

Portugal

Overview of the Vocational Education and Training System

2007

eKnowVet – Thematic Overviews

Title: Portugal. Overview of the Vocational Education and Training System in 2007

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Abstract:

This is an overview of the VET system in Portugal. Information is presented according to the following themes:

1. General policy context - framework for the knowledge society
2. Policy development - objectives, frameworks, mechanisms, priorities
3. Institutional framework - provision of learning opportunities
4. Initial vocational education and training
5. Continuing vocational education and training for adults
6. Training VET teachers and trainers
7. Skills and competence development and innovative pedagogy
8. Accumulating, transferring and validating learning
9. Guidance and counselling for learning, career and employment
10. Financing - investment in human resources
11. European and international dimensions, towards an open area of lifelong learning

This overview is part of a series produced for each EU Member State (plus Norway and Iceland). Each report is prepared by Cedefop's national network member (ReferNet) and is updated on an annual basis: the reference year of this report is, 2006. Later editions can be viewed from December 2008 onwards at: http://www.trainingvillage.gr/etv/Information_resources/NationalVet/ where more detailed thematic information on the VET systems of the EU can be found.

Keywords:

training system; training policy, initial training, continuing vocational training, training of trainers, skill development, vocational guidance, recognition of competences, validation of non formal learning; financing of training

Geographic term:

Portugal

THEMATIC OVERVIEWS



Portugal

01 - GENERAL POLICY CONTEXT - FRAMEWORK FOR THE KNOWLEDGE SOCIETY

0101 - POLITICAL AND SOCIO-CULTURAL/ECONOMIC CONTEXT

One of Europe's oldest nations, Portugal has existed as a State for more than eight centuries. It was a monarchy until the 1910 revolution, which led to the establishment of a republic. From 1926 onwards 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 is divided into five regions which, together with the autonomous regions, are divided administratively into 308 councils and more than 4000 parishes.

0102 - POPULATION AND DEMOGRAPHICS

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 sea. The Azores and Madeira are autonomous regions with their own political and administrative systems and organs of government.

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.

According to the INE data, the population by age groups in 2005 and projections for 2010, 2020 and 2030 presents the following distribution (see [Figure 1, attached](#)).

This is due to declining birth rates and an increase in life expectancy.

Like other European countries, Portugal is faced with an increasing population ageing. 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.

Immigration has helped to reduce the trend towards an ageing population. In 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 are also a significant number of citizens from other European countries, particularly UK, Spain, Germany and France.

0103 - ECONOMY AND LABOUR MARKET INDICATORS

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 attached](#)).

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 was 67.9 % in 2006, which was 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 1).

Table 1: 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 figures.

(:) Data not available.

Source: Eurostat. Employment, online database, 2007.

The rate of unemployment rose markedly over the same period but is still below the European average (see Table 2).

Table 2: 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.

According to Eurostat data, the past few years have seen Portugal losing significant ground by comparison with the EU-25 average as regards gross domestic product (GDP) per capita (see Table 3).

Table 3: Real rate of growth of GDP in Portugal and in 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 more favourable than they had been in previous years. Economic activity increased, driven by exports of goods and services. Labour market conditions are showing signs of improving, 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.

According to the report of the State Budget for 2007, the consolidated expenditure of the Ministry of Education (*ME*) amounts to EUR 5 841.6 million, accounting for 3.7% of GDP and 10.7% of Central Administration expenditure, thus representing a 4.2% fall by comparison with estimated budget execution for 2006. The consolidated expenditure of the Ministry of Science, Technology and Higher Education (*MCTES*) amounts to EUR 2 352.7 million, accounting for 1.5% of GDP and 4.3% of Central Administration expenditure, which represents a growth rate of 7, 9% by comparison with estimated budget execution for 2006.

0104 - EDUCATIONAL ATTAINMENT OF POPULATION

One of Portugal's recognised structural deficiencies by comparison with most of the EU-25 concerns the low levels of general education and vocational qualifications held by most people of working age (see Table 1). In fact, 72% of the population only attains the compulsory education of 9 years. These levels have, however, been rising over the past few decades thanks to the entry into the labour market of the younger population, which has been benefiting from the expansion of the education and training system and from the progressive expansion of education and training opportunities for adults.

Table 1: Population aged between 25 and 64 by highest level of education in Portugal and in EU-25, 2005 (in %)

| | ISCED LEVELS | ISCED LEVELS | ISCED LEVELS |
|--|---------------------|---------------------|---------------------|

| | 0-2 | | 3-4 | | 5-6 | |
|-----------------|-----------------|----|-----------------|----|-----------------|----|
| | TOTAL (1000) | % | TOTAL (1000) | % | TOTAL (1000) | % |
| EU-25 | 75 551 | 30 | 115 186 | 46 | 58 020 | 23 |
| PORTUGAL | 4 222 | 72 | 832 | 14 | 781 | 13 |

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, EU Labour Force Survey; on-line database, download date 22/11/2006.

The past few years have seen improvements in the Portuguese population's education levels and a reduction in school dropout rates (see Table 2).

Table 2: Early school leavers: percentage of the population aged 18-24 with at most lower secondary education and not in further education or training(1)

| | 2000 | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 |
|-----------------|----------|----------|------|----------|----------|------|----------|
| EU-25 | 17.3 (e) | 17.0 (e) | 16.6 | 16.2 (b) | 15.6 | 15.2 | 15.1 |
| PORTUGAL | 42.6 | 44.0 | 45.1 | 40.4 | 39.4 (b) | 38.6 | 39.2 (p) |

(1) ISCED 97, level 0, 1, 2, 3c short; respondents declared not having received any education or training in the four weeks preceding the survey Special values:

(e) Estimated value

(b) Break in series

(p) Provisional value

Source: Eurostat, EU Labour Force Survey; on-line database, download date 23/11/2006.

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 theme 2 on policy development).

02 - POLICY DEVELOPMENT - OBJECTIVES, FRAMEWORKS, MECHANISMS, PRIORITIES

0201 - OBJECTIVES AND PRIORITIES

Over the past thirty years, a considerable effort has been made to close the gap between Portugal and the European Union in terms of average standards of development, particularly as regards levels of education. There is, however, more to be done: the educational level of some 3.5 million people of working age is below

secondary education and some 485 000 young people (that is, 45 % of the total) aged between 18 and 24 are now working without having completed secondary education (Year 12 of school).

The Iniciativa 'Novas Oportunidades' ('New Opportunities' Initiative) [1], 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 by combating early school leaving and increasing the number of vocational training routes leading to dual certification of academic and vocational abilities, and

(ii) improving adult population's qualification levels offering a combination of education and training for adults and improving the processes for recognising, validating and certifying skills.

The initiative's specific objectives are, by the year 2010 to:

(i) increase the supply of secondary-level vocational courses to account for 50 % of training supply and provide places for 650 000 young people;

(ii) provide 1 000 000 people of working age with qualifications by recognising, validating and certifying their skills and providing 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).

The *Quadro de Referência Estratégico Nacional 2007-2013* (National Strategic Reference Framework - QREN) under the *Programa Operacional Temático Potencial Humano* (Operational Programme for Human Potential) allocates a total of nine thousand million euro, of which 70 % is to be spent on the "New Opportunities" Initiative.

In the area of tertiary education, the government has also set specific objectives for improving the advanced training of human resources in science and technology and in research and innovation. The aim is to create a solid qualification base, consolidate institutions, generate scientific employment, ensure the coordination of tertiary 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;
- research programmes;
- placements in national institutions for researchers permanently employed abroad;
- promote scientific and technological culture and employment in the sciences; also, implement programmes for the expansion of the social base of tertiary education and the promotion of international mobility.

The field of tertiary education is also a focal area for implementing and developing the Bologna Process, in which Portugal has been making significant progress. In the academic year 2006/07, some 38 % of courses available at study levels 1 and 2 complied with the rules introduced by the Bologna Process; in 2007/08, this figure should rise to around 88 %, and it is estimated that, by 2009/10, 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) [2], launched in 2001, which 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 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.

[1] <http://www.novasoportunidades.gov.pt>

[2] Decree-Law n.º 6/2001 of 18 January.

03 - INSTITUTIONAL FRAMEWORK - PROVISION OF LEARNING OPPORTUNITIES

0301 - LEGISLATIVE FRAMEWORK FOR VOCATIONAL EDUCATION AND TRAINING

In Portugal, the legislative framework governing vocational education and training is based on the *Lei de Bases do Sistema Educativo* (Law governing the Bases of the Education System – LBSE)[1], which established the general framework governing the entire system in 1986.

In 2001, the scope of the legal framework changed: guiding principles were established for the organisation and management of basic education curricula[2], and for the assessment of learning. This revision of the legislation governing basic education reflected one of the Government's strategic objectives, given that this level of education is seen as the beginning of lifelong education and training.

In 2004, under the reform of secondary education [2] (2004), guiding principles were established for the organisation and management of curricula and for the assessment and certification of courses at secondary education level.

With respect to tertiary education, the LBSE has undergone two changes[3]: the first clarifies issues concerning access to tertiary education, academic degrees and instruction, while the second adopts the European Credit Transfer System [4].

In 2007, Law n.º. 62/2007, of 10 September, established the legislative framework governing tertiary educational establishments, which regulated, namely: their constitution; responsibilities and organisation; their functioning and their bodies' competences; and in addition, their tutelage and public control by the State within their autonomy framework.

The legislative framework governing vocational education and training [5], in force since 1991, is now being completely revised. This revision was grounded on the *Acordo para a Reforma da Formação Profissional* (Agreement for Vocational Training Reform), signed by the Government and its social partners in March 2007.

The new regulatory framework, approved by the Government in October 2007, creates the *Sistema Nacional de Qualificações* (National Qualifications System – SNQ). Under a new institutional framework, this system brings together vocational training taking place in the educational system and vocational training taking place in the labour market, providing them with shared objectives and instruments.

The *Catálogo Nacional de Qualificações* (National Qualifications Catalogue – CNQ), acting as an instrument for the strategic management of qualifications and intended to

regulate all dual certification training, as well as the *Quadro Nacional de Qualificações* (National Qualifications Framework – QNQ), which will define the levels' structure in consideration of the European Qualifications Framework (EQF) are created under the SNQ.

The SNQ 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), created in 2001 [6].

[1]Law n.º 46/86 of 14 October.

[2]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 n.º 272/2007 of 26 July.

