



**Capacity building in pursuit of decent work  
and sustainable development goals**

# **Report on Experiences and Good Practices**

**2013-2023**



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## 1. Introduction

The purpose of this report is to systematize and analyze the experience of participants in the ITCILO/IEFP Training Program with regard to the creation of cooperation networks, institutional strengthening, and professional development in the countries of the Community of Portuguese-Speaking Countries (CPLP) over an 11-year period (2013–2023).

## 2. Methodology

The analysis was conducted using a qualitative approach, based on responses to a questionnaire administered to participants in the training courses. The central focus of the research was to identify the practical application of the knowledge acquired, as well as the impacts observed in different areas of activity.

## 3. Dimensions of impact

Based on the responses collected, it was possible to identify and evaluate different impact dimensions generated by the ITCILO/IEFP Program. These dimensions were classified according to the following criteria:

- ✚ **Promotion of Decent Work and Social Dialogue:** Promotion of projects, programs, and public policies that generate quality jobs with social protection and guaranteed rights through the strengthening of tripartite social dialogue between trade unions, employers, and governments, contributing to fairer, more inclusive, and democratic work environments.
- ✚ **Institutional:** Improvement of internal procedures in the institutions represented by the participants, including the implementation of new methodologies, training, and technical instruments.
- ✚ **Sustainable Development:** Contributions to practices and policies aligned with the Sustainable Development Goals (SDGs).
- ✚ **Social Inclusion:** Positive results aimed at promoting equity, with an emphasis on the empowerment of women, the inclusion of people with disabilities, minorities, and vulnerable groups.
- ✚ **Legal:** Influence on legal frameworks, regulations, and public policies related to the world of work.
- ✚ **Informality:** Support for the transition from the informal to the formal economy through institutional and training strategies.
- ✚ **Child Labor:** Contributions to the prevention and eradication of child labor in CPLP countries.
- ✚ **Other impacts:** Diverse or cross-cutting results that do not fit into the above categories but reflect significant changes brought about by the program.

## 4. Main results and trends observed

In general, data analysis reveals that approximately half of the alumni identify significant impacts in promoting decent work and strengthening social dialogue, as well as in strengthening the institutions to which they belong.

The results also indicate that the impact of the training varies according to the internal conditions of each country, which highlights the importance of local contexts in the effectiveness of the actions. Nevertheless, according to the participants' responses, in addition to promoting social dialogue and decent work, there is a trend toward significant impact in the areas of sustainable development, social inclusion, and legal order.

Another relevant aspect highlighted by the research is the multiplier effect of the program in several countries. This effect is manifested through the creation and implementation of new projects, programs, and public policies, as well as the development of internal training that replicates the knowledge acquired by participants. In some contexts, the impacts have also resulted in the formulation of new legislation, the creation of institutions, and the development of institutional instruments aimed at promoting decent work and strengthening local capacities.

The next section will explore in greater detail the national experiences of each CPLP member country, based on participants' responses to the questionnaire.

## 5. National experiences

### 5.1. Angola

In Angola, participants' reports indicate that the training provided by the ITCILO/IEFP program contributed significantly to structural reforms in public administration. Among the main advances are the updating of the Professional Training Law and the creation of the National Qualifications Institute (INQ), a public body responsible for coordinating and supervising national qualifications policies.

In addition, the training courses were considered fundamental for the introduction of processes that culminated in the regulation of telework in the country. Significant improvements in human resource management practices in the public sector were also noted, with emphasis on advances in recruitment and performance evaluation procedures.

The training also boosted the creation of new public policy initiatives and instruments. Among these, the implementation of the Public-Private Dialogue Mechanism for Technical and Vocational Education, the creation of paid internship programs, and the development of a digital portal for citizen services, expanding access to information and public services, are particularly noteworthy.

The program's activities in Angola also had a significant impact on promoting gender equality. This materialized in the greater participation of women in union leadership positions and in community actions aimed at strengthening female entrepreneurship. An emblematic example

is the case of the Federation of Women Entrepreneurs of Angola, which, after its formation, began offering training courses to its members, supporting them in leaving the informal sector and expanding its activities to several provinces of the country.

**Main dimensions of impact:** Promotion of decent work and social dialogue, Institutional, Sustainable development

## 5.2. Brazil

In Brazil, the IEFPILO program has played an important role in promoting coordination between the legal community, academia, and civil society. According to participants, participation in training courses led to lectures, seminars, and courses that brought together representatives of the national legal system, international organizations, and academics, strengthening social dialogue and knowledge sharing.

In addition, participants point out that the training contributed to the preparation of scientific articles and legal documents based on international labor standards, expanding the dissemination and application of these principles in the national context.

An example of the practical application of the knowledge acquired is the "Feira Livre de Trabalho Infantil" (Open Market for Child Labor) program, developed in the state of Espírito Santo, which aims to combat child labor in open markets through awareness-raising and prevention actions, supporting more than 800 children and adolescents.

The program also promoted the creation of technical courses aimed at the rural population, such as courses promoted by the National Rural Learning Service (SENAR), focusing on job creation in the sustainability and tourism sectors, contributing to the revitalization of the local economy in line with global sustainability trends.

Another significant impact of the IEFPILO work in Brazil was the formation of a network of contacts and partnerships among participants, promoting the exchange of information, the development of new projects, and the sharing of good practices. This network served as a basis for building partnerships aimed at social inclusion and the integration of vulnerable young people on the margins of the labor market, reinforcing the multiplier effect of training.

**Main dimensions of impact:** Promotion of decent work and social, academic, and legal dialogue

## 5.3. Cape Verde

In Cape Verde, participants in the IEFPILO program report significant impacts on strengthening institutional capacities, especially in the areas of project management, monitoring and evaluation, and human resources management. The knowledge acquired during the training was applied in a concrete manner in various contexts of public administration and civil society organizations.

One of the main advances identified was the improvement of internal processes, including the development of technical studies, the formulation of new public policy projects aimed at



promoting employment, and the strengthening of support for small and medium-sized enterprises (SMEs), with specific training and professional monitoring actions.

Also noteworthy is the program's direct contribution to the formulation of two national strategy plans: the National Strategy for the Promotion of Decent Employment and the National Strategy for the Transition from the Informal to the Formal Economy.

Another notable result relates to combating child labor and institutional support for the adoption of international labor standards. In this context, participants indicate that the program also played an important role in the process of institutionalizing the Social Dialogue Council, a tripartite forum that strengthens the governance of labor and social protection policies in the country.

**Main dimensions of impact:** Promotion of decent work and social dialogue, Promotion of decent work and social dialogue, sustainable development

## 5.4. Guinea-Bissau

In Guinea-Bissau, participants report that the IEFP/ITCILO program has had significant impacts on three main fronts: promotion of decent work and social dialogue, institutional strengthening, and social inclusion. The training contributed significantly to improving the national legal framework, notably with the adoption of the new Labor Code and the enactment of laws to combat gender-based violence and child labor.

For trade unions and civil society organizations, the program provided a solid foundation for the creation of awareness campaigns, promoting the strengthening of labor rights and expanding social dialogue. These initiatives reinforced the capacity of organizations to act more strategically in promoting social and legal change.

Another significant impact concerns support for the formalization of small and medium-sized enterprises, especially those led by women and young entrepreneurs. Participants highlight that the knowledge acquired in the training courses was applied in the development of projects aimed at entrepreneurship and productive inclusion, with a focus on income generation and strengthening the local economic fabric.

The program also played an important role in institutionalizing the Social Dialogue Council, contributing to the strengthening of tripartite dialogue structures between the government, employers, and workers in the country.

*"After the training, I raised awareness and disseminated ILO Convention 190, which deals with the elimination of violence and harassment in the world of work. I also launched a campaign to disseminate the Social Protection Protocol, with a view to its possible ratification by the government,"* reported a representative of a workers' organization.

**Main impact dimensions:** Promotion of decent work and social dialogue, institutionalization, social inclusion

## 5.5. Equatorial Guinea

In Equatorial Guinea, although the number of responses was low, the reports received indicate relevant practical applications of the knowledge acquired through the IEPF/ITCILO program, especially in the areas of risk management and analysis for the insurance and social security sector, with an emphasis on social protection.

According to participants, the training contributed directly to the launch of the country's first Social Protection Statistical Bulletin, an initiative that systematizes fundamental data for planning and formulating public policies in this area. The production of this bulletin represents an important advance in the development of technical tools that support decision-making and strengthen public management in social protection.

**Main impact dimension:** Promotion of decent work and social dialogue

## 5.6. Mozambique

In Mozambique, the experience with the IEPF/ILO program has been particularly rich, with diverse and intersectoral impacts covering the world of work, institutional strengthening, combating child labor, the evolution of the legal framework, and the transition from the informal to the formal economy.

The main axis of impact is concentrated on the promotion of decent work and social dialogue, where the knowledge acquired during the training courses contributed significantly to the formulation and implementation of public policies, programs, and projects aimed especially at youth and small and medium-sized enterprises. Among the most significant results are the national campaign for the digital inclusion of youth in employment programs, entitled "Eu Estou no Portal" (I'm on the Portal), the creation of the Mobile Employment Desk, and Decree No. 45/2023, of August 3, which established an innovative legal instrument for real-time access to job vacancies in the country. In addition to these results, there was the implementation of the Employment Policy Action Plan, the launch of the "Projecta Jovem" project, aimed at promoting youth employability, and the Safe Urban Transport Program (PTUS), implemented in the city of Chibuto, with a focus on urban mobility and social inclusion.

As a multiplier effect of the training, new associations were created, such as PFUNECA and TLUVUCA, which have been actively promoting youth and female entrepreneurship, particularly in the transport and textile sectors. These advances demonstrate not only the breadth of the program's impact in Mozambique, but also its capacity to generate structural and sustainable transformations, with positive spillovers in the social, economic, and institutional spheres.

**Main dimensions of impact:** Promotion of decent work and social and institutional dialogue, sustainable development

## 5.7. Portugal

In Portugal, participants reported that the impact of the training offered by the IEF/ITCLO program was predominantly felt at the institutional level. Participation in the courses was considered an important starting point for the development of a national awareness-raising initiative, reflecting the practical application of the knowledge acquired. In addition, participants highlighted that the program contributed to the preparation of institutional reports and the improvement of training content used internally, strengthening capacity-building processes and the dissemination of good practices within institutions.

**Main dimensions of impact:** Promotion of decent work and social dialogue, institutional, social inclusion

## 5.8. São Tomé and Príncipe

In São Tomé and Príncipe, participants' testimonies indicate significant impacts in several areas. The impact on the world of work stands out, especially in terms of disseminating the concept of decent work and strengthening social dialogue. In the legal sphere, the courses were identified as tools for improving support for workers and broadening the debate on the application of international labor standards, with positive repercussions on judicial decision-making and conflict mediation.

Participants linked to trade unions reported that the training contributed to an increase in membership, improved response to workers' challenges, and the development of effective strategies for tripartite social dialogue. At the institutional level, there has been an improvement in internal procedures, with an emphasis on monitoring and evaluating the impact of public programs and policies.

*"Today, with the training on program impact assessment received in Turin, we have already begun to evaluate some programs and are placing increasing importance on continuing education,"* reported a representative of the Ministry of Labor.

