

# **Employability and Skills Anticipation Policies: a Social ROI Approach**

## **LIFELONG LEARNING PROGRAMME**

### **TRANSFER OF INNOVATION, MULTILATERAL PROJECTS, LEONARDO DA VINCI**

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## **WP 1. Active Employment and Training Policies**

### **Country Report PORTUGAL**

#### **1. Current economic situation and labour market**

After the global crisis, started in 2008, the Portuguese economy entered a deep recession with high unemployment. With the intensification of the sovereign debt in the euro area, the access conditions to international funding markets deteriorated sharply. Since May 2011, the Portuguese authorities negotiated with the European Commission, the European Central Bank and the International Monetary Fund (IMF) an Economic Adjustment Programme. The three-year programme (2011-2014) comprises a financial package (around EUR 78 billion) for possible fiscal-financing needs and support to the banking system. The Economic Adjustment Programme seeks to restore confidence, make public finances again sustainable and enable the Portuguese economy to return to balanced growth.

A number of reforms to improve fiscal management and expenditure control have been undertaken. Given the large external debt Portugal has accumulated, very substantial further adjustment is required. Key measures to meet the target of a general government deficit of 4.5 per cent of GDP, in line with the Economic Adjustment Programme, include significant cuts in public sector wages and pension entitlements and a general and substantial increase in income and consumption taxes. The size of consolidation in 2012 is very large and the risk that fiscal target are not met because growth undershoots expectations in a credit constrained and weak international environment is significant (OECD, 2012).

The economic crisis and subsequent austerity measures impacted severely on the Portuguese economy. The decline in output in 2011 was less marked than forecast, as exports and consumption performed better than foreseen. However the contraction of economic activity in 2012 is likely to be more pronounced. The exports have slowdown, the unemployment sharply rose and business confidence reached the lowest levels. Tight credit constraints and a worsening external environment are deepening the recession. Private consumption is expected to shrink by about 13% in 2011-2013 (IMF, 2012).

Over the last decade, the Portuguese economy has showed a persistent low-growth trend and a risen unemployment. GDP growth rate decelerated markedly since 1998, standing now at the lowest levels (in 2011, -1.7 as percentage change on previous year; in 2012, -3.3 is forecasted, according to Eurostat available estimates). The unemployment rate almost tripled during this period, being particularly aggravated after 2008. From 4.5% in 2000, it reached 12% in 2010. In 2011, registered 12.9%, 3.2 p.p. higher than the EU27 unemployment rate. Also the unemployment duration increased significantly, being the long-term unemployment rate 6.2% in 2011, against 1.9% in 2000 (Table 1).

**Table 1: Unemployment indicators (2000-2011), EU27 and Portugal**

		2000	2005	2010	2011
Unemployment rate (%)	EU (27 countries)	8.8	9	9.7	9.7
	Portugal	4.5(e)	8.6(e)	12(e)	12.9
Long-term unemployment rate (%)	EU (27 countries)	4.1	4.1	3.9	4.1
	Portugal	1.9	4.1	6.3	6.2
Unemployment rate - less than 25 years	EU (27 countries)	17.5	18.8	21.1	21.4
	Portugal	10.5(e)	19.8(e)	27.7(e)	30.1
Unemployment rates of the population aged 25-64 by level of education (annual average)					
Pre-primary, primary and lower secondary education (levels 0-2)	EU (27 countries)	10.8	10.4	14.2	14.7
	Portugal	3.4	7.5	11.8	13.3(b)
Upper secondary and post-secondary non-tertiary education (levels 3 and 4)	EU (27 countries)	8.2	8.1	7.8	7.6
	Portugal	3.9	6.7	9.7	10.9(b)
First and second stage of tertiary education (levels 5 and 6)	EU (27 countries)	4.5	4.5	4.9	5
	Portugal	2.5	5.4	6.3	8(b)

: =not available b=break in series p=provisional e=estimated.

Source: Eurostat.

This trend in unemployment was generalized, covering all age groups and economic sectors. However youth have been particularly affected. Over the decade, youth unemployment rate in EU27, which has been always significantly higher than the unemployment rate, increased from 17.5% in 2000 to 21.4% in 2011. In 2000, Portugal recorded a youth unemployment rate (10.5%) significantly below the EU27. Since 2005 this indicator has deteriorated sharply and exceeded the EU27 average. Almost one third of young people less than 25 years old were unemployed in 2011 (Table 1).

Rising unemployment is also affecting all levels of education, as table 1 shows. Yet it is the adult population (aged 25 to 64 years old) with low educational levels (ISCED 0-2) that has recorded the highest, and the fastest growing, unemployment rate between 2000 and 2011. In Portugal only 3.4% of the low skilled adults were unemployed in 2000. In 2011, this indicator reached 13.3%. During this period, the unemployment rates also increased significantly among those having secondary and tertiary education, reaching 10.9% and 8% respectively, which is about 3 p.p. above the EU27 average.

A pronounced economic contraction, coupled with the process of fiscal consolidation, which is weighing heavily on all components of domestic demand, will certainly limit labour market prospects in the short and medium term. Furthermore some structural changes have been affecting deeply the Portuguese labour market.

In recent years Portugal has experienced a rapid population aging. The proportion of population aged 65 years or more increased from 16.4% in 2001 to 19.1% in 2011. Simultaneously, young people (under 15 years old) decreased from 16% to 14.9% in the same period and the old age dependency ratio worsened from 48 to 52, meaning that there were, in 2011, 52 dependents for every 100 working-age individuals.

Traditionally a country of emigration, Portugal became for the first time in recent history a country of destination for immigrants. In 2010, the number of non-nationals living in Portugal amounted to 445.262 persons, twice the number registered in 2000. These are immigrants coming from countries like Brazil, Ukraine and, more recently, Romania, for economic reasons. However, in recent years, the severe economic recession and risen unemployment have limited migration in-flows while Portuguese youth emigration is increasing.

In what concerns youth population, educational levels have improved notably over the last decade. The percentage of young people, aged 20 to 24 years, having at least the upper secondary education increased 21.2 p.p. Also the proportion of tertiary education graduates, in the age group of 30-34 years old, augmented from 11.3% in 2000 to 26.1% in 2011. Even so Portugal is far below the European average on educational levels, as we may see in table 2. Although the significant progress made in youth educational levels, Portugal is still predominantly a ‘low skills’ country. In 2011, only 1/3 of the working-age population (25-64 years old) had completed at least the upper secondary education compared to 2/3 in the UE27 (Table 2).

