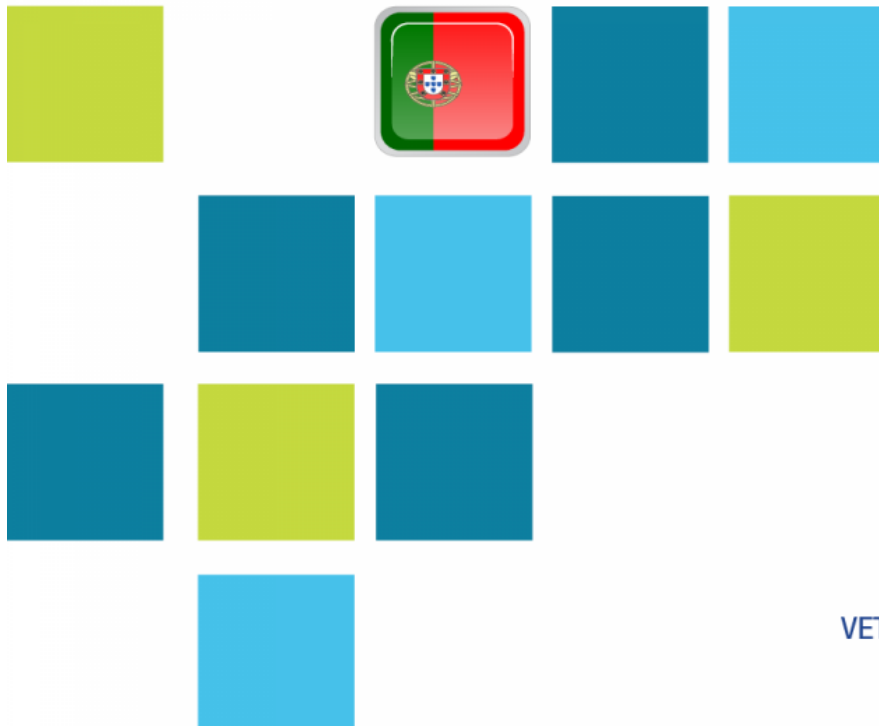




VOCATIONAL EDUCATION
AND TRAINING IN EUROPE
PORTUGAL

SYSTEM DESCRIPTION



VET IN EUROPE 2019

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Contributors: Fernanda Ferreira, Filipa Mendes Cunha (ReferNet Portugal), Isabel Olivença (ANQEP), Vanda Vieira (CECOA), Isabel Dias (CEFOSAP), Luís Henrique (CIP), Isabel Ferreira (IEFP), Ana Salvado (POCH), Regina Madruga (Turismo de Portugal), Vanda Fonseca (UGT) (ReferNet national partners) and Iraklis Pliakis (Cedefop)

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 - Professional programmes (cursos profissionais) leading to EQF level 4, ISCED 354.
 - Art education programmes (cursos artísticos especializados) leading to EQF level 4, ISCED 344, 354.
 - Technological specialisation programmes (cursos de especialização tecnológica - CET) leading to EQF level 5, ISCED 454.
 - Higher professional technical programmes (cursos técnicos superiores profissionais - CTeSP) leading to EQF level 5, ISCED 554.
- References.

CHAPTER 1.

Summary of main elements and distinctive features of VET

VET in Portugal comprises the following main features:

- Permeability (horizontal and vertical) between different VET programmes and between general education and VET programmes.
- All VET programmes grant double certification: an education certificate and a professional qualification.
- Participation in upper secondary education has significantly increased, since 2005.
- Early leaving from education and training has been steadily decreasing, since 2008.

Distinctive features ([1])

Key principles of VET provision are the wide range of programmes accessible to young people and adults, the link between VET provision and labour market needs, and flexibility in type and duration of courses for adults. VET learners have the possibility to access programmes at higher levels or higher education. Credits achieved in post-secondary level programmes may be recognised when applying to a higher education programme in the same field of study. Permeability is secured for adults older than 23 by offering them an access to higher education through recognition of previous training and professional experience. Accrediting of publicly funded VET providers and trainers is mandatory and, along with their external evaluations, ensures quality of VET.

The national qualifications system (SNQ) ([2]) promotes upper secondary education as the minimum level of attainment, expanding IVET options and flexible learning paths for adults. The SNQ adopted a governance model based on involvement of the different VET providers, sector councils, and social partners, establishing common objectives and instruments. Tools that support SNQ are:

- the eight-level national qualifications framework (QNQ) ([3]), designed in line with EQF;
- the national catalogue of qualifications (CNQ) ([4]), which helps manage and regulate all qualifications, except those at higher education. It aims to develop competence-based qualifications, regulate double certification, aid designing learning programmes, provide a reference framework for RVCC process ([5]), promote the transparency and efficiency of public funding, and modularise the training offer;
- the Instrument for guidance and individual record of qualifications and competences (instrumento de orientação e registo individual de qualificações e competências) ([6]), which registers learners' lifelong development of qualifications and competences (both those within the CNQ and any other completed training courses).

[1] Adapted from Cedefop (2018). Spotlight on vocational education and training in Portugal. Luxembourg: Publications Office. http://www.cedefop.europa.eu/files/8119_en.pdf

[2] [Decreto-Lei \(Decree-Law\) n.º 396/2007, de 31 de Dezembro](#) (link to the consolidated legislation).

[3] [Portaria \(Ordinance\) n.º 782/2009, de 23 de julho.](#)

[4] <http://www.catalogo.anqep.gov.pt/Home/CNQ/>

[5] Recognition of prior learning - Recognition, validation and certification of competences process (RVCC). Information available only in Portuguese at:

[http://www.anqep.gov.pt/pagina.aspx?
f=1&lws=1&mcna=0&inc=56266317AAAAAAAAAAAAAAAA&parceiroid=0&codigoms=0&co](http://www.anqep.gov.pt/pagina.aspx?f=1&lws=1&mcna=0&inc=56266317AAAAAAAAAAAAAAAA&parceiroid=0&codigoms=0&co)

[6] <https://www.passaportequalifica.gov.pt/cicLogin.xhtml>

CHAPTER 2.

Main challenges and policy responses

High on the policy agenda are the following challenges:

- further reducing early leaving from education and training and discourage the entry of unqualified young people into the labour market;
- increasing adult educational attainment by widening access to learning through modularisation;
- improving tutor support to learners and reasserting the value of transferable skills in the curricula, in order to tackle education and training failure;
- modernising learning provision through new teaching methods and wider variety of VET courses leading to competence-based qualifications;
- offering initial and continuing VET provision in line with labour market requirements;
- upskilling vulnerable groups and promoting their socio-professional integration.

Policy initiatives have resulted in an increase in upper secondary VET programmes, ensuring that VET programmes lead to double certification, and boosting the RVCC system ([7]) development. National authorities are also implementing measures for adults through the *Qualifica* programme ([8]) and assuring the continuity of lifelong learning policies, through the reinforcement of specialised *Qualifica* centres, launched in 2016. They target people over 18 years old who seek a qualification, guiding those who are low-skilled to RVCC processes. They provide guidance, counselling for young people (aged 15 or older), especially for NEETs ([9]), as well as increasing proximity to target populations.

Data adapted from VET in Portugal Spotlight 2018 ([10]).

[7] Reconhecimento, validação e certificação de competências (recognition, validation and certification of competences)

[8] A programme developed to promote investment in training pathways that will lead to the effective qualification of learners, especially focused on the improvement of adult qualification or employability. Decreto-Lei (Decree-law) n.º 14/2017 de 26 de janeiro. <https://www.qualifica.gov.pt/#/programaQualifica>

[9] Not in education, employment or training.

CHAPTER 3.

External factors influencing VET

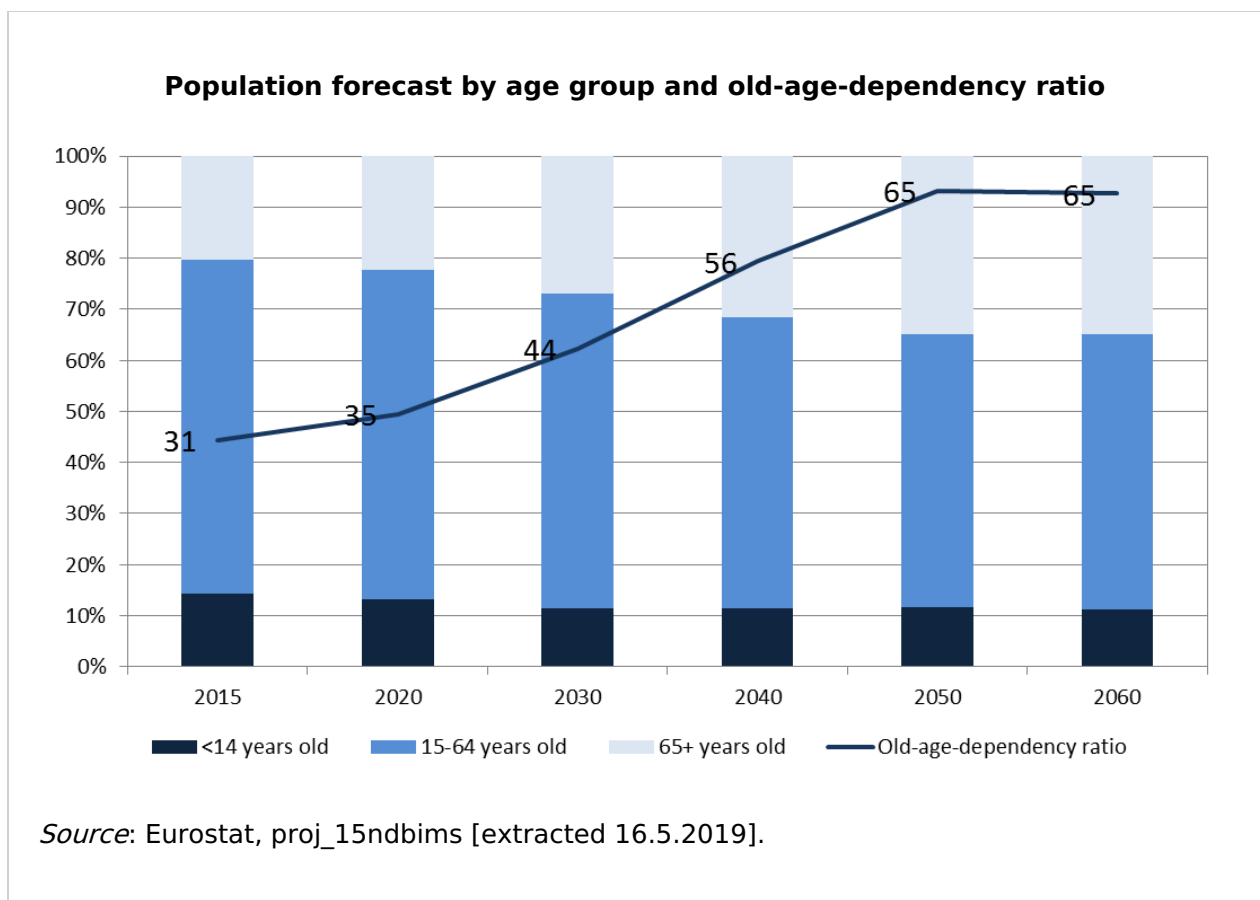
3.1 Demographics

Population in 2018: 10 291 027 ([11])

It decreased since 2013 by 1.9% due to negative natural growth ([12]).

Population is ageing; Portugal is the fourth country with the highest proportion of elderly in the EU.