**Main areas of impact:** Promotion of decent work and social, institutional, and legal dialogue

## 5.9. Timor-Leste

In Timor-Leste, participants indicated that the training provided by the IEF/ITCLO has led to significant advances in institutional procedures, with an emphasis on improving labor management and introducing new initiatives. The program provided relevant support for the consolidation of policies and programs aimed at entrepreneurship and sustainable development, with a special focus on the green and blue economies.

**Main impact dimensions:** Institutional, sustainable development, promotion of decent work and social dialogue

## 6. Annex

1. Table of participants' contributions
2. Case studies



## Annex 1: Table of participants' contributions

Country	Type of institution	Are the skills acquired through learning being applied in your institution? If so, in what specific contexts? Give 2 or 3 examples	Describe the new initiatives undertaken in 3 lines
Angola	Ministry of Labor	Creation of the INQ, updating of the Basic Law on the National Vocational Training System, reforms in public administration	Introduction of processes that led to improvements in the recruitment and selection of candidates in public administration, teleworking, career schemes, performance appraisal of civil servants, management and leadership positions, teleworking, among others.
	Training/Academic Institutions	Improved our approach to training needs assessment. Improvement and structuring of practical training resource rooms.	The institution has implemented early childhood education practice rooms and arts and crafts courses focused on women's empowerment. It is currently dedicated to the development of training support technologies.
	Public Institution - Non-Governmental	Capacity building, greater competence.	Development of activity plans; conflict management.
	Ministry of Labor	Public employment services in Angola are not yet sufficiently concerned with companies when it comes to communicating job offers, which makes it difficult for us to respond quickly to demand. As we have learned various pedagogical approaches, these have facilitated our work with partners. for example: we have intensified our program of lectures and invitations for companies to visit the employment center and learn about our activities firsthand; on the other hand, as a way of updating the CVS of candidates who have been registered for three months or more, we have been referring them to professional internship programs paid for by the ministry.	1- Paid internships; 2- Creation of a user and technician portal.
	Government / no Ministry of Labor	Work on the commitments of the 75th anniversary of the Universal Declaration of Human Rights (UDHR), ratification of conventions, and adaptation of legislation.	Training of trainers on human rights reporting mechanisms.
	Ministry of Labor	Improvement of the functioning of business incubators.	Creation of entrepreneurial cooperatives, training entrepreneurs in business plan development, mentoring some projects for financing.
	Workers' Organization	Defense of members in cases of unfair dismissal and proposals for improving the General Labor Law, as well as presenting opinions and views to the Commission. Social Security Councilors, of which I am a member.	Women's rights in the trade union movement and their integration into the Association's Management.
	Government / non-Ministry of Labor	I currently work as a teacher and professional internship advisor, regularly using the skills acquired in training to improve student	Community projects for women's empowerment; Vocational guidance and prevention of early pregnancy among young girls; Training on new

		productivity and strengthen the institution to keep it up to date on sustainable development, natural disaster risk prevention, and decent work.	agricultural strategies based on cooperatives (with and without community credit funds).
	Ministry of Labor	I work on creating active policy instruments and we are seeing improved performance in design and, above all, in aspects related to social protection in the most vulnerable communities.	We have been working on the implementation of the Public-Private Dialogue Mechanism for technical education and vocational training, thanks to training provided by CIT-ILO.
	Ministry of Labor	1- The application of content related to entrepreneurship to promote self-employment. 2- Encouraging the circular economy and green entrepreneurship. 3- Holding fairs to promote decent employment initiatives. 4- Training, financing, and monitoring of financed projects, e.g., the implementation of the CPLP and Southern African countries during this delegation's visit to Angola, particularly in CLESE Lubango.	Paid internships. Implementation of the PAPE project. Implementation of content on entrepreneurship.
	Workers' Organization	As leader of the National and Regional Committee of Young Workers of Southern Africa, the training courses have helped to empower other young people through workshops. We are currently preparing a discussion forum on the informal market and its formalization. We have set up programs with workers in the agricultural sector in the provinces of Malange, Huambo, and Huíla on climate change and combating drought.	Workshop on climate change. Social dialogue. Formalization of informal work.
	Gov. not Min. of Labor	Working with peasant families through Field Schools; Dissemination to other Human Resources staff.	A new dynamic for Field Schools on decent work; Basic concepts of decent work for Human Resources staff.
	Employers' Association	Training for our Federation and its members in the provinces	Training of small businesses belonging to our members to improve their performance and enable them to leave the informal sector.
	Ministry of Labor	Conducting a diagnosis; developing an action plan, executive plan, monitoring, and evaluation	Social dialogue between employers and employees, implementation of mandatory social protection.
	Non-governmental organizations (NGOs)	Participatory and sustainable local development, local governance.	Capacity building for communities and local government on development and sustainability projects to combat poverty and climate change.
	Ministry of Labor	In vocational training and activities and support for the unemployed.	Design of the Job Search Guide course for employment technicians. Group career guidance sessions for final-year graduates.
	Workers' Organization	Networking, workplace organization, regulation of teleworking	Understanding the needs of workers in the workplace.
<b>Brazil</b>	Gov. / non-Ministry of Labor	1. Lecture - OAS/ENAMAT Seminar: NIT, Decent Work, Control of Conventionality; 2) ILO dialogues, including ILO Brazil on application and access to NORMLESS; 3) Lectures, seminars, and courses (TST & ENAMAT) on the importance of	1. Inclusion in ENAMAT priorities (National School for the Training of Labor Magistrates) of NIT, Control of Conventionality, and events including participation by the ILO and the Inter-American Court; 2) publication of International Standards by ENAMAT and contact/visits to ILO Brazil with a

	substantiating Labor Court decisions in NIT.	view to implementing the existing bilateral agreement.
Non-governmental organization (NGO)	Building partnerships that promote new initiatives within the scope of the project/theme presented at the time of the training (e.g., Training and Employability of Afro-descendant Youth - partnership with ILO Brazil and institutions of the Public Ministry).	Kitchen & Voice Project - Youth Employability - training for Afro-descendant youth in partnership with institutions of the Public Prosecutor's Office, ILO Brazil, and others, with a view to social inclusion and integration into the labor market.
Other	I am focusing my master's research at the State University of Rio de Janeiro on the judicial application of NIT, with the idea of bringing UERJ and the ILO closer together to better contribute to social integration.	Direct application in a specific case of C-111 through a <i>mixed case</i> and scientific article (completed in August 2024) and for a master's thesis (in progress).
Non-governmental organization (NGO)	As a third sector professional working in the productive inclusion of young people, the training allowed me to understand more broadly the social and economic dynamics that affect the integration of young people into the labor market.	Promotion of a corporate volunteer program for funding companies. This initiative allowed us to create networks between young people in training and professionals in the market.
Other	I participated in the ILO's Skills Training and Rural Tourism program and now coordinate two programs related to these topics at the company where I work: National Rural Learning Service.	Creation of skills training courses for the rural population, as well as courses for rural tourism agents, promoting new jobs and sustainable tourism as a source of additional income for rural producers.
Gov. no Min. of Labor	In the preparation of legal documents applying international labor standards / in the dissemination of knowledge to other members of the institution to which I belong / preparation of academic / instructional material	development of instructional material on NIT (in progress)
Training/Academic Institution	Creation and structuring of the "Skills Training" Program and the Program for the inclusion of young people in vocational activities in rural areas "Youth in the Countryside," developed for various production chains.	- Skills Training Program in various production chains - Youth in the Countryside Program structured for various production chains - Succession in the Countryside Program, aimed at ensuring the continuity of new generations in the family business.
Company	01- International references; 02- Theoretical and practical knowledge and skills that were not available in Brazil; 03- Network of relationships.	We have a WhatsApp group where we exchange information, projects, and best practices.
Training/Academic Institution	I am a researcher on the topic of "Decent Work" and through the courses I have acquired knowledge that has enabled me to develop research and extension projects. Between 2021 and 2024, I developed three research projects, involving 15 scholarship recipients. In 2024, one of them was awarded at the Scientific Initiation Week at the University of Vale do Itajaí - UNIVALI. The theme of the award-winning project is: Decent Work and Entrepreneurship: under the analysis of the possibility aspect.	As mentioned above, three research projects were developed on the theme of Decent Work, focusing on entrepreneurship and companies with GPTW.
Ministry of Labor	Methodology for labor inspection intervention in the informal economy adapted to combat child labor; and development of a labor inspection policy on child labor.	Special Sectoral Actions to Combat Child Labor - labor inspection activities to combat informal child labor - open-air market project in the state of Espírito Santo, which has already removed more than 500 children and

			adolescents from child labor. Activities of the Special Mobile Group to Combat Child Labor, which removed 300 children and adolescents from child labor in August in the informal economy.
	Company	Example 1: Improvement in project management. Lessons learned were applied to strengthen project planning and execution capacity, especially in initiatives aimed at sustainable development and decent work. Project Cycle Management (PCM) tools were used to structure more effective action plans, ensuring the integration of social and environmental impact indicators. Example 2: Promotion of effective social dialogue. The knowledge acquired on social dialogue methodologies has been applied in meetings and negotiations with trade unions, employers, and institutional partners. This learning has made it possible to create more collaborative and productive environments for resolving labor conflicts and defining policies that meet the needs of all stakeholders. Example 3: Implementation of training strategies. The skills developed were used to structure and conduct internal training programs, adapting content to the needs of the institution's workers. These training courses have contributed to capacity building on topics such as occupational health and safety, gender equality, and good practices in the workplace. These examples illustrate how ITCILO's learning is directly linked to concrete results in the institution.	1- Creation of gender-inclusive policies in the workplace, ensuring equal pay and opportunities. 2- Development of a strategic green transition plan, incorporating sustainable practices into institutional processes. 3- Establishment of inter-institutional partnerships, expanding the impact of social and educational actions.
Cape Verde	Company	1) Consulting in the area of rural work. 2) Consulting in the area of child labor	Study and consulting services in the area of rural work and child labor
	Workers' organization	Combating Child Labor and Transition from the Informal to the Formal Economy	Creation of the Social Dialogue Council; ILO International Labor Standards and transition from the informal to the formal economy
	Other	Participation in ITCILO training has increased my capacity to respond to issues related to employment, vocational training, the informal sector, and economic and social development.	I participated in the preparation of several studies, including the National Strategy for the Promotion of Decent Employment, the Strategy for the Transition from the Informal to the Formal Economy, and the mapping and cartography of actors involved in the SME formalization ecosystem in Cape Verde.
	Workers' Organization	Better organization of the evaluation process and improvement of report production	Monitoring the implementation of training/capacity-building projects
	Non-governmental public institution	Study on the anticipation of skills needs; impact study on active employment policies	Impact study carried out in 2018, as a result of training I attended in Portugal that same year, which allowed the control group approach to be included; Diagnostic study on anticipating skills

