

STRATEGIC PLAN 2021/2023

1. DIAGNOSIS AND CHARACTERISATION OF AEPTL

a. General and sectoral external environment - introduction

i. General

From the economic point of view, this triennium will be marked by the RRP - Recovery and Resilience Plan, which is expected to have a significant positive impact on the investment capacity of private vocational schools. However, being the Specialised Technological Centres (STC) one of the instruments that should be made available to vocational schools, the current model announced, with four types of STC - industrial, renewable energies, IT and digital/multimedia -, does not make clear where an STC of Transport & Logistics (STC-T&L) could fit.

On the other hand, we must bear in mind that the objectives of reducing the public deficit and the public debt, after the pandemic, will certainly be back on the agenda, so we cannot expect significant improvements in the public financing of vocational schools. We refer to the reduction, for some years now, by 5% of the funding figures for vocational courses and education and training courses, a reduction that has never been reinstated. In fact, for more than a decade there has been no updating of the funding figures for vocational courses. We also refer to the education and training courses, so important from the point of view of preventing school dropouts and the social integration of many young people of the municipality, which are characterised by a shocking and incomprehensible underfunding.

The new framework of European Structural and Investment Funds for 2021/2027 is starting to be applied, which will certainly continue to generate funding opportunities for AEPTL/IPTrans projects, given the five main objectives that will guide the European Union (EU) investments, of which we highlight the fourth: a more social Europe, implementing the European Pillar of Social Rights and supporting **quality employment, education, skills, social inclusion** and equal access to health care.

In the municipal plan, we should try to know the strategy of action of the new City Council, after the last local elections: certainly, the Municipality will continue to value the logistics *cluster*,

given the strong presence of transport and logistics companies in the municipality, including, in the more specific case of transport, road and air transport. On the other hand, the new City Council, in line with the guidelines of the current Government and the EU, will certainly be aligned with the main objectives that will guide the European investments and, consequently, with the valorisation of education and vocational training as well as the principle of lifelong learning.

ii. Sectoral

To meet educational policy objectives, the weight of students in double certification courses will have to grow. This was explained by several experts at the recent Pedagogical Days of ANESPO - National Association of Vocational Schools, held on 12 November 2021.

According to the Social Development and Health Plan of the Municipality of Loures 2021-2025, in 2018, the monetary poverty line reached 501 €. The average value of unemployment benefit was below that same value (286 €).

With regard to the employment situation in the year 2019, there was an average number of 5,312 unemployed people registered at the Job Centre, which is equivalent to 4 out of every 100 people aged between 15 and 64 residing in the municipality (lowest figure since the year 2001). The vast majority of people registered at the Job Centre were seeking new employment (89.3%) and are over 35 years old (71.7%).

According to the social actors' perception, the precariousness of employment bonds is a promoter of greater economic vulnerability of families. These actors consider that, also due to the employment conditions and the economic situation, there are weaknesses in family support and follow-up.

Over the last two decades the number of children and young people (up to the age of 15) has remained relatively stable (number approximately 32,000). However, since 2011 there has been an increasing trend in the number of children and young people residing in the municipality, and in the year 2019, they totalled 33,855. In that same year, the youngest population represented 15.84% of the resident population in the county.

Between 2011 and 2019 the number of children between the ages of 5 and 9 living in the county has increased by approximately 14%. This means that within 6 years we can expect a greater number of young people of vocational education age.

The data included in the Social Diagnostic allows us to conclude about an increasing trend in the number of cases filed in the CPCJ of Loures since 2015. Currently, IPTrans has 18 referenced students and 2 institutionalised students.

Regarding the issue of the increase in the number of children and young people at risk and/or in danger, the local actors attribute the increase in situations of exposure to domestic violence, among other factors, to the increase of the immigrant population in the municipality.

On the other hand, in line with the Portugal 2030 Strategy, the Loures PDSS also aims to contribute to the strengthening of qualifications and skills of the population residing in the territory, thus contributing to its employability.