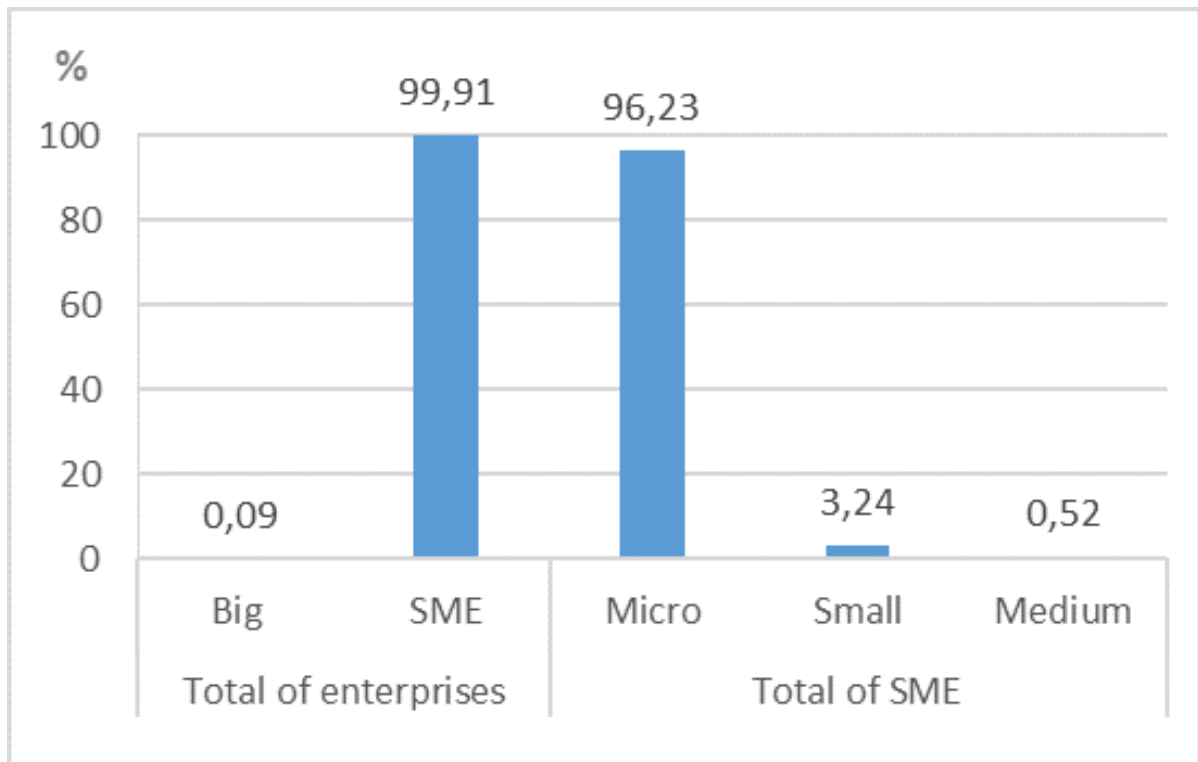
An old-age-dependency ratio is expected to increase from 31 in 2015 to 65 in 2060 ([13]).



3.2 Economics

Most companies are micro and small-sized. In 2017 the share of individual enterprises was 68.0% ([14]).

Enterprises by class size (%)



Main economic sectors:

- commerce;
- services;
- construction & real estate activities;
- agriculture and fisheries.

3.3 Labour market

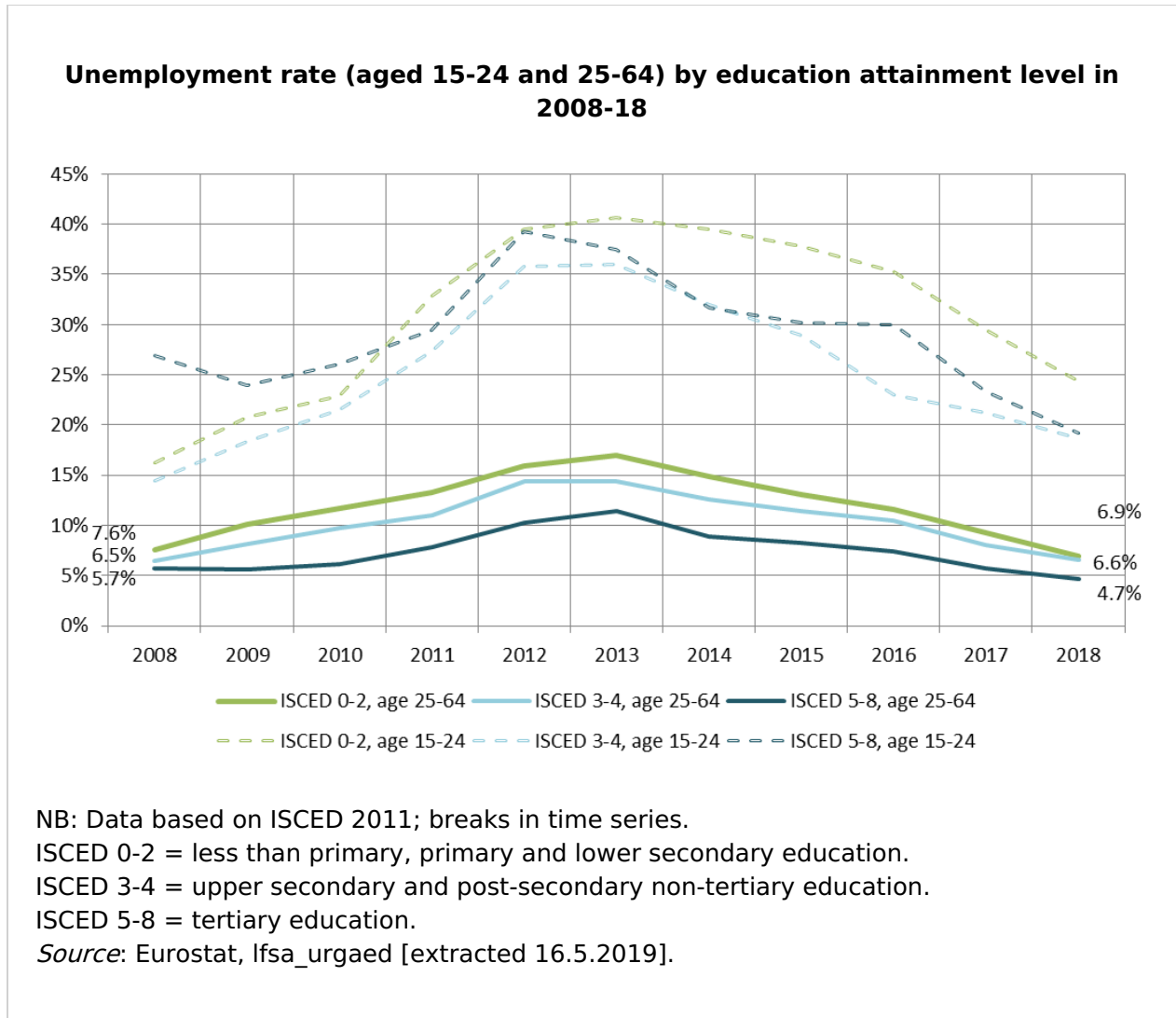
Since 2011, Portugal made major reforms deregulating professions. In 2019, there are 238 professions and 43 competent authorities registered in the database of the European Commission.

In 2015, a legal framework ([15]) was adopted establishing a different way to gain access into professions and to practice them. According to these new regulations, professional qualifications required to access a particular profession or professional activity are:

- tertiary education qualifications;
- training references/standards for non-higher qualifications included in the National Qualifications Catalogue (CNQ);
- training references of non-higher qualifications not foreseen in the CNQ;
- diplomas or certificates obtained by passing exams without previous training.

Total unemployment (2018) ([16]): 6.0%; it decreased by 1.4 percentage points since 2008

and reached its lowest since 2008 ([17]).

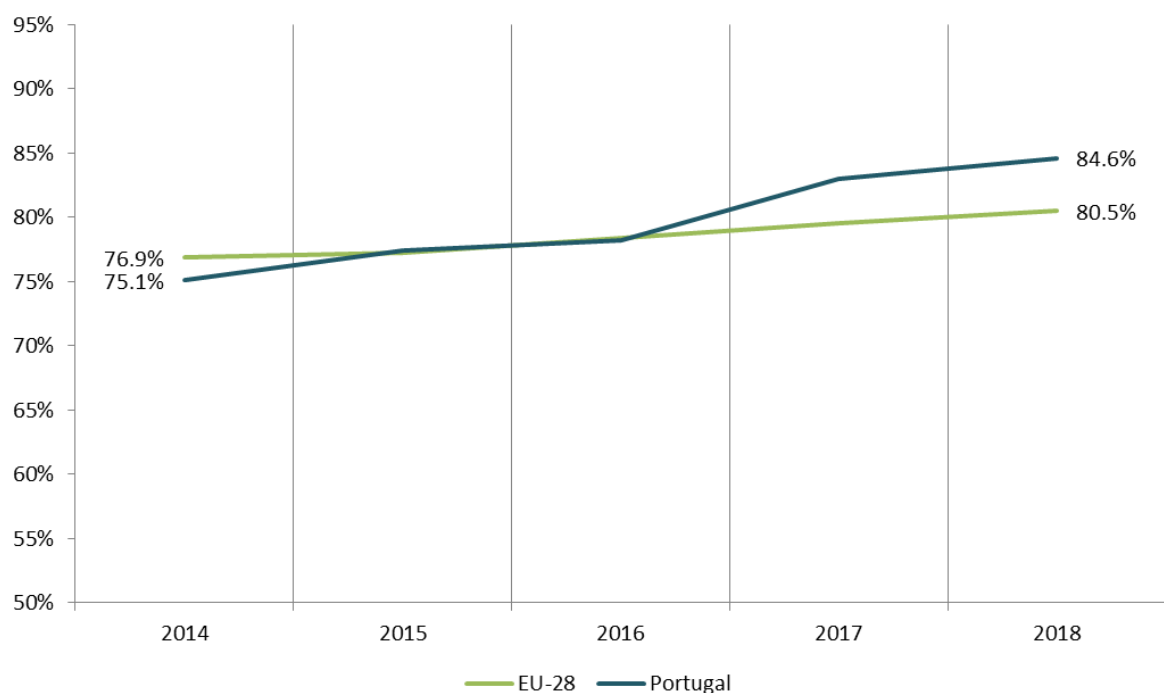


Unemployment is distributed unevenly between those with low- and high-level qualifications. However, the youth unemployment rate of people with medium-level qualifications, including most VET graduates (ISCED levels 3 and 4) is lower than for those with high-level qualifications.

In 2018, youth unemployment in Portugal was 20.3% (3.6% less than in 2017, but still well above the EU28 average) ([18]).

Employment rate of recent VET graduates increased from 75.1% in 2014 to 84.6% in 2018. Since 2015, the employment rate of VET graduates has been higher than the one of general education graduates.

Employment rate of VET graduates (20 to 34 years old, ISCED levels 3 and 4)



NB: Data based on ISCED 2011; breaks in time series.

ISCED 3-4 = upper secondary and post-secondary non-tertiary education.

Source: Eurostat, edat_lfse_24 [extracted 16.5.2019].

The increase in employment of 20-34 year-old VET graduates in 2014-18 (+9.5 pp) was higher compared to the increase in employment of all 20-34 year-old graduates (+8.3 pp) in the same period in Portugal ([19]).

[11] NB: Data for population as of 1 January. Eurostat table tps00001 [extracted 16.5.2019].