			needs - after training on the labor market information system, contact was initiated, which led to the development of an action plan to implement the ANC system and a pilot exercise was carried out; In 2025, we intend to conduct an in-depth analysis of decent work in rural areas, given that I have just participated in training on the DRTD.
	Company	Management and coordination of the training center	New training actions have been implemented in a more organized and planned manner
	Non-governmental public institution	Monitoring and evaluation of employment programs; Follow-up of micro and small entrepreneurs; Guidance for the unemployed; Job placement.	Monitoring and support for micro-entrepreneurs; examples from other countries
	Training/academic institution	Better human resources management. Better management and coordination of professional qualifications.	Improvement in the selection process for candidates for professional qualifications. Close monitoring of graduates after they qualify. Assistance in helping graduates enter the job market. Improvement in the school's image.
	Ministry of Labor	In daily practices in the field, in informal trade companies, and in non-governmental institutions.	VITÓ project for the protection and conservation of turtles, seabirds, and endemic plants. Resilient Tourism Project Ocean Week Project. Solar Park Project
	Non-Ministry of Labor	Mainly in the area of active employment policies: implementation, monitoring, and evaluation.	How to conduct an impact study to assess the extent to which employment policies implemented have been effective in supporting the integration of young people into the labor market.
	Ministry of Labor	The training courses made it possible to develop a CODE training program to facilitate entrepreneurship learning in vocational training and also to support the development of training programs in accordance with the national qualifications framework.	Yes, the CODE module has been included in vocational training activities.
	Employers' Association	Mediation and negotiation skills have helped resolve disagreements between teams and promote a more collaborative and healthy work environment. Communication and team management techniques (acquired in training) have been applied in the development of strategic plans and in conducting more productive and inclusive meetings.	Digitization of Internal Processes: After training in management technologies, a digital registration system was implemented to monitor administrative activities, reducing paper use and increasing communication efficiency between departments. Community Inclusion Project: Based on knowledge acquired about strategic planning and sustainable development, a project was created to involve the local community in environmental awareness activities, such as recycling campaigns and tree planting. Improved Conflict Management: After training in mediation, the team implemented an internal channel for resolving conflicts in the workplace, promoting a healthier and more collaborative organizational climate. These initiatives highlight how the lessons learned from the training were applied in a practical and

			innovative way to benefit both the institution and the community involved.
	Training Institution / Academic	I am a facilitator for 12th grade ICT and IG students.	Replication of training for other teachers and also for 12th grade and vocational training students, both at the ETGDH technical school and at the Assomada Employment Center.
	Non-Ministry of Labor	Training in areas specific to the institution, sharing experiences, good practices, and acquired knowledge.	Training and action within the institution. Promotion of youth entrepreneurship in universities, consulting, and technical assistance.
	Training/academic institution	Replicate in my community as president of the Community Association; replicate with all my secondary school students, creation of community projects.	Innovative project competition.
Guinea-Bissau	Ministry of Labor	Approval and implementation of conventions on minimum age and worst forms of child labor. Raising awareness among authorities, which culminated in the approval of the Labor Code. Approval of a law on practices harmful to women's health and domestic violence. Freedom of association also deserved our attention.	Institutionalization of the Permanent Council for Social Consultation. Preparation and annual submission of reports on the implementation of ratified conventions requested by the ILO. Awareness-raising sessions on gender equality and combating sexual harassment in the workplace.
	Non-governmental public institutions	Encourage young entrepreneurs to formalize their businesses, raise awareness among young people to register with social security even if they have informal businesses, introduce modules with similar components into the curriculum of courses.	Techniques for formalizing a company/business; advantages of registering with the INSS (National Social Security Institute) - formalization as a key element for this purpose.
	Company	Leading a company in fragile contexts. We are currently experiencing a political and economic crisis where the majority of companies are t closing their doors because they do not know how to deal with the context.	Training and promotion of female entrepreneurship.
	Workers' organizations	Strengthening union membership rates in the country and strengthening the technical and union capacity of worker leaders.	Increase union membership in all labor sectors in the country.
	Non-governmental organizations (NGOs)	Train other members of the organization. The organization's work has been made easier thanks to the training received. - It has helped to share information among the members of the organization.	
	Non-governmental organization (NGO)	Management of training center, leadership, and participation	Provision of self-employment kits, implementation of life skills, and training in practice.
	Workers' Organization	In terms of gender inequality, the executive board of my organization has significant representation of women in decision-making positions. The struggle for the dignity of the working class, monitoring the implementation of the SDGs by the government.	After the training, I raised awareness and disseminated ILO Convention 190, which eliminates gender-based violence and harassment. I also took the initiative to launch a campaign to raise awareness and disseminate the Social Protection Protocol for possible ratification by the government.
	Non-governmental	Creation of an entrepreneurial ecosystem community. Creation of an entity that fights for the recognition of entrepreneurial activities in the country. Monitoring of entrepreneurs.	



	organization (NGO)		
	Ministry of Labor	Employment for young people, employability.	Youth employment, decent work, projects.
	Non-governmental organization (NGO)	1- Updating the curriculum with the introduction of entrepreneurship across the board.	1. Cross-cutting introduction of entrepreneurship in schools, discussion with principals about introducing innovative initiatives in our training centers (teacher training school and technical and vocational training school).
	Non-Ministry of Labor	Servant leadership, procedures that comply with established rules and social conduct that facilitates group formation.	I served as director of a training center. Development and management of social projects.
	Workers' Organization	Trade union training, youth training and employment, youth entrepreneurship, and collective bargaining.	Negotiation with employers, training for members, and establishing good relations between workers.
<b>Equatorial Guinea</b>	Ministry of Labor	Actuarial techniques, social protection statistics.	Publication of the 1st Statistical Bulletin on Social Protection.
<b>Mozambique</b>	Ministry of Labor	Creation of a self-employment association and job fair.	Society has become aware and is demonstrating on the ground what it has learned from my dissemination activities.
	Ministry of Labor	I have applied everything I have learned about youth employment. The issue of youth interaction and involvement in employment programs and the creation of policies and jobs.	The issue of including people with disabilities in access to vocational training.
	Non-governmental organization (NGO)	Implementation of projects aimed at climate resilience and natural disasters.	Agricultural practices based on climate change resilience; attention to natural disasters; good harvesting practices, ensuring harvest and storage to guarantee the conservation of cereals and food security.
	Workers' organizations	Use of international case law for national labor law.	In judgments of specific cases.
	Ministry of Labor	In my case, it enabled the development of the first national campaign on digital inclusion of young people in employment programs - Eu Estou no Portal (I am on the Portal); Creation of the third Active Employment Measure - Mobile Employment Desk; Design of the legal instrument promoting real-time access to job vacancies - Decree 45/2023 of August 3.	Design and implementation of the first National Campaign for the Digital Inclusion of Young People in Employment Programs - Eu Estou no Portal (I'm on the Portal); Creation of the third Active Employment Measure - Mobile Employment Desk; Design of the legal instrument promoting real-time access to job vacancies - Decree 45/2023 of August 3.
	Training/Academic Institutions	1. Inclusion of topics in the professional qualifications we design; 2. Inclusion of aspects covered in training in our adopted working methods.	Creation of vocational guidance offices in Vocational Training Centers, inclusion of an entrepreneurship module in training courses, and creation of a graduate follow-up program.
	Non-Ministry of Labor	Development of social projects. Creation of a personnel database and development of performance management and evaluation mechanisms.	Greater participation of managers in analyzing the best ways to motivate employees, valuing improved professional performance, and creating incentives for good practices.
		With regard to people with disabilities: I promote inclusion through awareness-raising and the removal of barriers of various kinds in training environments and in	Carrying out replication actions in Vocational Training Centers; Creation of Networks for different sectors.

		companies to employ people with disabilities. Other issues relate to decent work: Raising awareness among companies to respect workers, observing fundamental principles: employment contracts, fair wages, decent working conditions, among others.	
	Workers' organizations	Mobilizing informal workers to register and contribute to social security to guarantee INSS benefits such as retirement and many others. Fighting to reduce child labor in its worst forms.	Sharing information via social media.
	Other	Training of two youth associations (PFUNECA with 18 young people working in the transport sector and TLUVUCA with 14 young women working in the cutting and sewing sector) to revitalize and computerize their activities; Training of 23 trainers for short courses in metalwork for the use of information and communication technologies as an integrated approach to theory and technique.	Creation of a youth initiative project through the PFUNECA Association called PTUS (Safe Urban Transport Program) with a duration of two years in the municipality of Chibuto.
	Company	In the training activities for the beneficiaries of the various projects we have implemented at the institutional level.	Training using shared material on decent work in the construction sector.
	Government, Ministry of Labor	1. Analysis of the economy based on the local development context. 2. Introduction of an economic management component into district planning processes.	Preparation of District Strategic Development Plans including a Local Economic Development component.
	Workers' organizations	1. Share experience with trade union committees on the need for bipartite dialogue and negotiation; encourage the informal sector to register with the national social security system as self-employed workers.	Increase the number of collective agreements, increase union membership, exchange experiences with other national trade unions on functioning, successes, and failures.
	Gov. no Min. of Labor	Enabling a partnership with UNESCO for two studies: one on training needs in Mozambique and another on the classification of technical education institutions	We now hold joint planning meetings and monitor each other's activities.
	Ministry of Labor	1- Training young people in small business management. 2- Business plan development and 3- Entrepreneurship.	1- All classes at the training center included an entrepreneurship component; 2- We visited previously selected markets and traders benefited from business management training. 3- We visited urban neighborhoods and selected young people who were trained in business planning and management.
	Ministry of Labor	Improvements in the identification, analysis, and interpretation of various socio-economic phenomena.	- National Employment Policy; - Action Plan to Combat the Worst Forms of Child Labor; - Labor Statistics Bulletin.
	Non-governmental public institution	Use of acquired knowledge and examples in training programs.	Training for small and medium-sized enterprises and entrepreneurs.
	Non-governmental public institution	Project design, market study; rice value chain.	Helped the district prioritize rice as a flagship crop, facilitating the completion of the value chain (human

			resources, mechanization for production, processing, and marketing).
	Non-governmental public institution	1. Strengthening relations with the productive sector 2. Support for the legalization of microenterprises, transition from informal to formal.	Change in training methodology, i.e., from training for employment to training for work focused on know-how, professional internships as a means of gaining professional experience, inclusion of self-employed workers in social security.
	Non-Ministry of Labor	Training of trainers and facilitators in the recognition of acquired skills, production of standard competency units for inclusion in the national catalog.	Design of two modules for the training of RCA facilitators and verifiers.
	Government, not Ministry of Labor	Production of statistical bulletins, creation and monitoring of indicators.	Improvement of planning processes, redefinition of product indicators, and presentation of statistical data.
	Non-governmental Ministry of Labor	Local economic development and business development through value chains	Local Economic Development Projects in Mozambique financed by the Government, UNDP, and the European Union. We already have a National Directorate for Local Economic Development within the Ministry of Agriculture and Rural Development.
	Non-government Ministry of Labor	I have been using it in the process of designing, implementing, and monitoring the implementation of the Employment Policy Action Plan.	Support in consolidating the process of recognizing acquired skills.
	Workers' Organization	Resolution of labor disputes and occupational health and safety issues.	What struck me was the creation of labor mediation and arbitration centers and the training of the first mediators in my country.
	Company	Business Consulting and Training; Training Young People in Self-Employment - Projeta Jovem; and INCUBOX.	Youth Empowerment
Portugal	Non-governmental public institution	It was the motto for improving the organization's mission and promoting future initiatives.	It has not yet been implemented, but we will promote a nationwide awareness campaign. In addition, as a result of this learning experience, it contributes to improving the training content of my organization.
	Workers' Organization	Preparation of reports and other documents;	As a result, various activities were developed to disseminate knowledge/practices
	Other	Defense of workers. Liaison with companies and defense of women	Equal labor rights between different countries.
Sao Tome and Principe	Ministry of Labor	Greater learning, more knowledge on employability, the concept of decent work, and how to assess the impact of some programs implemented in the Ministry.	Today, with the training on program impact assessment received in Turin, we have already begun to evaluate some programs. In the context of continuing education/lifelong learning, we are placing more and more importance on the issue of continuing education.
	Workers' Organization	Promotion of social dialogue and better legal support for workers.	Expansion of membership. Better response to workers' challenges and better strategies in bipartite and tripartite social dialogue.
	Workers' organizations	Drawing up the organization's master plan, organizing various training activities	Social dialogue meetings Collective bargaining

	Non-governmental public institutions	Use of international labor standards; development of skills in combating child labor; mediation of labor disputes	Use of international labor standards in judicial decisions. Conference circle on the use of ILS by colleagues.
<b>Timor-Leste</b>	Training/academic institutions	Improvement of labor management and new initiatives and planning	Consolidate the entrepreneurship program, focus on the Blue Economy program, promote green and blue training.

