

Education and Culture

Leonardo da Vinci
Pilot projects

Portuguese National Interim Report

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Portugal

21st November 2007

TTPLus Project

Portugese Case Studies and their wider context

Portugese context of the case studies in the TTplus project

Characteristics of occupational system

Overview of Portuguese economic structure

The economical structure of Portugal is presently based on the services and industry sectors that represent 67,8% and 28,2%, respectively of the VAB (Value Added Brute) (INE, 2004). This represents a very important change in the Portuguese economic structure which has been started after the April 74 Revolution. Before 1974, the Portuguese economic structure was predominantly based on the agricultural sector.

The traditional most important industry sector is based on the textile, foot-wear, leather, furniture, marbles, ceramics (specially "Vista Alegre") and cork material. However, recently, other types of industrial production have been getting a significant development. Presently, Portugal have a very important industry sector based on modern industries such as oil refinery, petrochemistry, cement, moto-car and naval industries, electric and electronic industries, machinery and manufacturing paper. For instance, Portugal has one of the biggest European complexes of petrochemistry situated in the city of Sines located in the seaside of Alentejo. Sines is very well located since it benefits of having a very good seaport infrastructures. Although suffering some problems, the moto-car industry is also relevant in Portugal and is located in Palmela (the bigger is "Autoeuropa"), Setúbal, Porto, Aveiro, Braga, Santarém e Azambuja.

Portugal still has relevant agricultural and agro-food sectors of production. The olive tree plantations (4000 Km²), the vineyard (3750 Km²), and cereals (mainly wheat, rice and maize, more than 6000 Km²) are still produced in large vast areas. The wines (specially the Oporto Wine and Madeira Wine) and Portuguese olive oil are very appreciated thanks to its quality. The cork production is also very significant in the Portuguese economy. Portugal produces half of the cork produced in the world. In addition, Portugal has more than 28.000 Km² covering about 34% of the territory. Portugal is also a producer of different kinds of fruit of quality, namely the oranges from Algarve, the "Rock-pear" from the West Region and the cherry from Gardunha. Other productions less important are horticulture, floriculture, sweet beet, girasol and tobacco.

Economical Indicators

Unemployment Rate(M/F)

In Portugal, currently the unemployment rate is 7,9% (according to Employment Statistics of 2nd Quart of 2007). The unemployment rate is higher among women (9,5%) than among men (6,5%). In addition, the unemployment rate is higher among young people group between 15 to 24 years old (15,3%). The unemployment rate by level of education can be observed in the Table 1.

Table 1: Average of Unemployment Rate by level of education of Population (2006)

Age groups	Total (%)	None	Basic			Secondary	Higher education
			1 st cycle	2 nd cycle	3 rd cycle		
15-24	16,3	24,9	19,3	17,8	13,4	16,0	29,0
25-34	9,1	12,1	11,3	9,3	8,0	8,8	9,2
35-44	6,3	13,6	8,3	6,5	6,7	4,7	3,0
45-64	6,3	8,8	6,9	6,7	5,8	6,9	1,8
65+	0	0	0	-	-	-	-
Total (%)	7,7	5,6	7,1	8,7	8,4	8,5	6,3

Source : National Statistics. INE.

As can be seen the unemployment rate in Portugal at the age group of 15-24 years old is higher among people who have higher education. However, this is not true for the other age groups. This trend has been developing lately probably because, on one hand, the education offerings are not matching the education demands. On the other hand, many companies prefer to employ people with vocational and technical skills than with academic competences. For that reason, it appears the Vocational Educational Training (VET) of adults plays a significant important role for the Portuguese economy. The VET training of adults aims to increase the levels of schooling abilities and, simultaneously, the professional qualification of Portuguese population through an integrated offer of education and training. In addition, individuals' employability can be enhanced through recognition and certification of their competencies acquired throughout their life. Lifelong learning is an important source for competence acquisition.

Active population and activity Rate (M/F)

The Portuguese activity population is around 5595200 and the correspondent activity rate is 52,8 %. Distribution according to gender and age group is indicated on the table 2.

Table 2: Active Population and Activity Rate

Active Population	5595200
Men	2975000
Female	2620200
15 to 24	508200
25 to 34	141600
35 to 44	1421900
45 to 64	1858100
65 +	335300
Activity rate	52,8 %
Men	58,0 %
Female	47,9 %

Source: Employment Statistics of 2nd Quarter of 2007.

