



The National Qualification System

IEFP Role

Presentation to IID VET – Kick-Off Meeting
Valladolid 16th January 2018

EMPLOYMENT AND VOCATIONAL TRAINING INSTITUTE
VOCATIONAL TRAINING DEPARTMENT





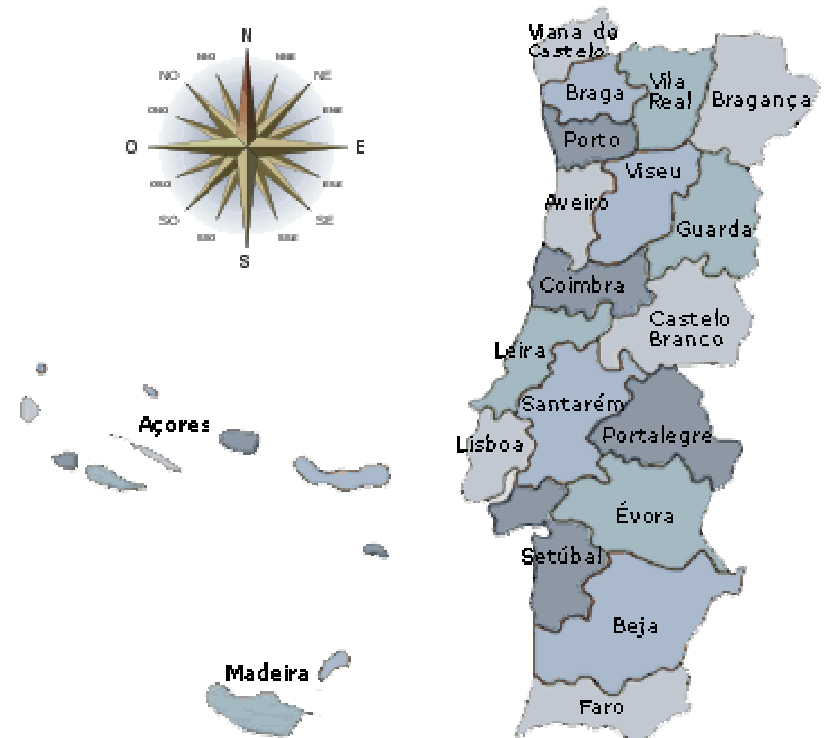
Agenda

- 1. Qualification Structure in Portugal**
- 2. National Qualification System Framework**
- 3. IEFP presentation**
- 4. Training Modalities - Apprenticeship Courses**
- 5. Valorization of the Apprenticeship System**



Sociodemographic features

- **Superfície:** 92 090 Km²
- **Organização:** 5 regiões, 18 distritos continentais y 2 regiões autónomas
- **População:** 10 341 330
- **População ativa:** 4 578 000
- **Taxa de desemprego:** 8,3% (2017) - INE





Qualification structure in Portugal

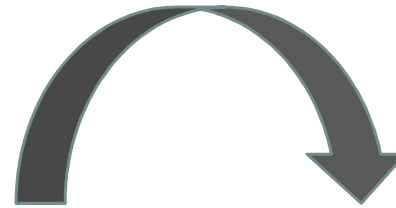
- 62% of people between 25 and 64 years old did not finished the secondary level of education
- 40% of boys between 25 and 35 years old did not finished the secondary level of education as against 28% of girls
- 60% of the people enrolled at IEFP possess qualifications bellow the secondary level
- About 100.000 of the enrolled in IEFP without the secondary level of education have more than 35 years old
- The early dropout school rate is 13,7%



What the data tell us?

Higher qualification levels:

- Better employment perspectives
- Less time in unemployment
- Better wages
- Bigger and better adaptation capacity to professional environments and contexts in fast change



Out of OECD countries, Portugal is among those where the difference in wages is bigger according to the qualification levels.

In average, the wage difference between people with higher studies (university) and people with secondary school level is of 68 p.p. - 11% higher than OECD average (OCDE, 2016).