[3]Law n.º 115/97, of 19 September and Law n.º 49/2005 of 30 August.

[4]European Credit Transfer System (ECTS).

[5]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.

[6]Decree n.º 1082-A/2001, of 5 September.

0302 - INSTITUTIONAL FRAMEWORK: IVET

ROLE OF INSTITUTIONS IN INITIAL EDUCATION AND VOCATIONAL TRAINING

EUROPEAN UNION

Portugal takes part in the several European processes which intend to contribute to the improvement of education and vocational training systems and develops its politics in reply to the challenges posed to Member-States as regards initial education and vocational training since the Lisbon Strategy.

CENTRAL GOVERNMENT

The education and training system 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, although subordinated to the main national guidelines.

The *Ministério do Trabalho e da Solidariedade Social* (Ministry of Labour and Social Solidarity – MTSS) is responsible, namely, 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.

Under this Ministry, the *Direcção-Geral do Emprego e das Relações de Trabalho* (Directorate-General for Employment and Industrial Relations – DGERT) is responsible for the preparation of political, legislative and regulatory measures as regards employment and vocational training, for the participation in the definition of development strategies for the appliance of such politics in the national and European context and also for the definition of criteria, quality evaluation and certification of training bodies.

The *Instituto do Emprego e Formação Profissional* (Institute for Employment and Vocational Training - IEFP) is the national public employment service responsible for implementing active employment policies, particularly those relating to vocational training.

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 is the *Secretaria Regional de Educação* (Regional Secretariat for Education).

The *Ministério da Educação* (Ministry of Education - ME) is responsible for the definition, coordination, implementation and assessment of the national policy as regards the educational system, specifically in terms of pre-primary education, basic education, secondary education and adult education. With regard to national policies for the promotion of qualification levels, the Ministry of Education is responsible for the coordination and integration of the national education and national vocational training

policies. The ME's tasks are performed by central, regional and local services, with the support of advisory bodies whose members include the social partners.

Under this Ministry, the *Direcção-Geral de Inovação e do Desenvolvimento Curricular* (Directorate-General for Curriculum Innovation and Development – DGIDC) gives support to the definition of policies concerning teaching methods and components and ensures the implementation of those policies by defining study plans, objectives and essential curricular content.

The *Agência Nacional para a Qualificação* (National Qualifications Agency – ANQ) is a body that is answerable to both the MTSS and the ME. 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.

National policy regarding science, technology and tertiary education, and regarding the information society, comes under the aegis of the *Ministério da Ciência, Tecnologia e Ensino Superior* (Ministry of Science, Technology and Tertiary Education – MCTES), whose mission 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 educational establishments.

REGIONAL BODIES

The IEFP, in the scope of MTSS, 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.

The five *Direcções Regionais de Educação* (Regional Directorates for Education – DRE) under the ME are responsible for, in particular, coordinating and supporting the organisation and running of schools and the management of associated human and material resources; participating in the planning of the school network; and cooperating with other services and bodies in joint activities concerning vocational education and training. At local level, the ME's 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 education administration.

SOCIAL PARTNERS

The LBSE allows and institutionalises the social partners' participation in vocational education and training.

The social partners participate in advisory and social coordination bodies (tripartite composition): 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 Council) and also have a seat in 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, another example of their role lies in the training provided 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* (Committee for Social Cooperation – 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 Employment Plan – PNE) are being pursued and applied in this way.

DIFFERENT TYPES OF ACTORS WITHIN INITIAL VOCATIONAL EDUCATION AND TRAINING

In this context, the following institutions have a role in the initial education and training:

- Educational establishments in the public network;
- Private and cooperative educational establishments;
- Educational establishments for Arts teaching;
- Professional schools;
- Technological schools;
- Vocational training and rehabilitation centers;
- Accredited training organisations;
- Public, private or cooperative tertiary educational institutions.

0303 - INSTITUTIONAL FRAMEWORK: CVET

ROLE OF INSTITUTIONS IN CONTINUING EDUCATION AND TRAINING

Continuing education and training is also centrally administered regarding the definition of major policy lines and curricular, teaching and financial guidelines. Likewise, the Autonomous Regions of Azores and Madeira have their own assignments, although they are subordinated to the main national guidelines.

DIFFERENT TYPES OF ACTORS IN CONTINUING EDUCATION AND VOCATIONAL TRAINING

Regarding adult education and training, the following training organisations are to be considered:

- professional schools and other organisations providing training for trainees and scholarship-holders;
- business, professional or labour organisations;
- non-profit organisations, provided training is included in their social mission;
- enterprises or business organisations, provided they develop training actions for the labour market and the respective training centers are accredited;
- public and private organizations which promote the creation of New Opportunity Centers at intermunicipal level;
- public and private organisations promoting EFA courses, provided they are accredited by the competent authorities;
- The *Universidade Aberta* (The Open University of Lisbon), an institution providing remote training for teachers of basic and secondary education.

Regarding dual certification courses, these can be held at basic and secondary educational establishments; training and professional rehabilitation centres; new opportunities centres and accredited training organisations; tertiary educational establishments under the terms of specific applicable legislation.

04 - INITIAL VOCATIONAL EDUCATION AND TRAINING

0401 - BACKGROUND TO THE IVET SYSTEM AND DIAGRAM

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 [1].

The system comprises pre-primary, basic, secondary, post-secondary non-tertiary, and tertiary education (see [figure attached](#)).

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. 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 scientific-humanistic courses 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 [2], 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) [3]. 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 Framework - QNQ) will define the new national qualification levels, in accordance with the *Quadro Europeu das Qualificações* (European Qualifications Framework - EQF).

[1] [1] Law n.º 46/86 of 14 October (LBSE, Lei de Bases do Sistema Educativo – Law governing the foundations of the education system).

[2] Decree-Law n.º 74/2006 of 24 March.

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

0402 - IVET AT LOWER SECONDARY LEVEL

At the initial education and training level, the third cycle of basic education can be obtained via the following training offers, which confer dual certification (education and vocational) and allow the pursuance of further studies:

- Education and training courses;
- Apprenticeship courses.

Education and training courses are addressed to young people aged 15 or over and have the following structure:

| TRAINING PATHWAYS | QUALIFICATION REQUIREMENTS | TRAINING COMPONENTS | HOURS (MINIMUM) | MINIMUM DURATION (HOURS) | EDUCATIONAL AND VOCATIONAL CERTIFICATION |
|-------------------|----------------------------|---------------------|-----------------|--------------------------|--|
|-------------------|----------------------------|---------------------|-----------------|--------------------------|--|

| | | | | | |
|----------------|--|---|--------------------------|----------------------------|--|
| TYPE 2* | Conclusion of Year 6 or 7, or attendance of Year 8 | Sociocultural Scientific Technological Practical** | 798 333 768 210 | 2109 (Two-year pathway) | Year 9 Vocational qualification of level 2 |
| TYPE 3* | Conclusion of Year 8 or attendance of Year 9 | Sociocultural Scientific Technological Practical** | 192 66 732 210 | 1200 (One-year pathway) | Year 9 Vocational qualification of level 2 |

* This pathway is also allowed to young people aged under 15 via an authorization of the competence Education Regional Director.

** Practical component includes workplace traineeship.

The courses of the third cycle of basic education developed under the apprenticeship system are presented in *section 0404*.

0403 - IVET AT UPPER SECONDARY EDUCATION (SCHOOL-BASED AND ALTERNANCE)

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 in two ways: to prepare them for entry to the labour market or to prepare them to continue their studies.

Training on offer by courses leading to vocational qualifications confers dual certification (educational and vocational), it is addressed to young people aged 15 or over who have concluded the basic education cycle, and lasts for three academic years.

CURSOS PROFISSIONAIS (VOCATIONAL COURSES)

Vocational courses provide a broad range of secondary-level training, distributed by 39 training areas, which main purpose is 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.

Vocational courses are organised into modules of varying length, which can be combined in different ways and cover three components: sociocultural, scientific and technical. The sociocultural component is common to all courses and aims to contribute to the construction of the personal, social and cultural identity of young people. The scientific component is common to all courses of the same training area and seeks the acquisition and development of a set of basic knowledge and competences within the respective course. The technical component varies from course to course and is intended to endow trainees with practical competences which may enable the development of the necessary skills for the carrying out of a profession. These can be developed under the form of simulation practices within training, or of real practices within workplace. 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.

Training components are distributed according to table 1.

| Table 1. Distribution of training components | |
|--|--------------------|
| TRAINING COMPONENTS | TOTAL HOURS |
| | |

| | |
|--|-----------------|
| Sociocultural | 1000h |
| Scientific | 500h |
| Technical (includes workplace training) | 1600h (420h) |
| Total hour charge / Course | 3100h |

At the end of the course, students must develop and present a project, designated as *Prova de Aptidão Profissional* (Vocational Ability Exam), in which skills and knowledge developed throughout training are to be demonstrated.

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.

CURSOS DE EDUCAÇÃO E FORMAÇÃO (EDUCATION AND TRAINING COURSES)

In initial training leading to qualifications, education and training courses [\[1\]](#) 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 and flexible form of training, intended to complement other forms of training and ensure a continuum of structured training in sequential stages, allowing people to gradually acquire higher levels of qualification.

In educational establishments under the Ministry of Education, training on offer is divided in 27 training fields. There are other courses run at vocational training centres under the Institute for Employment and Vocational Training and other accredited training organisations.

Each course corresponds to an education/training stage from Type 4 to Type 7, (see table 2), whose access is related to the educational and vocational qualifications level previously attained.

Participants go through qualification pathways designed according to their own interests and needs and in relation to their personal projects, having followed an identification/valorisation of the previously acquired skills, via formal or informal means.

These courses comprise the following training components:

- **Sociocultural:** constituted by fields of knowledge with a view to providing skills, attitudes and knowledge acquisition, concerning: an approach to the world of employment and enterprises; awareness of citizenship and environment matters; health, hygiene and safety at work.
- **Scientific:** constituted by fields of knowledge which aim to provide the acquisition of skills within applied sciences, the basis for the component of Technological Training. Fields of knowledge within this training component are selected according to the exit profile in question and within the framework of the training field where it is included.
- **Technological:** organised according to the skills to be acquired concerning desired vocational qualification, and considering the diversity of publics and contexts. It is structured around qualification pathways divided into training units, with a view to the acquisition of skills within the field of information technologies or specific technologies of the vocational area.

