



**Integrating Sport Activities with Basic Skills &
Communication Training**

**WORK PACKAGE No 2
Country Analysis Summary Report**



This project has been funded with support from the European Commission.
This publication [communication] reflects the views only of the author, and the Commission
cannot be held responsible for any use which may be made of the information contained therein.

ROC NIJMEGEN

Project number: DE/08/LLP-LdV/T01/147060

This publication was developed in the course of the Leonardo da Vinci Transfer of Innovation project “Golden Goal Plus - Integrating Sport Activities with Basic Skills & Communication Training”
Project number DE/08/LLP-LdV/TOI/147060

Project partnership:

-  Volkshochschule im Landkreis Cham e.V.
-  BEST Institut für berufsbezogene Weiterbildung und Personaltraining GmbH, Vienna, Austria
-  IRFA Sud, Montpellier, France
-  Stichting ROC Nijmegen, Nijmegen, Netherlands
-  Wyższa Szkoła Humanistyczno-Ekonomiczna w Łodzi, Lodz, Poland
-  Biuro Inicjatyw Rozwojowych, Białystok, Poland
-  CENTRO DE FORMAÇÃO ANTÓNIO SÈRGIO, Lisboa, Portugal

TABLE OF CONTENTS

Background.....	4
Introduction.....	4
Method and process.....	6
Analysis summary.....	8
Catalogue of recommendations.....	19
Catalogue of Recommendations for Germany.....	20
Catalogue of Recommendations for Poland.....	21
Catalogue of Recommendations for Portugal.....	22
Summary/ Conclusions.....	24
Materials for further integration.....	25
Annexes.....	26
Annex 1: INTERVIEW GUIDELINES.....	27
Annex 2: Draft questionnaire for final beneficiaries.....	31
ANNEX 3: Tables for research findings.....	33
ANNEX 4:Country Analysis summary (Template).....	40
ANNEX 5: Draft structure of catalogue of recommendations.....	41
ANNEX 6: Country report – Germany.....	44
ANNEX 7:Country report – Poland.....	62
Country report – Portugal.....	80
Metropolitan areas.....	82
Age structure of Portuguese population :.....	82
Age structure of Portuguese population.....	82
Net migration rate (2000/2007).....	83
ANNEX 1 - INTERVIEW GUIDELINES.....	100
INTERVIEW GUIDELINES.....	101

BACKGROUND

Introduction

The increasing complexity of work processes requires higher literacy, numeracy, communication and social skills to deal with every day working life. In many European countries, however, low-skilled and poorly qualified young people have left school with an insufficient degree of these basic skills, that is they show deficits in their ability to read, write and speak in the respective language and to use mathematics at an everyday level.

What is more, these young adults form a “hard to reach” group that does not tend to take part in adult education or lifelong learning initiatives, because "traditional" training measures very often do not match their interests and capacities and, in the worst case, strengthen the negative self-image of the target group. The previous GOLDEN GOAL ¹ project has therefore developed a curriculum for basic skills and social skills training in combination with sporting activities and a toolbox containing materials and methods. This combination of basic skills education and sports has served to increase the learners’ interest and motivation for further education.

Based on the experience connected with carrying out the project, it was decided to transfer, amend and customise its results for three target countries: Poland, Portugal and Germany. Thus, GOLDEN GOAL PLUS was developed, which aims at adapting the GOLDEN GOAL curriculum and training materials to the Polish, Portuguese and German realities and customising the project. Modifying the GOLDEN GOAL contents, not only linguistic aspects will be taken into account but also sociological and cultural aspects in the three target countries. For this customisation work, the knowledge about the national situation as well as future trend indications are key elements summarised in the present document.

The project will be of particular interest for providers of VET courses, teachers and stakeholders in education policy. The introduction of GOLDEN GOAL PLUS into learning concepts will support tutors working with low-qualified young adults and enable training providers to reach a new target group that has been, until now, reluctant to participate in

conventional education. It will give the tutors new methodological knowledge, which will result in a better preparation of young people for their job life.

The objectives of this work package

In this work-package, a detailed analysis of the current basic skills policy and basic skills education in Germany, Poland and Portugal has been made. It covers, inter alia, the following areas:

-  Concrete needs analysis of basic skills competences in Poland and Portugal. For Germany an updated version has been delivered
-  National educational policy and programmes in Germany, Poland and Portugal
-  Awareness of the importance of communication skills
-  Conditions for training provision
-  Conditions for reaching disadvantaged target groups and motivating them to participate in learning (with special research concerning ethnic minorities in North part of Poland, long-term unemployed persons, young drop-outs in Germany and Portugal)
-  Conditions for implementation of combined education-sport education

The expected results of this work package are the following:

-  Catalogue with recommendations and trend indications
-  Materials for further integration into the products to be developed in the subsequent work-packages
-  Contacts with the relevant educational and education policy organisations in Germany, Poland, Portugal (they may become members of the respective National Strategic Advisory Group and/or will become recipients of the dissemination activities)

In this document, the results of the three country analyses (i.e. Germany, Portugal, Poland) are summarised, highlighting their similarities and differences which are relevant for the project. After a comparative analysis of the general background, educational policies and implementation prospects, a particular focus will be put on the recommendations that have been given by the respective countries in regard to the country-specific customisation of the GOLDEN GOAL PLUS materials.

¹ Golden Goal – Basic Skills and Communication Training with Integrated Sport Activities (225774-CP-1-2005-1 -AT-GRUNDTVIG-G1PP); www.golden-goal.at

Method and process

Desk and field research activities were planned and various instruments were developed. Research materials for the following types of interview participants were developed by BEST at the beginning of the work package and adapted by target country partners to their specific country needs. The interview participants are:

-  trainers/ tutors/ coaches/ advisors/ education provider and other who are the primary target group of the products as they work with the final beneficiaries and particularly the GOLDEN GOAL PLUS WP3 products should be addressing their teaching/counselling needs (they even might become members of the national strategic advisory groups)
-  policy makers and shakers, stakeholders (who might become members of the national strategic advisory groups and use the GOLDEN GOAL PLUS products)
-  final beneficiaries – young deprived learners (who should be encouraged to better participate in learning by the GOLDEN GOAL PLUS approach)

Materials included:

-  Interview Guidelines
-  Draft questionnaire for final beneficiaries
-  Conceptual framework

The research covered within the project was structured according to the following categories:

Statistical information, like, e.g. demographic data, data on training initiatives on basic skills/communication, VET working sector with high rate of drop outs, training initiatives on basic skills/communication.

The objective is to gather reliable and relevant information on the situation (in figures) at a national/local level related to training and education on integrating sport activities with basic skills & communication training.

Regulation referring to EU and the specific target country

The objective is to define policy, strategy, objectives, targets, main aspects of the most relevant and current acts/programmes/rules/regulations at a community and national/local level related to training and education regarding integrating sport activities with basic skills & communication training.

The education and training system: e.g. Training-education goals/main subjects/competences, VET courses regarding basic skills provisions and education-sport learning, Lifelong Learning courses regarding basic skills provisions and education-sport learning, Professional qualifications regarding basic skills, OTHER regarding basic skills provisions and/or education-sport learning.

The objective is to find reliable and relevant information on the situation within the education and training systems of the target countries, in providing competences related to the subject.

Possible funding:

To find information on possible funds after the LdV project for education and training systems in the target countries.

Possible implementation

To take stock of the situation within the education and training systems of the target countries, in providing implementation possibilities – such as partners, organisations, events, stakeholders etc.

The above categories were carefully investigated and documented by the German, Polish and Portuguese partners. In the following analysis summary, the main aspects of their findings shall be summed up and compared among each other. For more detailed information on one of the partner countries, see the respective country reports in the annex.

ANALYSIS SUMMARY

All partner countries have described the socio-demographic background to a possible implementation of GOLDEN GOAL PLUS as well as their educational system and policies and have established contact to relevant organisations. In particular demographic data, however, are in many cases not directly comparable, because they draw on different sources or describe different aspects of one issue. Nonetheless, general tendencies and trends can be identified, which will be presented in the following paragraphs.

GENERAL SITUATION AND STATISTICAL DATA

All partners agree that the project shall be aimed at the final beneficiaries group of “low-skilled, poorly qualified young adults” who have left school with insufficient reading and writing skills and with low communication and social skills. The Polish partners further specify the target group as “refugees, unemployed women and unemployed, poorly qualified youth mainly from rural areas”, while Germany will focus in particular on young people of foreign background and school drop-outs. This has to be seen in the light of a specific socio-demographic background. As for Poland, the percentage of unemployed women as compared to the total unemployed population makes 58.5, which is largely due to discrimination and stereotyping on the job market. Also in Portugal, women (unemployment rate 8.8 per cent) are more likely to be unemployed than men (6.5 per cent).

Germany, on the other hand, has put a stronger focus on unskilled youth of foreign background among which males are slightly prevailing. This can be explained by the high percentage of people of foreign background among the total population in Germany. Concentrating on the group of final beneficiaries, young adults, the following figures are interesting in this regard: While in Portugal only 5 per cent of 15-year olds in school have some foreign background, Germany ranks among the EU-25 countries with the highest percentage in this regard, namely over 10 per cent.

In Poland, the overall number of foreigners is generally low. Among the foreign citizens in Poland, nonetheless, refugees face the most severe social disadvantages, which is why they will be included as a target group in the Polish adaptation of GOLDEN GOAL PLUS. In

Germany, not only the percentage of young adults of foreign background is high, but also the percentage of these young migrants among those who do not undergo or complete formal vocational training: Young adults of immigrant background account for nearly two-fifths of the total number of young adults who do not undergo/complete VET. Among these, young men are slightly prevalent. In total, around 16 per cent of all young adults are estimated not to undergo or complete formal VET.

Although there are no directly comparable numbers available for the three countries, it is obvious that in all three countries insufficient skills among the young population and partly also unsatisfying school retention is an issue, particularly because it is often strongly linked to youth unemployment.

In Poland, for instance, poorly qualified young individuals (18-25 years) represent a 22.6 per cent of all unemployed persons. Youth unemployment is usually linked with insufficient schooling, and although the drop out rate of early school leavers² in Poland (around 5 per cent) is low in comparison to other EU-countries, school retention still remains an issue.

The European benchmark of early school leaving for the year 2010 is that there should be a percentage not higher than 10 per cent of early school leavers (18-24 years) in each country. Poland, thus, is already featuring among the best performers in this field, while Germany still records a percentage of around 12 per cent of young people who leave school with at the most a lower secondary education and Portugal ranks among the EU-highest with almost 39 per cent. In Germany, we see a strong link between insufficient schooling and high unemployment: Almost half of all unemployed young people are unskilled workers. It seems, thus, that higher-skilled individuals generally face better job opportunities than low-skilled workers. Portugal, however, represents an exception in this general assumption: The demand for low-skilled workers (ISCED2) is declining much more slowly than in other countries and it is expected that Portugal will maintain a high proportion of low-skilled workers in the labour-intensive sectors also in future. In 2007, still 70 per cent of the economically active population were low-skilled workers. As a comparison, in Poland and Germany the working age population with low educational attainment makes up less than 30 per cent. Also the idea that tertiary education qualifications reduce the chance of unemployment, which is the case throughout most of the EU, is not applicable in Portugal. Unemployment rates for 15-24 year

olds in general and 15-24 year olds out of education are almost the same. High percentages of unemployment are at the same time prevalent among persons with intermediate (ISCED 3-4) and high (ISCED 5-6) qualifications.

Turning to basic skills needs in the respective countries, a special focus has been put on literacy proficiency. In this context, the PISA survey is relevant. In Germany and Poland, more than 20% of the 15 year olds reach low levels of literacy, while in Portugal relative numbers even pass the 25 per cent mark. Portugal has made literacy programmes and human capital policy in general a centrepiece of government programmes, which will be shortly presented in the next section.

EDUCATIONAL PROGRAMMES CONCERNING BASIC SKILLS COMPETENCES

In Poland, the school system is basically oriented towards general skills. Institutional links connecting schools and workplaces are weak and the number of students in VET has been declining since the 1990s, which has also led to a decrease in the number of VET schools.

Education is compulsory in Poland at primary level, which includes grades 1-8. However, 96 per cent of the Polish children voluntarily attend also the so-called “zero grade”, which comprises preparation for basic skills, such as reading and basic numeracy. At the age of 15, young people go on to the secondary level, where they can choose between the secondary general, secondary technical and basic vocational (not full secondary education) school type.

At least one foreign language is compulsory at primary and secondary level, depending on the school type. Language learning is also very popular in non-formal and informal environments.

In Poland, basic skills are taught mainly during primary education, there are hardly any private schools or courses concerning literacy or numeracy. Social skills are not part of any curriculum, but are rather acquired in informal contexts. ICT, however, is compulsory on secondary and higher level of education. There are also plenty of private institutions offering basic ICT training.

² percentage of the population aged 18-24 with at most lower secondary education and not in further education or training (EUROSTAT definition)

In Germany, school attendance is compulsory for nine or ten years, depending on the federal provinces. After four years of primary school, pupils can choose between general secondary school, intermediate school and high school. The former two cover only the lower level of secondary schooling and provide general education as a basis for apprenticeship training or professional schools without university status. VET is usually provided within the dual system, that is apprentices go to vocational school and work in a firm part-time for. Also after high school, however, entering an apprenticeship is possible. Students who have left school without any degree can obtain the equivalent of a general school degree and prepare for transition into the dual system through the so-called “preparation year for vocational training”. Those who encounter problems in entering apprenticeship can complete the “elementary vocational year” and then enter the dual system.

Similarly to the other countries, education in Portugal is compulsory for 9 years. Upper secondary education comprises two branches: general education and VET branches. Similarly to Poland, and unlike in Germany, in Portugal, there are more students enrolled in general education than in vocational education (71.2 per cent in general education and 28.8 in VET). Pupils over 18 years of age who want to enter VET must attend courses in adult education, which conclude with level 3 vocational qualifications.

In the light of the Lisbon strategy, the LLL programme and other common European policies, all three partner countries have come up with a range of educational policies and programmes concerning basic skills and VET. Among basic skills, literacy is a key issue in Portugal and Germany, while Poland is currently focusing on ICT skills. Concerning VET, Portugal is aiming at a general expansion and diversification of qualifying vocational training opportunities, while Germany is concentrating in particular on deprived learners. Various policies and programmes in the respective countries are listed as follows. For further details and the background to the specific programmes/policies, please consult the individual country analyses in the annex.

EDUCATIONAL POLICIES AND PROGRAMMES CONCERNING BASIC SKILLS

GERMANY

-  Concept for **Lifelong Learning**
-  "**Alphabetization/Basic Education**" funding programme by the BMBF
-  "**Second Chance online**" project (Deutscher Volkshochschul-Verband)
-  "**ALFA-Mobil**" project (Bundesverband Alphabetisierung und Grundbildung e.V.)
-  "**F.A.N -Football. Literacy Campaign. Network**" project (Bayrischer Rundfunk / Redaktion BRalpha and Bundesverband Alphabetisierung)

PORTUGAL

-  **Mother tongue** (PNEP, *Programa Nacional de Ensino do Português*)
-  **Reading** (PNL *Programa Nacional de Leitura*) “National Reading Plan”
-  National plan to promote Portuguese teaching as **second language for migrant** population (PLNM *Português Língua Não Materna*)
-  **Mathematics** (PAM *Programa Nacional de Ensino da Matemática*);
-  **Science Teaching** in primary schools (Programa de Formação em Ensino Experimental das Ciências para Professores do 1.º Ciclo)
-  **ICT Literacy** (PTE, *Plano Tecnológico da Educação*)

POLAND

The Strategy for the Development of Education in 2007-2013 in Poland developed by the Ministry of National Education and Sport, which defines the objectives of the Polish education development, is mostly based on the framework of the Lisbon strategy, and – in case of vocational education and training – on the Copenhagen Declaration.

These documents were taken into consideration while working on the following national strategic plans:

-  **National Development Plan 2004-2006**
-  Strategy for the **Development of Continuous Education** until the year 2010 (Ministry of National Education and Sport 2003)
-  **National Strategy for the Youth** in 2003-2012 (Ministry of National Education and Sport 2003)
-  „**E-Poland**. Action plan for the development of information society in Poland in 2001 – 2006 (2001)
-  National Action Plan for Children in 2004-2012 – „**Poland for Children**” (2004)
-  **National Strategy for Social Integration**
-  **National Action Plan for Social Integration**

EDUCATIONAL POLICIES AND PROGRAMMES CONCERNING VET

GERMANY

-  **Job starter**, funded by the BMBF und ESF, programme to fund projects that, for example, develop second-chance training measures for young unskilled or semi-skilled adults using training modules that are the same nation-wide programme for more traineeships
-  **"Promoting Competences - Vocational Qualification for Target Groups with Special Needs"** (BQF Programme), funded by BMBF, support for disadvantaged young people and young adults as well as to improving the education and training situation of migrants

PORTUGAL

-  **VOCATIONAL TRAINING REFORM** , 7 November 2007: This resolution also approves the bill which holds the **National Qualifications System**. The goal is the **expansion and diversification of qualifying vocational training opportunities** and increase vocational courses within the public and private network, with the aim of making half of all upper-secondary courses VET courses.
-  **“New Opportunities Initiative”** (CNO *Centros de Novas Oportunidades*), which aims at the modernization of the country on the path to a knowledge society and the raising of the education and qualification levels of the adult population, reducing all the forms of social discrimination.
-  **“Recognition, Validation and Certification of Competencies Centres”** (CRVCC *Centros de Reconhecimento e Validação de Competencias* + *CRVCCPro*): Acknowledgement, validation and certification of know-how acquired from experience within different contexts during life. Allows the pursuance of further studies/training.

POLAND

The main objective of the Strategy for the Development of Education in Poland is raising the level of education of the society, so that at least secondary education is common (70%) within the age group of 25-45 years in 2013, while ensuring a high level of education.

The basic tasks of the education system defined in this strategic document are, among others:

-  providing equal educational opportunities,
-  preventing social pathology,
-  adjusting the content of education to the abilities of pupils and the requirements of the constantly changing modern world,
-  disseminating lifelong learning connected with defining and improving professional qualifications and key competence (ICT, foreign languages),
-  treating elderly people, people of low qualifications (maintaining professional activity) and young people as a priority.

IMPLEMENTATION OF COMBINED SPORT EDUCATION

In order to secure the implementation of GOLDEN GOAL PLUS in the respective countries, the partners have established contact to relevant organisations and individuals and have conducted interviews and/or focus group meetings with them. There have been numerous meetings and talks held with these experts, who have showed great interest in the project, in order to create a National Strategic Advisory Group.

The National Strategic Advisory Groups for each country are listed as follows:

POLAND

-  Representative of the National Education Ministry: Department of Increase educational opportunities
-  Representative of the Culture Ministry
-  Representative of the Province Center for the Development of Teachers' Skills
-  Representative of didactic personnel
-  Teachers who work with youth with problems on a daily basis

GERMANY

-  Regional Employment Agency (important partner for implementation)
-  3 Volkshochschulen (adult education centres) in Bavaria
-  Kolpingbildungswerk (training provider)
-  Rural District Office
-  Trainers

PORTUGAL

In Portugal, a group of teachers involved in the implementation of GOLDEN GOAL PLUS from three secondary schools and two *New Opportunities Centres* were interviewed. They are listed as follows:

Group of teachers working in GOLDEN GOAL PLUS project in Portugal	
Subject/ basic skills	School
Portuguese/Literacy	Escola Secundária Eça de Queirós - Lisboa
Portuguese/Literacy	CNO (New Opportunities Centre – Alverca)
Mathematics/Numeracy	CNO (New Opportunities Centre – Alverca)
ICT	Escola Secundária D. Dinis - Lisboa
Foreign language	CNO - Escola Secundária Eça de Queirós - Lisboa
Social Skills/Sports	Agrupamento de Escolas das Piscinas – Olivais - Lisboa

The following organizations, federations, schools, associations and universities are members of the GOLDEN GOAL PLUS **National Strategic Advisory Group**:

Institution
Associação de Educação e Inserção de Jovens - NGO
FPA - Federação Portuguesa de Atletismo
Escola E.B. 2,3 Piscinas- Lisboa (Director)
Escola Secundária Professor Herculano de Carvalho(Director)
Vice-presidente da Associação de Rede de Curadores de Menores
Faculdade de Motricidade Humana – University of Lisbon

Interviews with the above listed national experts in the three countries have shown an overall agreement that learners prefer sport contents, as they match their interests and encourage their motivation to improve their abilities. In many cases sports was one of the favourite courses at school and one of the courses they were successful at. Thus, education providers and trainers in the respective countries are convinced that sport contents and sport environments create a new learning environment which is not associated with negative school experience, with failure and discrimination and thus is establishing a new, productive learning atmosphere.