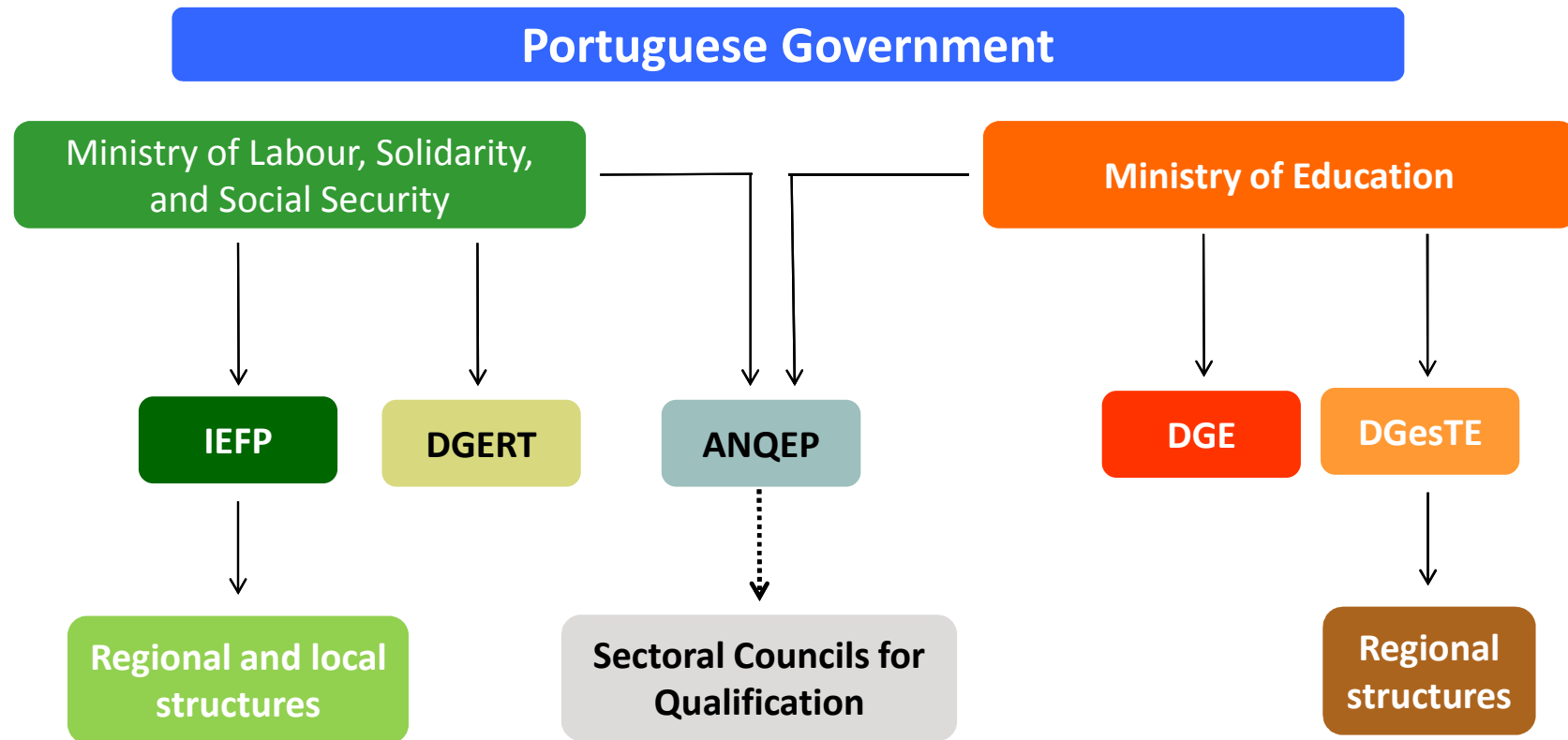


Evolution of registered unemployment

YEAR	TOTAL	Qualification levels			Youth
		<= 9.º year	sec.	superior	< 25 years
2007	390 280	282 605	68 048	39 627	53 295
2008	416 005	305 241	72 746	38 018	56 315
2009	524 674	382 229	97 668	44 777	67 846
2010	541 840	384 248	107 766	49 826	64 041
2011	605 134	409 952	131 712	63 470	73 534
2012	710 652	457 486	164 425	88 741	87 966
2013	690 535	435 772	161 354	93 409	89 496
2014	598 581	379 753	141 098	77 730	73 837
2015	555 167	344 745	136 337	74 085	69 222
2016	491 107	296 403	121 569	73 135	59 550
2017*(November)	404 625	240 000	106 398	58 227	47 699

