



# Portugal

## Overview of the Vocational Education and Training System

2008

eKnowVet – Thematic Overviews



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**Abstract:**

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

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

This overview has been updated in 2008 and its reference year is 2007. The latest versions can be viewed from October 2009 onwards at:

[http://www.cedefop.europa.eu/etv/Information\\_resources/NationalVet/Thematic/](http://www.cedefop.europa.eu/etv/Information_resources/NationalVet/Thematic/) where more detailed thematic information on the VET systems of the EU can also be found.

**Keywords:**

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

**Geographic term:**

Portugal

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## 01 - GENERAL POLICY CONTEXT - FRAMEWORK FOR THE KNOWLEDGE SOCIETY

### 0101 - POLITICAL AND SOCIO-CULTURAL/ECONOMIC CONTEXT

One of Europe's oldest nations, Portugal has existed as a State for more than eight centuries. It was a monarchy until the 1910 revolution, which led to the establishment of a republic. From 1926 onwards the country lived under a dictatorship that came to an end with the military revolution of 25 April 1974 and the establishment of democracy. Portugal is one of the founding members of NATO and has been a member of the European Union since 1986 and of the Economic and Monetary Union since 1999.

Portuguese constitutional parliamentarianism began with the Constitution of 1822. The Portuguese Republic is a direct democracy with a semi-presidential system comprising four bodies of power: the President of the Republic, the Assembly of the Republic, the Government and the Courts.

Mainland Portugal is divided into five regions which, together with the 2 autonomous regions, are divided administratively into 308 councils and more than 4000 parishes.

### 0102 - POPULATION AND DEMOGRAPHICS

Mainland Portugal (88 967 km<sup>2</sup>) lies in the far south-west of Europe, bordering with Spain to the north and east and the Atlantic to the south and west; the Portuguese islands of the Azores (2 322 km<sup>2</sup>) and Madeira (801 km<sup>2</sup>) are situated in the Atlantic ocean. The Azores and Madeira are autonomous regions with their own political and administrative systems and organs of government.

The Portuguese population has doubled over the past hundred years. In December 2007 the resident population was estimated at 10 617 575 (10 126 880 in mainland Portugal, 244 006 in the Autonomous Region of the Azores and 246 689 in the Autonomous Region of Madeira), of whom 5 138 807 were men and 5 478 768 women.

According to the INE data, the population by age groups in 2005 and projections for 2010, 2020 and 2030 presents the following distribution.

Figure 1: Population by age group in 2005 and projections for 2010, 2020 e 2030 (in %)



Source: INE, online database, 2007.

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

Like other European countries, Portugal is faced with an increasing population ageing. The age ratio rose from 112 people over the age of 65 for every 100 under the age of 14 in 2006, to 114 in 2007.

Immigration has helped to reduce the trend towards an ageing population. In 31 December 2006, according to the INE, residence permits were held by 329 898 foreign nationals. Citizens of Portugal's former colonies, namely the Cape Verde Islands, Brazil, Angola and Guinea-Bissau, account more than half of all foreigners with residence permits (51.9 %). In larger communities there are also a significant number of citizens from other European countries, particularly UK, Spain, Germany and France.

### **0103 - ECONOMY AND LABOUR MARKET INDICATORS**

Employment trends by sector of activity show that, between 2000 and 2007, employment figures fell in Agriculture, Forestry and Fisheries as well as in Industry, Construction, Energy and Water, but rose in Services (see Table 1).

<b>PORTUGAL</b>	<b>2000</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>
<b>TOTAL</b>	5020.9	5111.7	5137.3	5118.0	5122.8	5122.6	5159.5	5169.7
<b>AGRICULTURE, FORESTRY AND FISHERIES</b>	635.4	652.6	636.9	642.1	618.1	606.2	603.8	601.4
<b>(%)</b>	12.7	12.8	12.4	12.5	12.1	11.8	11.7	11.6
<b>INDUSTRY, CONSTRUCTION, ENERGY AND WATER</b>	1733.7	1728.8	1727.7	1652.8	1596.0	1566.6	1577.2	1577.8
<b>(%)</b>	34.5	33.8	33.6	32.3	31.2	30.6	30.6	30.5
<b>SERVICES</b>	2651.7	2730.3	2772.7	2823.1	2908.6	2949.8	2978.4	2990.5
<b>(%)</b>	52.8	53.4	54.0	55.2	56.8	57.6	57.7	57.8

Source: INE, Employment statistics, August 2008

Thus, the relative weight of Services in employment rose from 52.8 % in 2000 to 57.8 % in 2007. By contrast, Industry and Agriculture registered job losses, with their relative weight falling from 34.5 % to 30.5 % and from 12.7 % to 11.6 %, respectively.

The employment rate was 67.8 % in 2007, which was above the EU-27 average. The high rate of participation of women in the labour market stands out by comparison with the average for the other EU countries (see Table 2).

	<b>PORTUGAL</b>			<b>EU-27</b>		
	<b>WOMEN</b>	<b>MEN</b>	<b>TOTAL</b>	<b>WOMEN</b>	<b>MEN</b>	<b>TOTAL</b>
<b>1996</b>	54.9	73.9	64.1	:	:	:
<b>1998</b>	58.2 (b)	75.9 (b)	66.8 (b)	52.0	70.3	61.2
<b>2000</b>	60.5	76.5	68.4	53.7	70.8	62.2
<b>2002</b>	61.4	76.5	68.8	54.4	70.3	62.3
<b>2004</b>	61.7	74.2	67.8	55.5	70.4	62.9
<b>2006</b>	62.0	73.9	67.9	57.3	71.6	64.5
<b>2007</b>	61.9	73.8	67.8	58.3	72.5	65.4

(:) Not available

(b) Break in series

Source: Eurostat. Employment, online database, August 2008.

The rate of unemployment rose markedly during the same period and is still above the European average (see Table 3).

Table 3: Rate of unemployment, by gender of people aged 15 to 74 in Portugal and in the EU-27 in 1996, 1998, 2000, 2002, 2004, 2006 e 2007 (in %)						
	PORTUGAL			EU-27		
	WOMEN	MEN	TOTAL	WOMEN	MEN	TOTAL
<b>1996</b>	8.2	6.4	7.2	:	:	:
<b>1998</b>	6.2	3.9	4.9	:	:	:
<b>2000</b>	4.9	3.1	3.9	9.8	7.8	8.7
<b>2002</b>	6.0	4.1	5.0	9.7	8.3	8.9
<b>2004</b>	7.6	5.8	6.7	9.8	8.4	9.0
<b>2006</b>	9.0	6.5	7.7	8.9	7.6	8.2
<b>2007</b>	9.6	6.6	8.0	7.8	6.6	7.1

(:) Not available

(b) Break in series

Source: Eurostat. Unemployment, online database, August 2008.

The Portuguese economy maintained a recovery trend in 2007, with Gross Domestic Product (GDP) growth reaching the highest level of the last six years. It should be underlined that these developments occurred in the context of the continuation of the fiscal consolidation process and the maintenance of a relatively moderate growth of private consumption. These trends should be evaluated in the light of the required correction of macroeconomic imbalances of the Portuguese economy. However, the labour market conditions deteriorated in 2007, and the average unemployment rate increased to historical heights. In addition, trend growth of the Portuguese economy continued to be lower than in the previous economic cycles and also lower than in European countries with per capita income below the European Union (EU) average.

According to Eurostat data, GDP growth stood at 1.8 per cent in 2007, compared with 1.3 per cent in 2006 (see Table 4).