The experts have also pointed out some important issues about the implementation of GOLDEN GOAL PLUS and have suggested ways that can facilitate the implementation process. The German experts, for instance, see a strong need for support in convincing potential funders of educational/vocational training measures (like the Employment Agency) about integrating GOLDEN GOAL PLUS products. Interviews with the Polish experts have revealed certain organisational concerns about the insufficient level of experience in this area, the lack of data bases and the lacking trainings for coaches/teachers who work with youth with problems. These issues could be tackled through the involvement of teachers' experts in the implementation process as well as through reassuring the whole implementation process through the positive opinion of WODN (The Regional In-Service Teacher Training Center in Lodz). Taking into consideration the situation of the Polish youth and the access to modern forms of training, the implementation of GOLDEN GOAL PLUS will be an answer to the actual educational needs.

In all partner countries, GOLDEN GOAL PLUS products will be especially interesting for *Vocational Educational Centers*.

For Poland, the following organizations, and also several public schools are among the potential beneficiaries of GOLDEN GOAL PLUS, who have expressed their interest in the products.

Name	Legal status
FET (Creativity and Education Foundation)	foundation
Development Initiatives Forum	foundation
Centre of Continuing Education	state educational institution
ZDZ (Vocational Education Centres)	network of non-public schools

In Germany, the following organisations, which are running VET courses for young unemployed adults, have already expressed their interest in GOLDEN GOAL PLUS products:

-  Volkshochschule Cham
-  Kolpingbildungswerk
-  Volkshochschule Regen

In Portugal, GOLDEN GOAL PLUS has been rated very adequate for both general education lessons and VET courses. GOLDEN GOAL PLUS will be particularly useful in special programmes such as Recovery Classes, or Centres of New Opportunities, as they have very flexible curricula focusing on basic skills. Regular education leaves less room for autonomy and therefore formal education institutions will be less likely to collaborate in the implementation of GOLDEN GOAL PLUS.

CATALOGUE OF RECOMMENDATIONS

This catalogue shows a list of amendments and customisation activities recommended to fulfil the needs and requirements of the target group (teachers, trainers, advisors, counsellors etc.) who are working with young (deprived) learners in Germany, Poland and Portugal. The recommendations refer to the following products elaborated in the SOCRATES GRUNDTVIG project GOLDEN GOAL:

GOLDEN GOAL CURRICULUM & GOLDEN GOAL TOOL BOX³

These products are being transferred within the GOLDEN GOAL PLUS project to Germany, Poland and Portugal. The catalogue of recommendations wants to highlight issues which can *give added value to the above mentioned products* in the production of the following:

-  GOLDEN GOAL PLUS “Handbook and Guidelines for introduction of “Basic Skills Training for Young Disadvantaged Adults in Combination with Sport Activities”
-  GOLDEN GOAL PLUS training materials
-  Implementation Concept

Catalogue of Recommendations for Germany

Recommendation category	Description
Size/duration	<p>CURRICULUM: Teachers need guidelines, but in a very short and compact way. They do not have the time to engage in a complex and time-consuming preparation for their teaching.</p> <p>A proposal foresees to use different kinds and size of characters to point out important and less important contents. In addition, some pictures could be added to visualise contents and make things more interesting and appealing.</p> <p>One other recommendation foresees to include some practical examples (e.g. short stories on how sport activities enhance motivation).</p> <p>Toolbox: Interview participants would like to see more exercises with recent sport events and “outdoor exercises” for the social skills chapter (outdoor education); there are a lot of sport activities in this area supporting the development of social skills</p> <p>In addition, some pictures could be added to visualise content and make it more interesting and appealing.</p> <p>Finally, new material (which will be developed in the next work package) will be added.</p>

³ Further information to be found at www.golden-goal.at. A project funded with support from the European Commission. 225774-CP-1-2005-1 -AT-GRUNDTVIG-G1PP

Catalogue of Recommendations for Poland

Recommendation	Description
-----------------------	--------------------

category	
-----------------	--

Didactics	
-----------	--

In order to reach socially excluded people one needs, besides the obvious administrative support, adequate psychological skills. Young deprived adults are very distrustful and difficult in cooperating.

Close collaboration with administration and young adults' guardians in the amendment and customization phase will therefore be essential.

Catalogue of Recommendations for Portugal

Recommendation category	Description
Layout, quality format	layout in general well appreciated, but size of characters too small
Size/ duration	<p>TOOLBOX: well balanced, but some exercises too easy for some young adults</p> <p>The majority of exercises must be adapted to the diversity of situations and users selected to be main target group(s) in Portugal.</p> <p>CURRICULUM: Guidelines are too general.</p> <p>Include more on theoretical approach to support the actual benefit of the combination of sports and basic skills development.</p> <p>Focus on key competences for LLL and school subjects like geography</p>
Language, structure	TOOLBOX: Clear for all participants after translation/adaptation.
Didactic methods	<p>Conditions for reaching disadvantaged target groups and motivating them to participate in learning must focus on the need of teacher training for innovative pedagogical approaches, such as autonomous learning, project work, field work etc. Thus the interview results show that:</p> <ul style="list-style-type: none">  All emphasise the importance of the sport activity in the development of all social basic competences.  All agree that sport development is the basis of the development of other key competences for LLL. <p>Teachers show low awareness about the importance of social skills and soft skills and generally focus on curricular contents.</p> <p>The interview results show that: all interview participants emphasise the potential of teamwork, networking, use of ICT tools to promote self directed learning in this field.</p> <p>Guidance support for young adults: For the integration of young</p>

adults with problems, it is important to focus on strategies that are open and flexible, such as: curricular flexibility, team work, project centred curriculum development, practical approach of education contents, focus on development of competences rather than curricular content structures.

The potential of the creation of learning communities for implementing real LLL.

Appropriateness for daily use

Very adequate for:
recovery lessons,
“aulas de substituição”,
CEFs,
adult RVCC process

Not applicable daily in trans-disciplinary project work.

Other issues

Difficulties in the motivation of teachers for the intensive use of the tools (school pressure stresses them and obstructs them to become more open to innovation).

The private sector, in general, must follow the example of big international companies: Be more aware of the benefits of sports in the development of social competences, private initiative, entrepreneurship and cultural awareness.

Give priority to social skills and soft skills to promote equity and human development.

Summary/ Conclusions

Whereas the German partner is generally satisfied with the (original) GOLDEN GOAL Toolbox and sees little need for further adaptation, the Portuguese partner has come up with several suggestions on how to make it more suitable to the Portuguese situation. For instance, a larger range of exercises with different levels of difficulty has to be added, and above all, more recent and possibly more local sport events must be introduced as part of the exercises. As for the curriculum, in the Portuguese interviews in particular educational policy experts have stated that more theoretical information has to be given on the actual benefits of combining sports and basic skills education. The results of the German interviews, on the other hand, resulted in the demand for shorter and more compact guidelines, which has, mainly, been expressed by the teachers and trainers involved. This represents a challenge which will be tackled when customising the GOLDEN GOAL PLUS materials and thus making them (even) more user-friendly for the new target countries the project focuses on.

MATERIALS FOR FURTHER INTEGRATION

New materials which will be added into the GOLDEN GOAL PLUS products will include the following:

-  new exercises based on more recent sport events,
-  a larger range of exercises,
-  different levels of difficulty
-  relevant pictures
-  some practical examples (e.g. short stories on how sport activities enhance motivation) and
-  “outdoor exercises” for the social skills chapter (outdoor education)

All partners agreed on continuing their research for further materials they might include to the benefit of their target groups.

ANNEXES

Research templates

Country report – Germany

Country report – Poland

Country report – Portugal

ANNEX 1: INTERVIEW GUIDELINES

Introduction

The purpose of the interview guideline is to offer the partners advice and suggestions concerning the areas on which they should focus when conducting their field research. As there will be differences between each country, each target group and each interview partner, it is best if there is no set list of questions which have to be followed, but that instead each researcher has the opportunity to formulate the interviews in a way, which are going to deliver the necessary information described earlier. The following pages can therefore be seen as ‘Interview Guidelines’ with prompts you could consider vis à vis your interviewees.

Different participants

In general, there will be three major kinds of interview participants. These are:

- ⊕ trainers/ tutors/ coaches/ advisors/ education provider and other who are the primary target group of the GG+ products as they work with the final beneficiaries and particularly the GG+ WP3 products should be addressing their teaching/counselling needs (they even might become members of the national strategic advisory groups)
- ⊕ policy makers and shakers, stakeholders (who might become members of the national strategic advisory groups and should use the GG+ WP4 products)
- ⊕ final beneficiaries – young deprived learners (who should be encouraged to learn more because of the GG+ approach)

If the interviewee is a policy maker, other questions and topics than in instances where the interviewee is an education provider or a final beneficiary will come up. Therefore researchers should develop different interview strategies, depending on their interview partner. The following pages will show topics to cover and useful prompts for the individual interviews. Still, if your specific country situation asks for more/other issues, please, feel free to add/leave out issues.

Interview Guideline - Policy Makers

Policy makers can be engaged in any role, local, regional, national and be part of any organisation which needs to take decisions about the provision of training opportunities.

It is necessary to determine what the view of policy makers is regarding the potential for including sports activities delivering basic skills learning activities and communication skills within key policy areas.

The following broad policy headings may also be useful prompts:

- ⊕ National educational policies and programmes regarding young adults without basic skills;
- ⊕ Conditions for reaching disadvantaged target groups and motivating them to participate in learning
- ⊕ Conditions for implementation of combined education-sport learning
- ⊕ Incentives for private sector to engage in training;
- ⊕ Provision of accurate information about changing skills needs;
- ⊕ Raised profile of learning for individuals communities and businesses;
- ⊕ Information, advice and guidance support structures for young adults;
- ⊕ encouragement for individuals to invest in their own training;
- ⊕ definition of key drivers for learning opportunities;
- ⊕ experiences with funding of education programmes;

(c.f. information in ‘Areas of research’)

Interview Guideline - Education providers

This group includes everyone involved with the delivery of education, be it teachers, trainers, counsellors, course designers, administrators or heads of education organisations.

Some of the following issues should come up in interviews:

- ⊕ their views on national educational policy and programmes;
- ⊕ what education options are on the market for young disadvantaged adults;
- ⊕ what factors determine the success of a programme, and how accessibility, cost and flexibility play into it;
- ⊕ what conditions are necessary for effective training provision;
- ⊕ what conditions need to be in place for reaching disadvantaged target groups and motivating them to participate in learning;
- ⊕ how combined education-sport learning can best be implemented;
- ⊕ as how important do they regard ICT and basic skills;
- ⊕ what are the key drivers for learning opportunities;
- ⊕ what do they see as barriers to successful project implementation;
- ⊕ their thoughts on possible implementation and funding of the Golden Goal project;

(c.f. information in ‘Areas of research’)

Interview Guideline - Final beneficiaries

If possible, it would surely be advantageous to include final beneficiaries in the research process, in order to establish their views and expectations as soon as possible before the project has reached an advanced stage, where changes can only be made with considerable difficulties.

Final beneficiaries are the target group for whom the issuance of a questionnaire may be most appropriate. We therefore include a draft questionnaire in the annex of this document. It should be amended to your particular needs but includes some core questions you should consider.

In case you prefer an interview guideline, you would consider the following prompts:

- ⊕ motivation/ drivers for improving their basic skills;
- ⊕ their views on how to make basic skills training more interesting to them;
- ⊕ what conditions are necessary for effective training provision;
- ⊕ what do they see as barriers to successful basic skills learning;
- ⊕ their opinion on combined education-sport learning;
- ⊕ their interests regarding sports;
- ⊕ others

ANNEX 2: DRAFT QUESTIONNAIRE FOR FINAL BENEFICIARIES

*This is just a suggestion, please feel free to delete any of the questions **and add your own.***



YOUR LOGO

GG+ LOGO

Questionnaire

The "Golden Goal Plus" project wants to help young disadvantaged adults like you to improve your basic skills with Integrated Sports Activities, which will help you improve your chances on the job market.

To find out more about the country situation regarding educational issues, the project partners, *name of your organisation* are running a field research. Your input will be of value to elaborate training materials along the Golden Goal Plus project. Your answers will be treated with absolute confidentiality.

Please, return the questionnaire to via.....

by

Thank you very much for taking the time to help us with this.
Your replies are anonymous and confidential.

Please let us know your opinions on the following issues:

Your age:.....

Your sex: m f (please, tick the correct box)

✂

1. Have you left school? If yes, when did you leave school and why, if you left before graduating?
2. Have you participated in any other learning programmes since you left full-time education?
3. Did you ever receive any IT or communication skills training? If so, when and how?
4. What outcomes do you hope for if you participate in a project which focuses on basic skills like numeracy and literacy?
5. What would motivate you to participate in it?
6. Can you think of any reasons, why you would not want to participate in such a project?
7. Would you be able and/or willing to afford the cost of a course to improve your basic skills?
8. Do you have a favourite sports or sports team?
9. In which sector do you work or would like to find employment?
10. Do you need a specific type of training for your preferred job or profession?
11. How would you like to learn

Thank you for your contributions.

ANNEX 3: TABLES FOR RESEARCH FINDINGS

The following tables are suggestions for the information that need to be collected, **please feel free to add/leave out categories**. The ones given here should be the minimum research topics to consider in your desk and field research. They are the frame work we want to consider for the amendment and customisation work as well as later implementation of the Golden Goal plus products. Please, use the tables to collate all data you have gathered in a short and structured way.

The size of the frame is also not indicative of the amount of information you should fill in, especially in the beginning it is preferable to fill in as much information as possible. When you realize that a specific aspect has become less important for your project, you can leave it out later on.

Section 1: Statistics

Purpose: take stock of the situation (in figures) at a national/local level related to training and education on Integrating Sport Activities with Basic Skills & Communication Training taking into consideration the following criteria according to the (most recent) available data. Please name source & date.

Properties to be analysed/criteria (give: most recent figures and comments; source/ date)**a) Demographic information:**

Total population of your country and your region

Ratio of your target group to total population

Country of origin of target group(s) if different to your country

Percentage of women's vs., men's employment and unemployment:

Percentage of female vs. male entrepreneurs:

Percentage of women: men in management/executive roles:

Drop out rate:

Unemployment rate of young adults:

Unemployment rate of low-skilled:

Work sector with most low-skilled workers/ highest unemployment:

Other: (please add here)

b) Training initiatives on basic skills/communication:

Number training courses and respective GG+ focus (i.e. basic skills in total or only specific skills)

The percentage of men and women in the VET sector:

The percentage of male/female students in VET sector:

Use of ICT by male vs female tutors/trainers:

Number of courses supporting sports activities (in which way):

c) VET working sector with high rate of drop outs/

“ with high rate of unemployed graduates/

“with basic skills deficiencies:

d) Other: (please specify)

Section 2: Regulation (referring to EU and your country situation)

Purpose: define policy, strategy, objectives, targets, main aspects of the most relevant current acts/programme/rules/regulations at a Community and national/local level related to training and education regarding Integrating Sport Activities with Basic Skills & Communication Training.

Please add extra tables for this section per source

Name (e.g. directive XY):

Importance in relation to the subject:

Purpose:

Apply to:

Targets to be reached:

Main aspects:

Financial instruments:

Other (please specify) :

Section 3: The education and training system

Purpose: take stock of the situation within the education and training systems of your countries, in providing competences related to the subject.

Training-education goals/main subjects/competence (framework) description

Sources to be analysed

a) VET courses regarding basic skills provisions and education-sport learning

Title:

Description:

b) Lifelong Learning courses regarding basic skills provisions and education-sport learning

Title:

Description:

c) Professional qualifications regarding basic skills

Title:

Description:

d) OTHER regarding basic skills provisions and/or education-sport learning:

Title:

Description:

Section 4: Possible funding

Purpose: take stock of the situation within the education and training systems of your countries, in providing funds.

Please add extra tables for this section per source

Name (e.g. organisation/ funds):

Purpose:

Targets to be reached:

Main aspects:

Type of financial instrument:

Precondition to get funds:

Other (please specify):

Section 5: Possible implementation

Purpose: take stock of the situation within the education and training systems of your countries, in providing implementation possibilities – such as partners, organisations, events, stakeholders etc.

Please add extra tables for this section per source

Name/title (e.g. organisation/ institution):

Purpose:

Targets to be reached:

Main aspects & conditions to be addressed:

GG+ added value to them:

Other (please specify):

ANNEX 4: COUNTRY ANALYSIS

SUMMARY (TEMPLATE)

N.B: Although a specific country analysis report is not an official deliverable of the project, we strongly suggest including at least an extended summary at this stage since such product will help us with creating a red line through our project in terms of what to adapt and test and in terms of the implementation concept to be produced in WP4.

(Example for Germany researched in 2005 is attached.)

GENERAL SITUATION AND STATISTICAL DATA

EDUCATIONAL PROGRAMMES CONCERNING BASIC SKILLS COMPETENCES

Basic skills training

Historical background; current situation (initiatives, programmes, projects, public awareness,...), possible future developments

IMPLEMENTATION OF COMBINED SPORT EDUCATION

ANNEX 5: DRAFT STRUCTURE OF CATALOGUE OF RECOMMENDATIONS

Introduction: Objectives and aims

This catalogue shows a list of amendments and customisation activities recommended to fulfil the needs and requirements of the target group (teachers, trainers, advisors, counsellors etc.) working with young (deprived) learners in Germany, Poland and Portugal. The recommendations refer to the following products elaborated in the EU project Golden Goal:

GOLDEN GOAL CURRICULUM &
GOLDEN GOAL TOOL BOX

These products are being transferred within the Golden Goal Plus project to Germany, Poland and Portugal. This catalogue is the key document in this project **to give added value to the above mentioned products** and to produce the

- 🌱 Golden Goal Plus “Handbook and Guidelines for introduction of “Basic Skills Training for Young Disadvantaged Adults in Combination with Sport Activities”
- 🌱 Golden Goal Plus training materials
- 🌱 Golden Goal Plus Implementation Concept

Recommendation categories

(to be amended according to WP2 findings)

Recommendation gathered along WP2 – Analysis and conceptual framework – can belong to the following categories:

- ⊕ Layout, quality format,... (e.g. logo, colour, font size,...)
- ⊕ Size/ duration (e.g. new modular system)
- ⊕ Language, structure (e.g. new chapters, different order, omission of parts,...), contents (e.g. new focus)
- ⊕ Didactic methods
- ⊕ New/ Materials to be added (e.g. new activities)
- ⊕ Reference to new target groups
- ⊕ Appropriateness (e.g. for daily? use)
- ⊕ Other issues

Catalogue of Recommendations

Germany

Recommendation category	Description
--------------------------------	--------------------

Poland**Recommendation
category****Description****Portugal****Recommendation
category****Description****Summary/ Conclusions**

(To be finalised according to WP2 findings)

ANNEX 6: COUNTRY REPORT – GERMANY



COUNTRY ANALYSIS – GERMANY MARCH 2009

Volkshochschule i.Lkr. Cham e.V

Introduction

The successful completion of secondary education and the subsequent entrance into apprenticeship has long been the privileged way of access to the labor market for German workers without advanced general education. At the same time, Germany's strong industrial sector also offered employment and on-the-job training for school leavers without a vocational degree. Over the last two decades, there has been a growing concern about young people that drop out of the system of secondary and vocational education and their labor market perspectives. The rising difficulties of dropouts on the labor market become evident when looking at the evolution of unemployment rates. Since the 1970ies, the gap between the unemployment rate for the whole population and for those without a vocational degree has risen from 2 to 15 percentage points.

For implementing the Golden Goal concept in Germany we will focus on low-skilled and poorly qualified young adults who have left school with insufficient reading and writing skills and with low communication and social skills. This comprises also dropouts who are defined as individuals who have not completed secondary school or vocational training and who are not currently in education.

We will have special focus on young adults with migration background.

GENERAL SITUATION AND STATISTICAL DATA

The Federal Republic of Germany is a densely populated country. Approximately 82 million inhabitants live here, which corresponds to a population density of 230 persons per square kilometre. The comparative figure for the European Union is 116.

The **unemployment rate** related to the active civilian population amounted to 8.3 percent in January 2009 which is a decrease of 0.4 percentage points against last year. The seasonally adjusted unemployment rate increased by 7.8 percent against the previous month. The rate

was 13.9 percent in eastern Germany, almost twice as high as in western Germany, at 6.9 percent. It remained 0.2 percentage points

behind last year's in western Germany and 1.0 percentage points in eastern East Germany. The unemployment rates referred to total civil-sector workforce have been 8.5 % men, 8.9% women and 7.7 % age 15-25.⁴

The German **average of low-skilled and poorly qualified young adults**, i.e. “not in education and unemployed” and “level of educational attainment below upper secondary education” is according to OECD statistics (2004)⁵ below the European average concerning the 15-to-19-year-olds and clearly higher in case of 25-to-29-year-old male members of the target group.