Thus, among the measures contemplated in the Loures PDSS, we can highlight the **increase in the levels of schooling and qualification of the** resident population and the **adjustment between the supply and demand for qualifications and the demands of the labour market.**

It is also worth mentioning the investment of the Municipality of Loures in Education. In this sense, the revision of the Educational Charter (RCE), as well as the elaboration of the Educational Strategic Plan (PEE) of the Municipality of Loures, which are in progress, are opportunities to reinforce the proposed actions, as they aim at the construction and development of a local educational policy that takes into account the specificities of the population and the territory.

The PDSS intends to focus on actions that enable ensuring the existence of and access to adequate responses to the needs of children and young people and their families, namely at the level of their educational and school environment.

As already mentioned, within the Ministry of Education, it continues to point towards an increase in the weight of students in double certification training courses, although with a significant weight of the public schools' offers.

Added to this is the growing difficulty resulting from the fact that state schools are increasingly offering vocational courses and, at the same time, making it difficult for vocational schools to access the students attending these schools in order to properly present their offers.

On the other hand, it is also worth mentioning the perspective of the Loures Municipality, expressed at the meeting of the Strategic Orientation Council on 4 December 2019, in the sense that IPTrans should become a professional school of reference in the North Lisbon metropolitan area for transport and logistics.

In this context, it is important to bear in mind the recent establishment of the North Lisbon Platform for Training, Knowledge and Innovation, funded under the RRP. It involves the Polytechnic Institute of Setúbal, the Polytechnic Institute of Leiria, the Polytechnic Institute of Santarém and the Polytechnic Institute of Tomar, the Municipalities of Amadora, Loures, Odivelas, Sintra and Vila Franca de Xira and other entities, including IPTrans. With this project, the public offer of higher initial training is already being increased in the North Lisbon municipalities, namely Higher Technical Professional Courses (CTeSP/HTPC), post-graduate training and advanced short courses. IPTrans has already implemented some of these courses in its premises: the CTeSP/HTPC in Logistics, Technology and Information Systems Programming and Child and Youth Support. In the future, IPTrans also intends to design a new CTeSP/HTPC, in Road Freight Transport Management, based on the former CET in Road Freight Transport Management.

We must also bear in mind the Profile of Students Leaving Compulsory Schooling. This values freedom, responsibility, work, self-awareness, family and community integration and participation in the society around us. It aims to train active citizens who, in the face of others and of the diversity of the world, of change and uncertainty, are able to find a balance between knowledge, understanding, creativity and critical sense.

Therefore, the concept of "significant learning" becomes urgent. For the student to learn, it will be necessary that the learning is meaningful and experiential. The teacher should transmit knowledge, establishing the parallel in situations of the student's practical life or in something that stimulates sensations or perceptions.

In parallel, it should also be taken into account the current legislation for vocational courses, which also gives relevance to the "bet on an inclusive school where each and every student, regardless of their personal and social situation, finds answers that enable them to acquire a level of education and training that facilitate their full social inclusion". The aforementioned legislation also highlights the need to develop the curriculum through greater curricular flexibility.

On the other hand, the concept of Industry 4.0 or Fourth Industrial Revolution gains particular prominence. This concept encompasses the main technological innovations in the fields of automation, control and information technology, applied to manufacturing processes, making production processes tend to be increasingly efficient, autonomous and customizable. At the same time, there is a greater need to prepare human resources in terms of ICT and their mental flexibility to face the new challenges. In this field, there is also the challenge of IT, as an increasingly essential tool to support management.

In another scope, the relevant challenges posed to the Qualifica Centres (QC) have perspectives of affirmation through the public financing of these Centres. In addition to the already mentioned RRP, which should provide support for the users of this service.

From the point of view of the types of educational and training offer, the following should be highlighted:

- For young people - Professional courses (MEC), Apprenticeship courses (IEFP), Education and Training courses (MEC);
- For adults - RVCC - recognition, validation and certification of skills, school and professional (ANQEP), Adult Education and Training Courses (MEC), Certified Modular Training / UFCD/SDTU, Active Life (IEFP).