- Practical: structured in an individual plan or activity itinerary to be developed in the workplace, in the form of a traineeship under the supervision of a training facilitator, with a view to the acquisition and development of technical, social, organizational and career management skills relevant in terms of vocational qualification, placement in the world of employment and training throughout life.

Table 2. IVET training pathways at upper secondary education

| TRAINING PATHWAYS | ENTRY REQUIREMENTS | TRAINING COMPONENTS | HOURS (MINIMUM) | MINIMUM DURATION (HOURS) | EDUCATIONAL AND VOCATIONAL CERTIFICATION |
|---------------------------------------|---|---|---------------------------|----------------------------|--|
| TYPE 4 | Holders of Year 9 completion certificate, or with attendance of secondary level with one or more retentions | Sociocultural Scientific Technological Practical | 192 90 738 210 | 1230 (One-year pathway) | Education qualification certificate Vocational qualification of level 2 |
| COMPLEMENTARY TRAINING COURSES | Holders of a type 2 or type 3 course, or a course of initial qualification of level 2 and the Year 9 completion who intend to pursue training | Sociocultural Scientific Technological Practical | 390 180 240 210 | 1020 (One-year pathway) | Education qualification certificate |
| TYPE 5 | Year 10 of secondary education certificate or equivalent, or unsuccessful Year 11 attendance, or holder of a pathway type 4, or completion of Year 10 <i>profissionalizante</i> (on vocational training), or course of initial qualification of level 2 with complementary education course | Sociocultural Scientific Technological Practical | 450 180 1232 210 | 2276 (Two-year pathway) | Secondary education (Year 12) Vocational qualification of level 3 |

| | | | | | |
|---------------|--|---|--------------------------|----------------------------|--|
| TYPE 6 | Year 11 of secondary education certificate or equivalent, or unsuccessful attendance of Year 12 | Sociocultural Scientific Technological Practical | 195 180 840 210 | 1380 (One-year pathway) | Secondary education (Year 12) Vocational qualification of level 3 |
| TYPE 7 | Holders of Year 12 certificate of a scientific-humanistic course or a secondary level equivalent pertaining to the same training field | Sociocultural Scientific Technological Practical | 105 - 840 210 | 1155 (One-year pathway) | Vocational qualification of level 3 |

Each training cycle's completion allows students to pursue further studies in the subsequent level. The completion of a Type 5, 6 or 7 allows the pursuance of studies in a Technological Specialisation Course, or similar field of studies, or in a tertiary level course, provided the requirements of the regulation for tertiary education access are fulfilled.

The attendance of a course, even without successful completion, may be credited at the request of the person through curriculum analysis with a view to studies pursuance.

CURSOS ARTÍSTICOS ESPECIALIZADOS (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.

The field of visual arts comprises three courses: Communication design; Product design and Artistic production; the audiovisual field includes the Audiovisual Communication Course.

These courses comprise the following training components:

- General, which aims to contribute to the construction of the personal, social and cultural identity of young people;
- Scientific, whose main objective is the acquisition and development of a set of basic knowledge and skills within the respective course;
- Technical-artistic, whose main objective is the acquisition and development of a set of basic knowledge and skills within the respective course, and which include specific forms of learning in the workplace.

Workplace training occurs preferentially within a workplace, ateliers, enterprise or other organisation, under the form of work experiences, punctual tasks or traineeships. Workplace training can also assume the form of a simulated set of professional activities considered relevant to the course's exit profile, to be developed under conditions similar to those of a true workplace, and is included in the subject Project and Technologies.

In the Specialised artistic courses, evaluation procedures comprise two modalities: the formative (of a qualitative nature, undertaken throughout the school year) and the summative (of a quantitative nature, carried out at the end of school periods).

At Year 12, students have to undergo an artistic skills exam. This exam consists of the defence, before a jury, of a project, under the form of a product in which the know-how and technical-artistic skills acquired throughout training are demonstrated. This product will be accompanied of a final report which shall contain, among other aspects, a critical analysis of the project's execution.

CURSOS TECNOLÓGICOS (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.

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 traineeship (workplace training). 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.

At the end of the course, the *Prova de Aptidão Tecnológica* (Technological Ability Exam) consists of the defence, before a jury, of a product in the form of an object, written production or production of other nature, along with the respective execution report, both denoting the vocational apprenticeship acquired by the student.

These courses are offered by the public schools network of the Ministry of Education. Successful completion leads to a secondary education certificate and a vocational certification of level 3.

CURSOS TECNOLÓGICOS E ARTÍSTICOS ESPECIALIZADOS DO ENSINO DE ADULTOS (SPECIALISED ART AND TECHNOLOGY COURSES FOR ADULT TRAINING)

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.

Courses are organised by subjects, in a module system, within three academic years and may be attended according to the following modalities:

- **presential attendance, with continuing evaluation.** Here, students will be included in a class and is subject to the duty of attendance.
- **non-presential attendance.** Students have to undergo evaluation exams in the proper period. This modality enables a more autonomous apprenticeship.

Evaluation depends on the chosen attendance modality:

| PRESENTIAL MODALITY | NON-PRESENTIAL MODALITY |
|---|---|
| <ul style="list-style-type: none"> - Module organisation by subject/year of education; - Trimonthly accumulation; | <ul style="list-style-type: none"> - Compulsory sequential accumulation; - Exams by modules or set of |

| | |
|---|----------------|
| - Possible non-sequential accumulation; - Recourse evaluation for the accumulation of delayed modules. | three modules. |
| - <i>Prova de Aptidão Tecnológica</i> (Technological Skills Exam - PAT) – Technology courses. | |
| - <i>Prova de Aptidão Artística</i> (Artistic Skills Exam - PAA) – Specialized artistic courses. | |

In Year 12 of Technology courses, students have to undergo a technological skills exam. This exam consists of the defence, before a jury, of a product in the form of an object, written production or production of other nature, along with the respective final report, both denoting the vocational apprenticeship acquired throughout training.

In the Specialised Artistic Courses, in Year 12, students must undergo an artistic skills exam. This consists of the defence, before a jury, of a project, under the form of a product in which the know-how and technical-artistic skills acquired throughout training are demonstrated. This product will be accompanied of a final report which shall contain, among other aspects, a critical analysis of the project's execution (main difficulties and obstacles and ways to overcome them).

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 the respective application rules. These courses are provided by the network of State schools run by the Ministry of Education.

OTHER TRAINING OFFERS

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 also enable people to pursue their studies, mainly in the form of post-secondary courses in specialised technology or tertiary education at a polytechnic school.

EVOLUTION OF VOCATIONAL TRAINING ON OFFER

In 2004, according to data from Eurostat, the percentage of students registered in programmes leading to vocational qualification amounted to 9,1%, against 90,9% students registered in general programmes. However, during the last three academic years, the relative weight between general and vocational qualification programmes has diminished due to the reinforcement of training on offer leading to dual certification (educational and vocational), particularly in the vocational courses, as shown in the [Figure attached](#).

These results are due to the Government's engagement in the previously referred New Opportunities Initiative (see 0201), which set the objective of creating more vacancies in the vocational training routes. These new vacancies shall represent half of the total vacancies at secondary level by 2010.

[1] Created by Joint Dispatch n.º 453/2004, of 27 July, issued by the Ministries of Education, Social Security and Labour.

0404 - APPRENTICESHIP TRAINING

Courses under the *Sistema de aprendizagem* (apprenticeship system) [1] – 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 – IEFP). 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.

Apprenticeship courses also allow students to pursue further studies.

Apprenticeships cover 14 fields of employment: management/administration, secretarial and administrative work; commerce; fisheries; ceramics; finance, banking and insurance; textiles, 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 established between the training organisation (the coordinator organisation and the one providing support to alternation between work and training periods) and the trainee. This contract lays down the rights and duties of both parties based on relevant legislation.

This contract is ruled by the following clauses: contract object; place of training; training schedule, evaluation and certification criteria; rights and duties of trainee; rights and duties of training organisation and organisation providing support to alternation; agreement duration; contract cessation; sanctions; regulations; funding; applicable legislation. This contract does not generate a subordinated working relationship and ends upon the completion of the course or training action for which it was celebrated.

Apprenticeship courses have a varying length according to their typology and include the following training components: socio-cultural, scientific-technological and practical (the latter being performed in the workplace and accounting for at least 30% of total course length). The practical component is accompanied by a training facilitator appointed by the organisation responsible for workplace training.

Table 1. Courses typology of apprenticeship training

| ENTRY REQUIREMENTS | COURSES TYPOLOGY | | CERTIFICATION |
|------------------------------|------------------------|------------------|---|
| | DESIGNATION | DURATION (HOURS) | |
| 2nd cycle of basic education | Apprenticeship level 2 | 3000 to 3600 | 3rd cycle of basic education Vocational qualification of level 2 |
| 3rd cycle of basic education | Apprenticeship level 2 | 1500 to 1800 | Vocational qualification of level 2 |

| | | | |
|-------------------------------|------------------------|--------------|--|
| 3rd cycle of basic education | Apprenticeship level 3 | 4000 to 4500 | Secondary education (Year 12) Vocational qualification of level 3 |
| Secondary education (Year 12) | Apprenticeship level 3 | 1800 | Vocational qualification of level 3 |

Trainees evaluation is continuous and formative, supported by the systematic appreciation of the activities developed by the trainee within the work experience. The results are formalized at intermediate and final evaluation training period (year) with a summative character.

Throughout the development of the practical workplace training component, technical-pedagogical support, as well as trainee evaluation, will be ensured by a training facilitator of the organisation providing support to alternation, who will work in collaboration with the action's coordinator, designated by the coordinator organisation.

The facilitator's appreciation is based on seven criteria: work quality; rigour and skilfulness; working rhythm; application of safety norms; attendance and punctuality; initiative and ability to develop social relationships.

Apprenticeship routes are completed with a *Prova de Avaliação Final* (Final Evaluation Exam), an evaluation of vocational performance consisting of one or more practical works defined according to the activities of the addressed profile.

[1] Decree-Law n.º 205/96, of 25 October.

0405 - OTHER YOUTH PROGRAMMES AND ALTERNATIVE PATHWAYS

Some programmes are specifically addressed to young people and oriented to vocational traineeships and complementary training. These are promoted by the Ministry of Economy and Innovation in collaboration with other organisations, namely the IEFP.

