

PANORAMA

Vocational education and training in Portugal

Short Description

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Maria da Conceição Afonso
Fernanda Ferreira

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“The significance of education and training cannot be overstated – not only because of its vital place as the third vertex in the triangle of knowledge, alongside research and innovation, but also because of its essential role in the broader processes of strengthening social integration and cohesion, improving attitudes and behaviour as regards citizenship and promoting and enhancing multiculturalism and multilingualism in Europe.”

The Portuguese Presidency’s Priorities for Education and Training

July 2007

Introduction

This overview of vocational education and training in Portugal was compiled to mark the Portuguese Presidency of the Council of the European Union. It forms part of the series of short descriptions regularly published by Cedefop on national vocational education and training (VET) systems (¹).

Further information on the subject will also be found on Cedefop's databases. They contain country-specific information that is regularly updated by ReferNet (²). Descriptions of national VET systems (under “*thematic overviews*”, “*thematic analyses*”, etc.) can also be found on the Cedefop website (see European Training Village) (³).

The present report was drawn up by Fernanda Ferreira, of the Portuguese Directorate-General for Employment and Industrial Relations [*Direcção-Geral do Emprego e das Relações de Trabalho*], under the editorial guidance of Maria da Conceição Afonso, Deputy Director-General for Employment and Vocational Training and the Portuguese Government's representative on Cedefop's Governing Board, and in close collaboration with Sylvie Bousquet of Cedefop. The Portuguese social partners' representatives on Cedefop's Governing Board were also consulted.

We wish to express our thanks to all the members of Portuguese ReferNet who contributed to this publication, particularly Cláudia Arriegas and colleagues from the *Instituto do Emprego e Formação Profissional* [Institute for Employment and Vocational Training], the *Agência Nacional para a Qualificação* [National Qualifications Agency] and the Eurydice network.

It is not possible for a synthesis document such as this one to include all available information on the vocational education and training system in Portugal, particularly at a time when the system is undergoing a major reform. The purpose of this reform is to improve the qualifications of the Portuguese people and to meet the goals set in the Lisbon Strategy. The strategic objectives of the reform include: to promote secondary education as a minimum qualification in Portugal; to increase dual-certification vocational teaching; to expand the number of education and training courses for adults; and to create conditions that will allow more citizens to profit from the system of recognising, validating and certifying skills in a context of lifelong learning.

In line with the Portuguese Presidency's priorities for vocational education and training, lifelong learning is of crucial importance if the country is to successfully face the challenges

(¹) These publications can be downloaded or ordered from http://www.trainingvillage.gr/etv/Information_resources/Bookshop/publications.asp?section=22

(²) Cedefop's European Network of Reference and Expertise. The *Direcção-Geral do Emprego e das Relações de Trabalho* [Directorate-General for Employment and Industrial Relations – DGERT] is a member and coordinator of ReferNet in Portugal, <http://www.dgert.mtss.gov.pt/refernet/>

(³) www.cedefop.europa.eu e www.trainingvillage.gr/etv/Information_resources/NationalVet/

of economic prosperity and competitiveness and, in parallel, promote social inclusion, active citizenship and the personal and occupational fulfilment of citizens who live and work in an increasingly knowledge-based economy.

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July 2007

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PORTUGAL



1. The policy context

1.1. Political and administrative structure

One of Europe's oldest nations, Portugal has been a State for more than eight centuries. In the fifteenth century, it was the point of departure for many major voyages of discovery and exploration that had an impact on scientific and human advancement. Portugal was a monarchy until the 1910 revolution, which led to the establishment of a republic. From 1926 the country lived under a dictatorship that came to an end with the military revolution of 25 April 1974 and the establishment of democracy, Portugal is one of the founding members of NATO and has been a member of the European Union since 1986 and of the Economic and Monetary Union since 1999.

Portuguese constitutional parliamentarianism began with the Constitution of 1822. The Portuguese Republic is a direct democracy with a semi-presidential system comprising four bodies of power: the President of the Republic, the Assembly of the Republic, the Government and the Courts.

Mainland Portugal (88 967 km²) lies in the far south-west of Europe, bordering with Spain to the north and east and the Atlantic to the south and west; the Portuguese islands of the Azores (2 322 km²) and Madeira (801 km²) are situated in the Atlantic. The Azores and Madeira are autonomous regions with their own political and administrative systems and organs of government. Mainland Portugal is divided into five regions which, together with the autonomous regions, are divided administratively into 308 councils and over 4000 parishes.

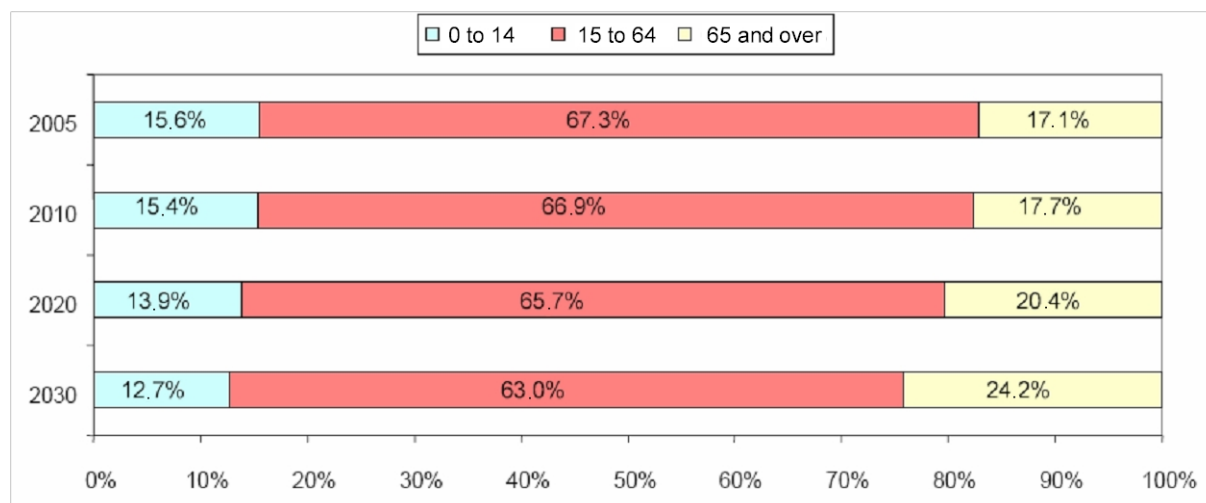
The official language is Portuguese, which is also the official language of seven other countries and is spoken by more than 200 million people worldwide.

1.2. Population and demographics

The Portuguese population has doubled over the past hundred years. In December 2005 the resident population was estimated at 10 569 592 (10 082 154 in mainland Portugal, 242 241 in the Autonomous Region of the Azores and 245 197 in the Autonomous Region of Madeira), of whom 5 115 742 were men and 5 453 850 women.

Like other European countries, Portugal has an ageing population (see Figure 1).

Figure 1: Population by age group in 2005 and projections for 2010, 2020 e 2030 (in %)



Source: INE, online database, 2007.

This is due to declining birth rates and an increase in life expectancy. The age ratio rose from 108.7 people over the age of 65 for every 100 under the age of 14 in 2004, to 111.7 in 2006 (see Table 1).

Table 1: Age ratio by region in 2000, 2002, 2004 and 2006

	2000	2002	2004	2006
Portugal	102.2	105.5	108.7	111.7
Mainland	104.6	107.8	111.2	114.2
Azores	60.5	62.0	62.4	64.4
Madeira	68.9	71.7	72.0	72.9

NB: The age ratio is the relationship between the older population and the younger population, usually defined as the quotient between the number of people aged 65 or over and the number of people aged between 0 and 14 years (usually expressed per 100 people aged between 0 and 14 years).

Source: INE, online database, 2007.

Immigration has helped to reduce this trend. At 31 December 2005, according to the *Instituto Nacional de Estatística* [National Statistics Institute – INE], residence permits were held by 275 906 foreign nationals, corresponding to 2.61 % of the resident population. Citizens of Portugal's former colonies, namely the Cape Verde Islands, Brazil, Angola and Guinea-Bissau, account for almost half of all foreigners with residence permits (49.6 %). In larger communities there is also a significant number of citizens from other European countries, particularly Germany, Spain, France, and the UK.

1.3. The economy and the labour market

According to Eurostat data, per capita gross domestic produce (GDP) in Portugal has fallen significantly in the past few years by comparison with the EU-25 average (see Table 2).

Table 2: *Real rate of growth of GDP in Portugal and the EU-25 2000 to 2006 (percentage variation based on the previous year)*

	2000	2001	2002	2003	2004	2005	2006
EU-25	3.9	2.0	1.2	1.3	2.3	1.7	2.9
Portugal	3.9	2.0	0.8	-1.1	1.2	0.4	1.8*

(*) Estimate.

Source: Eurostat. General Economic Background, online database, 2007.

Trends in the Portuguese economy in 2006, according to *Banco de Portugal* [Portuguese Central Bank] data, were generally favourable compared to previous years. Economic activity increased, driven by exports of goods and services. Labour market conditions are showing signs of improvement, with an upward trend in employment figures and near-stabilisation of the unemployment rate. The budget deficit has fallen significantly and more sharply than expected, from 6.0 % (2005) to 3.9 % (2006) of GDP. Despite these favourable trends, growth in 2006 was not sufficient for the process of real convergence with the euro zone to resume.

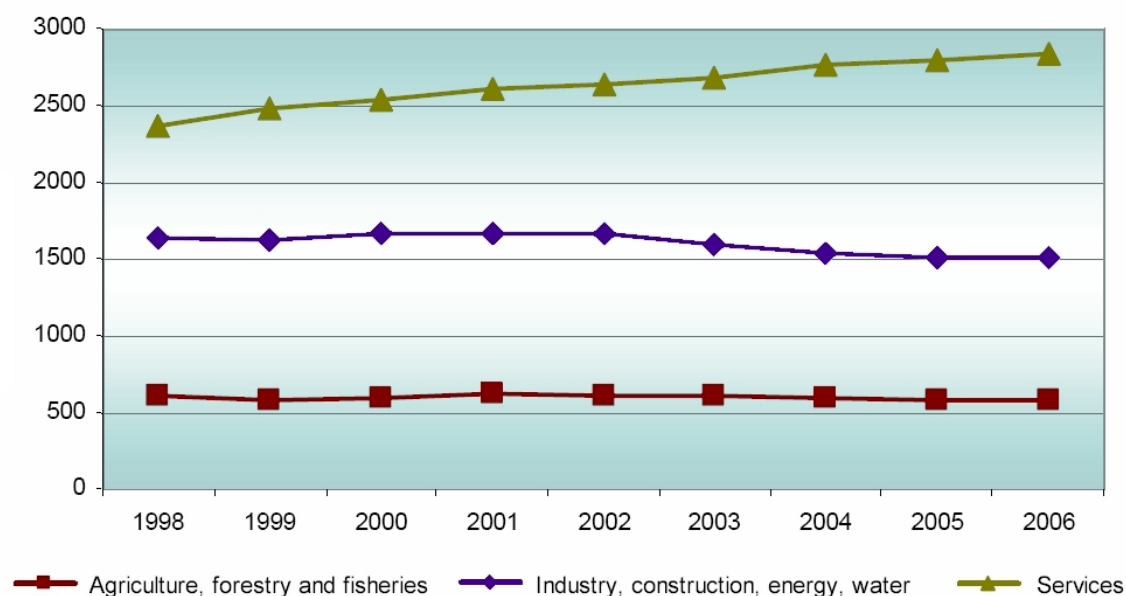
Employment trends by sector of activity show that, between 1998 and 2005, employment figures fell in Agriculture, Forestry and Fisheries as well as in Industry, Construction, Energy and Water, but rose in Services (see Figure 2).

Thus, the relative weight of Services in employment rose from 51.2 % in 1998 to 57.3 % in 2005. By contrast, Industry and Agriculture registered job losses, with their relative weight falling from 35.5 % to 30.8 % and from 13.3 % to 11.9 %, respectively.

The employment rate in 2006 was 67.9 %, above the EU-25 average. The high rate of participation of women in the labour market stands out by comparison with the average for the other EU countries (see Table 3).

The rate of unemployment rose markedly over the same period but is still below the European average (see Table 4).

Figure 2: Employed population by sector of activity, 1998 to 2005



Source: OEFPP, 2006.

Table 3: Rate of employment by gender of people aged 15 to 64 in Portugal and in the EU-25 in 1995, 2000, 2005 and 2006 (in %)

	Portugal			EU-25		
	Women	Men	Total	Women	Men	Total
1995	54.4	73.5	63.7	:	:	:
2000	60.5	76.5	68.4	53.6	71.2	62.4
2005	61.7	73.4	67.5	56.3	71.3	63.8
2006	62.0	73.9	67.9	57.3*	72.0*	64.7*

(*) Estimated.

(:) Data not available.

Source: Eurostat. Employment, online database, 2007.

Table 4: Rate of unemployment by gender of people aged 15 to 74 in Portugal and in the EU-25 in 1995, 2000, 2005 e 2006 (in %)

	Portugal			EU-25		
	Women	Men	Total	Women	Men	Total
1995	8.2	6.5	7.3	:	:	:
2000	4.9	3.2	4.0	10.1	7.3	8.6
2005	8.7	6.7	7.6	9.8	7.9	8.7
2006	9.0	6.5	7.7	9.0	7.1	7.9

(:) Data not available.