15-to-19-year-olds: 1.5 – 1.6 male and 1.5 female

20-to-24-year-olds: 12.6 – 15.6 male and 9.3 female

25-to-29-year-olds: 17.8 – 22.9 male and 12.6 female

Nearly 8 % of the learners are leaving school without any degree, the rate of male learners is much more higher than the rate of female learners. In 2006, ca. 76,000 students left school without even obtaining the secondary general school qualification. In many cases, the certificate is acquired later in life but even 2.4 percent of the 18 to under 25-year-olds still have not got any final qualification degree and they have left the education system. This figure has even slightly increased since 2000.

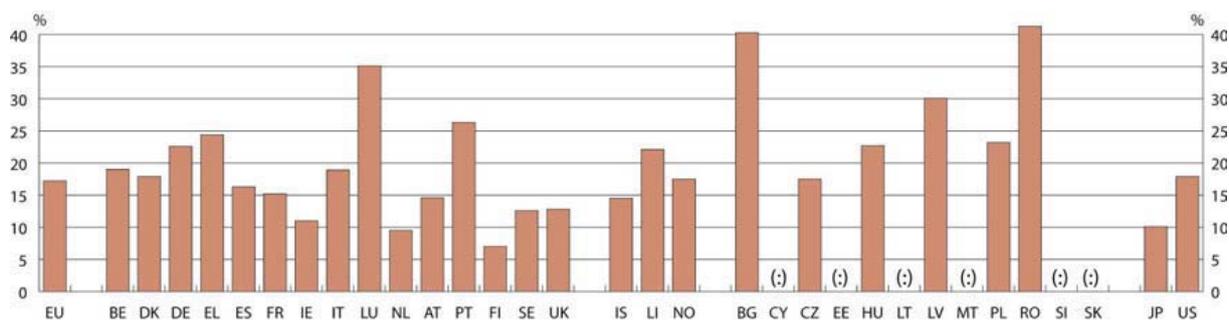
The analysis of the PISA results shows that a certain proportion of pupils in all Countries participating in the survey do not reach even the lowest “proficiency level”. While performance at level 1 or below cannot be directly equated with illiteracy it is safe to assume that students at this level of attainment will experience serious difficulties when dealing with written information and thus with any learning process dependent upon written material.

Finland, Netherlands, Austria, Ireland, Sweden and UK all have less than 15% of 15 year olds that are low-performers in the sense of the PISA reading literacy survey.

But other countries of the Union experience higher proportions of pupils in this category.

In Germany, Portugal and Greece more than 20% are low performers according to the survey.

“Percentage of pupils with reading literacy proficiency level 1 and lower in the PISA reading literacy scale”, 2000



Reasons for educational dropout and its increasingly severe consequences can be sought on the supply and the demand side of the labor market for low- and mediumskilled workers. In light of the results of the PISA study on educational achievement of 15-year-old students, the public discussion has focused on insufficient cognitive but also social skills of school leavers who want to enter an apprenticeship.

There are three stages at which young people can drop out of the German system of education for low- and mediumskilled workers: first, if they leave school without any degree, second, if they fail to enter an apprenticeship or a professional school after completing lower secondary education, and third, if they drop out of an apprenticeship or professional school without any degree. Someone who obtains a high school degree (Abitur) will by definition not be considered as an educational dropout irrespective of whether he or she completes professional training afterwards.

⁴ Bundesagentur für Arbeit

⁵ <http://www.oecd.org/dataoecd/46/22/37368734.xls>

EDUCATIONAL PROGRAMMES CONCERNING BASIC SKILLS COMPETENCIES

German children start school at the age of six and normally complete four years of primary school and five to six years of lower-level secondary school. Those who want to earn a degree giving access to higher education complete three more years of upper-level secondary education. The overwhelming majority of schools are public state schools. The secondary schools are traditionally differentiated into three levels, general school (Hauptschule), intermediate school (Realschule) and high school (Gymnasium). The general and the intermediate schools cover only the lower level of secondary schooling. They are conceived to provide general education as a basis for apprenticeship training or professional schools without university status. The majority of vocational training is provided within the dual system where apprentices work in a firm and go to vocational school part-time for two to three years. For some professions only full-time schooling is provided. Secondary school attendance is compulsory for nine to ten years, depending on the regions (Länder). In most regions three years of part-time schooling in the dual system, or, alternatively three years of full-time general or vocational education are compulsory afterwards at least until the age of 18. While some regions and some school types aim at avoiding early ability tracking, most children enter a specific track of secondary school at the age of 10. Primary school teachers recommend a school type for the child, but these recommendations are not binding everywhere.

Nowadays a number of students complete high school before entering an apprenticeship and many graduates of the general and even of the intermediate school encounter problems in entering apprenticeship at all. Special educational measures are targeted at improving these students preparation for vocational education: the preparation year for vocational training (Berufsvorbereitungsjahr) and the elementary vocational year (Berufsgrundbildungsjahr). The preparation year for vocational training allows students who have left school without any degree to obtain the equivalent of a general school degree and to prepare for transition into the dual system.

The elementary vocational year generally requires a school degree and is offered

mainly to students who were unable to enter into the dual system. If the student continues education in the dual system afterwards, the elementary vocational year counts towards the fulfillment of the degree requirements of vocational school.

Definition

A person is considered as an educational dropout if he or she:

- left school without any degree, irrespective of subsequent vocational training
- left school with one of the two lowest school degrees (Hauptschulabschluss or Realschulabschluss) and is neither enrolled in vocational education nor holds a vocational degree
- is enrolled in a preparation year for vocational training (Berufsvorbereitungsjahr) or an elementary vocational year (Berufsgrundbildungsjahr)
- is pursuing a Hauptschulabschluss or a Realschulabschluss and is more than two years behind the regular age for obtaining it.

Situation of low-skilled and poorly qualified young adults

Upper secondary school qualification is generally acquired too late. The EU considers an upper secondary school qualification – in Germany, this is a completed vocational training or a qualification for a university or a university of applied sciences – as the minimum qualification for success in the labour market. At least 80% of the young adults are expected to obtain such a degree by 2010. In Germany, the rate of 20 to under 25-year-olds was 72% in 2006 and it was thus below the level achieved in 2000 as well as below EU average. For the age group of 25 to 30-year-olds, the situation is considerably better.

A particularly large number of youths who have not completed their schooling or who earned poor marks in school do not undergo vocational training. However family background, the area the individual lives in, gender and having children who must be looked after are also important factors.

Compared to persons who have completed formal vocational training, unemployment rates among persons without formal vocational qualification have risen disproportionately since the early 1980s (see Reinberg/Hummel 2007, p. 1). In 2005, 26.0% of all active persons with no formal vocational qualification were unemployed, compared to 9.7% of all persons with

an apprenticeship certificate or a certificate from a trade and technical school and just 4.1% of all persons with a university degree.

The same year, unskilled workers comprised nearly half of all unemployed youths under 25 years of age (see Antoni 2007, p. 5). Looking at active persons with no vocational qualification, a large share - an estimated 20% to 40% - is presently only marginally employed (see Reinberg/Hummel 2005, p. 3). A disproportionately large share of unskilled workers is to be found in the low-wage segment of full-time employment that is liable to social security (ibid.), and only very few of these workers succeed in the longer term - in other words in the course of five to six years - to find employment in a higher wage segment (see Schank et al. 2008).

The question of how many youths do not undergo/complete formal vocational training is not easy to answer. The unskilled rate can be determined only on the basis of sample surveys. It was recently calculated using two data sources: firstly, the 1998 BIBB/EMNID study (see Trolsch et al. 1999) which conducted telephone interviews with more than 14,500 representatively chosen youth regarding their vocational and educational history and secondly, the Microcensus, a representative survey (1% representative sample) conducted annually by the Federal Statistical Office regarding Germany's population and labour market. The rates are around 15 to 16 %.

When the unskilled rate is projected to the resident population between the ages of 20 and 29, the result is a total of 1.6 million youths who had not undergone/completed vocational training in 2005 - a sizable figure.

According to this breakdown, 70% have left the general school system with a lower secondary school leaving certificate at the most. A disproportionately large number of them did not earn a school leaving certificate or they have earned only a school leaving certificate from a special-needs school. And far more than half of them (62%) had a school leaving certificate with poor marks, namely an average of 3.0 or worse. In most cases, only one parent at the most had completed their secondary schooling and earned vocational qualification. The majority of fathers did not have a skilled job.

Thus, not only the **educational background** but also the family background of many youths who have not undergone/completed vocational education tends to be unfavourable.

A breakdown by **socio-demographic attributes** shows that a particularly large number of youths with an immigrant background do not undergo/complete formal vocational training:

They account for nearly two-fifths of all youths who do not undergo/complete formal vocational training. All in all, somewhat more young men than young women do not undergo/complete vocational training. Nearly one out of every five unskilled youths - primarily young women - has a child of their own to look after. The younger age groups (20 and 21 years old) account for a markedly larger share of youths who have not undergone/completed formal vocational training than the older age groups (23 and 24 years old). The largest group by far of youths who have not undergone/completed formal vocational training lives in areas with a medium or high population density.

Looking at the occupational situation of unskilled youths in 2006 only one in every three youths who had not undergone/completed formal vocational training (34%) was employed at the time, and a quite sizable share of this group worked less than 20 hours a week. More than one out of every ten was participating in a non-school-based measure offered through the transition system. Rather than being in the education system or employment system, more than half (55%) of them were currently unemployed or staying at home for personal reasons. A comparison with other youths also makes it particularly clear just how unfavourable the situation of unskilled youths is: A much larger portion of the former group (skilled youths) was gainfully employed (47%) - plus almost all of them worked more than 20 hours a week - and a much smaller share was not in the education system or the employment system (13%).

Most unskilled youths have a shared experience with failure that for many began during their general schooling and continued on through their search for a training place or during their vocational training.

Initiatives, programmes, projects and public awareness

The Federal Government approved the Concept for Lifelong Learning on 23 April 2008. The concept links up with the measures which have been introduced under the Federal Government's Qualification Initiative. These include:

- Measures to improve educational opportunities for children under six years of age,
- An extensive raft of measures to improve the training situation,
- Facilitating the transition from school to higher education,
- Creating more than 90,000 additional places for first-year students by 2010 under the pact for higher education,
- Drawing more attention to technology and the natural sciences, and
- Improving opportunities for women.

The concept for continuing education focuses on the following fields: The initiatives are based on the empirical finding that participation in continuing education in Germany is low by international comparison. In particular, people with low qualifications are underrepresented in continuing education. The Federal Government is therefore largely following the recommendations of the Committee on Innovation in Continuing Training. The BMBF intends to achieve the following targets by 2015 (figures apply to 25-64 year-olds following completion of initial training):

- Participation in formal continuing education (courses and seminars) is to rise from the current level of 43% to 50%.
- At least 40% of people with low skills should be active in the field of continuing education (currently 28%).
- Participation in all forms of learning, including so-called informal learning, should rise from 72% to 80%.

Here it is important to:

1. Strengthen motivation to take part in educational activities,
2. Facilitate access to continuing education,
3. Improve the range of continuing education schemes,
4. Increase flexibility and integration between individual educational sectors,
5. Improve social integration through education and the promotion of learning in civil society, and
6. Intensify knowledge and insights into the processes and effects of lifelong learning.

The measures which have been introduced to achieve these aims include inter alia:

Introduction of a "continuing education grant"

The Federal Government is introducing a "continuing education grant" to support the willingness of each and every individual to make their own provision for a successful vocational biography by investing their own financial resources in personal, general and vocational further education and training. Financial incentives will be provided to motivate and enable more people to invest in further education. Expenditure on education must be regarded as an investment - also by people who have not invested in their own further education in the past.

Improving educational counselling

People can only make informed and responsible decisions if they have an overview of the educational opportunities available. However, many people consider the current situation to be unclear due to the wide range of education schemes offered. Educational counselling is a key element for successful lifelong learning. It is therefore essential to expand and develop educational counselling, to make the range of schemes more transparent and increase the professionalism of staff employed in this field.

Stiftung Warentest's continuing education tests

Transparency and information regarding quality are an important part of quality assurance against a competitive background. The Stiftung Warentest's continuing education tests help to make quality assurance in continuing education particularly transparent for consumers. The Stiftung Warentest's tests will be continued following a successful trial phase.

Improving the range of local schemes

Many decisions in education are taken at regional level where a large number of different agencies are responsible for individual areas - ranging from youth welfare departments to school providers and continuing education institutions. We intend to strengthen educational cooperation in the regions through the "Local Learning" initiative and the introduction of regional educational monitoring. The BMBF will work closely with German foundations to achieve this goal.

The BMBF supports the national implementation of the **UN Decade of Alphabetization**, which the United Nations announced on 13 February 2003 for the period up until 2012. The objective of the decade is to "... globally halve" the number of people who cannot adequately read and write and to provide everyone with a basic education. For industrialized countries like Germany, this means inter alia that existing disadvantages in education must be recognized and reduced and that the prevention and fight against illiteracy must be improved. Experts estimate that about four million people in Germany are functional illiterates. This means that they master the basics of reading and writing but - according to one definition - do not meet "society's minimum requirements regarding the command of written language, which is a precondition for participation in written communication in all areas of work and life". Without adequate reading and writing skills, participation in everyday life and working life becomes very difficult. Furthermore, weak reading and writing skills are also important causes for failure in the education process and for dropping out of school.

The PISA benchmark study has revealed that our education system needs reforms, which also means that we need more decisive and earlier action for literacy. This applies to work in schools as well as to compensatory adult education.

Bundesverband Alphabetisierung e.V. offers a counselling service for those concerned via its ALFA telephone. Information on reading and writing classes is available.

In order to successfully implement the UN Decade of Alphabetization at national level, the most important players of alphabetization work try to pool their forces. In addition to the BMBF, the alliance for action includes the German UNESCO Commission, the UNESCO Institute for Lifelong Learning in Hamburg, the Association of Adult Education Centres, the Bundesverband Alphabetisierung und Grundbildung e. V., the Ernst Klett Sprachen publishing house, the GEW, Stiftung Lesen and many other organizations.

Furthermore BMBF is currently funding in the field of Alphabetization:

- Research and development projects for alphabetization and adult basic education
Within the framework of the "Alphabetization/Basic Education" funding priority, which was established by Federal Minister Schavan for a period of five years, research in this field of education is to be improved, new ways and means of how to better reach target groups are to be studied and new ways of increasing participation in compensatory basic education are to be developed, among others. The experience of other countries is to be assessed and used for recommendations for practice. The terms and conditions for fund-ing were published in November 2006.
- Funding is also provided for conferences (Bundesverband Alphabetisierung und Grund-bildung e.V.) as milestones in the national implementation of the UN Decade for Alpha-betization: 2003 - Bernburg; 2004 - Berlin; 2005 - Frankfurt, 2006 - Bonn; and 2007 - presumably Hamburg.
- The "Second Chance online" project (Deutscher Volkshochschul-Verband) opens the Internet and multimedia for alphabetization and basic education work. Adults with inadequate basic skills often must overcome great inner barriers if they are to learn or even participate in classroom work in a group. The Internet portal www.ich-will-schreiben-lernen.de provides functional adult illiterates with an opportunity to learn reading and writing online. The anonymity of the Internet means that the inhibition

threshold for participation is low. Furthermore, Internet users can learn independent of time and space and can organize their curriculum themselves.

- The learning platform www.ich-will-schreiben-lernen.de has been designed as a self-learning portal. At the beginning of the course, the learner gives a self-estimation and does a short test to determine his/her level. The results are automatically registered and evaluated on a weekly basis and the curriculum is adapted individually. The learner advances through the curriculum when he/she has successfully mastered one topic. Supportive exercises are offered on often repeated mistakes.

Currently (January 2007) 11509 people are anonymously learning with this learning platform and are trying to improve their basic skills.

- "ALFA-Mobil" project (Bundesverband Alphabetisierung und Grundbildung e.V.): The ALFA-Mobil is a specially equipped vehicle which provides information and counselling locally. It goes in particular to those regions in which there are hardly any literacy programmes so far in order to support the establishment of programmes. It presents, inter alia, the new e-learning programme www.ich-will-schreiben-lernen.de of the "Second change online" project and shows how new learning pathways can be opened through this learning platform.

- "F.A.N -Football. Literacy Campaign. Network" project (Bayrischer Rundfunk / Redaktion BRalpha and Bundesverband Alphabetisierung)
Within the framework of the project, a six part TV series was developed and has been broadcast several times by BR Alpha and the regional third programmes. Work material for literacy work in courses was designed and provided for this project. New paths are taken with targeted fan club work in order to directly reach the people concerned and to turn their enthusiasm for football into a motivation impetus for learning.

There are currently about 360 state-recognized training occupations in Germany. They are updated regularly and adapted to economic and technical/technological changes. In terms of content, state-recognized training occupations are regulated by training regulations. These training regulations are the legal basis for the practical implementation of company-based vocational training.

The Federal Government has eased the bureaucratic burden on entrepreneurs. Passing the instructor aptitude examination administered by the chambers of industry and commerce is no longer a binding prerequisite for offering training. This is an asset especially for small and

new businesses, which will now be able to start offering training without prior investment of time and money.

Under the Capital for Work programme, SMEs can apply for low-interest loans whenever they recruit additional apprentices. With this year's training campaign, we must again succeed in offering apprenticeships to all young people who are able and willing to enter a training programme.

The Federal Ministry of Education and Research launched funding programmes for modular second-chance vocational qualification programmes in 2008. To cite one example, the Perspektive Berufsabschluss campaign funds the "qualification-driven modular second-chance training" for low-skilled individuals. Acting on behalf of the Federal Ministry of Education and Research, BIBB will use the JOBSTARTER CONNECT programme to fund projects that, for example, develop second-chance training measures for young unskilled or semi-skilled adults using training modules that are the same nation-wide.

In the summer of 2008, the BIBB Board chose as a priority focal issue the special difficulties that young mothers in particular must deal with when undergoing formal vocational training. At its meeting on 27 June 2008, the Board adopted the first recommendation ever on extending or shortening the duration of vocational training that also covers part-time vocational training. This recommendation aims to up an avenue for better balancing the demands of vocational training and child-rearing by allowing the number of training hours per day or week to be reduced. The statutory basis for this option was already created when the Vocational Training Act (Section 8) was amended in 2005.

Every effort should be made to lead as many as possible of the more than 1.5 million youths in Germany who have not undergone/completed formal vocational training to formal vocational qualification through a conventional vocational training programme, part-time vocational training or the tried and tested second-chance vocational training path. Only in this way will it be possible to integrate these young people into the employment system on a long-term basis and thus secure their livelihoods and help them avoid dependence on government transfers.

In light of the far-reaching demographic changes and the already emerging shortage of skilled labour, trade and industry must also however have a particular interest in making use of the 'hidden reserves' lying fallow in the form of this group of persons who could be trained and

employed. For this reason, firms should give a much larger number of young unskilled adults a second chance than they have in the past.

Education policy efforts in the future should however also be particularly aimed at ensuring that all youths when possible receive 'classical vocational training' right from the start and that the share of unskilled youths shrinks substantially. The positive trend currently seen on the training place market offers favourable conditions for this.

This programme is already supplying funding for 200 innovative projects in vocational training. A further 43 projects are due to be launched in 2009. All these projects are helping to create additional traineeships in the regions and are offering various measures to support companies which either have no previous experience with training or which have grown weary of providing training. They are making an important contribution to structural development, for example by establishing cross-border training cooperation or launching collaborative training schemes. An additional focus is on projects which test new opportunities under the Vocational Training Act (BBiG). Cross-border education cooperation and training collaborations also play an important role - after all, regional development in border regions is no longer purely a national concern. With its nine bordering states, Germany has more neighbours than any other European country "Training for all" is one of the main objectives of the Federal Government in education and vocational training policy. This objective includes those young people in particular who need special support on their way into training and working life. Supporting disadvantaged young people is understood as an important permanent task and is an integral part of vocational education and training.

With the BMBF programme "Promoting Competences - Vocational Qualification for Target Groups with Special Needs (BQF Programme)", which runs from 2001 to 2006, the Federal Government is making a contribution to further developing support for disadvantaged young people and young adults as well as to improving the education and training situation of migrants.

The Federal Government has vigorously continued numerous measures and activities of the Training Campaign in 2006. Once again, the Federal Ministry of Education and Research launched a special Bund-Länder programme for an additional 13,000 training places in the

new Länder and provided about 88 million Euro for that programme. Within the framework of its special programme "Introductory Training for Young People" (EQJ programme), the Federal Ministry of Labour and Social Affairs provided about 69,5 million Euro to cover part of young people's cost of living and of their social security contributions. In 2007 there are 109 Mio. € available to fund up to 40.000 EQJ-places instead of only 25.000 as before.