The IEFP has other equally relevant offers in terms of Employment, namely Services to Citizens - offers, registrations, demand, support, subsidies, etc. -Employer Services - offers, demand, support and incentives, applications, etc. - and Transversal Services - Office for Professional Insertion, etc.

Regarding the European Union Funds for 2021/2027, as already mentioned, the new cohesion policy framework proposes five main objectives, of which we highlight the European

Pillar of Social Rights and quality employment, education, skills, social inclusion and equal access to health care.

It should also be noted that there are several financial support programmes aimed at the educational and social areas, such as ERASMUS+, of which AEPTL is already a beneficiary.

Another important issue concerns the challenge of consolidating the Quality Assurance System in line with the European Quality Assurance Reference Framework for Vocational Education and Training (EQAVET Framework). 2021 was the year to start the consolidation of this process, which has already been awarded the three-year stamp by ANQEP.

On the other hand, private vocational schools are subject to a salary framework, marked by the realities of public schools and sectoral collective bargaining, a factor that will have a significant economic weight on the expenditure structure of educational organisations.

On another level, we should mention that companies are a fundamental partner of our activity, namely in the perception of qualification needs and as host entities of our students, in the realization of curricular internships. This is a strategic aspect, recognised by the European Union.

b. General and sectorial external environment - threats, opportunities and critical success factors

i. Threats

1. Continuation of the restrictive policies of the Government and the Ministry of Education regarding the funding of Vocational Schools;
2. Ministry of Education's policies inducing the continuity of pupils coming from the 3rd cycle of basic education, in the offers of regular or vocational secondary education in public schools (inefficient coordination of the school network offer and competition with offers already established in vocational schools and public schools limiting the access of vocational schools to the disclosure of their offers to the pupils of those

schools), despite some studies on the identification of training needs;

3. Growing and marked difficulty in hiring some types of professional teachers to teach in the socio-cultural and scientific component;
4. Low youth awareness of employability and interest in the transport and logistics sector;
5. Financial support to trainees of apprenticeship courses that, with their late start, absorb students who were already attending professional courses;
6. Limited funding for the Qualifica Centre's RVCC activities and insufficient funding for vocational RVCC, making it unviable;
7. Limited support, in the Lisbon Region, within the scope of the structural funds and significant delays in the receipt of funds.

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ii. Opportunities

1. Achievement of the RRP;
2. Implementation of Professional Higher Technical Courses;
3. Increasing demand for transport and logistics qualifications, including in the airport sector;
4. Availability of the Road Transport Vehicles Driving Technician course;
5. Search for the Aerodrome Safety and Emergency Technician course;
6. Great demand for Ground Handling and Assistance Traffic Technicians, both by companies and by potential students;
7. Investing in data management controllers and 4.0 technologies;
8. Educational policy objectives towards the growth of the weight of students in double certification courses;
9. Education Training Courses;
10. Increased QC funding for 2021/2022 as a result of the increased target of those enrolled;
11. Certified Modular Training, financed by PORLx2020.

iii. Critical success factors

1. Strengthening the affirmation of IPTrans in training and qualification in transport and logistics, with the implementation of the Road Transport Vehicle Driving Technician course and the Aerodrome Safety and Emergency Technician course;
2. Pursuit of a balanced and complementary policy of diversification of the educational and training offer;
3. Strengthening the attraction, through a structured Marketing and Communication work, of IPTrans and its educational-formative offers, namely the Logistics Technician;
4. Further development of the Qualifica Centre (QC) activity;
5. Reinforcement of the collaboration with IEFP, namely through the Employment Centre of Loures Odivelas and the Vocational Training Service of Alverca, in the scope of the various activities carried out by AEPTL/IPTrans, namely through the Qualifica Centre;
6. Extending the IPTrans offer to other parts of the country, namely to Viseu and the Metropolitan Area of Porto;
7. Watch out for opportunities from the European Union Funds for 2021/2027;
8. Encouragement of continuous training;
9. Consolidation of the quality system - EQAVET.