## Annex 2: Contributions from participants



MINISTÉRIO DA SOLIDARIEDADE,  
EMPREGO E SEGURANÇA SOCIAL



INSTITUTO DO EMPREGO E FORMAÇÃO PROFISSIONAL, IP



Centro Internacional de Formação

### Experience and good practice collection form

Country: Brazil	Organization: Kósmos Advisory (
Name: Rodrigo Mucarbel	Email: <a href="mailto:kosmos.advisory.br@gmail.com">kosmos.advisory.br@gmail.com</a>

**Experience described in the questionnaire response:** *Strategic advisory services to leaders in international relations and civil construction projects, promoting good governance and sustainability practices.*

#### 1. What title would you give to your initiative?

Strategic and Sustainable Management: Integration of International Relations and Civil Construction.

#### 2. What are the objectives?

- To provide strategic support to leaders in complex decision-making.
- To promote sustainable practices aligned with international standards in civil construction projects.
- Integrate international relations perspectives into negotiations and implementations.



#### 3. When and where was it held?

From 2011 to 2024, in different projects carried out in Brazil and other Latin American countries.



#### 4. Who is the target audience?

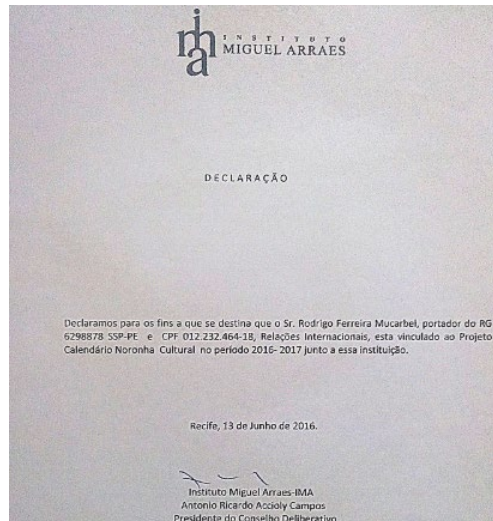
- Executives and leaders of public and private organizations.
- Technical teams in civil construction projects.
- International relations managers.



#### 5. How was the planning and implementation process? Describe the steps taken.

- Initial Analysis: Identification of customer needs and definition of strategies aligned with international standards.
- Capacity building: Training teams to adopt governance standards such as ISO 9001 and ISO 14001.
- Implementation: Monitoring international negotiations and project execution, ensuring ethical and sustainable practices.
- Monitoring: Evaluation of results and continuous adjustments to optimize processes.





**6. What results have been achieved, particularly for the organization, community, or sector?**

- Consolidation of quality and sustainability practices in large construction projects.
- Reduction of risks in international negotiations through strategic advice.
- Development of leaders with greater capacity to deal with global challenges.



**7. What elements of innovation and originality were incorporated in relation to other practices implemented in the past?**

- Integration of International Relations into civil construction projects, broadening the strategic vision.
- Use of international standards as a benchmark, ensuring quality and sustainability.
- Creation of specific methodologies to train leaders and technical teams.



**8. What challenges did you face during implementation?**

- Resistance to changing traditional practices in organizations.
- Cultural barriers in international negotiations.
- Ensuring a balance between costs and sustainable practices.

**9. Are there plans to maintain/replicate the initiative in other opportunities? When and how?**

Yes, the initiative will be expanded to new markets in Latin America, with a focus on sustainable projects and greater use of digital tools for remote consulting.

## Experience and good practice collection form

Country: Guinea-Bissau	Organization: Aurora Fashion
Name: Aurora Espírito Santo Vaz Almeida	Email: aurorfashion06@gmail.com

**Please describe the experience (if you have presented more than one initiative, please complete separate forms)**

**1. What title would you give your initiative?**

Trash in luxury

**2. What are the objectives?**

A clean and sustainable city

Reduction and recycling of household waste.

Generation of income through the sale of recycled products.

**3. When and where was it carried out?**

The project began in 2019 and ended in 2022 in Mindara.

**4. Who is the target group?**

Residents of the Mindara neighborhood.

**5. How was the planning and implementation process? Describe the steps taken.**

A team of 10 people was selected and received 15 days of training in waste collection, sorting, treatment, recycling, and social entrepreneurship. We then went through the prototype production process. In the next phase, we held training workshops with the community. Finally, the items were displayed at an exhibition in the same community and sold.

**6. What results have been achieved, particularly for the organization, community, or sector?**

We trained around 45 people from the Mindara community, recycled dozens of tires, and transformed hundreds of glass bottles and PET bottles into decorative items. Plastic bags were reused to make clothes and other items, and we were able to raise awareness in the community about the need for and importance of waste management. The results are still visible today in that community.

**7. What were the elements of innovation and originality incorporated in relation to other practices implemented in the past?**

This project is unprecedented; there has never been anything like it with such a big social impact and visibility. Everything about it is innovative, especially the content taught during the training and the integration of community residents, which was spectacular and motivating. Each piece produced was unique.

**8. What challenges did you face during implementation?**

The first challenge was to develop a strategy to mobilize people to join the project, given that it is a community with high levels of vulnerability and delinquency.

Adaptability of financial resources, which were limited.

Absence of the government during the process (licenses and permits, since the events are held on the streets of Mindara, all phases are not done in public, which makes it impactful).

**9. Do you plan to maintain/replicate the initiative on other occasions? When and how?**

Yes, in June 2025, we intend to use the same non-formal education methodology, improving some aspects recommended. Improve the production of the pieces and increase community involvement.

## Experience and good practice collection form

Country: ANGOLA	Organization: National Union of Angolan Workers - Trade Union Confederation (UNTA-CS)
Name: Filomena António Soares Tomás	Email: soarestomas2014@gmail.co

### 1. What title would you give to your initiative?

***ACTIONS FOR DECENT WORK AND A DECENT LIFE FOR ANGOLAN WORKERS***

### 2. What are the objectives?

- To raise awareness of the rights and duties of Angolan workers;
- To improve the socioeconomic and working conditions of Angolan families.

### 3. When and where was it carried out?

- In 2020, at the 1º de Maio cinema – Plenary session to review the General Labor Law, which was discriminatory;
- In 2023 and 2024, in the meeting room of the Union of Trade Unions – Union Headquarters.

### 4. Who is the target group?

- Domestic workers in the informal sector, security and protection, maritime transport, road transport and ports, agriculture and livestock, metalworking and chemicals, postal and telecommunications, manufacturing and fisheries.





**5. How was the planning and implementation process? Describe the steps taken.**

- i) We drew up the Terms of Reference with the objectives to be achieved during the training, the training time, the number of speakers, the budget, and the topics to be covered.
- ii) We submitted it to the Provincial Council for approval.
- iii) We prepared the program.
- iv) The training took place over two days.



- v) We handed out the certificates.



**6. What results have been achieved, particularly for the organization, community, or sector?**



- Increase in the number of claim booklets in the sectors of activity;
- Greater awareness of rights and duties at work, freedom of association, labor discipline, and increased productivity.

**7. What were the innovative and original elements incorporated in relation to other practices implemented in the past?**

The innovative elements were:

- A legal trainer specializing in law;



- Use of a projector to illustrate the topics;
- Mobilization of more women from the Union Women's Committee to participate in the training.



**8. What challenges did you face during implementation?**

- Lack of own funding;

- Difficulty in getting employers to grant time off work for employees.

**9. Are there plans to maintain/replicate the initiative on other occasions? When and how?**

This year, the following is planned:

- i) Training and capacity building for a union in the security, supermarket, and domestic worker sectors;
- ii) A union membership campaign for workers in the security, domestic work, and general commerce sectors.

## Experience and good practice collection form

Country: Angola	Organization: Consultant; Angolan National Radio
Name: Isaac Ezequiel Vulola Alfredo	Email: eisaacezequiel@gmail.com

### Experience described in response to the questionnaire

***Economic diversification, Learning about other areas of knowledge, Training and capacity building for young people.***

**Please describe your experience (if you have presented more than one initiative, please complete separate forms)**

#### 1. What title would you give to your initiative?

Financial literacy for vulnerable groups.



#### 2. What are the objectives?

- i) Identify the economic vulnerabilities of families;
- ii) Analyze solutions to mitigate weaknesses.

### 3. When and where was it carried out?

The following activities have been carried out to date in Cazenga, Angola:

- June 6–12, 2023
- September 2023
- October 2023



### 4. Who is the target group?

- University students
- Members of civil society.



### 5. What results have been achieved, particularly for the organization, community, or sector?

We were able to reach the target groups in many locations and universities, and we held methodological forums and educational lectures, so we consider that we have achieved good results.



**6. What elements of innovation and originality were incorporated in relation to other practices implemented in the past?**

All innovative tools for knowledge transfer were used in methodological forums, illustrations, and PowerPoint videos to accurately illustrate the knowledge conveyed to participants.



**7. What challenges did you face during implementation?**

The main challenges were:

- Bureaucratic elements in public institutions;
- Limited financial resources;
- Availability of spaces to deliver the planned information.

**8. Are there plans to maintain/replicate the initiative on other occasions? When and how?**

As we achieved good results with the work carried out, we have the possibility of implementing other activities or projects. However, this will depend on the responses received from various institutions; if this is not possible, we will continue with our own resources through the channels already available.

### Experience and good practice collection form

Country: Angola	Organization: National School for the Training of Social Service Technicians
Name: Manuel Cafussa	Email: manuelcafussa@gmail.com

### Experience described in response to the questionnaire

#### PROFESSIONAL PRACTICE ROOM PROJECT.

#### 1. What title would you give to your initiative?

PROFESSIONAL PRACTICE ROOM PROJECT IN EARLY CHILDHOOD EDUCATION AND CARE



#### 2. What are the objectives?

##### General objectives:

- To develop a suitably equipped space for practical sessions based on observation and simulation.

##### Specific Objectives:

- To structure teaching and learning conditions that enhance the professional skills of students enrolled in early childhood education and care courses;
- Design teaching resources appropriate to the learning process with a view to linking theoretical and practical knowledge;
- List teaching methods tailored to the new challenge of improving the quality of teaching and learning at ENFOTSS;
- Create practical learning rooms as a vehicle for improving training quality;
- Experiment with multipurpose rooms that allow for the coordination of various learning activities or courses in the same space or at the same time.