[12] NB: Data for population as of 1 January. Eurostat table tps00001 [extracted 16.5.2019].

[13] Old-age-dependency ratio is defined as the ratio between the number of persons aged 65 and more over the number of working-age persons (15-64). The value is expressed per 100 persons of working age (15-64).

[14] INE (2019). *Empresas em Portugal - 2017*.

[15] [Decreto-Lei \(Decree-Law\) n.º 37/2015, de 10 de março](#).

[16] Percentage of active population, 25 to 74 years old.

[17] Source: Eurostat, une_rt_a [extracted 20.5.2019].

[18] Eurostat, table tesem140 [extracted 10.4.2019].

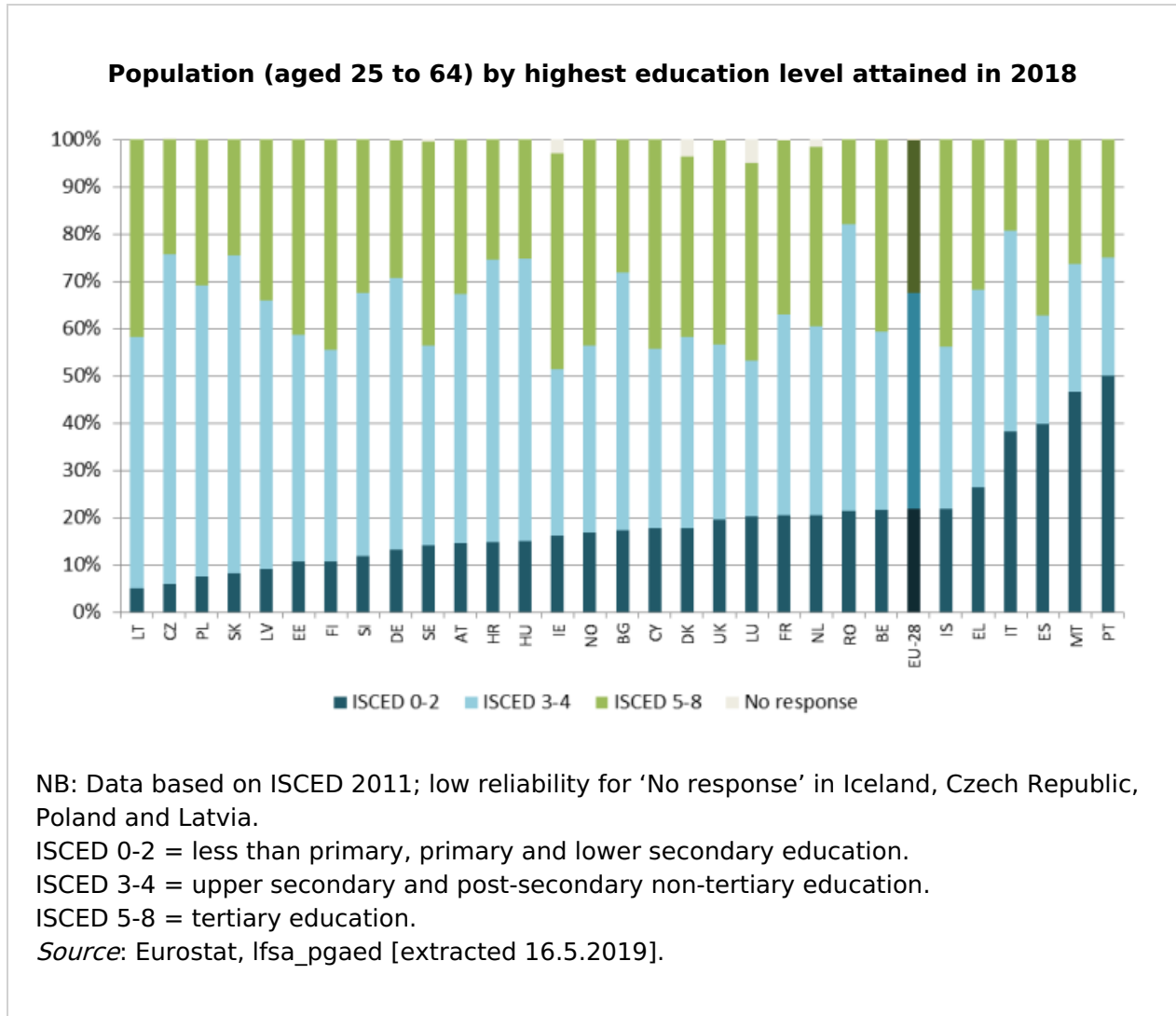
[19] NB: Breaks in series. Eurostat table edat_lfse_24 [extracted 16.5.2019].

CHAPTER 4.

Education attainment

4.1 Share of high, medium and low level qualifications

Education attainment in Portugal is traditionally lower than the EU average. The share of people with low-level or no qualification was decreased from 73.7% in 2005 to 50.2% in 2018, but is still the highest in EU. The share of those with medium-level qualifications, although it has significantly increased, is still the second lowest in EU.

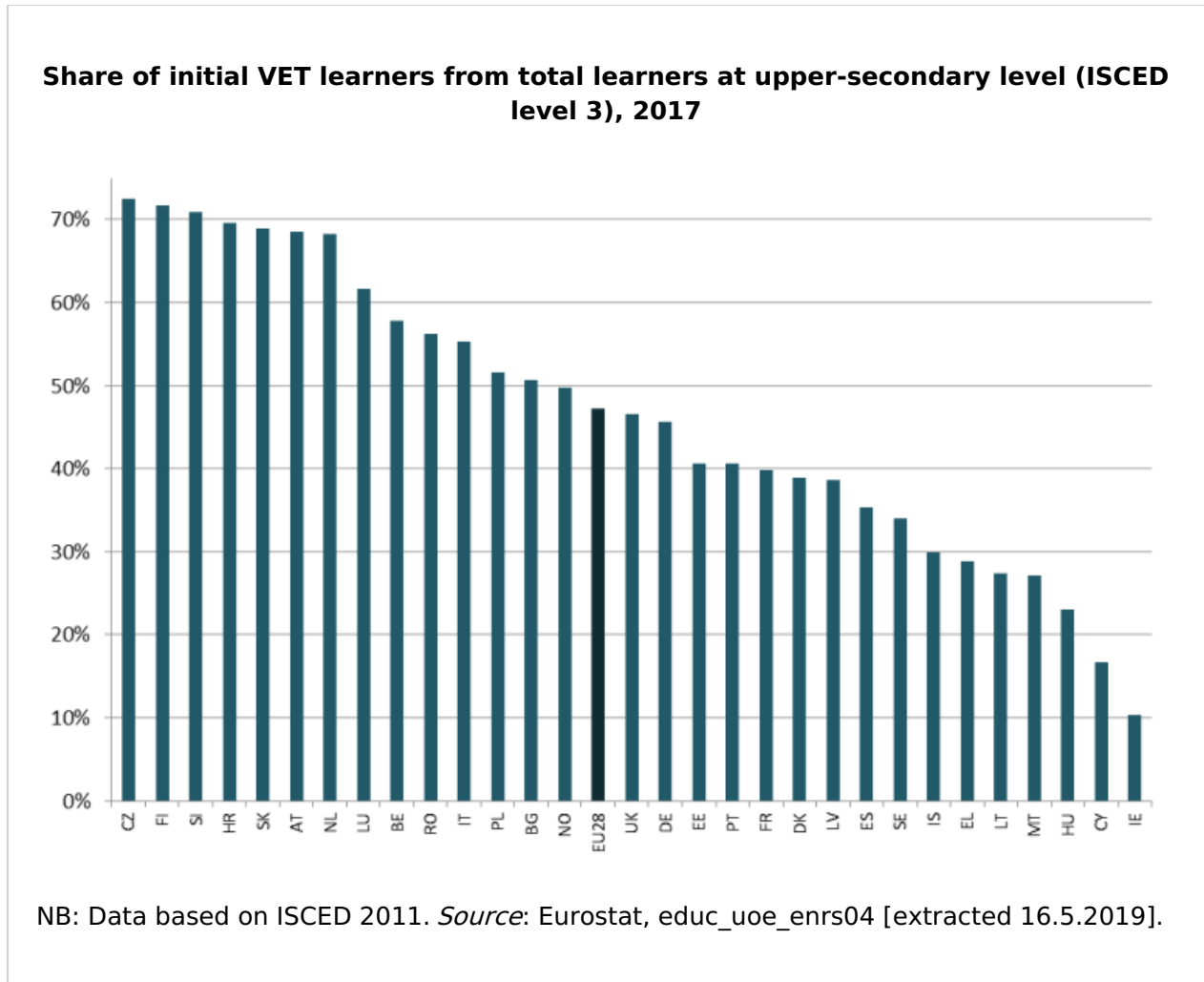


4.3 VET learners by level

Share of learners in VET by level in 2017

lower secondary	upper secondary	post-secondary
8.0%	40.7%	100%

Source: Eurostat, educ_uae_enrs01, educ_uae_enrs04 and educ_uae_enrs07 [extracted



4.4 Female share

Traditionally, there are more males in VET programmes (58.9%), except in the specialised art programmes where in 2016/17 71.5% of learners were females ([20]).

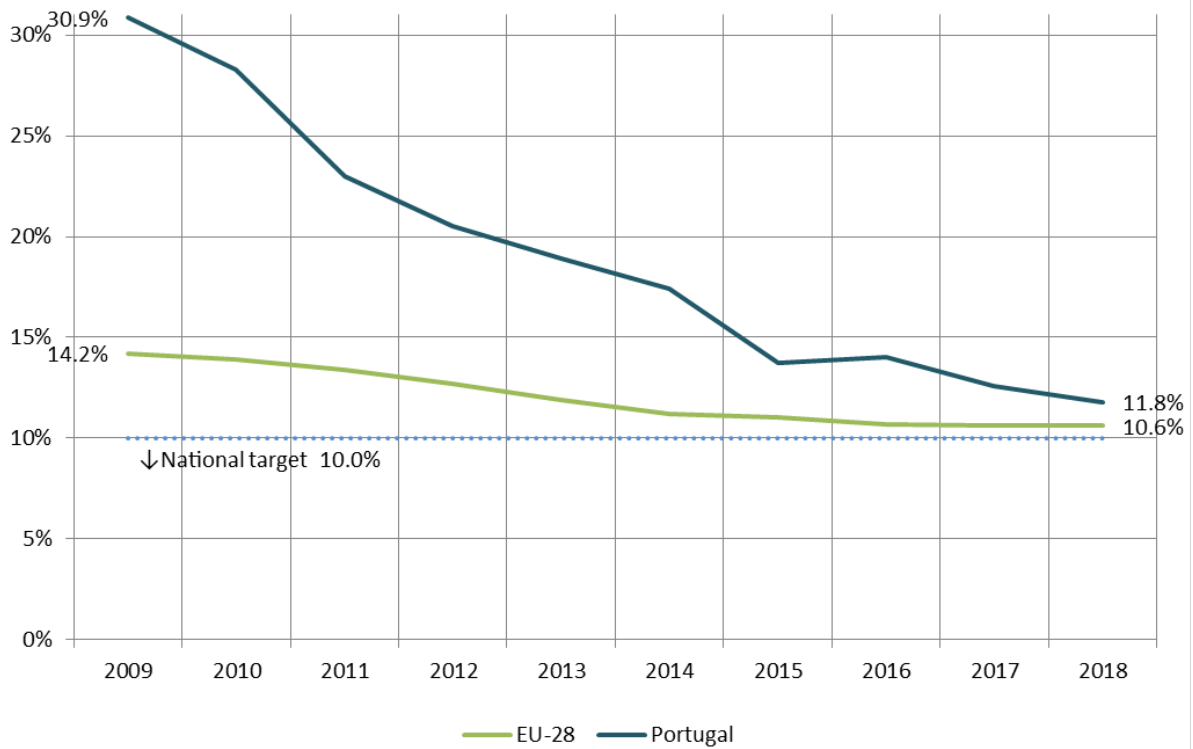
Among VET programmes, Professional programmes have the highest percentage of female learners (32.7%).

