

Class-sharing pilot project

POLICY DEVELOPMENT

PRACTICAL MEASURE/INITIATIVE

 PORTUGAL

Timeline

2021 **Approved/Agreed** 2022 **Implementation** 2023 **Implementation**
2024 **Implementation** 2025 **Implementation**

ID number 41452

Background

Vocational education and training (VET) is recognised as a privileged way of promoting social justice and equal opportunities. It allows a greater diversity of offers, motivating and enhancing young people to achieve educational success, and is an indispensable commitment to the economic and social development of the country and its regions.

In the enlargement and diversification of training offers in recent years, the mobilisation of local stakeholders –schools, inter-municipal communities and metropolitan areas – is central to coherent vocational offer networks. These respond to the needs of territories, adjusting qualifications to the requirements of the economy and the labour market.

Objectives

To promote the diversification of education and training offer in low-density territories, allowing response to several interests: of students; the quality of learning and school success; the qualification and employability levels of young people; and needs of the economy and the labour market of these regions.

Description

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.

The schools involved in the pilot should define tutoring mechanisms that, in permanent dialogue with the families, allow close and systematic monitoring of the learners, both in pedagogical and organisational aspects, to facilitate their integration, guidance and school performance. Schools establish protocols aiming to define rules for the organisation and operation of courses and their respective responsibilities, with regard to teaching the components of the curricula of the respective courses and the logistical and administrative elements.

Schools should also consider the Students' Profile by the end of compulsory schooling, the Essential Learning (knowledge, skills and attitudes to be developed by all students, in each subject) and the professional profiles and training standards associated with the respective

qualifications established in the national qualifications catalogue.

2021 Approved/Agreed

In 2021, a pilot was launched in the schools in the region of Trás-os-Montes.

2022 Implementation

This measure is part of the NIP under the package Flexibility and diversification.

The programme was evaluated in 2022, the main results were:

- (a) greater stabilisation of the supply of VET courses that results in a more adequate response to the needs of students and families as well as to the needs of the territory;
- (b) less redundancy in the supply of professional courses;
- (c) less school drop-outs or failure among students who joined the project;
- (d) exponential growth of the project from the first to the second year;
- (e) strengthening of collaborative work.

2023 Implementation

In December 2023, 10 schools and 69 trainees from Professional programmes were enrolled.

2024 Implementation

The measure was operational and ran as regular practice.

2025 Implementation

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

Bodies responsible

- Directorate General for Educational Establishments (DGEstE) (until August 2025)
- National Agency for Qualification and Vocational Education and Training (ANQEP)
- Local and Regional Authorities
- Agency for Educational System Management (AGSE) (since August 2025)

Target group

Learners

Learners in upper secondary, including apprentices

Young people not in employment, education or training (NEETs)

Learners at risk of early leaving or/and early leavers

Learners from other groups at risk of exclusion (minorities, people with fewer opportunities due to geographical location or social-economic disadvantaged position)

Thematic categories

Governance of VET and lifelong learning

Engaging VET stakeholders and strengthening partnerships in VET

Modernising VET offer and delivery

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

Supporting lifelong learning culture and increasing participation

Ensuring equal opportunities and inclusiveness in education and training

European priorities in VET

VET Recommendation

VET promoting equality of opportunities

Subsystem

IVET

Further reading

[Dispatch \(Despacho\) No 10085/2021, of 18 October 2021](#)

Related policy developments

2025 Implementation

21|23 ESCOLA+ plan

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

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Type of development

Strategy/Action plan

Subsystem

IVET

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

“ ... ” **Cite as**

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<https://www.cedefop.europa.eu/en/tools/timeline-vet-policies-europe/search/41452>