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c. Internal environment - introduction

The 3 AEPTL associates are fundamental partners, either for their associative participation or for their relation with several IPTrans' activities: Loures Municipality, ANTRAM - Associação Nacional de Transportadores Públicos Rodoviários de Mercadorias (National Association of Public Road Transporters) and FECTRANS - Federação dos Sindicatos de Transportes e Comunicações (Federation of Transport and Communication Unions).

The current triennium 2021/2023 will still be marked by the reinforcement of the financial support from the Municipality of Loures, in the perspective of the development and consolidation of the project, and, in another perspective, it will be marked by the continued affirmation of the role of the Strategic Orientation Council of IPTrans.

i. Resources

1. Facilities

The IPTrans built, in 2006, new facilities, composed by 14 classrooms (10 of 45 m² and 4 of 77,5 m²), multipurpose room (90 m²), library (77,5 m²), canteen and pedagogical and administrative support services, in a total of 2.557,9 m². The school has four classrooms and a sports hall / changing room. The four classrooms, the sports hall and the changing rooms are degraded and therefore hardly in use. The physical education classes are taught outdoors, in the Pavilhão Paz e Amizade or in the municipal swimming pools.

The strategic options for the future point to the solution of 1 class / 2 courses for vocational courses which, in the short / medium term reality, points to the need for 21 classrooms / spaces for teaching activities: 18 for vocational courses and 3 for CEF. In addition to the pressure that, at this moment, the Qualifica Centre already creates on our physical structure, with needs, in a daytime regime, of 2 classrooms, which generates a total need of 23 classrooms.

On the other hand, it is also important to mention that, at the moment, IPTrans does not have an adequate place to perform the simulated practice of the Transport and Logistics courses and that it needs to invest in the creation of a real Specialised Technological Centre for Transport & Logistics, which can fully respond to the demands of all its offers (except for the Educational Action). What the school plans to make available in 2022, thanks to a partnership with ANTRAM, ANTROP and CR&M, is a high performance driving simulator. Therefore, in partnership with Loures Municipality and Loures INOVA, IPTrans has also at its disposal, in MARL, a room where the driving simulator is located and another training room, a space shared with Loures INOVA.

2. Equipment

In order to develop its activity, IPTrans has the necessary furniture and equipment, which are being renovated, namely 120 computer workstations/servers, 5 printers, 11 video projectors and 1 interactive television.

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| COMPUTERS / SERVERS | | | | PRINTERS | VIDEO PROJECTORS | TELEVISIONS |
|---------------------|------------|------------|-----------|----------|------------------|-------------|
| | | Class room | Other | | | |
| Less than 3 years | 36 | 36 | 52 | | | |
| 3 to 10 years | 52 | 0 | | | | |
| 10 more years | 32 | 32 | | | | |
| TOTAL | 120 | 68 | 52 | 5 | 11 | 1 |

IPTrans also has a high performance driving simulator in the MARL premises and, thanks to the partnership with CR&M, with other simulators that this company will provide, throughout the school year.

In 2022 we will have to invest in furniture for the training room.

3. Organisational structure / functional organisation

To implement the projects identified in this Strategic Plan, the AEPTL currently has 36 employees, integrated under the terms of the attached functional organisation chart.

d. Internal environment - strengths and weaknesses

i. Strengths

1. IPTrans as the only professional school in the municipality of Loures, with capacity for 300 students;
2. The only national professional school dedicated to the promotion and development of education, training and professional certification in transport and logistics;
3. A school that invests in reinforced partnerships with companies, including training in the companies and by company technicians;