Post-secondary non-tertiary VET has an even higher rate of males (66.9%) than secondary VET.

4.5 Early leavers from education and training

Early leaving from education and training has been steadily decreasing from 30.9% in 2009 to 11.8% in 2018. It is still above the national target for 2020 of not more than 10% and the EU-28 average of 10.6%.

Early leavers from education and training in 2009-18



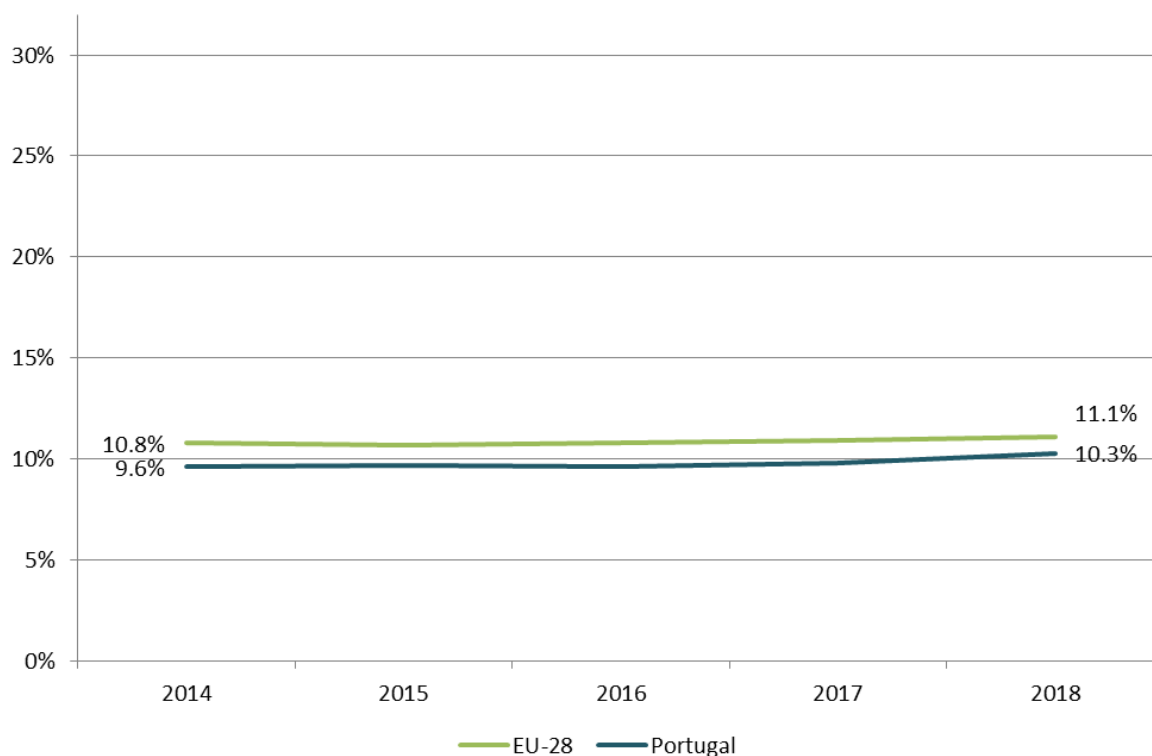
NB: Share of the population aged 18 to 24 with at most lower secondary education and not in further education or training; break in series.

Source: Eurostat, edat_lfse_14 [extracted 16.5.2019] and European Commission: https://ec.europa.eu/info/2018-european-semester-national-reform-programmes-and-stability-convergence-programmes_en [accessed 14.11.2018].

4.6 Participation in lifelong learning

Lifelong learning offers training opportunities for adults including adult education and training programmes, certified modular training, and recognition of prior learning (Recognition, validation and certification of competences process - RVCC).

Participation in lifelong learning in 2014-18



NB: Share of adult population aged 25 to 64 participating in education and training.
Source: Eurostat, trng_lfse_01 [extracted 16.5.2019].

Participation in lifelong learning had been decreasing during the period 2011-13 (economic crisis), while since 2014 has been steady and close to the EU average.

Regarding adults, participation in VET is rising. 27.5% of those enrolled in education/ training programmes are in the process of recognition of prior learning ([21]), which represents a rise of 7.8%; the Education and training programmes for adults (EFA) remain adults' main option (59.9%).

4.7 VET learners by age

Information not available

[20] DGEEC (2018). *Perfil do aluno 2016/2017*, pp. 86, 119.

[21] Recognition of prior learning - Recognition, validation and certification of competences process (RVCC).

CHAPTER 5.

VET within education and training system

The education and training system comprises:

- preschool education (ISCED level 0);
- basic education (nine years) organised into three cycles integrating primary and lower secondary education (ISCED level 1 and 2);
- upper secondary education (ISCED level 3);
- post-secondary non-tertiary education (ISCED level 4);
- tertiary education (ISCED levels 6, 7 and 8).

Pre-school education is optional and covers children from three to six years old.

Compulsory education lasts 12 school years and starts at the age of six until 18 years old. It comprises basic education that includes nine years of studies until age 15. It is organised into three cycles; the four-year first cycle and the two-year second cycle constitute primary education, while the three-year third cycle corresponds to lower secondary education.

Upper secondary education comprises general (science and humanities) and VET programmes. These three-year programmes give graduates access to tertiary education but also to post-secondary non-tertiary. Permeability is ensured between both paths.

Tertiary education is provided by universities and polytechnics. Pre-conditions to enter tertiary education include successful completion of an upper secondary programme or a similar qualification level, admission exams and specific requirements concerning the area of study.

All VET programmes grant double certification (an education certificate and a professional qualification):

- at lower secondary level, education and training

programmes targeting those aged 15+ who are at risk of early leaving; they are school-based and include practical training;

- at upper secondary level, there are three types of school-based VET programme combining general or sociocultural training components, science and technological training with work-based learning (WBL);
- at post-secondary non-tertiary level, technological specialisation programmes last from one to one-and-a-half years and incorporate WBL;
- at tertiary level, two-year high professional technical courses are offered by polytechnics (including internship).

Regarding upskilling adults the following programmes exist:

- adult education and training programmes targeting learners who want to complete lower or upper secondary education and/or obtain a professional qualification;
- certified modular training;

recognition of prior learning (recognition, validation and certification of competences, RVCC). The two RVCC paths (academic and professional) can lead to either a lower or upper secondary education certificate or a professional qualification ([22]).

[22] Information taken from the forthcoming Cedefop publication on spotlights compilation

(2019).

CHAPTER 6.

Apprenticeship

Apprenticeship programmes are for young people up to age 25. Programmes include 40% WBL. A training contract between the apprentice and the enterprise (training provider) must be signed ([23]). Curricula are organised in training components: socio-cultural, scientific, technological and practical training in a work environment (WBL) ([24]). A double certification including a professional qualification and a 12th year school leaving diploma at EQF level 4 (ISCED 354) is granted upon successful completion of the programme.

[23] Information taken from the forthcoming Cedefop publication on spotlights compilation (2019).

[24] https://www.refernet.pt/wp-content/uploads/2018/10/Apprenticeship_programmes.pdf

CHAPTER 7.

VET governance

The central government has overall responsibility for VET. The education ministry is responsible for school-based programmes, the higher education ministry for tertiary education, and the labour ministry for apprenticeship programmes, continuing vocational training and carrying out active labour market measures.

The SNQ ([25]), launched in 2007 and revised in January 2017, is the framework of VET; it is coordinated by ANQEP ([26]) and comprises the main VET stakeholders. SNQ has reorganised VET into a single system. It is based on a balanced relationship between VET within the educational system and VET in the labour market. It has established common objectives, instruments, and complementary tools supporting the implementation of:

- National Qualifications Framework ([27]);
- National Qualifications Catalogue ([28]): a strategic tool to manage and regulate non-higher VET;
- National Credit System for VET (*Sistema nacional de créditos do EFP*);
- An instrument for Guidance and Individual Record of Qualifications and competences.

Under the SNQ successful completion of VET programmes grants a double certification.

CHAPTER 8.

VET financing mechanisms

VET is almost entirely funded by public funding through contributions from the state budget, the social security budget and the European Social Fund (ESF). However, the Autonomous Regions of Madeira and Azores, and the municipalities also contribute with funds, as well as the European Social Fund (ESF).

Spending on education has been reduced since 2013, but is slightly above the EU-28 average. General government expenditure on education, in 2016, was 4.9% of GDP (reduced by 1 p.p. since 2013) and 10.8% of total government spending (EU averages were 4.7% and 10.2% respectively). Secondary education takes the highest share of general government expenditure on education (35.4%), followed by pre-primary and primary education (31.4%) and higher education (12.9%). The annual expenditure in Portuguese educational institutions per student is below the EU average ([29]).

Public expenditure on education, EU28 and Portugal, 2016 (%)

	Year-on-year real change*				As a share of total public expenditure				As a share of GDP			
	2013	2014	2015	2016	2013	2014	2015	2016	2013	2014	2015	2016
EU	-1.2	1.4	1.0	0.5	10.1	10.2	10.2	10.2	4.9	4.9	4.8	4.7
PT	-3.6	-1.3	-7.4	-2.9	11.8	11.0	10.5	10.8	5.9	5.7	5.1	4.9

Source: European Commission (2018). *Education and training monitor 2018*.

<https://ec.europa.eu/education/sites/education/files/document-library-docs/volume-1-2018-education-and-training-monitor-country-analysis.pdf>

[25] National Qualifications System (Sistema Nacional de Qualificações - SNQ).

[26] Agência Nacional para a Qualificação e o Ensino profissional (National Agency for Qualification and VET).

[27] Quadro Nacional de Qualificações (QNQ).

[28] Catálogo Nacional de Qualificações (CNQ): <http://www.catalogo.anqep.gov.pt/Home/CNQ/>

CHAPTER 9.

Teachers and trainers

9.1 VET teacher types

In VET, there are:

- VET teachers;
- school-based trainers;
- in-company trainers (nationally referred as tutors)
- technicians of guidance, recognition and validation of competences ([30]);
- social and personal mediators.

VET teachers are usually responsible for the sociocultural and scientific training components of VET programmes. A master's degree is the minimum academic qualification for the teaching profession. Access to the teaching profession in the public sector is done via national competition, based on academic qualifications and work experience. Applicants have to pass knowledge and competences exams and undergo a subsequent probationary period.

The school-based trainer profession is regulated by 2011 legislation ([31]), which made initial pedagogical training of trainers compulsory. Although the minimum length of the initial pedagogical training is 90 hours, a training framework of 10-hour modules introduced more flexibility, allowing a more versatile offer adaptable to the needs of each candidate.

The basic requirements for trainers are:

- an initial pedagogical training certification; and
- a higher education degree in relevant scientific, technical, technological and practical training; or
- training (in components, units or modules) oriented towards competences based on operational/work capacity, provided that trainers hold qualifications equal to the qualification to be granted to learners, and that they have at least five years of proven professional experience.

