

## **Decree-Law No 86-A/2016**

**29 December**

The preparation, follow up and assessment of public policies at the service of the sustainable economic development and social cohesion requires a dynamic, efficient, innovating, motivating Public Administration, centred on actual requirements of citizens and economic agents. For this purpose it is of paramount importance to make accurate diagnoses, define priorities and manage available resources in an efficient way, by creating synergies and enhancing the processing capacity existing in the society.

Human resources are the most valuable assets of any organization and their quality is a determinant factor for the success of public policies.

The XXI Constitutional Government Programme strongly focuses on Public Administration employees' qualification by pointing out to the «adoption of a new continuous and integrated training scheme, in view of public employees' profile and services' needs, namely through protocols with higher education institutions».

The legal framework of vocational training in the Public Administration has remained practically unchanged since the entry into force of the Decree-Law No. 50/98, of 11 March, amended by Decrees-Laws Nos. 70-A/2000, of 5 May, and 174/2001, of 31 May. Albeit a good part of that system is maintained updated, its operationalization has been coping with difficulties resulting, among other circumstantial reasons, from its mismatch vis-à-vis new needs, trends and vocational training modalities, as well as in view of the development and diversification verified in the training offer existing in the country. On the other hand, organizational changes that in the meantime have occurred in this area are not reflected in this framework.

In order to comply with guidelines of the Government Programme in this regard, the present legal text aims to update, develop and improve the vocational training system in public administrations, by creating conditions to make more effective the right and the duty of vocational training of employees in public functions.

The new vocational training system in the Public Administration, notwithstanding take advantage of the most positive the current scheme has, intends to:

- Strengthen the vocational training role while strategic instrument of modernization and change of public administrations, through the establishment of training strategic areas;
- Better exploit the training capacity existing in the country, that has considerable development over the years, bringing to the front line different training institutions, thus contributing to national resources streamlining;
- Take advantage of the expertise already existing in the regulation and certification of the training quality and training agents, thereby ensuring the consistency of required standards;
- Better suit vocational training to management requirements and staff mobility mechanisms in administrations, as it is the case of the new professional valorization mechanism;
- Promote a better link between the objectives, the cycle and results of the performance assessment of services and public employees and the response that is demanded from the vocational training system for the overall efficiency, effectiveness and public service quality improvement;
- Improve the training system as well as its governance structure, namely with regard to advisory bodies, simplifying the organization in order to make them more consistent and effective;
- Clarify the role of the central body responsible for training in the Public Administration, by assigning to the Directorate General for Qualification of Employees in Public Functions (INA) tasks for the vocational training policy proposal for Public Administration, central coordination of the training system and ensure and guarantee the training in training strategic areas;
- Safeguard in the training system exclusive competences and autonomy of regional and local administrations;
- Improve and simplify training activity reporting mechanisms, by establishing requirements and reporting moments enabling to adjust dynamically the offer to actual training needs.

The vocational training system in the Public Administration has as its scope of application provisions laid down in the article 1 of the General Labour Law in Public Functions, passed by Law No 35/2014, of 20 June, amended by Laws Nos. 82-B/2014, of 31 December, 84/2015, 7 August, and 18/2016, 20 June, not affecting own systems expressly excluded from the scope of application of that Law..

Self-government bodies of Autonomous Regions, National Association of the Portuguese Municipalities and the National Association of Parishes have been heard.

Procedures resulting from the General Labour Law in Public Functions, passed by Law No 35/2014, of 20 June, amended by Laws Nos. 82-B/2014, of 31 December, 84/2015, of 7 August, and 18/2016, of 20 June have been complied with.

Thus:

Under the terms of subparagraph a) of paragraph 1 of the article 198 of the Constitution, the Government decrees as follows:

## CHAPTER I

### **General provisions**

#### SECTION I

##### Object, scope and concepts

###### Article 1

### **Object**

The present decree-law defines the vocational training system in the Public Administration.