4. A pioneering school in the development of the courses for Road Transport Vehicle Technicians and Ground Handling Technicians;
5. It is the only school in the county to develop the Management Computer Technician course;
6. School authorised to develop Education and Training courses Type 3 (1 year for obtaining the 9th year and professional qualification) and Type 2 (2 years for obtaining the 9th year and professional qualification);
7. Experience in RVCC - recognition, validation and certification of skills -, being the only entity in the municipality of Loures with this service;
8. Associative participation of the Municipality of Loures, ANTRAM and FECTRANS and reinforcement of the associates' involvement in the AEPTL / IPTrans activity;
9. Existence of a Strategic Orientation Council with the participation of a significant number of representative personalities and institutions;
10. Increasingly intense links with the business and social environment and the community in general, a distinctive characteristic of vocational schools compared to regular secondary schools, which fosters strong and diverse partnerships;
11. Strong connection and involvement in the Loures Social Network, being represented in the Local Social Action Council, the Inter-Freguesias de Loures, Lousa, Bucelas e Fanhões Commission, the Municipal Education Council and the EFAS - Education and Adult Training - Working Group;
12. Participation in the project VET21001, co-funded by the ERAsMUS+ programme, aimed at promoting the match between ISO 21001 and EQAVET European Quality Assurance for Vocational Education and Training and implementation of EQAVET in IPTrans;

13. Participation in the project - Municipal Network of ICT Training Schools for the Local Community (AE), co-financed by the ERASMUS+ programme, aimed at disseminating basic ICT skills among the municipality's adult population;
14. Participation in the project - Training to Improve - Adult Education - co-funded by the ERASMUS+ programme, aimed at disseminating skills in work methods and techniques in adult training;
15. Core of new employees with experience in technical areas, motivated by the challenge of training;
16. Good dialogue with the Loures Municipality aiming, namely, at the support for the construction of the facilities' enlargement and collaboration in projects of common interest, namely the Qualifica Centre (QC);
17. Recognition of the pedagogical quality of the educational-formative offers;
18. Modern and appealing facilities.

ii. Weaknesses

1. Structural indebtedness of IPTrans - due, namely, to the construction of the new facilities, without the full support of the Municipality;
2. Still limited income to cover the necessary expenses for the smooth running of the AEPTL/IPTrans, in a context of need for professional development of teachers;
3. Aged furniture;
4. New facilities in need of maintenance and extension works (more rooms) and old facilities in need of demolition;
5. Treasury support solutions limited in amount;
6. Lower capacity to subsidise and accompany pupils with economic difficulties compared to the public school;
7. Absence of a gymnasium and warehouse for simulated transport and logistics practices;

8. Lack of expression of education, training and professional certification in transport and logistics outside the Loures region;
9. Limited awareness of the IPTrans brand;
10. Relatively difficult access to school.

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2. MISSION, VISION AND VALUES

a. Mission

To guarantee Excellence in the promotion and development of education, training and certification, as well as in the professional and social inclusion of young people and workers, through learning to know, learning to do, learning to live together and learning to be.

b. Vision

To be the School of reference in its areas of intervention, with strong links to the business and labour worlds and to the social economy network.

c. Values

Citizenship. Solidarity / Social Responsibility. Sustainability, Energy and Environmental.

Excellence. Accountability. Professionalism.

Joy and Happiness.

3. STRATEGIC OBJECTIVES

- a.** The reinforcement of IPTrans' repositioning continues with regard to initial and continuous qualification in transport and logistics;
- b.** To be a reference school in the Northern Lisbon Metropolitan Area;

- c.** Strengthening educational/training practices that promote meaningful learning and the success, employability and inclusion of all learners;
- d.** Further strengthening of links with the business and labour sectors;
- e.** Further strengthening the link with the social sector;
- f.** Strengthening and diversifying the educational and training offer at territorial level;
- g.** Strengthening the educational offer in the area of continuous training;
- h.** Consolidation of the development of the Centro Qualifica - CQ;
- i.** Development of employment support;
- j.** Strengthening the quality of the services provided;
- k.** Reinforcement of the "IPTrans" brand;
- l.** Strengthening economic and financial sustainability¹.