### 3. When and where was it carried out?

The " " Training Practice Room Project in Early Childhood Education and Care was developed at the National School for the Training of Social Service Technicians (ENFOTSS, located in the municipal capital of Cacuaco, Luanda, Angola) over a six-month period from March to August 2021. It began operating at the start of the 2021/2022 academic year, specifically in room no. 7.

### 4. Who is the target group?

This project was aimed at all trainees enrolled in vocational training courses for (i) Childcare Assistant and (ii) Educational Assistant.



### 5. How was the planning and implementation process; describe the steps taken.

Given that the problem to be solved was related to the lack of space to combine theoretical and practical learning, with a view to improving the quality of training, with a genuine initiative, its complexity is understandable.

Therefore, the project followed the following methodology:

1. Appointment of a working group;
2. Involvement of experts in the project implementation team;
3. Identification of sources of financial resources;
4. Proposal for a suitable space for the installation of the practice room;
5. Preparation of guidelines;
6. Obtaining approval from the supervisory authority;

7. Exchange of experiences and identification of techniques and procedures that contribute to the study of the problem and indication of actions;
8. Appropriate means and equipment, as well as strategies for studying and analyzing the identified problem;
9. Renovation of rooms and purchase of equipment.

The professional practice rooms have been integrated into the training curriculum of each course through a plan developed by the trainers under the supervision of the ENFOTSS training manager.



## 6. What results have been achieved, particularly for the organization, community, or sector?

The room is structured and organized with the following division into activity areas:

### a) Nursery area

- Space: 8 m<sup>2</sup> (eight square meters)
- Function: To demonstrate the need for rest for babies aged 0 to 18 months in a space equipped for this purpose.

### b) Food Preparation Area

- Space: 5 m<sup>2</sup> (Five square meters)
- Function: Demonstrate hygiene care in the production of simple foods for children in the nursery.

### c) Rest Area/Dormitory

- Space: 6 m<sup>2</sup> (six square meters)
- Function: Demonstrate the children's sleep/rest routine, promoting good habits.

### d) Dining Area

- Space: 8 m<sup>2</sup> (Eight square meters)
- Function: Demonstrate how the eating routine is carried out and the development of eating habits.

### e) Stimulation Area

- Space: 5 m<sup>2</sup> (five square meters)
- Function: Demonstrate how to enhance children's spatial, motor, and logical thinking skills with sensory stimulation toys.

### f) Diaper Changing Area

- Space: 6 m<sup>2</sup> (six square meters)

- Function: Demonstrate how hygiene routines are carried out with children in daycare who wear diapers.

**g) Bathroom/Toilet Area**

- Space: 4 m<sup>2</sup> (four square meters)
- Function: Demonstrate how hygiene is performed with children over 12 (twelve) months of age.

**h) Educational Activities Area**

- Space: 25 m<sup>2</sup> (twenty-five square meters)
- Function: To develop activities guided by the curriculum of different methodologies.

**i) Corners Area**

- Space: 6 m<sup>2</sup> (six square meters)
- Function: Demonstrate how children can actively participate in building their knowledge, based on the theory that children learn through play.

**7. What innovative and original elements have been incorporated in relation to other practices implemented in the past?**

The practice room is structured in a multipurpose format that includes the following sections: a) stimulation, b) diaper changing, c) space for baby food and milk (lactation room) in the nursery area; d) cafeteria area, e) sleeping room, f) bathroom, g) educational activities room, and h) corner area.



In fact, it is a space that has fulfilled its initial purpose of attracting curiosity and retaining the interest of trainees in participating in practical training sessions. At the same time, it facilitates the learning guidance process for trainers, as they find adequate resources in the room to make the teaching and learning process less routine, with a focus on the psychomotor component.

**8. What challenges did you face during implementation?**

Like any initiative, this project faced some challenges, namely:

1. The lack of experience in developing an initiative that is unique in the context of training institutions in our context.
2. The scarcity of financial resources.
3. Difficulties in finding suitable resources and materials for the initiative.

4. The period in which the project was designed and developed was marked by the COVID-19 pandemic, which did not favor interaction with the environment to find the best solutions, due to restrictions.
5. It was not easy to convince those who had to approve the project.

**9. Are there plans to maintain/replicate the initiative on other occasions? When and how?**

Of course, as soon as conditions are favorable, we intend to take this initiative to other locations in the country, where it is possible to implement extension projects of the School.

**Experience and good practice collection form**

Country: Mozambique	Organization: IFPELAC (Alberto Cassimo Institute for Professional Training and Labor Studies)
Name: Maurício Fernando Dibombo	Email: <a href="mailto:mdibombo@gmail.com">mdibombo@gmail.com</a>

**Please describe the experience (if you have presented more than one initiative, please complete separate forms)**

**1. What title would you give to your initiative?**

70200 - Business and Management Consulting (MFD CONSULTORIA E SERVIÇOS)

**2. What are the objectives?**

- ✓ Public relations and communication;
- ✓ Planning, organization, information control, and management;
- ✓ Business reorganization;
- ✓ Consultancy on occupational health and safety;
- ✓ Design of accounting programs and budget control processes;
- ✓ Human resources management: Human resources consulting, placement, headhunting, and termination.

**3. When and where was it held?**

Maputo - Mozambique

**4. What is the target group?**

- ✓ Companies in general;
- ✓ Young entrepreneurs;
- ✓ Society in general.

**5. How was the planning and implementation process? Describe the steps taken.**

- ✓ Reading manuals such as: Coragem evoluir (Courage to evolve) by Málu Balona;
- ✓ Watching commercials about starting a business;
- ✓ Teaching small business management modules;

- ✓ Registering the company to set it up and be able to give examples of how to create and manage a company in practice;
- ✓ Handling the start of operations;
- ✓ Registering the company with the Ministry of Labor;

**6. What results have been achieved, particularly for the organization, community, or sector?**

- ✓ Organization and reorganization of the following companies: AMSCO, BERACA, EXTIN MAPUTO, FIRE SAFETY, XITIMELA, FLASH, GROC, etc.;
- ✓ Implemented Consultancies on occupational safety and health;
- ✓ Guidance provided to several young entrepreneurs on setting up vocational training centers.

**7. What elements of innovation and originality were incorporated in relation to other practices implemented in the past?**

- ✓ Knowledge in the area of vocational training and employment in Mozambique;
- ✓ Knowledge about youth entrepreneurship.

**8. What challenges did you face during implementation?**

- ✓ Financial conditions for renting property;
- ✓ Accounting issues to pay expenses.

**9. Do you plan to maintain/replicate the initiative in other opportunities? When and how?**

- ✓ Rent property to establish the company's headquarters.



**ACTIVIDADE DE CONSULTORIA PARA OS NEGÓCIOS E GESTÃO**

<p><b>MAURICIO FERNANDO DIBOMBO</b></p> <p>Cell: +258 82 42 35 517 +258 84 67 97 823</p> <p>Nuit: 111099979 Email: mdibombo@gmail.com</p>	<p>Relações públicas e comunicação;</p> <p>Planeamento, organização, controlo da informação e gestão;</p> <p>Reorganização de empresas (educação, formação);</p> <p>Consultoria sobre segurança e higiene no trabalho;</p> <p>Concepção de programas contabilísticos e de processos de Controlo orçamental;</p> <p>Gestão de recursos humanos;</p> <p>Formação Profissional (áreas da consultoria).</p>
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## Experience and good practice collection form

Country: Guinea-Bissau	Organization: UNTG-CS
Name: Júlio António Mendonça	Email: juamend4@gmail.com

### 1. What title would you give to your initiative?

Strengthening the intervention capacity of trade union leaders.

### 2. What are the objectives?

To provide them with knowledge of the rights and duties enshrined in the Law on Freedom of Association and the Right to Strike (Law No. 8/91 of October 3 and Law No. 9/91 of October 3), specifically.



### 3. When and where was it held?

The event was held on August 22, 2024.

### 4. Who is the target audience?

Union leaders



### 5. How was the planning and implementation process; describe the steps taken.

The planning and implementation process began with contacting union structures and listening to them. After identifying weaknesses, we planned the activity, which was a success.



**6. What results have been achieved, particularly for the organization, community, or sector?**

The results obtained can be summarized as improved identification of labor violations and the presentation of demands to employers, which galvanized serious and frank dialogue, leading to the resolution of many labor problems.

**7. What were the innovative and original elements incorporated in relation to other practices implemented in the past?**

The innovative elements are:

- 1- Summary of problems inherent in labor rights violations, based on legal grounds, for the negotiating table:
- 2- Clear identification of key points during the negotiation process.



**8. What challenges did you face during implementation?**

-The main challenge has to do with the ability to identify and negotiate the points of contention. Almost total ignorance of the rules governing the relationship between the employer and union leaders.





**9. Are there plans to maintain/replicate the initiative on other occasions? When and how?**

In principle, everything is planned for February 2025, with a number of training meetings and exchanges with different trade union and civil society structures on various topics related to working life and the interests of communities in the negotiation process, particularly in the health and education sectors.

## Experience and good practice collection form

Country: Cape Verde	Organization: IEFP, OMCV, Pro-empesa, Municipal Chambers, EMAR (Sea School)
Name: Odete Soares	Email: detchinhasoares@gmail.com

### 1. What title would you give to your initiative?

*Empower and improve lives.*

### 2. What are the objectives?

#### *Women and young people:*

- Assess participants' potential to become successful entrepreneurs;
- Prepare them to start a business;
- Provide a set of knowledge and practices on the skills and abilities needed to start and run a business.

#### *Farmers:*

- Strengthen the learning capacity of farmers' association members, enabling them to function well internally, as well as training them in small business management with the aim of developing an entrepreneurial mindset in the agricultural sector.

### 3. When and where was it held?

From 2019 to 2024 in various locations on the island of São Nicolau.



### 4. Who is the target group?

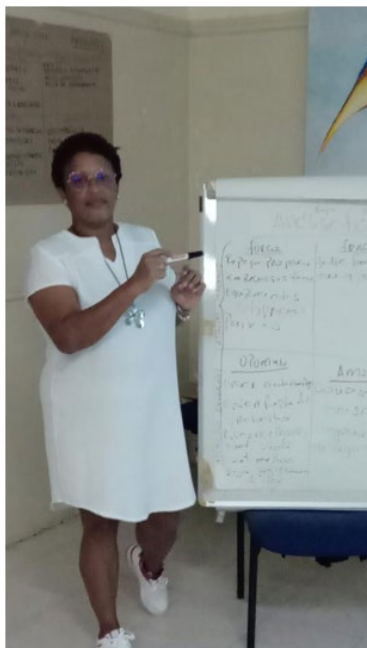
Female heads of households, young people, and farmers.

### 5. How was the planning and implementation process? Describe the steps taken.

Before the training sessions, a session plan was drawn up and sent to the IEPF and other institutions that invited me to deliver the training.

During the training sessions, various activities were carried out, including group and individual work and the respective presentations and feedback from colleagues and myself, debates, brainstorming sessions, market research interviews, and games related to the content of the training.

During these activities, the experiential learning cycle methodology was applied, tailored to the program content and based on each participant's experience, which created a stimulating learning environment and encouraged active participation by the trainees, allowing them to develop a deeper understanding of the topics so that they can later apply them successfully. The theoretical explanation was given through expository methods based on the manuals (CODE and GERME).