###### Article 2

### **Scope of application**

1 – The scope of application of the present decree-law is that which is defined in the article 1 of the General Labour Law in Public Functions, passed by Law No 35/2014, of 20 June, amended by Laws Nos. 82-B/2014, of 31 December, 84/2015, of 7 August, and 18/2016, of 20 June.

2 – Without prejudice to provisions laid down in the preceding paragraph, the present decree-law shall be the object of adaptation to regional and local administrations, within the time limit of 180 days.

3 – The adaptation to local administration shall integrate namely the definition of the coordinating entity responsible for local authority training, in an articulated way with the National Association of the Portuguese Municipalities and the National Association of Parishes.

### Article 3

#### **Definitions**

For the purposes of the present decree-law, the following concepts shall mean:

- a) «Learning», the process that is developed throughout the life, whereby knowledge, skills and attitudes shall be acquired, and can occur in formal, non-formal and informal context;
- b) «Formal learning», intentional learning on the part of the learner, that occurs in a training entity or in the work place, in an organized and structured context, and is explicitly designed to pursue objectives of assimilation of values and competence development;
- c) «Informal learning», non-intentional learning on the part of the learner, nether organized nor structures, resulting from the daily life activities;
- d) «Non-formal learning», intentional learning on the part of the learner, integrated in programmed activities that are not explicitly referred to as learning activities;
- e) «Training strategic areas», areas arising from the need to enable Public Administration for a good governance and public management, by promoting the rise of respective competence levels;
- f) «Self-training», access to vocational training on public employee's initiative and that corresponds to activities inherent to the work post or contributes to the increase of the respective qualification;

- g) «Competences», knowledge mobilization, skills and attitudes, evidenced in observable behaviors and that contributes to the effective and efficient achievement of organizational objectives;
- h) «Training entity», public service or entity duly recognized within the scope of the Certification System of Training Entities, endowed with resources and technical and organizational skill to develop vocational training;
- i) «Vocational training», overall and continuous process of competence acquisition and development required for the fulfilment of a professional activity or for the performance improvement, promoter of personal and professional valorization and development of employees and managers of the Public Administration and that shall not award academic degree;
- j) «Trainer», duly certified person within the scope of the Trainer Certification System, fit to undertake pedagogical actions promoters of competence development in trainees;
- k) «Trainee», person who attends a vocational training action, or is integrated in a training path;
- l) «Vocational training modalities», organization of training defined according to specific features, namely, objectives, recipients, curricular structure, methodology and duration;
- m) «Competence benchmark», set of competences required for the performance of a professional activity or for obtaining qualification;
- n) «Training reference», set of information that orientates the training development and organization according to the professional profile or associated competence reference, including, namely, learning objectives and competences to be developed, training target groups and access requirements, assessment model, training modality, curricular structure, learning path, duration and trainer's profile;
- o) «Vocational Training Management System of Public Administration», system that integrates all training cycle phases, diagnosis to assessment and presupposes the definition of policies, objectives and goals to which shall comply with the training activity, in line with development and innovation policies for the Public Administration, by conferring quality and relevance to the training investment.

## SECTION II

### **Vocational training objectives and principles**

#### Article 4

#### **Objectives**

Vocational training aims to:

- a) Enable Public Administration public services, through the qualification of its employees and managers, to meet the requirements resulting from their respective missions, responsibilities and competences;
- b) Develop innovation competences and managing change, through the acquisition of knowledge and development of reflexive and critical capabilities, conducive to behaviors and attitudes adjusted to necessary administrative modernization procedures;
- c) Contribute to the efficiency, effectiveness and quality of services to be delivered to citizens and companies;
- d) Promote human capability for digital governance;
- e) Ensure professional qualification of employees and managers and improve their performance, according to competence references;
- f) Contribute to strengthening professional qualification, ensuring, where required, double certification;
- g) Stimulate an organizational knowledge management culture that boosts and values knowledge production, dissemination and use.