IMPLEMENTATION OF COMBINED SPORT EDUCATION

Focussing on young low-skilled adults the pilot project "Golden Goal" developed an innovative model to promote lifelong learning and to develop basic skills. Golden Goal matches the use of the sporting interests of the target group with the use of sports as underlying pedagogical method.

Conducting interviews with education providers and final beneficiaries we stated on the one hand a high interest in the GG+ products:

- learners prefer sport contents, they match their interests and encourage their motivation to improve their abilities. In many cases sports was one of the favourite courses at school and one of the courses they were successful.
- education provider and trainer are convinced that sport contents and sport environments create a new learning environment which is not associated with negative school experiences, with failure and discrimination and thus is establishing a new learning atmosphere.

On the other hand we detected certain amount of reservation on the part of trainers. They are a bit concerned how to realise the concept, they need guidelines (but in a very short and compact way) and they need support in convincing potential sponsors of educational/vocational training measures (like Deployment Agency) about integrating Golden Goal products into existing trainings or to develop new trainings.

GG+ products are especially interesting for Vocational Educational Centers.

Currently the following organisation expressed interest in the products:

1. Volkshochschule Cham
2. Kolpingbildungswerk
3. Volkshochschule Regen

All of them are running vocational training courses for young unemployed adults.

Young adults' famous kinds of sporting activities (according to the German Olympic Sports Association 2006)

15-to-18-year-olds:

male: 1. football , 2. tennis, 3. gym, 4. shooting, 5. handball

female: 1. gym, 2. horse riding, 3. football, 4. tennis, 5. athletics

19-to-26-year-olds:

male: 1. football , 2. shooting, 3.tennis, 4. gym, 5. handball

female: 1. gym, 2. football, 3.horse riding, 3. tennis, 5. shooting

Annex

Recommendations

Curriculum:

Has to be more compact for trainer (maybe we could use different kinds and size of characters to point out important and less important contents).

For the German version we will skip a lot of text.

We will add some pictures to make the text more interesting.

Maybe it's a good idea to add some practical examples (short stories how sport activities enhance e.g. motivation)

Toolbox

Add more exercises with recent sport events

Add "outdoor exercises" to the chapter social skills (outdoor education), there are a lot of sport activities in this area supporting the development of social skills

Add some pictures

We will also add some new material (worked out in the next work package)

ANNEX 7: COUNTRY REPORT – POLAND



COUNTRY ANALYSIS – POLAND

Section 1: Statistics

Total population of Poland is about 38 135 000 people (Central Statistical Office, Dec 2008). In Podlaskie Voivodship population is estimated at about 1 191 861 people (Central Statistical Office, Sept. 2008). Ratio of our target groups to the total population is as follows.

Development Initiatives Centre has recognized three target groups to be addressed during the realisation of “Golden Goal Plus” project. The target groups comprise: **refugees; unemployed women; unemployed, poorly qualified youths.**

As far as the refugees are concerned, there are about 1400 recognized **refugees** in Poland (The United Nations Refugee Agency, 2001). Refugees come mainly from Chechnya, Bosnia, Albania, Kazakhstan, [Belorussia](#), [Ukraine](#), Armenia, Pakistan, Vietnam and Cameroon. In Podlaskie Voivodship, refugees constitute a group of about 101 people (Podlasie Voivedship Office, 2006).

In the past ten years (1992-2001) over 25,000 persons applied for refugee status in Poland. Nearly 1400 have been recognized as Convention refugees. During that time two groups of around 1000 persons each were also offered temporary protection: a group of Bosnian women and children (in 1992) and Kosovo Albanians (in 1999). With 9 refugee reception centers, Poland now assists over 1500 asylum seekers. (The United Nations Refugee Agency, 2001, Refugees and UNHCR in Poland).

In Poland, there are about 729 225 (Central Statistical Office, 2007) **unemployed women**. In Podlaskie Voivodship, there are about 26 092 unemployed women (Central Statistical Office, 2007). In Poland unemployed women constitute 58.5% of the total unemployed. Percentage of female vs. male entrepreneurs in Poland is as follows: female 48,2%, male 60,9% (Employment by sex, Eurostat 2006). The following chart illustrates reasons for economic inactivity among women.

Reasons of economic inactivity among women.

	Total (000s)	As % of total economically inactive population citing the given reason (more than one reason could be given)
Total	8,515	60.6
Not looking for a job	8,416	60.6
Reasons cited:		
- Discouraged by unsuccessful job search	218	57.7
- Studying or training	1,817	50.7
- Family and household duties	1,207	97.1
- In receipt of disability benefits/pension	3,236	61.9
- Illness, disability	1,524	54.8
Looking for a job but not prepared to accept one yet	85	65.9

(Source: Reasons for economic inactivity among women. Central Statistical Office: "Women in Poland", Warsaw 2007)

Although women represent a growing percentage of all workers, there are higher numbers of unemployed women than unemployed men. Polish legislation, when applied to working conditions, protects all women, including pregnant women and working mothers, from circumstances interfering with their (present or future) maternal roles. In consequence, this situation creates in Poland a bias among employers who try to avoid hiring women because they are stereotyped as unreliable workers, not flexible, prone to forcing free days and thus less effective. In Poland women's individual and professional needs and interests are considered as secondary to the needs of the family.

Stereotypes are visible in statistics and in the percentage of women vs. men in management or in executive roles. In Poland the rates of employment of both sexes in management are considerably different: female - 32,5% and male - 67,5% (European Commission, 2005).

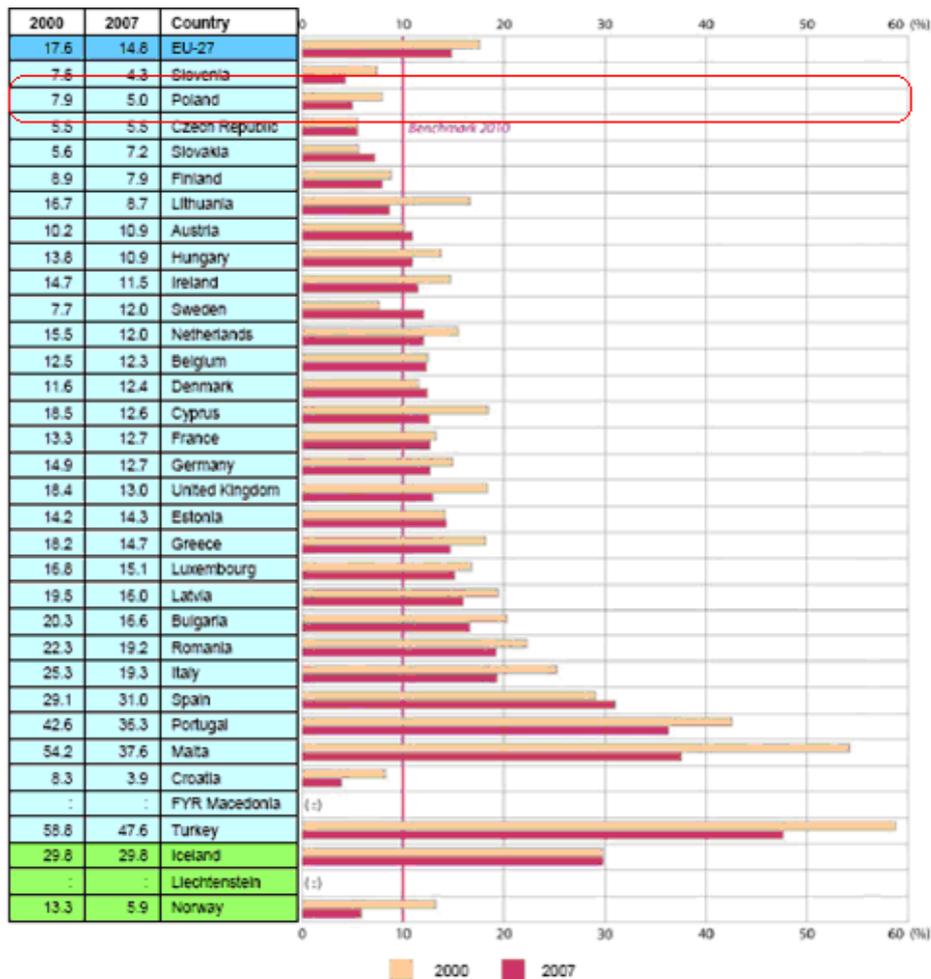
When compared to other EU members, Poland enjoys a leading position in EU in regards of the share of women in management. Great Britain, Belgium, Portugal and Spain has got a similar number of women managers (33%-35%). The highest percentage of women in managerial positions is found in Lithuania (43%), Latvia (44%), France (38%). Nevertheless, there is a very small number of women among top managers (2-7%). This is also due to the abovementioned stereotypes – women are not able to work long hours, do not like responsibility, feel more comfortable as a secretary than manager and that women are not creative.

In Poland women constitute 35% of self-employed people, in towns there are half as many women entrepreneurs as in villages. Women's chances to find a job is decreasing with age.

Third group identified during Golden Goal Plus initial analysis are **unemployed, poorly qualified youths (18-25)**. In Poland there are about 2 773 000 - which is 22,6% of all unemployed - unemployed, poorly qualified youths (18-25) (Podlasie Labour Office, 2006). In Podlaskie Voivodship there are about 626 800, 22,6% of all unemployed (Podlasie Labour Office, 2006). Thus, young people constitute approximately one third of all unemployed.

Young unemployed people usually do not have proper schooling. The problem of premature school leaving and drop outs, although not very dramatic in comparison with other European countries, still exists in Polish schools.

As far as early school leaving is concerned, European benchmark for the year 2010 is as follows: an EU average of no more than 10% early school leavers should be achieved. Although Poland is among best performers in this field and the rate is quite good because not more than 10% of young people leave school with only lower secondary education. Drop out rate in Poland of early school leavers (18-24) is 5% (Eurostat, 2007). Nevertheless, those people are still at a disadvantage on the labour market in today's knowledge-based society.



Early school leavers.

(Source: *Early school leavers, 2000 and 2007, Eurostat (Labour Force Survey), 2007*)

Despite very low percentages of early school leavers, dropouts in Poland are really marginalized. The employment of such young people is extremely low. The percentage of the working age population with low educational attainment varies between 16.2% in the Czech Republic to over 70% in Portugal and Malta. In the Czech Republic, Germany, Estonia, Latvia, Lithuania, Hungary, Austria, Poland, Slovenia, Slovakia, Finland, Sweden and the UK less than 30% of the working age population have low educational attainment, while in Greece, Spain, Italy, Malta and Portugal it is more than 40%. In 2007 almost 106 million persons aged 15-64 in Europe had low levels of formal educational qualifications, approximately 12 million fewer than in 2000 (Eurostat, Labour Force Survey, 2007).

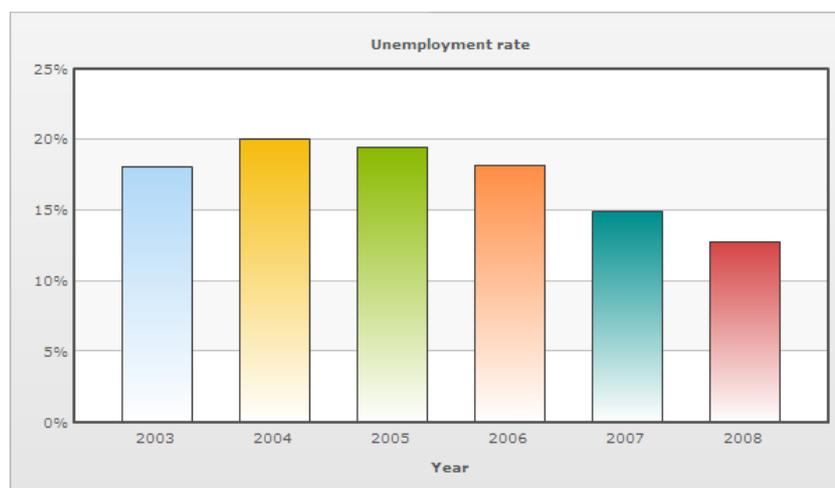
Unemployment rate of young adults in Podlaskie Voivodship is approximately 9,8% (Central Statistical Office, 2008). Furthermore, ununemployment rate of low-skilled, which means with only basic vocational or lower secondary education, is 30.1% of the total; with only primary or even incomplete-primary education is 32.5% of the total number of the registered unemployed (Central Statistical Office 2007).

These groups constitute 62.6% of the total number of the unemployed (Central Statistical Office, 2008). Professions with most low-skilled workers and highest unemployment are as follows: shop assistant, assistant, mechanic, locksmith, tailor, public administration specialist, carpenter, bricklayer, cook, builder (Podlasie Labour Office, 2008). Owing to the growing problem of young, not properly educated young people, this group has been recognized as one of the target groups in “Golden Goal Plus” project.

There exist several ways out of early school leaving. Among others, there are for instance flexible forms of education, smaller classes, individualized educational plans or supportive teachers. Initiatives focused on alternative educational environments can also be helpful. Such curricula provide special environments for students who do not feel well in regular classroom. Such programmes can be introduced in schools or outside. Young adults with educational resistance need more personalized teaching, sometimes offering also some kind of vocational training as they have to see a clear goal in their learning. “Golden Goal Plus” products can be helpful in breaking their educational resistance and involve them in lifelong learning and other educational initiatives.

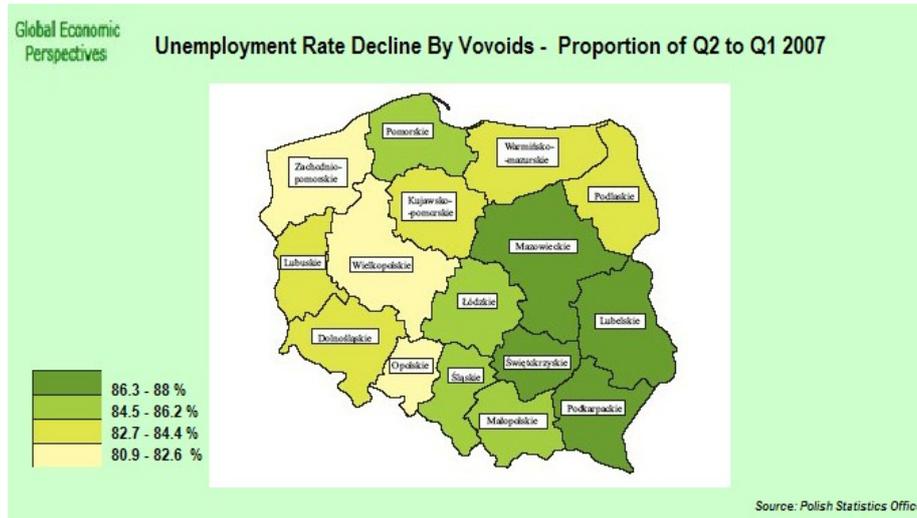
It is also worth mentioning that unemployment rates in general are decreasing in Poland. GUS, the Central Statistics Office, has recently released figures that show a decrease in the unemployment rate, which stood at 8.9% in the month of September 2008.

Unemployment rate in Poland.



(Source: Central Statistical Office, 2008)

The number of registered unemployed was 1,376,000 at the end of September, a drop of 27,000 people. The highest rate of unemployment was in the Warmia-Masuria province in north-east Poland, with the lowest figures coming out of the western Wielkopolskie province followed by Małopolska in the south. The largest group of unemployed workers are aged between 25-34 and 45-54 years with only a secondary school education or basic professional training.



(Source: Polish Statistics Office, 2007)

The phenomenon of early school leaving needs to be seen in a broader context of lifelong learning. There is evidence that the participation of adults in education and training tends to be proportional to the level of prior education. Poland is a relatively big country. As far as the training system is concerned, there exist considerable differences between urban and rural areas.

Training incidence by age.

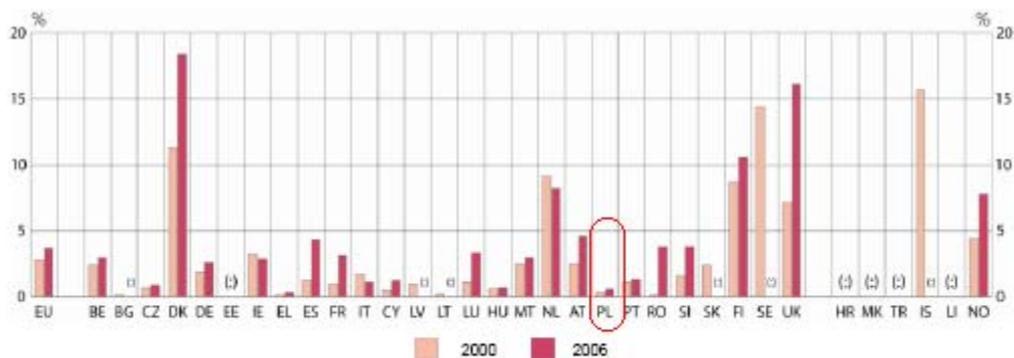
	-25 yrs	25-54	55+
EU 27	29	33	24
Belgium	35	41	28
Bulgaria	15	16	8
Czech Republic	54	60	54
Denmark	29	35	36
Germany	25	32	21
Estonia	25	26	15
Ireland	..	..	..
Greece	13	14	7
Spain	30	35	25
France	..	..	..
Italy	22	30	22
Cyprus	22	31	15
Latvia	16	15	8
Lithuania	17	15	9
Luxembourg	42	51	31
Hungary	12	17	9
Malta	29	34	24
Netherlands	26	38	23
Austria	36	34	21
Poland	16	22	13
Portugal	26	29	18
Romania	17	18	12
Slovenia	54	51	44
Slovakia	32	40	32
Finland	25	43	34
Sweden	39	50	37
United Kingdom	34	34	26
Croatia	..	..	..
FYR Macedonia	..	..	..
Turkey	..	..	..
Iceland	..	..	..
Liechtenstein	..	..	..
Norway	23	31	24

(Source: Training incidence by age in EU countries Eurostat, 2005)

Inequality of opportunity in education is likely to be amplified by unequal opportunities in training. Estimates for the European Union confirm that the probability of employees to participate in vocational training rises with the level of schooling (European Commission 2007). Participation in lifelong learning by adults with less than upper secondary education in Poland 2006 constitutes about 0,6% (Eurostat, 2006).

The following chart illustrates the participation of population with low educational attainment in lifelong learning.

The participation of population with low educational attainment in lifelong learning.



(Source: Eurostat, 2006)

Poland's education system is regarded as being oriented towards general skills, and the institutional links connecting schools and workplaces are relatively weak. Furthermore, since the early 1990s, the number of students in vocational schools has been declining: from over 800,000 persons in the school year 1990/1991 to some 240,000 students in 2005/2006. This development is combined with a diminishing number of vocational schools, from more than 2,500 schools in 1990/1991 to some 1,800 schools in 2005/2006.

The number training courses and respective GG+ focus (i.e. basic skills in total or only specific skills): basic skills are taught mainly during primary education. No private schools or courses were found concerning literacy or numeracy.

Education is compulsory at the primary level, which starts at the age of seven up to the age of fifteen (grades 1-8). However, although it is not compulsory, 96% of six-year-olds attend the called zero grade, which comprises preparation for basic skills such as reading and basic mathematical notions. At the age of 15, young people pass to the secondary level, which, roughly speaking, consists of three types of school: secondary level, secondary technical and basic vocational. The last-mentioned type does not provide a full secondary education. One foreign language is compulsory in primary schools, while two

languages must be studied in secondary general school. In secondary technical and basic vocational schools one language is compulsory.

There is no special place in curriculum for social skills learning. Social skills courses are usually provided by employees and during informal education.

ICT skills are taught and are compulsory on secondary and higher level of education. There are also plenty of private institutions offering basic ICT training.

Foreign languages are compulsory in most primary and secondary schools. In Poland there also exists a formal teaching of native tongues for national minorities. Such languages are taught as a separate subject alongside Polish. All other subjects are taught in Polish. Informal teaching and learning of foreign languages out of school is also very popular.