In addition to the activity rate and to unemployment rate, it appears relevant to indicate the employment rate of the Portuguese population. According to the Employment Statistics of 2nd quarter of 2007, currently the employment rate in Portugal is 57,5%. Distribution of the employment rate by levels of education in 2006 is indicated in Table 3.

The relation between higher and VET education

In addition to serve as a complement of the basic education to prepare young people for the active life, the VET education in Portugal aims at a dynamic integration of the people into the labour market by introducing technical and professional competences. This is important to respond to challenge for the Portuguese development and the technological evolution.

The available VET training offerings have different types, modalities and professional areas that intend to give adaptable answers to the characteristics and competences of each person.

The VET offerings are oriented to the following aims:

- a) Professional initiation;
- b) Professional qualification;
- c) Professional Improvement;
- d) Professional reconversion.

The organisation of the vocational training courses should be adequate to the economic and employment national and regional needs. For this purpose, the VET offerings are usually organised in modules of variable duration which may be combinable among them, intending to offer people professional and technical competences at different levels.

The functioning of the VET courses and modules may be carried out through different institutional ways, namely:

- a) Schools of basic and secondary education;
- b) VET schools;
- c) Private training companies;
- d) Protocols with private companies and public entities;
- e) Dynamization of the communitarian actions and services to the community;
- f) Creation of specific institutions.

The VET training in Portugal is structured according to an institutional and pedagogical model sufficiently flexible in order to integrate the students with different levels and types of training. In this sense, individuals who have access to VET are:

- a) Persons that have concluded the compulsory school;
- b) Persons that didn't concluded the compulsory school until the limit age;
- c) Workers that intend their professional improvement or reconversion.

The higher education in Portugal is dual concerning its structure¹, including the university education (higher education schools conferring the degrees of licentiate, master or doctor)

¹ According to the Law of Basis of the Educative System

and the polytechnic education (polytechnic schools conferring only the degrees of licentiate or master).

The Portuguese Higher education is tutored by the Ministry of Science, Technology and Higher education that it's supported by the General Direction of the Higher education. The General Direction of the Higher education has as mission to ensure the conception, execution and coordination of the politics that, in the higher education domain that fits to the Ministry of Science, Technology and Higher education.

A university is an institution which combines higher education with research and extension activities. A polytechnic school is an institution of higher education that integrates two or more schools globally oriented to professional and technical skills. The polytechnic education usually is offered within specialized schools in the technology domains, arts and education, among others.

The relation between VET and higher education occurs fundamentally between the vocational training and the polytechnic higher education that is shorter and professional, while the university education is more academic oriented. The trainees of the vocational training can always continue their studies in the higher education (especially polytechnic). It can be said that the VET education constitutes a clear and socially alternative valorised way face to the secondary education level courses.

Different forms of employment

The information society introduces new elements of greater conceptualization of the productive activity. This is true because the labour posts demand deeper knowledge in order to make people able to use their knowledge and competences more creatively. In this context, information society attends today to the construction of new professional profiles, to the recomposition of the "Professions family", and to the enlargement of the basis and the amplitude of competences and trainings.

In Portugal, occupations are organized into nine major professional families, as follows:

Major Group 1: Superior Boards of Public Administration, Directing and Enterprises Superior Boards;

Major Group 2: Specialists within Intellectual and Scientific Professions;

Major Group 3: Technicians and Practitioners of Intermediate Level;

Major Group 4: Administrative staff and similar;

Major Group 5: Service staff and sellers;

Major Group 6: Farmers and Qualified workers of agriculture and fishing;

Major Group 7: Blue collar workers, handicrafters and similar workers;

Major Group 8: Operators of Installations and Machines and setting workers;

Major Group 9: Non Qualified Workers.

Workers can also be classified as formal workers and voluntary workers. The first ones carry out tasks, based on contracts, with salary accorded and rights previewed on the law. The second ones work for non-profit institutions and are not wage-earning workers.

Concerning the relationship between workers and employers, two types of workers can be defined:

Sel-employed Worker who is the individual that exercise an independent activity, associated or not with others, obtaining a remuneration that is directly dependent from the profits made with produced goods or services. The associate can be, or not, members of the familiar unit. Employed by somebody else is the individual that exercise an activity under the authority and direction of someone else, in a fame of a written (or not) labor contract. This relationship confers the right to a remuneration that does not depend of the results of the economical unity to which works for.