#### Article 5

#### **Principles**

Vocational training in the Public Administration is based on the following principles:

- a) Universality, covering all Public Administration's employees and managers;

- b) Equal access, ensuring that employees, irrespective of the career, function, public service where they are integrated, have equal opportunities as to the access to vocational training;
- c) Good administration, contributing to an effective and efficient Public Administration and with quality, close to citizens and companies;
- d) Integration, ensuring insertion and coherence of training procedures in the public service and person management cycle;
- e) Suitability of the training procedure, in all phases, for actual employee and public service needs.

## CHAPTER II

### **Vocational training modalities and typology**

#### Article 6

##### **Modalities**

Vocational training may assume the following modalities:

- a) Initial training;
- b) Continuous training;
- c) Training for professional valorization.

#### Article 7

##### **Initial training**

1 – General initial training is compulsory, takes place during the employment relationship experimental period and is intended for employees initiating public functions, targeting to contribute to the awareness of public service values and special characteristics of public functions performance.

2 – Specific initial training is that one intended for acquiring competences indispensable for the qualified initiation of a professional activity, materialized through an appropriate training programme.

3 – Specific initial training can be developed in two distinct moments:

- a) In a former phase to admission, as requirement of it
- b) In a phase immediately subsequent to admission, integrating the experimental period.

4 – In the case of special careers, the specific initial training abides by the provisions laid down in the respective regulatory legal texts.

5 – Initial training is furthermore considered that which is required for the performance of a management position, pursuant to the respective statute.

## Article 8

### **Continuous training**

1 – Continuous training aims to promote the personal and professional valorization and updating of employees managers in public functions, in accord with development, innovation and change policies of the Public Administration.

2 – Continuous training is developed throughout the professional career of the employee in public functions and integrates formal, non-formal and informal learning.

3 – Specific objectives of the continuous training are as follows:

- a) Professional development, destined to update, develop or further enhance knowledge, skills and specific attitudes acquired in former learning procedures;
- b) Acquisition of competences targeting the performance of new professional activities.

4 – Continuous training has still the purpose of being transversal to all actions pinpointed in the preceding paragraph, as well as the development of competences to transfer the learning to the performance of work and continue to lifelong learn in an autonomous and continuous manner.



## Article 9

### **Training for professional valorization**

Training for professional valorization aims to strengthen employees' professional competences, with a view to their integration in a new work post, following public services' reorganization.

## Article 10

### **Typology**

1 – Vocational training has the following typology:

- a) Short, medium and long-term training courses;
- b) Seminars, meetings, workshops, lectures, conferences and other actions of a similar nature that shall not presuppose successful attendance;
- c) Traineeships, training workshops, practice communities, mentoring, pedagogical tutoring and other modalities centred upon professional practices and on the support to learning continuity and transfer.

2 – Vocational training is structured, as to its term, in the following way:

- a) Short-term training, until 30 hours;
- b) Medium-term training, more than 30 hours and until 60 hours;
- c) Long-term training, more than 60 hours.

3 – Training types referred to in the paragraph 1 may be used in an isolated or complementary manner and are developed, namely, on a classroom system, work context, distance, in virtual learning environments or other forms that enrich learning process facilitating innovation.

## CHAPTER III

### **Vocational training management**

#### SECTION I

#### **Public employer**

##### Article 11

#### **Public employer's duties**

The public employer shall provide employees and managers with access to vocational training and create conditions facilitators of learning result transfer for the work context.

##### Article 12

#### **Diagnosis of needs and training plans**

1 – Public Administration's public services shall draw up the vocational training plan, in accordance with the diagnosis of needs carried out.

2 – Training plan shall, preferentially, take into consideration:

a) Human resource, innovation and administrative modernization development policies, ensuring a prospective approach of the training activity;

b) Employees' priority needs having regard to requirements of work posts filled, measured from among strategic areas defined;

c) Identification of training needs resulting from the performance assessment procedure.