In the case of PIN training, support the development of business plans and provide ongoing follow-up to young people until they set up their own businesses.

## **6. What results have been achieved, particularly for the organization, community, or sector?**

- Empowered and self-employed women;



- Young people trained and prepared to start their own business/employment;
- Organized farmers/beneficiaries with a new vision; previously they considered themselves low-income producers or small farmers, but today they see themselves as having a different conception of agriculture that supplies the market, thus contributing to people's food and nutritional security;

- A change in the mindset of trainees aimed at improving their activities;
- Greater reinforcement of social cohesion in communities;
- Recognition and appreciation of training by young trainees;
- Greater coordination and closer relations with trainees and other partners, as well as their involvement in the implementation of actions, namely the MAA (Ministry of Agriculture and Environment), municipal councils, and communities in general.

**7. What were the elements of innovation and originality incorporated in relation to other practices implemented in the past?**

- Practices used during training (work carried out, research, interviews with successful entrepreneurs, etc.);



- Training and meetings in the communities where the trainees live. It also means investing in labor market institutions so that wages are adequate.

**8. What challenges did you face during implementation?**

- Inadequate training rooms, delays by trainees who lived far away due to transportation, since the training sessions were always after work and transportation is always more difficult at those hours;



- Low engagement of young people from other locations to participate in the training.

**9. Are there plans to maintain/replicate the initiative in the future? When and how?**

Yes, whenever I have the opportunity, I love being a trainer, because training helps to strengthen my skills through the experiences I gain with the trainees. I would very much like to participate in training activities in other Portuguese-speaking countries such as Portugal, Brazil, and Angola to exchange experiences and best practices.



NOTE: It should be noted that she has provided training on association/cooperative work to members of community associations, as well as to farmers, in order to help them organize themselves.

In Praia Branca, farmers have already set up an association and are now looking to establish a cooperative.



## Form for collecting experiences and good practices

Country: Brazil	Organization: Faemg Senar System
Name: Luiz Ronilson Araújo Paiva Marília Saraiva Pereira	Email: luiz@sistemaafaemg.org.br <a href="mailto:marilia.saraiva@sistemaafaemg.org.br">marilia.saraiva@sistemaafaemg.org.br</a>

### Experience described in the questionnaire response:

Implementation of the Skills Training Program in various rural production chains, in qualification courses with interconnected thematic modules, since 2010.

#### 1. What title would you give to your initiative?

Skills Training Program of the Faemg Senar System, in Minas Gerais, Brazil.

#### 2. What are the objectives?

The Skills Training Program is a professional qualification program whose content is developed in modules and requires a more extensive workload. The objective of this more robust training is precisely to prepare rural workers and producers to develop technical, professional, and management skills according to the chosen production chain.

#### 3. When and where was it held?

The program began in February 2010 in the city of Uberlândia, in partnership with the Uberlândia Agricultural Cooperative (CALU), located in the Triângulo Mineiro region, in the west of the state of Minas Gerais. The pilot project was implemented in the dairy cattle production chain, with the participation of 15 producers and rural workers.

With the success of the initiative, the program was gradually expanded to other production chains, as shown in the table below:

Ano	Turmas Concluídas	Tema	Aprovados	Municípios realizados
2010	1	Bovinocultura	8	Uberlândia
2011	1	Equínos	7	Cruzília
2012	1	Bovinocultura	9	São João Evangelista
2012	3	Equínos	33	Cruzília / Barbacena / Itabira
2013	1	Bovinocultura	9	São João Evangelista
2014	3	Equínos	26	Barbacena / Cruzília / Barbacena
2014	1	Bovinocultura	9	Barbacena
2016	1	Olericultura	7	Florestal
2017	2	Bovinocultura	15	São João Evangelista / São João Evangelista
2017	1	Mecanização Café	17	Santo Antônio do Amparo
2018	2	Mecanização Café	21	Santo Antônio do Amparo / Santana da Vargem
2018	1	Olericultura	6	São João Evangelista
2019	2	Mecanização Café	20	Santo Antônio do Amparo / Três Pontas
2019	1	Bovinocultura	2	Serro
2020	3	Mecanização Café	12	Santo Antônio do Amparo / Perdizes / Campos Altos
2020	1	Bovinocultura	16	Diamantina
2021	3	Bovinocultura	42	Diamantina / São João Evangelista / São João Evangelista
2021	1	Cafeicultura	8	São Domingos das Dores
2022	1	Mecanização Café	6	Santo Antônio do Amparo
2023	1	Mecanização Café	5	Santo Antônio do Amparo
2023	3	Bovinocultura	42	Diamantina / Diamantina / Uberlândia
2024	1	Mecanização Café	8	Santo Antônio do Amparo
<b>TOTAL</b>	<b>35</b>		<b>328</b>	

Ano	Turmas em Andamento	Tema	Aprovados	Municípios realizados
2023	1	Bovinocultura	-	São João Evangelista
2023	1	Equínos	-	Sete Lagoas
2024	1	Cafeicultura	-	Diamantina
2024	3	Equínos		Bambuí / Juiz de Fora / Juiz de Fora
2025	1	Bovinocultura		Diamantina
2025	1	Mecanização		Santo Antônio do Amparo
<b>TOTAL</b>	<b>6</b>			

#### 4. Who is the target group?

Young people, workers, and rural producers over the age of 18, as well as professionals interested in entering the job market.

#### 5. How was the planning and implementation process? Describe the steps taken.

In 2010, the first contact with the project occurred through Senar Nacional, during a training course for Technical Managers of Senar's Regional Administrations in the states of Minas Gerais, Paraná, Rio Grande do Sul, Santa Catarina, and Goiás.

Subsequently, under the coordination of the Professional Training and Social Promotion Management, in partnership with the Pedagogical Coordination, Senar Minas structured the program, organizing the content according to the reality of each production chain and each region. To this end, accredited instructors with the highest levels of competence, performance, and experience were selected, as well as rural producers with in-depth knowledge of the sector and members of renowned academic institutions/universities. These professionals make up the Technical Committee, whose main function is to define the thematic axes and content to be addressed, based on demands previously identified and validated through data and information analysis.

The course planning is structured in an Instructional Plan, which includes the General Objective, Specific Objectives, Instructional Resources, Instructional Techniques, Learning Assessment, and Skills to be developed and worked on, in addition to the workload corresponding to each topic.

Implementation occurs after the demand is identified by the Professional Training Agent (ADR), linked to a Cooperative Entity affiliated with Senar Minas, usually a Rural Producers' Union. Next, participants are



selected through a preliminary profile assessment, , and the date, necessary instructional resources, available infrastructure for the course, and competent instructor are defined.

Implementation is carefully coordinated according to the needs of each production chain. The course can be held at rural companies/farms, university campuses, or technical training centers in rural areas.

To obtain final certification, participants must meet the previously established performance and attendance criteria.

During the course, participants apply the techniques learned in accordance with current legislation, monitoring results, improving processes with responsibility and professional commitment, and seeking to generate income. In this process, the content defined in the modules allows participants to develop and master the skills necessary to perform the proposed activities with autonomy, critical thinking, and safety, which are essential for the intended occupation, making them more versatile and capable of interacting in constantly changing situations.

## **6. What are the results obtained, particularly for the organization, community, or sector?**

### **FOR THE ORGANIZATION:**

- Improvement of the Program Structure and Management
- Clear definition of thematic areas and content, aligned with the needs of the sector.
- Organization of the course through a structured Instructional Plan, ensuring an effective and standardized methodology.
- Careful selection of qualified instructors with practical experience in the sector.
- Strengthening Operational Capacity
- Establishment of strategic partnerships with unions and cooperatives.
- Expansion of the teaching network using farms, universities, and technology centers as training infrastructure.
- Monitoring and validation of data and indicators for continuous adjustments to the program.
- Credibility and Institutional Recognition
- Greater program reliability due to extensive course load requirements and certification based on strict criteria.
- Expansion of Senar Minas' presence and relevance in training qualified professionals for the rural sector.

### **FOR THE COMMUNITY:**

- Improved Qualification and Employability
- Training workers to be better prepared to meet market demands. Increasing the employability and entrepreneurial capacity of rural producers.
- Social and Economic Development
- Greater income generation for rural families through professionalization.
- Strengthening of rural communities with more qualified professionals capable of applying new techniques and technologies.
- Promotion of Continuing Education
- Encouraging continuous learning, creating opportunities for new skills and specializations.

### **FOR THE SECTOR:**

- Increased Productivity and Efficiency

- Application of modern techniques and good management practices, resulting in higher productivity in the field. Training in the use of new technologies and innovation in the agricultural sector.
- Sustainability and Competitiveness
- Training of professionals who are better prepared to work sustainably, reducing environmental impacts. Greater competitiveness in the agricultural sector through the adoption of efficient production and management methods.
- Integration between Education and the Productive Sector
- Greater alignment between professional training and the real needs of the rural sector.
- Strengthening collaboration between academia, companies, and rural producers, driving growth in the sector.

## **7. What elements of innovation and originality were incorporated in relation to other practices implemented in the past?**

The following aspects can be highlighted:

### **COMPETENCY-BASED TRAINING MODEL**

The focus on competency-based training represents an evolution from traditional teaching methods, as it seeks to align the training of young people, workers, and rural producers with the real demands of the market. This model emphasizes:

- Practical and contextualized learning, reducing the gap between theory and application in the field.
- The development of specific skills, making participants better prepared for the challenges of the rural sector.
- Performance-based assessment, ensuring that learners acquire measurable and applicable skills.

### **FLEXIBLE INFRASTRUCTURE AND STRATEGIC PARTNERSHIPS**

Unlike other institutions in the S System (Sebrae, Senai, Sesi, Senac, Sesc, Senat, Sest, and SESCOOP), Senar Minas does not have its own physical training center. Instead, it innovated by establishing partnerships with farms, rural companies, universities, and technology centers, which brought benefits such as:

- Reduced operating costs, allowing greater capillarity and reach of training activities.
- Learning in a real work environment, making training more effective and tailored to the needs of the sector.
- Access to partners' modern technologies and infrastructure, without the need for high investments.

### **ISO 9001-2015 CERTIFICATION AND PROCESS STANDARDIZATION**

Senar Minas stands out as the only Regional Administration of the CNA Senar System in Brazil certified by ISO 9001-2015, by the certifying body DNV Business Assurance Avaliações e Certificações Brasil Ltda, ensuring:

- Strict organization and standardization of processes, increasing the efficiency of training activities.

- Continuous improvement, since certification requires constant review and improvement of internal processes.
- Credibility and recognition, both for the programs offered and for the professionals trained.

## **CUSTOMIZATION AND ADAPTATION TO LOCAL NEEDS**

The decentralization of activities and strong partnerships with different institutions have allowed Senar Minas to adapt its content to the specific characteristics of each region and audience served, while respecting an already structured teaching methodology. This ensures that:

- Training is more effective and contextualized.
- There is greater engagement from participants.
- The needs of the rural sector are met more accurately.

### **8. What challenges did you face during implementation?**

Some of the main challenges faced include:

#### **ADAPTATION OF THE COMPETENCY-BASED TRAINING MODEL**

Creating a qualification course with a longer duration (average of 500 hours) that required a cultural change among both instructors and participants, promoting more practical and contextualized teaching. The creation of the Technical Committee required the definition of clear criteria to ensure that the content was aligned with the demands of the rural sector.