Trainers in the partners' context

The Training programmes and offerings, in Portugal, may be promoted and implemented by public, private, cooperative and non-profit entities. Those entities includes state agencies, municipalities and other autarchies, VET schools, secondary education schools, companies, business-related associations, work unions and local, regional or national associations of different nature. Those VET courses may be developed by entities integrated in the SNQ (System of National Qualifications). In addition to those entities, there are Training Centres that are under direct or participated management of the IIEFP (Institute of Employment and Vocational Training). The IIEFP is the national agency that coordinates and supervises all the VET programmes offered state wide. The Training Centres with participated management of the IIEFP are usually linked to a specific production as, for example, shoemaker and leather production.

All entities that are entitled to deliver VET training has to be accredited by a national agency (the IQF – Institute for Training Quality). However, the entities that belong to the Ministry of Education are accredited by a Department of the own Ministry of Education. The accreditation of the Training Entities is the process of formal validation and recognition of the capacity and ability of those entities to develop and implement training activities in the domains and intervention fields in which they have competences and adequate resources. The adequate resources are seen in terms of human, technical, and material resources.

Although many public secondary schools have presently been developing and offering initial VET training, this type of VET training have been, almost exclusively, developed and delivered

by private VET schools. Mostly of those VET schools are of small dimension and have been created as a result of a conjugation of local and regional efforts (municipalities, companies, foundations, trading unions and industrial associations) framed by a specific and own project, usually very much linked to local training needs. In this sense, in Portugal there are internal trainers in the VET schools and in some training companies (these ones are very few). In the public schools (secondary and polytechnical education), trainers are teachers who are employed by the Ministry of Education. Exceptionally, external trainers can be hired usually for very specific subjects for which there is not competences at those schools. However, the general picture in Portugal is that most of the trainers are freelancers whose services (training) are specifically acquired by the IEEP² Training Centres and/or by private training companies.

² IEEP (Institute for Employment and Vocational Training), the Portuguese institution that is providing policies and norms for VET training.

“Facts and figures” about trainers

Portugal was forced to proceed to rapid changes in the vocational training intending to increase competitive human resources who were able to adopt and improve expected changes. Those changes were fundamentally consequence from the entrance of Portugal in the CEE and the increasing liberalization of the economy, associated to changes in the employment and labour market structure. The VET schools and the generalization of VET continuing training to almost everywhere have emerged in this context since a dynamic local and regional development was, at that time (1989), foreseen. At that time, the VET schools have been seen by young people as important alternative system to the “regular” secondary education. In fact, VET education was able to more adequately respond to local and regional needs of the different activity sectors.

Although the percentage of the adult population (25 to 64 years old) participating in training has increased very much since Portugal has entered into the EEC, it still is very low comparing to others European members states (Table 3).

Table 3: Percentage of adult population aged 25 to 64 participating in education and training in Portugal

Year	2000	2001	2002	2003	2004	2005
Total	3.4	3.4	2.9	3.7	4.87	4.6
Men	3.3	3.0	2.4	3.4	4.4	4.5
Women	3.5	3.7	3.4	4.0	5.1	4.7

Source: Eurostat. Life-Long Learning, 2006.

Portugal has constituted a National Trainers database which, in June of 2007, included 107.302 trainers. However there are 140.146 trainers with valid CAP (Certificate of Professional Ability), 32844 of these trainers are not registered in the National Trainers database. That Trainers database is divided in several training areas and sub-areas and each trainer can be registered in more than one area or sub-area.³ (Table 4)

Table 4: Sub-areas with more registered trainers

Code	Training Sub-areas
146.01	Training of Trainers
482.01	I.C.T. General Applications (timesheets, word processing, data processing, Internet)
142.03	Pedagogy

³ Source: the CNQF (National Centre for Training Qualification) that belongs to the IEPF (Institute for Employment and Vocational Training).

146.99	Others- Training of Trainers and Teachers of technologic areas
142.04	Organisation and Curricular Development
090.01	Communication and Expression
090.02	Leadership and Motivation & Argumentation and Exhibition
090.03	Negotiation and conflicts management & Cooperation and Team Work
482.02	ICT. Specific Applications
345.01	Management
761.02	Entertaining Services to child and youth
761.99	Support Services to child and youth
862.01	Safety and Hygiene in Work
862.02	Ergonomics

Source: CNQF (National Centre of Trainers Qualification)

The Trainers of trainers is the training sub-area that have more registered trainers (Table 5). The total number doesn't mean that there are 60.860 trainers registered to give "Training of Trainers" since the same trainer can be registered in several regions.