Table 4: Real GDP growth rate in Portugal and in the EU-27, 2000 to 2007 (percentage change on previous year)								
	2000	2001	2002	2003	2004	2005	2006	2007
<b>EU-27</b>	3.9	2.0	1.2	1.3	2.5	1.9	3.1	2.9
<b>PORTUGAL</b>	3.9	2.0	0.8	-0,8	1.5	0.9	1.3	1.8

Source: Eurostat. Economy and finance, online database, August 2008.

According to the report of the State Budget for 2008, the consolidated expenditure of the Ministry of Education (ME) amounts to EUR 5 984.5 million, accounting for 3.5% of GDP and 10.7% of Central Administration expenditure, keeping the same value in relation to the estimated budget execution for 2007. The consolidated expenditure of the Ministry of Science, Technology and Higher Education (MCTES) amounts to EUR 2 508.8 million, accounting for 1.5% of GDP and 4.5% of Central Administration expenditure, which represents a growth rate of 8.9% by comparison with estimated budget execution for 2007.

#### 0104 - EDUCATIONAL ATTAINMENT OF POPULATION

One of Portugal's recognised structural deficiencies by comparison with most of the EU-25 concerns the low levels of general education and vocational qualifications held by most of the working people (see Table 1). In fact, 73 % of the population only attains the compulsory education of 9 years. These levels have, however, been rising over the past few decades thanks to the entry into the labour market of the younger population, which has been benefiting from the expansion of the education and training system and from the progressive expansion of education and training opportunities for adults.

Table 1: Population aged between 25 and 64, by highest level of education, in Portugal and in EU-27, 2007 (in %)							
	TOTAL	PRE-PRIMARY, PRIMARY AND LOWER SECONDARY EDUCATION (ISCED LEVELS 0-2)		UPPER SECONDARY AND POST-SECONDARY NON-TERTIARY EDUCATION (ISCED LEVELS 3-4)		TERTIARY EDUCATION (ISCED LEVELS 5-6)	
	TOTAL (1000)	TOTAL (1000)	%	TOTAL (1000)	%	TOTAL (1000)	%
<b>EU-27</b>	268 116	77 859	29	125 857	47	62 688	23
<b>PT</b>	5 897	4 278	73	812	14	807	14

ISCED: International Standard Classification of Education.

Source: Eurostat, EU Labour Force Survey; on-line database, August 2008.

The past few years have seen improvements in the Portuguese population's education levels and a reduction in school dropout rates (see Table 2). These improvements are the result of a wide range of measures, e.g. the National Plan for School Dropout Prevention, the increase of families' social support and more recently the widening of the vocational and education training offer in public schools and the New Opportunities Initiative.

Table 2: Early school leavers: population aged 18-24 with at most lower secondary education and not in further education or training (1) (in%)						
	2002	2003	2004	2005	2006	2007
<b>EU-27</b>	17.1	16.6	15.9	15.5	15.2	14.8
<b>PORTUGAL</b>	45.1	40.4	39.4 (b)	38.6	39.2 (p)	36.3 (p)

(1) the highest level of education or training attained is ISCED 0, 1 or 2 and respondents declared not having received any education or training in the four weeks preceding the survey (numerator)

(b) Break in series

(p) Provisional value

Source: Eurostat, EU Labour Force Survey; on-line database, August 2008.

Although investment in education is above the European average (EU27 5.04% and Portugal 5.40%, in 2005, according to Eurostat data, available in Public expenditure on education) and despite the last years' trends results showed in table 2 above, educational uptake is below the desired level, particularly in terms of early school leaving rates. A range of programmes and measures are being implemented to counter these problems (see theme 2).

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

### 0201 - OBJECTIVES AND PRIORITIES

Over the past thirty years, a considerable effort has been made to close the gap between Portugal and the European Union in terms of average standards of development, particularly as regards levels of education. There is, however, more to be done: the educational level of around 3.5 million working people is below secondary education and around 485 000 young people (that is, 45 % of the total) aged between 18 and 24 are working without having completed secondary education (Year 12 of school).

The 'New Opportunities' Initiative<sup>1</sup> (*Iniciativa 'Novas Oportunidades'*), launched by the Government in 2005 aims to achieve a rapid improvement in the qualification levels of the Portuguese people, with Year 12 being set as the minimum reference qualification. This target is to be reached via a strategy focusing on two levels:

- raising secondary education rates among young people by combating early school leaving and increasing the number of vocational training routes leading to dual certification of academic and vocational abilities; and
- improving adult's qualification levels offering a combination of education and training for adults and improving the processes for recognising, validating and certifying skills.

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

- increase the secondary-level vocational courses supply up to 50 % of training supply and provide placements for 650 000 young people;
- provide to 1 000 000 working people with a qualification by recognising, validating and certifying their skills and providing education and training courses for adults; and
- expand the network of New Opportunities Centres (*Centros Novas Oportunidades*) (there are 425 of these centres and it is foreseen the enlargement of this net until 2010).

In 2007, the Agreement for the vocational training reform was signed between the government and the majority of social partners, as basis for the vocational training reform.

The Vocational training reform aims to (i) ensure the necessary conditions to achieve the 'New Opportunities' Initiative objectives, (ii) increase access to

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<sup>1</sup> <http://www.novasoportunidades.gov.pt>

training and ensure that all the training allows a scholar and professional progression, (iii) increase the training relevance for the business modernization, placing qualifications as a central development issue.

This Reform focuses its agenda in five key lines: (i) to structure an offer relevant and certified, (ii) to reform institutions and regulations, (iii) to identify priorities and appropriate models for financing, (iv) to promote training quality, (v) to facilitate access to training and promote training demand.

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

In the area of tertiary education, the government has also set specific objectives for improving the advanced training of human resources in science and technology and in research and innovation. The aim is to create a solid qualification base, consolidate institutions, generate scientific employment, ensure the coordination of tertiary training and employment in sciences, bring researchers into enterprises and improve leadership in sciences. To achieve these aims, support is to be given to:

- masters, PhD and post-doctorate programmes and grants;
- research programmes;
- placements in national institutions for researchers permanently employed abroad;
- promotion of scientific and technological culture and employment in sciences;
- implementation of programmes for the expansion of the social base of tertiary education and the promotion of international mobility.

In 2007-2008, two years after the beginning of the Bologna Process implementation, the adoption of the higher education organisation model in three cycles and the European Credit Transfer System (ECTS) were achieved in 90%.

Education and training policies are being accompanied in the field of employment by an extensive range of public technical and financial aids whose aim is to encourage entrepreneurship and job creation, focusing particularly on supporting young people's transition to working life and on combating long-term unemployment. One of the most important instruments is the Programme to Promote Job Creation<sup>2</sup> (*Programa de Estímulo à Oferta de*

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<sup>2</sup> [http://portal.iefp.pt/Medidas/medidas/medidas\\_emp/medidas\\_emp\\_e5.htm](http://portal.iefp.pt/Medidas/medidas/medidas_emp/medidas_emp_e5.htm). Created by Ordinance n.º 196-A/2001, of 10 March, amended by Ordinance n.º 255/2002, of 12 March and by Ordinance n.º 183/2007, of 9 February.

*Emprego*), launched in 2001, which includes support, in the form of grants, for job creation, self-employment and the conversion of fixed-term employment contracts into permanent ones. Measures that support job creation by offering exemptions from social security contributions apply to thousands of young people and long-term unemployed every year. Some very positive results have been achieved by work placements, whereby the State aids the fixed-term employment of young people by enterprises (current estimates suggest that some 70 % of young people involved in this scheme go on to find permanent work), including international placements in economic sectors that are deemed to be of strategic importance for the country.

Most employment policy measures<sup>3</sup> aim to achieve two objectives at once: to help people join the labour market and to raise their qualification levels, namely through the inclusion of vocational training components like those integrated in the social employment market (e.g. vocational programmes, craft schools, and start-up firms).