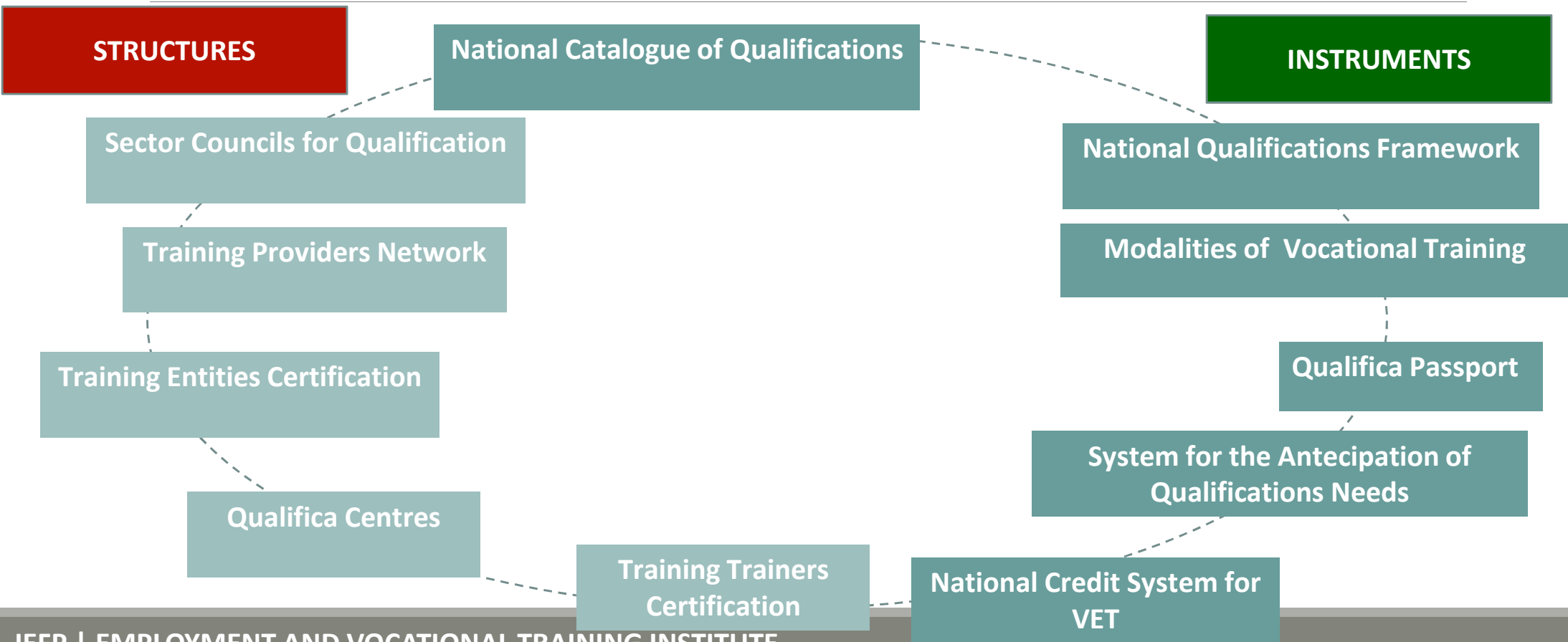


Framework of the National Qualification System





Framework of the National Qualification System





Framework National Qualification System

National Qualifications Catalogue



- **Open instrument** that aims to promote greater articulation between supply and demand for qualifications, requiring a permanent update to achieve this objective.
- **Support** which contains the qualifications, identifying for each the respective professional profile, the training referentials and the prior learning referentials.
- **Instrument** of strategic management of the non superior qualifications, relevant for the competitiveness, the economy modernization and personal and social development.
- **Support tool** to long life learning.

Contains...

308 Qualifications

113 confer the 3rd cycle and level 2;

151 confer secondary school and level 4;

44 confer level 5.