According to the surveys, the number of private language schools in 2005 was around 6845. Most of those private language schools (72,3%) specialize in teaching more than one language. Language schools which offer only English language comprise 21,8%, only German – 3,2%, other languages – 2,7%. In 2004/2005 total number of private schools' students amounted to 786 327 people. Women more often than men attend language courses. There about 86,7% women in language schools and 13,3% men. The mean age of students in private language schools is 22 years old (Language Education Policy Profile, 2005, Ministry of Education). Age of private language schools' students:

Up to 25 years	54,2%
26 - 30 years	25,1%
31 - 40 years	19,2%
41 - 50 years	6,1%
Over 50 years	3,4%

(Source: Language Education Policy Profile, 2005, Ministry of Education)

Section 2: Regulation (referring to EU and your country situation)

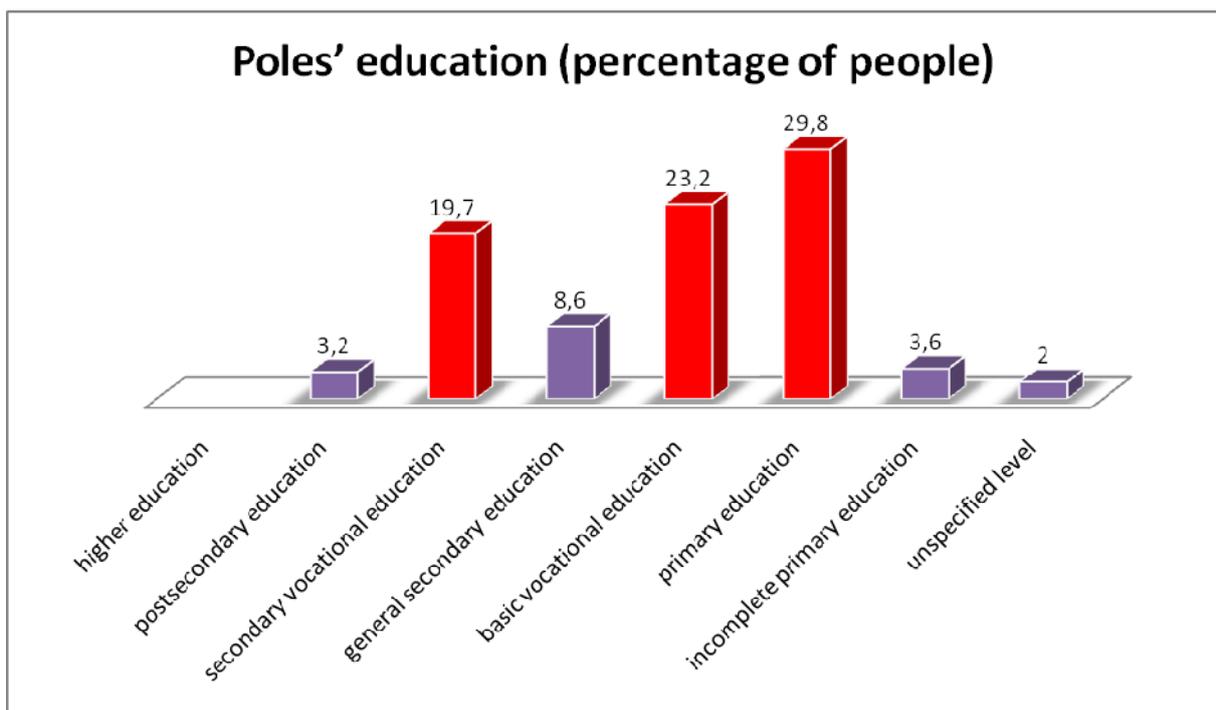
The Strategy for the Development of Education in 2007-2013 in Poland developed by the Ministry of National Education and Sport, which defines the objectives of the Polish education development, is mostly based on the framework of the Lisbon strategy, and in case of vocational education and training – on the Copenhagen Declaration.⁶

The documents mentioned above were taken into consideration while working on the following national strategic plans:

- National Development Plan 2004-2006

- Strategy for the Development of Continuous Education until the year 2010 (Ministry of National Education and Sport 2003)
- National Strategy for the Youth in 2003-2012 (Ministry of National Education and Sport 2003)
- „E-Poland. Action plan for the development of information society in Poland in 2001 – 2006 (2001)
- National Action Plan for Children in 2004-2012 – „Poland for Children” (2004)
- National Strategy for Social Integration
- National Action Plan for Social Integration⁷

As the analysis of the Polish Central Statistical Office shows, the level of education of Poles is constantly growing, just like their educational aspirations. Since 1998 the number of people with higher education in Poland has grown by 52% (but it still lower than in EU countries), and the number of people with secondary education has grown by 23%.



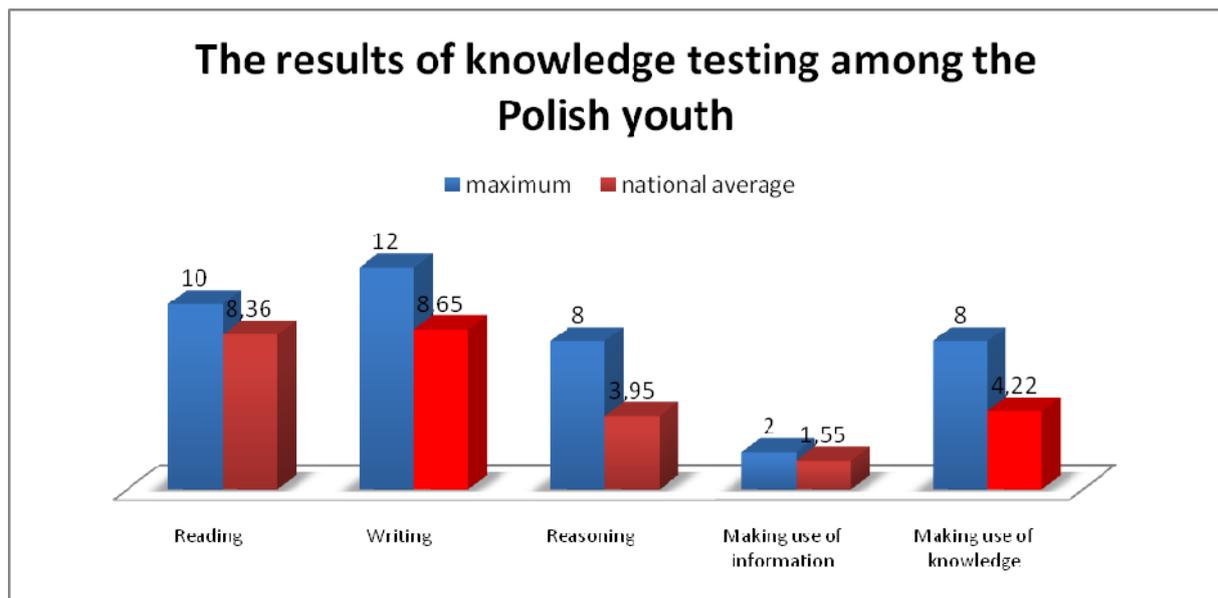
(source: National Population and Housing Census 2002)

⁶ Copenhagen Declaration – Declaration of the European Ministers of Vocational Education and Training, and the European Commission, convened in Copenhagen on 29 and 30 November 2002, on enhanced European cooperation in vocational education and training

⁷ Strategy for the Development of Education (Ministry of National Education and Sport) August 2005

Despite the optimistic forecasts concerning the education of Poles, there are still certain disturbing phenomena, like the decrease in the number of books read per year or low participation in culture especially among people from rural areas and small towns.

The research conducted in order to verify the basic knowledge of pupils from primary and lower secondary schools shows that the Polish youth have most problems with correct writing (about 70%) and making use of the acquired knowledge (52%).



Prepared on the basis of data of the Central Examination Board

Moreover, the OECD-PISA 2003 (the Programme for International Student Assessment) survey was carried out, which checked the skills of fifteen-year-olds on three fields: text understanding, mathematical reasoning and scientific reasoning.

In comparison to the average OECD, the Polish youth did worst in:

- tasks requiring individual, analytical or creative thinking,
- natural sciences (498 points for 500 OECD),
- scientific thinking (487 points for 500 OECD).

The main objective of the Strategy for the Development of Education in Poland is raising the level of education of the society, so that at least secondary education is common (70%) within the age group of 25-45 years in 2013, while ensuring a high level of education.

The strategy determines the main directions of shaping the education in Poland in the years 2007 – 2013, which among others are:

- preparing to active and responsible participation in the social, cultural and economic life - on local, national and global levels,
- effective prevention of social exclusion and marginalisation of people from social groups.

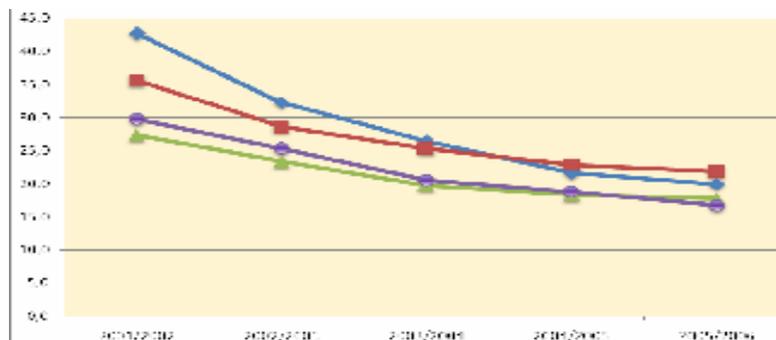
The basic tasks of the education system defined in this strategic document are among others:

- providing equal educational opportunities,
- preventing social pathology,
- adjusting the content of education to the abilities of pupils and the requirements of the constantly changing modern world,
- disseminating lifelong learning connected with defining and improving professional qualifications and key competence (ICT, foreign languages),
- treating elderly people, people of low qualifications (maintaining professional activity) and young people as a priority.

The basic source of financing the strategic objectives is the national budget. Additional resources will come from the budgets of local governments and the structural funds of ESF, ERDF.

Other interesting facts about the education in Poland:

The present condition of Polish education is certainly influenced by a number of factors, like the access to modern technologies or the access to the Internet. The analyses carried out by the Polish Central Statistical Office show that despite the improvement of the situation in Polish schools, these simplest forms of access to knowledge are still largely limited.



The source: The Polish Central Statistical Office *Training and education in Poland in the school year 2007/2008*

- primary schools
- general secondary schools
- lower secondary schools
- vocational schools and profiled secondary schools

The Polish education system defines people with special educational needs in a very specific way, basing mainly on the problems resulting from diseases.

The statistics and research carried out on the field of adult education contain only some laconic information about the number of books read per year or the ability to count or write among the youth.

Pupils with special educational needs according to the type of disability in the school year 2007/2008

Disability type	Primary schools	Lower secondary schools
Deafness	187	113
Hearing impairment	2801	1643
Blindness	56	28
Visual impairment	1968	1214
Movement impairment	3522	1534
Mild mental retardation	12981	10674
Moderate or large mental retardation	3869	2357
Diagnosed autism	1070	234
Multiple disability	4317	2137
Social maladjustment	179	192
Risk of social maladjustment	396	426
Risk of addiction	36	84
Behavioural disorders	4157	2268
Psychological disorders	236	205
Chronic diseases	3555	2151

Source: The Polish Central Statistical Office **TRAINING AND EDUCATION IN THE SCHOOL YEAR 2007/2008**

Section 3: The education and training system

Until September 1999 the first stage of education in Poland was an eight-year primary school after which one could apply for a place in the following schools: a general secondary school or a vocational secondary school.

The educational reform, apart from large curricular changes, introduced new types of schools: a six-year primary school, a three-year lower secondary school and secondary schools: a three-year profiled secondary school, a four-year technical school, a vocational school with at least 2-3 years of education, a two-year supplementary secondary school and a three-year supplementary technical school (the two last types are meant for graduates of vocational schools). During the transitory period secondary and upper-secondary schools function at the same time.

The total time of learning until the moment of graduation after which one can take a school-leaving exam is 12-15 years. After passing the school-leaving exam, the graduates receive a school-leaving examination certificate which allows them to apply for a place at a higher education school.

In Poland there are national (public) higher education schools and since 1990 also non-public higher education schools. Non-public higher education schools are created on the basis of an authorisation issued by the Minister of National Education and Sport and they become legal entities after being registered in the register of non-public schools kept by the Minister of National Education and Sport.

Since 1998 there have been opened public and non-public higher education vocational schools. An important element of preparing graduates to work is carrying out obligatory internship lasting 15 weeks.

Studies may be full-time, part-time, weekend and extramural. Higher education schools accept only those who have a school-leaving examination certificate. The rules of accepting students for the first year of studies are determined by each school independently.

- **BA degree** – received after graduating from a higher education vocational school, after 3 or 3.5 years of studies,

- **BA degree in nursing or midwifery** – received after graduating from a higher education vocational school at the faculty of nursing or midwifery respectively,

- **engineer** – a title given to the graduates from higher vocational studies from technical faculties (except for architecture and urban planning), agricultural and forestry faculties and other faculties, if technical, agricultural or forestry subjects constitute not less than 50% of all classes in studies plans and curricula at given faculties,

- **architect engineer** – a title given to the graduates from higher vocational studies from the faculty of architecture and urban planning,

- **MA degree** and the title: **master of fine arts, M.Sc., M.Sc. Civil Engineer Architect, doctor, dental practitioner** (until 30 April 2004 – **practitioner of stomatology**), **veterinarian, master of nursing, master of midwifery** – given after graduating from 4-6-year MA studies.

The MA degree can be also obtained after graduating from 2-2.5-year postgraduate MA studies which can be accessed by people who graduated from the vocational studies and have the BA or engineer degree.

In order to obtain the above mentioned titles, students have to get credits for all classes and internship included in the curriculum, submit and defend their theses and pass the thesis exam.

The system of adult education in basic skills (reading, writing, counting)

In Poland after the years of transformations we only start to notice the problems of social exclusion caused by educational “negligence”. Due to this fact, there are some proposals of changes in the education system, which aim at responding quickly to such problems. Nonetheless, at the moment the results of the long-standing negligence are eliminated mainly through social initiatives (financed from ESF or the national budget).

The national programme for the elimination of barriers to functioning aims at creating a net of centres supporting the rehabilitation of the youth at risk of social maladjustment, changing (but not in a revolutionary way) the curricula, taking into consideration the actual process of education and the possibility to learn the material by students, creating textbooks – teacher’s manuals.

It is assumed that the introduced changes will direct education towards the situation when students gain key skills necessary for them to function in the knowledge-based society.

In case of the additional offer of training, thanks to using the resources from ESF as part of structural funds, the years 2008/2009 abound with different kinds of initiatives which activate the youth.

They aim mainly at developing ICT and language skills and only to a small extent engage the youth who have problems, and projects developing basic skills (reading, writing, counting) are exceptions among the initiatives.

The situation usually results from the general economic and social situation of the country. The existing clash between the skills and the requirements of the constantly changing market results in the fact that educational/training institutions in the first place aim their projects at most active groups.

Section 4: Possible funding

Allocation of resources for education and training.

There are large variations between European countries in their levels of total public investment on education as a percentage of GDP. Some countries (Cyprus, the UK, Hungary, Netherlands, Finland) and Poland are moving ahead in their levels of relative investment on education as proportion of the GDP; between 2000 and 2005 the average annual growth in the proportion of GDP allocated in education was about 5% in Cyprus, 4% in Romania and Hungary and 3.3% in the United Kingdom. Furthermore, in Poland there are also private sources of funding and they accounted for some 10% of total investment on educational institutions (Commission of the European Communities, Progress Towards te Lisbon Objectives in Education and Training, Indicators and benchmarks, 2008). Main funding actors in education and training are: Ministry of Education (90%), local governments, enterprises, European Union funds. There are several financial instruments such as subsidies, funds and grants. The school part of the subsidy supplied to education is calculated exclusively on the basis of the number of pupils who attend schools that are run or grant-aided by local self-government bodies. Targets to be reached in Polish education reality are mainly: equal educational opportunities, the provision of key skills, the improvement of external and internal systems of the evaluation of pupils' achievement, the modification of the vocational education and training system, the improvement of the principles of funding, the implementation of new strategies of initial and in-service teacher training (The EFA Assessment: Country Reports, 2000).

Section 5: Possible implementation

The following organizations were recognized as a potential beneficiaries of the GG+ project:

Name:	Legal status
FET (Creativity and Education Foundation)	foundation
Development Initiatives Forum	foundation
Centre of Continuing	state educational institution

Education	
ZDZ (Vocational Education Centres)	network of non-public schools

Furthermore, several public schools expressed their interest in GG+ project products.

GG+ products may be especially interesting for Vocational Educational Centers. Vocational Education Centre, supports training services and is an association with long-lasting tradition. Nowadays there are 26 Vocational Education Centers all over Poland. Vocational Education Centre offers, for example, training at administration, finance, IT, economy, power industry, gastronomy, commerce, pedagogy and teaching methodology, construction industry, welding, transport, tourism, services and crafts.

GG+ implementation may be useful for the abovementioned institutions in for example: making lifelong learning a reality, developing vocational education and training, developing key competences for lifelong learning, improving equity in education and training.

There exist several targets to be reached by the transfer of GG products to Polish reality: the development of courses integrating sport activities with subject matter which are non-existent at the moment, extending existing curricula, introducing innovation to training, and sharing good practice.

Main aspects and conditions which will be addressed during the realization of GG+ project are: integration of target groups: refugees, unemployed women, unemployed, poorly qualified youths, improving the participation of target groups in lifelong learning, professional development of teachers and trainers, extension of knowledge base of the abovementioned institutions.

Value added by GG+ are: introduction of innovation to courses and curricula, gaining new professional qualifications by teachers, enhancing variety and attractiveness of courses provided and good practice in innovative education area.

Taking into consideration the situation of the Polish youth and the access to modern forms of training, the implementation of GG+ will be an answer to the actual educational needs.

The aim of activities connected with the implementation of GG+ in a pilot group will be the dissemination of modern forms of teaching the “difficult youth” and making it possible for a given target group to take part in classes using GG activities.

The project’s target group are young people from fostering centres or community centres. They are usually people from communities of pathology connected with poverty or

diseases. As the research shows, the youth have learning problems, often fall foul of the law and are very engaged in tasks connected with their after school interests. The common activities within the GG+ implementation will be joined by, apart from the National Council of Experts, social centres from the Łódź voivodeship. The added value of the activities can be the change of social centres to special education centres based on developing responsibility, respect and education.

COUNTRY REPORT – PORTUGAL

AREAS OF RESEARCH

INTRODUCTION

Our proposal in this part is the combination of statistical data and qualitative information to describe the organization and functioning of education systems in Portugal to make clear to all the potential benefits of GG+ in our country.

The present text incorporates several features caused by the difficulty to find data especially in the area of the benefits of Integrating Sport Activities with Basic Skills & Communication Training because of the failure in data in national evaluation organizations and mainly because of the length of a culture of Evaluation of educational results. Since 2005 this culture is changing because of internal political changes and European Community pressure.

However, Qualitative Information from regulation referring to EU and Portugal and from Interview's contribution is vaster, especially because in Portugal there is too much good principles and norms than in good evaluated results.

The bigger problem regards the reliability of Quantitative data and statistics available because of three reasons:

- in first place, the most recent data are from 2006/7 and the recent financial and economic crises, some call it Depression, can introduce great differences regarding for instance unemployment, expectations e.g,
- in second place, with the actual government (2005/2009) many political initiatives regarding education have been taken in the field of education to promote equal opportunities and to raise the level of basic skills and competences at all levels of the educational system in particular in primary education, VET education, adult education and Recognition and Validation of competences of adult population, to prepare populations for the challenges of a knowledge-based society defined by Lisbon Strategy (2000). Of the impact of those initiatives in real Society there are few data available
- in third place, there is few data about the situation at a national/local level related directly to on Integrating Sport Activities with Basic Skills & Communication Training in training and education.

GENERAL SITUATION and STATISTIC DATA

Demographic situation in the target country

Demographers have long argued that the knowledge of population trends is crucial when designing government policies and we observe a growing demand from policy-makers for demographic analysis and an improved understanding of the importance of demographic implications. Decisions concerning social welfare, economic development, health, education, local and regional planning are either influenced by, or are a direct result of, demographic factors, while population trends are in turn affected by political decisions.

Total population in Portugal and Lisbon region

According to the National Institute of Statistics (INE) total population in Portugal was in 2007 10,617,575 million of inhabitants (INE 2008).

The OCDE survey (2005) indicates that from 1060 and 2005 the Portuguese population had one Max. of 10,563,000 million and Min of 8,624,000 million (9,628,910 Avg.), and the UN prognosis indicates that the population will have a 10,720,000 in 2050.

According to Demographic Year Book 2003, Portugal in 2002, was a country with similarities with other western and southern parts of Europe. Some other important Portuguese demographic data are: Positive migration (+0.67%); Population growth rate (+0,8 %); Rate of natural increase(+0,1); Total fertility rate (+1,47); Life expectancy at birth for males (73,51) and for Woman (80,34).

Year	1960	1970	1980	1990	2000	2005	2015 Prognosis	2050 Prognosis
Mill. inhabitants	8.86	8.68	9.77	9.98	10.23	10.49	10.83	10.72

Source :UN Common Database

Population by Region

Distribution of Portuguese population shows big disparities between Regions. The ones driven by better infrastructure (see table below) Lisbon and the North (Oporto) concentrates the majority of the population. The opposite occurs in Rural and traditional areas like Alentejo and Atlantic Islands).