Source: Eurostat. Employment, online database, 2007.

1.4. Educational attainment

One of Portugal's recognised structural deficits by comparison with most of the EU-25 is the low levels of general education and vocational qualifications held by most people of working age (see Table 5). These levels have, however, been rising over the past few decades thanks to the entry into the labour market of a younger population which has benefited from the expansion of the education and training system and from the progressive expansion of education and training opportunities for adults.

Table 5: *Population aged between 15 and 64 by highest level of education in the Member States, Bulgaria and Romania, 2006 (in %)*

	ISCED 0-2	ISCED 3-4	ISCED 5-6		ISCED 0-2	ISCED 3-4	ISCED 5-6
EU-25	33	45	20	Lithuania	20	57	22
Belgium	36	36	28	Luxembourg	39	40	21
Bulgaria	31	51	18	Hungary	27	58	15
Czech Republic	16	72	11	Malta	72	17	11
Denmark	25	45	29	Netherlands	32	41	26
Germany	25	55	20	Austria	25	60	15
Estonia	21	52	27	Poland	21	64	15
Ireland	35	36	26	Portugal	71	17	12
Greece	42	40	19	Romania	32	58	10
Spain	50	22	26	Slovenia	23	59	18
France	35	41	23	Slovakia	19	69	12
Italy	50	39	11	Finland	26	45	29
Cyprus	34	39	28	Sweden	20	50	25
Latvia	24	58	18	United Kingdom	26	42	26

ISCED: International Standard Classification of Education

ISCED 0-2: Pre-primary education, primary education, lower secondary education, including 3c short (preparatory vocational and vocational education of less than 2 years duration);

ISCED 3-4: Upper secondary education without 3c short, post-secondary non-tertiary education;

ISCED 5-6: Tertiary education.

Source: Eurostat, Population and social conditions, online database, 2007.

The past few years have seen improvements in the Portuguese population's qualification levels and a reduction in school dropout rates (see Table 6).

Table 6: Vocational education and training in Portugal and in the EU-25 (some indicators), 2000, 2005 and 2006 (in %)

		Portugal			EU-25		
		Women	Men	Total	Women	Men	Total
Population with at least ISCED level 3* (20-24 years)	2000	51.8	34.6	43.2	79.5	73.7	76.6
	2005	57.5	40.8	49.0	80.3	74.7	77.5
	2006	58.6	40.8	49.6	80.9	74.7	77.7
Population with at least ISCED level 3* (25-64 years)	2000	20.1	18.6	19.4	61.1	67.1	64.1
	2005	28.6	24.2	26.5	67.3	70.9	69.1
	2006	29.8	25.4	27.6	68.2	71.2	69.7
Early school leavers** (18-24 years)	2000	35.1	50.1	42.6	15.2	19.5	17.3
	2005	30.1	46.7	38.6	13.1	17.3	15.2
	2006	31.8	46.4	39.2	12.8	17.4	15.1

* ISCED 3: secondary education.

** Young people aged 18-24 years who have not attended an education or training course and who have received only basic education are included as early school leavers.

Source: Eurostat, EU Labour Force Survey, online database, 2007.

According to Eurostat data, in 2003, public spending on education represented 5.61 % of GDP (5.20 % in the EU-25). Although investment in education is above the European average, educational uptake is below the desired level, particularly in terms of early school leaving rates. A range of programmes and measures are being implemented to counter these problems (see Chapter 2).

2. Policy development: objectives and priorities

Over the past thirty years, a considerable effort was made to close the gap in average development standards between Portugal and the European Union, particularly regarding educational attainment. But more remains to be done: educational attainment of some 3.5 million people of working age is below secondary education, while some 485 000 young people (i.e. 45 % of the total) aged between 18 and 24 are working without having completed secondary education (Year 12 of school) (see Table 6).

The *Iniciativa Novas Oportunidades* [New Opportunities Initiative] ⁽⁴⁾ launched by the Government in 2005 aims to achieve a rapid improvement in the qualification levels of the Portuguese people, with Year 12 being set as the minimum reference qualification. This target is to be reached via a strategy focusing on two levels: (i) raising secondary education completion rates among young people, with strong measures to combat early school leaving and an investment in increasing the number of vocational training routes leading to dual certification of academic and vocational abilities (see Glossary); and (ii) improving the adult population's qualification levels via a combination of education and training for adults and a generalisation of the processes for recognising, validating and certifying skills.

The initiative's specific objectives are, by the year 2010, (i) to increase the supply of secondary-level vocational courses so that they account for 50 % of training supply and provide places for some 650 000 young people; (ii) to provide 1 000 000 people of working age with qualifications by recognising, validating and certifying their skills and offering education and training courses for adults; and (iii) to expand the network of *Centros Novas Oportunidades* [New Opportunities Centres]. There are 268 of these centres in 2007, 170 more than in 2006 (see Glossary).

The *Quadro de Referência Estratégico Nacional 2007-2013* [National Strategic Reference Framework – QREN] also focuses on the qualifications of the Portuguese people as its priority, with the *Programa Operacional Temático Potencial Humano* [Operational Programme for Human Potential] being allocated a total of nine thousand million euro, of which 70 % to be spent on the New Opportunities Initiative.

In the area of tertiary education, Portugal has also set itself specific objectives for improving high-level training of human resources in science and technology and in research and innovation, with an aim to create a solid qualification base, consolidate institutions, generate employment in the sciences, ensure the coordination of tertiary-level training and employment in the sciences, bring researchers into enterprises and improve leadership in the sciences. To achieve these aims, support is to be given to:

- masters, doctorate and post-doctorate programmes and grants;

⁽⁴⁾ <http://www.novasoportunidades.gov.pt/>

- research programmes;
- placements in national institutions for researchers permanently employed abroad;
- promoting scientific and technological culture and employment in the sciences; also, implementing programmes for the expansion of the social base of tertiary education and the promotion of international mobility.

Tertiary education is also a focal area for implementation and development of the Bologna Process, in which Portugal has been making significant progress. In the academic year 2006/2007, some 38 % of courses available at study levels 1 and 2 complied with the rules introduced by the Bologna Process; in 2007/2008, this figure should rise to around 88 %. It is estimated that, by 2009/2010, all tertiary education will be organised in compliance with the Bologna Process.

Education and training policies are being accompanied in the field of employment by an extensive range of public technical and financial aids whose aim is to encourage entrepreneurship and job creation, focusing particularly on supporting young people's transition to working life and on combating long-term unemployment. One of the most important instruments here is the *Programa de Estímulo à Oferta de Emprego* [Programme to Promote Job Creation – PEOE] ⁽⁵⁾. Launched in 2001, it includes support, in the form of subsidies, for job creation, self-employment and the conversion of fixed-term employment contracts into permanent ones. Measures that support job creation by offering exemptions from social security contributions apply to thousands of young people and long-term unemployed people every year. Some very positive results have been achieved by work placements, whereby the State aids the fixed-term employment of young people by enterprises (current estimates suggest that some 70 % of young people involved in this scheme go on to find permanent work), including international placements in economic sectors that are deemed to be of strategic importance to the country.

Most employment policy measures aim to achieve two objectives at once: to help people join the labour market and to raise their qualification levels. This is done by including a vocational training element, such as measures in the social employment market (the Portuguese term for social enterprises, i.e. occupational programmes, craft schools and start-up firms), introduced in the 1990s.

Employment measures are currently being reviewed, rationalised and systematised. In particular, in order to achieve the aim of establishing Year 12 as the minimum level of qualification for young people, support will no longer be provided for the employment of young people under the age of 23 who have neither completed secondary education nor are attending an education or training course.

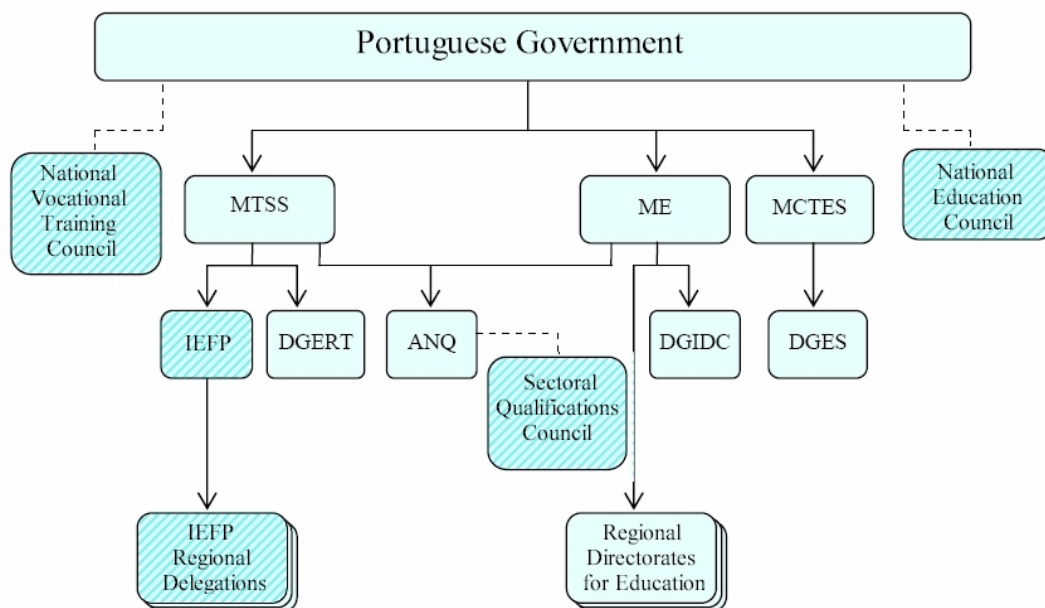
⁽⁵⁾ http://portal.iefp.pt/Medidas/medidas/medidas_emp/medidas_emp_e5.htm

3. Institutional framework

3.1. Administrative framework

The education and training system in Portugal is centrally administered vis-à-vis the definition of major policy lines and curricular, teaching and financial guidelines. The Autonomous Regions of the Azores and Madeira have some independence in this area but are subject to the main national guidelines.

Figure 3: Main actors in the administration of the education and training system



— direct relationship; - - - - advisory relationship; bodies or services in which the social partners participate.

MTSS: *Ministério do Trabalho e da Solidariedade Social* [Ministry of Labour and Social Solidarity]

ME: *Ministério da Educação* [Ministry of Education]

MCTES: *Ministério da Ciência, Tecnologia e Ensino Superior* [Ministry of Science, Technology and Higher Education]

IEFP: *Instituto do Emprego e Formação Profissional* [Institute for Employment and Vocational Training]

DGERT: *Direcção-Geral do Emprego e das Relações de Trabalho* [Directorate-General for Employment and Industrial Relations]

ANQ: *Agência Nacional para a Qualificação* [National Qualifications Agency]

DGIDC: *Direcção-Geral de Inovação e do Desenvolvimento Curricular* [Directorate-General for Innovation and Curricular Development]

DGES: *Direcção-Geral do Ensino Superior* [Directorate-General for Higher Education]

Source: DGERT, 2007.

3.1.1. Ministry of Labour and Social Solidarity

The Ministry of Labour and Social Solidarity (MTSS) is responsible for defining, managing and implementing policies on employment, vocational training, industrial relations, working conditions and social security. It performs its tasks via central, regional and local services and advisory bodies.

The Institute for Employment and Vocational Training (IEFP) is the national public employment service responsible for implementing active employment policies, particularly those pertaining to vocational training. It performs its tasks via five regional delegations and various local executive bodies: 31 *Centros de Formação Profissional de Gestão Directa* [Direct-Management Vocational Training Centres], 86 *Centros de Emprego* [Employment Centres] and 1 *Centro de Reabilitação Profissional de Gestão Directa* [Direct-Management Vocational Rehabilitation Centre]. The IEFP participates in 26 *Centros de Formação Profissional de Gestão Participada* [Joint-Management Vocational Training Centres] and 2 *Centros de Reabilitação Profissional de Gestão Participada* [Joint-Management Vocational Rehabilitation Centres] which have been set up under agreements with employers' associations or trade-union organisations in order to promote vocational training activities at sectoral level (see Glossary).

The administrative body responsible for vocational training in the Autonomous Region of the Azores is the *Secretaria Regional da Educação e Ciência* [Regional Secretariat for Education and Science]; whilst in the Autonomous Region of Madeira it is the *Secretaria Regional de Educação* [Regional Secretariat for Education].

3.1.2. Ministry of Education

The Ministry of Education (ME) is responsible for defining, coordinating, implementing and assessing national policy related to the education system, specifically pre-primary education, basic education, secondary education and adult education; and, with regard to national policies to promote qualification levels, for coordinating and integrating national education policy and national vocational training policy. The Ministry of Education's tasks are performed by central, regional and local services, with the support of advisory bodies whose members include the social partners.

At central government level, the Directorate-General for Innovation and Curricular Development (DGIDC) helps to define policies on teaching methods and components and ensures implementation of those policies by defining study plans, objectives and essential curriculum content.