#### **SELECTION AND TRAINING OF INSTRUCTORS**

Finding highly qualified professionals with practical experience and teaching skills among qualified instructors. Not all accredited instructors were prepared to work in the competency-based model, requiring specific training. The integration between instructors, rural producers, and members of academia required continuous alignment to ensure that the content was applicable and up to date.

#### **IDENTIFICATION AND STRUCTURING OF LOCAL DEMANDS**

The diversity of production chains and regional realities made it difficult to standardize content without losing the necessary customization. Some regions had lower adherence to the program initially, requiring strategies to involve more producers and rural workers.

#### **LOGISTICS AND INFRASTRUCTURE FOR IMPLEMENTATION**

The lack of a dedicated training center meant that Senar Minas had to rely on the infrastructure of farms, rural businesses, universities, and technology centers. The availability and suitability of training venues were not always aligned with the program's needs, requiring constant adaptations. The management of infrastructure and instructional resources varied by location, making organization a logistical challenge.

#### **PARTICIPANT ENGAGEMENT AND SELECTION CRITERIA**

The selection of participants, through a preliminary profile assessment, required a careful process to ensure that the classes were composed of people who were truly committed and had the potential to develop the required skills. The challenge of maintaining attendance and active participation, especially in regions where the culture of technical training was still developing. Balancing supply and demand, ensuring that courses were viable and met the real needs of the labor market.

## **EVALUATION AND CERTIFICATION OF PARTICIPANTS**

Certification could not be merely formal, but rather based on the actual development of skills. Defining objective performance criteria and ensuring that learning assessment was fair and aligned with the requirements of the rural sector. The need for an efficient performance monitoring system to ensure that participants left prepared for the market.

## **SUSTAINABILITY AND EXPANSION OF THE PROGRAM**

Ensure the continuity of the program, improving methodologies and adapting content in line with changes in the rural sector. Seek new partnerships and expand the cooperation network to strengthen the program's impact. Adapt to new technologies and trends in agribusiness, keeping training up to date.

### **9. Are there plans to maintain/replicate the initiative in other opportunities? When and how?**

The Skills Training Program is already part of Senar Minas' permanent portfolio and will continue to be replicated whenever there is identified demand. The program's dynamic and flexible approach allows it to be maintained, expanded, and improved, ensuring a positive impact on rural development in Minas Gerais.

#### **WHEN**

Annually, according to the demands presented by the Cooperated Entities / Regional Offices throughout the state of Minas Gerais. At each cycle of needs assessment carried out by Rural Development Agents (ADR), ensuring that the program remains up to date and aligned with the realities of the rural sector. Whenever there are new opportunities and strategic partnerships, allowing expansion to new regions or audiences.

#### **HOW**

Diagnosis of Local Needs:

The ADR conducts a Rapid and Participatory Diagnosis, collecting information directly from stakeholders. This analysis is done using a spreadsheet that allows us to understand the specific demands of each region.

Planning and Priority Setting:

Based on the assessments, workloads, content, and methodologies are adjusted as necessary. The Rural Professional Training and Social Promotion Management evaluates the feasibility of replicating and innovating the courses.

Execution and Implementation:

The courses are offered in locations where there is the greatest demand, maintaining the methodological structure and quality of training. Partnerships with farms, rural companies, universities, and technology centers ensure the necessary infrastructure for implementation.

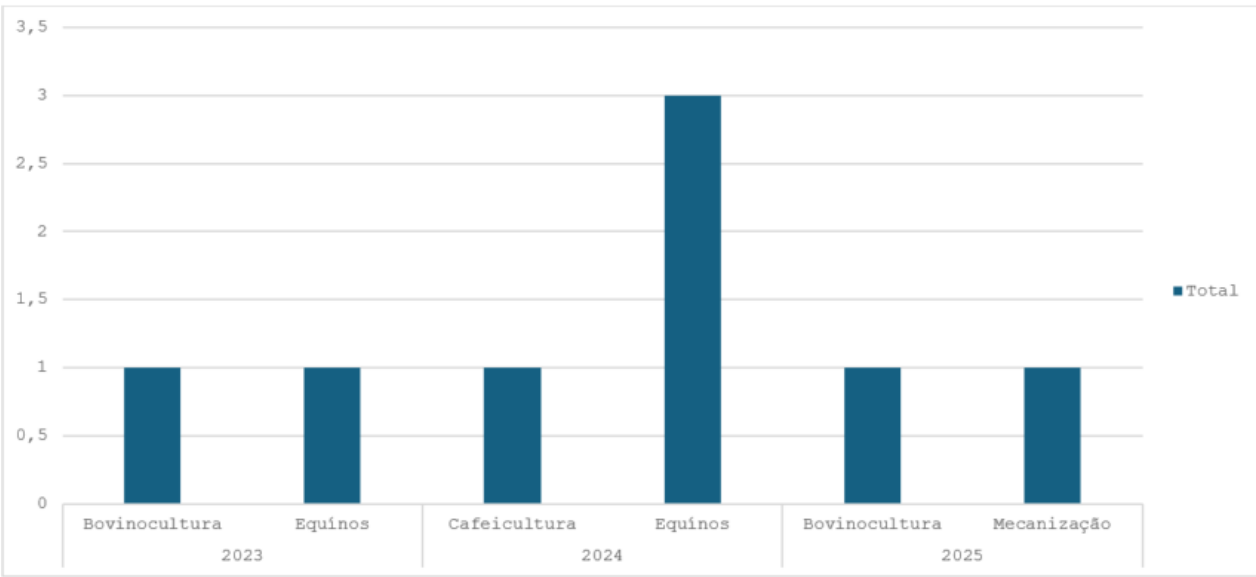
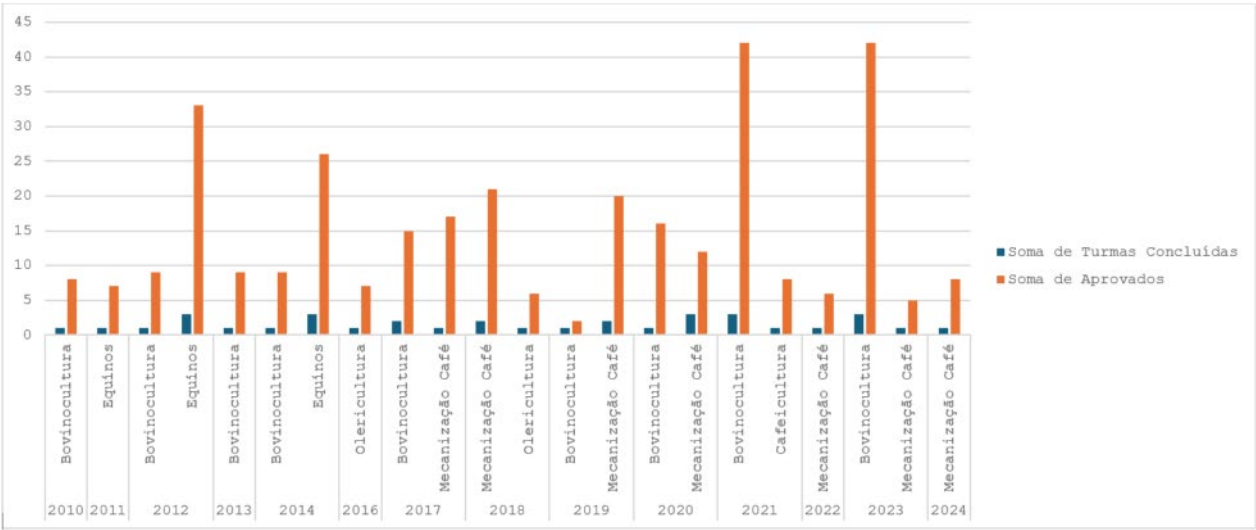
Monitoring and Continuous Improvement:

After each training cycle, the results are analyzed for adjustments and improvements to the program. ISO 9001-2015 certification requires a process of continuous review and updating, ensuring the program's evolution.

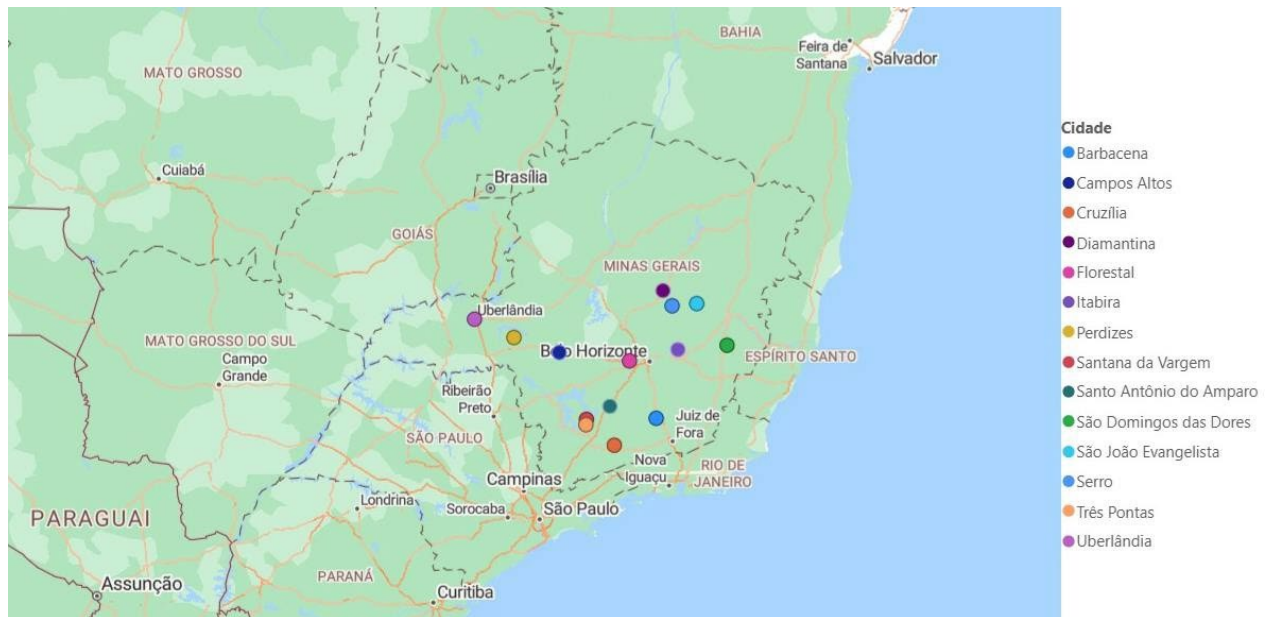
## **EXPANSION AND NEW OPPORTUNITIES**

In addition to replicating the program annually in regions with identified demand, Senar Minas can expand the initiative to new production chains, according to the needs of the sector. Specific audiences, such as rural youth, women entrepreneurs, and producers interested in technology and innovation. Regions that have not yet been served, ensuring that more rural workers have access to quality training.