¹ Taking advantage of the RRP and European Funds; personnel costs

4. PLANNING MATRICES

| STRATEGIC OBJECTIVES | MEASURES/ACTIONS | RESPONSIBILITIES | TIMETABLE | INDICATORS |
|--|---|---|-----------------|---|
| Qualification in transport and logistics | Opening of professional courses in Transport Management, Driving, Ground Handling Traffic and Management IT | General Coordinator / Pedagogical Director / Marketing Advisor | Annual | All open courses (Y/N); % of open courses |
| | Opening of the professional course of Aerodrome Safety and Emergency Technician | | 2022 and beyond | Y/N |
| | Completion of specific UFCD/SDTU ² | Continuing Education Coordinator | Permanent | No. of UFCD/SDTU carried out |
| | Completion of the CTeSP/HTPC in Logistics and Information Systems Technology and Programming | General Coordinator / Pedagogical Director / Coordinators of respective professional courses / Marketing Advisor | Annual | No. of CTeSP/HTPC fulfilled (0, 1 or 2) |

² Short Duration Training Units

| STRATEGIC OBJECTIVES | MEASURES/ACTIONS | RESPONSIBLE BODIES | TIMETABLE | INDICATORS |
|--|---|---|-----------|---|
| Qualification in transport and logistics | Creation of the CTeSP/HTPC in Road Freight Transport Management | General Coordinator / Pedagogical Director / Transport Management Coordinator - articulation with IPSetúbal | 2022 | Course created (Y/N) |
| Lisbon North Metropolitan Area Reference | | | Annual | No. of CTeSP/HTPC fulfilled |
| | | | Annual | No. of municipalities covered |
| Meaningful learning / employability | Consultation with companies/entities via COE/SGC ⁴ and contacts with internship entities and Polytechnic partners; attention to the needs and expectations of the students | Director / General Coordinator / Continuous Training Coordinator / Pedagogical Director / Course Coordinators / Class Directors | Permanent | No. of COE/SGC meetings; No. of other meetings; No. of amendments to syllabus |

³ Higher technical professional courses

⁴ Strategic Guidance Council

| STRATEGIC OBJECTIVES | MEASURES/ACTIONS | RESPONSIBLE BODIES | TIMETABLE | INDICATORS |
|-------------------------------------|--|---|-----------|--|
| Meaningful learning / employability | Use the driving simulator installed in MARL ⁵ | General Coordinator, Pedagogical Director, Coordinators of the Driving, Transport Management and Logistics courses in partnership with CR&M - Formação Ativa de Condução, Lda | 2022/2023 | Simulator running (Y/N) / No. of classes using it / No. of students using it / no. of uses |
| | To conclude the RPS Platform - Solidarity Partnership Network for the Inter-Freguesias de Loures, Lousa, Fanhões e Bucelas Social Commission | General Coordinator, Pedagogical Director, Computer Science Course Coordinators | 2022 | Platform completed and made available to partners (Y/N) |
| | Participation of students in a volunteer exchange to support the transport of people with disabilities | Pedagogical Director in articulation with Loures City Hall | 2021/2023 | No. of actions; no. of students involved |

⁵ Lisbon Region Supply Market

| STRATEGIC OBJECTIVES | MEASURES/ACTIONS | RESPONSIBLE BODIES | TIMETABLE | INDICATORS |
|-------------------------------------|--|--|-----------|---|
| Meaningful learning / employability | Projects to prevent risky behaviour | Pedagogical Director in articulation with Loures City Hall | 2021/2023 | No. of actions; no. of students involved |
| | Participation in a volunteer exchange to carry out socio-cultural and physical activities at home to support the elderly | | | |
| | Carrying out intergenerational activities | | | |
| | Leisure time occupation of the elderly population | | | |
| | Students to benefit from the "Health Education" programme and the Health Literacy programme | | | |
| | | | | Completion rate of the 2017/2020 training cycle - 60%. 2018/2021 - 65% |