Under the Organic Law governing the Ministry of Education ⁽⁶⁾, the Directorate-General for Vocational Training was restructured, leading to the creation of the National Qualifications

⁽⁶⁾ Decree-Law n.º 213/2006 of 27 October.

Agency (ANQ), a body that is answerable to both the Ministry of Labour and Social Solidarity and the Ministry of Education. Its mandate is to coordinate the implementation of policies on education and vocational training for young people and adults and to set up and manage the system for the recognition, validation and certification of skills.

At regional level, the five *Direcções Regionais de Educação* [Regional Directorates for Education – DRE] are responsible for coordinating and supporting the organisation and running of schools and the management of associated human and material resources; participating in planning the school network; and cooperating with other services and bodies in joint activities concerning vocational education and training.

The Ministry of Education’s local network comprises all public establishments providing pre-primary, basic and secondary education.

In the Autonomous Regions of the Azores and Madeira, the Regional Secretariats for Education are responsible for the administration of education.

3.1.3. Ministry of Science, Technology and Higher Education

National policy on science, technology and higher education, and on the information society, comes under the aegis of the Ministry of Science, Technology and Higher Education (MCTES), whose mission it is to define, implement and assess the development of policies in this area. It performs its tasks via central services, with the support of advisory and supervisory bodies, as well as the public network of tertiary education establishments.

3.2. Legislative framework

In Portugal, the legislative framework governing vocational education and training is based on the *Lei de Bases do Sistema Educativo* [Comprehensive Law on the Education System – LBSE] ⁽⁷⁾, which established the general framework governing the entire system in 1986.

In 2001, the scope of the legislative framework changed: guidelines were established for setting up and managing basic education curricula ⁽⁸⁾, and for assessing learning. Revising the legislation governing basic education reflected one of the Government’s strategic objectives: this level of education is seen as the beginning of lifelong education and training.

⁽⁷⁾ Law n.º 46/86 of 14 October.

⁽⁸⁾ Decree-Law n.º 6/2001 of 18 January.

In 2004, under the reform of secondary education⁽⁹⁾ (2004), guiding principles were established for the organisation and management of curricula and for the assessment and certification of courses at secondary education level.

The legislative framework governing vocational education and training⁽¹⁰⁾, which has been in force since 1991, is now being completely revised. The new regulatory framework to be adopted in 2007, will set up the *Sistema Nacional de Qualificações* [National Qualifications System – SNQ]. This system brings together under a new institutional framework vocational training which takes within the education system, and vocational training that takes place in the labour market, providing them with shared objectives and instruments.

This system will introduce a new *Catálogo Nacional de Qualificações* [National Qualifications Catalogue – CNQ] to serve as an instrument for the strategic management of qualifications and to regulate all dual certification training, and a new *Quadro Nacional de Qualificações* [National Qualifications Framework – NQF], which will define the structure of levels and will be based on the European Qualifications Framework (EQF).

The National Qualifications System will also incorporate the New Opportunities Centres, which will replace the *Centros de Reconhecimento, Validação e Certificação de Competências* [Centres for the Recognition, Validation and Certification of Skills – RVCC] set up in 2001⁽¹¹⁾.

With respect to tertiary education, the LBSE has undergone two changes⁽¹²⁾: the first clarifies issues concerning access to tertiary education, academic degrees and instruction, while the second adopts the ECTS⁽¹³⁾.

3.3. Role of the social partners

The LBSE⁽⁷⁾ institutionalises the social partners' participation in vocational education and training.

Within (tripartite) advisory and social coordination bodies – the *Conselho Económico e Social* [Economic and Social Council], the *Conselho Nacional da Formação Profissional* [National Vocational Training Council] and the *Conselho Nacional de Educação* [National Education

⁽⁹⁾ Decree-Law n.º 74/2004 of 26 March, together with respective changes and amendments: Amendment n.º 44/2004 of 25 May; Decree-Law n.º 24/2006 of 6 February; Amendment n.º 23/2006 of 7 April; Decree-Law 272/2007 of 26 July.

⁽¹⁰⁾ Decree-Law n.º 401/91 of 16 October governs initial vocational training coming under the remit of the Ministry of Education; Decree-Law n.º 405/91 of 16 October governs initial vocational training coming under the remit of the Ministry of Labour and Social Solidarity.

⁽¹¹⁾ Decree1082-A/2001 of 5 September.

⁽¹²⁾ Law n.º 115/97, of 19 September and Law n.º 49/2005 of 30 August.

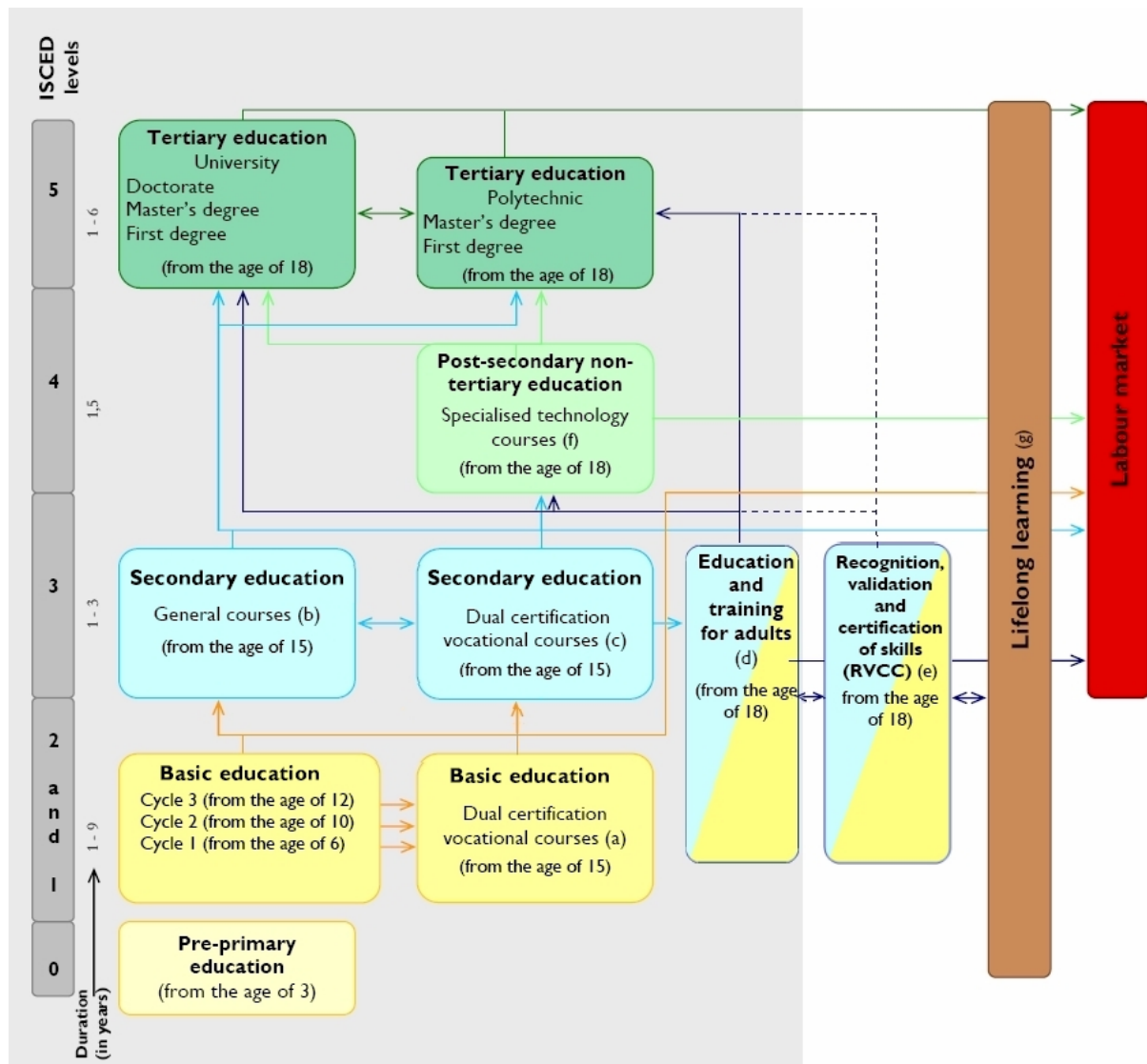
⁽¹³⁾ European Credit Transfer System.

Council] – the social partners are involved in the general definition of policies and in their pursuance, offering opinions and making recommendations. Within the framework of social dialogue agreements have been signed in various policy areas, including vocational education and training.

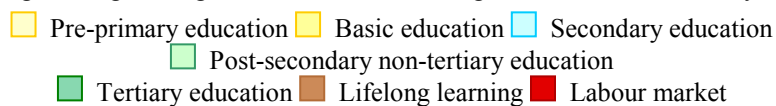
The social partners also have a seat on the administrations, general councils and monitoring committees of the official bodies responsible for implementing, monitoring and funding vocational training policies: on the IEFP's Administrative Board, the Audit Commission, regional advisory boards and individual Vocational Training Centres' advisory boards; on the General Council of the *Instituto de Gestão do Fundo Social Europeu* [Institute for Management of the European Social Fund – IGFSE]; on the General Council of the ANQ and on the sectoral qualifications councils, which will be working alongside the ANQ.

Although the social partners' role is essentially consultative and advisory in the bodies on which they are represented, their role in education and training policy goes beyond this. In fact, the social partners are responsible for running various training activities that serve national policies. Apart from all the training provided by the joint-management centres, which they run in conjunction with the IEFP, they also provide training under *Planos Integrados de Formação* [Integrated Training Plans]. These are a structured combination of actions promoted and coordinated by the social partners with a seat on the *Comissão Permanente de Concertação Social* [Standing Committee for Social Dialogue – CPCS] and implemented by them and their associated sectoral and regional organisations. Many of the guiding principles laid down by the *Plano Nacional de Emprego* [National Action Plan for Employment – PNE] are being pursued and applied in this way.

Figure 4: Vocational education and training system in Portugal



- (a) Includes apprenticeships and education and training courses for young people who have not completed basic education.
- (b) Includes courses in the sciences and humanities (science and technology; social and economic sciences; social and human sciences; languages and literature; visual arts).
- (c) Includes vocational courses, apprenticeships, education and training courses for young people, technology courses and specialised art courses.
- (d) Includes education and training courses for adults, leading to dual certification – academic ability and basic-level and secondary-level qualifications.
- (e) System that provides adults with recognition, validation and certification of basic-level and secondary-level skills and leads to a qualification.
- (f) Specialised technology courses allow people to pursue their studies, with training being accredited as part of the tertiary education course to which the holder of a diploma in specialised technology is admitted.
- (g) Includes continuing training leading to skills that can be recognised under the RVCC system.



Source: DGERT, 2007.

4. Initial vocational education and training

4.1. Overview

The Portuguese vocational education and training system is based on a set of principles whose aim is to guarantee the right to education and training and to ensure equal opportunities of access and achievement. ⁽¹⁴⁾.

The system comprises pre-primary, basic, secondary, post-secondary non-tertiary, and tertiary education.

Basic education is universal, compulsory and free, and lasts for nine academic years, beginning at the age of six and ending at the age of 15, in accordance with the LBSE ⁽¹⁴⁾. It comprises three sequential and progressive cycles and its successful completion leads to a diploma certifying completion of basic compulsory education.

Secondary education lasts for three years, comprises a single cycle and begins at the age of 15. It can be completed either by studying general courses in the sciences and humanities with a view to pursuing studies at a higher level, or by following a vocational pathway – vocational courses, apprenticeships, education and training courses, specialised art courses, technology courses, adult-education courses; these qualify students to enter the labour market but also allow them to continue their studies.

Post-secondary non-tertiary education comprises specialised technology courses (CET), which prepare and qualify students for work and successful completion of which leads to a diploma in specialised technology. These courses are divided into credit units which can be transferred to tertiary education courses to which they give access.

As a result of Portugal's adhesion to the Bologna Process ⁽¹⁵⁾, tertiary education is undergoing profound restructuring, as regards both curriculum content and the assessment system and awarding of degrees. The usual age of entry into this level of education is 18.

Since 1985, the Portuguese system has been structured on the basis of five training levels (ISCED) ⁽¹⁶⁾. These levels have achieved public visibility and are recognised and accepted by most actors in vocational education and training systems, as well as by the social partners and enterprises. The new *Quadro Nacional das Qualificações* [National Qualifications

⁽¹⁴⁾ Law n.º 46/86 of 14 October (LBSE, *Lei de Bases do Sistema Educativo* – Comprehensive Law on the education system).

⁽¹⁵⁾ Decree-Law n.º 74/2006 of 24 March.

⁽¹⁶⁾ Council Decision of 16 July 1985 on the comparability of vocational training qualifications between Member States of the European Community (Decision 85/368/CEE).

Framework - NQF) will define the new national qualification levels, in accordance with the European Qualifications Framework (EQF).

4.2. Initial vocational education and training at secondary level

On completing their basic education, young people who go on to secondary education can opt either for courses in the sciences and humanities that prepare them for further study or for courses that provide them with vocational qualifications. The latter can be used to enter the labour market or to continue studying. The training offered by courses leading to a qualification is described in this section.