3 – The vocational training plan, duly budgeted, is included in the public services' management cycle and is an integral part of the activity plan.

4 – In the drawing up of the training plan the employees' commission or, in its absence, to trade union or inter trade union commission or trade union representatives shall be heard.

5 – Training plans shall have a trend to ensure to all employees one or more training actions every three years.

6 – Diagnoses of public service’s vocational training needs are communicated to the coordinating entity in the first quarter of each year, in electronic format, through a specific model to be made available by INA on the respective institutional website.

### Article 13

#### **Training management report**

1 – Public Administration’s public services shall report in a digital platform information related to the vocational training developed.

2 – The drawing up of the training management report shall comply with indicators made available by the vocational training coordinating entity.

3 – The report referred to in the preceding paragraph shall be publicized on the institutional website of the public service and sent preferentially by electronic means, to employees commission or, in its absence, trade union or inter trade union commission or trade union representatives.

4 – The training management report shall integrate the activity report, inserted in the management cycle of Public Administration’s public services.

## SECTION II

### **Employees**

#### Article 14

#### **Employees’ rights**

Without prejudice to provisions laid down in the General Labour Law in Public Functions, passed by Law No 35/2014, of 20 June, amended by Laws Nos. 82-B/2014, of 31 December, 84/2015, of 7 August, and 18/2016, of 20 June, the employee while trainee is entitled to:

- a) Attend training actions needed to personal and professional development;
- b) Submit proposals for drawing up the training plan of the public service to which belongs;

c) Use, within the labour period, the time credit for vocational training, on a self-training basis, pursuant to the article 16.

## Article 15

### **Employees' duties**

It is an employee's duty, while trainee, to comply with legal obligations in matters pertaining to training, namely:

- a) Abide by the term and schedules established in the training;
- b) Participate actively in training actions;
- c) Share information, educational resources and pedagogical methods, with a view to disseminating knowledge and good practices in a work context

## Article 16

### **Self-training**

1 – Public Administration's public services shall not prevent attendance of self-training actions when these ones take place outside the work period.

2 – The credit for vocational training on the employee's initiative is of 100 hours per calendar year, and may, where justified, according to special relevance for activities inherent to the work post, to be assessed by the public service top manager, be exceed up to the limit of the workload provided for the vocational training that the employee intends to carry out.

3 – Self-training is financed by the trainee, without prejudice to provisions laid down in special law.

4 – Self-training, when carried out in the work period, shall correspond to actual fulfilment of functions.

5 – The application for authorization for self-training, to be carried out during the work period, shall be submitted to the public service top manager, duly grounded and with

indication of the commencement date, place of the training, nature and programme, term and, where applicable, the training entity.

6 – The refusal of access to self-training shall always be justified.

7 – The application for self-training submitted by the employee, which has not been included in the training plan or actions of the public service shall only be refused on grounds of prejudice to the normal service operation.

8 – The application for self-training submitted by the employee pursuant to conditions of the preceding paragraph shall not be refused more than two consecutive times.

9 – The employee to whom authorization for self-training has been granted shall, at the end of it, submit to the public service a report and, where applicable, the respective training certificate.

10 – Non-compliance with provisions laid down in the preceding paragraph shall prevent the grant of the authorization for training in the current or following year.

## CHAPTER IV

### **Public Administration vocational training governance**

#### SECTION I

#### **Coordinating entity and strategic areas**

##### Article 17

#### **Coordinating entity**

1 – Training coordination of vocational training in the Public Administration shall be ensured by the Directorate General for Qualification of Employees in Public Functions (INA).

2 – For the purposes of the preceding paragraph, INA stimulates a network of horizontal and vertical coordinating bodies which, for its responsibilities in matters pertaining to vocational training, shall play a role of focal points, enhancing dynamics of knowledge sharing and creation of synergies.

3 – Public Administration’ public services and other training entities shall provide INA with collaboration and information requested.