**Table 2: Educational attainment indicators (2000-2011), EU27 and Portugal**

		2000	2005	2010	2011
Total population having completed at least upper secondary education, (%) from population aged 25 to 64 (%)	EU (27 countries)	64.4	69.4	72.7	73.4
	Portugal	19.4	26.5	31.9	35(i)
Persons of the age 20 to 24 having completed at least upper secondary education (%)	EU (27 countries)	76.6	77.5	79	79.5
	Portugal	43.2	49	58.7	64.4(i)
Tertiary educational attainment, age group 30-34 (%)	EU (27 countries)	22.4	28	33.5	34.6
	Portugal	11.3	17.7	23.5	26.1(i)

:=not available i=see metadata b=break in series u=unreliable p=provisional.

Source: Eurostat.

The Portuguese economy still has significant structural fragilities. Potential growth has been hampered by a declining contribution from both employment and productivity. Despite recent progress in export performance and market differentiation, international trade is low given the small size of Portugal’s economy (the average exports and imports over GDP was only 37% in 2011, versus 43% for the average EU country) (OCDE, 2012). Investment has been to a large extent directed towards non-tradable sectors, often with little benefit for productivity growth. Making the economy more attractive for export-oriented foreign direct investment (FDI) needs labour and product markets reforms, particularly those targeted to improve the quality of the production factors and the institutional environment.

## **2. Active employment and training policies in Portugal**

This section will overview the active employment and training policies currently available and implemented in Portugal, particularly those 'contributing to a greater relationship between VET systems and qualifications (supply) and labour market needs (demand)'.

### **2.1. Initial VET**

Vocational education and training (VET) measures in Portugal comprises a diverse set of learning pathways targeted to young people and adult population, as presented in tables 3 and 4.

Major reforms and policies<sup>1</sup>, aiming to improve educational levels and vocational qualifications, have been introduced recently, and affected VET directly. These reforms were particularly targeted at:

- Extending compulsory education from 9 to 12 years<sup>2</sup>.
- Reducing early school leaving and raising secondary schooling rates among young people.
- Providing more and attractive VET courses at upper secondary level ('dual qualifications' courses corresponding to level 4 from the National Qualifications Framework).
- Giving a “new opportunity” for low skilled adults and young people to improve their qualifications and skills, either by “second-chance” courses or by recognition of prior learning (RPL).
- Promoting flexible and integrated learning pathways which allow for horizontal and vertical (towards higher education) permeability.

Regarding initial VET, a diverse and expanded set of ‘dual qualification’ courses, at basic and secondary education, exists, as presented in table 3. Its main purposes are reducing early school leaving and raising youth secondary schooling rates.

From 2000 to 2011, early school leavers in Portugal decreased from 43.6% to 23.2%. Despite this substantial progress, the Portuguese government reinforces the need to converge to the European target of no more than 10% of early school leavers until 2020 (Governo de Portugal, 2012b).

Also schooling rates in the secondary level of education has been significantly improved. In 2000 only 58.8% of young people aged 15 to 17 years old were enrolled in secondary education. Up to 2007 little progress was made (60%). After that there was a noticeable improvement and the schooling rates at secondary education reached 72.5% in 2011.

All these initial VET (IVET) measures are also particularly concerned with employability by targeting important youth educational gaps and skills needs and facilitating transitions between education and employment.

**Table 3: Vocational education and training measures in Portugal (2012):  
Initial VET pathways targeted to young people**

VET measures	How are they being addressed? What strategies and methodologies are in place?	What are the (expected) impacts? Are those impacts being evaluated? What are the lessons learnt?
<b>Vocational courses</b>	Targeted to young people, who have already completed the basic education (9th grade), the vocational courses allow them to achieve the secondary level of education and a vocational qualification (level 4 from the National Qualifications Framework (NQF)). The learning pathway is organised by modules, including sociocultural and scientific education and technical training, which are very linked to employers. Young people completing a vocational course may pursue their studies on the education system (through a post-secondary non university course or through university).	The vocational courses are aimed to (1) develop youth personal and technical skills for particular occupations in technical and professional jobs; (2) meet labour market needs, based on a strong connection with local and regional employers; (3) promote further studies at post-secondary and higher education levels.  According to POPH, in 2011 there were 92000 students in vocational courses.
<b>Apprenticeship courses</b>	Targeted to young people, aged below 25 years old, with a complete basic education, the apprenticeship courses provide an opportunity to complete the secondary level of education and to get a vocational qualification (level 4 from de NQF). The curriculum comprises also a sociocultural and scientific education, complemented with school / employer-based training, as the dual apprenticeship model. This includes technical training, in vocational centres, and workplace learning in enterprises. Young people completing an apprenticeship course may pursue their studies on the education system (through a post-secondary non university course or through university).	The apprenticeship courses are aimed to (1) develop youth personal and technical skills for particular occupations in technical and professional jobs; (2) meet labour market needs, based on a strong connection with local and regional employers, which is promoted by a strong dual learning pathway - school / employer-based training; (3) promote further studies at post-secondary and higher education levels.  According to IEFP, until December 2011, apprenticeship courses had 21036 students. In March 2012 there were more 2603 participants. Currently the revised regulatory framework of the apprenticeship courses (2012) strengthens the need to focus on the labour market needs, especially by providing core vocational qualifications for export sectors and raising the number of young people enrolled (up to 30 000).
<b>Education and training courses (CEF)</b>	Targeted to young people, aged 15 to 23 years old, with low educational achievement are particularly designed to provide flexible pathways (depending on the entry requirements) to conclude the	The education and training courses are predominantly aimed to reduce school dropouts and provide a qualified transition to the labour market. These courses allow access to the 6 <sup>th</sup> , 9 <sup>th</sup>

VET measures	How are they being addressed? What strategies and methodologies are in place?	What are the (expected) impacts? Are those impacts being evaluated? What are the lessons learnt?
	<p>basic education, to further studies (secondary education) and/or to achieve a vocational qualification. Those you already have the secondary education level may also pursue a CEF course to get a vocational qualification.</p> <p>The education and training courses include sociocultural, scientific and technological training and work practices (which may include an internship after the course for a period no longer than 6 months).</p>	<p>and 12<sup>th</sup> grade in the education system and to vocational qualifications levels 1, 2 and 4 from the NQF.</p> <p>According to POPH, in 2011 there were 27000 students in education and training courses.</p>
<b>Specialised art courses</b>	<p>Target to young people who want to develop an artistic vocation in visual arts and audiovisual, dance or music, the specialised art courses provide different learning pathways, at basic and secondary education, combining general education with specific/ artistic training. Some pathways at the secondary education allow to further university studies.</p>	<p>The specialised art courses aim to (1) develop artistic talents; (2) improve artistic performance by providing high standard arts' education and training; (3) promote further studies at post-secondary and higher education levels.</p>
<b>Technological specialisation courses</b>	<p>Targeted to both young people and adults, the technological specialisation courses are post-secondary non university courses, which provide access to a level 5 of qualification (NQF) and to further studies at university level (based on 60 to 90 ECTS). The entry requirements are diverse, ranging from uncompleted secondary education to recognition of prior learning. The learning pathway includes general and scientific education, technological and work context training.</p>	<p>The technological specialisation courses aim to (1) raise science and technology professionals and technicians; (2) develop and improve the scientific and technological skills available in the labour market; (3) promote further studies at higher education.</p> <p>According to POPH, in 2011 there were 27000 students in technological specialisation courses.</p>

According to the INE survey on youth transitions from education to labour market (INE, 2009), young people (15-34) attending vocational courses, rather than general courses, experience a faster transition between education and labour market. On average, this transition period took 20.4 months, between leaving school and getting a first job (with a contract for more than three months). At secondary education, young people from vocational courses reported only 12.7 months to find work, about half the time of those attending general courses (24.4 months). Also a higher proportion of students in vocational courses had a work experience during school attendance (26.1%), compared to students in general courses (17%).