4.2.1. Vocational courses

Vocational courses provide a broad range of secondary-level training, their main purpose being to prepare students for the labour market.

These courses last for three academic years. They are divided into modules of varying length, which can be combined in different ways and cover three components: socio-cultural, scientific and technical training. The technical component varies from course to course and accounts for approximately 52 % of total training hours, of which 13 % are spent training in a work environment.

Successful completion of these courses leads to a Level 3 vocational qualification and a diploma in secondary education, allowing students to pursue their studies at a higher level. These courses are provided by the network of State schools run by the Ministry of Education and by vocational schools, most of which are privately run.

4.2.2. Apprenticeship system

Courses provided under the apprenticeship system⁽¹⁷⁾ – initial alternance training – are intended for young people aged between 15 and 25 and are run by the *Instituto do Emprego e Formação Profissional* [Institute for Employment and Vocational Training – IEFPP] (see Section 3.1.2). Their purpose is to prepare and qualify students for their first job and ease their entry into working life by offering training profiles that cover three areas: improving academic, personal, social and relational skills; providing knowledge and know-how in the field of science and technology; and offering practical work experience.

Apprenticeships cover 14 fields of employment: management/administration, secretarial and administrative work; commerce; fisheries; ceramics; finance, banking and insurance; textiles,

⁽¹⁷⁾ Decree-Law n.º 205/96 of 25 October.

clothing and footwear; electronics and automation; electricity and energy; woodwork and furniture making; construction and repair of motor vehicles; metallurgy and metalworking; craft industry; agriculture; and civil construction.

An apprenticeship contract is drawn up between the trainee and the training body (see Glossary), stipulating the rights and obligations of each party.

Apprenticeship courses vary in length, depending on their nature, and include the following components: socio-cultural training, scientific and technological training, and practical training (which takes place in a working environment and accounts for at least 30 % of total course hours). Training in the workplace is monitored by a tutor appointed by the body responsible for this training component.

On successful completion of the training process, trainees receive a Level 2 vocational qualification and a certificate of completion of Cycle 3 of basic education, or a Level 3 vocational qualification and a certificate of completion of secondary education, depending on the trainee's profile on entry. Apprenticeship courses also enable trainees to pursue their studies at a higher level.

4.2.3. Education and training courses

In initial training leading to qualifications, education and training courses⁽¹⁸⁾ are intended for young people aged 15 or over who have left or are at risk of leaving the regular education system, and for young people who have completed 12 years in school and wish to acquire a vocational qualification.

This is a varied, flexible form of training, intended to complement other forms of training and ensure a continuum of structured training in sequential stages, thus allowing people to gradually acquire higher levels of qualification.

These courses consist of four training components: socio-cultural, scientific, technological and practical. They last for a minimum of 1 125 hours and a maximum of 2 276 hours.

They lead to an academic certificate equivalent to Year 9 or Year 12 of school and a Level 2 or 3 vocational qualification, permitting trainees to pursue their studies at the subsequent level. Attendance can be credited via curriculum analysis at the request of trainees who do not complete a course, in order to allow them to pursue their studies.

Education and training courses are provided by the network of State schools run by the Ministry of Education, private and cooperative education establishments (see Glossary), the IEFP's Vocational Training Centres and accredited training bodies.

⁽¹⁸⁾ Established by Joint Dispatch n.º 453/2004 of 27 July issued by the Ministries of Education, Social Security and Labour.

4.2.4. Specialised art courses

These courses provide vocational training and qualifications in the visual and audiovisual arts, leading to a certificate of secondary education and a Level 3 vocational qualification. The fields of music and dance are also covered by study plans that have their own curriculum and lead only to a certificate of secondary education. These courses are provided by the network of State schools run by the Ministry of Education.

4.2.5. Technology courses

These courses are technical and technological and lead to vocational qualifications. Their main purpose is to give access to the labour market, but they also allow students to pursue their studies at a higher level.

They last for three academic years, corresponding to Years 10, 11 and 12 of school, and the curriculum covers general, scientific and technological training. Each course includes two core disciplines (to ensure that students acquire the most important knowledge and know-how), two technical and technological disciplines, one discipline of a practical or dual theoretical/practical nature, and an integrated technology area that embraces a specialist discipline, a technological project and a work placement. The placement is for a period of 240 hours, made up of 216 hours of practical training in the workplace and 24 hours spent on tasks to be agreed by the trainee and his or her tutor.

Technology courses are offered by the network of State schools run by the Ministry of Education. Successful completion leads to a diploma of secondary education and a Level 3 vocational certificate.

4.2.6. Specialised art and technology courses for adults

These courses are an alternative route to secondary education and, in the main, provide adults with a second opportunity to receive training. They are designed to allow people to combine course attendance with normal working life.

Based on a system of credit units, these courses are flexible and adaptable to each student's availability, knowledge and experience. The curriculum for each course, which is equivalent to three academic years, includes general training, specific scientific and technological training, and technical or artistic training.

Secondary level art and technology courses for adults lead to a diploma of completion of secondary education and a Level 3 vocational certificate. This gives access to tertiary education, subject to compliance with the requirements laid down by application rules. These courses are provided by the network of State schools run by the Ministry of Education.

4.2.7. Other training routes

Other training schemes are available at sectoral level, including in the Tourism industry. *Escolas de Hotelaria e Turismo* [Hotel and Tourism Schools], which are supervised by the *Ministério da Economia e da Inovação* [Ministry of the Economy and Innovation – MEI], develop and support initial training schemes leading to various levels of qualification and occupational routes, with a view to meeting the qualification needs of the tourism industry. Courses vary in length from one to three academic years. They too enable people to pursue their studies, mainly in the form of post-secondary courses in specialised technology or tertiary education at a polytechnic.

4.3. Post-secondary (non-tertiary) vocational education and training

Cursos de especialização tecnológica [Specialised technology courses – CET] provide post-secondary, non-tertiary vocational education and training. This form of training is aimed at:

- people who have successfully completed a secondary-education course or recognised equivalent (for example, apprenticeship courses or vocational courses);
- people who have passed in all disciplines in Years 10 and 11 or have started but failed to complete Year 12 of a secondary-education course or recognised equivalent;
- people who have a Level 3 vocational qualification;
- those who hold a diploma in specialised technology or a tertiary education degree or diploma and wish to qualify in another area.

CETs in tertiary education establishments are also open to people aged 23 or over who are recognised as having acquired through experience the skills and abilities they need to be eligible for the course in question.

Training pathways vary, depending on the nature of each project and its participants' profiles, and are based on a highly vocational curriculum that includes general, scientific and technological training as well as practical training in the workplace. This latter component is based on partnership arrangements into which the training institution enters with companies, other employing bodies, employers' or socio-professional associations, or other organisations that best match the area of training in question.

Successful completion of the course leads to a diploma in specialised technology and a Level 4 vocational certificate, and allows trainees to pursue their studies at tertiary education level following a special competition⁽¹⁹⁾. Each tertiary education establishment is responsible for

⁽¹⁹⁾ Decree-Law n.º 393-B/99 of 2 October.

defining which CETs give access to a particular course. Training received through CETs gives rise to credit units (ECTS) that can be transferred to the tertiary education course to which the CET gives access.

CETs are available throughout the country and are run by public, private and cooperative schools and training centres that are recognised and directly answerable to the MCTES, ME, MTSS and MEI (see Annex 1).

4.4. Tertiary education

Tertiary education, under the current LBSE framework (see Section 3.2), comprises education in universities and polytechnics.

The LBSE lays down a set of common objectives but distinguishes between the two tertiary education routes by stating that universities are responsible for “developing students’ capacities for design, innovation and critical analysis” (Art. 11.3), whereas polytechnics are responsible for “conveying scientific knowledge of a theoretical and practical nature and its applications, with a view to the performance of occupational activities” (Art. 11.4).

University tertiary education is provided by universities and by independent schools and institutes at university level.

The network of State university tertiary education establishments currently comprises 14 universities, one independent university institute and four military and political sciences university institutions. The network of State establishments also includes the *Universidade Aberta* [Open University], which offers distance learning.

The network of private and cooperative university tertiary education establishments currently comprises 15 universities and 41 independent university schools (see Glossary).

Tertiary education is also offered by the *Universidade Católica Portuguesa* [Portuguese Catholic University], which comprises 18 organic education units in the form of faculties, institutions or schools, and has its own set of statutes under the concordat signed by the Portuguese State and the Holy See.

Polytechnic tertiary education is provided by polytechnic institutes comprising two or more tertiary education schools.

The network of State establishments providing polytechnic tertiary education currently comprises 15 polytechnic institutes and 21 tertiary schools and polytechnics that are independent of these institutes.

The network of private and cooperative polytechnic tertiary education establishments comprises six polytechnic institutes with various organic units, namely tertiary education schools, institutes or academies.

Tertiary education institutions enjoy a very high level of autonomy. Nevertheless, access is determined by the fixed number of places (*numerus clausus*) established each year at national level with the collaboration of the MCTES, which is responsible for tertiary education policy.

To gain access to tertiary education, students must have a diploma of secondary education or equivalent, or a diploma of post-secondary non-tertiary education. Tertiary education is also open to people over the age of 23, under the special conditions of access defined by law ⁽²⁰⁾.

Major changes are taking place in tertiary education as a result of application of the Bologna Process ⁽²¹⁾ (see Chapter 2), particularly as regards study cycles and academic degrees. The aim is to make degrees more comparable, make mutual recognition of qualifications easier, and promote mobility.

A first degree (Cycle 1) or Master's degree (Cycle 2) can be awarded both by universities and by polytechnics. Doctorates can only be awarded by universities.

Tertiary education establishments enjoy considerable autonomy over teaching methods and content since they are each responsible for drawing up the curricula for the courses they offer. University education and polytechnic education are also linked for the purposes of mutual recognition of the value of the training and skills acquired in each unit and via a system of credits based on an analysis of study plans.

⁽²⁰⁾ Decree-Law n.° 64/2006 of 21 March.

⁽²¹⁾ Decree-Law n.° 74/06 of 24 March.

5. Continuing vocational education and training

5.1. Overview

The system of continuing vocational education and training in Portugal consists of a range of flexible training pathways which make it possible to build a vocational qualification that suits individual trainees' interests and needs. The aim is that trainees acquire or develop knowledge and skills in the technical and social fields allowing them to re-enter or improve their position on the labour market.

The *Catálogo Nacional de Qualificações* [National Qualifications Catalogue] ⁽²²⁾ (see Section 8.3) includes standards for training organised as short credit units that allow for the independent certification of skills. This helps make continuing training more diverse and more flexible.

5.2. Forms of continuing vocational education and training

The main forms of continuing training and adult education and training are aimed at adults of working age who are employed, unemployed or at risk of unemployment and groups at risk of exclusion. The training available is described below.

5.2.1. Adult education and training courses

Cursos de educação e formação de adultos [Adult education and training courses – EFA] are aimed at adults over the age of 18 who have no qualifications or whose qualifications are inadequate for integration in the labour market. The process of *Reconhecimento, Validação e Certificação de Competências* [Recognition, Validation and Certification of Skills – RVCC] (see Section 8.3) is the most common platform for access to these courses.

The aim of these courses is to raise the adult population's academic ability and vocational qualifications by offering a combination of education and training that enhances their employability and certifies acquired learning. Courses are based on:

- flexible training pathways designed on the basis of recognition and validation of the skills adults have acquired via formal, non-formal and informal routes;
- coordinated training pathways that comprise basic training and technology training or just basic training;

⁽²²⁾ <http://www.catalogo.anq.gov.pt>

- training focusing on the acquisition of knowledge, know-how and skills that complement and promote apprenticeships.

These courses lead to a Cycle 3 basic education certificate and a Level 2 vocational training certificate, or a secondary-education certificate and a Level 3 vocational training certificate. Attendance of an EFA course that does not lead to certification entitles participants to request a certificate of validation of skills, which lists all the skills validated during the training process.

EFA courses are designed and run by the respective instigating bodies or by a third party. In both cases, the training body must be part of the network of training institutions included in the national qualifications system. EFA courses that focus on improving academic abilities are run by public, private or cooperative education establishments with autonomy over the training they provide, or by direct-management or joint-management Vocational Training Centres (see Glossary), under the coordination of the *Instituto do Emprego e Formação Profissional* [Institute for Employment and Vocational Training – IEFP].

5.2.2. Other training courses

Continuing vocational training courses for people of working age, whether employed or unemployed, are also offered by both public and private bodies. These include:

- qualifying or retraining courses;
- specialised vocational courses;
- refresher, updating or further training courses;
- courses to improve organisational and management skills.

The training pathways on offer tend to comprise units or modules leading to skills that can be validated for certification purposes within a perspective of lifelong learning. Courses are usually designed to suit the specific needs and circumstances of organisations and workers; they may, for instance, support the introduction of new equipment, technology or organisational models to modernise enterprises, particularly SMEs. They also make it easier to experiment with, and implement, new production methods and forms of work organisation.

Continuing vocational training concerning specific sectors is provided by the *Ministério da Agricultura, Desenvolvimento Rural e Pescas* [Ministry of Agriculture, Rural Development and Fisheries], the *Ministério da Saúde* [Ministry of Health] and the *Ministério da Economia e Inovação* [Ministry of the Economy and Innovation] (for the tourism industry).