The following should be pointed out:

- *INOV-JOVEM* – Young staff lists for the innovation of SME. This programme aims to promote vocational traineeships, supporting youth integration in small and medium enterprises.

Furthermore, it to enable young people with a tertiary qualification access to vocational workplace traineeships which facilitate and promote youth socio-professional skills and integration in active life.

The programme includes Vocational Traineeships, with technical and financial backup for the implementation of traineeships in SME; and Training and Traineeships in SME, with technical and financial support to training projects of a practical nature involving vocational traineeship, specialised training facilitation and classroom training.

- *PRIME JOVEM* – Supportive system addressed to young businessman, part of a wider programme which provides support to the small and medium enterprises. This system beneficiates from specific support to investments in vocational training, via individual training projects or training dynamisation programs within thematically driven competitions for management training addressed to young businessman.

It aims to stimulate entrepreneurship and take advantage of the dynamism, skills and competences of younger generations: take a chance at new ideas; create new products; develop new services; promote new trades.

- *Inov Contacto* – International traineeships for young staff. It aims to train young staff in the international trade field through the effective integration in foreign markets and fulfil deficiencies of specialized staff in the exportation and enterprise internationalisation areas via the acquisition of the necessary skills.

The preferential specific education and training fields are: new technologies; engineering; applied mathematics; economy and management.

0406 - VOCATIONAL EDUCATION AND TRAINING AT POST-SECONDARY (NON TERTIARY) LEVEL

Cursos de especialização tecnológica (Specialised technology courses – CET) provide post-secondary, non-tertiary vocational education and training and last for 18 months. These training courses are addressed to young people aged 18 or over:

- who have completed successfully a secondary-education course or recognized equivalent (for example, apprenticeship courses or vocational courses);
- 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;
- who have a Level 3 vocational qualification;
- who hold a diploma in specialised technology or a tertiary education degree or diploma and wish to be qualified in another area.

CETs in tertiary education establishments are also open to people aged 23 or over who obtain the skills and abilities they need to be eligible for the course in question.

Training pathways vary according to projects' characteristics and participants' profiles and give emphasis to a notoriously vocational content where the general, scientific technological and workplace training components are included.

The general and scientific training component seeks among others to develop attitudes and behaviours suitable to high qualification level professionals; to enhance adaptation to the world of employment and enterprise; and to improve the knowledge on the scientific fields which are the basis of the technologies suitable to the training field in question.

The technological training component comprises practical activities related to the technology field and the solution of problems under the scope of professional performance.

The total weight of the general, scientific and technological training components amounts to nearly 53% of the course's total length.

The workplace training component seeks to apply knowledge and acquired know-how to the practical activities within the respective vocational profile, as well as to perform activities under orientation, by means of techniques, equipment and materials included in the production of goods or rendering of services. The weight of this training component corresponds to nearly 32% of total course length and is developed in partnership – the training organisation is responsible for the celebration of protocols, agreements or other partnership possibilities concerning enterprises, other employing organisations, or business or socio-professional organisations which best fit the specificities of a given training field.

The CETs subject content also establishes that 15% of the total course length should be dedicated to studying hours.

The assessment system embraces formative evaluation upon every component with a systematic and continuous nature, as well as summative evaluation, relying on a scale from 0 to 20.

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 competition [1]. Each tertiary education establishment is responsible for defining which CETs give access to a particular course. Training received through CETs grants 60 to 90 credit units (ECTS) that can be transferred to the tertiary education course to which the CET gives access.

CET is spread throughout the whole country and can be provided by public, private or cooperative education establishments with autonomy or pedagogical parallelism which hold secondary level education courses; public, private or cooperative education establishments; vocational training centres belonging to the network under IEFP of directed or participated management; technology schools; other training organizations accredited by the MTSS.

[1]Decree-Law n.º 393-B/99, of 2 October.

0407 - VOCATIONAL EDUCATION AND TRAINING AT TERTIARY LEVEL

Tertiary education, under the current LBSE framework, 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, n.º 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. n.º 4).

Between 1997-1998 and 2004-2005, the number of graduates from tertiary institutions was constantly superior to those graduating from polytechnic institutions, although this disparity is decreasing recently. In 2004-2005, 52% of the total graduates come from the tertiary level and the remaining 48% from polytechnic education.

VET at tertiary level covers the following fields of study:

- Teacher Training and Educational Sciences;
- Arts, Humanities;
- Social and Behavioural Sciences, Information e Journalism;
- Business Sciences, Law;
- Sciences;
- Engineering, Architecture and Civil Construction;
- Agriculture, Forestry e Fisheries, Veterinary Sciences;
- Health, Social Services;
- Service Sector.

The admission in each education establishment and tertiary course is subject to quantitative restrictions, which are directly dependent on the number of annual fixed vacancies set according to legal normatives.

The admission vacancies for each public tertiary education establishment/course exclusively under the Ministry of Science, Technology and Higher Education (*MCTES*) are set and reported to the *MCTES* annually by the competent bodies within the institutions and shall be duly justified.

In the case of education establishments subject to a dual tutelage, vacancies are to be set by the tutelage ministries. With regard to private and cooperative tertiary education, the fixation of the number of vacancies is due to the *MCTES*, under proposal of the competent bodies of higher education institutions.

To attend tertiary education candidates have to give an exam. The accomplishment of prerequisites can be added whenever tertiary education establishments consider it relevant to demonstrate physical, functional or vocational skills in order to assess access possibilities.

Students to apply for tertiary courses may meet the following conditions:

- a. have a diploma of secondary-education course or recognised equivalent;
- b. have undergone secondary-education national examinations on the disciplines required to admission for each pair of education establishment/course, or examinations intended for that purpose, and who have obtained the minimum score established under law;
- c. meet the prerequisites (if any) defined for the education establishment/course to which they have applied;
- d. who have an application score equal or superior to the minimum fixed mark.

The recently created training on offer, after the publication of Decree-Law n^o. 74/2006, of 24 March, which has approved the legal framework of tertiary education diploma degrees, allows flexibility through the adoption of curricula with alternative training routes.

According to this Decree-Law, in polytechnic education the cycle of studies leading to the graduate degree has 180 credit units and an average length of six semesters. In tertiary education, the cycle of studies leading to the graduate degree has 180 to 240 credit units and an average length of six to eight semesters.

Thus, tertiary education, which encompasses two semesters, is undergone at a full-time regime, from 36 to 40 weeks, and has a length varying between 1500 and 1680 hours. The number of credit units corresponding to a full-time work year is 60 ECTS.

The graduate (1st cycle) and master (2nd cycle) degrees can be granted either by tertiary education establishments, or by polytechnic education establishments. The PhD degree is exclusively granted by tertiary institutions.

With respect to the curriculum, 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 coordinated, with mutual recognition of the value of the training and skills acquired in each unit and a system of credits based on analysis of study plans.

05 - CONTINUING VOCATIONAL EDUCATION AND TRAINING FOR ADULTS

0501 - BACKGROUND INFORMATION ON CONTINUING VOCATIONAL EDUCATION AND TRAINING

In 2005, with the aim of raising basic qualification levels of adult population, the Portuguese Government launched the New Opportunities Initiative (*see theme 0201*). Among other aspects, this initiative facilitates, with a special interest in terms of continuing vocational training, the recognition, validation and certification of acquired skills (which shall constitute the 'entry door' to adult vocational training). It also promotes vocational training intended for adults who have no qualifications or whose qualifications are inadequate for integration in the labour market.

During the current year, within the scope of the Agreement for Vocational Training Reform signed by the Government and its social partners, the *Sistema Nacional de Qualificações* (National Qualifications System – SNQ) has been created. This system, which adopts the principles consecrated in the aforementioned agreement, proceeds to the restructuring of vocational training within the educational system as well as within the labour market, thus creating common goals and mechanisms under a renewed institutional framework.

The aims of this system are, namely:

- To promote the expansion of the secondary educational level as the minimum qualification among population;
- To raise the basic vocational training of active population, enabling their educational and vocational development;

- To constitute a relevant offer concerning initial and continuing vocational training, adjusted to the needs of enterprises and of the labour market in terms of the present and emerging needs of enterprises and the economical sectors;
- To promote a varied training offer in the context of the promotion of lifelong learning, leading to qualifications based on competences;
- To reinforce and consolidate the process of recognition, validation and certification of competences.

In order to allow that skills acquired either through education, training or life experience are equally employable in the same professional activities and confer the same academic skills, it is necessary to create a standard, based on which it is possible to validate their equivalence. The *Catálogo Nacional de Qualificações* (National Qualification Catalogue - CNQ) [1] contains a set of standard guidelines, which are essential for the competitiveness and modernisation of economy and for the personal and social development of individuals, enabling that training solutions are thus rightly adjusted to the needs of enterprises and of the labour market.

CNQ constitutes an instrument of strategical management of non-tertiary qualifications through the structuring of training offers based on its references, and to which public financing to vocational training is intended as a priority.

CNQ's objectives are, namely:

- To promote the production of qualifications and critical competences for the competitiveness and modernisation of economy and for the personal and social development of the individual;
- To contribute to the development of an intelligible and flexible table of qualifications which favours the comparability of qualifications at the national and international level;
- To promote flexibility in the achievement of qualifications and in the creation of an individual lifelong learning route;
- d) To facilitate the recognition of qualifications regardless of access routes;
- To contribute to the promotion of quality within the National Qualifications System;
- To improve the efficacy of public financing to vocational training;
- To contribute to information and orientation in terms of qualifications.

CNQ comprises vocational training references organised in short-duration accumulating units, which allow the autonomous certification of skills and thus permit diversity and flexibility within the continuing vocational training on offer.

SNQ's functioning is ensured by:

- The *Conselho Nacional da Formação Profissional* (National Council for Vocational Training – CNFP), which is an advisory body of the Government in terms of the conception, formulation and support of the qualification policies for the Portuguese population, within the framework of the SNQ. The Council approves the elements which constitute the CNQ.
- The *Conselhos Sectoriais para a Qualificação* (Sectoral Councils for Qualification – CSQ), which identify the areas in which the CNQ needs to be updated and cooperate with ANQ in the works leading to such an updating process. The CNQ may include, among others, experts appointed by the ministry under which tutelage the respective activity sector is included, by employees and employers organisations representative of the corresponding activity sectors, reference enterprises, training bodies with a higher sectoral or regional specialisation and independent experts.

