more a priority for public financing; IPTT courses — homologated previously by EVTI (at present about 1,300) — are nowadays financed by individuals themselves.

In recent years, the policy for the development of trainers' training in Portugal, from a legal perspective, was the introduction of a community support regulation in 1996. This requires that certified trainers should provide all training financed by the State. This new regulation conferred an important role in regulating and orienting the public demands and offers within the National System of Vocational Training.

3.2. How much money is invested in the training of trainers (percentage/GDP (Gross Domestic Product)?

The maximum of information we have got it is just to say that, according to data from Institute for Management of the European Social Fund (a public institute), in 2006, the total public expense with training of trainers was € 3,104,242, from which € 2,075,830 was European Social Fund co-participation.

3.3. Who benefits from the work of trainers (average income of trainers, cost-benefit analyses per enterprise/sector/region/nation)?

The remuneration for trainers is fixed by law in accordance with the level of qualification and type of training (theoretical or practical). According to the career regulation of the EVTI officials, the trainer's salary rate varies from € 954 to € 2,417 per month. Part-time trainers earn from € 17.50 to about € 45 per hour.

According to 2005 data from Directorate-General of Studies, Statistics and Planning, in a total of 46,053 enterprises with more than 10 workers, from which 31 per cent have promoted VET actions (62 per cent of inquired enterprises' workers comprised), the benefits from these actions (and therefore from the work of trainers also) were (i) at technology and organisation level, production processes changes (72 per cent), new technologies adoption (62 per cent), products and services innovation (60 per cent); (ii) at productivity, quality and employment level, clients more satisfaction (82 per cent), higher quality of products and services (76 per cent), improvement of competitiveness (72 per cent); (iii) at

employability and work conditions level, competences more adaptation (76 per cent), health, hygiene and safety conditions improvement (73 per cent), level of satisfaction improvement (63 per cent), internal mobility improvement (30 per cent).

3.4. Which role does the work and training of trainers play as a means for economic development?

It is generally recognized that the quality of training, especially in-company training, depends, for a large part, on the quality of trainers. Therefore, we should stress that the role of the work and of trainers' training is an important and relevant one, namely as a means for economic development.

4. How are trainers selected and how are human resources allocated?

4.1. How many persons are working as a trainer (formally/informally; full-time/part-time; female/male; nationals/foreigners)?

In March 2006, the number of certificate trainers by the National System of Vocational Certification was about 140,000. This is the total number of professionals who requested the PAC, the legal requirement to become trainer, as already mentioned. There is no data for initial VET trainers only. The number presented includes all professionals with a certificate to give training (including initial and continuous vocational education and training). This data is provided by EVTI [IEFP] (www.iefp.pt) A lot of them work, directly or indirectly, in EVTI context, which is the most important vocational training operator. Nevertheless, trainers can also work in the context of adult education and training courses, which are organized by the Ministry of Education. Of course, in-company trainers work mainly in companies.

4.2. What are the prerequisites to become a trainer?

To have a PAC, under the conditions already mentioned.

4.3. How are trainers recruited by enterprises?

Some are recruited outside enterprises, others inside. However, all of them should have a PAC; if they have not it yet, they should attend first a pedagogical training course, which leads to a PAC. Recruitment outside or inside depends on level and/or area and/or sector of training, as well as on the size of enterprise. There are not fixed rules. Larger enterprises use to have a stock of fulltime permanent trainers, smaller ones not. There is also a labour market of trainers, which is a resource for enterprises, large or small. Besides, there is also a National Stock of Trainers, by regions, activity sectors and training areas, where companies and other organisations can recruit trainers.

4.4. In which main occupational areas trainers have specialised?

For specific pedagogical competencies, see 1.1. For occupational areas in general, I would say that all the 14 Apprentice System (with a similar rationale of Dual System) training areas, each one with 3 or 4 four courses on average, which cover all occupational areas, at VET level (with the exception of higher education), are equivalent, as far as specialisation of trainers is concerned. Pay attention to the fact that these areas are almost the same we find in in-company training, on one hand, and that, as I said before, a lot of trainers work, directly or indirectly in EVTI context, on another hand. Otherwise, occupational and training areas of all levels are under the same typology. As a matter of fact, the specialisation of trainers is a consequence of their occupational specialisation (plus PAC). When a trainer obtains a formal certification as a trainer, he or she should at the same time enter himself or herself in a table of areas of training.