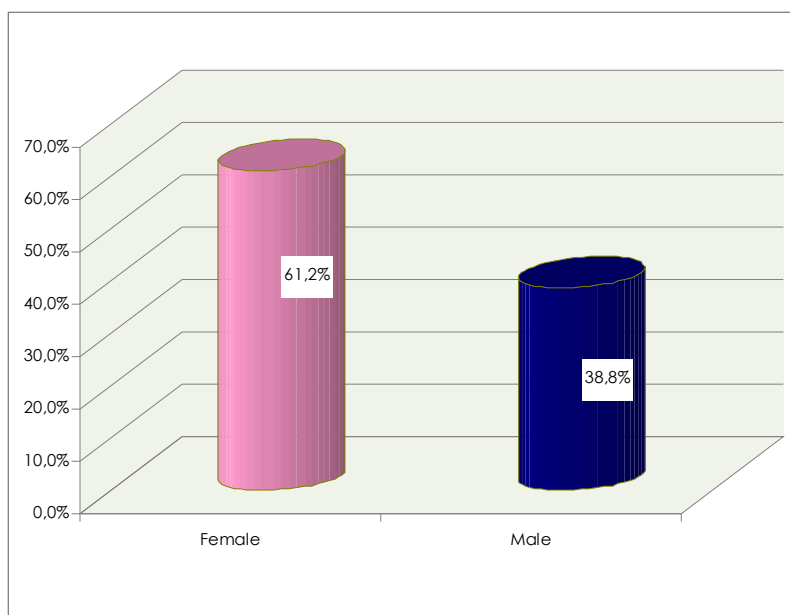
Table 5: Number of trainers registered in the "Training of Trainers" sub-area

Code	Training Sub-areas	Total	North	Madeira	Lisbon	Centre	Algarve	Alentejo	Açores
146.01	Training of Trainers	60.860	12.465	5.146	11.643	11.736	6.618	7.884	5.368

Source: CNQF (National Centre of Trainers Qualification)

In the following graphic (graphic 1) can be seen that according to the gender, there are more women (61,21%) with valid CAP then men (38,79%).

Graphic 1: Distribution of Trainers according to Gender



Trainers' training, qualifications and qualification requirements

According to the *Decreto Reglamentar* n° 66/94, of 19th November, with the alterations introduced by the *Decreto Reglamentar* n° 26/97, of 18th of June, the trainer is "... a professional who establishes a pedagogical relation with trainees, intending to facilitate their knowledge and competence acquisition and development of their attitudes and behavior to improve professional performance".

In this way, The trainer should congregate:

- Updated technical domain concerning the training area in which he/she is specialist;
- Knowledge of method and pedagogical strategies adjusted to the target group and to the type and level of training that is given;
- Competences on the communication area that can improve the environment of the teaching/learning process.

The exercise of the trainer activity demands:

- Psychosocial preparation that involves namely the cooperation spirit and the communication ability, relationship and adequacy to the target group characteristics, intending to prosecute with effectiveness the cultural, social and economical functions of training.
- Scientific, technical, technological and practical training that implies the ownership of qualification equal or superior of the exit level of the trainees in the domains developed by the training.
- Having taken a "Pedagogical Training Course" accredited by the IIEFP (Institute for Employment and Vocational Training).
- Having the CAP (Certificate of Professional Ability) - translated in the pedagogical competence, duly updated.

The IIEFP is the entity responsible for the certification of the trainers' pedagogical ability (CAP).

In order to offer a "Pedagogical Vocational Training Course", an entity must be accredited by the IQF (Institution for the Training Quality) and homologated by the IIEFP in certain training domain. The homologation by IIEFP means that a specific training offer has the necessary quality conditions to provide trainees with essential competences for the labor market in that domain.

The "Pedagogical Vocational Training Course" may be offered by the IEFP and by any other private or public entity that have been accredited by the IQF and homologated by the IEFP.

None trainer can give training without having a CAP. Only private companies that provide internal training to their employees may have trainers without CAP.

Policies on trainers qualifications and professional development

Conditions to exercising the training activity for the labour market are regulated in Portugal. The CAP (Certificate of Professional Ability) is compulsory since January of 1998 and requires frequency of an accredited "Pedagogical Vocational Training Course" with 90 or more hours of duration, homologated by IEFP (the certified entity). The CAP has five years of validity and the renovation conditions requires a continuing training course of 60 hours of duration and having 300 hours of training experience.