Available evaluation studies reported significant employability prospects for young people completing a vocational course (data from 2008/2009 school year) (Neves, 2010; Pereira, 2010), namely:

- 51.5% of the graduates got their first job six months after graduation, and 9.2% were already employed before completing the course; 67.3% were employed in the last quarter of 2010;
- 77.5% consider themselves "satisfied or very satisfied with their professional path";
- a year and a half after the completion of a vocational course, 38.1% of the graduates attended a new training modality.

## **2.2. Adult Education and Training**

Several adult education programs have been implemented in Portugal. Particularly over the last decade, considerable efforts have been made to upgrade educational levels of adult population.

Since the RVCC Centres established in 2000 by the National Agency for Adult Education (ANEFA), until the New Opportunities Initiative (adult axes) in 2005, under the coordination of the National Agency for Qualification (ANQ), many of the good experiences of the past were retrieved, tested and implemented widely, giving evidence of success especially in difficult contexts (Valente, 2012).

Different and flexible learning pathways were implemented: accreditation of prior learning (APL), short training modules from the National Qualifications Catalogue (NQC) and adult education and training courses, all of them leading to dual qualifications (Table 4). Between 2000 and 2010, the total number of adults enrolled in qualification processes reached 1,316,955<sup>3</sup>, showing a remarkable and unprecedented adult participation in education and training.

The institutional and political centrality of this effort as well as the RVCC enlargement after 2007, under the New Opportunities initiative (NOI), seem to have been decisive. According to the NOI external evaluation, conducted between 2008 and 2010 (Carneiro, 2010), the performed educational innovation fitted adults' needs and constraints and were able to attract such a large number of low-skilled individuals towards learning activities. Flexibility, novelty and convenience of the RPL processes were valuable attributes, particularly for those employed, while education and training courses registered greater participation of unemployed individuals.

Regarding employability, dual qualifications pathways showed the strongest positive impact. Nevertheless it should be noted that participants, not only progress on educational levels, but also on skills use, especially literacy (reading, writing and oral

communication) and e-skills (computer and Internet use). In addition, 32% of the participants reported some sort of positive impacts: stronger self-esteem; enhanced motivation to carry on learning ("learning to learn" skills); enlarged responsibility and job security.

More recently two other evaluations on NOI have been made available. These studies aimed to assess participants and non-participants' labour market (LM) outcomes - employment and wages -, by adjusting the group of non-participants to the characteristics of the participants (Lima, 2012a; Lima, 2012b). Three different education pathways - RVCC processes, adult education and training courses and modular training – were distinguished and assessed. Main findings are:

- RPL processes had the greatest positive impact on the probability of transition from unemployment to employment whenever is associated with the recognition of occupational skills or modular training at basic education;
- RPL impacted virtually nil on the salaries of the participants, except for specific cases, as secondary education combined with modular training;
- contrary to the RPL, adult education and training courses are associated with an increased probability of transition from unemployment to employment;
- there was a positive relationship between wages progression and the completion of these courses whenever participants were unemployed and the course was focused on technical areas, with higher technological component;
- modular training affected positively the duration of unemployment, and the remuneration of the participants, in case of short unemployment periods.

The revised version of the National Reform Program (Governo de Portugal, 2012b) still acknowledges the need to invest in adult education and training, although prioritizing 'dual qualifications' pathways, either in VET or by RPL processes. Increasing vocational training in RPL processes and intensifying employers involvement, particularly from tradable goods and services sectors, are considered strategic assets. It should be noted that, in 2010, only 5.8% of the adult population (25-64) in Portugal participated in education and training activities. By 2020, Portugal aims to meet the EU2020 target: having an adult participation rate in lifelong learning of, at least, 15%.



**Table 4: Vocational education and training measures in Portugal (2012):  
VET pathways targeted to adults<sup>4</sup>**

<b>VET measures</b>	<b>How are they being addressed? What strategies and methodologies are in place?</b>	<b>What are the (expected) impacts? Are those impacts being evaluated? What are the lessons learnt?</b>
<b>Education and training courses for adults (EFA)</b>	Targeted to adults (18 years old and over) without vocational qualifications and/or basic or secondary education, the EFA courses provide several learning pathways (based on different entry requirements) to fulfil an educational level (basic or secondary levels) and/or a vocational qualification (levels 2 and 4 from the NQF). The learning pathways are organized by education and training modules, being defined according an initial assessment of adult's prior learning and experience.	The EFA courses aim to improve the academic and vocational qualifications of the adult population, by providing a flexible and tailored learning pathway based on the assessment and recognition of the adult's prior experience.
<b>Modular training</b>	Targeted to adults (18 years old and over), the modular training provide an opportunity for continuous vocational education and training, in a flexible way: combining modules (25 to 50 hours) from the National Qualifications Catalogue (NQC) in a personalized learning pathway which total length may range from 25 hours(one module) to 600 hours (several modules). Each module allow access to a competence-based certification (or a partial qualification) and a complete learning pathway may provide a full qualification, as defined by the NQC.	The modular training provides flexible, diversified and continuous learning pathways well targeted to the adults' time constraints and skills needs. It aims to raise the low-skilled adults' qualifications and skills, in a lifelong learning perspective, facilitating matching and transitions processes in the labour market.
<b>Recognition, certification and validation of competences (RVCC)</b>	Targeted to adults (18 years old and over), the RVCC processes provide a way for low-skilled adults to improve their educational level – at basic or secondary levels – and/or to get a vocational qualification, by the recognition of prior learning (which is, in some cases, complemented with education and training modules). The RVCC processes are competence-based pathways.	The RVCC aims to rapidly improve the educational levels and the vocational qualifications of the adult population, attracting more adults to lifelong learning activities, by recognizing their prior learning in work and life experiences. From 2000 to 2010, first with the RVCC centres, promoted by the National Agency for Adults Education and Training (ANEFA) and then with the New Opportunities Initiative, launched in 2005 by the National Qualification Agency (ANQ), the RVCC provision and the number of enrolled adults expanded significantly (1 316 955 of adults enrolled in learning pathways, most of them RVCC).