In-company trainers are professionals that work in the enterprises; there is no specific regulation for their role. In-company trainers should be selected among workers whose professional and pedagogical competences are recognised by the enterprise. In-company trainers are responsible for implementing learner individual activity plan, for assuring learner's integration in the labour environment, and for assessing the learner; they are also the link between the enterprise and the VET institution. Each in-company trainer may accompany simultaneously up to five learners.

Technicians of guidance, recognition and validation of competences work in *Qualifica* centres ([32]). They must have a higher education degree and experience in one of the following areas: education or professional guidance, and methodologies for monitoring the learning development of young people and adults ([33]). They are responsible for hosting RVCC candidates providing information and guidance; they are also responsible for the diagnosis of their needs.

Social and personal mediators work in institutions providing EFA programmes/courses ([34]). Trainers or guidance professionals, holders of higher education qualifications and training to perform the role of mediator or relevant experience on adult education and training can fulfil the tasks of a mediator ([35]). They are responsible for recruiting and selecting learners and supporting them with personal, social and pedagogical issues; they also participate in the

analysis and evaluation of each learner's profile and help them identify the most appropriate adult education and training offer.

9.2 Continuing professional development of teachers/trainers

Teacher Continuing professional development (CPD) is mandatory for their career progression ([36]). There are different CPD types such as training courses with variable length, workshops, internships and projects accredited by the authority body ([37]). The offers can be provided by higher education institutions; training centres run by school associations ([38]) or run by non-profit scientific associations; central services of the education ministry; public, private or cooperative associations accredited. For career progression, it is required the participation in one-fifth of the total number of hours of compulsory training in the respective career echelon.

School-based trainer CPD is also ruled by the 2011 legislation ([39]). Trainers that want to teach socio-cultural and scientific components of VET programmes included in the SNQ are required to hold the same qualifications as teachers do.

Continuous training of trainers is based on several referential/standards of competences, organised in a modular structure path with flexible length. It may include one or more of the following dimensions:

- pedagogical: modules aim at improving, deepening or diversifying the competences of trainers. They may also include critical reflection and reinforcement of competences acquired at the initial pedagogical training in organisational, practical, deontological and ethical issues;
- scientific and/or technological: modules aim at guaranteeing a permanent updating of the trainer's knowledge and skills in their specific area of intervention, taking into account the constant technical and organisational changes occurring in the labour market, and;
- operational research: modules directed to the analysis, research and optimisation of referential/standards, models, processes and training methods, ensuring their transferability or application in different contexts, with special focus on WBL.

Trainer CPD is organised into units of 10 hours (or multiples of 10 hours), structured according to its training standard. Seminars, technical meetings, workshops or similar events may have a shorter duration, but can be recognised and used for career advancement.

[30] Recognition of prior learning - Recognition, validation and certification of competences process (RVCC).

[31] [Portaria \(Ordinance\) n.º 214/2011, de 30 de maio](#). Note that the legislation does not differentiate the place of work. Cedefop uses school-based trainer for international comparison reasons.

[32] Qualifica centres target people over 18 years old who are seeking a qualification and, exceptionally, young NEETs; they initiate and develop RVCC.

[33] [Portaria \(Ordinance\) n.º 232/2016, de 29 de agosto](#).

[34] Adult education and training (EFA) programmes target learners who want to complete lower or upper secondary education and/or obtain a professional qualification at EQF 2 to 4.

[35] [Portaria \(Ordinance\) n.º 230/2008, de 7 de março](#).

[36] [Decreto-Lei \(Decree-Law\) n.º 22/2014, de 11 de fevereiro](#).

[37] Conselho Científico-Pedagógico da Formação Contínua (CCPFC).

[38] Centros de Formação de Associação de Escolas (CFAE).

[39] See footnote 31.

CHAPTER 10.

Shaping VET qualifications

10.1 Anticipating skill needs

Launched in March 2015, the system for anticipating qualification needs (SANQ) ([40]), currently running under the supervision of ANQEP ([41]), allows for anticipating the future needs of the labour market. It also sheds light into the priority areas and job opportunities in VET. SANQ has been strengthened, namely through the diversity of analysed data and the involvement of a significant and representative number of stakeholders at regional/local level.

IEFP ([42]) has been also developing annual lists aiming to enable VET programmes meet the real needs of the labour market. The List of priorities for VET 2018-19 ([43]) at regional and local level is available online and intends to identify a set of areas and vocational opportunities in line with the priorities of the economy, to upskill professionals, to promote the competitiveness of Portuguese enterprises, and to promote the creation of high-skilled jobs.

Sector Councils for Qualification (CSQ), coordinated by ANQEP, are also responsible for regularly identifying the developments and changes regarding skill needs in different sectors. They are technical and consultative working groups; their role is mainly strategic and ensures the active and regular participation of the relevant economic and social stakeholders.

The following instruments also contribute in developing an integrated system to anticipate skills demand and supply:

- the Integrated System for Information and Management of Education and Training (SIGO) is a platform that stores all data concerning education and training programmes for young people and adults. It is a key instrument for managing and monitoring training actions and issuing training certificates;
- the Industrial Relations Centre (Centro de Relações Laborais - CRL) is a tripartite technical entity that provides information, promotes discussions and creates conditions for better employment policies with an open perspective about social and labour context, always taking into account the improvement of professional qualifications, employability, and collective bargaining. CRL has administrative autonomy and legal personality, but functions under the labour ministry. It is equally composed of representatives of the Government, the confederations of employers and the trade unions; it intends to improve the interaction between these bodies and to engage the scientific community.

See also Cedefop's skills forecast ([44])

10.2 Designing qualifications

2017 legislation ([45]) reinforces the importance of SANQ ([46]) in designing and updating qualifications in the CNQ ([47]). SANQ influences mostly the number and the design of VET programmes and courses, in order labour market needs to be addressed at regional level.

Upper secondary school-based VET programmes under the responsibility of the education ministry and professional training provided by the Public Employment Services of IEFP ([48]) are independent of the SANQ output.

The National Qualifications Catalogue (CNQ) ([49]) was launched in 2008. It is designed as a tool of strategic management of the qualifications framework for VET at non-tertiary level that helps regulate VET provision leading to double certification. One of its main objectives is to

elaborate qualifications standards and key competences needed for the competitiveness and modernisation of the economy and for the personal and social development of individuals. The qualifications in the CNQ are organised by certification level training areas. In 2018, the CNQ included 310 qualifications in 41 areas of education and training.

Each standard for qualification of CNQ is composed by:

- a professional profile comprising the work activities associated with the qualifications, as well as the knowledge and skills (professional, personal and social) needed to perform these activities;
- a training framework establishing the content as well as the information needed to organise provision according to the framework of competences leading to double certification. It consists of a basic training component (school oriented) and a technological training component organised by autonomously certifiable units of short duration (from 25 to 50 hours), allowing for flexible qualification paths and permeability between the same area of education and training;
- a framework for RVCC ([50]) of either formally or informally acquired competences helps guiding a candidate in a qualification path according to his/her needs and leads to the acquisition of a certificate (at the level of basic or secondary education) and/or a training certificate (at EQF level 2 or 4).

The open consultation process ([51]) is another mechanism that allows entities to participate in updating the CNQ through the revision, integration and/or exclusion of qualifications from the CNQ, as well as changing a professional profile or training reference and a standard of RVCC. The process endows the Catalogue with a greater dynamism and widens the debate around qualifications needs. Stakeholders can submit on-line their proposals. If the proposal concerns a new qualification, and if it is accepted, a three-stage process takes place leading to the publication of the new qualification in the official Bulletin for Labour and Employment ([52]). Finally, the new qualification will be integrated into the CNQ and will be made available online given it fulfils specific criteria.

Sector Councils for Qualifications (CSQ) support the update and development of CNQ by presenting or analysing proposals for the revision, integration and exclusion of qualifications from the CNQ. They are expanded technical and consultative working groups involving stakeholders such as representatives of ministries, social partners, enterprises and training providers. CSQ are responsible for:

- identifying the needs for qualifications and competences that respond to these changes;
- presenting the appropriate proposals for updating and developing the CNQ;
- analysing and advising on external proposals for updating and developing CNQ;
- supporting the design of qualifications;
- facilitating the cooperation, co-responsibility among the relevant bodies of each economic sector aiming to promote the development of innovative solutions for better competences and qualifications, and;
- identifying technical and methodological competences to support ANQEP ([53]) in the processes of updating and developing the CNQ.

[40] Sistema de Antecipação de Necessidades de Qualificações (SANQ):
http://sanq.anqep.gov.pt/?page_id=23

[41] Agência Nacional para a Qualificação e o Ensino profissional (National Agency for Qualification and VET).

[42] Instituto do Emprego e Formação Profissional (Institute for Employment and Vocational Training).

- [43] https://www.iefp.pt/documents/10181/227378/2018-02-22+-+Sa%C3%ADdas+profissionais_Prioridade+IEFP+2018-2019.pdf/e330d255-9061-4210-bd30-3155c608bae4
- [44] <http://www.cedefop.europa.eu/en/publications-and-resources/data-visualisations/skills-forecast>
- [45] Decreto-Lei (Decree-Law) n.º 14/2017 de 26 de janeiro:
<https://dre.pt/application/file/a/105808732>
- [46] Sistema de Antecipação de Necessidades de Qualificações (SANQ):
http://sanq.anqep.gov.pt/?page_id=23
- [47] Catálogo nacional de qualificações (CNQ) (National qualifications catalogue).
- [48] Instituto do Emprego e Formação Profissional (Institute for Employment and Vocational Training).
- [49] <http://www.catalogo.anqep.gov.pt/Home/CNQ/>
- [50] Recognition of prior learning - Recognition, validation and certification of competences process (RVCC).
- [51] Modelo aberto de consulta (open consultation process):
<http://www.catalogo.anqep.gov.pt/Home/MAC>
- [52] <http://bte.gep.msess.gov.pt/>
- [53] Agência Nacional para a Qualificação e o Ensino profissional (National Agency for Qualification and VET).

CHAPTER 11.

Quality assurance

DGERT ([54]) is responsible for the accreditation ([55]) of VET providers (nationally referred to as certification) ([56]). Education providers under the responsibility of the education ministry are exempt from accreditation.

Accreditation process

The requirements for the accreditation of VET providers are divided into two groups:

- prerequisites: To apply for accreditation, VET providers should meet essential legal conditions;
- quality requirements: The quality requirements of VET providers refer to:
 - the internal structure and organisation (human resources, facilities and equipment) of the provider;
 - the development process of training programmes (planning, design, organisation, development and training assessment);
 - assessment of outcomes and continuous improvement (post-training follow-up, annual assessment of results, constant improvement measures).

Initial accreditation

VET providers should define the training or education programme which will be under evaluation and self-evaluate its structure and practices against the quality standards. Subsequently providers submit an electronic request for accreditation to DGERT, which can then carry out evaluation (technical, documentary or audit-supported) to certify that they can develop a training programme in a specific thematic area. As long as accredited VET providers meet requirements, they can develop a new training offer and request extension of their certification to other education or training thematic areas

Maintaining accreditation

Maintaining accreditation is regularly assessed by DGERT through audits considering the results of providers' training activity. DGERT follows the general criteria ([57]):

- date of the initial accreditation;
- signalling of changes in the structure or training activity;
- signalling of complaints received by DGERT;

Accreditation benefits

- quality accreditation;
- training diploma referenced to national qualifications system;
- access to national or community public funding programmes for vocational training;
- tax exemption on VAT for training products and services;
- deduction of training expenses in individual income tax.