40 Education and
Training Areas



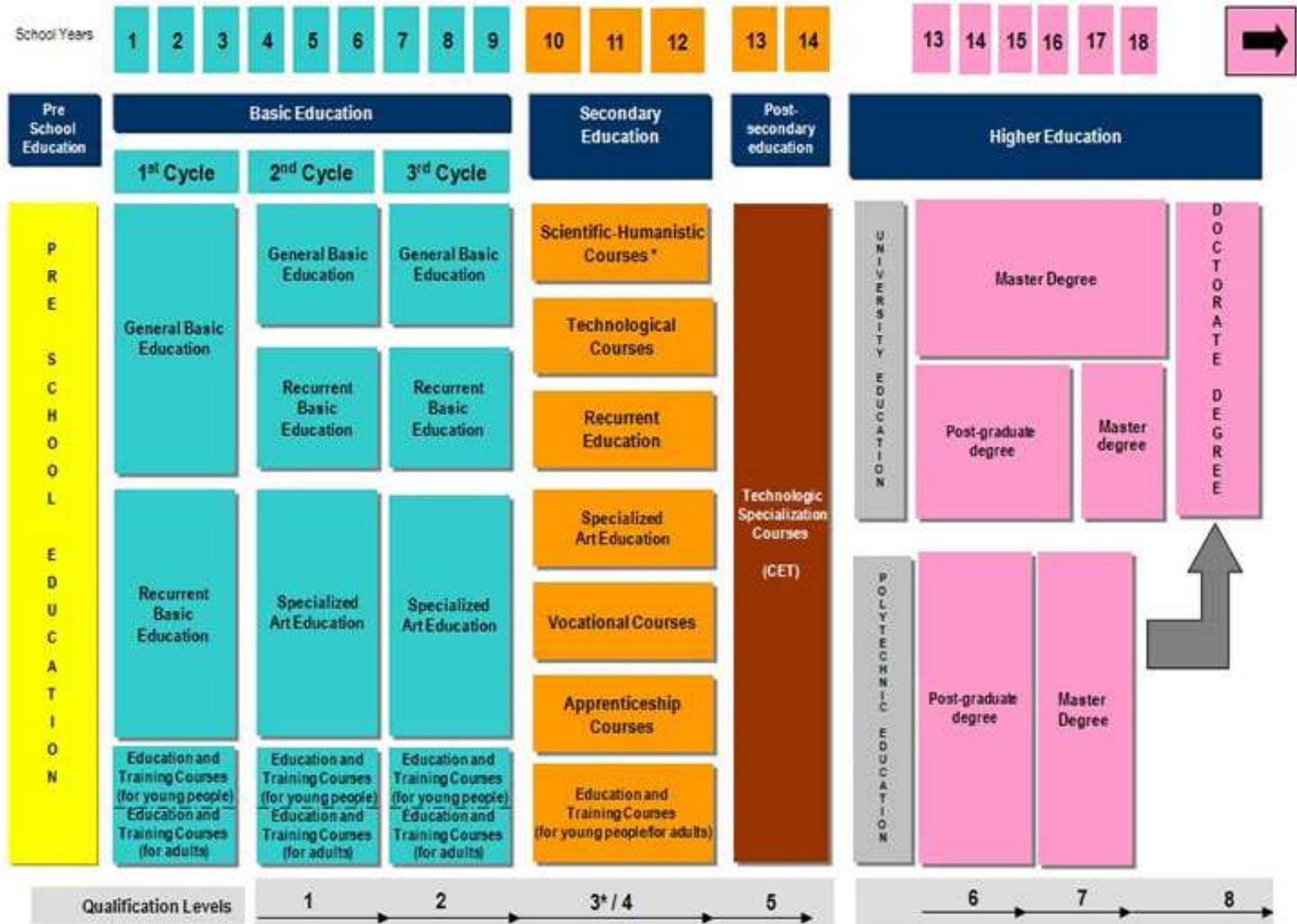
Sectorial Councils for Qualifications

The **Sectorial Councils for Qualification** were created in order to ensure that its updating and evolution counts with the active and constant participation of the economic and social agents

Competences	Constitution
<ul style="list-style-type: none">• Identify, permanently, the changes occurring in the different sectors of society;• Identify the needs for qualifications and competences that properly respond to those changes;• Present proposals for updating and developing the National Qualification Catalog (NQC);• Support the design of qualifications;• Facilitate the articulation with relevant entities in each sector of activity;• Identify technical and methodological skills to support the processes of updating and developing the NQC.	<p>Specialists indicated by:</p> <ul style="list-style-type: none">• Ministries that supervise the sector of activity covered by each Sectorial Council;• Social Partners;• Companies;• Training institutions of diverse nature (public, private or cooperative schools, vocational schools, IEFP training centers, accredited training institutions, technological schools, etc.);• Technology centers;• Competent authorities: (1) regulating access to professions; (2) with responsibility for specific certifications; (3) with responsibility for the regulation of sectors of economic activity;• Independent experts.



PORTUGUESE EDUCATION AND VOCATIONAL TRAINING SYSTEMS



IEFP intervenes from 15 years old on



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

Mission

To promote the creation and quality of jobs and to fight against unemployment, through the implementation of active employment measures, including vocational training.



IEFP Main Duties

- Assure jobseeker's placement;
- Promote information and vocational guidance;
- Promote school and professional qualification of the young and adult population;
- Collaborate with the employment policy;
- Promote labour market organization;
- Encourage job creation;
- Encourage the integration into working life of different publics;
- Promote vocational rehabilitation of disabled people.

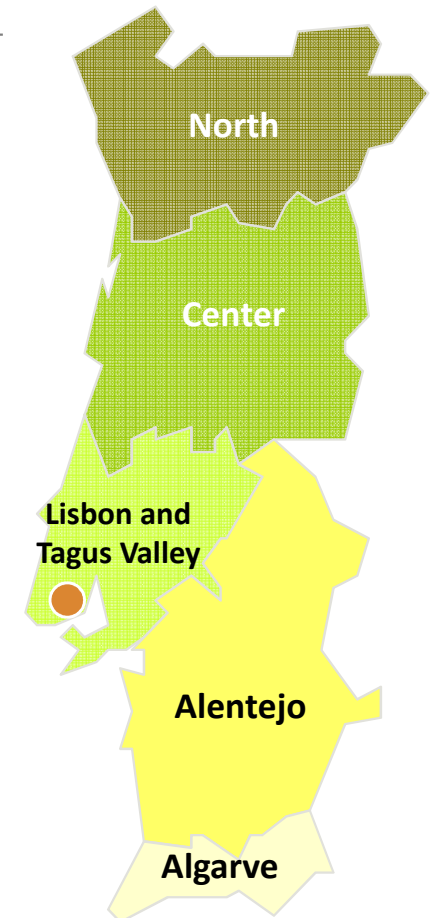




IEFP as the organism responsible for the execution of the employment and vocational training policies develops its activity through:

- Central Services
- 5 Regional Services
- 30 Employment and Vocational Centres
- 23 Employment Centres
- 1 Rehabilitation VT Centre
- 23 Jointly Managed VT Centres (created by protocols between IEFP and the social partners – sectoral oriented)

[ex: civil construction, metalurgics, cork, fashion, commerce, fishery, etc.]