- The *Agência Nacional para a Qualificação* (National Agency for Qualification - ANQ), which, with CSQ's support, conceives and updates the CNQ, whose approval is due to the CNFP. Such work comprises qualification references, which are directed to vocational training and to the recognition of acquired skills for certification purposes, via the mobilisation and cooperation with the scientific community, the business world and other institutions, structures and educational and vocational training services, in order to ensure the relevance of these references in view of the needs of enterprises and economy.

Social partners participate in the coordination of SNQ through their participation in CNFP, in the General Council of ANQ and in the commission for the supervision of the quality certification system of training bodies.

[1] <http://www.catalogo.anq.gov.pt>

0502 - PUBLICLY PROMOTED CVET FOR ALL

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 main modalities within continuing vocational training and adult vocational education and training target active adults, who are employed, unemployed or underemployed, as well as groups at risk of exclusion. They comprise the following training offer:

CURSOS DE EDUCAÇÃO E FORMAÇÃO DE ADULTOS (ADULT EDUCATION AND TRAINING COURSES – EFA)

Adult Education and Training courses (EFA) [1] are addressed to adults over the age of 18 who have no qualifications or whose qualifications are inadequate for integration in the labour market and, as a priority, for adults who have not completed basic or secondary education. The process of recognition, validation and certification of skills is the most common platform for access to these courses.

The aim of these courses is to raise the adult population's levels of academic ability and vocational qualification by offering a combination of education and training that enhances their employability and certifies the skills they have acquired during their lives. Courses are based on:

- A perspective of lifelong vocational education and training as a means of facilitating the socio-professional integration and progression to subsequent levels of qualification;
- Flexible training pathways designed on the basis of recognition and validation of the skills adults have acquired via formal, non-formal and informal channels;
- Coordinated training pathways that comprise basic training and technology training or just basic training (whenever suitable to the academic profile and life history of adults);
- A modular training model, whose structure is based on competence units, training units, or both, included in the key skills standards for adult education and training, as well as the standards for vocational training included in the *Catálogo Nacional de Qualificações* (National Qualifications Catalogue). This model privileges the differentiation between vocational training routes and their contextualization within social, economic and professional environment of trainees;
- - Development of vocational training centered upon reflexive processes and the acquisition of knowledge and skills, which complement and promote apprenticeships either through the module «learning with autonomy» for the basic academic level and level 2 of vocational training, or through the «learning reflexive portfolio» for the secondary level and level 3 of vocational training.

The curricular content of EFA courses is grounded on a joint conception of basic and technological training components, with recourse to activities of increasing complexity which call upon knowledge on multiple fields, in a logic of complementarity and competence transference, leading to a dual certification.

The basic courses, as well as Level 2 vocational training courses, comprise a basic training, which includes four key skills areas of the standards for the basic level. These courses' content is grounded on a set of life themes considered relevant in the context of trainees groups. Basic training is constituted by three levels, and technological training is structured into units in accordance with the standards included in the CNQ. It may include a practical training component at workplace, which is compulsory for the adult who is attending third level and does not work in the activity to which the course is leading to. The activities developed by trainees during the practical training period at workplace must be ruled according to an individual plan, subject to an agreement between the training body, the trainee and the fitting organisation. Trainees' orientation and support is shared, under the coordination of the training body, between the training body and the fitting organisation. The fitting organisation shall appoint a tutor with suitable professional experience.

Secondary and Level 3 vocational training courses comprise a basic training, which includes a coordination of three key skills standards areas, organised in skills units. The courses' content is grounded on a set of themes resulting from the contextualisation at the professional, institutional and macro structural fields of wide thematic areas present in every adult's life. Technology training is governed by the principles mentioned for the basic level.

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.

These courses are run by public, private or cooperative education establishments, namely vocational training centres, autarchies, enterprises or business organisations, employees and local, regional or national organisations.

ANQ is responsible, namely, for the coordination, dynamisation and management of the offer of vocational education and training leading to dual certification and addressed to young and adult persons. It is also responsible for the information and orientation mechanisms, thus ensuring the complementarity of the vocational education and training systems and the quality level of these offers.

According to data from ANQ, there were 18.240 adults attending EFA courses in March 2007.

OTHER TRAINING COURSES

At the level of continuing dual certification training, the modular training included in the CNQ is made available.

This training offer is addressed to active persons, either employed or unemployed, and is developed by public or private bodies.

Along the reform of vocational training, these training offers become included in the *Catálogo Nacional de Qualificações* (National Qualifications Catalogue), which, as an instrument for strategic management of non-tertiary qualifications, aims at ensuring a better communication between the skills necessary to the socio-economic development of the country and those promoted within the education and training system.

CNQ includes 213 qualifications for 40 education and vocational training skills:

- 52% lead to Year 9 completion and a level 2 qualification;
- 48% lead to Year 12 completion and a level 3 qualification.

CNQ presents the occupational profile and training standards for each qualification.

The occupational profiles include the set of activities linked to qualifications, as well as the necessary knowledge and know-how for the activities' performance.

Training standards have a basic training and a technology training component. The technology component is organised in short-term accumulating training units which are independently certified, within the same education and training area.

In this perspective, the Catalogue regulates the offer for dual certification training, namely the one developed within lifelong learning.

The Catalogue is intended to easily convey transparency between qualifications at the national and international level, thus promoting mobility, transference, credit accumulation and the recognition of learning results, as well as an easier access to information on qualifications and training modalities.

Training funding grants privilege to vocational training developed in accordance with the CNQ, without prejudice to the possibility of financing other strategical vocational training for the development of enterprises and workers. It also introduces selection criteria concerning training bodies with regard to the quality of the training they provide.

Continuing vocational training concerning specific sectors is provided by the Ministry of Agriculture, Rural Development and Fisheries, by the Ministry of Health and by the Ministry of Economy and Innovation (for the tourism industry).

[1] Decree n.º 817/2007, of 27 July.

0503 - TRAINING FOR UNEMPLOYED PEOPLE AND OTHERS VULNERABLE TO EXCLUSION IN THE LABOUR MARKET

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.

CURSOS DE FORMAÇÃO PROFISSIONAL DE GRUPOS DESFAVORECIDOS (VOCATIONAL TRAINING COURSES FOR DISADVANTAGED GROUPS)

These are special 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.

CURSOS DE FORMAÇÃO PROFISSIONAL ESPECIAL (SPECIAL VOCATIONAL TRAINING COURSES)

These are (special) 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.

PORTUGAL ACOLHE PROGRAMME

The aim of this programme, which is aimed at legal immigrants, is to promote the acquisition of skills that will help immigrants integrate into Portuguese society, particularly the labour market. The measures included under this programme are developed cooperatively by the IEFP and the social partners.

FORMAÇÃO PROFISSIONAL DE PESSOAS COM DEFICIÊNCIA (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.

0504 - CVET 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 Policy concerning Employment, the Labour Market, Education and Training) (2001) and with the implementation of the *Código do Trabalho* (Labour Code) (2003) [1].

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 private, employers', cooperative and associative organisations. 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] [2] and the *Inquéritos Nacional sobre a Execução das Acções de Formação Profissional* [National Surveys of the Implementation of Vocational training Activities] [3] indicate an upward trend in participation by workers in enterprises with ten or more employees. The results also indicate that workers' access to vocational training increases with the size of the enterprise concerned, as shown in the following table:

Training enterprises as % of all enterprises, by size class (1999)

| | SIZE CLASS (NUMBER OF EMPLOYEES) | | | |
|-----------------|----------------------------------|--------------|---------------|-----------------|
| | TOTAL (%) | 10 TO 49 (%) | 50 TO 249 (%) | 250 OR MORE (%) |
| EU-25 | 61 | 56 | 80 | 95 |
| PORTUGAL | 22 | 17 | 46 | 78 |

Note: 'Training enterprises' are enterprises that did provide any type of continuing vocational training to their employees

Source: Eurostat, NewCronos, 2nd Continuing Vocational Training Survey (CVTS2)

To offer employees easier access to vocational training, the “New Opportunities” initiative 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 enterprise.

[1]Approved by Law n.º 99/2003, of 27 July, and regulated by Law n.º 35/2004, of 29 July.

[2]Conducted by the MTSS in 1999. Available at <http://www.gep.mtss.gov.pt/estatistica/formacao/fpcontinua1999.pdf>

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

0505 - CVET AT THE INITIATIVE OF THE INDIVIDUAL

The individual right to vocational training is guaranteed by the *Código de Trabalho* (Labour Code) (2003), which creates 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 attending 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 support in the form of 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.

06 - TRAINING VET TEACHERS AND TRAINERS

0601 - TYPES OF TEACHERS AND TRAINERS IN VET

There are three types of professionals who ensure vocational education and training:

TEACHERS

All teachers are holders of a tertiary qualification and can teach either in public or private education establishments, vocational schools and vocational training centres. They can teach sociocultural and scientific training components in vocational courses that also lead to an academic qualification.

The role of teachers is developed on the following areas:

- to promote the integral training and fulfilment of students by stimulating the development of their capacities, their autonomy and creativity;
- to collaborate with all participants in the educational process, namely, with other teachers, students, parents and people in charge and administrative personnel;
- to participate in the organisation and ensure the accomplishment of teaching activities;
- to manage the process of teaching-learning within the defined programmes, seeking to adopt mechanisms for pedagogic differentiation that are likely to meet the students' individual needs;
- to improve the conception and promote the sharing of teaching resources, as well as to use the new proposed teaching means in a perspective open to innovation and reinforcement of the quality of education and teaching.

TRAINERS

Trainers are highly qualified professionals in their occupational area having followed a pedagogic training course specifically for trainers. They develop their activity in vocational schools and training centres and can teach the disciplines of a

technical/technological component, as well as the practical simulated workplace component.

The role of trainers is developed on the following areas:

- (i) to conceive the programme for the teaching thematic area by defining its goals and content in accordance with the skills to be acquired;
- (ii) to define criteria and select methods and pedagogic techniques to be used according to the established goals and themes, as well as to the trainees characteristics;
- (iii) to define, prepare and/or conceive teaching support means such as audio-visual materials, pedagogic games and teaching documentation;
- (iv) to develop training sessions;
- (v) to assess training actions and/or examine trainees by using different evaluation techniques and means, such as inquiries, questionnaires, practical works and observation.

TUTORS

Tutors are professionals who are responsible for workplace training within enterprises. Tutors provide counselling and support to trainees, and develop their activity jointly with training coordinators and trainers. They must have at least three years of professional experience and preferentially possess a pedagogic training qualification.