| STRATEGIC OBJECTIVES | MEASURES/ACTIONS | RESPONSIBLE BODIES | TIMETABLE | INDICATORS |
|--|---|--|-----------|---|
| Meaningful learning / employability | | | | Job offer from the internship entity 2018/2021 - 40% ⁶ / 2019/2022 - 43% 2020/2023 - 45% |
| | | | | Employment rate 2017/20 - 65.5% 2018/21 - 66,5% |
| | | | | Rate of Continuing Studies 2017/20 - 25,5% 2018/2021 - 26% |
| Strengthening links with the business and labour sectors | Annual meeting of the COE/SGC ⁷ | Director, General Coordinator | 2021/2023 | Annual meeting held (Y/N) |
| | More technicians from companies delivering the technical training | General Coordinator / Pedagogical Director / Course Coordinators | | No. of technical trainers |
| | More company visits by all teachers | | | No. of visits to companies / no. of participating teachers |

⁶ TT - 54.55

⁷ Strategic Guidance Council

| STRATEGIC OBJECTIVES | MEASURES/ACTIONS | RESPONSIBLE BODIES | TIMETABLE | INDICATORS |
|--|--|--|-----------|--|
| Strengthening links with the business and labour sectors | More and better companies for internships | General Coordinator / Pedagogical Director / Course Coordinators | 2021/2023 | Ratio no. companies year x divided by no. companies year x-1 greater than 1 |
| | Participation of companies and IPTrans in the employability support network, foreseen in the PDSS 2021-2025 ⁸ | General Coordinator | | Participation of IPTrans and companies (Y/N); No. of participating companies |
| | Raising the awareness of the business community of the capacities and skills of people with disabilities | General Coordinator / Pedagogical Director / Course Coordinators | 2022/2023 | No. of companies contacted |
| Strengthening the link with the social sector | Implementation of 1 CEF ⁹ of type 2 and 1 of type 3 | General Coordinator, Pedagogical Director and Marketing and Communication Advisor | Annual | CEF type 2 implemented (Y/N) CEF type 3 implemented (Y/N) |

⁸ Social and Health Development Plan for the Municipality of Loures 2021-2025

⁹ Youth Education and Training Course

| STRATEGIC OBJECTIVES | MEASURES/ACTIONS | RESPONSIBLE BODIES | TIMETABLE | INDICATORS |
|---|---|--|-----------|--|
| Strengthening the link with the social sector | Non-formal Portuguese actions - FAMI project (Fund for Asylum, Migration and Integration) | Continuing Education Coordinator | 2021/2022 | No. of Cultural Orientation, Literacy and Initiation to Portuguese; No. of participants, by action, by type and total |
| | Awareness-raising on employability, aimed at specific groups, with presentations of success stories | Pedagogical Director / Course Coordinators / QC and FC Coordinator ¹⁰ | 2022/2023 | No. of participations |
| | Collaboration with a training service on employability in the area of disability | | | No. of collaborative actions |

¹⁰ Qualifica and Continuous Training Centre

| STRATEGIC OBJECTIVES | MEASURES/ACTIONS | RESPONSIBLE BODIES | TIMETABLE | INDICATORS |
|---|---|--|-----------|--------------------------------|
| Strengthening the link with the social sector | Collaboration with the platform of the network of partners, with a view to disseminating relevant information and sharing projects and experiences of intervention with Children and Young People | Pedagogical Director / Course Coordinators | 2023 | No. of collaborative actions |
| | To support the characterisation of situations of risk and/or danger identified in the municipality (Children and Young People) | Pedagogical Director / Course Coordinators / Class Administrators | 2022/2023 | |
| | Integrate project partnerships for the development of personal and social skills in a non-formal context | Pedagogical Director / Course Coordinators / Class Administrators | 2021/2023 | No. of integrated partnerships |
| | Integration of young people in internships during the summer period | General Coordinator / QC and FC Coordinator / Pedagogical Director | 2022/2023 | No. of young people integrated |