Employment measures are currently being reviewed, rationalised and systematised. In particular, in order to achieve the aim of establishing Year 12 as the minimum qualification level for young people, support will no longer be provided for the employment of young people under the age of 23 who have neither completed secondary education nor are attending an education or training course.

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<sup>3</sup> See the Portuguese Mutual Information System on Employment Policies Report, available through the European Employment Observatory, on the

[http://www.eu-employment-observatory.net/en/documents/doc07\\_01.aspx?year=2006](http://www.eu-employment-observatory.net/en/documents/doc07_01.aspx?year=2006)

## 03 - INSTITUTIONAL FRAMEWORK - PROVISION OF LEARNING OPPORTUNITIES

### 0301 - LEGISLATIVE FRAMEWORK FOR VOCATIONAL EDUCATION AND TRAINING

In Portugal, the legislative framework governing vocational education and training is based on the Education Act<sup>4</sup> (*Lei de Bases do Sistema Educativo – LBSE*), which established the general framework governing the entire system in 1986.

In 2001, the basic education legislation was revised. This revision reflected the Government's strategic objective to make this level of education the beginning of lifelong education and training process. One of the measures was the curricula reorganisation, reinforcing the link between the three cycles of basic education.

In 2004, to fight against school dropout and failure, new guiding principles were established, under the reform of secondary education<sup>5</sup>. This reform aimed at the reorganisation and management of curricula and the learning assessment.

With respect to tertiary education, the *LBSE* has undergone two changes<sup>6</sup>: the first clarifies issues concerning access to tertiary education, academic degrees and instruction, while the second adopts the European Credit Transfer System (ECTS).

The *LBSE* settled that individuals, who weren't qualified with a secondary or equivalent course, could make a proof of their capacities to enter higher education. Considering the promotion of equal opportunities to access higher education and attract new publics in a lifelong learning perspective, new legislation<sup>7</sup> was approved in 2006. This legislation aims to facilitate and enable flexibility in the access of higher education by adults above 23 years old through an exceptional assessment

In 2007, Law n.º 62/2007, of 10 September, established the legislative framework governing tertiary educational establishments, which regulated, namely: their constitution; responsibilities and organisation; their functioning

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<sup>4</sup> Law n.º 46/86, of 14 October.

<sup>5</sup> Decree-Law n.º 74/2004, of 26 March, together with respective changes and amendments: Amendment n.º 44/2004, of 25 May; Decree-Law n.º 24/2006, of 6 February; Amendment n.º 23/2006, of 7 April; Decree-Law n.º 272/2007, of 26 July.

<sup>6</sup> Law n.º 115/97, of 19 September and Law n.º 49/2005, of 30 August.

<sup>7</sup> Decree-Law n.º 64/2006, of 21 March.

and their bodies' competences; and in addition, their tutelage and public control by the State within their autonomy framework.

The legislative framework governing vocational education and training, in force since 1991, is being completely revised. This revision was grounded under the Agreement for the vocational training reform (*Acordo para a reforma da formação profissional*). Please see 0201.

This Agreement foresees a new regulatory framework<sup>8</sup> and was approved by the Government in November 2007. Following this, the National Qualifications System<sup>9</sup> (*Sistema Nacional de Qualificações - SNQ*) was created in December 2007. Under a new institutional framework, this system brings together vocational training taking place in the educational system and vocational training taking place in the labour market, providing them with shared objectives and instruments.

The National Qualifications Catalogue (*Catálogo Nacional de Qualificações – CNQ*), acting as an instrument for the strategic management of qualifications, and aiming at regulating all dual certification training, as well as the National Qualifications Framework (*Quadro Nacional de Qualificações – QNQ*), defining the levels' structure in line with the European Qualifications Framework (EQF), were created under the SNQ.

The SNQ also incorporates the New Opportunities Centres, which replaced the Centres for the Recognition, Validation and Certification of Skills<sup>10</sup> (*Centros de Reconhecimento, Validação e Certificação de Competências – RVCC*), created in 2001. The New Opportunities Centres play a key role in adult's qualification. Through this centres the adults are guided to education or training courses or also to skills recognition and validation system which aims to find out their level in education and training pathways, as well as the recognition, validation and certification of non-formal or informal skills acquired through lifelong learning.

In line with Government's objective to broaden the access to education to all and to ensure a higher level of education attainment, legislative measures were taken, such as the Decree Law no. 357/2007 of 29 October. It gives adults with incomplete secondary level of education, developed under study plans already extinct, the right to access special modalities for the conclusion and certification of the secondary level of education.

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<sup>8</sup> Resolution of the Council of Ministers n.º 173/2007, of 7 November.

<sup>9</sup> Decree-Law n.º 396/2007, of 31 December.

<sup>10</sup> Decree n.º 1082-A/2001, of 5 September.

## 0302 - INSTITUTIONAL FRAMEWORK: IVET

### EUROPEAN UNION

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

### CENTRAL GOVERNMENT

The education and training system is centrally administered vis-à-vis the definition of major policy lines and curricular, teaching and financial guidelines. The Autonomous Regions of the Azores and Madeira have some independence in this area, although subordinated to the main national guidelines.

### MINISTRY OF LABOUR AND SOCIAL SOLIDARITY (*MINISTÉRIO DO TRABALHO E DA SOLIDARIEDADE SOCIAL – MTSS*)

The Ministry of Labour and Social Solidarity (*Ministério do Trabalho e da Solidariedade Social – MTSS*) is responsible, namely for what concerns IVET and CVET, for the definition, promotion and evaluation of vocational and education training programs and measures, in particular with the Ministry of Education.

The National Vocational Training Council (*Conselho Nacional da Formação Profissional*) as an advisory body aims to support the definition, and follow the execution of the vocational and education training policies inserted either in the education system or in the labour market.

The Directorate-General for Employment and Industrial Relations (*Direcção-Geral do Emprego e das Relações de Trabalho – DGERT*) is responsible for the preparation of political, legislative and regulatory measures as regards employment and initial and continuing vocational and education training; for the definition of strategies for developing workers' employment and training in national and European contexts and also for the definition of criteria, quality evaluation and certification of training bodies.

The Institute for Employment and Vocational Training (*Instituto do Emprego e Formação Profissional - IEFP*) is the national public employment service responsible for implementing active employment policies, particularly those related to vocational training, like initial and continuing vocational and education training courses, initial and continuing training of trainers.

## MINISTRY OF EDUCATION (*MINISTÉRIO DA EDUCAÇÃO - ME*)

The Ministry of Education (*Ministério da Educação - ME*) is responsible for the definition, coordination, implementation and assessment of the national policy as regards the educational system, specifically in terms of pre-primary education, basic education, secondary education and adult education. With regard to national policies for the promotion of qualification levels, the Ministry of Education is responsible for the coordination and integration of the national education and national vocational training policies. The ME's tasks are performed by central, regional and local services, with the support of advisory bodies.

The National Education Council (*Conselho Nacional de Educação*) as an advisory body and in what concerns education system aims to comment and advice on draft legislation submitted to it by parliament and government.

The Schools' Council (*Conselho das Escolas*) is another advisory body that represents schools at the ME, participates in the definition of policy and is consulted on legislation regarding compulsory education and upper secondary education, and can make proposals in relation to legislation and regulations.

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

## NATIONAL QUALIFICATIONS AGENCY (*AGÊNCIA NACIONAL PARA A QUALIFICAÇÃO – ANQ*)

The ANQ aims to coordinate the implementation of policies on vocational and education training for young people and adults and to set up and manage the system for the recognition, validation and certification of skills. ANQ is also responsible for the updating of the CNQ.

The Agency enters under the scope of MTSS and the ME, which are represented in the Management Board (*Conselho de Gestão*) and have an essential role in what concerns the VET policies executed by the Agency.