The role of tutor is normally developed by experienced professionals, some of them are responsible for the respective enterprises/organisations. Many of them have invested in their own training in their own initiative and/or in the initiative of the enterprise. In general, they also have experience as trainers. They can participate in the development of practical training components in the context of workplace, namely in terms of suggestions which are generally accepted by training coordinators.

TRAINING COORDINATOR

Besides teachers, trainers and tutors, who are directly involved in the provision of training, there is also the training coordinator, who is in charge of preparing and ensuring the provision of one or several training actions by planning, programming, organising, supporting, controlling and assessing the activities included in each training action.

MAIN REFORMS

The Career Statuses of Pre-School Teachers and Basic and Secondary Level Teachers [1], as well as the legal framework for the continuing training of teachers, were both reformed in January 2007 to ensure that training does not prejudice educational activities, but on the contrary contributes for the effective acquisition and development of scientific and pedagogic skills relevant to the work of teachers.

In February 2007, a review of the conditions for the award of teaching qualifications was launched [2] and consequently, for entry requirements to teaching posts in basic and secondary education.

The qualification for teaching disciplines of a technical and professional nature, not been embraced by this recent reform, is currently being prepared.

[1] Decree -Law n.º 15/2007, of 19 January.

[2] Decree-Law n.º 43/2007, of 22 February.

0602 - TYPES OF TEACHERS AND TRAINERS IN IVET

Professionals who take part in initial vocational education and training are presented in the table below:

| | TEACHERS | TRAINERS | TUTORS |
|----------------------------------|--|--|--|
| INITIAL TRAINING | Compulsory possession of a degree certificate obtained in tertiary institutions. Highly qualified in their activity possessing suitable pedagogic qualifications. | Compulsory possession of a trainer CAP (Teaching Certificate), obtained in certified bodies and valid for 5 years. There are no certificates for specialised training sectors. Only in exceptional cases it is possible to obtain a CAP (teaching certificate) on the basis of the professional experience of the trainer. | No compulsory attendance of initial specific training, although they normally possess a trainer's CAP. |
| OTHER ACCESS REQUIREMENTS | One compulsory traineeship year for verification of global skills for teaching | Not applicable | Not applicable |
| WORKPLACE | Public education establishments; Private and cooperative education establishments; specialised artistic education establishments; vocational schools; technological schools; vocational training and rehabilitation centres; certified training bodies; public, private or cooperative education establishments. | Vocational schools; technological schools; vocational training and rehabilitation centres; certified training bodies. | Enterprises or organisation responsible for workplace training. |
| TYPE OF | Teachers working in the public schools | Recruitment is organised by | Appointed by enterprises or |

| | | | |
|----------------------------|--|---|--|
| RECRUITMENT | network are recruited by national contest, based on academic education, years of experience and geographical areas too which they apply. Teachers who work in training centres or vocational schools are appointed by the Ministry of Education. | vocational training centres or training bodies. | organisations. |
| CONTINUING TRAINING | Compulsory attendance of continuing training programmes. | Compulsory attendance of 60 training hours for pedagogic update and 300 hours of training experience. | There is no compulsory attendance of specific continuing training. |

INITIAL EDUCATION AND VOCATIONAL TRAINING FOR TEACHERS

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 curriculum 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, 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.

Cultural, social and ethical training covers, in particular, 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.

Training in teaching is provided in tertiary education establishments.

CONTINUING VOCATIONAL EDUCATION AND TRAINING FOR TEACHERS

Continuing training is recognised as a right and a duty of teachers for ensuring the deepening and updating of knowledge and professional skills, as well as professional mobility and career progression. In terms of career progression, only the training actions related to the scientific-teaching area of the teacher or the needs of the school are credited.

Among the main goals of continuing training, a special emphasis is given to: the improvement of the quality of education and learning; incentives to self-training; the practice of research and educational innovation; the adaptation to the needs of the education system, schools and teachers; and the stimulus to processes of change at the school and educational level.

In terms of the modalities for continuing training actions, there is a coexistence between the more traditional, such as: courses, modules and single disciplines in tertiary institutions and seminars, and more centred modalities in the school context, such as: training workshops, traineeships, projects and study circles.

Continuing training is provided by:

- tertiary education establishments;
- training centres constituted by schools united for this purpose;
- training centres belonging to professional or scientific bodies;
- central or regional education services, in fields considered relevant for the development of the educational system which are not promoted by other institutions;
- other institutions which intervention is relevant within this area.

INITIAL VOCATIONAL EDUCATION AND TRAINING FOR TRAINERS

Anyone wishing to work as a trainer must have received scientific, technical, technological and practical training and must have successfully completed the *Curso de formação pedagógica inicial de formadores* (Course in initial teaching training for trainers), with a 90 hours or over length and recognised by the IEFP (certifying body), which leads to a *Certificado de Aptidão Pedagógica* (Teaching Certificate – CAP) specifically for trainers [1]. The CAP is valid for 5 years.

This 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 the application of the skills acquired during the teaching process.

The initial pedagogic training course for trainers can be attended in employment centres, in direct or joint-management vocational training centres or directly in private bodies that develop this type of training, provided they are duly certified by the IEFP.

CONTINUING EDUCATION AND VOCATIONAL TRAINING FOR TRAINERS

The continuing training of trainers on pedagogy aims to develop skills related to specific functions performed by trainers, particularly in the areas of the management, design, planning and provision of training. The CAP's renewed conditions demand the attendance of 60 hours training on pedagogy and 300 hours of training experience.

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. Moreover, 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, IEFP employs a large number of trainers in its training activities. Trainers can also be employed for teaching 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 [2]. In March 2006, there were approximately 160 000 certified trainers in Portugal.

[1] Regulatory Decree n.º 26/97, of 18 June, and Decree n.º 1119/97, of 5 de November.

[2]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.

0603 - TYPES OF TEACHERS AND TRAINERS IN CVET

The vocational education and training of teachers, trainers and tutors who participate in continuing vocational education and training is ruled by the same principles mentioned in section 0602.

07 - SKILLS AND COMPETENCE DEVELOPMENT AND INNOVATIVE PEDAGOGY

0701 - MECHANISMS FOR THE ANTICIPATION OF 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 ([1]). 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 skills recognition 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) drawn up and updated by the *Agência Nacional para a Qualificação* (National Qualifications Agency – ANQ). 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.

[1] <http://www.crcvirtual.org/>

0702 - BRIDGING PATHWAYS AND NEW EDUCATIONAL 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 will allow students to redesign their training pathway.

The ANQ, which is answerable to the ME and the MTSS, 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 ([1]) 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 recognize 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.

[1] Law n.º 49/2005, of 30 August.

0703 - RENEWAL OF CURRICULA

The 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. It 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 Curriculum Innovation and 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 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 they inform the *Ministério da Ciência, Tecnologia e Ensino Superior* (Ministry of Science, Technology and Higher Education – MCTES) for registration purposes. The creation of new tertiary education courses by private institutions is subject to assessment by a committee of experts and subsequent authorisation.

08 - ACCUMULATING, TRANSFERRING AND VALIDATING LEARNING

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.

0801 - ACCUMULATING, ACCREDITING AND VALIDATING FORMAL LEARNING

In March 2007, the Government and the majority of social partners have signed the *Acordo para a Reforma da Formação Profissional* (Agreement for the Reform of Vocational Training), and in November 7, the Resolution of the Council of Ministers n.º. 173/2007 was published, whereby the *Sistema Nacional de Certificação Profissional* (National System of Vocational Certification), created in 1992, gave place to two distinct frameworks:

- The *Sistema Nacional de Qualificações* (National Qualifications System – SNQ), whose main purpose is to ensure the suitability and recognition of the standards for vocational training in view of the needs of enterprises and economy, as well as to ensure the fast and permanent updating of the *Catálogo Nacional das Qualificações* (National Qualifications Catalogue – CNQ) and its diffusion through training promoters;
- The *Sistema de Regulação de Acesso a Profissões* (Regulation System for Access to Professions – SRAP), whose aim is to produce norms of access and performance within professions, which have, by explicit consent of the Assembly of the Republic and under legally established terms, defined regulations upon their access and thus require the possession of a professional qualification document.

The structures which ensure the functioning of SNQ are:

- The National Qualifications Agency (ANQ) and other competent services as regards the conception and implementation of vocational education and training politics;
- The National Council for Vocational Training and the sectoral councils for qualification;
- Basic and secondary education establishments;
- Training and vocational rehabilitation centres;
- New Opportunities Centres and accredited training organisations;
- Tertiary education establishments under the terms of the specific applicable legislation.

The bodies which constitute the SRAP are the *Comissão de Regulação de Acesso a Profissões* (Commission for the Regulation of Access to Professions), with a tripartite constitution, and the Directorate-General for Employment and Industrial Relations, a body under the MTSS.

Both systems shall work jointly in a coherent manner, in that the proposals for access regimes to professions must respect the specific requirements necessary for their performance and shall consider, as much as possible the contributions of SNQ through the corresponding standards for vocational training as well as, when needed, the criteria for the recognition of the competences obtained through experience foreseen by the CNQ.

MECHANISMS FACILITATING THE TRANSITION BETWEEN VOCATIONAL EDUCATION AND TRAINING ROUTES

The diversity of the vocational education and training offer seeks to provide an answer both to the motivations, expectations and aspirations of apprentices, and to the demands brought by the development of the country. The guidelines for curriculum organisation and management are of special importance, namely the coordination with the previous academic cycle, or with other secondary or tertiary courses, curriculum integration and assessment, the flexibility in the conception of training routes, or the permeability between courses, thus enabling the reorientation of vocational education and training pathways.

This reorientation seeks to facilitate the transference between secondary level courses [1] (scientific-humanistic, technological, specialised artistic, vocational or vocational education and training courses) and ensures permeability between courses, whose plan of studies are similar, with a view to facilitate the alteration of a student's vocational route and the continuation of studies in other course in the subsequent academic year.

Also at the level of post-secondary non-tertiary education, the holders of a *Diploma de Especialização Tecnológica* (Diploma of Technological Specialization) obtained after the completion of a CET can apply to tertiary education through a special access regime and require the accreditation of their vocational route within the tertiary course to which the CET provides access [2].