Another national approach to improve quality assurance in VET and related WBL has been devised using the EQAVET framework. VET providers have been aligning their quality assurance approaches to the EQAVET framework and the overall objective is that, when the quality assurance approach is fully implemented, all VET providers can adopt it and be awarded a

quality label based on EQAVET quality criteria and indicative descriptors. This plan will be gradually carried out until 2020.

[54] Direção-Geral do Emprego e Relações Profissionais (General Directorate for Employment and Industrial Relations)

[55] [Portaria \(Ordinance\) n.º 208/2013, de 26 de junho.](#)

[56] See also: <http://www.cedefop.europa.eu/en/news-and-press/news/portugal-certification-training-providers>

[57] <https://certifica.dgert.gov.pt/processo-de-certificacao1/manter-a-certificacao/auditoria-de-manutencao.aspx>

CHAPTER 12.

Validation of prior learning

Recognition of prior learning (recognition, validation and certification of competences process - RVCC) comprises the identification of formal, non-formal and informal competences developed throughout life; through the development of specific activities and the application of a set of appropriate evaluation tools. Adults may start this process at any time at a *Qualifica* centre ([58]).

RVCC process has two distinct paths: the education and the professional.

To access educational or professional RVCC processes, candidates must be at least 18 years old and possess sufficient knowledge in relation to the key competence and the professional competence framework. 23-years old or younger candidates must also submit proof of a minimum of three years professional experience via a statement issued by the relevant social security office.

One of the tools used in the RVCC process to evaluate the candidates is the reflective learning portfolio (*portefólio reflexivo*). It is a written record of the candidate's competences acquired throughout life; it also presents a critical appraisal of their knowledge, competence development, prior experience, and education. It includes all relevant supporting documentation linked to the different areas of the portfolio. Validation of these competences is done under the referential framework of key competences elaborated by ANQEP ([59]).

A jury appointed by a *Qualifica* Centre does the certification of competences after the evaluation of the candidate. It can include written, oral or practical evaluation, or a combination of the three, that can be organised by key competences areas in the case of the education path, or by professional competences in the case of the professional path.

Candidates can obtain a full certification (when they have proven that they possess all the competence units of the standard) or a partial certification. In the education path, a full certification enables the candidate to obtain a certificate of basic education (4, 6 or 9 years of schooling) or upper-secondary education (12 years of schooling) corresponding to EQF levels 1 to 4. In the professional path, a full certification testifies that the candidate holds the competences of specific professional standard at EQF level 2 and 4. Partial certifications allow the candidate to attend the remaining training to obtain a qualification.

These processes are under the responsibility of the *Qualifica* Centres, managed by ANQEP. Currently there are around 290 centres spread all over the country.

Participation in RVCC processes in 2017 was 11.1% when compared with all adults enrolled in VET offers.

For more information about arrangements for the validation of non-formal and informal learning please visit Cedefop's European database ([60]).

[58] *Qualifica* centres target young people (aged 15 or older), provide guidance and counselling especially for NEETs and initiate and develop RVCC processes for low-skilled adults.

[59] Agência Nacional para a Qualificação e o Ensino profissional (National Agency for Qualification and VET).

[60] <http://www.cedefop.europa.eu/en/publications-and-resources/data-visualisations/european-database-on-validation-of-non-formal-and-informal-learning>

CHAPTER 13.

Incentives for learners

Allowances, grants and scholarships target learners with low income. The Operational Programme for Human Capital (*Programa Operacional Capital Humano* - POCH) foresees financial incentives for VET learners. Learners receive these incentives through VET providers. Incentives for VET learners are:

- a scholarship received by learners during the WBL period (subject to learner's attendance);
- study material (*Bolsa de material de estudo*);
- travel allowance;
- accommodation subsidies for learners living more than 50km away from the VET provider premises;
- food/ meals subsidies.

CHAPTER 14.

Incentives for enterprises to boost their participation in VET provision

The most relevant funding for VET programmes and VET providers, including enterprises, is the Operational Programme for Human Capital (*Programa Operacional Capital Humano* - POCH), complemented by some actions of the Operational Programme for Employment and Social Inclusion (*Programa Operacional Inclusão Social e Emprego* - POISE). Moreover, VET support for employed adults is carried out by enterprises under the monitoring and evaluation of the Operational Programme for Competitiveness and Internationalisation (POCI/COMPETE 2020). These operational programmes fall under Portugal 2020 ([61]), a partnership agreement adopted between Portugal and the European Commission, which brings together the work of the five European structural and investment funds, including ESF.

[61] <https://www.portugal2020.pt/Portal2020>

CHAPTER 15.

Guidance and counselling

Formal guidance is provided by professionals at schools, IEFP ([62]) public employment services and *Qualifica* Centres ([63]).

School psychology and counselling services develop their activity in the psycho-pedagogical field supporting learners and teachers in developing school community relationships and in providing lifelong guidance. They work in an integrated way and in close contact with the educational community, teachers, non-teaching staff, parents, caregivers, and other educational agents in the surrounding area.

The IEFP has a network of Professional Integration Offices (*Gabinetes de inserção profissional* - GIP) supported by public and private non-profit organisations. GIPs are accredited to provide support to unemployed young people and adults to (re)-enter labour market in close cooperation with employment services; they also promote VET awareness. IEFP also runs an online platform (*Vi@s*), which provides information, allows users to interact and eases users in managing their career. It also supports guidance professionals, teachers and parents.

The main objectives of *Qualifica* Centres are to:

- Inform and guide individuals to VET programmes that best fit their profiles, needs, motivations and expectations;
- initiate and develop Recognition, validation and certification of competences processes (RVCC);
- increase awareness among young people, adults, and enterprises/employers about lifelong learning.

Please also see:

- guidance and outreach Portugal national report ([64]);
- Cedefop's labour market intelligence toolkit ([65]);
- Cedefop's inventory of lifelong guidance systems and practices ([A1]).

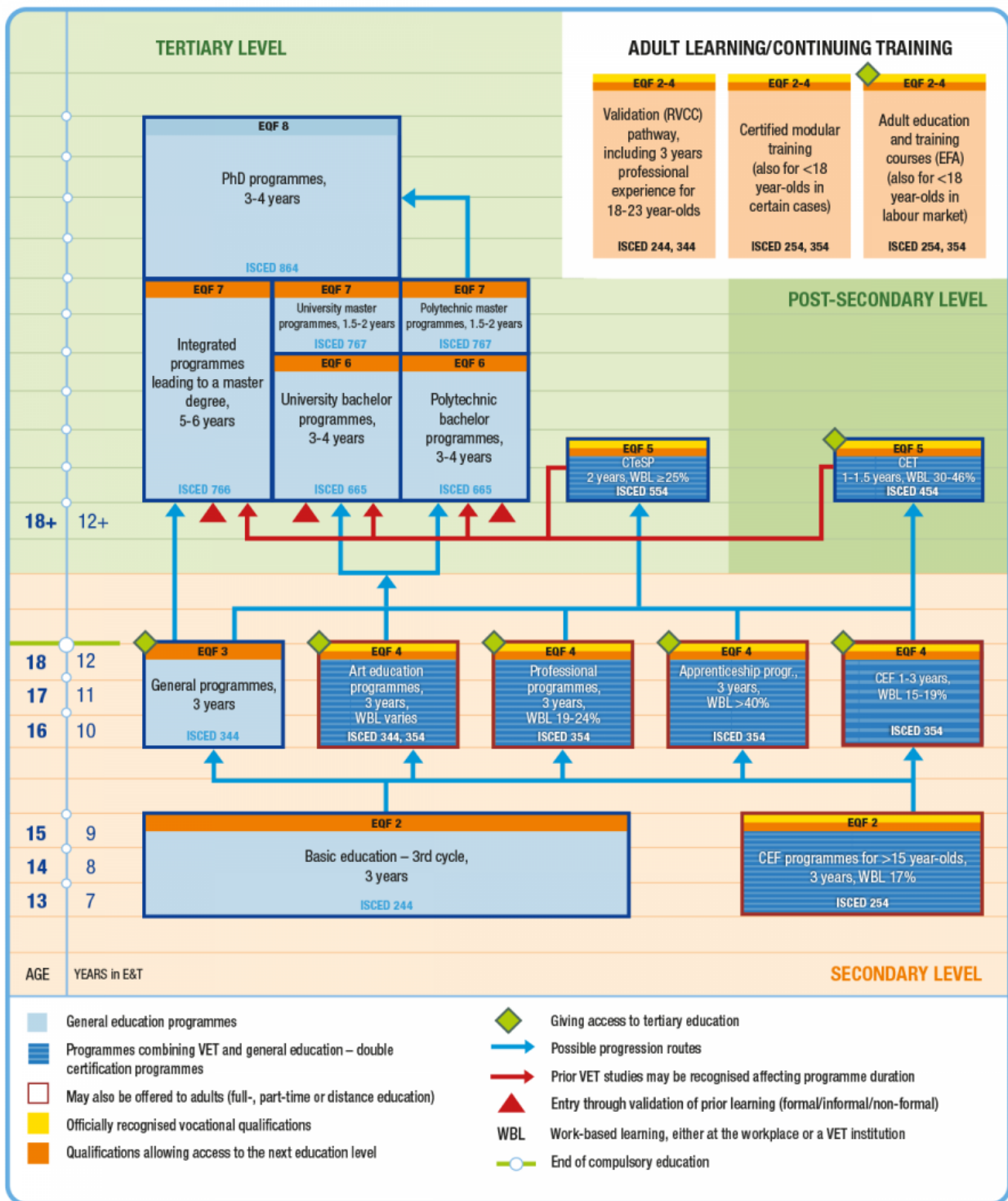
[62] Training Instituto do Emprego e Formação Profissional (Institute for Employment and Vocational).

[63] *Qualifica* centres target people over 18 years old who are seeking a qualification and, exceptionally, young NEETs; they initiate and develop recognition, validation and certification of competences process (RVCC).

[64] <http://www.cedefop.europa.eu/events-and-projects/networks/refernet/thematic-perspectives/guidance-outreach>

[65] <http://www.cedefop.europa.eu/en/toolkits/resources-guidance/toolkit/where-can-you-find-more-information-in-your-country-and-elsewhere>

Vocational education and training system chart



NB: ISCED-P 2011.
Source: Cedefop and ReferNet Portugal, 2019.

VET Programme Types

EQF 2

CEF programmes for
>15 years-olds,
3 years,
WBL 17%
ISCED 254

Education and training programmes for young people (cursos de educação e formação de jovens - CEF) including four types of initial VET programmes leading to EQF level 2, ISCED 254

EQF level 2	ISCED-P 254 2011 level
Usual entry grade 7	Usual completion grade 9
Usual entry age 15 (minimum)	Usual completion age 18
Length of a programme (years) 3	
Is it part of compulsory education and training? ✓ In 2009, compulsory education was extended to 12 years of schooling, between the age of six and 18 ([67]). 18	Is it part of formal education and training system? ✓
Is it initial VET? ✓	Is it continuing VET? ✗
Is it offered free of charge? ✓ Exempt of fees for learners under compulsory education.	Is it available for adults? ✓ The legislation does not set an age limit, but only young adults (up to the age of 21) attend it.