## Article 18

### **Coordinating entity’s competences**

1 – It is incumbent upon INA, while Public Administration vocational training coordinating entity to:

- a) Study and propose guiding strategies of the vocational training public policy in the Public Administration;
- b) Design, propose and implement training management instruments that promote suitability of the training offer for Public Administration’s needs;
- c) Promote vocational training process management, integrated in the management cycle of public services, that enhances the creation of values;
- d) Designs, propose, disseminate and support implementation of methodologies and technical instruments, to be adopted by Public Administration’s public services that contribute to a good governance of the different training process phases;
- e) Collect data enabling to assess compliance with training plans and investment carried out in this regard by Public Administration’s public services;
- f) Design and propose indicator system that governs the drawing up of training management reports by Public Administration’s public services;
- g) Draw up the Public Administration Training Management Report, characterizing actions developed and assessing results achieved, based on a managerial and continuous improvement perspective;
- h) Promote assessment of the training impact on Public Administration’s public services;
- i) Promote participated, open and transparent governance mechanisms of the vocational training system, conducive to a collaboration, trust, learning and continuous improvement environment.

2 – Proposals referred to in subparagraphs a), b), d), f), and g) of the preceding paragraph are submitted for approval of the Government member responsible for Public Administration.

## Article 19

### **Training strategic areas**

1 – It is incumbent upon INA to propose the Government member in charge of Public Administration:

- a) Training strategic areas;
- b) Training references in strategic areas.

2 – Training strategic areas are deemed immediately:

- a) General initial training referred to in the paragraph 1 of article 7;
- b) Training for professional career entry through the Advanced Studies in Public Management Course;
- c) Initial and continuous training for management positions;
- d) Training for professional valorization.

3 – It is the responsibility of INA to ensure, direct or indirectly, carrying out of training in strategic areas.

4 – It is also incumbent upon INA to monitor training offer of training entities, in strategic areas.

5 – The curricular structure of training references in strategic areas shall be proposed in conjunction with DGAEP.

## SECTION II

### **Training entities**

## Article 20

### **Training entities**

1 – Training entities in the Public Administration vocational training system are as follows:

- a) INA;
- b) Training sectoral entities;
- c) Public Administration's public services;
- d) Public or private training entities that are recognized by respective supervising ministries and that are integrated, namely, in educational, scientific or technological systems;
- e) Professional trade union associations;
- f) Any other private training entities.

2 – Training entities referred to in the preceding paragraph shall abide by legal requirements provided for in the Training Entity Certification System.

3 – Public service's top manager who contracts a training entity non-identified in the paragraph 1 shall be held liable for financial and disciplinary actions arising therefrom.

## Article 21

### **Training sectoral entities**

For the purposes of the present decree-law, training sectoral entities are deemed to be as follows:

- a) Public services having training units of a ministerial scope as such recognized in respective organic laws or statutes;
- b) Training units of public services with more than 1,500 employees in public functions recognized in respective organic laws or statutes.

## Article 22

### **Training assessment system**

1 – Vocational training is the object of assessment, considered as strategic activity of continuous improvement and innovation enabling systematic monitoring of training interventions.

2 – Training entities shall, in the training planning phase to define the respective assessment model, pinpointing purposes, instruments, moments and intervention assessment levels.



3 – Assessment levels are identified according to the assessment object, namely, satisfaction, learning carried out, teaching transfer to work context, results or transfer impacts on the organization and the investment return.

4 – Instruments shall be appropriate to each assessment level, and in an isolated or complementary manner, surveys, tests, participation in forums or other collaborative activities, group dynamics, report submission, works or publications, focus groups, interview, performance observance, service's performance monitoring, activity indicators, or others awarding quality to the assessment process may be adopted .

5 – In the case of training in strategic areas, the assessment system shall follow provisions established in the respective training reference.