Employment and Vocational Training Centers - Tasks

- Promoting the implementation of actions that facilitate the organization, management and functioning of the surrounding employment market;
- Strengthen the adjustment between demand and the offer of employment and vocational training;
- Collaborate in the identification of local training and professional integration needs and ensure the necessary follow-up and support;
- Support and stimulate programs of professional training, job creation, self-employment and entrepreneurship;
- Promote the integration of specific groups, in particular of the most disadvantaged groups and of people with disabilities;
- Implementing, supporting and assessing initial or continuing vocational training actions, including the recognition of prior learning, with a view to HR qualification, promotion of employment, business valorization and regional and local socio-economic development.

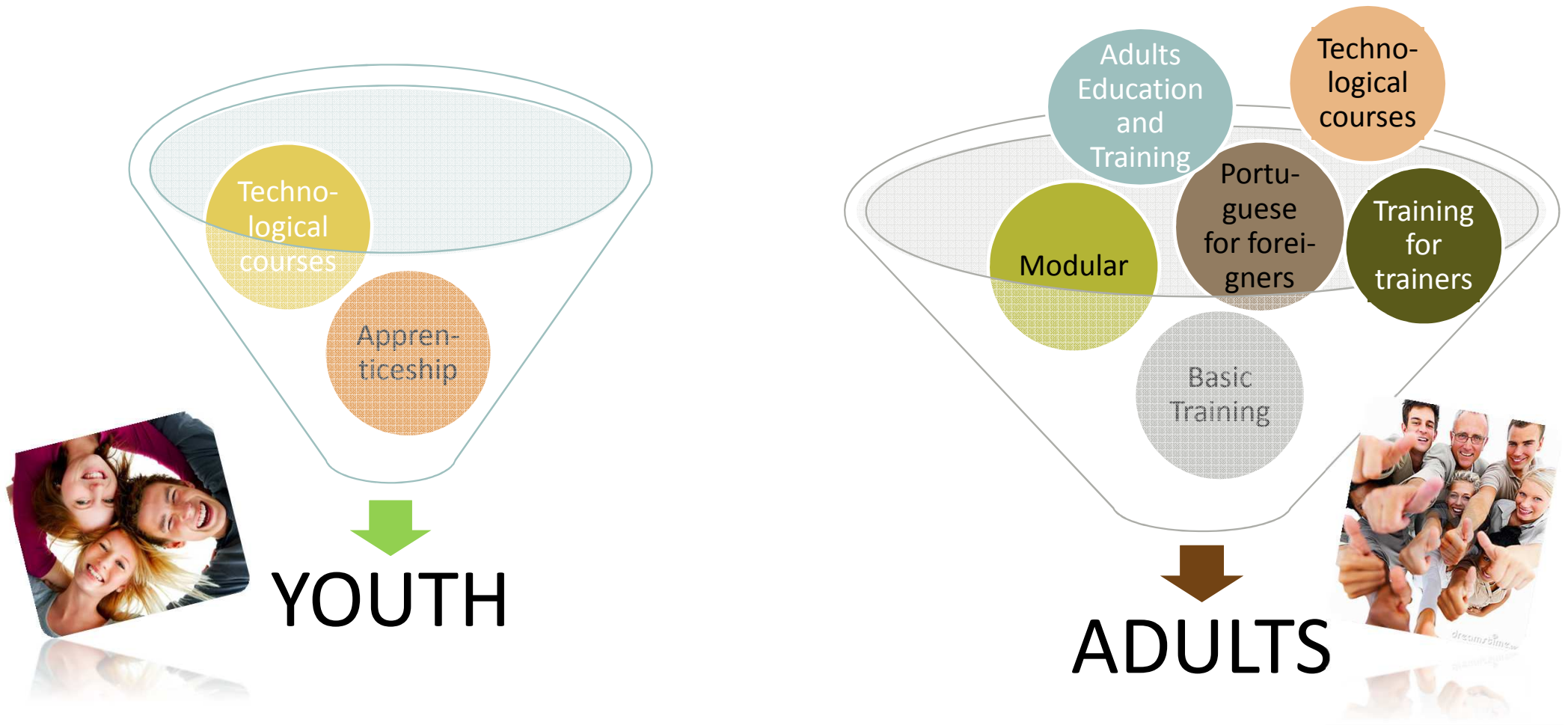


Social Partners at IEFP



- Administration Council
- Regional and local Consultive Councils
- Jointly Managed VT Centers (present at all the organs:
administration; financial supervision and pedagogical)

Training Modalities





Apprenticeship Courses

Training youth for a qualified job



Aim

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

What they consist of?