Trainers who were already in the labor market before January of 1998 have to comply with special conditions: (1) having taken an accredited "Pedagogical Vocational Training Course" with 60 or more hours of duration or having 180 hours of training experience. However, that CAP has only 2 years of validity and its renovation demands 60 hours of continuing training course and 120 hours of training experience.

Basically, the main institution involved in the trainers' certification is the IEFP. All entities that offer initial or continuous Pedagogical Vocational Training Courses need to communicate to the IEFP that the trainees (future trainers) have concluded with success the course. In addition, they have to send trainers' certificates to IEFP which by its turn send the CAP to the trainers.

Reasons for the selection of case studies

The interview guide (proposed by the coordination and adapted by each partner according to partner's national reality) was applied in 4 companies in Portugal. In each company (case study) were interviewed one trainer, one learner and the Manager or other person responsible for the training function.

The initial idea of the TTplus project was to choose at least 3 companies with internal trainers. However, in Portugal, very few training companies have a significant number of internal trainers. Most of the training companies buy out the trainer's service. In other words, the training companies usually have a list of trainers with who companies work with. So, trainers are called to deliver certain training matters according to companies' training programmes. For that reason, the Portuguese partner has decided to choose 4 companies and make 4 case studies: two medium-size companies (COMPANIES A and B), both with internal trainers,

one small company (COMPANY C) and one micro company (COMPANY D) with a large list of external trainers and some internal trainers (who are not exclusively trainers).

Summary of the companies' characteristics:

Name of the Company	Constitution date	Number of employees	Number of internal trainers
Company A	2003	200	30
Company B	1994	7	4 (internal)
Company C	1994	5	2 (internal)
Company D	1990	50	15

Case descriptions

Company profile- ENTERPRISE A

History of development of the company

The Enterprise A was constituted in December of 2003 by four industrial factories. It is a medium company that applies German methodologies. Actually, it is a uncommon situation in the Portuguese reality, since in Portugal there are few companies that have internal trainers.

Structure

The training department of the Enterprise A is organized into two sections: a Technical training section and a section of behavior, methods and quality training. Most of the training courses are supported by the IEFP (Institute for Employment and Vocational Training) and directed to younger's initial vocational training and active adults' continuing training.

Location (factors)

ENTERPRISE A is located near Lisbon in an Industrial Area.

Number of employees

The ENTERPRISE A has about 200 employees, of which 30 are internal trainers.

Competences of a trainer

Selection procedure for trainers

In ENTERPRISE A, the trainers are selected based on their CV analysis of their CV and on a specific interview. The company makes a regular evaluation of the quality of training through the feedback from trainees and trainers.

Professional development of trainers

Expectations

The responsible for the training department expects that the trainers be concerned persons in relation to their continuing professional development (CPD). For that responsible, a good trainer should:

- a Specialist on the subject;
- have Professional experience;
- be Good Pedagogue;
- be Rigorous in the application of rules;
- be a Good communicator.

To the trainee of the same enterprise, a good trainer should:

- Have a good communication capacity;
- A good capacity to captivate the trainees intending to awake the interests for the training;
- be dynamic;
- Be Versatile;
- Be Humble;
- Be Understandable.

Support provided/facilitated by the company

ENTERPRISE A supports trainers' professional development through time and money.

Informal learning

Trainers' continuous professional development of ENTERPRISE A is also made by participation in some training actions, workshops with other trainers, personal research, using books and internet. Trainers do that motivated by the continuous need for updating themselves in order to respond to a very demanding trainees they usually work with.

Relevant learning experiences according to the trainers

In addition to the Pedagogical Continuous Training of Trainers, trainer of the ENTERPRISE A consider relevante for her CPD to observe and analyse good training practices and examples from other companies and to use good sense.

Ideal situation regarding professional development

According to the ENTERPRISE A's trainer point of view, the ideal training situation is to have time to prepare the training sessions, to have adequate facilities and equipments. For her, it is also important to have motivated, demanding and diligent trainees. However, in the present training practice, trainer has little time to prepare the training sessions and trainees are not very much motivated. According to this trainer, it appears that the youngest trainees do not have concrete life objectives and, for most of them, a training course is only a transition imposed by their parents as an option to get a qualification. Eventhough, that trainer said that to be satisfied with her activity.