### SECTION III

#### **Trainers**

##### Article 23

#### **Trainers**

1 – The trainer's activity, for the purposes of the present decree-law, shall abide by the training system and certification of trainers' pedagogic competences.

2 – Each training entity shall constitute a trainers' pool with the profile required in the training references

3 – Employees in public functions may fulfil the trainer's activity on an accumulation of functions basis, as per the legal terms, and the authorization order shall set the maximum limit of training hours during the normal working period.

##### Article 24

#### **Trainers' compensation of public training entity trainers**

1 – The hour value of training provided by public training entities referred to in subparagraphs a) to c) of paragraph 1 of article 20 shall comply with standardized criteria, in accordance with, namely, the training type, training target groups and complexity, under the terms set by order of Government members responsible for finance and public administration areas, on a proposal from the coordinating entity.

2 – When the trainer is an employee in public functions of the training entity and the training activity is not foreseen in the respective work post description, provisions laid down in paragraph 3 of the preceding article are to apply.

3 – Provisions set out in paragraph 1 shall not affect rules applicable in the training financed by European funds.

## Article 25

### **Special situations**

1 – Training sectoral entities may invite employees in public functions to collaborate in training activities promoted by them, namely conferences, lectures, workshops and training sessions provided that:

- a) It deals with specific training included in the training path of special careers;
- b) Experience and knowledge to be transmitted have been acquired specially in the fulfilment of functions of careers to which training is intended;
- c) They are integrated in the career to which training is intended and the participation in these training actions may be deemed an extension of the own professional activity;
- d) It is authorized by order of supervising Government members and the member in charge of Public Administration area.

2 – In cases referred to in the preceding paragraph, the training shall not be paid and the certification referred to in the paragraph 1 of article 23 shall not be required.

## SECTION IV

### **Advisory and coordinating bodies**

## Article 26

### **Vocational Training Council General**

1 – The Vocational Training Council General hereinafter referred to as CGFP shall be set up as an advisory body of the Government member responsible for Public Administration area, for vocational training,.

2 - CGFP has the following composition:

- a) Government member responsible for Public Administration, who presides over;

- b) Director General of INA;
- c) Director General of the Directorate General for Administration and Public Employment (DGAEP);
- d) Director General of the Directorate General for Local Authorities (DGAL);
- e) Director General of the Directorate General for Employment and Work Relations (DGERT);
- f) President of the Employment and Vocational Training Institute, P.I. (IEFP, I. P.);
- g) President of the National Agency for Qualification and Professional Education, P. I. (ANQEP, I. P.);
- h) President of the Administrative Modernization Agency, P. I. (AMA, I. P.);
- i) Representative of the Azores Regional Administration;
- j) Representative of the Madeira Regional Administration;
- k) Representative of the National Association of the Portuguese Municipalities (ANMP);
- l) Representative of the National Association of Parishes (ANAFRE);
- m) Six representatives of trade union associations representatives of Public Administration's employees;
- n) Until three personalities of recognized merit linked to training and learning, designated by the Government member in charge of Public Administration area.

3 – President of the CGFP may delegate his/her competence to the Director General of INA.

4 – It is incumbent upon CGFP to:

- a) Collaborate in the definition and permanent updating of the Public Administration's vocational training policy;
- b) Appraisal the Training Management Report in the Public Administration;
- c) Give an opinion on any other issues, at the request of its President.

5 – The management report appraisal shall be preceded by opinion from trade union organizations represented in the CGFP.

6 - CGFP operates close to the Government member responsible for Public Administration area, requesting INA technical and administrative support indispensable for its functioning.

7 - CGFP passes its internal regulations.

8 – Members who integrate CGFP shall not receive, for that reason, any pay, without prejudice to per diem allowance to which they are entitled, under the legal terms.

## Article 27

### **Vocational Training Coordinating Commission**

1 – Within the scope of the vocational training coordination in the Public Administration ensured by INA, Vocational Training Coordinating Commission, shortly referred to as CCFP shall be set up.