5.3. Training for groups with special integration problems

In addition to the forms of training described in the previous section, there are also courses aimed specifically at groups that face special problems in joining the labour market. Most of these courses are promoted by the IEFP (see Section 3.1.2).

5.3.1. Vocational training courses for disadvantaged groups

These are vocational training and guidance courses that are designed to meet the particular needs of the target group, with a view to promoting their social and occupational (re)integration. Target groups include the long-term unemployed, ethnic minorities, immigrants, young people and adults with poor literacy skills and with inadequate personal, social and vocational skills, as well as other people who, because of their socioeconomic situation or their behaviour and attitudes, are experiencing serious difficulties as regards social and occupational integration.

5.3.2. Special vocational training courses

These are vocational training courses aimed at specific target groups – young people at risk, drug addicts, ex-prisoners, ethnic minorities and other disadvantaged population groups – with a view to helping them to obtain a basic vocational qualification so they can enter the labour market.

5.3.3. The *Portugal Acolhe* programme

The aim of this programme for legal immigrants is to help them acquire skills that will allow them to integrate into Portuguese society, and especially the labour market. The measures included under this programme are developed cooperatively by the IEFP and the social partners.

5.3.4. Vocational training for people with disabilities

The aim here is to provide people with disabilities with the knowledge and skills they need to obtain a vocational qualification that will enable them to secure or maintain a job and/or improve their position on the labour market. Training is personalised, based on individual training plans, and lasts for a maximum of four years, which may in exceptional cases be increased to five years.

5.4. Continuing vocational education and training at the initiative of enterprises or social partners

The social partners' involvement in the development and provision of continuing vocational training gained increased support with the signing of the *Acordo sobre Política de Emprego, Mercado de Trabalho, Educação e Formação* [Agreement on Employment, Labour Market, and Education and Training Policy] (2001) and with implementation of the *Código do Trabalho* [Labour Code] (2003) ⁽²³⁾.

The Labour Code enshrines in law the employers' obligation to ensure that, every year, at least 10 % of workers on permanent contracts take part in training courses, and to assert the right of every worker to receive a minimum of 35 hours certified training each year.

Enterprises involved in modernisation schemes or projects to improve workers' qualifications receive financial support, in accordance with the *Quadro de Referência Estratégico Nacional 2007-2013* [National Strategic Reference Framework – QREN].

Continuing vocational training is offered at sectoral level by organisations belonging to the private sector, employers, cooperatives and associations. Finance and manufacturing are the sectors with the highest number of participants in training schemes.

Enterprises in the more dynamic and competitive sectors also tend to invest in the development of the vocational skills of their collaborators in areas of knowledge related to or associated with their strategy and purpose.

Cooperation agreements are frequently signed between large or medium-sized enterprises and universities or polytechnics for the provision of advanced training programmes (usually in the areas of management, finance, marketing and technology) which, while respecting the requirements of the tertiary education establishment involved, are also in line with the enterprise's needs and priorities.

The number of workers involved in vocational training schemes varies widely from sector to sector and depending on the size of enterprise concerned. The results of the *Inquérito Comunitário à Formação Contínua nas Empresas* [Community Survey of Continuing Training in Enterprises] ⁽²⁴⁾ and the *Inquéritos Nacionais sobre a Execução das Acções de Formação Profissional* [National Surveys of the Implementation of Vocational Training Activities] ⁽²⁵⁾ indicate an upward trend in participation by workers in enterprises with ten or more employees. The 1994 figures showed participation by some 7.7 % of workers in

⁽²³⁾ Approved by Law n.º 99/2003 of 27 July, and regulated by Law n.º 35/2004 of 29 July.

⁽²⁴⁾ Conducted by the MTSS in 1999. Available at <http://www.gep.mtss.gov.pt/estatistica/formacao/fpcontinua1999.pdf>

⁽²⁵⁾ Conducted by the MTSS from 1992 to 2004. Available at <http://www.gep.mtss.gov.pt/estatistica/formacao/index.php>

enterprises of this size; the percentage had risen to 22 % in 2004. The results also indicate that workers' access to vocational training increases with the size of the enterprise concerned.

To offer employees easier access to vocational training, the New Opportunities Initiative (see Section 8.3) aims to expand training opportunities by modularising and adapting courses and by employing organisational and cost-sharing mechanisms that, on the one hand, ensure that employees exercise their individual right to training and, on the other, are compatible with the current and future competitiveness of the company.

5.5. Continuing vocational education and training on personal initiative

The individual right to vocational training is guaranteed by the *Código de Trabalho* [Labour Code] (2003), which creates the objective conditions to ensure that this right can be exercised, irrespective of the worker's occupational situation.

There is also a programme awarding grants to individual workers who attend continuing training courses on their own initiative with a view to enhancing their own employability. These training grants vary, depending on the individual's employment situation and/or the area of training concerned. The programme is promoted by the IEFP.

Within public administration, access to vocational training on the individual worker's initiative is provided on condition that the training is directly or indirectly related to the individual's work, or will help to improve his or her qualifications for that work.

For people who have joined the labour market but wish to continue studying, Portuguese law establishes the rights and status of student-workers (Art. 79 of the Labour Code). Accordingly, workers are entitled to flexible working hours (or time off work to attend classes, if necessary) and have the right to take leave of absence to attend assessment procedures.

5.6. Quality of continuing vocational training

The main purpose of the *Sistema de Acreditação de Entidades Formadoras* [System for the Accreditation of Training Bodies], which was set up in 1997, is to guarantee the quality of continuing vocational training. This system of accreditation, which is currently being reviewed, will form the basis of the new scheme for certifying training bodies. The new scheme is to be based on the principles set out under the social dialogue agreement on the reform of vocational training, whose aim is to enhance the quality of training by improving training bodies' abilities and regularly monitoring their activities.

The current scheme, whereby accreditation is granted for a set period and is then subject to renewal, is to be replaced by a system of certification under which training bodies will be

awarded a permanent certificate but will be subject to annual audits by qualified, external auditors. These audits should lead to a steady improvement in the quality of training provided, as accreditation can be withdrawn if audits detect failures or shortcomings.

Although not obligatory, accreditation is essential if a training body wishes to apply for public funding of its training activities or if it wants the vocational training it provides to be certificated.

6. Training of teachers and trainers

6.1. Training of teachers

If the challenge of improving the qualification levels of the Portuguese people is to be met, then the country needs a body of professionals who are themselves increasingly well-qualified. The training of this body of professionals is of strategic importance and of particular urgency in the area of education and training, since the results and success of learning depend largely on the performance of these professionals.

It was with this in mind that a review was launched in February 2007 of the conditions for the awarding of teaching qualifications ⁽²⁶⁾ and, consequently, for gaining access to teaching posts in basic and secondary education.

Possession of a vocational certificate in teaching is an indispensable requirement for anyone wishing to teach in public, private or cooperative education establishments and in the areas or disciplines involved.

Anyone wishing to work as a teacher must have received training equivalent to two study cycles at tertiary education level in either a university or polytechnic establishment.

Study cycles include the following training components (see Glossary), the aim being to ensure a satisfactory integration of teachers and trainers according to the requirements of professional practice: general educational training; specific teaching methods and skills; introduction to professional practice; cultural, social and ethical training; training in educational research methods; and training in teaching.

The general educational training component covers knowledge, abilities, attitudes and skills in the field of education that are relevant to the performance and behaviour of all teachers within the school environment, in relation to the community and as regards contributing to the development of teaching methods.

The specific teaching methods and skills component covers knowledge, abilities, attitudes and skills relating to teaching in the curriculum areas or disciplines, and at the educational levels or cycles, in which the trainee teacher wishes to specialise and qualify.

Activities included in the introduction to professional practice component include supervised teaching practice in a school. The component is designed with a view to professional development, focusing on the performance of future teachers and promoting a critical and reflective approach to the challenges, processes and tasks of day-to-day professional practice.

⁽²⁶⁾ Decree-Law n.º 43/2007 of 22 February.

Cultural, social and ethical training covers curriculum areas outside the specific discipline, and reflection on the ethical and civic dimensions of teaching.

The purpose of training in educational research methods is to encourage future teachers to take an investigative and critically analytical approach in their work.

The training in teaching component is intended to provide appropriate academic training in the curriculum areas or disciplines in which the trainee wishes to specialise and qualify.

The continuing training of teachers is indispensable if they are to obtain the credits they need to advance in their career. This training can be provided by universities or other tertiary education institutions, by teachers' associations or trade unions, and by training centres run by schools' associations.

Teachers in State education are civil servants and can teach in education establishments and in public or private vocational training centres, particularly in vocational schools and within the apprenticeship system.

6.2. Training of trainers

At the moment, the major challenge as regards the training of trainers and other training professionals is to introduce effective levels of innovation which can sustain a policy of high-quality training – within the context of lifelong learning and the knowledge society – in accordance with the strategic objectives set by the New Opportunities Initiative and the reform of vocational training.

Anyone wishing to work as a trainer must have scientific, technical, technological and practical training and must have successfully completed the *Curso de formação pedagógica inicial de formadores* [Initial course in teaching for trainers], which leads to a *Certificado de Aptidão Pedagógica* [Trainer's Certificate of Professional Aptitude – CAP) specifically for trainers ⁽²⁷⁾.

This initial training is structured around three main teaching areas: the development of personal and interpersonal skills in a training context; the acquisition of technical skills that support professional performance; and application of the skills acquired during the teaching process.

The continuing training of trainers in pedagogy is based on sets of skills relating to specific functions performed by trainers, particularly in management, design, planning and provision of training.

⁽²⁷⁾ Regulatory Decree n.º 26/97 of 18 June and by Decree n.º 1119/97 of 5 November.

The IEFP, through the *Centro Nacional de Qualificação de Formadores* [National Centre for the Qualification of Trainers], is the body specifically responsible for designing and validating plans and programmes, teaching methods and resources for the initial and continuing training of trainers. However, other public and private training bodies also offer initial and continuing training for training professionals, based on the standards set by the IEFP.

As the main provider of vocational training at national level, the IEFP employs a large number of trainers in its training activities. Trainers can also be employed in providing the vocational training component of the education and training courses for adults that are supervised by the Ministry of Education.

The profession of trainer has been legally regulated since 1994 ⁽²⁸⁾. In March 2006 there were approximately 160 000 certified trainers in Portugal.

⁽²⁸⁾ Regulatory Decrees n.º 66/94 of 18 November and n.º 26/97 of 18 June and Decree n.º 1119/97 of 5 November.

7. Skills and competence development

7.1. Anticipating skill needs

Between 1997 and 2006 the *Ministério do Trabalho e da Solidariedade Social* [Ministry of Labour and Social Solidarity – MTSS] studied trends in qualifications and identified training needs in 29 sectors ⁽²⁹⁾. The objective was to enable actors in the systems of employment and vocational education and training to anticipate the skills that would be needed in the future and define the training content that would correspond to trends in jobs and qualifications.

Available professional profiles and forecasting studies for particular sectors are important points of reference for information on skill needs and constitute a strategic guide of fundamental importance for defining training profiles and designing quality training that meets the needs of the economy and society. They also serve as a useful methodological guide for selecting apprenticeship methods and contexts.

Under the reform of vocational training as of 2007, one of the objectives of the *Sistema Nacional de Qualificações* [National Qualifications System – SNQ] is to guarantee the relevance of training standards and the recognition of qualifications in order to make sure that the needs of enterprises and the economy are met. These training standards will be included in the *Catálogo Nacional das Qualificações* [National Qualifications Catalogue – (CNQ)] (see Section 4.1) drawn up and updated by the *Agência Nacional para a Qualificação* [National Qualifications Agency – ANQ] (see Section 3.1.1). The ANQ works in collaboration with *Conselhos Sectoriais para a Qualificação* [Sectoral Qualifications Councils], which are responsible for identifying areas in which the CNQ needs to be updated, and whose members include the social partners, reference enterprises, training operators specialising in a particular sector and/or region, and independent experts.

7.2. Creating education pathways and partnerships

The reform of secondary education which began in the 2004/2005 academic year aims towards greater integration and coordination of the two sub-systems of vocational education and training. The objective of the reform is to increase the diversity and quality of vocational options for young people. Thus, secondary education is now offering students more flexibility in setting up training pathways and more permeability between courses, allowing for the reorientation of education pathways. Furthermore, the existence of a general training syllabus common to all secondary-level courses allows students to redesign their training pathway.

⁽²⁹⁾ http://www.inofo.gov.pt/crcvirtual/crc_virtual_net/index.asp ou <http://www.crcvirtual.org/>

The *Agência Nacional para a Qualificação* [National Qualifications Agency – ANQ], which is answerable to the ME and the MTSS (see Section 3.1), is responsible for drawing up the skills and training standards to be included in the CNQ and for promoting the creation of dual certification training courses. These are then offered by the training structures run by the two ministries and by private bodies operating in the field of vocational training, provided they are accredited.

With regard to continuing vocational training, schemes to provide people with vocational qualifications or retraining use modular, flexible models allowing workers to follow a training pathway by accumulating credits for the skills they acquire from shorter training courses (credit units).