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

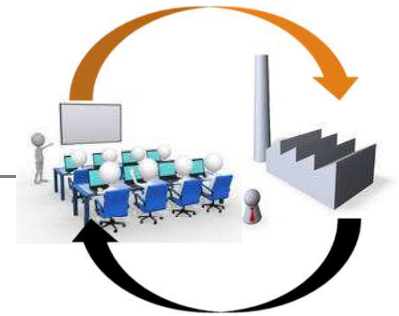
For whom?

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



Apprenticeship Courses

Training youth for a qualified job



Main characteristics

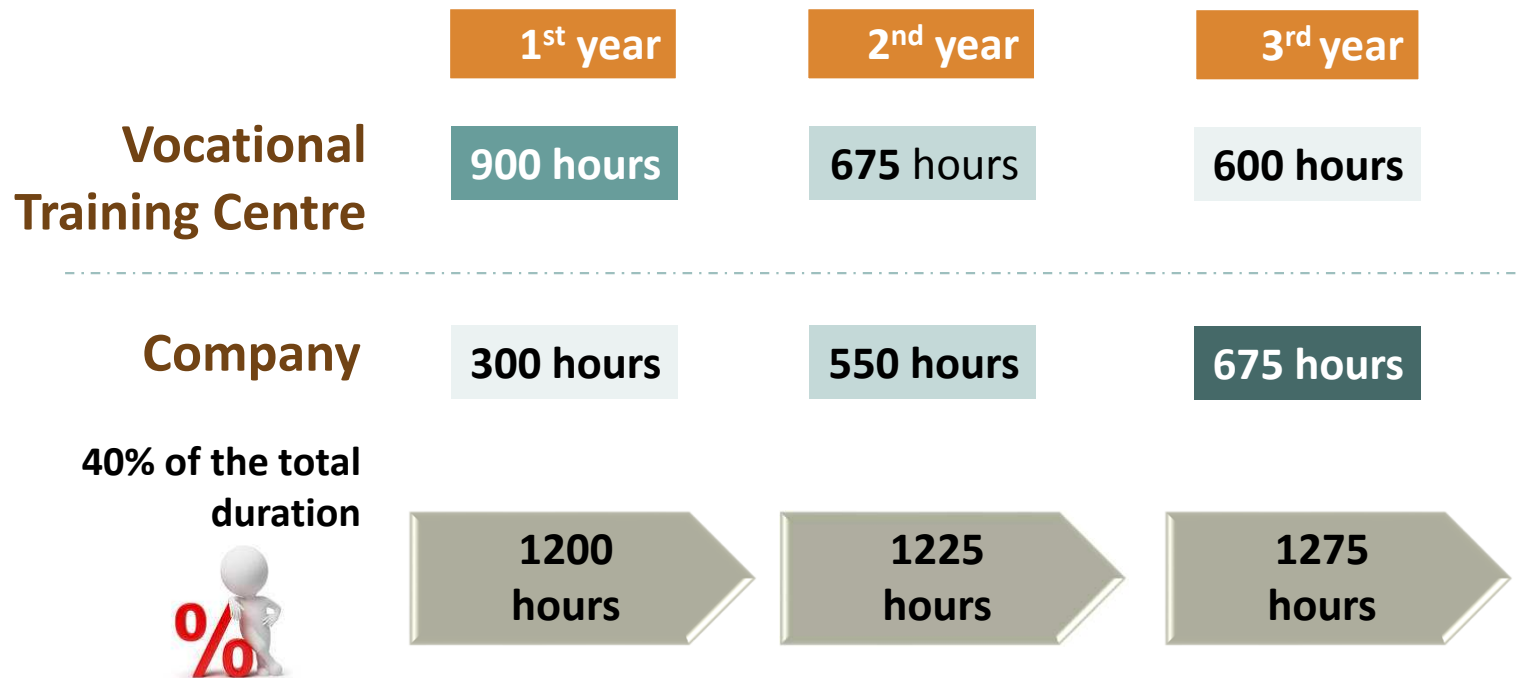
- Intervention with young people in transition to working life
 - ➔ improvement of employability levels and social and professional inclusion
- Organisation of dual training – 2 contexts:
 - ➔ context of the Vocational Training Centre/Entitie (socio-cultural, scientific and technological training - including simulated practice) and context of Company (practical training – work based learning)
- Combination of theoretical knowledge and skills developed on the job (learning by doing)
 - ➔ appreciation of the contribution of companies as learning spaces in order to adjust the profile of skills of trainees to the real needs of the labour market.