## MINISTRY OF SCIENCE, TECHNOLOGY AND HIGHER EDUCATION (*MINISTÉRIO DA CIÊNCIA, TECNOLOGIA E ENSINO SUPERIOR – MCTES*)

National policy regarding higher education comes under the aegis of the Ministry of Science, Technology and Higher Education (*Ministério da Ciência, Tecnologia e Ensino Superior – MCTES*), whose mission is to define, implement and assess the development of policies in this area. It performs its tasks via central services, with the support of advisory and supervisory bodies, as well as the public network of tertiary educational establishments.

## REGIONAL BODIES

The *IEFP*, in the scope of *MTSS*, performs its tasks through five regional delegations and various local executive bodies:

- 31 Direct-Management Vocational Training Centres (*Centros de Formação Profissional de Gestão Directa*);
- 82 Employment Centres (*Centros de Emprego*);
- 4 Employment and Vocational Training Centres (*Centros de Emprego e Formação Profissional*) ; and
- 1 Direct-Management Vocational Rehabilitation Centre (*Centro de Reabilitação Profissional de Gestão Directa*).

The *IEFP* participates in 26 Joint-Management Vocational Training Centres (*Centros de Formação Profissional de Gestão Participada*) and 2 Joint-Management Vocational Rehabilitation Centres (*Centros de Reabilitação Profissional de Gestão Participada*) which have been set up under agreements with employers' associations or trade-union organisations in order to offer initial and continuing vocational and education training activities, at sectoral level.

The five Regional Directorates for Education (*Direcções Regionais de Educação – DRE*), under the ME, are responsible for, in particular, coordinating and supporting the schools organisation and functioning, managing the human and material resources; participating in the planning of the school network; and cooperating with other services and bodies in joint activities concerning vocational education and training. At local level, the ME's network comprises all public establishments providing pre-primary, basic and secondary education.

The administrative body responsible for vocational training in the Autonomous Region of the Azores is the Regional Secretariat for Education and Science (*Secretaria Regional da Educação e Ciência*); whilst in the Autonomous Region of Madeira is the Regional Secretariat for Education (*Secretaria Regional de Educação*). These bodies are answerable to the Regional Governments that adapt the national legislation to the specificity of the regional contexts.

## SOCIAL PARTNERS

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

The social partners participate in advisory and social coordination bodies (tripartite composition) such as:

- Economic and Social Council (*Conselho Económico e Social*) is the body responsible for consultation on and coordination of economic and social policies;
- National Vocational Training Council (*Conselho Nacional da Formação Profissional*);
- National Education Council (*Conselho Nacional de Educação*).

The social partners also have a seat in administrations, general councils and monitoring committees of the official bodies responsible for implementing, monitoring and funding vocational training policies, such as:

- *IEFP's* Administrative Board, Audit Commissions, Regional advisory boards and Vocational training centres' advisory boards;
- General Council of the Institute for Management of the European Social Fund (Instituto de Gestão do Fundo Social Europeu - IGFSE);
- General Council of the ANQ; and Sectoral qualifications councils, which will be working alongside the ANQ.

Although the social partners' role is essentially consultative and advisory in the bodies on which they are represented. However, they are also responsible for providing various training activities that serve national policies. For example, the training provided by the joint-management centres which they run in partnership with the *IEFP*; the training provided under 'Integrated Training Plans' (*Planos Integrados de Formação*):. These plans are a structured set of actions, promoted and coordinated by the social partners, with a seat in the Committee for Social Cooperation (*Comissão Permanente de Concertação Social – CPCS*) provided or performed by them and by their regional and sectoral organisations associated, using the facilities of accredited training entities. The *CPCS* is the body that promotes social dialogue and understanding between the social partners. Vocational training policies and goals are defined in agreements reached in the sphere of the *CPCS*.

#### DIFFERENT TYPES OF IVET PROVIDER

- Educational establishments in the public network;
- Private and cooperative educational establishments;
- Educational establishments for arts teaching;
- Professional schools;

- Technological schools;
- Vocational training and rehabilitation centres;
- Accredited training organisations;
- Public, private or cooperative tertiary educational institutions.

### **0303 - INSTITUTIONAL FRAMEWORK: CVET**

#### **ROLE OF INSTITUTIONS IN CONTINUING EDUCATION AND TRAINING**

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

#### **CENTRAL GOVERNMENT**

The same bodies mentioned under *0302*.

#### **REGIONAL BODIES**

The same bodies mentioned under *0302*.

#### **SOCIAL PARTNERS**

The same bodies mentioned under *0302*.

#### **DIFFERENT TYPES OF CVET PROVIDER**

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

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

The courses that award dual (education and vocational) certification can be held at basic and secondary educational establishments; training and professional rehabilitation centres; new opportunities centres and accredited training organisations; tertiary educational establishments under the terms of specific applicable legislation.

## 04 - INITIAL VOCATIONAL EDUCATION AND TRAINING

### 0401 - BACKGROUND TO THE IVET SYSTEM AND DIAGRAM

The Portuguese vocational education and training system is based on a set of principles whose aim is to guarantee the right to education and training and to ensure equal opportunities of access and achievement<sup>11</sup>.

The system comprises pre-primary, basic, secondary, post-secondary non-tertiary, and tertiary education as shown in the Figure 1 below.

Basic education is universal, compulsory and free, and lasts for nine school years, beginning at the age of six and ending at the age of 15, in accordance with the *LBSE*. It comprises three sequential and progressive cycles (1st cycle with four years; 2nd cycle with two and 3rd cycle with three) and its successful completion leads to a diploma certifying completion of basic compulsory education.

Upper secondary education lasts for three years, comprises a single cycle and begins at the age of 15. It is structured around differentiated forms, comprising two branches:

- General education - courses in the sciences and humanities, focussed to pursue studies at a higher level;
- IVET - vocational courses, apprenticeship courses, education and training courses, specialised artistic courses, technological courses, adult education and training courses. These courses qualify students to enter the labour market but also allow them to continue their studies.

Students can change between these two branches.

Post-secondary non-tertiary education comprises specialised technological courses (CET), which prepare and qualify students to work. Upon successful completion, they lead to a technological specialisation diploma. These courses are divided into credit units which can be transferred to tertiary education courses to which they give access.

As a result of Portugal's adherence to the Bologna Process<sup>12</sup>, tertiary education is being restructured, as regards curriculum content, assessment system and awarding of degrees. The usual age of entry into this level of education is 18.

Since 1985, the Portuguese system has been structured on the basis of five training levels<sup>13</sup> (ISCED). These levels have achieved public visibility and are recognised and accepted by most actors in vocational education and training systems, namely social partners and enterprises. The National Qualifications Framework (*Quadro Nacional das Qualificações - QNQ*) defines the national qualification levels, in accordance with the European Qualifications Framework (*Quadro Europeu das Qualificações - EQF*).