Under the second revision of the LBSE, the European Credit Transfer System⁽³⁰⁾ is to be adopted in tertiary education; training provided by tertiary education establishments will be organised in accordance with this system. This law also grants access to tertiary education to people who do not have formal entry qualifications, via the awarding of credits that recognise and validate the knowledge and skills they have acquired during their life, particularly through occupational experience, and in some cases via credits won for post-secondary training modules.

7.3. Designing and updating curricula

The *Ministério da Educação* [Ministry of Education – ME] is responsible for national policy concerning the education system at the levels of pre-primary, basic and secondary education. It guarantees the conditions for the smooth running of all processes involved in teaching, learning and the development of curricula and programmes, and promotes scientific research and technical studies on curriculum development in non-tertiary education via the *Direcção-Geral de Inovação e de Desenvolvimento Curricular* [Directorate-General for Innovation and Curricular Development], which is responsible for defining study plans and essential curriculum content and objectives and for monitoring and assessing their implementation.

The ANQ, which is answerable to the MTSS and the ME, is also responsible for promoting research and innovation as regards curricula, teaching methods and resources and for encouraging the dissemination of knowledge by promoting and participating in networks and partnerships in information, experimentation and the transfer of knowledge.

The CNQ, drawn up by the ANQ, includes the basic standards for the construction and implementation of training programmes and provides curriculum guidelines for this purpose. It is, however, flexible enough to allow training bodies to run the training programmes they

⁽³⁰⁾ Law n.º 49/2005 of 30 August.

deem most appropriate and effective for the target groups (enterprises and individuals) and geographical areas they cover.

In the field of public tertiary education, the universities and polytechnic establishments have the authority to design courses, define the respective curricula and update them as appropriate, provided that for registration purposes they inform the *Ministério da Ciência, Tecnologia e Ensino Superior* [Ministry of Science, Technology and Higher Education – MCTES]. The creation of new tertiary education courses by private institutions is subject to assessment by a committee of experts, and subsequent authorisation.

8. Validation of learning

8.1. Overview

The purpose of the vocational education and training system is (i) to promote the qualification of individuals by providing them with the skills they need to enter the labour market, (ii) to improve the basic training of the working population in order to pave the way for academic and occupational progress and (iii) to guarantee the recognition of skills acquired through both formal and non-formal channels.

8.2. Validation of formal learning

Vocational certification, as a system, was introduced in 1992 on the basis of the *Acordo de Política e Formação Profissional* [Vocational Training and Policy Agreement] (1991) signed by the Government and the social partners.

In March 2007, the Government and most of the social partners signed the *Acordo para a Reforma da Formação Profissional* [Vocational Training Reform Agreement], under which the *Sistema Nacional de Certificação Profissional* [National Vocational Certification System] was replaced by two separate systems:

- the *Sistema Nacional de Qualificações* [National Qualifications System – SNQ], whose fundamental objective is to ensure that training and recognition standards are relevant to the needs of enterprises and the economy, and to ensure that the *Catálogo Nacional das Qualificações* [National Qualifications Catalogue] is updated quickly and regularly and made available to those responsible for promoting training (see Section 7.1);
- the *Sistema de Regulação de Acesso a Profissões* [System for the Regulation of Access to Occupations – SRAP], whose objective is to define the regulations governing access to, and performance of, occupations which, by the express authorisation of the Portuguese Assembly and in accordance with constitutional provisions, are regulated and require proof of professional ability.

8.3. Validation and recognition of non-formal and informal learning

The national system of *Reconhecimento, Validação e Certificação de Competências* [Recognition, Validation and Certification of Skills – RVCC] set up in 2001 ⁽³¹⁾ targets adults

⁽³¹⁾ Decree n.º 1082-A/2001 of 5 September.

over the age of 18 and provides for the recognition and formal validation of knowledge, abilities and skills that have been acquired informally as a result of life and work experience. The aim is to allow the creation of education and training pathways in a lifelong and lifewide perspective. The RVCC process is a single integrated process, whose purpose is to provide adults with educational certification and improve their vocational qualifications.

The aim of the *Iniciativa Novas Oportunidades* [New Opportunities Initiative] is to increase and promote the activities already being conducted by *Centros Novas Oportunidades* [New Opportunities Centres – CNOs] (see Glossary) by offering effective encouragement and support for the acquisition of certification and the uptake of new training opportunities. The CNOs are expected to attract people who left the education system early by offering them better prospects for lifelong learning and access to more highly qualified occupations. Since they serve as platforms allowing access to and coordination of various qualification routes for adults, CNOs have acquired a central, structural role.

The network of CNOs (currently totalling 268) is to be expanded to reach the Government's objective of providing one million people of working age with qualifications by the year 2010.

The RVCC process is based on the following key skills standards for basic training (basic and secondary education) and vocational skills standards:

- The *Referencial de Competências-Chave* [Key Skills Standards] for adult education and training at basic education level focus on four key skills areas: Language and Communication; Mathematics for Life; Information and Communication Technologies; and Citizenship and Employability
- The *Referencial de Competências-Chave* [Key Skills Standards] for adult education and training at secondary education level cover three key skills areas: Citizenship and Professionalism; Society, Technology and Science; and Culture, Language and Communication.
- Vocational training standards form part of the *Catálogo Nacional de Qualificações* [National Qualifications Catalogue] and are set for each individual occupational area.

Activities focus on three main issues: recognition, validation and certification of skills.

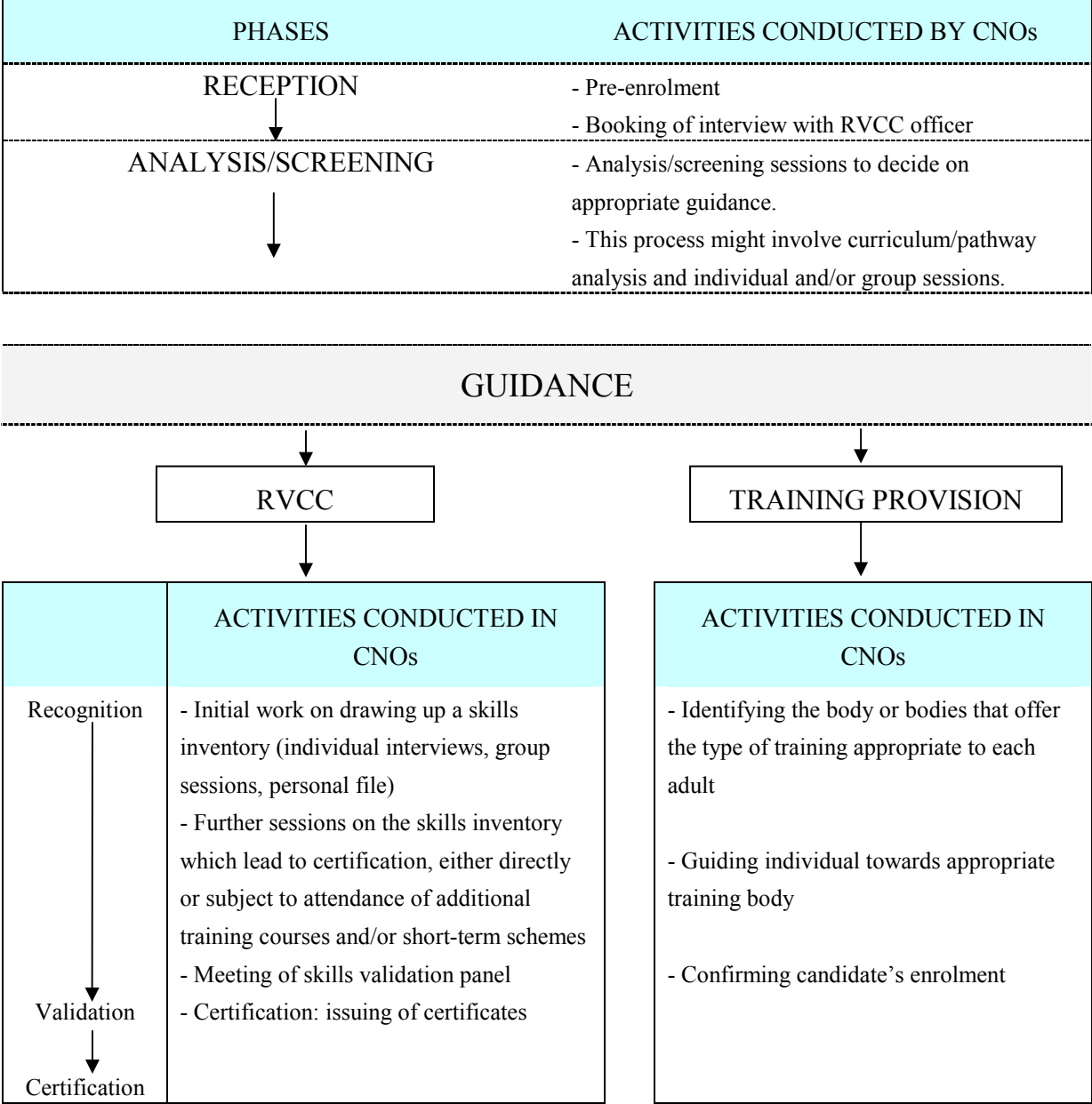
The recognition of skills involves identifying the knowledge, know-how and skills that each adult has acquired during his or her life. This is achieved through a range of activities whose purpose is to draw up a inventory of skills, whereby adults provide evidence of prior learning and can begin to build a portfolio which reflects that learning.

The validation of skills involves assessing how closely the skills the individual has acquired during his or her life correspond to the standards included in the *Catálogo Nacional de Qualificações* [National Qualifications Catalogue], using both self-assessment and external assessment.

The certification of skills is the official act of registering and confirming the skills validated by the validation panel.

Certification is formalised by issuing a certificate of basic education at Level 1, 2 or 3 and a diploma of either basic or secondary education, depending on the case. When the validation process does not result in a certificate or diploma, the individual is provided with a certificate of validation of skills (see Figure 5).

Figure 5: Flowchart showing the stages and activities involved in the RVCC process



Source: ANQ, 2007.

9. Guidance and counselling

9.1. Overview

Vocational information, guidance and counselling are offered in Portugal mainly by public services answerable to the ME and MTSS. Some private-sector bodies also work in this field.

The ME is responsible for drawing up general guidelines that serve as a basic orientation for the entire education system, in collaboration with the DREs (see Annex 1).

The ME's network of schools includes *Serviços de Psicologia e Orientação* [Psychology and Guidance Services – SPO], which provide pupils with information, guidance and counselling. Each SPO is responsible for a particular geographical area, which may include several schools.

In schools, these services monitor pupils throughout their school career: they take part in adjusting the learning and teaching process and help design appropriate educational responses, particularly by running educational and social activities in cooperation with other education agents and those responsible for providing education.

Pupils take part voluntarily in non-directive vocational development programmes covering issues such as self-awareness; awareness of education, training and employment opportunities; decision-making strategies; and career planning.

As regards the MTSS, vocational guidance is a technical asset that underpins all the IEFP's activities and contributes to fulfilment of its overall mission. The organic structure of the IEFP at its various levels – central, regional and local – includes vocational guidance services that cover all of mainland Portugal.

Central services are responsible for designing and standardising procedures for the provision of vocational information and guidance. Regional services are generally responsible for coordinating, promoting and integrating the guidance activities conducted by local units [*Centros de Emprego e Centros de Formação Profissional* – Employment Centres and Vocational Training Centres].

These systematic, integrated guidance activities help individuals – whether young people or adults – to develop their careers by encouraging them to acquire the skills they need to gain access to employment or remain in the labour market. Use of vocational guidance services is voluntary and free.

In the case of people with disabilities, vocational information and assessment/guidance are offered by the IEFP's *Centros de Reabilitação Profissional de Gestão Directa e Participada*

[Direct- and Joint-Management Vocational Rehabilitation Centres] and by other public and private bodies duly accredited by the IEFP.

Under the current reform, the ME and MTSS are to adopt a development strategy in guidance and counselling that will involve establishing multidisciplinary teams, in order to ensure a more integrated approach to the various issues involved in defining young people's school and/or training trajectories.

Private bodies working in this field draw on the skills of psychologists and other guidance professionals to provide young people and adults with information on education and careers and help them to construct a life plan. These bodies also provide support for young people who are having difficulties in adjusting to school or society.

9.2. Guidance and counselling professionals

The qualifications needed by professionals working in the ME's SPOs are a degree in psychology, preferably in the field of education and/or (vocational) psychological counselling for young people and adults. Communication skills, professional experience, knowledge of psychology and educational psychology, and familiarity with the vocational education and training system, as well as with the labour market and possible occupations, are particularly important. In addition to psychologists, SPOs also employ education support specialists, guidance counsellors and social service officers.

Portuguese law stipulates that teachers who are responsible for providing counselling and guidance must receive 56 hours of training each year, and that psychologists must receive 50 hours. Provision is made for annual training periods that can be converted into credits and for financial support for training leading to career advancement.

Under the MTSS and within the IEFP, vocational guidance is provided by *Conselheiros de Orientação Profissional* [Vocational Guidance Counsellors]. These counsellors must hold a degree (five years of university study), preferably in psychology or sociology. Under their employment contract, they are required to attend six months' post-recruitment training, comprising a combination of study and work in central services and local units.