### 2.3. Active labour market measures

An overview on the active labour market policies (ALMP) currently implemented in Portugal, as presented in table 6, shows that:

- a wide variety of measures is available, comprising all forms of ALMP such as training, job rotation and job sharing, employment incentives, supported employment and rehabilitation, direct job creation, and start-up incentives<sup>5</sup>;
- a diverse set of beneficiaries is targeted, such as first job seekers, young unemployed, (long-term) unemployed and employees at risk;
- common and related employability concerns exist: educational gaps, skills needs and transitions problems (from education to LM; from unemployment to employment; between jobs);

At the moment, a new set of measures are being taken, aiming to increase active population and improve activation. A hiring incentives programme – Estímulo 2012 – was implemented in February 2012 and the government estimates that more than 56 000 unemployed will benefit from this measure. To tackle youth unemployment a new programme – Impulso Jovem – was presented, comprising internships, training programmes, wage subsidies, micro credit and mobility. Additionally a major reform of the labour market, resulted from a Tripartite Agreement between the government and the social partners, aims at reducing the labour market rigidities. However in what concerns employability assessment, few data is already available. Most of the data refers to estimated execution numbers.

Regarding professional internships, until December 2011, 30,159 young people were covered by this program, according to IEFPP. From January to March 2012, 13,703 more were benefiting from the measure.

Based on IEFPP data, for the period 2004-2008, approximately 72.5% of trainees were employed three months after completing the internship. The employment rate after three months ranged from a minimum of 68.9%, in 2006, to a maximum of 79.5% in 2008. Employment rates were particularly high for men (two to three percentage points higher than women), and for high educated individuals. Between 60.7% and 73.0% of trainees got employed in the same company they were placed for the internship. Over 70% of trainees consider that the professional internship contributed significantly to obtain their current employment, at the time of the survey.

Concerning the Employment-Insertion Contract's measures, until December 2011, 45,703 individuals were covered by CEI and 9,400 by CEI +, according to IEFPP data. From January to March 2012, 23,619 more were benefiting from CEI and 5,309 from CEI +.

Three months after the participation, 63.6% of the participants were still unemployed, and 23.2% were employed. About half of the participants who were employed, at the time of the survey, got a job in the same organization where they were placed. Most of these organizations were from the public sector. More than 80% of the participants valued positively the experience and reported enhanced social skills.

In 2012, a new study on the effects of employment and training measures on the employability of participants has been available (Dias and Varejão, 2012). This study analysed a wide range of measures implemented in Portugal between 2004 and 2011.

Its findings indicate that employment measures show positive effects, and in some cases, strong effects on the participants' probability of employment in the medium term.

The effects are less favourable (no effect in the horizon of three years after the beginning of the participation) for training measures, but are positive in the case of continuing and modular training. Those measures reducing the ‘lock-in’ mechanisms, by promoting a direct and immediate link between workers and employers, such as employment incentives and start-up incentives (promoting entrepreneurship), are revealing more positive effects on employability. Occupational measures (supported employment and rehabilitation) have also positive effects, although modest.

Less favourable findings for training measures, particularly for apprenticeship courses and education and training courses, should be interpreted carefully, as noticed by the authors. The estimated effects for these measures should take into account their longer mean duration. Full assessment of these effects may require a long-term review, which was not performed in the study. For a comparative analysis on the estimated employment rates, 42 months after starting the participation, by sex and measure, see Table 5.

**Table 5: Employment rates after participation in employment and training measures**

<b>ALMP type of intervention (1)</b>	<b>ALMP type of intervention (2)</b>	<b>Employment rate by sex 42 months</b>	
Employment measures	Professional Internships	Men	.8224
		Women	.8095
	Supported employment and rehabilitation (occupational measures)	Men	.5792
		Women	.6029
	Employment incentives (supporting hiring)	Men	.6290
		Women	.6276
	Start-up incentives (supporting entrepreneurship)	Men	.8230
		Women	.7405
Training measures	Apprenticeship courses	Men	.5618
		Women	.4021
	Adult Education and Training courses	Men	.4931
		Women	.4229
	Education and Training Courses for young people	Men	.4124
		Women	.3850
	Modular training	Men	.6174
		Women	.5822

Source: Dias and Varejão (2012: 171-172).

The results are broadly consistent with those reported for other countries as regards the greater relative effectiveness of employment measures, when compared with training measures, and the absence of significant differences between male and female participants.

**Table 6: Active labour market policies (ALMP) in Portugal (2012)**

<b>ALMP Type of intervention</b>	<b>Measures</b>	<b>Main target groups</b>	<b>How are they being addressed? What strategies and methodologies are in place?</b>	<b>What are the (expected) impacts? Are those impacts being evaluated? What are the lessons learnt?</b>
<b>Employment incentives</b>	<b>Estímulo 2012<sup>6</sup></b>	Long-term unemployed	Targeted to unemployed persons, registered in the public employment service (PES) for at least 6 months, this measure provides a financial support to employers hiring for a full-time job contract. The employer must also provide vocational training to the individual, namely: (1) tutored on-job training, for at least 6 months; (2) external training, by an accredited training provider, corresponding at least to 50 hours during the normal work schedule.	The Estímulo 2012 aims to promote the labour market return of the unemployed with major difficulties, by employment incentives, and simultaneously to improve and better match the existing skills to the available jobs and employers needs.
<b>Employment incentives</b>	<b>Impulso Jovem: Promoting hiring by the reimbursement of the Single Social Tax<sup>7</sup></b>	Young unemployed	Targeted to young unemployed, aged 18 to 30 years old, who are registered in the PES for at least 4 months, the Impulso Jovem provides a financial support to employers hiring for a full-time job contract. The financial support comprises a total or partial reimbursement of the TSU, which is paid by the employer to the social security system: 100% of the TSU, if the work contract is permanent; 75% of the TSU, in the case of a fixed-term contract. The reimbursement cannot exceed 175E by month and is depending on the following conditions: the work contract must be at least for 18 months; it must correspond to a job creation; the firm's employment level must be kept during the length of the financial support.	The Impulso Jovem aims to (1) boost the youth employment; (2) reduce the labour market segmentation; (3) encourage the hiring of long-term young unemployed.
<b>Employment incentives</b>	<b>Incentive to acceptance of job offers<sup>8</sup></b>	Long-term unemployed	Targeted to unemployed, registered in the PES for at least 6 months, with unemployment benefits, this measure provides financial support to those who accept jobs with lower pay than the value of the	This measure aims to promote the labour market return of the unemployed who are receiving unemployment benefits.

