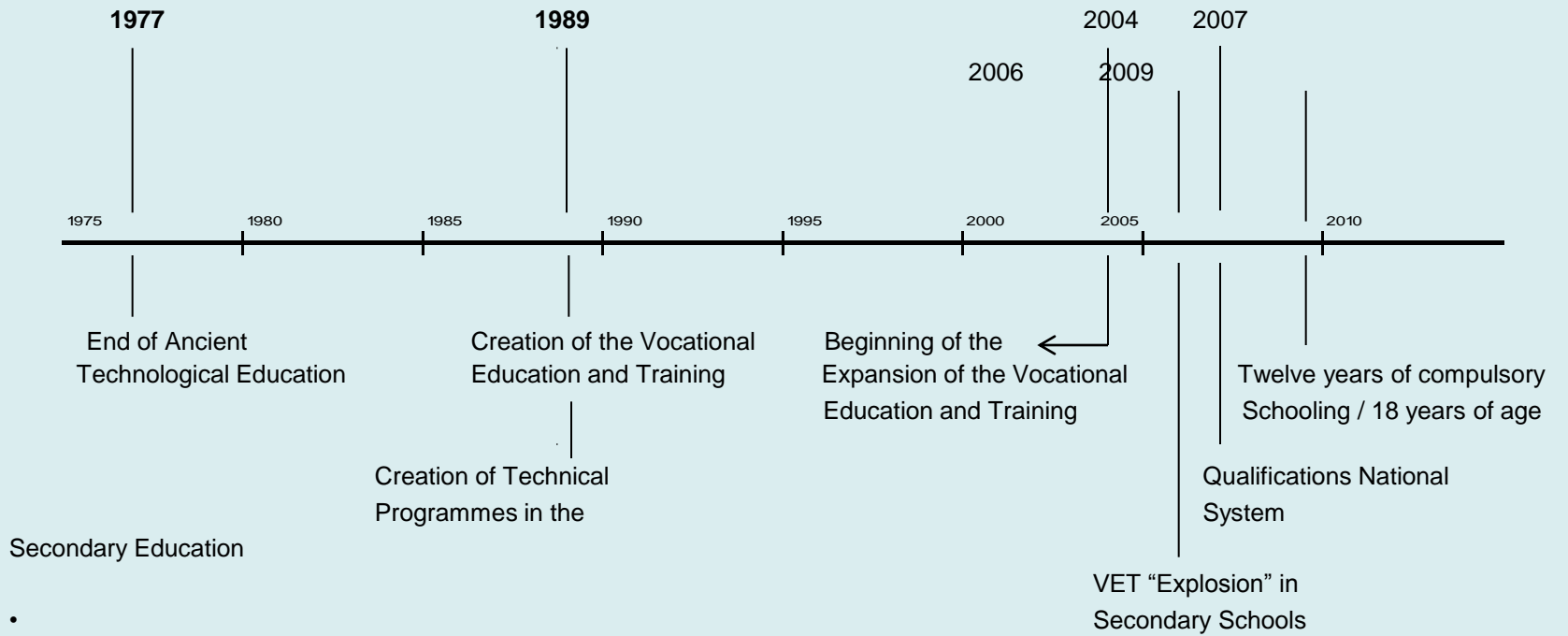


VOCACIONAL EDUCATION AND TRAINING IN PORTUGAL

BE MORE, BEING A GOOD PROFESSIONAL
IN A CRITICAL CONTEXT

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The “Ensino Profissional” Success

- Social and personal development insured on professional qualification
- - “broadband”, schools dimension
- Focus on the success of learning (e.g. modular progression, learning cycles)
- - more responsibility of young people for their course (modular system)
- Integrating disciplinar knowledge as a preparation for life (philosophy, psychology, geography,...)

The “Ensino Profissional” Success

Cooperation networks between local partners/ social actors

- local and community initiative schools

Constructivist and humanistic perspective of Vocational Education and Training

Knowledge equivalence (general/ vocational)

VET as been society strong revalue

Next years' trends

Strong adjustments in society, economy and labour market

More professional activities in the tertiary sector

Insecurity in the labour markets links

High levels of unemployment and of underemployment

Media and information growing power

Continued aging of the population

Increased attention to social sustainability

The relevance of knowledge and innovation (social innovation)

Today, what is qualifying professionally?

(16th – 18th years old youth)

- Prepare for an occupation?
- Prepare a profession?
- Prepare for a labour market?
- Prepare for a career?
- Promoting for a good socio-professional integration?
- Promoting personal development?

We need to be +

Persons

Critics

Solidare

Creative

Collaborative

Resilient

“Green”

Challenges for vocational education and training

Educate

Guide

Innovate

Education Challenges

Create quality pathways for all young people, beyond the established frames

Promote a solid sociocultural formation

Ensure life skills and also a accurate professional qualification

Vocational Guidance

Support tough choices in a complex environment

Guiding in a youth unemployment forest

(Because the available support instruments are repetitive and suitable for an economy that no longer exists)

Create a good data source on professions and labour market

Relationship Vocational Education and Training – Labour Markets

Promote local partnerships to qualification

Teachers/ trainers from the labour market

Facilitate apprenticeships achievement

Develop a culture valuing vocational education and training
in secondary schools

Challenges: today and tomorrow

Evolving more the *stakeholders* into the political incentive for VET

Prepare companies to receive the young for practical training (quality control)

Create news tools to support career guidance for young people

Prevent any contamination of the CEF/ CEFA over o VET, devaluating it

Evaluate and review the VET “explosion” negative effects

Challenges: today and tomorrow

One has to believe in the social actors and their collaborative action

In this time of crisis we must rebuild socially the education role (where one must be +)

It is needed to believe in young people, in each one of them (no one is not gifted)

One needs to consistently connect VET at secondary level with VET at upper secondary level.