The SNQ also foresees that the successful completion of a certified vocational training action not included in the CNQ may be verified via the issuing of a model certificate for vocational training. This measure intends to permit that the competences acquired via other training actions not included in the CNQ are academically and professionally certified within the process of recognition, validation and certification of competences.

Likewise, SNQ foresees the creation of an individual booklet, which registers the lifelong acquired competences which are identified in the CNQ, as well as the vocational training actions successfully completed which did not originate the registered competences, thus valuing vocational education and training routes.

THE IMPACT OF POLITICS

The recent political measures concerning vocational education and training, namely the New Opportunities Initiative, and the solutions to the goals and concerns expressed under the Agreement for the Reform of Vocational Training, have imposed profound changes in several fields, particularly in the field of vocational training. A significant impact will be brought about by the enlargement of access and some measures by which all vocational training will ensure a professional and academic progression and increase its relevance to business modernisation. These measures will demand a reform agenda centred upon five fundamental guidelines:

- To conceive a relevant and certified offer;
- To reform institutions and regulate vocational training;
- To define priorities and proper financing models;
- To promote vocational training quality;
- To facilitate access and promote vocational training demand.

[1] Decree-Law n.º 74/2004, of 26 March and Normative Decree n.º 36/2007, of 8 October.

[2] Decree-Law n.º 88/2006, of 23 May.

0802 - ACCUMULATING, ACCREDITING AND VALIDATING NON-FORMAL/INFORMAL LEARNING

The national system of *Reconhecimento, Validação e Certificação de Competências* (Recognition, Validation and Certification of Skills – RVCC), set up in 2001 [1], targets adults over the age of 18 and provides for the recognition and formal validation of knowledge, abilities and skills that have been acquired through both non-formal and informal channels as a result of life and work experience. The aim is to allow the creation of education and training pathways in a lifelong and life wide perspective. The RVCC process is a “single integrated process”, whose purpose is to provide adults with educational certification and improve their vocational qualifications.

ANQ, whose legal framework extends throughout the whole Portuguese territory, is the central body responsible for ensuring the development and management of the RVCC system. Social partners are permanent members of the General Council of ANQ.

The aim of the *Iniciativa Novas Oportunidades* (New Opportunities Initiative) is to increase and promote the activities already being conducted by *Centros de Reconhecimento, Validação e Certificação de Competências/Centros Novas Oportunidades* (Recognition, validation and Skills Certification Centres/New Opportunities Centres – CNO) by offering effective encouragement and support for the acquisition of certification and the update 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 for access to, and the 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.

MECHANISMS

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 skill 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 an 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 the issuing of a certificate of basic education at Level 1, 2 or 3 and a diploma of either basic or secondary education, depending on the case and allow the pursuance of studies. When the validation process does not result in the issuing of a certificate or diploma, the individual is provided with a certificate of validation of skills (see [Figure attached](#)).

IMPACT

The study *O impacto do reconhecimento e certificação de competências adquiridas ao longo da vida - actualização e aperfeiçoamento* [Impact of the recognition and certification of lifelong acquired skills – update and improvement] [\[2\]](#) refers that, even though the RVCC process works as an encouragement to lifelong (formal) learning, the proportion of inquired adults who affirm to have continued further studies within the education system is somewhat reduced (10,1%). However, a large part of adults who have participated in the inquiry (69,8%) plan to pursue further studies, which seems to reveal a positive impact of RVCC when motivating adults to the investment in lifelong formal apprenticeships.

The schools and RVCC centres, which were contacted within the scope of this study, have manifested the need of a closer approach and joint work between each other, which would contribute to the outcome of innovative practices in the education system and result in an opportunity to encourage the pursuance of studies among adults.

[1] Decree n.º 1082-A/2001, of 5 September.

[2] Published by ANQ in March 2007. Full text available at: <http://www.anq.gov.pt/>.

0803 - IMPACT OF EU POLICY COOPERATION

The importance of the spread of the secondary level qualification is clearly assumed by the European Union, which has established the goal of having 85 % of people aged 22 successfully completing this education level by 2010. In this sense, the European Commission has incited Portugal to implement «measures destined to ensure a strong improvement on the qualification levels of young people» [\[1\]](#). At the same time, OECD has proposed a political priority for Portugal in order to increase working force productivity: the «reinforcement of scholarisation at the secondary level» [\[2\]](#).

In Portugal, this perspective has deserved a wide consensus within the social dialogue and has been established as a priority intervention in the *Acordo para a Reforma da Formação Profissional* (Agreement for the Reform of Vocational Training), drawn up between the Government and the majority of its social partners in 2006, whereby the compromise of «defending and taking measures towards the improvement of initial qualification levels and lifelong training among population» is assumed.

The importance of human capital investment results from its recognised contribution to economic growth, to the quality of employment and to social cohesion. These benefits hold a collective materialisation in the levels of development and in social cohesion of society as a whole, as well as an individual materialisation in the sense that they provide opportunities for life quality improvement.

Within the scope of the SNQ, the CNQ's creation took European guidelines and recommendations into consideration and reflects the experiences of the more developed countries in terms of the structuring and integration of their own qualification systems, with the aim of improving:

- The production of qualifications and critical skills for the competitiveness and modernisation of economy;
- Coherence, transparency and comparability among the available qualifications at national and international level, namely through the EQF [3] and the ECVET;
- Flexibility in the obtention of qualifications and in the construction of a personal pathway for lifelong learning;
- The recognition of qualifications irrespective of access ways;
- The quality of the education and training system;
- Information and counselling in terms of training and employment.

With regard to the European instruments for the facilitation of mobility and transparency of qualifications and skills, Portugal dynamizes the Europass [4], an initiative which allows the creation of a personal set of documents, which citizens can voluntarily use to make their skills and qualifications clearly and easily understood throughout Europe (European Union, EFTA/EEE and candidate countries).

It is important to mention Portugal's participation in several workgroups within the European Union, namely in the cluster for the establishment of European guidelines for the validation of non-formal and informal learnings, as well as in the *Sistema Europeu de Créditos para a Educação e Formação Profissional* (European Credit System for Vocational Education and Training – ECVET).

[1] «A year of delivery» The European Commission's 2006 Annual Progress Report on Growth and Jobs, Portuguese translation in *Programa de Estabilidade e Crescimento 2006 - 2010*, Ministry of Finance and Public Administration, December 2006.

[2] OECD, Economic Policy Reforms - Going for Growth, 2005.

[3] Recently approved by the European Parliament and the Council.

[4] Established by Decision n.º 2241/2004/EC, of 15 December, of the European Parliament and the Council. Available at: <http://www.socleo.pt/europass/>.

0804 - FACILITATING EU MOBILITY

The main aim of the recognition of both professional qualifications acquired abroad and confirmed by diploma, certificate or other documents, and qualifications acquired via qualifying professional experience, is to facilitate the free movement of people and generate equal access opportunities to education, training and the several occupational activities in Portugal.

At the basic and secondary level, the Ministry of Education grants equivalence of the qualifications acquired in public or private foreign education establishments, either with

our without a seat in Portugal, to the academic qualifications of the Portuguese education system.

The *Direcção-Geral de Inovação e do Desenvolvimento Curricular* (Directorate-General for Innovation and Curriculum Development – DGIDC), a central service under the Ministry of Education, is responsible for the validation of qualifications and for decisions concerning qualification equivalence processes, without prejudice of the competences legally attributed to schools.

APPLICABLE LEGISLATION

The Decree-Law n^o. 227/2005, of 28 December, defines the framework for the recognition of equivalence to qualifications acquired within foreign education systems into the Portuguese education system's academic qualifications, at the basic and secondary level. This Decree-Law reassigns a substantial part of the competences concerning the grant of equivalence for qualifications acquired abroad to the education establishments, thus giving an important step towards a deeper autonomy of school administration.

The grant of equivalence may involve an examination for the assessment of knowledge in the cases where qualification verifying documents are not available.

The Decree-Law is governed by Decrees n^o. 224/2006, of 8 March, and n^o. 699/2006 (Amendments), of 12 July, which provide the competent bodies with operative means for the quick, rigorous and objective approval of comparative tables between the Portuguese education system and other education systems, as well as of the conversion tables for the corresponding classification systems.

At the tertiary education level, education establishments enjoy autonomy in the grant of equivalences and in the recognition of academic degrees and qualifications.

APPLICABLE LEGISLATION

The Decree-Law n^o. 62/2007, of 10 September, lays down the legislative framework of tertiary education institutions.

The Decree-Law n^o. 341/2007, of 12 October, which partially alters Decree-Law n^o. 283/83, of 21 June, establishes the legal framework governing the recognition of foreign academic degrees at tertiary level. With regard to students' mobility between national and foreign tertiary institutions, ensured by the *Sistema Europeu de Transferência e Acumulação de Créditos* (European Credit Transfer System – ECTS), based on the principle of mutual recognition of the value of accomplished training and acquired skills, this Decree-Law establishes that tertiary institutions, considering the level of credits and the scientific field where these were obtained:

- Shall credit on their study cycles the training achieved within other tertiary studies cycles in national or foreign tertiary institutions;
- Shall credit on their study cycles the training achieved within technology specialisation courses;
- Shall recognise, through the attribution of credits, occupational experience and post-secondary non-tertiary training.

The same decree-law establishes that within international agreements foreign academic degrees can be obtained, recognised or granted equivalence.

At the occupational level, the mobility of workers from other Member-States complies with the rules established within the free circulation of people, with the exception of the regulated occupations. In this case, it is necessary to proceed to the recognition of professional qualifications, provided by the competent national authorities.

The Directive 2005/36/EC, of 7 September, concerning the recognition of professional skills and which includes regulated occupations is in its final stage of legal transposition to the internal Portuguese law and will replace the fifteen directives on this subject.

0901 - STRATEGY AND PROVISION

Vocational information, guidance and counselling are offered in Portugal mainly by public services under 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.

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 by taking part in adjusting the learning and teaching process and by collaborating in designing 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 the field of guidance and counselling that will involve establishing multidisciplinary teams to ensure a more integrated approach to the various issues involved in defining young people's academic 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.

0902 - TARGET GROUPS AND MODES OF DELIVERY

In the ME, information, guidance and counselling services focus on the following groups:

- school students, especially those in basic education, but also some at secondary education level;
- students with learning or integration difficulties;
- others responsible for education;
- teachers;

- parents;
- form teachers;
- the employed and unemployed (occasionally).