ECVET or other credits	Depending on the programme, the minimum of credits is 120 ([66]).
Learning forms (e.g. dual, part-time, distance)	CEF programmes comprise four training components: sociocultural, scientific, technological and practical including a minimum of 210 hours of work-based learning (WBL) each year.
Main providers	<ul style="list-style-type: none"> - network of public, private and cooperative schools; - professional schools; - IEPF ([68]) vocational training centres (directly and jointly managed); - accredited training providers; linked with community entities, namely local authorities, enterprises or business organisations, other social partners and local or regional associations, set up by protocols aimed at maximising physical structures and human and material resources.
Share of work-based learning provided by schools and companies	17%
Work-based learning type (workshops at schools, in-company training / apprenticeships)	<ul style="list-style-type: none"> • practical training at school • in-company practice
Main target groups	The aim of these programmes is to reduce the high number of early school leavers. Learners must be 15 or more years old and without a lower secondary education qualification.
Entry requirements for learners (qualification/education level, age)	Learners must have completed only the first cycle of basic education (four years) and be at least 15 years old.
Assessment of learning outcomes	Learners' assessment is carried out per subject/area and per training component. Assessment is formative and summative and includes a final test comprising a professional performance presentation in front of a jury, with one or more practical works related with the most relevant knowledge and skills included in the programme profile
Diplomas/certificates provided	Successful completion of a CEF leads to a double certification: an education certificate (3rd cycle of lower secondary education certificate at EQF level 2 ISCED 254) and a professional qualification. A learner that only completed the 2nd cycle of basic education receives a certificate of EQF level 1 and a professional qualification.

Examples of qualifications	Training is offered in various fields, such as crafts, computer sciences, environmental protection, accounting, management, beauty care, domestic services, therapy and rehabilitation, electronics, food industry, metallurgy.
Progression opportunities for learners after graduation	Progression is allowed to upper secondary education and to higher level CEF programmes after meeting certain requirements
Destination of graduates	Information not available
Awards through validation of prior learning	✗
General education subjects	✓ Two of the four training components of CEF programmes is the sociocultural (including Portuguese; foreigner language; and, ICT) and the scientific (including applied sciences, including mathematic).
Key competences	✓ Two of the four training components of CEF programmes is the sociocultural (including Portuguese; foreigner language; and, ICT) and the scientific (with applied sciences, including mathematic).
Application of learning outcomes approach	information not available
Share of learners in this programme type compared with the total number of VET learners	6.9% of all VET learners in lower and upper secondary education were in these programmes ([69])

[66] Article 5 of the [Portaria \(Ordinance\) n.º 47/2017, de 1 de fevereiro](#).

[68] Instituto do Emprego e Formação Profissional (Institute for Employment and Vocational Training).

[69] DGEEC (2018). Estatísticas da Educação 2016/2017: jovens [Education statistics 2016/17: young people]. [http://www.dgeec.mec.pt/np4/96/%7B\\$clientServletPath%7D/?newsId=145&fileName=DGEEC_DSEE_DEEBS_2018_EE20162017_Jovens.pdf](http://www.dgeec.mec.pt/np4/96/%7B$clientServletPath%7D/?newsId=145&fileName=DGEEC_DSEE_DEEBS_2018_EE20162017_Jovens.pdf)

EQF 4
CEF 1-3 years, WBL 15-19%
ISCED 354

Education and training programmes for young people (cursos de educação e formação de jovens - CEF). Including three types of initial VET programmes leading to EQF level 4, ISCED 354

EQF level	4	ISCED-P 2011 level	354
Usual entry grade	10	Usual completion grade	12
Usual entry age	16	Usual completion age	18
Length of a programme (years)	1 to 3 years (from 1 125 to 2 276 hours)		
Is it part of compulsory education and training?	<p>✓</p> <p>In 2009, compulsory education was extended to 12 years of schooling, between the age of six and 18 ([71]).</p> <p>18</p>	Is it part of formal education and training system?	<p>✓</p>
Is it initial VET?	<p>✓</p>	Is it continuing VET?	<p>✗</p>
Is it offered free of charge?	<p>✓</p> <p>Exempt of fees for learners under compulsory education.</p>	Is it available for adults?	<p>✓</p> <p>✓</p>
ECVET or other credits	Depending on the programme, the minimum of credits is 180 ([70]).		
Learning forms (e.g. dual, part-time, distance)	These programmes combine sociocultural, scientific and technological school-based training with work-based learning (WBL).		

Main providers	<ul style="list-style-type: none"> • network of public, private and cooperative schools; • professional schools; • IEFP vocational training centres (directly and joint managed); • accredited training providers; linked with community entities, namely local authorities, enterprises or business organisations, other social partners and local or regional associations, set up by protocols aimed at maximising physical structures and human and material resources.
Share of work-based learning provided by schools and companies	15%-19%
Work-based learning type (workshops at schools, in-company training / apprenticeships)	<ul style="list-style-type: none"> • practical training at school • in-company practice
Main target groups	These programmes aim to reduce the high number of early school leavers. They are meant to enhance learner integration into the labour market and to motivate them to continue further studies/training by providing flexible learning paths in line with their expectations and local labour market needs.
Entry requirements for learners (qualification/education level, age)	Learners should have completed basic education or lower secondary education CEF programmes.
Assessment of learning outcomes	Assessment is formative and summative, including a final test that comprises a professional performance presentation in front of a jury, with one or more practical assessments related to the most relevant knowledge and skills included in the programme profile.
Diplomas/certificates provided	Successful completion of a CEF leads to a double certification – a professional qualification and a 12th year school leaving diploma at EQF level 4.
Examples of qualifications	Training is offered in various fields, such as crafts, computer sciences, environmental protection, accounting, management, beauty care, domestic services, therapy and rehabilitation, electronics, food industry, metallurgy.

Progression opportunities for learners after graduation	<p>After being awarded a double certification, learners can continue their studies at:</p> <ul style="list-style-type: none"> • post-secondary non-tertiary; or • tertiary education. <p>as long as they meet the relevant access requirements.</p>
Destination of graduates	Information not available
Awards through validation of prior learning	Information not available
General education subjects	<p>✓</p> <p>These programmes include sociocultural (including Portuguese; foreigner language; and, ICT) and scientific (including applied sciences) training components.</p>
Key competences	<p>✓</p> <p>These programmes include sociocultural (including Portuguese; foreigner language; and, ICT) and scientific (including applied sciences) training components.</p>
Application of learning outcomes approach	information not available
Share of learners in this programme type compared with the total number of VET learners	0.29% ([70a]).

[70] Article 6 of the [Portaria \(Ordinance\) n.º 47/2017, de 1 de fevereiro](#).

[70a]2016/2017

EQF 4
Apprenticeship programmes, 3 years, WBL >40% ISCED 354

Apprenticeship programmes (cursos de aprendizagem). Initial VET programmes leading to EQF level 4, ISCED 354

EQF level	4	ISCED-P 2011 level	354
Usual entry grade	10	Usual completion grade	12
Usual entry age	16	Usual completion age	18
Length of a programme (years)	3 (maximum of 3 700 hours)		
Is it part of compulsory education and training?	<p>✓</p> <p>In 2009, compulsory education was extended to 12 years of schooling, between the age of six and 18 ([73]).</p> <p>18</p>	Is it part of formal education and training system?	<p>✓</p>
Is it initial VET?	<p>✓</p>	Is it continuing VET?	<p>✗</p>
Is it offered free of charge?	<p>✓</p> <p>Exempt of fees for learners under compulsory education.</p>	Is it available for adults?	<p>✓</p> <p>✓</p>
ECVET or other credits	Depending on the programme, the minimum of credits is 180 ([72]).		
Learning forms (e.g. dual, part-time, distance)	These programmes comprise school-based sociocultural, scientific and technological training and WBL in an enterprise.		

Main providers	These programmes are provided by IEFP ([74]) vocational training centres or private providers (e.g. employers' associations, companies, trade unions) under protocols with IEFP.
Share of work-based learning provided by schools and companies	> 40%
Work-based learning type (workshops at schools, in-company training / apprenticeships)	<ul style="list-style-type: none"> • in-company practice
Main target groups	These programmes target young learners up to 25 years old.
Entry requirements for learners (qualification/education level, age)	Learners should have successfully completed the 9th year of schooling (the 3 rd cycle of basic education/lower secondary education or a CEF programmes).
Assessment of learning outcomes	The assessment is formative and summative. The final evaluation test (<i>Prova de Avaliação Final</i> - PAF) constitutes an integrated set of practical activities at the end of the training programme that helps a jury assess the competences acquired during training.
Diplomas/certificates provided	A double certification – a professional qualification and a 12th year school leaving diploma at EQF level 4 (ISCED 354) is granted upon successful completion of the programme.
Examples of qualifications	Priority areas of training include audio-visual and media production, computer sciences, trade, construction and repair of motor vehicles, electricity and energy, electronics and automation, hospitality and catering, manufacturing of textiles, clothing, footwear and leather, metallurgy and technologies of chemical processing.
Progression opportunities for learners after graduation	<p>After being awarded the double certification, learners can continue their studies at:</p> <ul style="list-style-type: none"> • post-secondary non-tertiary; or • tertiary education. <p>as long as they meet the relevant requirements set by the higher education establishment for the respective field of study.</p>

Destination of graduates	Information not available
Awards through validation of prior learning	Information not available
General education subjects	✓ These programmes include sociocultural and scientific training.
Key competences	✓ These programmes include sociocultural and scientific training.
Application of learning outcomes approach	It depends on the fields of education and training ([75]).
Share of learners in this programme type compared with the total number of VET learners	14.5% ([76a]).

[72] Article 6 of the [Portaria \(Ordinance\) n.º 47/2017, de 1 de fevereiro](#).

[74] Instituto do Emprego e Formação Profissional (Institute for Employment and Vocational Training).

[75] <http://www.catalogo.anqep.gov.pt/Destaques/Detail/172>

[76a]2016/2017

EQF 4
Professional programmes, 3 years, WBL 19-24% ISCED 354

Professional programmes (cursos profissionais) leading to EQF level 4, ISCED 354

EQF level	4	ISCED-P 2011 level	354
Usual entry grade	10	Usual completion grade	12
Usual entry age	16	Usual completion age	18
Length of a programme (years)	3 (from 3 100 to 3 440 hours)		
Is it part of compulsory education and training?	<p>✓</p> <p>In 2009, compulsory education was extended to 12 years of schooling, between the age of six and 18 ([77]).</p> <p>18</p>	Is it part of formal education and training system?	<p>✓</p>
Is it initial VET?	<p>✓</p>	Is it continuing VET?	<p>✗</p>
Is it offered free of charge?	<p>✓</p> <p>Exempt of fees for learners under compulsory education.</p>	Is it available for adults?	<p>✓</p> <p>✓</p>

ECVET or other credits Depending on the programme, the minimum of credits is 180 ([76]).

Learning forms (e.g. dual, part-time, distance) These programmes combine the following training components:

- sociocultural, scientific and technological training (school-based components); and
- work-based learning (WBL) in the form of a traineeship carried out in enterprises or other organisations.

Main providers	Programmes are offered by professional, public (upper secondary) or private schools.
Share of work-based learning provided by schools and companies	19% - 24%
Work-based learning type (workshops at schools, in-company training / apprenticeships)	The technological training component includes subjects of technological, technical and practical nature provided at school. It also includes in-company practice foreseen in an agreement between the school and the enterprise and has a minimum duration of 600 hours up to a maximum of 840 hours. The learner's work plan, once signed, is considered an integral part of the training contract (different from a labour contract).
Main target groups	These programmes target learners that want to follow a more practical and labour market-oriented programme.
Entry requirements for learners (qualification/education level, age)	To enrol in these programmes learners need to be between 15 and 18 years old (with exceptions foreseen by legislation) and to have completed lower secondary education.
Assessment of learning outcomes	The programme has formative and summative assessment and includes a presentation of a project called Proof of Professional Aptitude (<i>Prova de Aptidão Profissional</i> - PAP) in front of a jury.
Diplomas/certificates provided	They lead to a double certification – a professional qualification and a 12th year school leaving diploma
Examples of qualifications	Training fields include applied arts, business administration, computer sciences, electronics, engineering, energy, construction and architecture, food industries, health services, tourism and hospitality, etc.
Progression opportunities for learners after graduation	Graduates can pursue further studies in Technological specialisation programmes, access higher education, upon the fulfilment of requirements foreseen in the regulations, or enter the labour market.
Destination of graduates	Information not available
Awards through validation of prior learning	Information not available

General education subjects ✓

These programmes include three general education subjects (common for all training fields): Portuguese, foreign languages and physics.