Apprenticeship Courses

Training youth for a qualified job

Training organisation - How does it work?



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



Apprenticeship Courses

Training youth for a qualified job

On the job training component | Objectives



Develop new skills and consolidate the acquired while in training.



Contact with modern and innovative techniques and technologies.



Promote work habits through contact with other professionals, fostering human relations and teamwork.

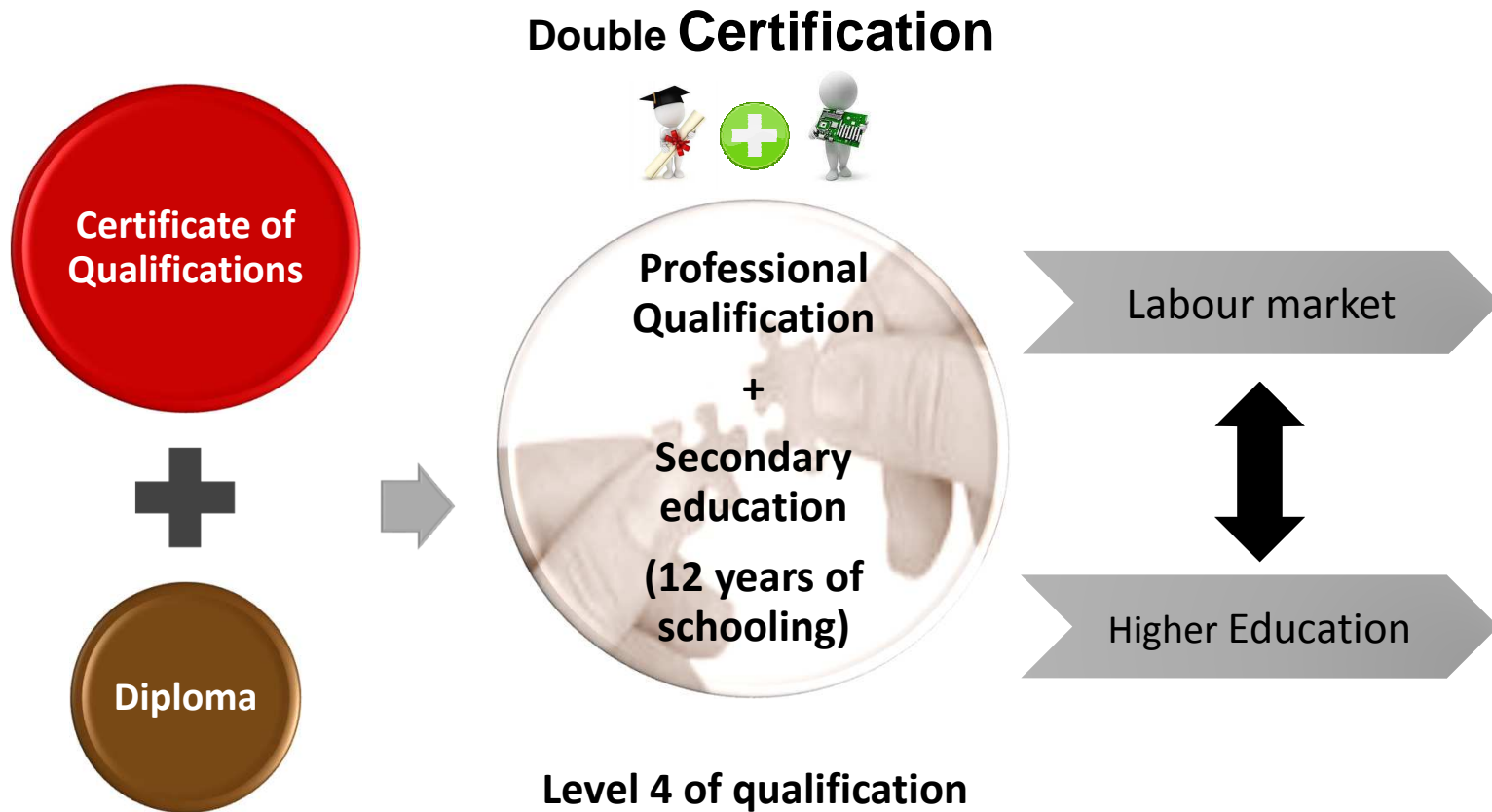


Create value affirming a culture of social responsibility.