To the ENTERPRISE A's trainee, an ideal training situation is when theoretical knowledge is translated to practical situations and examples. However, trainee considers that what usually happens is that the training is very much theoretical with very reduced practical aspects. So, the training company should try to approach the training to the labor reality to solve these

problems. Eventhough, the trainee is satisfied with the training since he considered that has acquired knowledge that he didn't have before.

According to the responsible for the training department, the ideal training situation is to have, globally, training courses including 40% of theoretical matters and 60% of practical aspects, Unfortunately, the actual experience shows that training courses including that amount of practical aspects are very hard to find. However, the ideal situation requires more competent trainers who are able to use different training strategies.

Training practices

Contexts

The Training activity in the ENTERPRISE A is supported by the IEPF (Institute for Employment and Vocational Training, more concretely the ESF) and directed to younger's in initial training. The training subject areas are, fundamentally, Working methods, Quality, Languages, Professional Behavior, Industrial Mechanics, Industrial mecatronics, Car mecatronics, Electronics, Automation, Computing; Industrial engineering, Hygiene & security at work and Logistics.

Problems

According to the responsible for the training department, there are 3 main problems concernin the training activity:

- Professionalism of trainers and of trainees;
- Application of the required formal training rules;
- Difficulty of the training models and strategies to respond to companies' needs.

Under the trainer's point of view, the training problems are essentially based on the lack of trainees' motivation for learning and trainees' social problems.

For the interviewed trainee, training activity suffers two main problems: (1) lack of strategies to put in practice what is theoretically approached and (2) the low quality of the teaching/learning strategies.

Innovations

The ENTERPRISE A has each training area coordinated by a trainer instead of having all the training areas coordinated by the responsible for the training department. So, in case of any problem, the others trainers have to talk with the responsible trainer for the respective training area.

Another innovation concerns the existence of a competence board which is responsible to evaluate trainers' competences. For this purpose, a standardization of training competences indicators have been developed.

Trends

The ENTERPRISE A intends to increases the training offer of the company.

Company profile- ENTERPRISE B

History of company development

Enterprise B was founded in May of 1994 by five university professors with the mission of promoting the Human Capital of the organisations in order to enable them for an effective and efficient use of the available resources, technology and information. That mission was developed taking onto consideration the need of increasing organisations' competitiveness

in the framework of their economical and social niche in order to respond to the growing process of Globalisation.

In order to pursue its mission, the ENTERPRISE B has developed a **Strategy** based on the link between research and development. For this purpose, the ENTERPRISE has set up a Department for Studies and Planning that has been carrying out research which results are afterwards integrated into the advisory and the training programmes offered to organisations. In addition, most of the R&D studies are developed based on the customers' needs.

Structure

ENTERPRISE B is organised into 4 departments (Training; Studies and Planning; Financial and Architecture and Image).

Location

ENTERPRISE B is located in the Industrial and Technological Park of Évora (Portugal).

Number of employees

The ENTERPRISE B has a total of 7 human resources. From those 7 human resources, 1 owns a PhD in Continuing and Vocational Education, 4 have Licenciante degrees in Sociology, 1 has a bachelor degree in Management and the last has a bachelor degree in architecture. Four of those human resources serve also as trainers.

ENTERPRISE B is accredited by the IQF to give training in the following areas:

- Training of Trainers;
- Social issues;
- Management;
- ICT;
- Tourism and Leisure;
- Environment Protection;
- Security and Hygiene at Workplace.

Competences of a trainer

Selection procedure for trainers

The trainers are selected according to their qualifications and working and training experience. Usually is given priority to trainers that have taken the "Training of Trainers Course" in the ENTERPRISE and /or already have working experience in the company. However, the Training Department takes always into consideration the evaluation made by trainees.

Professional development of trainers

Expectations

The responsible for the ENTERPRISE B's training department expects that trainers be concerned with their CPD. For that responsible, a good trainer should be:

- A good communicator;
- Very professional;
- Uses adequate training strategies .

To the trainee, a good trainer must:

- know how to transmit knowledge to trainees;
- Do not underestimate trainees' knowledge and experience;
- Uses training as an opportunity to exchange knowledge,

The responsible for the training department communicates their expectations to the trainers. However, trainees do not do that, since they consider obvious that the trainers should have those characteristics.