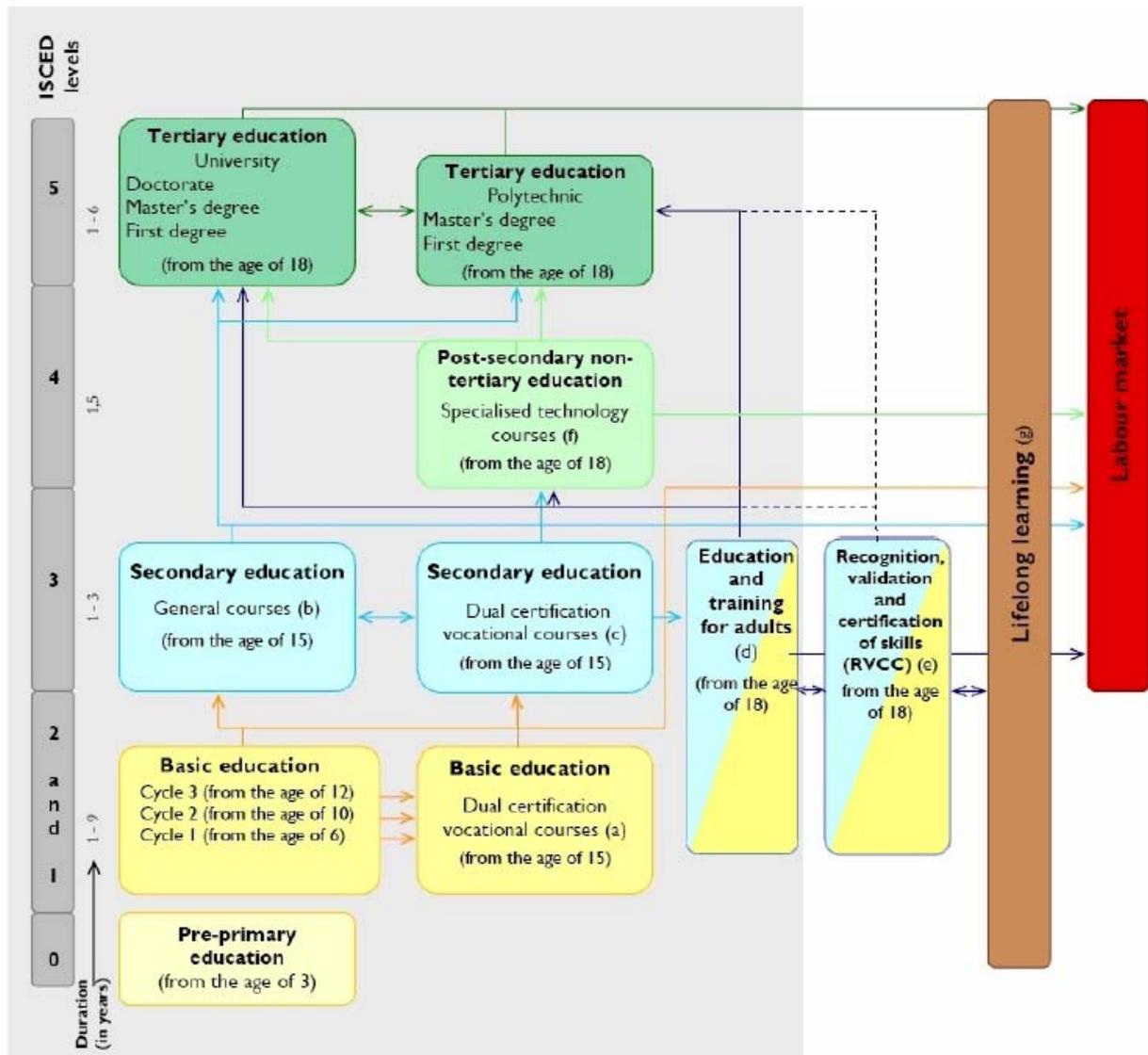
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<sup>11</sup> Law n.º 46/86 of 14 October, Education Act (*Lei de Bases do Sistema Educativo – LBSE*)

<sup>12</sup> Decree-Law n.º 74/2006, of 24 March.

<sup>13</sup> Resolution of the Council of Ministers of 16 July 1985 on the comparability of vocational training qualifications between Member States of the European Community (Decision 85/368/CEE).

Figure 1: Education and training system in Portugal



- (a) Includes apprenticeships and education and training courses for young people who have not completed basic education.
- (b) Includes courses in the sciences and humanities (science and technology; social and economic sciences; social and human sciences; languages and literature; visual arts).
- (c) Includes vocational courses, apprenticeships, education and training courses for young people, technology courses and specialised art courses.
- (d) Includes education and training courses for adults, leading to dual certification – academic ability and basic-level and secondary-level qualifications.
- (e) System that provides adults with recognition, validation and certification of basic-level and secondary-level skills and leads to a qualification.
- (f) Specialised technology courses allow people to pursue their studies, with training being accredited as part of the tertiary education course to which the holder of a diploma in specialised technology is admitted.
- (g) Includes continuing training leading to skills that can be recognised under the RVCC system.

Pre-primary education
  Basic education
  Secondary education
  Post-secondary non-tertiary education
  Tertiary education
  Lifelong learning
  Labour market

Source: DGERT, 2007.

## 0402 - IVET AT LOWER SECONDARY LEVEL

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

- Education and training courses (Cursos de educação e formação);
- Apprenticeship courses (Cursos de aprendizagem).

The Education and training courses comprise the following training components:

- Sociocultural: constituted by fields of knowledge aiming at providing skills, behaviours and knowledge acquisition, concerning: an approach to the employment and enterprises world, citizenship, environment, health, hygiene and safety at work;
- Scientific: constituted by fields of knowledge which aim at providing the acquisition of skills within applied sciences, the basis for the technological component. The areas of knowledge within this training component are selected according to the exit profile in question and within the framework of the training field where it is included;
- Technological: organised according to the skills to be acquired concerning desired vocational qualification, and considering the diversity of publics and contexts. It is structured around qualification pathways divided into training units, with a view to the acquisition of skills within the field of information technologies or specific technologies;
- Practical: structured in an individual plan or activity itinerary to be developed in the workplace, in the form of a traineeship under the supervision of a training facilitator, with a view to the acquisition and development of technical, social, organizational and career management skills relevant in terms of vocational qualification, placement in the world of employment and training throughout life.

These courses are normally addressed to young people aged 15 or over and have the following curriculum model:

TRAINING PATHWAYS	QUALIFICATION REQUIREMENTS	TRAINING COMPONENTS	HOURS (MINIMUM)	MINIMUM DURATION (HOURS)	EDUCATIONAL AND VOCATIONAL CERTIFICATION
<b>TYPE 2*</b>	Conclusion of Year 6 or 7, or attendance of Year 8	Sociocultural Scientific Technological Practical**	798 333 768 210	2109 (Two-year pathway)	Year 9 Vocational qualification of level 2
<b>TYPE 3*</b>	<b>CONCLUSION OF YEAR 8 OR ATTENDANCE OF YEAR 9</b>	<b>SOCIOCULTURAL SCIENTIFIC TECHNOLOGICAL PRACTICAL**</b>	<b>192 66 732 210</b>	<b>1200 (ONE-YEAR PATHWAY)</b>	<b>YEAR 9 VOCATIONAL QUALIFICATION OF LEVEL 2</b>

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

\*\* Practical component includes workplace traineeship.  
Source: ANQ. September 2008.

The courses of the third cycle of basic education developed under the apprenticeship system are presented in section 0404. It should be highlighted that under the ongoing reform the Apprenticeship courses that confer a vocational qualification of level II will be discontinued in the near future.

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

On completing their basic education, young people who go on to secondary education can choose between scientific-humanistic courses that prepare them for further study or courses that provide them with vocational qualifications. The latter can be used in two ways: to prepare them to enter in the labour market or to prepare them to continue their studies.

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

### **VOCATIONAL COURSES (CURSOS PROFISSIONAIS)**

Vocational courses provide a broad range of secondary-level training, distributed in 39 training areas<sup>14</sup>, whose main purpose is to prepare students for the labour market.