<b>ALMP Type of intervention</b>	<b>Measures</b>	<b>Main target groups</b>	<b>How are they being addressed? What strategies and methodologies are in place?</b>	<b>What are the (expected) impacts? Are those impacts being evaluated? What are the lessons learnt?</b>
			unemployment benefit they are receiving. The financial support comprises a monthly amount equal to 50% of the unemployment benefit, paid during the first 6 months, up to maximum of 500E; and 25% of the unemployment benefit, paid during the following 6 months, up to a maximum of 250E. The maximum length of the financial support is 12 months for each period of employment benefits.	
<b>Training Employment incentives</b>	<b>Professional internships<sup>9</sup></b>	First job seekers Young unemployed	Targeted to young people 30 years old or less, and to unemployed, aged more than 30 years old, the professional internships provides an opportunity for skills development in work-based contexts. The internship must last 9 months, not renewable, and be in the private sector. During this period, the intern will benefit from financial support, which amount depends on the qualification level of the individual (between level 2 to level 6, 7 or 8 from the NQF).	The professional internships aim to improve employability of first job seekers and young unemployed (less than 30 years old) and facilitate transitions from education to employment. The measure promotes a first and close contact with business and the world of work and an opportunity to evidence and develop work-based skills.
<b>Training Employment incentives</b>	<b>INOV-JOVEM<sup>10</sup></b>	First job seekers Young unemployed	Targeted to young people, under 35 years old, Inov-Jovem provides professional internships to those having a high degree in relevant education fields for SMEs' innovation activities. During the period of the internship – 12 months – the intern benefits from financial support, being the public reimbursement 60% of the grant. For the employer, there is a financial compensation worth 225E for each intern approved.	The Inov-Jovem aims to (1) enhance the innovation processes in SMEs; (2) increase employment opportunities for young professionals in high value-added jobs; (3) improve youth transitions from higher education to business sector, in particular SMEs, by developing 'the right skills for the right jobs'.
<b>Training</b>	<b>INOV Contacto<sup>11</sup></b>	First job seekers Young unemployed	Targeted to young people less than 30 years old, being unemployed or looking for a first job, the INOV Contacto provides international internships for young graduates having a high degree in relevant	The INOV-Contacto aims to (1) promote business internationalization; (2) facilitate young graduates and business' networking for foreign trade and investment development

<b>ALMP Type of intervention</b>	<b>Measures</b>	<b>Main target groups</b>	<b>How are they being addressed? What strategies and methodologies are in place?</b>	<b>What are the (expected) impacts? Are those impacts being evaluated? What are the lessons learnt?</b>
			educational fields, proficiency in two foreign languages and good ICT skills. The internship ranges from 6 to 9 months and comprises a training period in Portugal on “International Practices” followed by an internship period outside the country. Interns are financially supported.	worldwide; (3) improve youth transitions from higher education to business sector, in particular by developing high value-added skills.
<b>Training</b>	<b>INOV Energi@<sup>12</sup></b>	First job seekers Young unemployed	Targeted to first job seekers and young unemployed, under 35 years old, the INOV-Energi@ is an internship programme in environment and energy sectors, for those having a high degree in some relevant educational fields. During the internship – 12 months – interns are financially supported.	The INOV Energi@ aims to (1) raise future skills and jobs in environment and energy business sectors, and sustainable development activities; (2) improve youth transitions from higher education to business sector, in particular by developing the right skills for fast-growing green jobs.
<b>Training</b>	<b>INOV Social<sup>13</sup></b>	First job seekers Young unemployed	Targeted to first job seekers and young unemployed, under 35 years old, the INOV Social provides 1 year internships in non-profit organisations, from social economy sectors. Interns must have a high degree in relevant educational fields and, during that period, benefit from an internship grant and other financial aids.	The INOC Social aims to (1) strength social economy sectors and their institutional and organisational capabilities; (2) increase jobs, and particularly high-level jobs in these sectors; (3) improve youth transitions from higher education to labour market.
<b>Training</b>	<b>INOV Art<sup>14</sup></b>	First job seekers Young unemployed	Targeted to young graduates and/or young talents, under 35 years old, the INOV Art provides international internships in cultural and arts sectors. The interns must have education and/or experience in relevant fields, be fluent in at least one foreign language and have good ICT skills. The internship ranges from 6 to 9 months and comprises a training period in Portugal on “International Practices” followed by an internship period outside the country. Interns are financially supported.	The INOV Art aims to (1) develop cultural and arts sectors, particularly by promoting its international cooperation; (2) develop young talents by allowing access to leading international institutions; (3) improve youth transitions from higher education to labour market.

ALMP Type of intervention	Measures	Main target groups	How are they being addressed? What strategies and methodologies are in place?	What are the (expected) impacts? Are those impacts being evaluated? What are the lessons learnt?
Training	INOV Mundus <sup>15</sup>	First job seekers Young unemployed	Targeted to first job seekers and young unemployed, under 35 years old, the INOV Mundus provides internships in national and international organizations for cooperation. Interns must have a high degree in relevant educational fields, be fluent in Portuguese and English and, during the internship period, benefit from financial support.	The INOV Mundus aims to (1) strength international cooperation for development; (2) develop young graduates' skills and careers in this field of work; (3) facilitate youth transitions from higher education to labour market.
Training  Employment incentives	Impulso Jovem – Employment Passport measures <sup>16</sup>	First job seekers Young unemployed	<p><u>Employment Passport</u> Targeted to young people, between 18 and 25 years old (or up to age 30 if they have obtained a professional qualification for less than 3 years), having at least the basic education, and registered in the PES as unemployed for at least 4 months, this measure provides 6 months internship which includes vocational training, in the private sector (profit or non-profit organizations), preferably in tradable goods and services' sectors.</p> <p><u>Employment Passport Industrialization</u> Targeted to young people, between 18 and 34 years old, having at least the basic education, and registered in the PES as unemployed for at least 4 months, this measure provides 1 year internship, which includes vocational training, in industrial enterprises having investment projects.</p> <p><u>Employment Passport Innovation</u> Targeted to young people, between 24 and 34 years old, having at least a master degree, and registered in the PES as unemployed for at least 4 months, this measure provides 1 year internship, which includes vocational training, in SMEs aiming to boost their</p>	The Impulso Jovem, employment passport measures aim to (1) induce youth employment in new economic activities; (2) improve youth employability by developing work-based skills; (3) retrain for new and fast-growing jobs; (4) promote economic competitiveness and productivity growth.