10. Financing: investing in human resources

10.1. Overview

In Portugal, the cost of the vocational education and training system is covered almost entirely by public funding in the form of contributions from the *orçamento de Estado* [State budget – OE], the *orçamento da Segurança Social* [Social Security budget – OSS] and the European Social Fund (ESF).

Contributions from the OE finance vocational education and training activities within the education system that are run by the ME and under sectoral programmes run by government departments of the Ministries for the Economy, Health and Agriculture.

Vocational training provided under the MTSS is financed by funds allocated to the *Instituto do Emprego e Formação Profissional* [Institute for Employment and Vocational Training – IEFP] from the OSS [comprising contributions paid by enterprises (23.75 % of the value of gross salaries paid) and by workers (11 % of gross salary received)]. To cover active employment and vocational training policies, the OSS systematically sets aside 4.7 % ⁽³²⁾ of workers' and employers' social security contributions, which is topped up by an allocation of VAT receipts from the State budget.

Portugal receives substantial support from the European Union to help fund vocational education and training policies, in the form of ESF resources. These are earmarked for specific measures under the Operational Programmes that are included within Community Support Frameworks (CSF). During the 2000-2006 programming period for CSF III, ESF resources were particularly concentrated on the *Programa Operacional Educação* [Operational Programme for Education] and the *Programa Operacional Emprego, Formação e Desenvolvimento Social* [Operational Programme for Employment, Training and Social Development], with substantial support from this structural fund also being allocated to the *Programas Operacionais da Economia, Saúde e Agricultura* [Operational Programmes for the Economy, Health and Agriculture] and the *Programas Operacionais de Âmbito Regional* [Regional Operational Programmes].

The *Instituto de Gestão do Fundo Social Europeu* [Institute for Management of the European Social Fund – IGFSE] is the MTSS department responsible at national level for managing, coordinating and supervising activities supported by the ESF.

For training schemes supported under Operational Programmes within the Community Support Framework (CSF), funding from the OSS is of particular significance, since the latter

⁽³²⁾ Law no. 52 C/96 of 27 December.

is the source of public finance that guarantees the national contribution to vocational training schemes run by private bodies.

The State is the main provider of funding for initial vocational training (see Glossary) for unemployed people, with the financial support made available by the ESF being of particular importance. Financing continuing vocational training for employed people is considered to be the responsibility of employers, though the State may provide financial support and incentives.

10.2. Financing initial vocational education and training

Under the *Lei de Bases do Sistema Educativo* [Comprehensive Law on the Education System – LBSE], basic education is free. All costs associated with registration, attendance and certification are covered, and some pupils may be eligible for free use of school books and materials as well as for free food and accommodation, depending on the socioeconomic situation of their family. School transport is free for pupils attending basic education.

The initial vocational education and training offered within the education system is essentially funded from the ME's budget, though the ESF's contribution to the funding of certain measures is also significant.

Funding for technology courses comes from the ME's budget. Vocational courses are offered by the network of vocational schools – a system that has received strong support from the ESF within the framework of measures included in Operational Programmes. For the period 2000-2005, ESF financing totalled 195 million euro, corresponding to 57.5 % of total public expenditure of 339 million euro.

Most of the initial vocational education and training programmes offered by the MTSS are funded entirely from public funds, in the form of the allocation of resources from the OSS and ESF.

The apprenticeship system has also been supported by significant funding from the ESF. During the period 2000-2005, under the *Programa Operacional Emprego, Formação e Desenvolvimento Social* [Operational Programme for Employment, Training and Social Development], ESF funding for alternance training amounted to 286 million euro, corresponding to 62.5 % of total public expenditure of 457 million euro. National public financing is provided through the IEFPP – that is, from OSS resources.

10.3. Financing continuing vocational education and training for adults and adult education

Public financing for continuing vocational education and training continues to be amply supported by the ESF. It is focused on a series of measures intended to help the working population adapt to economic developments and to organisational and technological change, and to improve employability within a context of lifelong learning.

Under the MTSS, a significant role is played by the IEFP, whose training centres organise a substantial proportion of vocational training courses.

Over the period 2000-2005, continuing training for employed people provided by the MTSS and the ministries responsible for health, the economy, agriculture, public administration and local administration (not including the training of teachers and trainers) received ESF funding amounting to 517 million euro, corresponding to approximately 65 % of total public expenditure of 793 million euro. Over the same period, funding for courses for adults (*Acções Saber +*) was also guaranteed by ESF resources amounting to 4 million euro, or 75 % of total public financing for this scheme. Again for the same period, private financing provided by bodies benefiting from public support totalled 109 million euro.

As in the case of initial training systems, in systems supported by the ESF public financing comes either from the budget of the body concerned or from the OSS, depending on whether the system is public or private.

When continuing vocational education and training is organised by enterprises without the contribution of public aid, the enterprises themselves are entirely responsible for covering the cost of the training. Contrary to the practice in some EU countries, there is no tax charged for the purpose of financing vocational training. However, enterprises and workers contribute indirectly, since the OSS is a source of financing for vocational training (see Section 10.1).

10.4. Financing training for the unemployed and other groups at risk

Training for the unemployed and other groups at risk is subject to specific regulations⁽³³⁾; most measures aimed at these target groups are run by the IEFP and organised in partnership with local authorities, non-profit-making institutions in the private sector and other agencies (for example, organisations run by the social partners).

As in the case of the vocational education and training system, this type of training is usually financed by the ESF and from public funding drawn from the budgets of individual bodies or

⁽³³⁾ Regulatory Dispatch n.º 140/93 of 6 July.

the OSS, depending on whether the training offered is public or private. For the period 2000-2005, training for unemployed people (excluding the long-term unemployed) benefited from ESF financing amounting to 291 million euro, corresponding to 62.5 % of total public financing. ESF-financed measures to promote the social and occupational integration of disadvantaged groups ⁽³⁴⁾ received a total of 147 million euro from the ESF.

⁽³⁴⁾ Not including funding allocated to measures for people with disabilities. Examples include vocational training for disadvantaged groups (Dispatch n.° 2223/98 of 5 February) and special training (Regulatory Dispatch n.° 140/93 of 6 July).

11. The European and international dimension

11.1. National strategies related to EU policies, programmes and initiatives

The strategic objective set by the Lisbon Strategy to be reached by the year 2010 is that of turning the European Union into “*the most competitive and dynamic knowledge-based economy in the world, able of sustainable economic growth with more and better jobs and greater social cohesion*”. In this context, the aim of developing the vocational education and training system in Portugal is to contribute towards meeting these challenges and, at the same time, to take account of the priorities agreed since the Copenhagen Summit, particularly as regards the promotion of mutual trust, transparency and the recognition of skills and qualifications. These priorities were set with a view to increasing mobility and allowing greater access to lifelong learning. The strategies adopted under the *Iniciativa Novas Oportunidades* [New Opportunities Initiative] (see Chapter 2) focus on two priority target groups: young people and employed adults with few qualifications. The main lines of action concern (i) creating a supply structure in terms of providing people with skills and qualifications, (ii) providing dual certification courses (academic and vocational) and (iii) expanding and consolidating the system of *Reconhecimento, Validação e Certificação de Competências* [Recognition, Validation and Certification of Skills – RVCC] (see Section 8.3).

Portugal has played an active role in the processes launched at Community level, making contributions both to the European Qualifications Framework (EQF) and forming part of the Community working party on the European Credit system for Vocational Education and Training (ECVET).

The EQF, whose purpose is to help increase transparency and comparability between national systems and national qualification frameworks, was the subject of a public consultation process in late 2005. The results of this consultation in Portugal pointed to the great benefits that can be achieved by the EQF, as it can provide the impetus to overcome internal obstacles to the mobility of students and workers within national territory and so increase the potential for developing national human resources. It was also felt that, in order to benefit from implementation of the EQF, it was essential to establish coherent, coordinated policies. This leads to the creation of a National Qualifications System or Framework, which covers all types of qualifications emanating from the various sectors of activity and from (formal, non-formal and informal) education and training environments.

The public consultation process on the ECVET system, completed in March 2007, highlighted the qualitative nature of this system, which aims to promote recognition of learning outcomes (irrespective of whether that learning has been acquired in a formal, non-formal or informal context). In its ability to stimulate the active acquisition of vocational education and training, this system serves as a driving force for mobility. The consultation process provided an

excellent opportunity not only to publicise the ECVET with a view to its future implementation, but also to conduct a dialogue with actors in the vocational education and training systems on the outlook for the future development of these systems.

In the work currently being done to draw up the *Catálogo Nacional de Qualificações* [National Qualifications Catalogue], Portugal is taking account of European guidelines in both the EQF and ECVET (see Section 7.1).

11.2. The impact of Europeanisation and internationalisation in vocational education and training

The European and international dimension of education is present in the curricula of both basic and secondary education: both develop the values leading to a European awareness and the adoption of fundamental international values (such as tolerance, solidarity, respect of others, etc). Pupils must begin learning a foreign language in Cycle 1 of basic education and start learning a second foreign language in Cycle 3. In secondary education, pupils continue with at least one of the foreign languages studied during basic education. The same applies in all dual certification training schemes.

Cursos de Educação e Formação de Adultos [Education and Training Courses for Adults] include components such as Citizenship, whose purpose is to develop the skills people need to interact in national, European and international contexts (See Section 8.3).

More specifically, Portugal has taken part in the Comenius Programme (for those involved in pre-school and school education up to the end of secondary education), the Erasmus Programme (for those involved in tertiary education), the Leonardo Programme (for those involved in vocational education and training at non-tertiary level) and the Grundtvig Programme (for those involved in any form of adult education), as well as in other multidisciplinary programmes, such as Lingua and Minerva, whose purpose is to enhance European cooperation in the fields of vocational education and training and to promote multilateral partnerships, transnational mobility schemes and exchanges at Community level.

The recent creation of the *Agência Nacional para o Programa “Aprendizagem ao Longo da Vida”* [National Agency for the Lifelong Learning Programme] ⁽³⁵⁾ creates the conditions for establishing and increasing exchanges among the Member States. The Agency’s mandate includes helping to define policies and promote cooperation at European level in the field of lifelong learning, particularly in the context of the Lisbon Process and the Education and Training 2010 Work Programme, as well as the Bologna and Copenhagen processes and their successors.

⁽³⁵⁾ Resolution of the Council of Ministers no. 67/2007 of 9 May.

Europass, as a Community information document, has been the subject of major publicity in Portugal. The number of Europass documents in circulation rose significantly between 2001 and the beginning of 2005, when 1038 were issued.

As part of the European Mobility Strategy and with a view to attracting researchers to Europe and promote their mobility within the European Research Space, Portugal is part of the ERA-MORE network (European Network of Mobility Centres), with a national network of 15 Mobility Centres scattered around the country. A National Portal has also been set up⁽³⁶⁾, closely coordinated with the European Mobility Portal⁽³⁷⁾. These portals provide information on available grants and job opportunities in the sciences in Europe, while the network of Mobility Centres helps to welcome researchers and their families.

⁽³⁶⁾ www.astrolabium.pt

⁽³⁷⁾ <http://europa.eu.int/eracareers>

Annex 1 Abbreviations and acronyms

ANQ	<i>Agência Nacional para a Qualificação</i> , I.P. [National Qualifications Agency]
CAP	<i>Certificado de Aptidão Profissional / Certificado de Aptidão Pedagógica de Formador</i> [Certificate of Professional Aptitude or Certificate of Teaching Aptitude for trainers]
CET	<i>Cursos de Especialização Tecnológica</i> [Specialised Technology Courses]
CNQ	<i>Catálogo Nacional das Qualificações</i> [National Qualifications Catalogue]
CPCS	<i>Comissão Permanente de Concertação Social</i> [Standing Committee for Social Dialogue]
CSF	Community Support Framework
DGERT	<i>Direcção-Geral do Emprego e das Relações de Trabalho</i> [Directorate-General for Employment and Industrial Relations]
DGIDC	<i>Direcção-Geral de Inovação e do Desenvolvimento Curricular</i> [Directorate-General for Innovation and Curricular Development]
DRE	<i>Direcção Regional de Educação</i> [Regional Directorate for Education]
ECVET	European Credit System for Vocational Education and Training
ECTS	European Credit Transfer System
EFA	<i>Educação e formação de adultos</i> [Adult education and training]
EQF	European Qualifications Framework
ESF	European Social Fund
EU	European Union
GDP	Gross domestic product
IEFP	<i>Instituto do Emprego e Formação Profissional</i> , I.P. [Institute for Employment and Vocational Training]
IGFSE	<i>Instituto de Gestão do Fundo Social Europeu</i> [Institute for Management of the European Social Fund]
INE	<i>Instituto Nacional de Estatística</i> [National Statistics Institute]
I.P.	<i>Instituto Público</i> [Public Institute]

ISCED	International Standard Classification of Education
LBSE	<i>Lei de Bases do Sistema Educativo</i> [Comprehensive Law on the Education System]
MCTES	<i>Ministério da Ciência, Tecnologia e Ensino Superior</i> [Ministry of Science, Technology and Higher Education]
ME	<i>Ministério da Educação</i> [Ministry of Education]
MEI	<i>Ministério da Economia e da Inovação</i> [Ministry of the Economy and Innovation]
MTSS	<i>Ministério do Trabalho e da Solidariedade Social</i> [Ministry of Labour and Social Solidarity]
NATO	North Atlantic Treaty Organisation
OE	<i>Orçamento de Estado</i> [State budget]
OEFP	<i>Observatório do Emprego e Formação Profissional</i> [Employment and Vocational Training Observatory]
OSS	<i>Orçamento da Segurança Social</i> [Social Security budget]
PEOE	<i>Programa de Estímulo à Oferta de Emprego</i> [Programme to Promote Job Creation]
PNE	<i>Plano Nacional de Emprego</i> [National Action Plan for Employment]
QREN	<i>Quadro de Referência Estratégico Nacional 2007-2013</i> [National Strategic Reference Framework 2007-2013]
RVCC	<i>Reconhecimento, Validação e Certificação de Competências</i> [Recognition, Validation and Certification of Skills]
SME	Small and medium-sized enterprises
SNQ	<i>Sistema Nacional de Qualificações</i> [National Qualifications System]
SPO	<i>Serviço de Psicologia e Orientação</i> [Psychology and Guidance Service]
SRAP	<i>Sistema de Regulação de Acesso a Profissões</i> [System for the Regulation of Access to Occupations]
VAT	Value added tax

Annex 2 Glossary

Accreditation of training bodies: Official recognition of the technical and teaching ability of training bodies wishing to run training schemes leading to certificates. Accreditation is compulsory for bodies applying for public financial support.