4.5. Are there too many/not enough trainers in different sectors of the labour market?

Trainers are never too many, at least while one considers that VET stills the key-answer for the main problems in the labour market and even society! In Portugal, the development of initial and continuous training is also assumed as a company's responsibility, specially continuous training, in a permanent and sustainable way, to assure that all workers and employees get a minimal amount of certificated training hours every year. The involvement of social partners in continuous vocational training's development was reinforced through the Employment Politics, Labour Market, Education and Training Agreement (2001), the implementation of a new Labour Code (2003), and the Vocational Training Bilateral Agreement (2006). This one consecrates the employer duty to reach, each year, at least 10 per cent of employees and workers under no term contract in training actions, as well as the right of each worker and employee to benefit a minimal amount, each year, of 35 certified training hours. Additionally, nowadays, almost all vocational education and training (VET), initial or continuous, for youngsters or for adults, for employed and for unemployed, at every qualification level, includes a practical component, that is, a part of the training is done in a real world of work context. In other words: VET offers are designed in such a way that they call for trainers (or tutors). On another hand, as far as VET demands are concerned, training on the job (or at least, for unemployed, near possible jobs) is a rule.

If we should mention an area where trainers are not enough, we would indicate Information and Communication Technologies (ICT), which are more and more transversal to all sectors.

5. How are trainers qualified?

5.1. Who determines the training contents for trainers and how are these contents found?

As far as PAC is concerned, NCTT/EVTI determines the training of trainer's contents. For other occupational contents, we have, on one hand, contents defined by VET system and, on another hand, contents that are negotiated between social partners, at national and regional level, and/or at enterprises level, between trainers, employers, employees and workers. Ministry of Education and Ministry of Labour usually promote and/or organise such negotiations, at national and regional level, and since VET definitions.

5.2. Which institutions are incorporated in the training of trainers and how do they co-operate?

As far as PAC is concerned, NCTT/EVTI is the main institution. Social partners, trade unions and employers associations, as we said before, are represented at EVTI administration board level. Beyond initial PAC and even the PAC renewal, EVTI offers training courses of trainers on various subjects. Personnel from companies and also from secondary and higher education can co-operate with NCT too.

5.3. How do trainers acquire competences (theoretical and practical knowledge, work experience)?

See Table in 2.1. Of course, trainers acquire competences and practical knowledge through work experience, some times under supervision.

5.4. How useful is what have been learned?

Trainers inquired and interviewed say it is useful, mainly as long as training of trainers means opportunities to share experiences.

5.5. Which certificates can be gained, in which duration?

PAC is the true certificate. However, when a trainer attend a training course, independently of his duration, is common that afterwards he/she gains a certificate. This one mentions the institution or organization, which offers it, as well as the content and the duration.

5.6. How important is a formal qualification/certificate? Are qualifications/certificates internationally acknowledged?

As we stressed before, to have a PAC is a sine qua non condition to become a trainer. The certificate international acknowledge is not a common situation at VET level; however, when it occurs, certificates are acknowledge according international regulations.

5.7. Which qualifications do those have who are responsible for the training of trainers and how do they acquire these qualifications?

Besides a PAC, and before that, most of them have higher education diplomas.

6. How is the reputation of trainers and how are they integrated in enterprises/society?

6.1. Which functions of social integration are fulfilled through the work and training of trainers?

We would say that social integration functions of the work and training of trainers, near trainees, are fulfilled through occupational integration, namely on the job, which is a specific task of trainers and of training' trainers.

6.2. How is the work of trainers recognised in enterprises and in the society?

In general terms, and as far as trainers feel it, we would say it is well recognised, in enterprises and in society, which recognised themselves also in this feelings.

6.3. Which is the unemployment-rate of trainers?

We have not exact data. On one hand, trainers are either EVTI officials or in-company employees. On another hand, they are independent professionals who, of course, can be sometimes unemployed, but are not registered as unemployed under the category of trainers — they are, in fact, related to various occupational areas.

7. How innovative are the work and training of trainers?

7.1. How is the quality and efficiency of trainers' training assessed?

As far as trainers (and tutors) of Apprenticeship System are concerned, the quality and efficiency of trainers' training are systematically assessed by EVTI, from time to time through specific independent researches; one of them, in which Luís Imaginário himself is involved, is now occurring. Less systematic assessment is usually a common practice of other organisations and institutions, which offer trainers' training.

7.2. Is there research about the work and training of trainers and what does it suggest?

See 7.1. It does suggest that there are a lot of factors, besides trainers' training, which are very important to promote the quality of training, namely the work (and training) organisation. Nevertheless, trainers' training does still a very crucial one, and we have yet a lot of work to do to improve it.

**7.3. Which are weaknesses and strengths with respect to the training of trainers?
Where is a need for reform?**

Weaknesses: from our point of view, pedagogical training courses leading to PAC should offer more occasions to train and practice teamwork between trainers. Strengths: the institution of a PAC itself. We stress that the recent and most important achievement in the trainer's career was the adoption of a new regulation under which all training financed by the State, must be given by certified trainers. In what concerns the trainer's profession the main regulation is directly related to the trainer professional / pedagogical certification: the PAC.

7.4. Are there any 'good practice examples' at company or sectoral level?

Of course, there are good practice examples, mainly in companies that are involved in the Apprenticeship System, which practices are transferred to other forms of in-company training. However, we have a tendency to think that are good professionals who mainly do good practices, and for that reason the importance we do recognise of the trainers' training.