ALMP Type of intervention	Measures	Main target groups	How are they being addressed? What strategies and methodologies are in place?	What are the (expected) impacts? Are those impacts being evaluated? What are the lessons learnt?
			<p>R&amp;D and innovation capacities.</p> <p><u>Employment Passport Internationalization</u> Targeted to young people, between 18 and 34 years old, having at least the basic education, and registered in the PES as unemployed for at least 4 months, this measure provides 1 year internship, which includes vocational training, in export-based enterprises.</p> <p><u>Employment Passport Agriculture</u> Targeted to young people, between 18 and 35 years old, having at least the basic education, this measure provides 6 months internship, which includes vocational training, in the agriculture sector (private, profit or non-profit organizations).</p> <p><u>Employment Passport Social Economy</u> Targeted to young people, between 18 and 40 years old, having at least the basic education, this measure provides 6 months internship, which includes vocational training, in social economic activities (private, profit or non-profit organizations).</p> <p><u>Employment Passport Youth and Sports Associations and Federations</u> Targeted to young people, between 18 and 30 years old, having at least the basic education, this measure provides 6 months internship, which includes vocational training, in youth and sports associations and federations.</p> <p>All these internships comprises at least 50 hours of job-related vocational training, according to the NQC. The interns receive financial aid whose value depends</p>	



<b>ALMP Type of intervention</b>	<b>Measures</b>	<b>Main target groups</b>	<b>How are they being addressed? What strategies and methodologies are in place?</b>	<b>What are the (expected) impacts? Are those impacts being evaluated? What are the lessons learnt?</b>
			on their education level. After the internship, if a permanent work contract is signed, there will be an 'integration prize' which amount is variable, depending on the size of the enterprise, the remuneration paid and the duration of the contract.	
<b>Training</b>	<b>Professional Internships in Public Administration<sup>17</sup></b>	First job seekers Young unemployed	Targeted to young people, less than 30 years old, with a first high education degree, this measure provides a 1 year internship in public administration services. During this period, the intern has a training contract and a monthly grant.	The Professional Internships in Public Administration aim (1) to induce youth employment and raise youth employability skills (2) incentive high-education level in public administration services.
<b>Training</b>	<b>Training Clause</b>	Young employed without compulsory education or vocational qualification	This measure consists of including a training clause in the work contract of young workers aged 16 years old or over, that do not have compulsory education or vocational qualification. The training has a minimum duration of 1000 hours; begins within one month of the starting date of the contract; takes place during the normal working hours; corresponds to 40% of maximum working hours defined by Law. The measure includes technical and financial support to employers in order to comply with the training clause.	The training clause aims to guarantee compulsory education and/or a vocational qualification to low-skilled young employed.
<b>Training</b>	<b>Active Life<sup>18</sup></b>	Unemployed	Targeted to unemployed persons, preferably those (1) being registered in the PES for more than 6 months, receiving unemployment benefits and without basic education; (2) having both households members unemployed; (3) or having lone parents households, this measure provides educational and vocational pathways during the period of job search. Individuals may access to short vocational training modules (defined by the NQC), and/or recognition of prior learning processes (RVCC).	The Active Life programme aims to improve the employability by using job search periods for unemployed' skills improvement and recognition of their prior learning.

<b>ALMP Type of intervention</b>	<b>Measures</b>	<b>Main target groups</b>	<b>How are they being addressed? What strategies and methodologies are in place?</b>	<b>What are the (expected) impacts? Are those impacts being evaluated? What are the lessons learnt?</b>
<b>Job rotation and job sharing</b>	<b>Employment-Training Rotation<sup>19</sup></b>	Employees at risk Unemployed	This measure consists of temporary replacement of employees undergoing training, for unemployed persons registered in the PES. It provides technical support for the replacement and training procedures and also financial aid for the replaced employee, and the substitute worker, wage payments.	The Employment-Training Rotation aims to (1) encourage employees' continuous training during normal working hours while maintaining the firm's production levels; (2) and, at the same time, provide work experiences to unemployed persons.
<b>Supported employment and rehabilitation</b>	<b>Employment-Insertion Contract<sup>20</sup></b>	Long-term unemployed	The Employment-Insertion Contract provides financial support to unemployed persons, receiving unemployed benefits, to carry out socially useful activities in public or private non-profit organizations, for a maximum period of 12 months.	The Employment-Insertion Contract aims to (1) reduce skills deterioration after long out-of-work periods; (2) improve employability of long-term unemployed; (3) respond to local and regional labour market needs especially on socially useful work activities.
<b>Supported employment and rehabilitation</b>	<b>Employment-Insertion Contract +<sup>21</sup></b>	Long-term unemployed	The Employment-Insertion Contract + provides financial support to unemployed persons, receiving the social insertion income <sup>22</sup> , to carry out socially useful activities in public or private non-profit organizations, for a maximum period of 12 months.	The Employment-Insertion Contract aims to (1) reduce skills deterioration after long out-of-work periods; (2) improve employability of long-term unemployed and socially disadvantage groups; (3) respond to local and regional labour market needs especially on socially useful work activities.
<b>Supported employment and rehabilitation</b>	<b>Insertion Enterprises<sup>23</sup></b>	Long-term unemployed Disadvantaged unemployed	Targeted to long-term unemployed and socially disadvantaged persons, this measure promotes social and occupational integration through a fixed term work contract (from 6 to 24 months), which includes 6 months training, in the insertion enterprise. During this period, individuals benefit from a training grant, the minimum monthly wage and social security payments. The employer benefits from technical and financial support.	The Insertion Enterprises' measure aims to (1) reduce skills deterioration after long out-of-work periods; (2) improve employability of long-term unemployed and socially disadvantaged groups; (3) promote social and occupational integration.
<b>Direct job creation</b>	<b>Support for self-employment for</b>	Unemployed	This measure provides financial and technical support to unemployed persons who are able to create at least	This measure aims to promote self-employment and business creation, by using

<b>ALMP Type of intervention</b>	<b>Measures</b>	<b>Main target groups</b>	<b>How are they being addressed? What strategies and methodologies are in place?</b>	<b>What are the (expected) impacts? Are those impacts being evaluated? What are the lessons learnt?</b>
	<b>beneficiaries of unemployment benefits<sup>24</sup></b>		their own full-time employment, through business creation or acquisition of capital shares of an existing business. The financial support comprises full or partial payment of the total amount of unemployment benefits, alone or with guaranteed and subsidized credit accumulation. The technical support consists of monitoring and consulting services once the project is approved.	unemployment benefits and credit access.
<b>Direct job creation</b>	<b>COOPJOVEM<sup>25</sup></b>	First job seekers Young unemployed	Targeted to young people, aged 18 to 35 years old, and having at least the basic education, the CoopJovem provides financial and technical support for entrepreneurship projects consisting of 5 to 9 cooperative members, able to create self-employment.	The CoopJovem aims to raise youth entrepreneurship and self-employment by promoting a cooperative culture.
<b>Start-up incentives</b>	<b>Incentives to Business Creation<sup>26</sup></b>	First job seekers Young unemployed Long-term unemployed Inactive persons Low-income independent workers	Providing financial and technical support to business creation, these incentives include access to special credit lines with guarantee and a subsidized interest rate. The project shall be of a small business: cannot exceed 10 new jobs and a total investment of 200 000E. Half of its promoters have to be recipients of the program, by creating their own full-time job and jointly owning more than 50% of the capital share. The technical support comprises monitoring and specialized consultancy services for project development once approved.	The Incentives to Business Creation aim to (1) support entrepreneurship and the creation of small enterprises for profit; (2) encourage job creation by a broad range of target-groups: unemployed and first job seekers (aged 18 to 35 years old); but also, low-income independent workers and inactive population.
<b>Start-up incentives</b>	<b>National Plan of Microcredit<sup>27</sup></b>	First job seekers Young unemployed Long-term unemployed	Targeted to all persons that, although having special difficulties in accessing the labour market and at risk of social exclusion, reveal entrepreneurial skills, the National Plan of Microcredit provides financial and technical support to business creation. This measure allows access to special microcredit lines with	The National Plan of Microcredit aims to (1) support new business ideas; (2) encourage entrepreneurship and job creation by a broad range of target groups.