<u>Name</u>	<u>Abbr.</u>	<u>Status</u>	<u>Capital</u>	<u>(km2)</u>	<u>2007</u>
Açores	ACO	Reg	Ponta Delgada	2,322	244,006
Alentejo	ALE	Reg		31,552	760,933
Algarve	ALG	Reg		4,996	426,386
Centro	CEN	Reg		28,198	2,385,911
Lisboa	LIS	Reg		2,935	2,808,414
Madeira	MAD	Reg	Funchal	801	246,689
Norte	NOR	Reg		21,286	3,745,236
Portugal	PT		Lisboa	92,090	10,617,575

Source: Instituto Nacional de Estatística (2007)

As of 2001 Census INE, Portugal had two significant agglomerations: Lisbon Metropolitan Region and Northern Littoral Urban-Metropolitan Region (or Porto Metropolitan Agglomeration). These broader agglomerations are distinct from the political metropolitan areas of [Lisbon](#) and [Porto](#) – (*Grande Área Metropolitana de Lisboa*) and (*Grande Área Metropolitana do Porto*).

Metropolitan areas			
<u>City name</u>	<u>Agglomeration</u>	<u>Metropolitan area</u>	<u>Core municipality</u>
Lisbon	3,34 million	2,641,006	564,657
Porto	2,99 million	1,551,950	238,954

Source: Census INE 2006

Age structure of Portuguese population :

++

Age structure of Portuguese population		
0-14 years	16.5%	(male 914,480/female 837,525)
15-64 years	66.3%	(male 3,501,206/female 3,551,706)
over 65 years	17.3%	(male 757,220/female 1,080,699)

INE (2007)

Proportion of young people in the total population

The number of people aged fewer than 30 has been steadily decreasing since 1975 in the 25 countries now forming the European Union and the proportion of young people in the total population varies markedly from one region to the next. In nearly half of the regions for which data are available, those ages under 30 represent from 35% to 39% of the population.

There are significant regional differences within the European Union in the proportion of young people in the total population. Regional disparities are especially marked in southern

Europe (Spain, Italy and Portugal), In the north of Portugal and also in Acores and Madeira, those aged under 30 represent more than 40% of the population but the proportion is below 37% in Lisbon, as well as in the southern regions (Alentejo and the Algarve).

Migration rates

Since the decolonization period, (1975) Portugal has received immigrants from the former Indian and [African](#) colonies, and from Europe (especially the United Kingdom, Germany, France and Spain - the climate, culture, and relatively low cost of living are the main attractions).

Net migration rate (2000/2007)	
(2000 est)	0.5 migrant(s)/1,000 population
(2003 est)	0.49 migrant(s)/1,000 population
(2004 est)	3.57 migrant(s)/1,000 population
(2005 est.)	3.49 migrant(s)/1,000 population
(2006 est.)	3.4 migrant(s)/1,000 population
(2007 est.)	3.31 migrant(s)/1,000 population
ACIME, Estatísticas da Imigração (2005)	

Data from [ACIME, Estatísticas da Imigração](#) (2005) indicate that in 1992, 1.3% of the population was foreigner, in 2002 the number had grown to 4%,^[4] with a significant size of illegal immigrants with unknown number. Portugal, long a country of emigration, has now become a country of net immigration, and not just from the former [Indian](#) and [African colonies](#). Today, many [Eastern Europeans](#) (especially [Ukrainians](#), [Moldavians](#), [Romanians](#) and [Russians](#)), as well as [Brazilians](#), are making Portugal their home. There is a small number of [Chinese](#). In 2006 there were 418,000 legal immigrants in Portugal, of which the most numerous communities originated in [Cape Verde](#) (68,000), [Brazil](#) (64,000), [India](#) (60,000), [Ukraine](#) (43,000), [Angola](#) (34,000), [Guinea-Bissau](#) (25,000), [UK](#) (18,000), [Spain](#) (16,000), and [Moldova](#) (15,000)

Portugal is one of them and the concentration of migrants per region shows that in Lisbon and in the littoral north of Portugal.

In the last decade the geography of immigration to Portugal has undergone profound change. In particular there has been a diversification of sending countries, and Eastern Europe, especially the Ukraine, Moldova, Romania and Russia, has become a major origin of migrants. The majority have settled in the Lisbon Metropolitan Area, but there is dispersal to all parts of the country. This recent immigration trends to small towns and rural areas in Portugal and discusses its effects on regional development, e.g. Alentejo region. This region remains rural with a significant ageing population and is undergoing a process of demographic decline (Maria Lucinda Fonseca, 2008).

Portugal, in 2002 ,was a country with the highest rates of positive net migration as the western and southern parts of Europe: Portugal (+0.67%), (COE 2003)

Portugal is the only country of the four where the employment rate of immigrants is higher than that of the native-born, and for both men and women. This is largely because recent migration flows to Portugal have been to meet labour shortages. But it has also taken an innovative approach to welcoming immigrants, through a network of immigrant support centres.

17/11/2008 - Immigrants in Belgium, France, the Netherlands and Portugal are more likely to be unemployed or doing a job for which they are overqualified than people born in that country. Their children, even if born in the country and having left school with qualifications, also find it hard to find work, according to a new OECD report.

Better use should be made of the skills of highly-qualified immigrants. Countries should improve their assessment and recognition of qualifications and work-experience gained in non-OECD countries, and makes the process more transparent. *Jobs for Immigrants: Labour Market Integration in Belgium, France, the Netherlands and Portugal*, OCDE 2008

Public expenditure on education

Changes in total public expenditure on education (ISCED 0 to 6) compared to total public expenditure by country, (Eurostat, UOE and National Accounts.2001) In 2001, on average, investment in education represented over 10 % of public expenditure in the great majority of countries. In a few countries (the Czech Republic, Greece, Slovakia and Romania) the situation was less encouraging, with around 8% of public expenditure for education. In Portugal the share of total public investment in education remained at around 12.8% in 2001 it means that it is over the average of EU -25 countries

Percentage of the population in education and training per age group

According to *National summary sheets on education systems in Europe and ongoing reforms, April 2008 (Eurydice)* In 2005/06 the number of young people between 0-29 years of age accounted for 35.5% of the population (3 748 138) and 30.4 % were enrolled in compulsory education (1 140 791). In 2006/07 the participation rate in pre-primary education was 78.6%. According to Eurostat, Labour force survey- 2002, in EU -25 the Percentage of young people aged 15 – 24 in education and training everywhere in Europe, with the exception of Malta, at least half of all young people aged between 15 and 24 are enrolled in some form of education or training. In Denmark, Estonia, the Netherlands, Slovenia and Finland, this proportion reaches more than 70%.

In the case of Portugal this proportion reaches only 51,9% in that period. In the European Union, an average of around 66% of women in this age group are in education or training, compared to 62% of men. Portugal is also in this group with 56,1% females against 47,7% males in education or training.

The educational level of the population (all ages combined) in some countries in the south of the EU (Spain, Italy, Malta and Portugal) is relatively more modest than in other Member States. In the former, less than half of those in the 25-64 age groups have an upper secondary

Population that not obtained an upper-secondary education qualification				
Age group	25-34 years	35-44 years	45-54 years	55-64 years
%	64,7%,	79,9%,	85,4%,	92%
Eurostat, Labour force survey- 2002				

education qualification.

In 2002, around 25% of young people aged 25-34 in the European Union had not obtained an upper-secondary education qualification, The numbers for Portugal in these period where, for the group of 25-34 years 64,7%,, had not obtained an upper-secondary education qualification.

The group of people aged 55-64 that had not obtained an upper-secondary education qualification in the European Union was 38% and the numbers for Portugal in these period where, for the same age group was dramatically 92%.

Those numbers shows the gape from Portuguese levels of literacy comparing with EU average. It also indicates there is a rise in the qualification levels of younger people is especially those aged 25-34 had not obtained a qualification at this level of education compared to those aged 55-64, but adult education and Life Long Learning , in Portugal must be a priority.

The numbers for Portugal for all age groups analysed in these period where, for the different age groups that had not obtained an upper-secondary education qualification:

The following percentages of school population, refer to the school year 2006/07, distributed by Public and Private Sectors by schooling levels (Primary, Lower Secondary and Upper Secondary):

Levels	Public schools	Publicly-funded private schools	Independent private schools
ISCED 0	51.5%	0.6%	47.9%
ISCED 1	88.8%	2.8%	8.4%
ISCED 2	87.6%	6.9%	5.5%
ISCED 3	81.1%	5.5%	13.4%

Source: Euridice 2008
Persons who have not obtained an upper secondary education qualification correspond to those who have at best completed ISCED levels 0-2. Defined here in accordance with the International Standard Classification of Education, or ISCED

Enrolment and Expectations

According to UNESCO survey on [efficiency and equity in schools around the World](#), (Eric A. Hanushek and Javier A. Luque, 2002) the [average years of schooling of adults](#) in Portugal, in 2002, was only 5,9 years of schooling. As well the school life expectancy is low:

INDICATORS		LEV:/ %	Rankings	
Enrolment ratio				
average years of schooling of adults		5.9	[55th of 100]	
Population that not obtained an upper-secondary education qualification				
Age group	25-34 years	35-44 years	45-54 years	55-64 years
%	64,7%,	79,9%,	85,4%,	92%
School life expectancy				
School life expectancy > Male		14.7 years	[18th of 97]	
School life expectancy > Total		15.2 years	[15th of 110]	

SOURCES: UNESCO; ["Efficiency and Equity in Schools around the World"](#) by Eric A. Hanushek and Javier A. Luque, April 2002; United Nations [Human Development Programme](#); [The Geography Zone](#); OECD; All [CIA World Factbooks](#) 18 December 2003 to 18 December 2008; OECD; UNESCO Institute of Statistics

Percentage of the population in education and training per age group

According to Eurostat, Labour force survey- 2002, in EU -25 the Percentage of young people aged 15 – 24 in education and training everywhere in Europe, with the exception of Malta, at least half of all young people aged between 15 and 24 are enrolled in some form of education or training. In Denmark, Estonia, the Netherlands, Slovenia and Finland, this proportion reaches more than 70%.

In the case of Portugal this proportion reaches only 51,9% in that period.

In the European Union, an average of around 66% of women in this age group are in education or training, compared to 62% of men. Portugal is also in this group with 56,1% females against 47,7% males in education or training.

The educational level of the population (all ages combined) in some countries in the south of the EU (Spain, Italy, Malta and Portugal) is relatively more modest than in other Member States. In the

former, less than half of those in the 25-64 age groups have an upper secondary education qualification.

In 2002, around 25% of young people aged 25-34 in the European Union had not obtained an upper-secondary education qualification, The numbers for Portugal in these period where, for the group of 25-34 years 64,7%, had not obtained an upper-secondary education qualification.

The group of people aged 55-64 that had not obtained an upper-secondary education qualification in the European Union was 38% and the numbers for Portugal in these period where, for the same age group was dramatically 92%.

Those numbers shows the gape from Portuguese levels of literacy comparing with EU average. It also indicates there is a rise in the qualification levels of younger people is especially those aged 25-34 had not obtained a qualification at this level of education compared to those aged 55-64, but adult education and Life Long Learning , in Portugal must be a priority.

The numbers for Portugal for all age groups analysed in these period where, for the different age groups that had not obtained an upper-secondary education qualification:

Country of target	INDICATORS	LEV:/ %	Rankings	origin of group(s) in
Portugal	Enrolment ratio			to the PISA survey, 15-pupils parents born
	average years of schooling of adults	5.9	[55th of 100]	
	School life expectancy			
	School life expectancy > Male	14.7 years	[18th of 97]	
According to 2003 year-old whose were both	School life expectancy > Total	15.2 years	[15th of 110]	to the PISA survey, 15-pupils parents born
	SOURCES: UNESCO; " Efficiency and Equity in Schools around the World " by Eric A. Hanushek and Javier A. Luque, April 2002; United Nations Human Development Programme ; The Geography Zone ; OECD ; All CIA World Factbooks 18 December 2003 to 18 December 2008; OECD ; UNESCO Institute of Statistics			

abroad constitute between 10% and 20% of the school population .Portugal show a considerably lower proportion of pupils aged 15 with an immigrant background, with only 5%. Eurostat, population statistics (2002) in Europe, sows for similar data: foreign nationality represented less than 10% of the total population in almost all Member States.

Countries, three have the highest proportions of foreigners in the under 15-year-old age group, namely Germany and Austria with around 10% and Luxembourg with around 40%. Everywhere else, the proportion of young foreigners in the under 15-year-old age group is less than 7%.

General overview Social Economic situation and Employment in Portugal

Lisbon Strategy (2000) pointing at the importance of human capital for employment effective employment and social policies are crucial elements to attract and retain more people in employment, to improve the adaptability of workers and enterprises in the context of rapid economic change, and to increase investment in human capital through better education that develops new competencies to prepare adults and young people to face de exigencies of new jobs.

Action is all the more necessary the context of current demographic trends, as the working age population will gradually augment. Employment policies go hand in hand to deliver more and better jobs.

Portuguese labor Indicators 2002	
GDP per capita	77%
Labor force	5,618,000
Labor force > By occupation > Industry	30%
Labor force > By occupation > Services	60%
Labor force > By occupation agriculture force with tertiary education > % of	12.5 %
	9.4 %

<u>total</u>	
<u>Female decision makers</u>	32%
<u>Unemployment rate</u>	
<u>Unemployment rate</u>	8%
<u>Unemployment, total > % of total labor force</u>	6.7 %
<u>force</u>	
<u>Youth unemployment</u>	8.6%
<u>Long term unemployment</u>	1.7%
<u>Economic activity > Men aged 65 plus</u>	16.71
<u>Unemployment gender ratio</u>	159%
Source: ILO (International Labour Organization). 2002. <u>Key Indicators of the Labour Market 2001-2002</u> . February 2002	

Between mid 1980s and 2000, the Portuguese the European is a case of success. years, Portugal has the EU15 average in

<u>Youth unemployment</u>	8.6%
<u>Long term unemployment</u>	1.7%
<u>Economic activity > Men aged 65 plus</u>	16.71
<u>Unemployment gender ratio</u>	159%
Source: ILO (International Labour Organization). 2002. <u>Key Indicators of the Labour Market 2001-2002</u> . February 2002	

and the year membership of Communities During those terms of GDP

per capita and productivity; the employment rate has been higher than average; and, thanks to policies adopted on the second half of the 1990's, unemployment was one of the lowest in the EU.

The major industries include: oil, [petrochemistry](#), [cement](#) production, [automotive](#) and [ship industries](#), [electrical](#) and [electronics](#) industries, [machinery](#), [pulp and paper industry](#), [injection moulding](#), [textile](#), [footwear](#), [leather](#), [furniture](#), [ceramics](#), [beverages](#) and [food industry](#) and [cork](#) (world's largest producer). Manufacturing accounts for 33% of exports. Portugal is the world's fifth-largest producer of [tungsten](#), and the world's eighth-largest producer of [wine](#).

The [tertiary sector](#) has grown, producing 66% of the [GDP](#) and providing jobs for 52% of the working population. The most significant growth rates are found in the [trade](#) sector, due to the introduction of modern means of distribution, transport and telecommunications. [Financial](#) tertiary have benefited from [privatisation](#), also gaining in terms of efficiency. [Tourism](#) has developed significantly and generates approximately 5% of the wealth produced in Portugal.

Although being very high by world's average standards, Portugal's [GDP per capita](#) is among the lowest in [Western Europe](#). It was the 6th poorest country of the 27 member states of the European Union by [purchasing power](#), for the period 2005-2007, and according to the [Eurostat](#).^[2] However, research about [quality of life](#) by the [Economist Intelligence Unit's](#) (EIU) [Quality-of-life Survey](#) placed Portugal as the country with the [19th-best quality of life](#) in the world for 2005, ahead of other economically and technologically advanced countries like [France](#), [Germany](#), the [United Kingdom](#) and [South Korea](#) (Público 2008)

Structure of the Economy (% of GDP)

	1981	1991	2003
Agriculture	12,0%	7,1%	3,7%
Industry	34,6%	30,7%	26,8%
Services	53,4%	62,2%	69,5%
Source: World Bank			

Since 1997, the Portuguese society has no longer been based on a long hours' economy; minimum income has been introduced to reduce poverty's harshness; and national minimum wage has grown above the annual average of wages and salaries while these have grown above the EU average.

From 2001 to 2005, the economic and social trends to decline:

-GDP per capita, expressed in Purchasing Power Standards, was 77,3% of the EU27 average in 2001 and had declined to 75,2% in 2005 and to 74,3% in 2006;

-Productivity per hour worked has been diverging from the European average since 2000;

Unemployment rose from 4% in 2001 to 7,6% in 2005 and to 7,7% in 2006;

Faced with a very difficult situation, the Portuguese government has adopted a comprehensive set of reforms which includes a vast number of measures in multiple sectors of governance and is backed by methodological innovations. These reforms aim for twin targets: to restructure the functioning of the national economy and society, and to get back to the respect of the criteria of the Stability and Growth Pact.

One of the priorities has been at Educational level to prepare the population to face the new exigencies of Knowledge Society investing in Qualifications and programs for improving Basic Skills levels and prevent the drop out PNPAE(Plano Nacional de Prevenção do Abandono Escolar) and in the enlargement of ICT use at all levels : LP (Ligar Portugal) and the PTE (Plano Tecnológico da Educação) .

According to more recent data (2008) from (INE) Instituto Nacional de Estatística the net number of unemployed people got down to 7,6%. Less 21,500 people lost his job. The total number of unemployed people was 427,100, Females unemployment slow down to 8,8% and for Males 6,5%. As it depends on economic growth, now a day, those recent data can change rapidly. The INE (Instituto Nacional de Estatística) showed that the unemployment between 2002 to 2007 as increased in 65% . In 5 years the number of unemployed increased from 270,500 in 2002, to 448,600 in 2007.

Percentage of women's vs., men's employment and unemployment:

We all believe that there are important differences by age and gender, between countries and over time: in particular, in the past ten years, the proportion of women that are inactive because of personal or family responsibilities due to better public care facilities, higher income so that more people can afford private care facilities, more extensive parental leave, lower fertility rate or changes in social or cultural norms, numbers confirm, in general that disposition that supposition.

The first Portuguese [Survey on Workers' Working Conditions](#) was conducted in 1999, and its results were published in 2000 ([Inquérito de avaliação das condições de trabalho dos trabalhadores, DETEFP/MTS, 2000](#)). The next edition of the survey was scheduled to take place in 2005 by the (DGEEP) [Direcção-Geral de Estudos, Estatísticas e Planeamento – DGEEP](#), Ministério do Trabalho e da Solidariedade (Department of Statistics on Labour, Employment and Professional Training, Ministry of Labour and Solidarity), is the responsible organization for administering the survey on workers' working conditions. In Portugal [Unemployment gender ratio](#) Female vs Male was, in 2002 + **159%**

In Portugal the first 'Gender Profile' database was launched in May 2004 covering six main topics: workers and workplace characterization, working time, working conditions and risk exposure, accidents at work, safety, hygiene and health at work, and social conditions.

In 2008, according to more recent data from (INE) Instituto Nacional de Estatística the total rate of unemployed was 7,6%. Less 21,500 people lost his job. The unemployment for Females was 8,8% and for Males 6,5%

Unemployment rates of young adults

According to European Commission data (2005) the tendency was positive for employment prospects especially in some larger countries in the EU. But as it depend on the economic cycle and on improvements in domestic demand, the present economic crisis probably will change numbers. Particular vulnerable in that situation are young people.

The employment prospects for 2005 and 2006 are positive overall, with the since the mid 1990s, there has been a relative decline in hourly labour productivity growth in the EU. This relative decline may be partly explained by a higher rate of job creation, involving a high proportion of low-productivity jobs and, especially, a slowdown in total factor productivity growth. The latter has been associated with the following factors: low investment in R&D; the difficulty in the EU of reorienting outlays towards those sectors with high productivity growth prospects; and the difficulty in producing and absorbing new, more knowledge-based technologies.

European Council concern's remain regarding the unemployment situation of young people; this is in large part why the recently adopted the Youth Pact. In the face of an ageing and declining workforce, Europe still has a large potential labour reserve to draw upon; this should receive urgent priority to increase social inclusion and cohesion, preventing exclusion from the labour market and reducing regional disparities in terms of employment, unemployment and earnings, as there are worrying signs that the recent economic slowdown may have affected Europe's record in this regard.

According to *Employment in Europe (2005)* growth and jobs are at the core of our citizens' concerns and 18.7%, youth unemployment in the EU was still around twice as high as the overall unemployment rate.

At EU level, for young people aged 15-24 increases in the employment rate over the late 1990s have been replaced by declines from 2002 onwards, with developments more severe for young men than young women. However, the decline was much more moderate in 2004. This evolution in employment rates reflects the general development in youth activity in Europe, namely a decline in labour market participation which coincides with recent trends for young people to remain longer in education and training. Greater efforts are needed to integrate young people into the labour market and to support them as they pursue "non-linear" careers alternating between employment, study, unemployment and retraining or the updating of skills.