Apprenticeship Courses

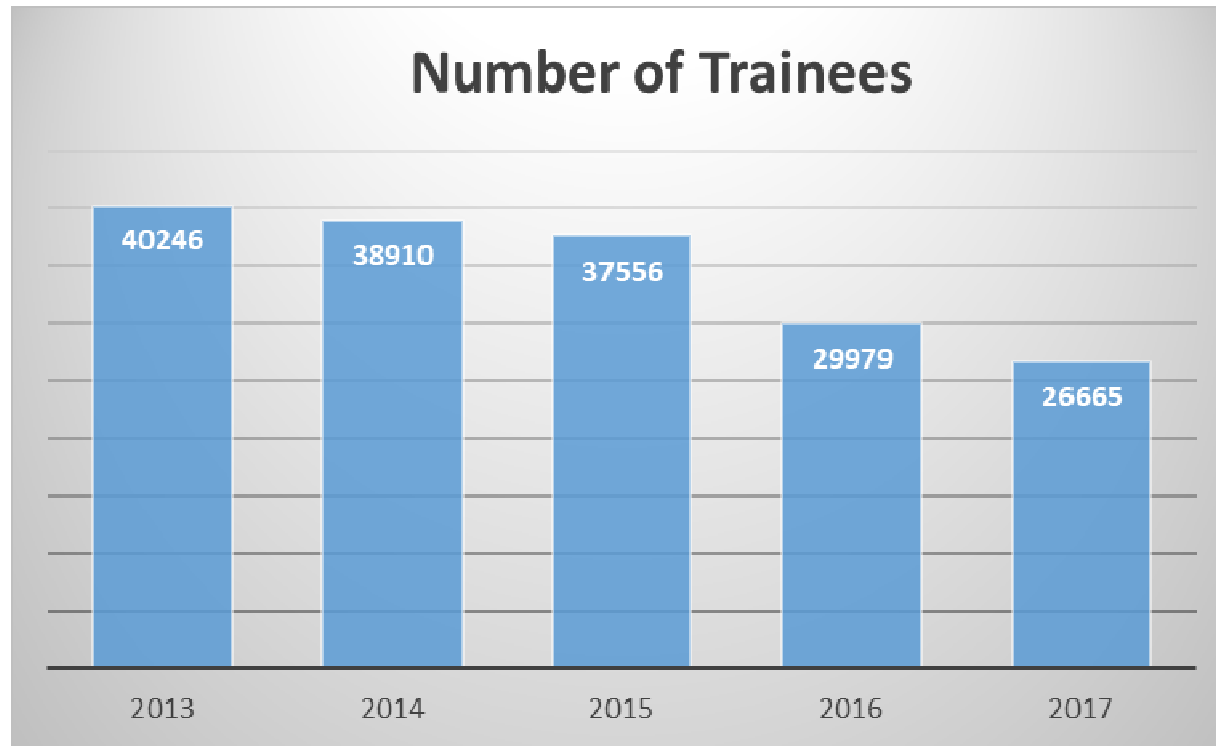
Training youth for a qualified job





Apprenticeship Courses

Training youth for a qualified job



* 2017 (november)



Apprenticeship Courses

Training youth for a qualified job



Priority Training Areas defined annually

- Audiovisual and media
- Computing science
- Commerce
- Civil construction
- Construction and repair of motor vehicles
- Accountability
- Beauty care
- Electricity and energy
- Electronics and automation
- Finance, banking and insurance
- Floriculture and gardening
- Hostelry and restaurant
- Textile, dressing and shoe industry
- Feeding industry
- Materials (cork, plastic and other industries)
- Metallurgy and metalworking
- Fishery
- Animal and agricultural production
- Health
- Transport services
- Silviculture
- Chemical process technology
- Diagnosis and therapeutic technologies
- Tourism



Career opportunities with **greater technological incorporation**

85% of total training supply



Valorization of the Apprenticeship System Strategy



Measures to increase quality and visibility

- **Communication campaign on Apprenticeship courses**
Campaign for the dissemination of learning courses in various media (television, Radio, Press, Social Networks and Youtube)
- **Network of Excellence Partners for Apprenticeship**
Involves awarding a certificate of recognition to organisations that offer practical training in high quality work environments in accordance with the structure of the apprenticeship programmes
- **Training of Tutors and Tutor Trainers**
A national certification system for tutors is in place, dealing with the training and certification of these professionals.



Valorization of the Apprenticeship System Strategy



Measures to increase quality and visibility

- **Diversification and consolidation of the training offer supply**
Development of new qualifications and the updating of existing ones, taking into account the needs of the labor market and the principle of diversification of supply
- **Professional Guidance**
Providing quality vocational counseling and guidance can make career paths more attractive to young people
- **Valuing Apprenticeship**
Seminars with the aim of launching a debate around the valorization of Apprenticeship Courses as a distinctive system with a significant impact on society and the labour market



“You cannot create experience. You must undergo it”



INSTITUTO DO EMPREGO E FORMAÇÃO PROFISSIONAL, IP

Albert Camus

Thank you for
your attention!

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