School psychology and guidance services in the ME are coordinated by the regional education authority. Each authority manages and coordinates the services' work on the basis of availability of resources and identified needs. The organisational model used by the services depends on the educational level concerned. The law provides for different types of educational and vocational guidance, which vary in accordance with the objectives involved and kind of support requested by students.

Use of the ME's psychology and guidance services is voluntary. Any decisions relating to this matter are governed by schools' internal regulations.

Each service has a team of specialists, working in liaison with the school authorities, which may consist of a psychologist and "teaching assistants", who have special training for pre-primary, and for basic education 1st and 2nd cycles (Years 1 to 6).

The specialists of the psychology and guidance services work in partnership with other education units and in liaison with other community services. The link is made by the schools, which enter into partnerships and agreements.

The methods used take into consideration the beneficiaries and their characteristics. Students take part voluntarily in non-directive vocational development programmes that deal with aspects such as self-knowledge, awareness of opportunities, and career choice and planning strategies. All programmes include a final interview devoted to determining which should be the next steps in their life plans.

In the scope of MTSS, the IEFP's information, guidance and counselling service targets the following groups:

- young people and unemployed adults, registered in the Employment Centres, or those who seek training;
- employees on retraining;
- employers and human resources managers;
- young people who are still at school.

Taking part in vocational guidance is voluntary and free of charge. The registered unemployed draw up a personal employment plan (at the Employment Centre) that reflects their personal life conditions and objectives. This plan includes the required actions to a professional integration and can comprise interventions of vocational guidance. The personal plan of employment is regulated by an agreement between the Employment Centre and the unemployed.

The technical tools employed on vocational guidance had been conceived bearing in mind its adequacy to the IEFP groups and considering their age, school level and even the personal characteristics.

Some activities are realised in groups and others individually. Group activities are intended to, primarily, identification and valorisation of personal and professional self-esteem skills and to develop personal and social skills. In the case of the unemployed, group activities are meant to help put their problems into perspective through experience sharing. Information is initially provided to groups, and they are then encouraged to seek out information for themselves.

The personal interviews are used as a strategy to support the group intervention.

Some Employment Centres have a "Self-Service" for employment, a space where information is available and interactive services for people who don't need personal assistance. Information about careers, employment and training programmes is also available on the Internet.

The performance of IEFP vocational guidance in the scope of vocational training comprises the following activities:

- availability of information about qualification requirements; training offer; occupations; labour market needs and prospects; retraining courses; workers mobility and Community education, training and employment programmes;
- counselling to support potentials trainees to formulate their own personal and career plans and to develop strategies to put it into effect. In this scope, psychological evaluation tests are applied to the training candidates, whose results are afterwards analysed jointly by the vocational counsellor and the candidate. This aims to help the candidate to clarify its personal attributes;
- monitoring: psycho-pedagogical support for trainees during the training course and individual support in the transition to the labour market. This monitoring can include development of personal and social skills interventions as autonomy, responsibility, ability to decision, initiative, interpersonal skills; learning abilities development; promotion of self-esteem and techniques for job search.

Tools of vocational information produced by IEFP are frequently yielded for the ME psychologists. When schools organise events on career information, they also can count on the contribution of IEFP counsellors.

SERVICES FOR ADULTS

As required by law, psychology and guidance services are available for the entire educational community, including adults.

IEFP vocational information and guidance services are also intended to assist adults, with a view to maintaining their employability. Skills assessment is used to reveal gaps and to discover skills that may have been neglected – regardless of the manner in which they were acquired. As a result, adults are referred to receive the appropriate continuing training.

A network of Saber+ Clubs has been set up, under the ANQ (former DGFV), for the purpose of providing adults with vocational information and guidance, and motivating them to get involved in lifelong learning and training.

Guidance available in the sphere of adult education mainly consists of advice and counselling on specific issues, with an initial interview, identification of vocational areas of interest and competencies, assessment of work values and aspirations, and a final counselling interview.

Adult education classes, both primary and secondary, include special sessions, organised in cooperation with the class coordinator, during which information on educational pathways and courses that lead to qualifications are provided. These sessions are held outside working hours. The schools organise “guidance weeks” for worker-students who work at night.

0903 - GUIDANCE AND COUNSELLING PERSONNEL

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. In this context are particularly important the communication skills, professional experience, knowledge of psychology and educational psychology, and knowledge of the vocational education and training system and of the labour market and possible occupations. 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 - INVESTMENT IN HUMAN RESOURCES

1001 - BACKGROUND INFORMATION CONCERNING FINANCING ARRANGEMENTS FOR TRAINING

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 Fundo Social Europeu (European Social Fund - ESF).

Contributions from the OE fund the vocational education and training activities conducted by the education system that is run by the ME, and under sectoral programmes run by other government departments of the Ministries for the Economy, Health and Agriculture.

Vocational training provided under the MTSS is financed by funds allocated to the 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 % [1] of workers' and employers' social security contributions, which is topped up by an allocation of VAT receipts from the OE.

Portugal receives substantial support from the European Union to help fund vocational education and training policies in the form of ESF resources; these are allocated 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 CSF, funding from the OSS is of particular significance, since the OSS is the source of public funding 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 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.

[1] Law n.º 52 C/96 of 27 December.

1002 - FUNDING FOR INITIAL VOCATIONAL EDUCATION AND TRAINING

Under the *Lei de Bases do Sistema Educativo* (Law governing the Bases of 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 EUR 195 million, corresponding to 57.5 % of total public expenditure of EUR 339 million.

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 alternate training measures amounted to EUR 286 million, corresponding to 62.5 % of total public expenditure of EUR 457 million. National public funding is provided through the IEFP, that is, from OSS resources.

1003 - FUNDING FOR CONTINUING VOCATIONAL EDUCATION AND TRAINING, AND ADULT LEARNING

Public financing for continuing vocational education and training is amply supported by the ESF and is focused on the series of measures intended to help the working population adapt to economic developments and 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, economy, agriculture, public administration and local administration (not including the training of teachers and trainers) received ESF funding amounting to EUR 517 million, corresponding to approximately 65 % of total public expenditure of EUR 793 million. Over the same period, funding for courses for adults (*Ações Saber +*) was also guaranteed by ESF resources amounting to EUR4 million, or 75 % of total public financing for this scheme. Again for the same period, private financing provided by bodies benefiting from public support totalled EUR 109 million.

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 public support, 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 specific purpose of funding vocational training. However, enterprises and workers contribute indirectly as the OSS is a source of financing for vocational training.

According data of the *Inquérito Comunitário à Formação Profissional Contínua de 1999* (Community Survey of Continuing Vocational Training in 1999), Portugal is below the European average when it comes to the costs of continuing training courses to meet the total costs of work.

It should be noted that the analysis of the weight of the cost of continuing training courses regarding the total costs of the work supported by the enterprises (Table 1) found that in general terms this represents 1.2% of the total.

Table 1: Weight of the cost of continuing training courses to meet the full costs of work (all enterprises), in Portugal, the EU-25 and in some selected countries, by type of cost (1999)

| | TOTAL COSTS | DIRECT COSTS | COSTS OF WORK BY PARTICIPANT |
|----------|-------------|--------------|------------------------------|
| EU-25 | 2.3 | 1.4 | 0.8 |
| PORTUGAL | 1.2 | 0.7 | 0.6 |
| DENMARK | 3 | 1.7 | 1.4 |
| GERMANY | 1.5 | 0.9 | 0.7 |
| SLOVENIA | 1.3 | 0.8 | 0.5 |
| SPAIN | 1.5 | 0.5 | 0.9 |

Note: Total cost: direct costs, costs per participant of work and national or regional contributions to training funds or other kind of financing.

Source: Eurostat, Newcronos, 2nd continuing vocational training survey in enterprises (CVTS2).

1004 - FUNDING FOR TRAINING FOR UNEMPLOYED PEOPLE AND OTHER GROUPS EXCLUDED FROM THE LABOUR MARKET

Training for the unemployed and other groups at risk is subject to specific regulations [1]; most measures aimed at these target groups are run by the IEFP and organised in partnership with local authorities, non-profit-making social 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 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 EUR 291 million, corresponding to 62.5 % of total public financing. ESF-financed measures to promote the social and occupational integration of disadvantaged groups [2] received a total of EUR 147 million from the ESF.

[1]Regulatory Dispatch n.º 140/93, of 6 July.

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

1005 - PERSPECTIVES AND ISSUES: FROM FUNDING TO INVESTING IN HUMAN RESOURCES

The funding of vocational training has privileged the attribution of resources to the training operators' initiative.

The increasing relevance of vocational training within business modernisation requires a serious effort in terms of the structuration and regulation of training on offer, thus stimulating the production and supply of qualifications and skills that are vital for the competitiveness of enterprises and economy.

The reform agenda for vocational training is thus grounded on this double-reference view: the vocational training financed by public resources must allow educational and professional progression and contribute to the modernisation of enterprises and other economic organisations.

This agenda implies a very demanding institutional reform of the professional certification system and of public funding models – these shall privilege resource concentration on the devices which promote the acquisition of certified educational and vocational skills, provide direct support to demand (individual or from enterprises) and encourage more rigorous procedures concerning evaluation and selection.

11 - EUROPEAN AND INTERNATIONAL DIMENSIONS, TOWARDS AN OPEN AREA OF LIFELONG LEARNING

1101 - NATIONAL STRATEGIES RELATED TO POLICY PRIORITIES, PROGRAMMES AND INITIATIVES AT EU LEVEL

One of the strategic objectives 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, capable 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 facilitating access to lifelong learning. The strategies adopted under the *Iniciativa “Novas Oportunidades”* focus on two priority target groups: young people and people of working age 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).

Portugal has played an active role in the processes launched at Community level, making contributions both to the *Quadro Europeu das Qualificações* (European Qualifications Framework - EQF) and forming part of the Community working party on the *Sistema Europeu de Créditos para a Educação e Formação Profissional* (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, leading 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.

1102 - IMPACT OF EUROPEANISATION/INTERNATIONALISATION ON 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.

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) [1] 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.

Europass, as a Community information document, has been the subject of major publicity at national level. 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 closely coordinated with the European Mobility Portal [2]. 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.

[1] Resolution of the Council of Ministers n°. 67/2007, of 9 May.

[2] <http://europa.eu.int/eracareers>

1103 - AUTHORS, SOURCES AND BIBLIOGRAPHY

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110302 - SOURCES, REFERENCES AND WEBSITES

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