Percentage of women: men in management/executive roles:

The European Working Conditions Observatory (EWCO) survey results show that half of the female workers are to be found in just two occupations (clerks and service workers, and market and sales workers). Moreover, the percentage of women diminishes as the level of occupational qualification rises

Percentage of women: men in management/executive roles(2009)			
Occupation	Men	Women	Total
Managers	77.9	22.1	100.0
Intellectual and scientific professionals	54.1	45.9	100.0
Technicians and associate professionals	66.0	34.0	100.0
Clerks	36.2	63.8	100.0
Service workers, and shop and market sales	36.4	63.6	100.0

Source: Inquérito de avaliação das condições de trabalho dos trabalhadores, DETEFP, 2000
 In European Working Conditions Observatory (EWCO).

Skill level or level of qualification vis-a-vis unemployment

In the European Union, the level of qualification is a discriminating factor vis-a-vis unemployment. Indeed, unemployment decreases markedly with the level of qualification. Globalisation, along with the intensification of international competition and technological changes in most economic sectors, have generated a bias in labour demand, resulting in a preference for highly-skilled rather than low-skilled workers. Nevertheless, several studies confirm the Portuguese 'exception' in this respect due to the following findings:

- between 1985 and 1996, Portugal was the only country among those surveyed – France, Germany, the Netherlands, Portugal, Sweden and the United Kingdom – in which the demand for low-skilled workers (ISCED2) has not declined;
- according to current trends, it will take over 10 years for Portugal to reduce the proportion of low-skilled workers to 10% of the economically active population;
- Portugal will be the only country which will maintain a high proportion of low-skilled jobs in the labour-intensive services sectors, such as construction, retail trade, and hotels and restaurants.

In the European Union in 2002, the unemployment rate among those aged 25-64 who, at best, had completed compulsory education stood at 10%, which was over twice as high as in the case of those who had obtained a tertiary education qualification. Holders of upper secondary education qualifications constitute an intermediate group with an unemployment rate of 8.1%. Qualifications are thus unquestionably an asset on the labor market, helping those who are most highly qualified to secure employment.

The idea that a tertiary education qualification reduces the chance of unemployment is thus well founded in all European countries, it is not applicable to Portuguese population.

According with Eurostat, *population statistics (2002*, in Portugal, the unemployment rates for all 15-24 year olds was 11,4 % and for 15-24 year olds no longer in education and training, was similar (11,1%) and the Percentage of employees aged 25-64 with temporary jobs, by level of qualification, in Portugal for Low (ISCED 0-2)was 16,5%,For Intermediate (ISCED 3-4)was 18,3% and for High (ISCED 5-6) was 21,6% Low-skilled workers in the country's labour market still represent over 70% of the economically active population, according to 2007 data from INE(Instituto Nacional de Estatística).

In 2008, about 8% of the [people with a degree were unemployed](#), and a much larger proportion were [underemployed](#). This directly was correlated with a general lack of [employability](#) and student preparation for the workplace seen among many courses in a number of fields offered by certain higher education institutions or departments. The implementation of the [Bologna process](#) and other educational reforms, such as the compulsory closing of a number of courses, departments. In 2007 low demand by potential students or scarce interest showed by potential employers in fresh graduates on these fields. In 2007 Nearly 60,000 people with an academic degree are unemployed in Portugal. This group includes a large proportion of young adults.

Note: Skill level categories refer to low (ISCED 0-2: lower secondary), medium (ISCED 3-4: upper secondary), high (ISCED 5-6: tertiary).

Dropout rate

Rate of retention and dropout are very high taking in account the number of pupils per class (average 22,4) . In Primary the rate of retention and dropout 10%) and secondary (24.6%):

Retention and dropout rate *,by school year, by education level (%)											
	School Year										
	96/97	97/98	98/99	99/00	00/01	01/02	02/03	03/04	04/05	05/06	06/07
Primary and lower secondary - ISCED 1 and 2	15,0	13,4	12,7	12,1	12,3	13,2	12,6	11,5	11,5	10,6	10,0
Upper Secondary - ISCED 3	35,9	35,5	36,0	37,0	39,5	37,3	33,6	33,6	31,9	30,6	24,6
General Courses	33,0	32,8	33,8	35,1	37,5	35,1	31,3	31,1	28,4	29,4	23,7
Vet Courses	44,9	44,0	43,7	43,8	46,8	45,8	42,2	43,3	43,7	35,2	28,7

Source: GEPE 2008

Entrepreneurship in Portugal

The EU Commission to establish (2004) a European framework defining 'the new basic skills' to be provided *through lifelong learning*. This framework should cover *ICT, technological culture, foreign languages, entrepreneurship and social skills* . The Key Competences For Lifelong Learning-European Reference Framework.(2007) Defines Entrepreneurship as :

"Sense of initiative and entrepreneurship refers to an individual's ability to turn ideas into action. It includes creativity, innovation and risk-taking, as well as the ability to plan and manage projects in

order to achieve objectives. This supports individuals, not only in their everyday lives at home and in society, but also in the workplace in being aware of the context of their work and being able to seize opportunities, and is a foundation for more specific skills and knowledge needed by those establishing or contributing to social or commercial activity. This should include awareness of ethical values and promote good governance. ”

If we analyse the Competences for Entrepreneurship, we see immediately the similarities with the Key Competences For Lifelong Learning (2004) and the Competences for Sports Education we recognise as well as the experts interviewed of this study the importance of the education for Entrepreneurship for Golden Goal Project as well to the educational systems in general.

Essential knowledge, skills and attitudes related to entrepreneurship:

Necessary **knowledge** includes the ability to identify available opportunities for personal, professional and/or business activities, including ‘bigger picture’ issues that provide the context in which people live and work, such as a broad understanding of the workings of the economy, and the opportunities and challenges facing an employer or organisation. Individuals should also be aware of the ethical position of enterprises, and how they can be a force for good, for example through fair trade or through social enterprise.

Skills relate to proactive project management (involving, for example the ability to plan, organise, manage, lead and delegate, analyse, communicate, debrief, evaluate and record), effective representation and negotiation, and the ability to work both as an individual and collaboratively in teams. The ability to judge and identify one’s strengths and weaknesses, and to assess and take risks as and when warranted, is essential.

An entrepreneurial **attitude** is characterised by initiative, pro-activity, independence and innovation in personal and social life, as much as at work.

It also includes motivation and determination to meet objectives, whether personal goals, or aims held in common with others, including at work.

For statistics purposes, first of all the clarification of the term “Entrepreneurship” must be done. Reynolds, (2000) points that, in many sources of data, examine “self-employment” as entrepreneurship while self-employment is an important phenomenon, it is not a good proxy for new business creation. Many self-employed people do not create new businesses, and many people who create new businesses are categorized as “wage employed” because wage employment is their primary source of income. The first Portuguese survey, was conducted by the Sociedade Portuguesa de Inovação, S.A. (SIP) ; MetrisGFK, Projecto GEM Portugal (2004) uses TEA (*Total Entrepreneurial Activity*) as measurable criteria for Entrepreneurship.

To begin with the GEM study defines entrepreneurship as: “Any attempt at new business or new venture creation, such as selfemployment, a new business organisation, or the expansion of an existing business, by an individual, a team of individuals or an established business.”

In the case of entrepreneurs, they do not have jobs in the traditional sense; however, they do have jobs or tasks as they pursue and run a new business (Bird, 2002).

Whilst the GEM model is founded on the assumption that there is a relationship between entrepreneurial activity and economic growth in a country, there is recognition that, “little is known about the relationship between entrepreneurship and economic growth, including how it works, what determines its strength and the **extent** to which it holds for diverse countries.” (Reynolds, Hay et al, 2000 p.13).

According to this survey The TEA (*Total Entrepreneurial Activity*) in Portugal in 2004 Was 4.0%, This value shows that in Portugal TEA is below the average of the countries belonging to GEM. It means that in Portugal only 4 persons in 100 aged between 18 to 64 years old are creating or are involved in a new business.

World TEA Average is 9.6%, European TEA Average 5.4%, and for Portugal we, in that time had only a TEA of 3.9%

In Portugal there is no data available to compare female vs. male entrepreneurs till 2004. The distribution by Sex shown below:

Female vs. Male entrepreneurs in Portugal		
	Female	Male
Sex	48%	62%
Age	> 34 Years	18 to 64

Source: MetrisGFK, Projecto GEM Portugal (2004)

As in general in GEM 2004 countries, Portugal there is a lower percentage of Female (48%) vs Males (62%) entrepreneurship. However the proportion of Female Entrepreneurs in Portugal is higher than GEM counters in 2004 where the average of Female Entrepreneurs is only 38%.

Regarding Age, in Portugal, the majority Female Entrepreneurs is aged under 34 years old and the distribution regarding age in Male Entrepreneurs is different: Male Entrepreneurs are equally distributed along all age ranges, from 18 to 64 years old.

Regarding levels of Qualifications, in Portugal, as in GEM counters, the majority of Entrepreneurs tend to have higher qualifications (Ensino Secundário/ ISCED 3)

There has been a growing level of interest in female entrepreneurship in recent years. Initially, there was an awareness of the lower participation of women than men in the creation and growth of new enterprises. More recently, there is recognition that female entrepreneurship can have a positive impact on economic prosperity and the importance of female entrepreneurship to the economy, (Reynolds, 2000).

We think that this tendency for more equity between genders in a general result of policies to equal opportunities in all fields of economic, social and cultural activities and the progressive Cultural changes regarding discrimination and stereotyping. However, in his Study, Reynolds have questioned how much we understand about the similarities and differences between male and female entrepreneurs better we can understanding the phenomena.

EDUCATIONAL PROGRAMS CONCERNING BASIC SKILLS

Education and training: general framework

Levels of Literacy of Portuguese Population

The Qualification levels of the population was in 2002, so low, facing the EU standers, and so poor, regarding the public expenditure for education, (Portugal the share of total public investment in education remained in 2001 at around 12.8% it means that it was over the average of EU -25 countries) the emphasis on human capital policy that has become a centerpiece of government Programs.

In the last three years, Portuguese government took measures that could improve the human capital of Portuguese populations. Those had some impact on the levels of literacy and dropout rates by enlarging the offer of: VET initiatives (CEFES); new adult education opportunities (CNOs) and by the promotion of national educational programs regarding competencies in literacy (PNEP) and (PNL) numeracy (PAM) and e-literacy (PTE) (see tables of annex 3 section- 2)

The findings revealed that skill levels in Portugal have been developing at a relatively slow pace since the end of the 1980s mainly due to:

- the resistance of a production and entrepreneurial structure based on low skills;
- a slow generational renewal of the labour market;
- an early dropout from the education system;
- very low investment in adults and [vocational training](#)

In order to overcome the lack of skills among the available labour force, the company devised an internal training programme in a partnership with a professional school. The aim was to train long-term unemployed people in the company's facilities over a period of nine months, thereby offering a training programme comprising a total of 1,200 training hours. The initiative ran over two years from 2004 to 2006. At the end of the training programme, the company hired some of the trainees, while most of the remaining trainees were recruited by establishments in the surrounding area. The trainees obtained a training certificate, which some of them – those who wanted to – used to start a process of

recognition, validation and certification of competences (RVCC) in the national system for adult education. (Carneiro, R. (ed.), Valente, A.C., Fazendeiro, A., de Carvalho, L.X. and Abecasis, M 2007)

OVER VIEW ON LEVELS OF LITERACY		
INDICATORS	LEV:/ %	Rankings
Education spending (% of GDP)	5.8%	[35th of 132]
Enrolment ratio		
Average years of schooling of adults	5.9	[55th of 100]
> Secondary level	85.2%	[30th of 135]
Tertiary enrolment	50.2%	[24th of 151]
Lyteracy		
Geographical aptitude results	67.337	[116th of 191]
Literacy > Adults at high literacy level	3.2%	[17th of 17]
Literacy > Adults at low literacy level	80.1%	[1st of 17]
Literacy > Total population	93.3%	[66th of 160]
Mathematical literacy	454	[24th of 27]
Reading literacy	470	[25th of 27]
Scientific literacy	459	[25th of 27]
School life expectancy		
School life expectancy > Male	14.7 years	[18th of 97]
School life expectancy > Total	15.2 years	[15th of 110]
SOURCES: UNESCO; "Efficiency and Equity in Schools around the World" by Eric A. Hanushek and Javier A. Luque, April 2002; United Nations Human Development Programme ; The Geography Zone ; OECD; All CIA World Factbooks 18 December 2003 to 18 December 2008; OECD ; UNESCO Institute of Statistics		

Information on the educational situation -Educational Policies

Current reforms and priorities in Educational policy in Portugal(2005/09)

The main strategic challenge behind priorities in educational policy consists in improving the level of qualifications and competencies of the Portuguese population. Those priorities are found in the framework defined by the Lisbon Strategy, which recognizes the irreplaceable role of education and training in economic and technological development, social cohesion, personal fulfilment and active citizenship.

Measures have been implemented in order to put schools at the centre of educational policy, qualifying them, improving their day-to-day running and organization and students' results, as a mean of reducing high levels of school failure and dropouts Other important measures have been implemented in compulsory education, such as:

Fully-occupied lesson time, ensuring that students are involved in pedagogic activities whenever a teacher is absent (*Aulas de Substituição*);

Recovery plans or alternative learning routes; action plan to improve results in Basic Skills: Mather tong, (PNEP, *Programa Nacional de Ensino do Português*); reading , National Reading Plan (PNL *Programa Nacional de Leitura*); national plan to promote teaching as second language for migrant population ([PLNM Português Língua Não Materna](#)) . All aiming at creating new habits that lead to improve competencies in reading and writing.

Regarding other Basic skills :Mathematics (PAM *Programa Nacional de Ensino do Português Ensino da Matemática*); Science Teaching in primary schools ([Programa de Formação em Ensino Experimental das Ciências para Professores do 1.º Ciclo](#)) ICT (PTE, *Plano Tecnológico da Educação*)

One of the key areas of educational policy is to make upper secondary education the minimum qualification (12 years of schooling) for the population as a whole. This goal is in the process of being achieved via the expansion and diversification of qualifying vocational training opportunities, with an increase in the number of places on vocational courses within the public and private network. The aim is for half of all upper-secondary courses to be of this type. These goals are materialized in the framework of a programme, launched by the government, the "New Opportunities Initiative" (CNO *Centros de Novas Oportunidades*), which aims at the modernization of the country on the path to a

knowledge society and the raising of the education and qualification levels of the adult population, reducing all the forms of social discrimination.

Different measures of education and training are developed to achieve these purposes:

-the expansion of the Recognition, Validation and Certification of Competencies Centres (CRVCC *Centros de Reconhecimento e Validação de Competencias*); (- ISCED 2 = Education at the lower secondary level- ISCED 3 = Education at the upper secondary level including:- ISCED 3A = Programmes designed to provide access to ISCED 5A;- ISCED 3B = Programmes designed to provide access to ISCED 5B;- ISCED 3C).

-the extension of the key competencies framework to the 12th year; and better information and dissemination regarding what training is available.

Through a new perspective of the role of schools as a central point for building up knowledge, know-how, competency, new attitudes and interests. In this context, the PTE Technological Plan for Education has been implemented, with a view to increase school access to information and communication technologies. The E-School Programme was enlarged to more than 250.000 individuals and it was launched an international application in order to switch schools to broadband Internet.

A number of important enterprises of ICT sector support this Programme, through the establishment of protocols with the Ministry of Education, whose main objective is offering 300 traineeships to pupils attending vocational education.

For more detailed information in English, you may consult the EURYDICE data Qualifications, and in Portuguese in DGIDC.

View on Portuguese Levels of Qualifications from ISCED 0 to 3C and 4 (non-higher education) In portuguese Educational System

To a better understanding on terminology en to have a overview on the global on Portuguese educational System we made small synthesis of non-higher education:

Portuguese Educational System from ISCED 0 to 3C and 4		
Levels	Grades	Age
Compulsory education		
Ensino básico - 1.º e 2.º ciclos (Primary education)	1st – 4th (first cycle)	6-10 years old
	5th – 6th (second cycle)	10-12 years old
Ensino básico - 3.º ciclo (Lower secondary education)	7th – 9th (third cycle)	12-15 years old
Post-compulsory education		
Ensino Secundário (Upper secondary education)	10th, 11th and 12th (secondary)	15-18 years old
Scientific – humanistic Technological Specialized artistic Vocational		
<ul style="list-style-type: none"> - ISCED 0 = Education preceding the first level (pre-primary) - ISCED 1 = Education at the first level (primary) - ISCED 2 = Education at the lower secondary level - ISCED 3 = Education at the upper secondary level including: - ISCED 3A = Programmes designed to provide access to ISCED 5A; - ISCED 3B = Programmes designed to provide access to ISCED 5B; - ISCED 3C = Programmes not designed to lead to ISCED 5A or 5B. The level ISCED 3c short is considered as lower secondary education while the level ISCED 3C long is considered as upper secondary. - ISCED 4 = Post secondary, non-tertiary level serve to broaden the knowledge of participants who have completed ISCED 3 but did not follow a curriculum which would allow entry to level 5, i.e. pre-degree foundation courses or short vocational programmes. Programmes at level 4 are designed to provide access to ISCED 5. 		
<p>Source: National summary sheets on education systems in Europe and ongoing reforms, April 2008 Eurydice - http://eacea.ec.europa.eu/ressources/eurydice/pdf/047DN/047_PT_EN.pdf</p>		

Education is compulsory from 6 to 15 years of age. Pupils who have reached the limit age for **compulsory education** and who have not successfully completed the 9th grade may continue their education in different types education. Upper secondary and post-secondary level are Post-compulsory education Assessment, progression and qualifications.

In the beginning of the school year, the pedagogical council, in agreement with guidelines laid down in the **national curriculum**, defines the assessment criteria for each cycle and year of schooling, as

proposed by the teachers council, in the 1st cycle, and by curricular departments and cycle coordinators in the 2nd and 3rd cycles.

Learning **assessment** covers diagnostic assessment, formative and summative assessment. Teachers are responsible for pupils' assessment as well as for the awarding of qualifications. Pupils are assessed at the end of each term and each school year. External exams only take place at the end of 3rd cycle, in Portuguese and Maths. Pupils can repeat a year if they don't meet the competences defined for the curricular subjects, although in the 1st cycle they only can redo the 2nd and the 4th years of schooling.

Certification -No specific certificate is needed to access lower secondary education (3rd cycle); pupils only have to successfully accomplish the 2nd cycle.

Pupils who successfully complete the lower secondary education are awarded a compulsory education diploma, which permits the access to upper secondary education.

Besides mainstream education there are vocational paths for pupils over 15 years of age, who have not concluded compulsory education. In these cases pupils are conferred both of an academic and professional certification.

To enter **upper secondary** education, pupils must have successfully completed the nine years of compulsory education and possess a certificate of this level of education. Pupils wishing to enter vocational schools should have completed compulsory education or obtained an equivalent qualification. Pupils over 18 must be enrolled in adult education.

In order to conclude any kind of secondary course, pupils have to obtain a minimum of 10 marks (on a scale of 0 to 20) in internal assessment. Moreover pupils enrolled in scientific-humanistic courses have to succeed in final national examinations to conclude secondary education as well. Pupils who successfully complete this cycle of education are awarded a secondary education diploma; pupils who successfully complete technological courses or specialized artistic courses receive both a **level 3 vocational qualification certificate and a secondary education diploma**. In vocational schools, pupils are awarded a diploma certifying they have attained a **level 3 vocational qualification**; this diploma is also recognized as equivalent to the secondary education diploma.

Pupils who successfully complete post-secondary education courses are awarded both a diploma of technological specialization and a **level 4 vocational qualification**; these courses can also confer a certificate of professional aptitude.

To accede higher education all pupils have to take specific national examinations in a set of subjects established by the Ministry of Science, Technology and Higher Education.

Each school provides courses from the list of courses proposed nationally. This choice may be dictated by local or regional socio-economic conditions or by the needs of qualified human resources.

Regular **upper secondary** education is structured around differentiated forms, comprising two branches:

General education courses mainly geared to the pursuit of further education, and courses geared to working life, although pupils may change from one course to another.

VET education designed for young people whose immediate goal is to enter the job market (CT Cursos Tecnológicos).

Education and training courses are designed to offer a second chance to **young adults** who left school early and are focused on working life; (EFAs *Educação e Formação de Adultos*); "S@ber+" courses.

Specialized artistic education (is an education and training alternative for young people showing special aptitudes and talent, supplied in the areas of visual arts, audiovisuals, dance and music.

The **specialized technological courses** (CET level 4), provide post-secondary of non-higher education and among other objectives aim at promoting a training path that combines qualification and professional skills and competencies.