Support provided/facilitated by the company

Usually ENTERPRISE B supports their trainers with training courses or allows them to go to a training course in another company when necessary.

Informal learning

Trainers in ENTERPRISE B are concerned with their CPD since they usually uses the resources they have to be updated.

Relevant learning experiences according to the trainers

ENTERPRISE B's trainers have the opportunity to take different types of training courses such as Equality of Opportunities, SPSS (Statistical Package for Social Sciences), Human Resources Development and others. In addition to the available training courses, trainers have access to a good collection of specialised books pertaining to the company and to the University's Library. They also have access to internet resources.

Ideal situation regarding professional development

To the trainer, the ideal training situation includes trainees with motivation and really interested in learning.

To the trainee, the ideal training situation requires that trainees and trainers pursue aims that they propose to themselves.

To the responsible for the training, an ideal training situation includes:

- to have a good trainer (A good communicator, very professional person, and a person who uses adequate training strategies);
- to have of the adequate number of trainees;
- trainees must be very interested in learning.

Training practices

Contexts

The training activity in ENTERPRISE B may be financed or non-financed. The training programmes are directed to different target groups which includes disadvantaged youngsters, unemployed people and active people.

ENTERPRISE B offers training in several areas such as Communication, organizational behaviour, psychology, ICT, SPSS, Research methods for social sciences, web design, hygiene and security at work and Equality of Opportunities.

The ideal situation should be to have trainees with motivation and really interested in learning. However, actually trainees are more interested in the training ship (payment) and in the acquirement of the 9th grade than in learning.

Problems

To the trainer the main training problems are:

- the lack of motivation of most of the trainees;
- the out of time payment.

To the trainee, the main problem is that the computers are very slow and old.

To the responsible for the training department, the typical problems are:

- trainers and trainees don't want to fulfil the schedule, always want to leave before the end of the training;
- It is difficult to get trainees (even when the training is financed and they get money to attend training);
- The assiduity of the trainees.

Innovations

The relationship between trainers and trainees is excellent. Trainees demands for training strategies that motivate them.

Trends

Training companies do not have financing for organising and offering training. In addition, people do not enrol in training if they have to pay.

Company profile- ENTERPRISE C

History of company development

The ENTERPRISE C was constituted in 1994.

The company has as mission to promote the development of the economical activities of the clients, increasing value of their businesses and contributing to the growth of the productivity and competitive capacity in their markets.

Structure

In the prosecution of its mission, the ENTERPRISE C has structured its activity around three Departments:

- Department of Advising and Management
- Department of Studies and Projects;
- Department of Vocational Training;

Location (factors)

The company is located in the Industrial Area of Évora.

Number of employees

The ENTERPRISE C has 5 employees, 2 of which are eventual internal trainers (the labour contract is as Accountant and Manager, but they also serve as trainers when necessary).

Competences of a trainer

Selection procedure for trainers

The trainers are selected according to their qualifications and professional and training experience.

Professional development of trainers

Expectations

The responsible for the training department expects that the trainers can develop themselves. For her, a good trainer should have:

- good communication skills;
- a good profile;
- a good relationship with the trainees and coordination of the training.

To the trainee, a good trainer must:

- take into consideration the target group's characteristics and, for this reason, adopt the technical-pedagogical strategies according to the identified characteristics;
- show availability for all the request explanations,
- be assiduous;
- offer support material.

Both (responsible for the training department and trainee) communicate their expectations to the trainers.

Support provided/facilitated by the company

The ENTERPRISE C supports the trainers through time.

Informal learning

In ENTERPRISE C trainer seems to be concerned with their CPD since that use the available learning resources such as Internet, Books and taking "Recycling" training courses.

Relevant learning experiences according to the trainers

Academic Training, Training on TIC and Management areas and a lot of autodidactic apprenticeship were aspects what they consider to help them most for their role as trainers.

Ideal situation regarding professional development

To the trainer, the ideal training situation includes good didactical ways, trainees and trainers motivated.

To the responsible for the training includes interested trainees and applied trainers.

To the trainee, the ideal training situation is the one in which the trainees acquire knowledge and develop their professional and individual competences.

Training practices

Contexts

The training in ENTERPRISE C may be financed or non-financed supported. The target-groups may be unemployed, youngers looking for the 1st job or active adults of the general labour work.

ENTERPRISE C offers training in several areas. However, the interviewed trainer was only offering training in management, accountability and TIC subjects.

The ideal situation should have good didactical ways and trainees motivated. However the didactical strategies are sometimes of low quality and the trainees don't show motivation. The ideal situation doesn't exist because there is no intention of investing in more modern facilities and equipment and the trainees are not motivated.

Problems

To the trainer, the main training problems are:

- the lack of motivation of some trainees;
- the low remuneration of the trainers.

The trainee didn't face any problem when took the training course in ENTERPRISE C.

To the responsible for the training department, the typical problems are:

- The lack of fulfilment of trainers and trainees about the timetable;
- Low financing to training;
- The lack of economical resources of persons to come to non financed training courses.

Most of all problems presented may be solved with a good strategy developed and taken by the training department. However, the same cannot be said for the lack of financing for training. The financing for training does not depend on the company.

Innovations

The trainers try to innovate in promoting trainees' motivation and attention for the training sessions. However, type of innovation where not specified.

Trends

The trend of the training in Portugal is at the moment very difficult. The enterprises don't have financing to training and face to the actual conjuncture of the country, persons don't have money to pay.

Company profile- ENTERPRISE D

History of company development

The ENTERPRISE D began its activity in the year of 1990, under the law 26/89 of 21st of January, that created Vocational Schools. This has responded to an old aspiration felt by population.

The ENTERPRISE D were supported by the Town Hall and a teaching Cooperative that has allowed the use of the building and the didactical material.

Structure

The ENTERPRISE D is divided in 4 Departments/ Services: The Management; The Administrative; The Kitchen/ Refectory and the Library/ Reprography.

The ENTERPRISE D is accredited to give training in the following areas:

- Catering;
- Cooking;
- Tourism;
- ICT;
- Accounting;
- Secretarial.

Location (factors)

The ENTERPRISE D is located right in the Center of a Small Town.

Number of employees

The ENTERPRISE D has about 50 employees, 15 of which are internal trainers.

Competences of a trainer

Selection procedure for trainers

The trainers are selected through written tests, interviews and weight criteria defined by the Direction of the school

Professional development of trainers

Expectations

The responsible for the training department expects that the trainers be a concerned person about CPD. For her, a good trainer should have:

- Total delivery as trainer ;
- Motivation to reach the objectives;
- Initiative
- Innovation;
- Quality
- The sum of the informal apprenticeship with the personality, the civic values, the cooperativism and inter-help spirit and the availability in answer in a professional way.

To the trainee, a good trainer must:

- Explain well the subjects;
- Demand;
- communicate

The responsible for the training department always communicates his expectations to the trainers to clarify the ways to cover and the objectives to reach. The trainee just communicate her expectations if someone asks her.

Support provided/facilitated by the company

The ENTERPRISE D supports the trainers with participative work, dialogue and money.

Informal learning

The trainer in ENTERPRISE D is worried with his CPD, since that he consults books in the library of the school, Internet and undergoes in several training actions annually.

Relevant learning experiences according to the trainers

The internal trainer of the ENTERPRISE D undergoes in several training actions about training trainers with specific themes about the Professional teaching. He also undergoes on other training actions of technical character.

The motivation of the trainer to his CPD is to improve his professional performance, to be more efficient and competent developing his role. Also to update his knowledge.

Ideal situation regarding professional development

To the trainer, the ideal training situation includes:

- interested and motivated trainees,
- a good classroom with adjusted materials;
- possibility of simulate real work situations.

To the responsible for the training, the ideal training situation, includes to have an environment more close possible intending to minimize the abstraction.

To the trainee, the ideal training situation is the one that conjugates the theory with the practice.

Training practices

Contexts

All the training in ENTERPRISE D is financed. They have Vocational Courses- Level III- called CEF (Education and Vocation Courses).

The target group of these professional courses are youngsters' between 15 and 25 years old from the 6th to the 9th grade.

Although that ENTERPRISE D has training in several areas, the interviewed trainer gives training in Tourism.

Problems

To the trainer, the main training problems are:

- The lack of motivation, responsibility and interest by the trainees.

To the trainee, the main training problem are the colleagues, since that some of them are problematic. She also considers that the trainer must be more demanding.

To the responsible for the training department, the typical problems are:

- Physical space;
- Financing to surpass the objectives;
- Global agreement, messages and objectives of the company.

Innovations

The trainer tries to motivate the trainees, holding responsibility and create in the trainees' interests reasons.

Trends

The problems expected in the future are the same as now.

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