Apprenticeship contract: Apprenticeship contract signed by a trainee or, where the trainee is a minor, by his or her legal representative, and a training body, under which the training body undertakes to provide the trainee with training and the trainee undertakes to accept training and perform all the activities involved. Practical training is provided in the workplace by a supporting body. An apprenticeship contract does not imply employment and terminates on completion of the training scheme to which it is attached.

Basic education: Level of education that begins at around age six and lasts for nine years. Its purpose is to provide all pupils with a general education that enables them to pursue their studies at a higher level or enter the labour market. It comprises three sequential cycles: Cycle 1 lasts four years, Cycle 2 two years, and Cycle 3 three years. It is universal, compulsory and free.

Certified training body: A body with legal status which has the technical and organisational capacity and resources to provide training, subject to official assessment and recognition in accordance with the quality standards set for this purpose.

Continuing training: Education and training undertaken after leaving the education system or after entry onto the labour market, which enables people to improve their occupational and social skills with a view to performing one or more occupational activities, keeping up to date with technological and organisational change, or enhancing their employability.

Direct-management vocational training centre: Local executive body coordinated by the IEFP's regional delegations, with representatives of the social partners on the advisory council. Its remit is to plan, prepare, implement, support and assess initial or continuing vocational training schemes.

Dual certification: Recognition of both the ability to perform one or more occupational activities and of academic ability, certified by a diploma.

Dual certification training module: A training unit that can lead to an independent certificate or form part of one or more of the training pathways listed in the *Catálogo Nacional de Qualificações* [National Qualifications Catalogue], thus enabling people to acquire certified skills.

Employment centre: Local executive body answerable to the IEFP's regional delegations, whose remit is to stimulate and promote activities leading to the appropriate organisation, management and functioning of the local employment market, with due account being taken of socio-economic conditions in the geographical area concerned.

Independent university schools or institutes: Autonomous tertiary education establishments constituting a single unit which are not part of a university or polytechnic.

Initial training: Certified education and training whose purpose is to enable people to acquire the knowledge, know-how, skills and abilities they need to begin performing one or more occupational activities.

Initial vocational training for unemployed people: Initial training that prepares an adult without qualifications to perform an occupational activity.

Joint-management vocational training centre: Training centres that are set up under agreements signed by the IEFP and the social partners (employers' associations, trade unions and professional associations) and are managed by a governing board, an administrative board, an auditing commission and a technical and educational board, with these bodies comprising representatives of the social partners and being chaired by a representative of the IEFP.

New Opportunities Centre (Centre for the recognition, validation and certification of skills): Organisational structure set up by a body accredited by the ANQ to implement the processes of recognising, validating and certifying skills acquired through informal and non-formal routes, with a view to providing adults with educational and/or vocational certification.

Qualification: Formal result of a process of assessment and validation conducted by a competent body and certifying the skills acquired by the student, in accordance with the standards set for this purpose.

Recognition, validation and certification of skills (RVCC): Process that provides adults over the age of 18 with recognition, validation and certification of the skills acquired through experience in various contexts during their life. The certification obtained under this system provides evidence of their personal, social and occupational skills and enables them to pursue their studies or training at a higher level.

Private and cooperative education: Education provided by a private body or cooperative and subject to inspection and approval by either the Ministry of Education or the Ministry of Science, Technology and Higher Education.

Secondary education: Level of education that comprises a single three-year cycle (Years 10, 11 and 12 of schooling) following on from basic education, and whose purpose is to provide pupils with more in-depth education and training that enables them to pursue their studies at a higher level (specialised technology courses or tertiary education courses) or enter the labour market.

Tertiary education: Level of education provided by universities and polytechnics and open to people holding a certificate of secondary education or equivalent and to those over the age of 23 who lack such a certificate but can provide evidence of their eligibility.

Training body: Public, private, social or cooperative body that provides vocational training

Training component: Combination of training content and/or activities forming the curriculum of a training course or scheme and organised in terms of objectives. Training components usually cover socio-cultural or general training, scientific and technological training, and practical training.

Vocational school: Any establishment, whether public, private or cooperative, that provides training leading to dual certification (academic and vocational) and has an agreement with the Ministry of Education.

Vocational training or vocational education and training: Training whose purpose is to provide people with skills with a view to performing one or more occupational activities.

Vocational training standards: These are part of the *Catálogo Nacional de Qualificações* [National Qualifications Catalogue] and are set for each occupational area.

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Annex 4 Main organisations

Ministries

Ministério do Trabalho e da Solidariedade Social
[Ministry of Labour and Social Solidarity]
Praça de Londres, 2
P-1049-056 Lisboa
Tel.: (351) 218 44 10 00
Fax: (351) 218 42 41 08
E-mail: gmtss@mtss.gov.pt
URL: <http://www.mtss.gov.pt/>

Ministério da Educação [Ministry of Education]
Avenida 5 Outubro, 107
P-1069-018 Lisboa
Tel.: (351) 217 81 18 00
Fax: (351) 217 81 18 35
E-mail: gme@me.gov.pt
URL: <http://www.min-edu.pt>

Ministério da Ciência, Tecnologia e do Ensino Superior [Ministry of Science, Technology and Higher Education]
Palácio das Laranjeiras
Estrada das Laranjeiras, 197-205
P-1649-018 Lisboa
Tel.: (351) 217 23 10 00
Fax: (351) 217 27 14 57
E-mail: mctes@mctes.gov.pt
URL: <http://www.mctes.pt/>

Government departments and public institutes

Agência Nacional para a Qualificação
[National Qualifications Agency]
Av. 24 de Julho, 138
P-1399-026 Lisboa
Tel.: (351) 213 94 37 00
Fax: (351) 213 94 37 99
E-mail: anq@anq.gov.pt
URL: <http://www.anq.gov.pt/>

Direcção-Geral do Emprego e das Relações de Trabalho [Directorate-General for Employment and Industrial Relations]
Praça de Londres, 2, 7º andar
P-1049-056 Lisboa
Tel.: (351) 218 44 10 30
Fax: (351) 218 44 14 25
E-mail: dgert@dgert.mtss.gov.pt
URL: <http://www.dgert.mtss.gov.pt/>

Direcção Geral do Ensino Superior
[Directorate-General for Higher Education]
Av. Duque D'Ávila, 137
P-1069-016 Lisboa
Tel.: (351) 213 12 60 00
Fax: (351) 213 12 60 01
E-mail: dges@dges.mctes.pt
URL: <http://www.dges.mctes.pt/>

Direcção-Geral de Inovação e de Desenvolvimento Curricular [Directorate-General for Innovation and Curricular Development]
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P-1399-025 Lisboa
Tel.: (351) 213 93 45 00
Fax: (351) 213 93 46 95
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URL: <http://www.dgidc.min-edu.pt/>

Gabinete de Estatística e Planeamento da Educação
[Educational Statistics and Planning Office]
Av. 24 de Julho, 134
P-1399-054 Lisboa
Tel.: (351) 213 94 92 00
Fax: (351) 213 95 76 10
E-mail: gepe@gepe.min-edu.pt
URL: <http://www.gepe.min-edu.pt/>

Gabinete de Estratégia e Planeamento
[Strategy and Planning Office]
Rua Castilho, 24
P-1250-069 Lisboa
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E-mail: gep@gep.mtss.gov.pt
URL: <http://www.gep.mtss.gov.pt/>

Gabinete de Planeamento, Estratégia, Avaliação e Relações Internacionais do Ministério da Ciência, Tecnologia e Ensino Superior [Ministry of Science, Technology and Higher Education's Office for Planning, Strategy, Assessment and International Relations]

Direcção de Serviços de Informação Estatística em Ensino Superior [Directorate of Statistical Information Services in Tertiary Education]

Rua Filipe Folque, nº 5 – 2º Dto.

P-1050-110 Lisboa

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Fax: (351) 213 51 51 61

URL: <http://www.estatisticas.gpeari.mctes.pt/>

Instituto de Gestão do Fundo Social Europeu [Institute for Management of the European Social Fund]

Rua Castilho, nº 5, 6º/7º/8º andar

P-1250-066 Lisboa

Tel.: (351) 213 59 16 00

Fax: (351) 213 59 16 01

E-mail: geral@igfse.pt

URL: <http://www.igfse.pt/>

Instituto do Emprego e Formação Profissional [Institute for Employment and Vocational Training]

Av. José Malhoa, 11

P-1099-018 Lisboa

Tel.: (351) 218 61 41 00

Fax: (351) 217 22 70 13

E-mail: iefp.info@iefp.pt

URL: <http://portal.iefp.pt>

Social partners

Confederação dos Agricultores de Portugal [Confederation of Portuguese Farmers]

Av. do Colégio Militar, Lote 1786

P-1549-012 Lisboa

Tel.: (351) 217 10 00 00

Fax: (351) 217 16 61 22

E-mail: cap@cap.pt

URL: <http://www.cap.iweb.pt/SAPPportal/>

Confederação do Comércio e Serviços de Portugal [Confederation of Portuguese Commerce and Services]

Av. Dom Vasco da Gama, 29

P-1449-032 Lisboa

Tel.: (351) 213 03 13 80

Fax: (351) 213 03 14 00/01

E-mail: ccp@ccp.pt

Confederação da Indústria Portuguesa [Confederation of Portuguese Industry]

Av. 5 de Outubro, 35, 1º

P-1069-193 Lisboa

Tel.: (351) 213 16 47 00

Fax: (351) 213 57 99 86

E-mail: geral@cip.org.pt

URL: <http://www.cap.iweb.pt/SAPPportal/>

Confederação Geral dos Trabalhadores Portugueses - Intersindical Nacional [General Confederation of Portuguese Workers- Inter-union]

Rua Victor Cordon, 1

P-1249-102 Lisboa

Tel.: (351) 213 23 65 00

Fax: (351) 213 23 66 95

E-mail: cgtp@cgtp.pt

URL: <http://www.cgtp.pt/index.php>

Confederação do Turismo Português [Confederation of Portuguese Tourism]

Palácio Pancas Palha - Travessa do Recolhimento de Lázaro Leitão, 1

P-1149-044 Lisboa

Tel.: (351) 218 11 09 30

Fax: (351) 218 11 09 39

E-mail: ctp@netcabo.pt

União Geral de Trabalhadores [General Worker's Union]

Rua Buenos Aires, 11

P-1249-067 Lisboa

Tel.: (351) 213 93 12 00

Fax: (351) 213 97 46 12

E-mail: ugt@mail.telepac.pt

URL: <http://www.ugt.pt/>

Other bodies and institutions

Conselho Nacional de Educação

[National Education Council]

Rua Florbela Espanca

P-1700-195 Lisboa

Tel.: (351) 217 93 52 45

Fax: (351) 217 97 90 93

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URL: <http://www.cnedu.pt/index.php?section=1>

Eurydice - Unidade Portuguesa [Portuguese Unit]

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Gabinete do Coordenador da Estratégia de Lisboa e do Plano Tecnológico [Office of the Coordinator of the Lisbon Strategy and the Technology Plan]

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[site=estrategiadelisboa](http://www.estrategiadelisboa.pt/default.aspx?site=estrategiadelisboa)

Gabinete do Coordenador do Quadro de Referência Estratégico Nacional [Office of the Coordinator of the National Strategic Reference Framework]

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URL: <http://www.qren.pt/index.php>

Instituto Nacional de Estatística

[National Statistics Institute]

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Observatório do Emprego e Formação Profissional

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Cedefop (European Centre for the Development of Vocational Training)

Vocational education and training in Portugal
Short Description

Maria da Conceição Afonso
Fernanda Ferreira

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Vocational education and training in Portugal

Short Description



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