| STRATEGIC OBJECTIVES | MEASURES/ACTIONS | RESPONSIBLE BODIES | TIMETABLE | INDICATORS |
|--|---|---|--------------|--|
| Strengthening and diversifying the educational and training offer at territorial level | Open a Logistics Technician course in Viseu | IPTrans, in partnership with Profitecla Viseu | 2022 | Course opening (Y/N) |
| | Open a class in the Metropolitan Area of Porto | Director, General Coordinator, Pedagogical Director | 2022 | Class Opening (Y/N) |
| Strengthening the educational offer in the area of continuous training | Optimisation of the realisation of the UFCD/SDTU in the context of the candidacy to PORLx2020 | General Coordinator, Continuing Education Coordinator | 2022 | % of execution |
| | Submit a new application if the opportunity arises | | 2022 or 2023 | New application (Y/N) |
| | Disseminate skills in working methods and techniques in adult training (project - Training to Improve - Adult Education - ERASMUS+) | QC Coordinator | 2022 | Training action carried out (Y/N) |
| Consolidation of the development of the Centro Qualifica - CQ | Stabilisation of the team | General Coordinator, QC Coordinator | 2022 | % of rotation |
| | Achieving the goals for 2021/2022 | General Coordinator, QC Coordinator | 2021/2022 | % of achievement of objectives (enrolments and others) |

| STRATEGIC OBJECTIVES | MEASURES/ACTIONS | RESPONSIBLE BODIES | TIMETABLE | INDICATORS |
|--|---|--|-----------|---|
| Development of employment support | Completing the Job Portal | General Coordinator, Pedagogical Director, Computer Course Coordinator | 2022 | Operational portal (Y/N) |
| | Articulate it with the platform for disseminating job offers in the municipality | | 2021/2023 | Links made (Y/N) |
| Strengthening the quality of services provided | Full implementation of the EQAVET action plan | General Coordinator, Pedagogical Director | 2021/2022 | Action plan fully implemented (Y/N) |
| | Preparation and submission to ANQEP of the EQAVET annual report | | 2022 | Annual report delivered (Y/N) |
| | Conclusion of the participation in the ERASMUS+ project VET21001 | General Coordinator | | Project completed (Y/N) |
| Strengthening the quality of services provided | Raise awareness among local authorities about the need to improve access to schools | Director, General Coordinator | 2021/2023 | Bollards placed in the pavements of Rua da escola (S/N) Pedestrian access from the upper roundabout (Y/N) Road connection to upper roundabout (Y/N) |

| STRATEGIC OBJECTIVES | MEASURES/ACTIONS | RESPONSIBLE BODIES | TIMETABLE | INDICATORS |
|--|--|--|-----------|--|
| Reinforcement of the "IPTrans" brand | Hiring a marketing and communication advisor | General Coordinator, Marketing and Communications Advisor General Coordinator | 2022/2023 | Hiring of adviser (Y/N) |
| | Enhancing transport and logistics offers for young people | | 2022/2023 | More inscriptions (Y/N) More inscriptions for T&L (Y/N) Young lower age registered (Y/N) |
| | Systematic dissemination of IPTrans' work | | | More projects in connection with the community (Y/N) |
| Strengthening of economic and financial sustainability | Conclusion of a programme-contract with the Municipality of Loures for 2022/2025 | Director, General Coordinator | 2022 | Programme contract signed (Y/N) |
| | Enlargement of the new premises and demolition of the old ones | | 2023 | Enlargement and demolition completed (Y/N) |
| | Termination of the loan agreement with Santander Totta | | 2022 | Loan contract terminated (Y/N) |
| | Increase in the no. of people enrolled in the activities of the Qualifica Centre | General Coordinator | 2021/2022 | More registrations completed (Y/N) |

| STRATEGIC OBJECTIVES | MEASURES/ACTIONS | RESPONSIBLE BODIES | TIMETABLE | INDICATORS |
|--|--|--------------------|-----------|---------------------------|
| Strengthening of economic and financial sustainability | Take advantage of funding opportunities by PORLx | | 2021/2023 | Opportunities taken (Y/N) |
| | Seizing the opportunities of the RRP | | | |

Loures, December 22, 2021

THE BOARD