Key competences ✓

These programmes include three general education subjects (common for all training fields): Portuguese, foreign languages and physics.

Application of learning outcomes approach

It depends on the fields of education and training ([78]).

Share of learners in this programme type compared with the total number of VET learners

68.7% ([79])

[76] Article 6 of the [Portaria \(Ordinance\) n.º 47/2017, de 1 de fevereiro](#).

[78] <http://www.catalogo.anqep.gov.pt/Destaques/Detail/172>

[79] DGEEC (2018). *Estatísticas da Educação 2016/2017: jovens* [Education statistics 2016/17: young people]. [http://www.dgeec.mec.pt/np4/96/%7B\\$clientServletPath%7D/?newsId=145&fileName=DGEEC_DSEE_DEEBS_2018_EE20162017_Jovens.pdf](http://www.dgeec.mec.pt/np4/96/%7B$clientServletPath%7D/?newsId=145&fileName=DGEEC_DSEE_DEEBS_2018_EE20162017_Jovens.pdf)

EQF 4
Art education programmes, 3 years, WBL varies
ISCED 344, 354

Art education programmes (cursos artísticos especializados) leading to EQF level 4, ISCED 344, 354

EQF level	4	ISCED-P 2011 level	344, 354
Usual entry grade	10	Usual completion grade	12
Usual entry age	16	Usual completion age	18
Length of a programme (years)	3 (from 3 645 to 6 390 hours according to the training field)		
Is it part of compulsory education and training?	<p>✓</p> <p>In 2009, compulsory education was extended to 12 years of schooling, between the age of six and 18 ([81]).</p> <p>18</p>	Is it part of formal education and training system?	<p>✓</p>
Is it initial VET?	<p>✓</p>	Is it continuing VET?	<p>✗</p>
Is it offered free of charge?	<p>✓</p> <p>Exempt of fees for learners under compulsory education.</p>	Is it available for adults?	<p>✓</p> <p>✓</p>

ECVET or other credits Depending on the programme, the minimum of credits is 180 ([80]).

Learning forms (e.g. dual, part-time, distance) These programmes combine:

- education, science and technological training (school-based components); and
- work-based learning (WBL) in the form of a traineeship carried out in enterprises or other organisations.

Main providers	Programmes are offered by public, private or cooperative schools
Share of work-based learning provided by schools and companies	Information not available
Work-based learning type (workshops at schools, in-company training / apprenticeships)	The technical-artistic component includes practical training at school and in-company practice. It is mandatory only in the third year of the programme (12th year of schooling). It is preferentially performed at the workplace, in workshops, companies or other organisations, through the transmission of know-how, by taking on occasional jobs or via an internship. It can be performed via the simulation of a set of relevant professional activities to the programme profile, developed in similar conditions to a real world working context, integrated in the school subject of the Technical-artistic training component called 'Project and Technologies'.
Main target groups	These programmes target learners who want to have a career in the artistic field of their choice and develop their capacities and talent or to take further studies/training in one of the fields.
Entry requirements for learners (qualification/education level, age)	Learners must be at least 15 years old and completed the 3rd cycle of lower secondary education (9th year of schooling).
Assessment of learning outcomes	Assessment is formative and summative, including a final test (<i>Prova de Aptidão Artística - PAA</i>) that comprises a professional performance presentation in front of a jury, with one or more practical assessments related to the most relevant knowledge & skills included in the programme profile.
Diplomas/certificates provided	Successful completion of an art education programme leads to a double certification (a professional qualification and a 12th year school leaving diploma).
Examples of qualifications	The programme in the field of visual arts includes communication design, product design, and artistic production. The programme in the audio-visual field includes audio-visual communication.
Progression opportunities for learners after graduation	Progression is possible to technological specialisation programmes (EQF level 5) or higher education (university or polytechnic), provided that learners meet the access requirements.
Destination of graduates	Information not available

Awards through validation of prior learning	✗
General education subjects	✓ These programmes have a general and a scientific training component.
Key competences	✓ These programmes have a general and a scientific training component.
Application of learning outcomes approach	information not available
Share of learners in this programme type compared with the total number of VET learners	1.3% ([82])

[80] Article 6 of the [Portaria \(Ordinance\) n.º 47/2017, de 1 de fevereiro](#).

[82] DGEEC (2018). *Estatísticas da Educação 2016/2017: jovens* [Education statistics 2016/17: young people]. [http://www.dgeec.mec.pt/np4/96/%7B\\$clientServletPath%7D/?newsId=145&fileName=DGEEC_DSEE_DEEBS_2018_EE20162017_Jovens.pdf](http://www.dgeec.mec.pt/np4/96/%7B$clientServletPath%7D/?newsId=145&fileName=DGEEC_DSEE_DEEBS_2018_EE20162017_Jovens.pdf)

EQF 5
CET
1-1.5 years,
WBL 30-46%
ISCED 454

Technological specialisation programmes (cursos de especialização tecnológica - CET) leading to EQF level 5, ISCED 454

EQF level 5		ISCED-P 2011 level 454
Usual entry grade 12+		Usual completion grade
Usual entry age 18		Usual completion age 19-20
Length of a programme (years)	1 to 1.5 years (from 1 200 to 1 560 hours)	
Is it part of compulsory education and training? ✗		Is it part of formal education and training system? ✓
Is it initial VET? ✓		Is it continuing VET? ✗
Is it offered free of charge?	It depends on the training provider. Whenever the training provider applies to public funding the CET programmes are free of charge.	Is it available for adults? ✓

ECVET or other credits Through agreements with higher tertiary institutions CET graduates are credited 60 to 90 ECTS points

Learning forms (e.g. dual, part-time, distance)	<p>CET programmes comprise general, scientific and technological training components and WBL:</p> <ul style="list-style-type: none"> • general and scientific - aims at developing attitudes and behaviours appropriate for higher level qualification professionals, adaptability to the labour and corporate world; and improving, if needed, the scientific knowledge related with the specific technological field of study. • technological - integrates areas of a technological nature oriented to the understanding of practical activities and to the resolution of problems in the professional practice. • WBL - aims at applying the knowledge and know-how acquired to the practical activities of the respective professional profile; and performing tasks under guidance, using the techniques, equipment and materials that are integrated in the production processes of goods or services. The WBL can adopt different types of practical training in a real work context, namely internships and it is developed through partnership.
Main providers	<p>These programmes are provided by public, private and cooperative schools, vocational training centres direct or jointly managed by IEFP([83]), technological schools and other training providers certified by the labour ministry</p>
Share of work-based learning provided by schools and companies	<p>30% to 46%</p>
Work-based learning type (workshops at schools, in-company training / apprenticeships)	<ul style="list-style-type: none"> • practical training at school • in-company practice
Main target groups	<p>CET programmes are available for young people and adults.</p>
Entry requirements for learners (qualification/education level, age)	<p>To enter CET programmes learners must have:</p> <ul style="list-style-type: none"> • an upper secondary qualification (EQF level 4); or • successfully completed all school subjects of the 10th and 11th years and have been enrolled in the 12th year but not completed it; or • a professional qualification at EQF level 3 or 4, or; • a specialisation technological certificate or a higher education degree and wishing to have a professional requalification.

Assessment of learning outcomes	To complete a CET programme, learners need to pass formative and summative assessments according to the professional competences that the technological specialisation diploma certifies. A CET graduate is the one who has been approved in all their training components including the practical part.
Diplomas/certificates provided	Graduates receive a qualification at EQF level 5 (ISCED 454) and a technological specialisation diploma called <i>Diploma de Especialização Tecnológica</i> (DET).
Examples of qualifications	Training is offered in various fields such as computer science, trade, electronics and automation, and tourism and recreation.
Progression opportunities for learners after graduation	The CET diploma allows learners to apply to higher education through a special admission procedure determined by a broader regulatory framework, provided that they meet the entry requirements set by each academic institution.
Destination of graduates	Information not available
Awards through validation of prior learning	✗
General education subjects	✓ These programmes comprise general and scientific training components.
Key competences	✓ These programmes comprise general and scientific training components.
Application of learning outcomes approach	Information not available
Share of learners in this programme type compared with the total number of VET learners	Information not available

[83] Instituto do Emprego e Formação Profissional (Institute for Employment and Vocational Training).

EQF 5
CTeSP
2 years,
WBL =/> 25%
ISCED 554

Higher professional technical programmes (cursos técnicos superiores profissionais - CTeSP) leading to EQF level 5, ISCED 554

EQF level 5	ISCED-P 2011 level 554 ([85a]).
Usual entry grade 12+	Usual entry age 18
Length of a programme (years) 2 (four academic semesters)	
Is it part of compulsory education and training? ✗	Is it part of formal education and training system? ✓
Is it initial VET? ✓	Is it continuing VET? Not applicable
Is it offered free of charge? ✗ In public higher education the value of the fees is set according to each programmes and with a minimum amount corresponding to 1.3 of the national minimum wage and a maximum calculated on the basis of the consumer price index ([84]).	Is it available for adults? ✓

ECVET or other credits Graduates are credited 120 ECTS points (practical training lasts at least one semester and grants 30 ECTS points)

Learning forms (e.g. dual, part-time, distance) These programmes comprise school-based general, scientific and technical components, and practical training which takes place through an internship

Main providers	These programmes are provided by polytechnic institutions
Share of work-based learning provided by schools and companies	>= 25%
Work-based learning type (workshops at schools, in-company training / apprenticeships)	<ul style="list-style-type: none"> • internship.
Main target groups	Programmes are available for young people and adults.
Entry requirements for learners (qualification/education level, age)	<p>To enter CTeSP programmes learners must have:</p> <ul style="list-style-type: none"> • an upper secondary qualification (EQF level 3 or 4); • succeeded in the special contest for those who want to attend higher education and are over 23 years old ([85]); • a CET or CTeSP diploma (EQF level 5) or a higher education degree, if they wish a professional requalification;
Assessment of learning outcomes	To complete a CTeSP programme, learners need to succeed in the final examinations of the subjects and achieve the number of ECTS required.
Diplomas/certificates provided	These programmes lead to a Diploma of Higher Professional Technician at EQF level 5 (not a higher education degree)
Examples of qualifications	Information not available
Progression opportunities for learners after graduation	CTeSP graduates can access the 1st cycle of higher education programmes or integrated master programmes through specific application procedures, leading to a higher education degree.
Destination of graduates	Information not available
Awards through validation of prior learning	✗
General education subjects	<p>✓</p> <p>These programmes comprise general and scientific training components</p>
Key competences	<p>✓</p> <p>These comprise general and scientific training components</p>

Application of learning outcomes approach Information not available

Share of learners in this programme type compared with the total number of VET learners Information not available

[85] <https://www.dges.gov.pt/pt/pagina/maiores-de-23-anos> and <https://www.dges.gov.pt/pt/pagina/concurso-especial-para-estudantes-aprovados-nas-provas-especialmente-adequadas-destinadas>.

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