<b>ALMP Type of intervention</b>	<b>Measures</b>	<b>Main target groups</b>	<b>How are they being addressed? What strategies and methodologies are in place?</b>	<b>What are the (expected) impacts? Are those impacts being evaluated? What are the lessons learnt?</b>
		Inactive persons Low-income independent workers	guarantee and a subsidized interest rate. The project shall be of a small business: cannot exceed 10 new jobs and a total investment of 20 000E. Half of its promoters have to be recipients of the program, by creating their own full-time job and jointly owning more than 50% of the capital share. The technical support comprises monitoring and specialized consultancy services for project development once approved.	
<b>Start-up incentives</b>	<b>Technical Support for Projects' Creation and Consolidation<sup>28</sup></b>	New business project owners (financed by the PAECPE)	This measure provides technical and financial support for those projects approved and financed by the PAECPE, including monitoring, training and consulting services provided by accredited promoters as local and business associations. This support is optional and depends on the expression of interest of the project owner; it can have a maximum duration of two years.	This measure aims to help start-up business consolidation and development.
<b>Start-up incentives</b>	<b>Entrepreneurshi p Passport<sup>29</sup></b>	First job seekers Young unemployed	Targeted to young people, first job seekers or unemployed, with a first high education degree, the Entrepreneurship Passport provides a broad range of support measures , including entrepreneurship training, consulting services, and financial aid for business plan and implementation.	The Entrepreneurship Passport aims to encourage entrepreneurship and job creation by high-educated young people, supporting new business ideas.
<b>Start-up incentives</b>	<b>Portugal Entrepreneur/ Network for business awareness and management<sup>30</sup></b>	First job seekers Young unemployed	Targeted to young people, having a first high education degree and looking for a first job or young unemployed for at least 4 months, this measure provides a broad range of support for business creation: screening and analysis of business ideas; business planning; assistance in funding mechanisms; specialized training; monitoring and mentoring	The Portugal Entrepreneur/ Network for business awareness and management aims to provide expert services to help and encourage business creation and implementation.

<b>ALMP Type of intervention</b>	<b>Measures</b>	<b>Main target groups</b>	<b>How are they being addressed? What strategies and methodologies are in place?</b>	<b>What are the (expected) impacts? Are those impacts being evaluated? What are the lessons learnt?</b>
			services.	

### **3. Focus on two key initiatives for employability**

This section will be focused on two key measures - the Apprenticeship Courses and the Impulso Jovem - selected from those presented previously.

Impulso Jovem is a broad employment measure, recently launched by the Portuguese Government, comprising employment incentives (supporting hiring and promoting professional internships coupled with short vocational training modules), start-up incentives and direct job creation. Apprenticeship Courses consist of initial VET. Both are currently strategic measures, appointed by the Government, to promote youth employability.

Both measures are detailed summarized in the previous section - tables 3 and 6 - regarding their main activities and target groups, intended outcomes on employability and existing evaluation data. The information gathered will be serving the WP 2 purpose i.e. 'measuring the Social ROI of active employment and training policies and promoting the involvement of different stakeholders'.

#### **3.1. Apprenticeship Courses**

The apprenticeship courses are 'dual qualifications' courses, at upper secondary education, targeted to young people under the age of 25 years old and having already completed the 3rd cycle of basic education or equivalent. These courses have a strong component of work-based training – around 40% of the time length, i.e. much higher than other VET courses – which is placed in the enterprise.

The apprenticeship pathway provides an opportunity to complete the upper secondary level of education and to get a vocational qualification (level 4 from the NQF). After graduation, young people may also pursue their studies on the education system (through a post-secondary non university course or through university). This VET modality are particularly aimed to:

- develop youth personal and technical skills for technical and professional jobs in particular occupational fields;
- meet labour market needs, based on a close connection with local and regional employers, which is promoted by a strong dual learning pathway - school / employer-based training;
- promote further studies at post-secondary and higher education levels.

Until December 2011, according to IEFP, 21,036 young people were enrolled in apprenticeship courses and, by March 2012, more 2,603 were participating. Approved projects, in 2011, covered 25,000 students, which represent a total public expenditure of EUR 74 million (data from POPH).

Currently the revised regulatory framework of the apprenticeship courses (2012) strengthens the focus on labour market needs, especially by providing core vocational qualifications for export-based sectors, and increases the number of young people to be enrolled up to 30,000.

Expected positive impacts on youth employability are pointed out, as participants in apprenticeship courses seem to have higher estimated employment rates (56% for men and 40% for women, after 42 months from the beginning of the participation) compared

to those participating in similar VET courses, namely in education and training courses (41% for men and 38.5% for women)<sup>31</sup>.

### **3.2. Impulso Jovem**

Coping with a deteriorating situation of youth unemployment, the Portuguese Government launched the ‘Strategic Plan for Youth Employability and SME Support – IMPULSO JOVEM’ (Governo de Portugal, 2012a), which comprises three types of interventions: (1) professional internships; (2) supporting hiring and entrepreneurship; (3) supporting investment.

Professional internships intend to enhance youth employability skills and foster more and better ‘qualified jobs’ for young people. The measure cover strategic activities, such as innovation and internationalisation, and a vast number of economic sectors: from agriculture, industry and social economy to public administration and the associative sector. All these internships comprises at least 50 hours of vocational training, according to the NQC. After the internship, if a permanent work contract is signed, there will be an ‘integration prize’ which amount is variable, depending on the size of the enterprise, the remuneration paid and the duration of the contract. The ‘integration prize’ intends to enable job creation.

The Impulso Jovem also comprises multiple tools to support hiring and entrepreneurship: reimbursing social security contributions, in case of hiring for a full-time job; providing technical support for start-up initiatives; encouraging and sponsoring new business ideas; helping in obtaining financing, venture capital and microfinance; and funding youth cooperatives creation.

Facing considerable financing constraints, SMEs need to overcome the current situation by getting access to financial support and simultaneously adjusting its production model through innovation and internationalization. In that sense, investment aid aims to support SMEs towards business expansion and exports as well as increase youth employment prospects. It uses existing tools and new funding mechanisms.

