

Initial and continuing training for trainers and tutors

POLICY DEVELOPMENT**PRACTICAL MEASURE/INITIATIVE** **PORTUGAL**

Timeline

2016 Implementation	2017 Implementation	2018 Implementation
2019 Implementation	2020 Implementation	2021 Implementation
2022 Implementation	2023 Implementation	2024 Implementation

ID number 28504

Background

In Portugal, trainers work mainly in training centres, while in-company trainers are referred to as tutors. The latter are not obliged to undergo any specific training.

The trainer profession is regulated by Ordinance No 214/2011; this established the training and certification system for the pedagogic competences of trainers who carry out their activity within the scope of the National system of qualifications.

Pedagogical coordinators work in VET programmes (mainly apprenticeships) leading to a double certification (an education and professional certification). The role of a coordinator involves monitoring the training process in schools or training centres, coordinating school-based teachers and trainers, communicating with the entities providing work-placed learning and setting up links in companies between students and trainers.

Description

The national qualifications system (*Sistema Nacional de Qualificações, SNQ*) aims (among others) to improve VET quality by promoting trainers' initial and continuing professional development (CPD) and enhancing their technical and pedagogical capacity. In this context, it was necessary to develop standards for initial and continuing training for trainers and tutors in the light of the new pedagogical approaches and technical developments.

In recent years, the country has developed and put in effect a series of standards for initial and continuing training of trainers and tutors.

The training standard for initial pedagogical training of trainers (*Formação pedagógica inicial de formadores*) can also be acquired through the Recognition, validation and certification of competences of trainers process (RVCC-For).

The main body responsible for trainers is the Institute for Employment and Vocational Training (IEFP).

2016 Implementation

In 2016, IEFP developed a set of standards for training expertise suited to different trainer intervention contexts (consultant trainer, trainer of trainers and manager/coordinator trainer). The standard for the consultant trainer includes 40 hours of training; the other two standards are 50 hours each. This offers trainers access to the Specialisation pedagogical competences certificate (*Certificado de competências pedagógicas de especialização*, CCPE).

2017 Implementation

In 2017, the training standard for tutors (*Referencial de formação pedagógica de tutores*) and the training standard for trainers of tutors (*Referencial de formação pedagógica contínua de formadores - formador de tutores*) were approved and put into effect. Both of them include 40 hours of training. The latter aims at ensuring that trainers with a Certificate of pedagogical competences (CCP) have the skills to train tutors responsible for WBL.

The standards were developed following three pilot training programmes organised by IEFP and the National agency for qualification and VET (ANQEP) in partnership with the German Chamber of Commerce in Lisbon and Porto in 2015 and 2016.

2018 Implementation

IEFP and ANQEP have cooperated with BiBB/GOVET to develop the pedagogical coordinator's professional profile and training standard. The training standard describes the main key competences that they need and the pedagogical tools that they can use; it also includes modules of continuing training.

The cooperation with BiBB/GOVET started in 2017, while the standard was finalised and approved in 2018.

IEFP also developed and put in place the training standard for e-trainers (*Formador a distância - e-formador*) which includes 60 hours of training.

2019 Implementation

In 2019, the training standard for tutors and the training standard for trainers of tutors were reviewed and updated. Each of them includes 40 hours of training.

2020 Implementation

In March 2020, the training standard for initial pedagogical training of trainers (*Formação pedagógica inicial de formadores*) was reviewed and updated by IEFP. This standard targets trainers in school-placed programmes, for instance those offered at training centres. It aims to help trainers plan and implement the training programme, select the adequate pedagogical methodology and assess the achieved learning outcomes. The standard includes 90 hours of training and integrates a set of core competences:

- (a) preparing and planning the learning process;
- (b) promoting a trainee-oriented learning process;
- (c) monitoring and assessing learning;
- (d) managing the dynamics of lifelong learning;
- (e) exploring multimedia resources and collaborative platforms;
- (f) managing diversity;
- (g) adopting entrepreneurial and creative attitudes.

In 2020, 100 tutors were certified.

2021 Implementation

In 2021, 26 tutors were certified.

2022 Implementation

The measure is part of the NIP under the package Capacity building.

In 2022, 10 989 new trainers and 12 tutors were certified.

2023 Implementation

A Continuing pedagogical training framework for training of people with disabilities, under the responsibility of National Centre for the Qualification of Trainers from IEPF and Vocational Rehabilitation Centre of Gaia was published. It is organised into three training modules with a total duration of 40 hours (module 1 - ten hours; module 2 - twenty hours; module 3 - ten hours). These modules are organised according to the competences to be developed and the key subjects of each module.

In 2023, 99 tutors were certified in both initial and continuing training.

2024 Implementation

Until May, 67 tutors were certified in both initial and continuing training.

5th edition of the initial Pedagogical training of trainers framework, revised and updated, was launched.

Bodies responsible

- Institute for Employment and Vocational Training (IEFP)

Target group

Education professionals

Trainers

Thematic categories

Modernising VET offer and delivery

Developing and updating learning resources and materials

Transparency and portability of VET skills and qualifications

Learners' possibilities of accumulation, validation and recognition of learning outcomes acquired non-formally and informally

Teachers, trainers and school leaders competences

Systematic approaches to and opportunities for initial and continuous professional development of school leaders, teachers and trainers

Supporting teachers and trainers for and through digital

European priorities in VET

VET Recommendation

VET as an attractive choice based on modern and digitalised provision of training and skills

Osnabrück Declaration

Establishing a new lifelong learning culture - relevance of continuing VET and digitalisation

Subsystem

IVET CVET

Further reading

[Standard for initial pedagogical training of trainers](#)

[Training standard for tutors](#)

[Training standard for pedagogical coordinators](#)

[Training standard for e-trainers](#)

[Consultant trainer standard](#)

[Manager/coordinator trainer standard](#)

[Trainer of trainers standard](#)

[Standard for trainers of tutors](#)

[Continuing pedagogical training framework](#)

[Initial pedagogical training of trainers framework \(5th edition\)](#)

Related policy developments

2024 Implementation

More digital employment 2025

More digital employment 2025 is a scheme providing free digital training for workers, managers and directors of companies, entities of the social economy and trainers.

 PORTUGAL

Type of development

Practical
measure/Initiative

Subsystem

CVET

Recognition, validation and certification of competences of trainers (RVCC-For)

The Recognition, validation and certification of competences of trainers (RVCC-For) process, launched in 2019, targets professionals (including VET-school leaders) with proven experience as trainers or in other education and training activities, who wish to certify their pedagogical competences a

 PORTUGAL

Type of development

Practical
measure/Initiative

Subsystem

IVET CVET

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