

# 21|23 ESCOLA+ plan

POLICY DEVELOPMENT

STRATEGY/ACTION PLAN

 PORTUGAL

## Timeline

2021 Approved/Agreed

2022 Implementation

2023 Implementation

2024 Implementation

2025 Implementation

ID number 41849

## Background

The 21|23 Escola+ plan was approved with a view to addressing student difficulties and the social and educational asymmetries caused by the closure of schools and the conditions due the pandemic situation. It aims to promote recovery learning and to guarantee that no one is left behind. It presents a set of measures that are based on educational policies with proven effectiveness in terms of reinforcing the autonomy of schools, differentiated educational strategies aimed at promoting school success and fighting inequalities through education.

The focus of this plan is not on artificial progress, centred on statistical targets, but on an effective improvement of learning, oriented towards the development of the areas of competence included in the student profile of by the end of compulsory schooling and the essential learning (knowledge, skills and attitudes to be developed by all students, in each subject).

## Objectives

Strategic objectives are to:

- (a) recover the most compromised competences;
- (b) diversify teaching strategies;
- (c) invest in emotional and social welfare;
- (d) reinforce trust in the education system;
- (e) involve all the education community;
- (f) build capacity, by strengthening pedagogical resources;
- (g) monitor by assessing the impact and efficiency of the measures and resources.

## Description

The plan is addressed to the basic and secondary level students, with a focus on three structural elements:

- (a) teaching and learning that focusses on pedagogical tools for a more flexible curricular

- development, based on a greater capacity for autonomous and contextualised management, on strategies of proven effectiveness, on school and community activity and on support for students, especially in the school years and skills development most affected by the pandemic;
- (b) support to educational communities that focuses on empowering schools with resources for the development of extraordinary measures towards the improvement of learning, to inclusion and to community involvement;
  - (c) knowing and evaluating that focuses on developing indicators and tools for monitoring the plan, promoting the dissemination of effective strategies, efficiency studies, the sharing of practices and the re-evaluation of measures adopted at central level as well as in each school.

The plan foresees and proposes specific actions to educational communities: tutorial support; innovative and interdisciplinary approaches in STEAM; interdisciplinary curriculum approaches; workshops on writing, reading, cinema, arts; actions for greater diversity and flexibility of learning solutions and leveraging existing resources.

### **2021 Approved/Agreed**

In September 2021, all schools implemented the plan, each school adapting the strategies and the measures to their own specific context.

### **2022 Implementation**

The measure is part of the NIP under the package Inclusion and equal opportunities.

Ministry of Education (ME) launched a questionnaire, to public schools, with the aim of monitoring which specific actions, were carried on. Some conclusions were:

- (a) the greater relevance of basic education over secondary education, in the implementation of specific measures foreseen in the plan;
- (b) nine out of 10 schools considered that the measures, foreseen in the plan, were very relevant or relevant in the process of recovering students' learning of upper secondary education;
- (c) the measures 'Learning through Integration - transdisciplinary approaches through curriculum mapping' (95%), followed by 'School to reading - carry out activities in classrooms that bring students into contact with books that motivate them and stimulate the regular and continuous practice of reading and writing' (93%) and 'Dynamic groups' (93%) were considered relevant and very relevant.

By Resolution of Council of Ministries No 66/2022 of 22 July 2022, the plan was extended for the 2022/23 school year.

### **2023 Implementation**

Resolution 80-B/2023 of 18 July of the Council of Ministers extended the 21/23 Escola+ Plan until the 2023/24 school year. The Plan 23|24 Escola+ is aimed at education and training programmes in primary and secondary education, including public and private vocational schools. The plan is structured in seven areas:

a. Reading and writing; b. Curricular autonomy; c. Educational resources; d. Family; e. Assessment and diagnosis; f. Inclusion and well-being; g. Supporting educational communities.

The Council of Ministries stipulates that the governance model of the Plan consists of two levels:

- (a) the various services of the Ministry of Education, which provide some support for the work of the schools;
- (b) a level of technical and financial monitoring, enabling the evaluation of the plan's effectiveness and efficiency.

### 2024 Implementation

To reinforce school success and as part of the learning recovery plan Directorate-General for Education, the National Programme for Promoting School Success and the National Reading Plan launched a new platform – *Recupera* (Recover)- that aims to bring together and disseminate, in a single point accessible to all, resources (in different formats, themes and areas), projects, school practices and information on training offers, among other resources.

### 2025 Implementation

No progress or developments on this policy were reported by October 2025.

## Bodies responsible

- Ministry of Education (until April 2024)
- Ministry of Education, Science and Innovation (MECI) (since April 2024)

## Target group

### Learners

Learners in upper secondary, including apprentices

## Thematic categories

### Modernising VET offer and delivery

Diversifying modes of learning: face-to-face, digital and/or blended learning; adaptable/flexible training formats

Developing and updating learning resources and materials

## European priorities in VET

### VET Recommendation

VET agile in adapting to labour market challenges

VET promoting equality of opportunities

### Osnabrück Declaration

Resilience and excellence through quality, inclusive and flexible VET

## Subsystem

IVET

## Further reading

[Dispatch \(Despacho\) No 3866/2021 of 16 of April 2021](#)

[Programme 21|23 ESCOLA+](#)

## Related policy developments

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2025 Implementation

### Class-sharing pilot project

The project is based around a strategy for sharing classes between schools (a class, in some subjects, may have students from different schools), under a pedagogical experience regime, aimed at promoting the diversification of the educational and training offer in low-density areas.

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#### Type of development

Practical  
measure/Initiative

#### Subsystem

IVET

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2025 Implementation

### Distance learning in basic and secondary education

Ordinance (Portaria) No 359/2019 regulated distance learning by setting up the rules and procedures relating to programme organisation, delivery and attendance. It is an alternative for learners of basic and secondary education who are unable to attend an education programme in person.

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#### Type of development

Regulation/Legislation

#### Subsystem

IVET

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2025 Implementation

### Inclusive education

The legislation introduced in 2018 and amended in 2019, aims to promote inclusive education and enable schools to recognise and respond to learners' diversity, individual

needs and capabilities.

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**Type of development**

Regulation/Legislation

**Subsystem**

IVET

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