These courses last for three academic years. They are divided into modules of varying length, which can be combined in different ways and cover three components: socio-cultural, scientific and technical training. The socio-cultural component is common to all courses and aims to contribute to the construction of the personal, social and cultural identity of young people. The scientific component is common to all courses of the same training area and seeks the acquisition and the development of a set of basic knowledge and competences within the respective course. The technical component varies from course to course and is intended to endow trainees with practical

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<sup>14</sup> Show arts; audiovisual and media production; design; workmanship; philosophy, history and similar sciences; journalism; librarianship, archive and documentation; trade; marketing and advertising; finance, banks and insurances; accountancy and taxation; management and administration; secretariat and administrative work; to fit in the organization/company; computer sciences; metallurgy and metal mechanics; electricity and energy; electronics and automation; chemical engineering; construction and motor vehicles repair; food industries; textile, clothing, footwear and leather; materials (wood, paper, plastic, glass and others); mining industries; architecture and urbanism; construction; agricultural and animal production; floriculture and gardening; forestry and hunting; fishing; health services; orthodontic sciences; support services to children and youngsters; social and guidance assistance; hotel and restaurant activities; tourism and leisure; environment protection; protection of people and goods; working health and hygiene.

competences which may enable the development of the necessary skills for the carrying out of a profession. These can be developed under the form of simulation practices within training, or of real practices within the workplace. The technical component varies from course to course and accounts for approximately 52% of total training hours, of which 13% are spent training in a work environment.

Table 1: Vocational courses curriculum model	
TRAINING COMPONENTS	TOTAL HOURS
Sociocultural	1000h
Scientific	500h
Technical (includes workplace training)	1600h (420h)
<b>TOTAL HOUR CHARGE / COURSE</b>	<b>3100H</b>

Source: ANQ. September 2008.

At the end of the course, students must develop and present a project, which will be assessed by a jury; this evaluation is named Vocational Aptitude Test (Prova de Aptidão Profissional), in which skills and knowledge developed throughout training are to be demonstrated.

Successful completion of these courses leads to a Level 3 vocational qualification (allowing the access to labour market in the specific area of the course), and a diploma in secondary education, allowing students to pursue their studies in post secondary non-tertiary courses or at higher education.

### EDUCATION AND TRAINING COURSES (*CURSOS DE EDUCAÇÃO E FORMAÇÃO*)

Education and training courses<sup>15</sup> are intended for young people aged 15 or over who have left or are at risk of leaving the regular education system, and for young people who have completed 12 years in school and wish to acquire a vocational qualification.

This is a varied and flexible form of training, intended to complement other forms of training and to ensure a continuum of structured training in sequential stages, allowing people to gradually acquire higher levels of qualification.

In educational establishments under the Ministry of Education, training offer is divided in 27 training fields<sup>16</sup> There are other courses running in vocational

<sup>15</sup> Created by Joint Dispatch n.º 453/2004, of 27 July, issued by the Ministries of Education, Social Security and Labour.

<sup>16</sup> Natural environment and wild life; workmanship; audiovisual and media production; librarianship, archive and documentation; computer sciences; trade; accountancy and taxation; construction; construction and motor vehicles repair; beauty care; electricity and energy; electronics and automation; floriculture and gardening;

training centres under the Institute for Employment and Vocational Training and other accredited training organisations.

Each course corresponds to an education/training stage ranging from Type 4 to Type 7.

Applicants to Education and training courses go through an identification and guidance process done by guidance services. The main aim of this process is to designed qualification pathways according to the students' interest.

These courses comprise the following training components:

- Sociocultural: constituted by fields of knowledge aiming to provide skills, behaviours and knowledge acquisition, concerning: an approach to the employment and enterprises world, citizenship, environment, health, hygiene and safety at work;
- Scientific: constituted by fields of knowledge which aim to provide the acquisition of skills within applied sciences, the basis for the technological component. The areas of knowledge within this training component are selected according to the exit profile in question and within the framework of the training field where it is included;
- Technological: organised according to the skills to be acquired concerning desired vocational qualification, and considering the diversity of publics and contexts. It is structured around qualification pathways divided into training units, with a view to the acquisition of skills within the field of information technologies or specific technologies;
- Practical: structured in an individual plan or activity itinerary to be developed in the workplace, in the form of a traineeship under the supervision of a training facilitator, with a view to the acquisition and development of technical, social, organizational and career management skills relevant in terms of vocational qualification, placement in the world of employment and training throughout life.

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management and administration; hotel and restaurant activities; food industry; textile, clothing, footwear and leather; marketing and advertising; materials; metallurgy and metal mechanics; agricultural and animal production; environment protection; support services to children and youngsters; domestic services; forestry and hunting; chemical processes technologies; therapy and rehabilitation.

TRAINING PATHWAYS	ENTRY REQUIREMENTS	TRAINING COMPONENTS	HOURS (MINIMUM)	MINIMUM DURATION (HOURS)	EDUCATIONAL AND VOCATIONAL CERTIFICATION
<b>TYPE 4</b>	Holders of Year 9 completion certificate, or with attendance of secondary level with one or more retentions	Sociocultural Scientific Technological Practical	192 90 738 210	1230 (One-year pathway)	Education qualification certificate Vocational qualification of level 2
<b>COMPLEMENTARY TRAINING COURSES</b>	Holders of a type 2 or type 3 course, or a course of initial qualification of level 2 and the Year 9 completion who intend to pursue training	Sociocultural Scientific Technological Practical	390 180 240 210	1020 (One-year pathway)	Education qualification certificate
<b>TYPE 5</b>	Year 10 of secondary education certificate or equivalent, or unsuccessful Year 11 attendance, or holder of a pathway type 4, or completion of Year 10 <i>profissionalizante</i> (on vocational training), or course of initial qualification of level 2 with complementary education course	Sociocultural Scientific Technological Practical	450 180 1232 210	2276 (Two-year pathway)	Secondary education (Year 12) Vocational qualification of level 3
<b>TYPE 6</b>	Year 11 of secondary education certificate or equivalent, or unsuccessful attendance of Year 12	Sociocultural Scientific Technological Practical	195 180 840 210	1380 (One-year pathway)	Secondary education (Year 12) Vocational qualification of level 3
<b>TYPE 7</b>	Holders of Year 12 certificate of a scientific-humanistic course or a secondary level equivalent pertaining to the same training field	Sociocultural Scientific Technological Practical	105 - 840 210	1155 (One-year pathway)	Vocational qualification of level 3

Source: ANQ. September 2008.

At the end of the course, students must develop one or more practical work, which will be assessed by a jury; this evaluation is called Final evaluation test (*Prova de avaliação final*), in which skills and knowledge developed throughout training are to be demonstrated.

Each training cycle's completion allows students to pursue further studies in the subsequent level. The completion of a Type 5, 6 or 7 allows the pursuance

of studies in a Technological Specialisation Course (in a similar field of studies), in a tertiary level course, as long as the requirements of the regulation for tertiary education access are fulfilled or allows the access to labour market in the specific area of the course.

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

It should be highlighted that under the ongoing reform the Education and training courses that confer a vocational qualification of level III will be discontinued in the near future.

### **SPECIALISED ARTISTIC COURSES (*CURSOS ARTÍSTICOS ESPECIALIZADOS*)**

These courses provide vocational training and qualifications in visual and audiovisual arts, leading to a certificate of secondary education and a Level 3 vocational qualification. The fields of music and dance are also covered by study plans that have their own curriculum and lead only to a certificate of secondary education.

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

These courses comprise the following training components:

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

TRAINING COMPONENTS	WEEKLY TIMETABLE (X 90 MINUTES)		
	10TH GRADE	11TH GRADE	12TH GRADE
<b>GENERAL</b>	8 / 10	6 / 8	2 / 4
<b>SCIENTIFIC</b>	3/6	3/8	2/8
<b>TECHNICAL-ARTISTIC</b>	5,5/15	5,5/18	5,5/18
<b>TOTAL</b>	20.5 a 25	19.5 a 26	16.5 a 25

Workplace training occurs preferentially within workplaces, ateliers, enterprises or other organisations, under the form of work experiences,

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

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

At Year 12, students have to undergo an artistic skills exam. This exam consists of a presentation, before a jury, of a project, under the form of a product in which the know-how and technical-artistic skills acquired throughout training are demonstrated. This product will be accompanied of a final report which contains, among other aspects, a critical analysis of the project's execution. These courses allow the pursuance of studies, either in post secondary non tertiary courses or in higher education but also allow the access to labour market in the specific area of the course.