Vocational Education and Training

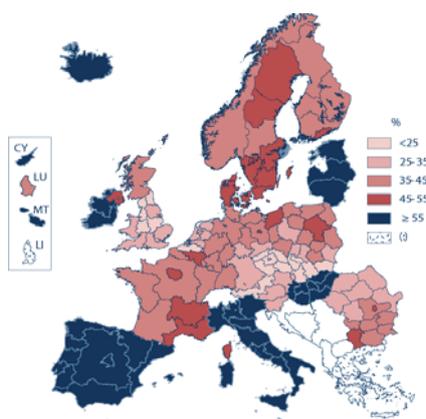
The most usual situation in Europe is that there are more students in vocational education than in general education at upper secondary level (pre-vocational is included with general In Ireland, all students are in general education as no separate vocational stream exists, whereas in Sweden, and to a lesser extent Denmark, the respective proportion of students enrolled in the two streams is almost equal. Exceptionally high participation rates in vocational upper secondary education (more than two-

thirds of all students) are found in Belgium, the Czech Republic, the Netherlands, Austria, Slovenia, Slovakia and the United Kingdom.). This is not the case, however, in 13 countries. In Estonia, Greece, Spain, Italy, Cyprus, Latvia, Hungary, Malta, Portugal and Iceland, a higher proportion of students are enrolled in general education. In Portugal THERE ARE MORE STUDENTS IN GENERAL EDUCATION THAN IN VOCATIONAL EDUCATION! General Education 71,2% and vocational education 28,8%.

The aim of vocational training in the EU policy context is to produce a highly skilled and adaptable workforce, a primary objective of the European Union, as set out in Article 150 EC.

The Commission's 1993 White Paper on *Growth, Competitiveness and Employment* stressed the need for a significant increase in investment in human capital and greater and more effective efforts in vocational training. The Lisbon European Council in March 2000 set the European Union the strategic goal of becoming 'the most competitive and dynamic knowledge-based society in the world'.

Percentage of upper secondary (ISCED 3) students following general education programmes by NUTS regions, 2001/02



Source: Eurostat, UOE and population statistics. (2001/2002)

The Barcelona European Council in March 2002 gave a mandate to make European education and training a world reference by 2010, and to develop closer cooperation in vocational training.

A number of initiatives in the 1980s were precursors to what is now the Leonardo Programme, adopted in 1994. The aim of the Leonardo programme is to contribute to the implementation of an EU vocational training policy. On 12 November 2002, the Council of the European Union approved a Resolution on the promotion of enhanced European cooperation in vocational education and training, giving a formal mandate to pursue the objectives developed under the Leonardo Programme. The aim is to support and supplement action taken by the Member States, using transnational cooperation to improve quality, promote innovation and strengthen the European dimension of training systems and practices. The programme has been progressively opened to participation by 30 countries.

When participation rates are broken down by sex, this pattern is seen to be particularly marked for young men. Male enrolment rates in vocational streams are universally higher, with almost all countries showing a difference of at least 10 percentage points between the participation of young men compared to women in vocational streams. Only Belgium, Spain, Italy and Sweden show a relatively balanced distribution by sex, with a difference amounting to less than 5 percentage points. In Portugal this difference is 8 percentage points: 32,9% of Males choose vocational streams against only 24,9% Females

Pupils in VET			
Year	General Public Schools	Professional Schools	Total
2004-05	3676	33 089	36 765
2005-06	3990	32 952	36 942
2006-07	14 981	32 728	47 709
2007-08	31 409	31 587	62 996
2008-09	54 899	36 089	90 988

Education for basic skills/competences

ICT and basic skills/competences

E-literacy still a problem for parts of society....

In the EU25, in 2005, (*Eurostat news releases on the Internet: 83/2006*) 37% of people aged between 16 and 74 had no basic computer skills². This percentage was slightly higher for women (39%) than for men (34%). In Portugal more than half of the population surveyed had no basic computer skills (54%). Large differences also existed between age groups and between different education levels.

As a general rule, the unemployed were more likely to have no computer skills than the population as a whole.

Percentage of population with no basic computer skills, 2005

	All	Aged 16-24	Aged 25-54	Aged 55-74	Students	Higher education	Unemployed
EU25	37	10	29	65	4	11	39
Portugal	54	13	49	:	1	5	57

Source: *Eurostat news releases on the Internet: 83/2006*

Percentage of population with low level of basic computer skills, 2005

	All	Aged 16-24	Aged 25-54	Aged 55-74	Students	Higher education	Unemployed
EU25	1 5	13	17	14	11	12	19
Portugal	9	10	11	4	5	6	11

Source: *Eurostat news releases on the Internet: 83/2006*

Percentage of population with high level of basic computer skills, 2005

	All	Aged 16-24	Aged 25-54	Aged 55-74	Students	Higher education	Unemployed
EU25	22	40	25	7	43	41	17
Portugal	21	48	23	:	65	63	13

Source: *Eurostat news releases on the Internet: 83/2006*

Entrepreneurship Competences /Entrepreneurship Education in Portugal

In an educational setting we are mainly interested in individual-level competency as we attempt to help students become more skilled and motivated to start and succeed in new ventures (Bird, 2002). Thus, a common concern among academics is to get students to become more entrepreneurially and more innovative for such purpose. To do so, one of the goals of entrepreneurship education is to instill in students the development of entrepreneurial competencies as to be better prepared for an entrepreneurial life.

If we analyse the Competences for Entrepreneurship : Decision making; Innovative thinking; Identifying and solving problems; Having a different view of the market Communication; Deal making and negotiation Identifying business opportunities; Evaluating business opportunities

Networking ;Team work; Team building; Intuitive thinking; Coping with uncertainties; Coping with stress; Taking calculated risks, we see immediately the similarities with the Key Competences For Lifelong Learning (2004) and the Competences for Sports Education we recognise as well as the experts interviewed of this study the importance of including, in educational systems, the education for Entrepreneurship.

According to EEP (Educação do Empreendedorismo em Portugal), the Development of Entrepreneurship Education in Portugal is a recent phenomenon in Portugal. The majority of courses delivery (63.2%) began in 2002.

Entrepreneurship Education in Portugal is growing positively: in 2004/2005 there were 22 courses for Entrepreneurship in 17 institutions of higher and in 2005/2006, this number grew to 21 institutions delivering 26 Courses:

At Higher Educational Level, in a study [Dana Redford \(2007\)](#) Indicates that, in 2005/2006, a large number of teachers (32%) recognise that Entrepreneurship as a big importance in their teaching, and 40% do declare that it was the main object of investigation;

At Secondary Educational Level the PNEE (Projecto Nacional para o Empreendedorismo) that is a project to develop in young pupils the main competencies for Entrepreneurship, supervised by the Minister of Education (DGIDC) Direcção Geral da Inovação e Desenvolvimento Curricular, that have as proposal the development of Knowledge, Skills and Competencies to promote Entrepreneurship according to the European framework of 'the new basic skills' to be provided through lifelong learning, necessary to reach personal fulfilment, active citizenship, social cohesion and employability in a knowledge society in Portuguese society .

In PNEE Project in 2007/2008 have participated 99 Schools and 4800 pupils had developed 370 projects.

Many other initiatives brought up by private sector; training, financial and juridical support awards to entrepreneurs . Banks (BES Prisa) and other social and Labor associations as ANGE (Associação Nacional de Jovens Empresários) SIP (Sociedade Portuguesa de Inovação, S.A), have developed initiatives for training and support for Entrepreneurship.

ANNEX 1 - INTERVIEW GUIDELINES

PORTUGAL

INTERVIEW GUIDELINES

Introduction

The Portuguese partner of the GG + (ESPHC) to implement the project take to three main actions for having the input of the context regarding the motivations, to the combination of education and sport learning and to identify barriers to the success of the project implementation in schools in Portugal:

- ⊕ Interviews with trainers
- ⊕ Interviews with policy makers and shakers, stakeholders
- ⊕ Interviews/questionnaires with final beneficiaries (young deprived learners), **not finished**

INTERVIEW WITH POLICY MAKERS

The Group of Policy Makers interviewed and invited to work in GG + project are all at local and national level and the generality of them take decisions about the provision of training opportunities for groups of young with the same characteristics with GG+ target group:

Member of National Strategic Advisory Groups - PT		
Institution	Name	Characteristics of young adults
Associação de Educação e Inserção de Jovens - ONG	<u>Ricardo Jorge Marques Martinez</u>	Is the director of a ONG dedicated to Social inclusion of young and has a large experience and curriculum in the area of the use of sports to develop Basic Social Skills
FPA - Federação Portuguesa de Atletismo	<u>Carlos Fernando Roxo Santos</u>	Member of the Portuguese Atheism Federation (FPA - Federação Portuguesa de Atletismo). Also he works with young adults motivated to sports
Escola E.B. 2,3 Piscinas-Lisboa (Director)	<u>Maria Eduarda Magalhães Gomes</u>	Is the director of a low secondary school that receive problematic pupils
Escola Secundária Professor Herculano de Carvalho	<u>António Cruz</u>	Is the director of a upper secondary school that is interesting to open in is school a professional course on sports
Faculdade de Motricidade Humana – University of Lisbon	<u>Gonçalo Tavares</u>	Is teacher in University of Lisbon – Faculty of Human Motricity and is in charge on stage for future sport teachers
Vice-presidente da Associação de Rede de Curadores de Menores	<u>Maria Catalina Batalha Pestana</u>	Was the one of the promoters, in the Ministry of Education, of the Program to Promote Health in Education (PES) (Programa de Promoção e Educação para a Saúde) and she have been the

		<p>“Provedora” of “Casa Pia de Lisboa” – institution that hosts youngs in risk of marginality. In the present moment she is the vice-president of a network of institutions that hosts young in risk.</p>
--	--	---

The Group of Policy Makers interviewed and invited to work in GG + project in the interviews given to us express their opinions in following topics and there prompts have been and will be very useful for:

⊕ **National educational policies and programmes regarding young adults without basic skills**

Their view on national educational policies and programmes regarding young adults without basic skills is positive especially in what regards the new reforms of VET education and adult new opportunities initiative.

⊕ **Conditions for reaching disadvantaged target groups and motivating them to participate in learning**

Their view on conditions for reaching disadvantaged target groups and motivating them to participate in learning focus on the need of teacher training in innovative pedagogical approaches as autonomous learning ,project work ,field work e. g.

⊕ **Conditions for implementation of combined education-sport learning**

Their view on conditions for implementation of combined education-sport learning emphasize the importance of the sport activity in the development of all social basic competence and all agree that sport develop are the bases of the development of the other key competences for lifelong learning.

⊕ **Incentives for private sector to engage in training**

Their view on incentives for private sector to engage in training is not very positive. They point that private sector as low interaction, low motivation and low expectations about potentialities of sport in woman development. Only big international companies are an aware of the benefits of sport in social competencies, initiative and entrepreneurship and cultural awareness and expression.

⊕ **Provision of accurate information about changing skills needs**

Their view on provision of accurate information about changing skills needs, consists in to give priority to social skills and soft skills for engage young’s in risk to alternative education and first of all to promote equity and human development. Also they point that teachers have a low awareness about the importance of social skills and soft skills and generally are more focus in curricular contents.

⊕ **Reached profile of learning for individuals communities and businesses**

Their view on learning for individuals communities and businesses is positive. All of them emphasize the potential of team work, network, use of ICT tools to promote self directly learning. All emphasize also the potential of the creation of learning communities for implementing a real lifelong learning.

⊕ **Information, advice and guidance support structures for young adults**

All of the Member of National Strategic Advisory Groups works on support structures for young adults and so they have made some prompts on guidance support for young adults:

- Focus on strategies for integration of Youngs with problems;
- Open and flexible curricular aproch;
- Team work and project centre curriculum development;
- Practical approach of education contents;
- focus on development of competencies rather than in content curricular structures.

🔄 Experiences with funding of education programmes

Their experiences with funding of educational programmes is large and they prompt the following possible funding sources:

- In the domain of teacher training there is possibility of founding by Ministry of Education and POPH funds;
- For adult education there are funds from Minister of Education and POPH;
- Local initiatives can be financed by local authorities (City Hall-Câmara Municipal) that promotes the programme of School Sports Activities (Desporto Escolar).

INTERVIEWS WITH TRAINERS

Interviews with trainers (*who are the primary target group of the GG+ products*) the final beneficiaries of GG+ WP3 and will give collaboration on applying criticizing the final products of the project and will give the proper feedback of the feeling of the final beneficiaries (*Young people who have learning problems, who often break the law and who have communication problems resulting from their family situation. Young people who have difficulty adapting to school requirements*)

Group of teachers working in GG + project in Portugal		
Subject	School	Name
Portuguese/Literacy	Escola Secundária Eça de Queirós - Lisboa	Edite Esteves
	CNO (New Opportunities Centre – Alverca)	Lúcia Batista
Mathematics/Numeracy	CNO (New Opportunities Centre – Alverca)	Joaquim Mesquita
ICT	Escola Secundária D. Dinis - Lisboa	Beatriz Pires
Foreign language	CNO - Escola Secundária Eça de Queirós - Lisboa	Vanda Santos
Social Skills/Sports	Agrupamento de Escolas das Piscinas – Olivais - Lisboa	Isabel Bettencourt

The group of teachers involved in the implementation of GG+ in Portugal gave their opinion about:

🔄 educational policy and programmes

Their views on national educational policy and programmes are in general positive. As the majority of them works with pupils young with learning difficulties and low motivation integrated in special programmes: Recovery Classes (“Aulas de recuperação”) with special programmes for improving literacy levels; Pupils in CEF’s (Education and Training Courses) - VET programmes - level 2 and CNO’S – Centres of News Opportunities with flexible curricula, centred in basic skills. As they dill with very flexible curricula, they have autonomy to organized the programme and produce a diversity

of materials. These feelings of free initiative in the curriculum design make them to adhere to GG+ project.

Teachers involved in regular education are pressed by national curricula/programmes and examinations where less available to collaborate in the implementation of the GG+ project.

⊕ education options for young disadvantaged adults

Their views on education options that are on the market for young disadvantaged adults is also positive because nowadays the offer of VET Courses it is much larger that is as before and young disadvantaged adults tend to prefer the courses that are more practical and give them a key to the labour market.

⊕ factors determine the success of a programme

Their views about the factors determine the success of a programme is related with accessibility and flexibility of the programmes and also the freedom teacher has in the curricular design.

⊕ conditions are necessary for effective training

Their views on conditions for effective training are for the generality of the interviewed is, regarding teaching approach, mostly due to the adaptation of curricula and materials to interested motivations and skills background of their pupils. Also the flexibility of curricula is absolutely indispensable and necessary to do an effective training with this kind of young adults.

⊕ conditions need for reaching disadvantaged target groups

Their views on conditions needed to be in place for reaching disadvantaged target groups to motivate them to participate in learning is also depending on: curricular flexibility; openness of teacher approach in classroom; implementing practical activities; implementing outdoor activities, use in classroom ICT tools.

⊕ combined education-sport learning

Their views on how combined education-sport learning can best be implemented are relating learning skills to sports thematic. As in general sports are, both for men and woman, a motivating thematic to work on.

⊕ importance regarding ICT and basic skills

Their views on as how important is the ICT for the improvement of basic skills is also very positive in general pupils like to search in internet they become proud when they become able to present their work in a better way. ICT also is being extensively used by teachers and pupils in schools.

⊕ key drivers for learning opportunities

Their views on the key drivers for learning are focus on the implementation of more project work related to the development of key competences and more interdisciplinary work between teachers.

⊕ barriers to successful project implementation

Their views on the barriers to successful project implementation are mostly related to new reforms regarding school organization. Nowadays teachers have less time free and so less opportunities to work together. They have many bureaucratic tasks related to school evaluation, teacher evaluation, pupils' evaluation and they feel much more stressed and generally is difficult to find teachers open to innovation.

⊕ implementation and funding of the Golden Goal project

Their views on possible implementation of Golden Goal project is positive, because the generality of them thinks that the materials they have in GG can be useful to motivate pupils to learn.

INTERVIEWS/QUESTIONNAIRES WITH FINAL BENEFICIARIES

Interviews/questionnaires with final beneficiaries (young deprived learners) to know about their motivation regarding education and sports and to know more about their school expectations have been made by teacher that collaborate in implementation of GG+. The first approach to them has been done by this group of trainers that is analysing, applying and giving suggestions about GG materials.

The questionnaire suggested by the partner BEST have been modify in same parts after been used by one teacher in one class off pupils with low raids in basic skills/literacy. The teacher suggested to the group some modifications (see annex 2).

All teachers preferred to reduce the questions of the given questionnaire and concentrate only on 7 questions:

1. What are your motivation/non motivation on improving your basic skills;
2. What are your views on how to make basic skills training more attractive;
3. What are your opinion about the necessary conditions for effective training;
4. What are for you the barriers to successful learning process;
5. What are your opinion about the combination of education-sport learning;
6. What are your interests regarding sports;
7. Add other aspects about your view of the value of learning.

The analysis of questionnaires results will be available later.

WP2 ANNEX 3 Portugal

Section 5: Possible implementation

Name/title (e.g. organisation/ institution):

Escola Secundária prof. Herculano de Carvalho

Purpose:

Rise the awareness of teachers for the possibilities or innovate curricular approach

Targets to be reached:

To prepare the new course in Sport Education

Main aspects & conditions to be addressed:

Specific value of Sport Education

GG+ added value to them:

Profit the Knowledge of being in transnational network

Other :

It have been the “Escola Sede” headquartes of CFAS

ORG 2**Name/title (e.g. organisation/ institution):**

CNO ALVERCA

Purpose:

To enrich the educational tools for Adults in RVCC process

Targets to be reached:

To promote development of bask skills in target group of CEFs and RVCC users.

Main aspects & conditions to be addressed:

Educational Tools to be used by adults in self direct learning process

GG+ added value to them:

Enrich and innovate educational materials and strategies

Other :**ORG 3****Name/title (e.g. organisation/ institution):**

CFAS

Purpose:

To implement teacher training in the project’s subject

Targets to be reached:**Main aspects & conditions to be addressed:**

A course have been design and approved by National Council for Teacher Training (CCPFCP)

GG+ added value to them:

Enrich and innovate education in the area and to disseminate materials and strategies

ANNEX 5

PORTUGAL

DRAFT CATALOGUE OF RECOMMENDATION

Catalogue of Recommendations – Portugal

RECOMMENDATION	DESCRIPTION
CATEGORY	
Layout, quality format	Layout ,in general, is well appreciated by all, but the size of characters is to small
Size/ duration	<p>TOOL BOX</p> <p>The size of the material is, in general, well balanced, in the view of teachers.</p> <ul style="list-style-type: none"> - some exercise are too easy for some young adults - the majority of the exercise must be adapted to the diversity of situations and users. -In some cases, more recent sport events must be introduced. <p>CURRICULUM</p> <p>Regarding the curricular guidance of the Curriculum:</p> <ul style="list-style-type: none"> - Is too much general; - must point up more theoretical approach to support the benefit of the articulation between Sports and basic skills development; -must focus on key competencies for LLL and school subjects like Geography
Language, structure	<p>TOOL BOX</p> <ul style="list-style-type: none"> -Clear for all participants after translation/adaptation. <p>Must be added more exercises</p> <ul style="list-style-type: none"> Must be added a larger rang of exercises with different levels of difficulty <p>CURRICULUM</p> <p>Must by introduced a part with a more robust theoretical approach to support the benefit of the articulation between Sports and basic skills development;</p>
Didactic Methods	<p>conditions for reaching disadvantaged target groups and motivating them to participate in learning must be focus on the need of teacher training for innovative pedagogical approaches as : autonomous learning ,project work ,field work e. g.</p> <p>emphasize the importance of the sport activity in the development of all social basic competence and all agree that sport develop are the bases of the development of the other key competences for lifelong learning.</p> <p>private sector ,in general, must follow the</p>

example of big international companies be more aware of the benefits of sport in the development of social competencies, private initiative, entrepreneurship and cultural awareness to give priority to social skills and soft skills for engage young's in risk to alternative education and first of all to promote equity and human development. Also they point that teachers have a low awareness about the importance of social skills and soft skills and generally are more focus in curricular contents.

emphasize the potential of team work, network, use of ICT tools to promote self directly learning. All emphasize also the potential of the creation of learning communities for implementing a real lifelong learning.

guidance support for young adults:

for the integration of Youngs with problems, it is important to focus on strategies open and flexible as:

- curricular flexibility;
 - Team work ,project centre curriculum development;
 - Practical approach of education contents;
 - focus on development of competencies rather than in content curricular structures.

New/ Materials to be added

A long list will be suggested later on, when the pilot test will be evaluated

Appropriateness for dally use

- Very adequate for recovery lessons
- Very adequate to “ aulas de substituição”
- Very adequate in CEFs for daily use
- Very adequate in adult RVCC process

Other issues

- Not applicable daily in transdisciplinary project work
- Difficulties in the motivation of teachers for the intensive use of the tools (school pressure stresses them and obstruct them to become more open to innovation

This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein

