

Appendix 1

Country Name: Portugal

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Section 1	A brief outline of your country – demographics, population and career service provision – target groups and providers (maximum 300 words)
<p><b>Geography</b> Portugal is one of the oldest states in Europe; since 1143. With 92,391 sq Km, includes continental Portugal, the Azores and Madeira Islands, it is the westernmost country of Europe. Portugal's Exclusive Economic Zone, the 3rd largest EEZ of the EU and the 11th largest in the world. Lisbon is the capital.</p> <p><b>Demography</b> Population 10.6 million(male 5.145.388, female 5.487.101). Ages 0 to 14 years -1.6 million. Ages 15 to 24 years --1.2 million. Ages 25 to 64 years --5.9 million. Ages 65 years and over 1.9 million. Population density: 114 per sq. km. Annual population growth rate 0.8%. Portugal is a tolerant multicultural society, with a strong presence of African, South-American and Eastern European nationals in its culture.</p> <p><b>Labour market</b> Work force 5.57 million. Government and services (59.8%); industry and manufacturing (28.5%); agriculture and fishing (11.7%). PIB: 160.300.000.000 €. Annual growth rate 0.91%.Unemployment is11.2% in 2011, The service sector, which includes public service, wholesale and retail trade, tourism, real estate, and banking and finance, is now Portugal's largest employer.</p> <p><b>Education</b> Schooling in Portugal is divided into six stages. Compulsory school age is 18 years old. There is non-compulsory pre-primary education from age three, which is followed by a two-stage educational level in which students enrol at age six. After 6 curricular years, students progress onto ISCED 2, which lasts for 3 years. Secondary education starts with 10<sup>th</sup> form. Although having one of the fastest rates of growth of educational attainment in the OECD group, Portugal still has a low level of upper secondary education graduates (16%, 2009) and of tertiary education graduates (14%, 2009). The government is currently running aggressive qualification policies, coupled with a wide ranging stimulus to guidance activity.</p> <p><b>Main national career guidance services</b> Guidance is available in public and private schools/ universities as an extra-curricular activity and in public employment services In these settings, guidance is delivered through individual and collective sessions. Guidance activities in Job Centres support the definition of personal employment plans and the recognition of</p>	

skills acquired through individual's life. It is focused on carer management skills. In Vocational Training Centres guidance is focused on psycho-pedagogical monitoring of trainees. At schools the themes are the same although the contents and methodologies are distinct. There are also information campaigns targeted to students, families, teachers and employers.

<b>Section 2</b>	<b>Taking each of the four general symposium themes (see below), describe the two greatest strengths and two greatest weaknesses relating to each theme in your country (maximum 100 words for each strength and weakness; therefore maximum 400 words per theme and maximum 1,600 words in this section).</b>	
<b>Theme 1: Political, economic and social changes and the changing role of career guidance and career guidance policies</b>		
<b>Strength 1</b>	<b>Weakness 1</b>	
Fast growing basis of highly qualified human resources. Rich national culture and natural resources	High requalification needs of 40+ population	

Strength 2	Weakness 2
<p>High job rotation and mobility</p> <p>Growing public and private initiative in guidance provision for diverse sectors (migrants, older workers, youth)</p>	<p>Fragility of traditional activities coupled with low financial resources</p>

**Theme 2: Lifelong guidance policy as a part of integrated human resource development policies – challenges and opportunities**

Strength 1/ Challenge	Weakness 1
<p>LLG as a tool to support the return to labour market and to avoid unemployment</p>	<p>Low responsibility from enterprises and labour union on LLG</p>
Strength 2/ Challenge	Weakness 2
<p>To involve social partners, municipalities, users, parents, practitioners, professional association and researchers in a wide network</p>	<p>Low national recognition of professional specificity</p>

**Theme 3: The changing world and the changing role of career guidance – skills and competencies for lifelong guidance practitioners**

Strength 1/ Challeng	Weakness 1
<p>Productive and closely cooperation between Education and Employment sectors in practitioners training</p>	<p>Lack of contents on European labour market and educational system</p>
Strength 2	Weakness 2
<p>Training on European labour market and educational system</p>	<p>Lack of cooperation between researchers centres and providers</p>

**Theme 4: Evidence-based practice; evidence-based policies**

Strength 1	Weakness 1
<p>ELGPN peer learning; euroguidance; PES</p>	<p>Low motivation of ground-based agents to collect information.</p>

Strength 2	Weakness 2
Proximity of Administration to research groups.	Low preparation/sensitivity of policy makers to science-based policy.

<b>Section 3</b>	<b>Looking at the themes, prioritise them according to the most important ones for your country team to explore further and learn about at the symposium. (1 = most important – 4 = least important)</b>			
Political, economic and social changes and the changing role of career guidance and career guidance policies	1	X	3	4
Lifelong guidance policy as a part of integrated human resource development policies - challenges and opportunities	X	2	3	4
The changing world and the changing role of career guidance - skills and competencies for lifelong guidance practitioners	X	2	3	4
Evidence-based practice; evidence-based policies	X	2	3	4

<b>Section 4</b>	<b>Thinking about the themes, describe up to three high-level key public policy and/or practice initiatives currently being advanced or considered in your country (write no more than 100 words on each). If it is possible, please say to which of the themes each initiative is most closely linked.</b>
High-level key public policy/practice initiative: One Common LLG competence framework (labour and education)	
Linked most closely to Theme... Lifelong guidance policy as a part of integrated human resource development policies - challenges and opportunities	
High-level key public policy/practice initiative 2 Common lifelong training. With an on line newsletter done at central level but also at local level; peer learning communities; The diversity of channels to delivery guidance	

<p>Linked most closely to Theme...</p> <p>The changing world and the changing role of career guidance – skills and competencies for lifelong guidance practitioners</p>
<p>High-level key public policy/practice initiative 3</p> <p>Implementation a Forum and a quality system assurance.</p>
<p>Linked most closely to Theme...</p> <p>Evidence-based practice; evidence-based policies</p>

<b>Section 5</b>	<p><b>Future Focus – what are the key elements of your team’s overall vision for career policy, practice and research in your country? (write no more than 30 words).</b></p>
<p>In the next five years the Portuguese Lifelong Guidance Policy will focus on:</p> <ul style="list-style-type: none"> <li>• Integration - increasing quality and efficacy of the service provided through transferability of the interventions of the Employment and Education sectors: developing a National Lifelong Guidance Competence Framework</li> <li>• Participation - empower all the key stakeholders for a common vision and practice: creating a National Forum for Lifelong Guidance</li> <li>• Innovation - develop new contents, structures and delivery channels: increasing proximity and efficiency of the services</li> <li>• Quality - assess, monitor and develop the services provided</li> </ul>	