### TECHNOLOGICAL COURSES (*CURSOS TECNOLÓGICOS*)

These courses are technical and technological and lead to vocational qualifications. Their main purpose is to give access to the labour market, but they also allow students to pursue their studies at a higher education.

The curriculum covers general, scientific and technological training. Each course includes two core disciplines (to ensure that students acquire the most important knowledge and know-how), two technical and technological disciplines, one discipline of a practical or theoretical/practical nature and an integrated technology area that embraces a specialist discipline, a technological project and a traineeship (workplace training). The placement is for a period of 240 hours, made up of 216 hours of practical training in the workplace and 24 hours spent on tasks agreed by the trainee and his or her tutor.

TRAINING COMPONENTS	WEEKLY TIMETABLE (x 90 MINUTES)		
	10TH GRADE	11TH GRADE	12TH GRADE
GENERAL	10	8	4
SCIENTIFIC	4	4	2
TECHNOLOGICAL	6	8	6
TOTAL	20 a 21	20 a 21	17 a 18
GLOBAL MAXIMUM (HOURS/WEEK INTERNSHIP PERIOD)	-	-	35 a 36.5

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

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

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

These courses are an alternative route to secondary education and provide adults with a second opportunity to receive training. They are designed to allow people to combine course attendance with normal working life.

Based on a system of credit units, these courses are flexible and adaptable to each student's availability, knowledge and experience. The curriculum for each course, which is equivalent to three academic years, includes general training, specific scientific and technological training, and technical or artistic training.

TRAINING COMPONENTS	10TH GRADE		11TH GRADE		12TH GRADE	
	Nº OF CREDIT UNITS	WEEKLY TIMETABLE (X 90 MIN.)	Nº OF CREDIT UNITS	WEEKLY TIMETABLE (X 90 MIN.)	Nº OF CREDIT UNITS	WEEKLY TIMETABLE (X 90 MIN.)
<b>GENERAL</b>	12	6	9	5	3	2
<b>SCIENTIFIC</b>	*	2/5	*	4/6	*	4/7
<b>TECHNICAL-ARTISTIC</b>	**	3/7	**	3/7	**	3/8
<b>TOTAL</b>	21/33	12/15	24/33	12/15	18/27	11/15

\* can integrate 2 to 4 subjects

\*\* can integrate 2 to 5 subjects

Table 6: Technological courses for adult curriculum model						
TRAINING COMPONENTS	10TH GRADE		11TH GRADE		12TH GRADE	
	Nº OF CREDIT UNITS	WEEKLY TIMETABLE (X 90 MIN.)	Nº OF CREDIT UNITS	WEEKLY TIMETABLE (X 90 MIN.)	Nº OF CREDIT UNITS	WEEKLY TIMETABLE(X 90 MIN.)
<b>GENERAL</b>	12	6	9	5	3	2
<b>SCIENTIFIC</b>	6	3	6	4	3	2
<b>TECHNOLOGICAL</b>	9	6	9	6	15	11
<b>TOTAL</b>	27	15	24	15	21	15

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

- presential attendance, with continuing evaluation: students will be included in a class and they are subject to the duty of attendance;
- non-presential attendance: students have to undergo evaluation exams in the pre-settled period. This modality enables a more autonomous apprenticeship.

Table 7: Assessment depends on the chosen attendance modality	
PRESENIAL MODALITY	NON-PRESENIAL MODALITY
<ul style="list-style-type: none"> <li>- Module organisation by subject/year of education;</li> <li>- Tri-monthly accumulation;</li> <li>- Possible non-sequential accumulation;</li> <li>- Recourse evaluation for the accumulation of delayed modules.</li> </ul>	<ul style="list-style-type: none"> <li>- Compulsory sequential accumulation;</li> <li>- Exams by modules or set of three modules.</li> </ul>
<ul style="list-style-type: none"> <li>- Technological Skills Exam (<i>Prova de Aptidão Tecnológica - PAT</i>) – Technology courses.</li> </ul>	
<ul style="list-style-type: none"> <li>- Artistic Skills Exam (<i>Prova de Aptidão Artística - PAA</i>) – Specialized artistic courses.</li> </ul>	

Source: ANQ. September 2008.

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

In the 12th grade Specialised art courses for adult, students must undergo an artistic skills exam. This consists of the defence, before a jury, of a project, under the form of a product in which the know-how and technical-artistic skills acquired throughout training are demonstrated. This product will be accompanied of a final report which shall contain, among other aspects, a

critical analysis of the project's execution (main difficulties and obstacles and ways to overcome them).

Specialised art courses for adult and technological courses for adults lead to a diploma of completion of secondary education and a Level 3 vocational certificate. Their main purpose is to give access to the labour market, but they also allow adults to pursue their studies in post secondary non tertiary courses or at higher education. These courses are provided by the network of public schools run by the Ministry of Education.

### OTHER TRAINING OFFERS

Other training schemes are available at sectoral level, such as the Tourism industry. Hotel and Tourism Schools (*Escolas de Hotelaria e Turismo*), which are supervised by the Ministry of the Economy and Innovation (*Ministério da Economia e da Inovação – MEI*), develop and support initial training schemes leading to various levels of qualification and occupational routes, aiming to answer to the qualification needs in the tourism industry. Courses vary in length from one to three academic years. They also enable people to pursue their studies, mainly in the form of post-secondary courses in specialised technology or tertiary education in a polytechnic school.

### EVOLUTION OF VOCATIONAL TRAINING OFFER

In 2007, 184 661 young people were enrolled in dual certification basic and secondary education courses. The increasing number of students enrolled in secondary education is due, in large part, to the increase of students enrolled in vocational courses in public secondary schools.

The weight of young people in vocational secondary level paths already represents 40 percent of the total enrolled in that level of education. This percentage has gradually been closer to the figures of the OECD countries (where about 50 percent of young people choose these training pathways) and of the target set for the New Opportunities Initiative in 2010 (see 0201).

COURSES	2006	2007
Technological courses ( <i>Cursos tecnológicos</i> ) (1)	66 939	57 177
Vocational courses ( <i>Cursos profissionais</i> )	39 210	48 661
Apprenticeship courses ( <i>Cursos de aprendizagem</i> )	23 876	30 378
Education and training courses ( <i>Cursos de educação e formação</i> )	27 329	46 189
Specialised art courses ( <i>Cursos do ensino artístico especializado</i> )	2 063	2 256
<b>TOTAL</b>	<b>159 417</b>	<b>184 661</b>

Source: GEPE, Education Statistics; IEFP.

(1) include students from recurrent education.; in 2007, data from recurrent courses included is foreseen

## 0404 - APPRENTICESHIP TRAINING

Courses under the Apprenticeship system (*Sistema de aprendizagem*)<sup>17</sup> – initial alternance training – are intended for young people aged between 15 and 25 and are run by the Institute for Employment and Vocational Training (*Instituto do Emprego e Formação Profissional – IEFP*). Their purpose is to prepare and qualify students for their first job and ease their entry into working life by offering training profiles that cover three areas:

- improving academic, personal, social and relational skills;
- providing knowledge and know-how in the field of science and technology; and
- offering practical work experience.

Apprenticeship courses also allow students to pursue their studies in post secondary non tertiary courses or in higher education.