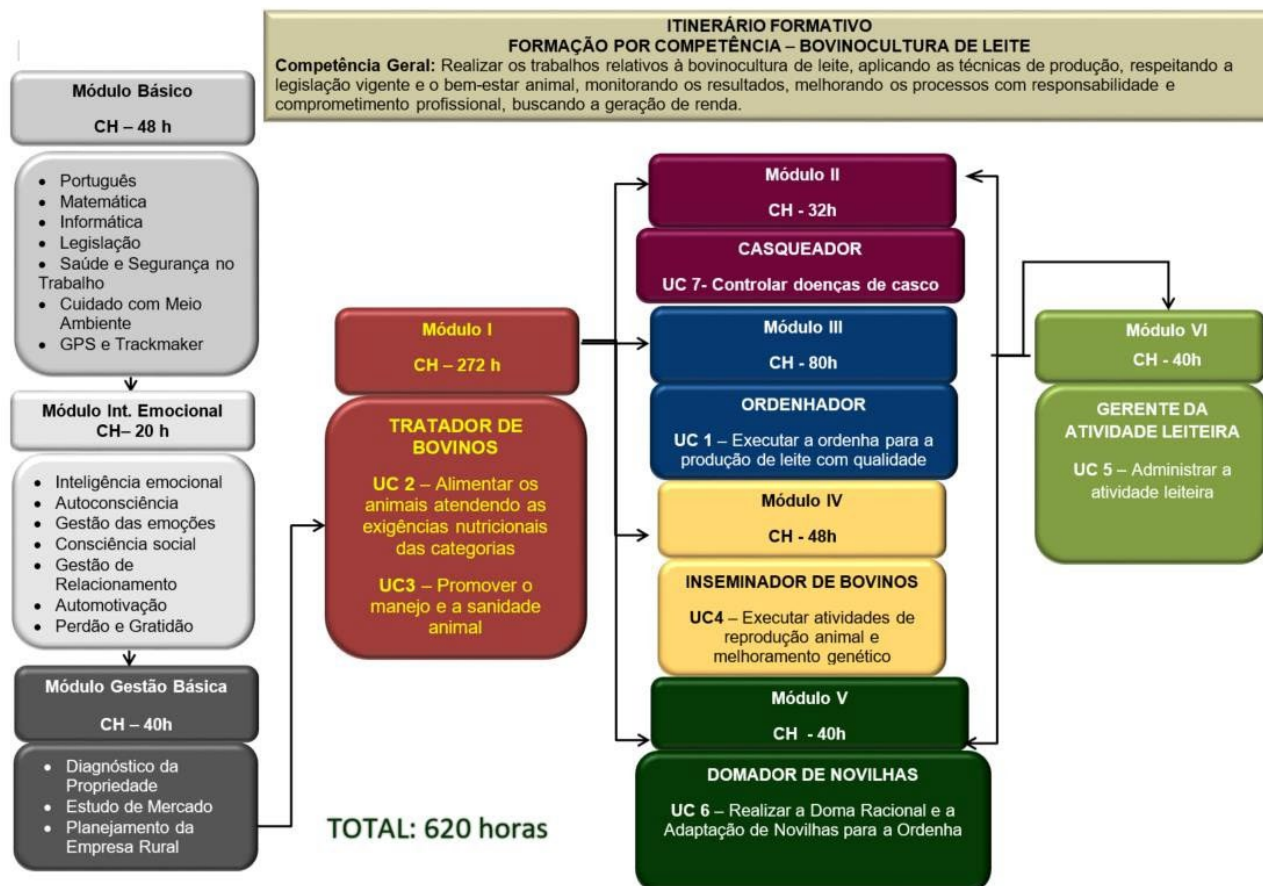
10. Please share any graphic material to illustrate the experience, such as photos, diagrams, graphs, etc., via email.



## Programs already completed

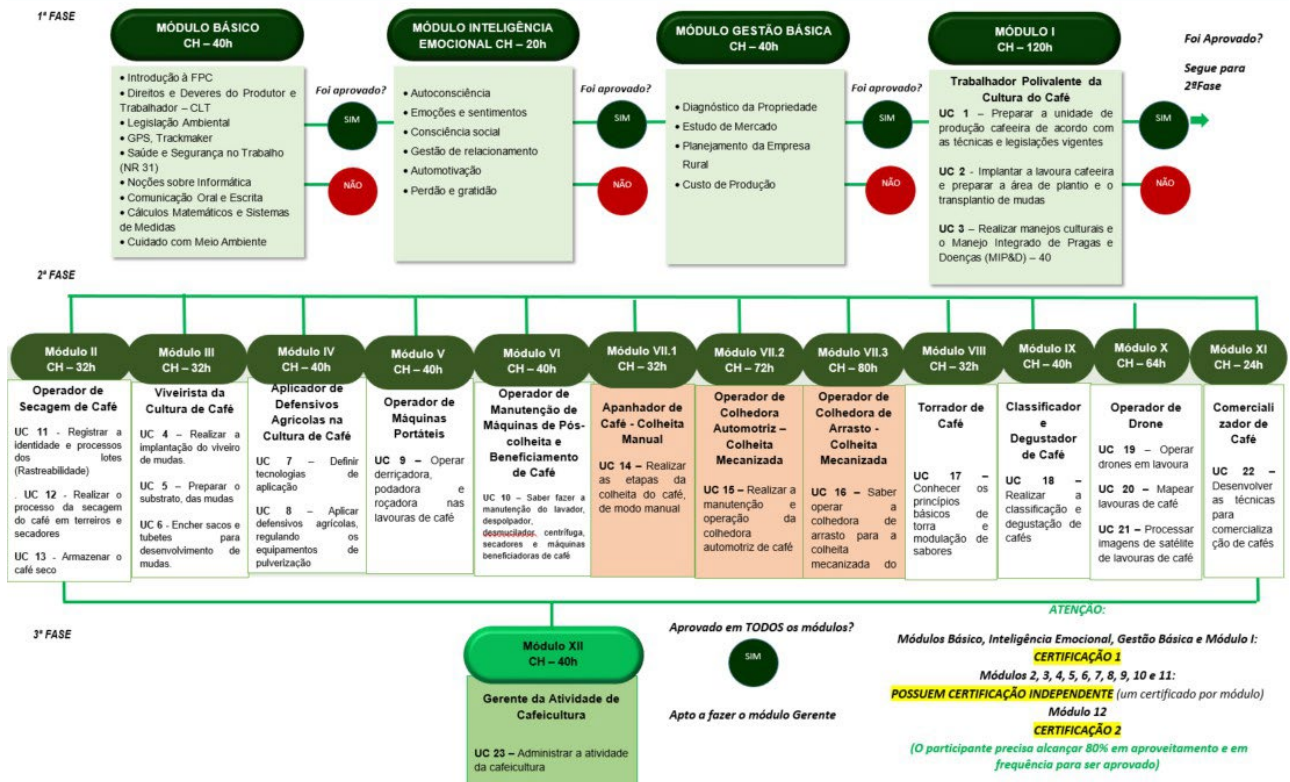


**Models of some training itineraries and their outcomes for the labor market: Dairy farming, coffee farming, and horse breeding**

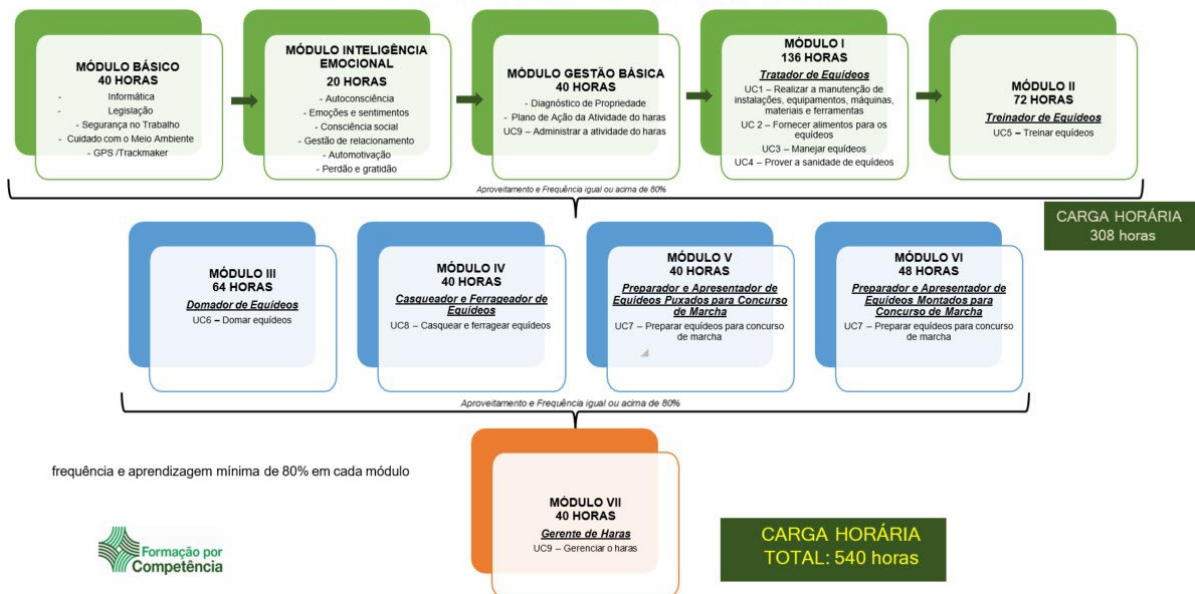




# ITINERÁRIO FORMAÇÃO POR COMPETÊNCIAS: CAFÉ ARÁBICA - TOTAL: +- 680 horas



## ITINERÁRIO FORMATIVO EQUIDEOCULTURA



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## Experience and good practice collection form

Country: Angola	Organization: ISPSN
Name: João Calão Manuel Figueiredo	Email: jcalao1@gmail.com

### Experience described in the questionnaire response

Fourth-year students conducted research on the Kwenda program, a public policy developed in the municipality of Cachiungo.

**Please describe the experience (if you presented more than one initiative, please complete separate forms)**

#### 10. What title would you give to your initiative?

The impact of the Kwenda program on productive inclusion in the municipality of **Cachiungo**

#### 11. What are the objectives?

##### General objective:

To understand the impacts of productive inclusion in this district and its interference in self-sufficiency.

##### Specific objectives

Identify the impact of the Kwenda program on the lives of the population through productive inclusion

Analyze the active participation of Kwenda program beneficiaries

Characterize the quality of life in light of the implementation of the Kwenda program

#### 12. When and where was it conducted?

The research was conducted in the classroom, using bibliographic and documentary methods

**13. What is the target group?**

The target group is 34,560 vulnerable families

**14. How was the planning and implementation process? Describe the steps taken.**

**Stage 1**

Selection of the theme

**Stage 2**

Bibliographic and documentary consultation

**Stage 3**

Identification of target group

**Stage 4**

Results and discussion

**Stage 5**

Conclusion

**15. What are the results obtained, particularly for the organization, community, or sector?**

For the organization, the results indicate that the Kwenda program should be better monitored, controlled, and expanded to other locations.

**16. What elements of innovation and originality were incorporated in relation to other practices implemented in the past?**

The program will now enter its second phase, in which we will be able to observe the innovative elements introduced to improve its performance.

**17. What challenges did you face during implementation?**

During implementation, we faced challenges related to scientific data research due to technological inadequacies.



**18. Are there plans to maintain/replicate the initiative in other opportunities? When and how?**

The initiative will be replicated on other occasions, in the next school year, with fieldwork.

**19. Please share any graphic material to illustrate the experience, such as photos, diagrams, graphs, etc., by email.**

The Kwenda program served 34,560 families in the municipality of Cachiungo in five stages, as shown in the chart.