2 - CCFP has the following composition:

- a) Top managers of public services with coordinating competences of the vocational training system of Central, Regional and Local Public Administration;
- b) Top managers of vocational training sectoral entities in the Central Public Administration.

3 – The following specialized sections shall integrate the CCFP:

- a) Specialized Section of vocational training coordination shortly referred to as SEC;
- b) Vocational Training Intersetoral Section shortly referred to as SIF.

4 – It is the responsibility of SEC the horizontal coordination of the Public Administration vocational training system, namely:

- a) Promote quality, effectiveness and efficiency of the vocational training system;
- b) Ensure articulation of coordination public services in matters pertaining to their competence.

5 – It is the responsibility of SIF vertical coordination of the Public Administration vocational training system to:

- a) Give an opinion on methodologies and management instruments designed by the coordinating entity;
- b) Facilitate and promote implementation of methodologies and instruments referred to in the preceding subparagraph.

6 - CCFP operated close to INA that still ensures technical and administrative support.

7 - CCFP passes its internal regulations.

8 – Members integrating CCFP shall not receive, for that reason, any pay, without prejudice to per diem allowance to which they are entitled, under the legal terms.

Article 28

### **Protocols**

Training coordinating entities shall enhance and support collaboration initiatives, through the conclusion of collaboration protocols with other entities, namely higher education institutions, public or private , national or foreign research centres, and trade union and professional organizations aiming at:

- a) Reinforcing institutional and human capacity, through knowledge sharing and good practices;
- b) Collaborating in the design, programming and execution of training and information plans of interest to the parties ;
- c) Developing studies and research activities in training areas of interest to the Public Administration.

## CHAPTER V

### **Final and transitional provisions**

Article 29

#### **Training management reports**

Until the provision of the digital platform provided for in the present decree-law, training management reports shall be addressed to the coordinating entity in electronic format, through a specific model to make available by INA on the respective institutional website.

Article 30

#### **Qualification strengthening**

1 – Within the scope of making a training needs diagnosis, public Administration's public services shall identify employees with qualifications lower than level 5.

2 – Within the framework of the Qualification National System, it is the responsibility of INA to promote employees' follow up referred to in the preceding paragraph, ensuring the necessary link with ANQEP, I. P., with a view to achieving the respective training plans.

#### Article 31

##### **Revoking norm**

1 - Decree-Law No 50/98, of 11 March, amended by Decrees-Laws Nos. 70-A/2000, of 5 May, and 174/2001, of 31 May shall be revoked.

2 – All references to legal texts or rules now revoked are deemed made for the corresponding rules of the present decree-law.

#### Article 32

##### **Taking effects**

1 – Provisions established in paragraph 1 of the preceding article shall take effects, within the scope of regional and local administrations, on the date of entry into force of the adaptation referred to in paragraph 2 of article 2.

2 – Provisions set out in the preceding paragraph shall not affect the indication and participation of respective representatives within the scope of bodies provided for in articles 26 and 27, nor the possibility of the training management report model being adopted, to which refers the article 13 for the purposes of the information reporting related to the vocational training developed.

3 – The system set in the present decree-law shall not affect provisions established in the Decree-Law No 193/2015, of 14 September within the scope of the local subsector entities.

#### Article 33

##### **Entry into force**

The present decree-law shall enter into force on the first day of the month following its publication.

Seen and passed in the Council of Ministers on 15 December 2016. - Augusto Ernesto Santos Silva - Maria Manuel de Lemos Leitão Marques - Mário José Gomes de Freitas Centeno - Eduardo Arménio do Nascimento Cabrita - Alexandra Ludomila Ribeiro Fernandes Leitão - José António Fonseca Vieira da Silva.

Promulgated on 28 December 2016.

Let it be published.

The President of the Republic, Marcelo Rebelo de Sousa.

Countersigned on 28 December 2016.

The Prime Minister, António Luís Santos da Costa.