According to the Portuguese Government, 89,303 young people will be benefiting from the Impulso Jovem (three interventions) in the coming years, the most participative measures being the Employment Passport, with 20,231 individuals, and the reimbursement of the social security contributions, with an estimated number of 17,825 beneficiaries (Governo de Portugal, 2012a:35).

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<sup>1</sup> “Novas Oportunidades” Initiative (2005-2010); Vocational Training Reform (Decree-Law n.º 214/2007, of 7 November); The National Qualifications System (Decree-Law n.º 251/ 2007, of 31 December); National Qualifications Framework (Portaria nº782/2009, de 23 de Julho); National Qualifications Catalogue (Decree-Law n.º 141/2009, of 23 July).

<sup>2</sup> Law no. 85/2009 of August 27.

<sup>3</sup> CNE (2011). *Estado da Educação 2011. A Qualificação dos Portugueses*. Lisboa: Conselho Nacional de Educação.

<sup>4</sup> Include also the Technological Specialization Courses presented in Table 3.

<sup>5</sup> LMP services (covering all services and activities of the public employment service – PES - together with any other publicly funded services for jobseekers) and LMP supports (covering financial assistance that aims to compensate individuals for loss of wage or salary - out-of-work income maintenance and support, i.e. mostly unemployment benefits - or which facilitates early retirement) may be considered out of the scope of the this review, unless they are used as a complement of a particular activation LM measure.

<sup>6</sup> Portaria nº45/ 2012, de 13 de fevereiro.

<sup>7</sup> Taxa Social Única (TSU); Comissão Interministerial para a Criação de Emprego e Formação Jovem e Apoio às PME (2012). IMPULSO JOVEM – Plano Estratégico de Iniciativas à Empregabilidade Jovem e de Apoio às PME. Governo de Portugal, 1 Junho 2012; Portaria nº 229/ 2012, de 3 de agosto.

<sup>8</sup> Portaria nº 207/2012, de 6 de julho.

<sup>9</sup> Portaria nº 309/ 2012, de 9 de outubro; Portaria nº29/2011, de 28 de fevereiro.

<sup>10</sup> Portaria nº 1103/ 2008, de 2 de outubro.

<sup>11</sup> Portaria nº 1103/ 2008, de 2 de outubro; Resolução do Conselho de Ministros nº 93/ 2008, de 5 de junho.

According to information provided by AICEP, under the INOV initiatives promoted by this agency, only INOV Contact is currently active. The INOV Export had only a first issue, and is currently suspended since, among other reasons, the Professional Internship Program, from the IEFP, includes the possibility for internships for internationalization purposes The program INOV Vasco da Gama had a pre-registration phase in order to explore the interest of the initiative. However the number of applications did not justify its continuity.

<sup>12</sup> Despacho nº 7384/2010; Portaria nº 154/2010; Resolução do Conselho de Ministros nº 5/ 2010.

<sup>13</sup> Portaria nº 1103/ 2008, de 2 de outubro; Resolução do Conselho de Ministros nº 112/ 2009; Portaria nº 1451/ 2009; Portaria nº 285/ 2010.

<sup>14</sup> Portaria nº 110-A/ 2011, de 16 de março; Despacho nº 24508/ 2009; Portaria nº 1103/ 2008, de 2 de outubro; Resolução do Conselho de Ministros nº 63/ 2008, de 7 de abril.

<sup>15</sup> Portaria nº 1103/ 2008, de 2 de outubro; Resolução do Conselho de Ministros nº 93/ 2008, de 5 de junho.

<sup>16</sup> Comissão Interministerial para a Criação de Emprego e Formação Jovem e Apoio às PME (2012). IMPULSO JOVEM – Plano Estratégico de Iniciativas à Empregabilidade Jovem e de Apoio às PME. Governo de Portugal, 1 Junho 2012. Portaria nº 225-A/2012, de 31 de julho.

<sup>17</sup> Comissão Interministerial para a Criação de Emprego e Formação Jovem e Apoio às PME (2012). IMPULSO JOVEM – Plano Estratégico de Iniciativas à Empregabilidade Jovem e de Apoio às PME. Governo de Portugal, 1 Junho 2012.

<sup>18</sup> Resolução do Conselho de Ministros nº20/2012, de 9 de março.

<sup>19</sup> Rotação Emprego-Formação. Decreto –Lei nº 51/99, de 20 de fevereiro.

<sup>20</sup> Contrato Emprego-Inserção. Portaria nº 164/2011, de 18 de abril; Despacho nº 10554/2010, de 24 de junho; Portaria nº 294/ 2010, de 31 de maio; Portaria nº 128/2009, de 30 de janeiro.

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<sup>22</sup> Rendimento Social de Inserção (RSI).

<sup>23</sup> Empresas de Inserção. Portaria nº 1212/2000, de 29 de dezembro; Despacho nº 16758/99, de 27 de agosto; Portaria nº 348-A/98, de 18 de junho; Despacho nº 87/99, de 5 de janeiro; Resolução do Conselho de Ministros nº 104/96, de 9 de julho.

<sup>24</sup> Decreto-Lei nº 64/2012, de 15 de março; Despacho nº 7131/2011, de 11 de maio; Portaria nº 58/2011, de 28 de janeiro; Portaria nº 985/2009, de 4 de setembro.

<sup>25</sup> Comissão Interministerial para a Criação de Emprego e Formação Jovem e Apoio às PME (2012). IMPULSO JOVEM – Plano Estratégico de Iniciativas à Empregabilidade Jovem e de Apoio às PME. Governo de Portugal, 1 Junho 2012.

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<sup>26</sup> Apoios à Criação de Empresas (Programa de Apoio ao Empreendedorismo e à Criação do Próprio Emprego – PAECPE). Portaria nº 95/ 2012, de 4 de abril; Portaria nº 58/2011, de 28 de janeiro; Portaria nº 985/2009, de 4 de setembro.

<sup>27</sup> Comissão Interministerial para a Criação de Emprego e Formação Jovem e Apoio às PME (2012). IMPULSO JOVEM – Plano Estratégico de Iniciativas à Empregabilidade Jovem e de Apoio às PME. Governo de Portugal, 1 Junho 2012. Programa de Apoio ao Empreendedorismo e à Criação do Próprio Emprego – PAECPE. Portaria nº 58/2011, de 28 de janeiro; Portaria nº 985/2009, de 4 de setembro.

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<sup>30</sup> Comissão Interministerial para a Criação de Emprego e Formação Jovem e Apoio às PME (2012). IMPULSO JOVEM – Plano Estratégico de Iniciativas à Empregabilidade Jovem e de Apoio às PME. Governo de Portugal, 1 Junho 2012.

<sup>31</sup> Data from Dias and Varejão (2012:171-172).