Apprenticeships cover the following fields of employment: management/administration, secretarial and administrative work; commerce; fisheries; ceramics; finance, banking and insurance; textiles, clothing and footwear; electronics and automation; electricity and energy; woodwork and furniture making; construction and repair of motor vehicles; metallurgy and metalworking; craft industry; agriculture; and civil construction.

An apprenticeship contract is established between the training organisation (the coordinator organisation and the one providing support to alternation between work and training periods) and the trainee. This contract lays down the rights and duties of both parties based on relevant legislation.

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

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

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<sup>17</sup> Decree-Law n.º 205/96, of 25 October.

Table 1: Courses typology of apprenticeship training			
ENTRY REQUIREMENTS	COURSES TYPOLOGY		CERTIFICATION
	DESIGNATION	DURATION (HOURS)	
2ND CYCLE OF BASIC EDUCATION	Apprenticeship level 2	3000 to 3600	3rd cycle of basic education Vocational qualification of level 2
3RD CYCLE OF BASIC EDUCATION	Apprenticeship level 2	1500 to 1800	Vocational qualification of level 2
3RD CYCLE OF BASIC EDUCATION	Apprenticeship level 3	4000 to 4500	Secondary education (Year 12) Vocational qualification of level 3
SECONDARY EDUCATION (YEAR 12)	Apprenticeship level 3	1800	Vocational qualification of level 3

Source: *IEFP*. September 2008.  
<http://www.iefp.pt/formacao/ModalidadesFormacao/CursosAprendizagem/Paginas/CursosAprendizagem.aspx>

Trainees' assessment is continuous, supported by the systematic appreciation of the activities developed by the trainee within the work experience. The results are formalized in the middle and at the end of the training period through assessment tests.

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

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

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

#### **0405 - OTHER YOUTH PROGRAMMES AND ALTERNATIVE PATHWAYS**

To reinforce the link of qualified young people, with a higher education degree and the labour market there are several programmes that support professional traineeships. These traineeships are a privileged ways of promoting, successfully, transition from the education and training system to an employment situation.

## **INOV-JOVEM – YOUNG STAFF FOR INNOVATION IN SMALL AND MEDIUM ENTERPRISES**

The *Inov-Jovem* aims to stimulate the innovation and development process within SMEs; to facilitate the integration of young executives in areas capable of developing organisational change and development within SMEs; to increase the technological intensity of SMEs production processes; to provide access of young people with a high level of qualification to probationary periods in a real work environment, thus facilitating and promoting their social and professional competences and their integration in active life; to favour a greater articulation between the economic and the education-training systems, by fostering the acknowledgement of new training options and new professional competencies by SMEs; and to enhance new employment creation areas.

This programme is an initiative of the Ministry of Labour and Social Solidarity and promoted, managed and executed by the Institute of Employment and Vocational Training (IEFP).

*Inov-Jovem* programme supports traineeships of 12 months duration for young people up to 35 years old, with a high level of qualification in critical areas for innovation and business development, within small and medium enterprises.

It provides two types of support (i) the promotion of professional probationary periods, eventually complemented by training, the training grant being co-financed and subsequent hiring stimulated and (ii) specific support to the immediate signature of individual employment contract.

The entities and the *Inov-Jovem* applicants have to sign a training contract with the *IEFP* agreement. The entities select a tutor that will be responsible for the execution and the following of the individual traineeship plan. This tutor will make the final evaluation of the traineeship and present to *IEFP* the final report.

The preferential specific education and training fields for the above programme are: arts and humanities; social sciences, trade and advocacy; sciences, mathematics and informatics; engineering, manufacturing and construction; health and social protection; services.

## **INOV CONTACTO PROGRAMME - INTERNATIONAL TRAINEESHIPS FOR YOUNG STAFF**

It aims to provide quality training young staff graduated in the international trade field through their effective integration on foreign markets and at overcoming deficiencies of specialised staff in the exportation and enterprise internationalisation areas via the acquisition of the necessary skills. It also serves as a link that allows past and current participants to keep in touch and share information between them through the informal knowledge network and the international contact network: the *NetworkContacto*.

This programme is an initiative of the Ministry of Economy and Innovation and promoted, managed and executed by the Agency for Development and External Trade of Portugal (*AICEP*).

*Inov Contacto* Programme gives out international traineeships of six to nine months duration. The applicants must be attending higher education (pre-graduation) or be working adults up to the age of 30.

The global traineeship programme is defined by *AICEP*, taking in consideration the traineeship programme proposed by the entities previously accepted to receive this programme. The *AICEP* celebrate an agreement with the trainee and a protocol with the receiving entities.

The traineeship has three sequential phases:

- First, course of international practices, including training in real context of work, named by the traineeship in Portugal;
- Second, abroad traineeship;
- Third, closing seminar and support to integration.

The trainee performance is assessed in all the previous phases and the traineeship will only be concluded with the realisation of a final report by the trainee.

The traineeship final classification is decided taking into consideration the reports of *AICEP* service responsible with the execution of the programme, of the tutor and of the coordinator of traineeship in the foreigner country.

*AICEP* provides a certificate of participation with the final classification.

The increasing participation of enterprises in the *INOV Contacto Program* shows that it has now become well recognised and held in high regard not only by the Portuguese business community but also by some of the most prestigious enterprises and research institutes worldwide.

The *Inov-Jovem* and *Inov Contacto* Programmes are financed by the Ministries of Foreign Affairs, Labour and Social Solidarity, Economy and Innovation with the support of the Operational Programme Human Potential.

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

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

- who have completed successfully a secondary-education course or recognized equivalent (for example, apprenticeship courses or vocational courses);
- who have passed in all disciplines in Years 10 and 11 or have started but failed to complete Year 12 of a secondary-education course or recognised equivalent;
- who have a Level 3 vocational qualification;
- who hold a diploma in specialised technology or a tertiary education degree or diploma and wish to be qualified in another area.

*CETs* in tertiary education establishments are also open to people aged 23 or over. In these cases, tertiary education establishments recognise the students' skills and abilities acquired through experience, which qualify them to access a specific *CET*.

The *CET* courses cover the following areas: informatics and information technologies, industrial activities, banking and insurance, hotel industry and civil construction.

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

The general and scientific training component seeks, among others, to develop attitudes and behaviours suitable to high qualification level professionals; to enhance the adaptation to the employment and enterprise world; and to improve the technological knowledge on the scientific fields.

The technological training component comprises practical activities related to the technological field and problem solving under the scope of professional performance.

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

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

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

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

Successful completion of the course leads to a diploma in specialised technology and a Level 4 vocational certificate, and allows trainees to pursue their studies at tertiary education level following a competition<sup>18</sup> Each tertiary education establishment is responsible for defining which *CETs* give access to a particular course. Training received through *CETs* grants 60 to 90 credit units (ECTS) that can be transferred to the tertiary education course to which the *CET* gives access.

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

TYPE OF INSTITUTION	TYPE OF TEACHING	NUMBER OF <i>CET's</i>	%
PUBLIC	UNIVERSITY	22	7%
	POLYTECHNIC	209	68%
	SUB-TOTAL	231	75%
PRIVATE AND COOPERATIVE	UNIVERSITY	51	17%
	POLYTECHNIC	24	8%
	SUB-TOTAL	75	25%
TOTAL		306	100%

Source: <http://www.dges.mctes.pt>

Direct Link with Login details: [http://www.dges.mctes.pt/NR/ronlyres/BA4CD986-0385-4DAC-BB19-EC8092BA3E6D/2972/DistribuicaoTipoensino\\_13\\_01\\_2009.xls](http://www.dges.mctes.pt/NR/ronlyres/BA4CD986-0385-4DAC-BB19-EC8092BA3E6D/2972/DistribuicaoTipoensino_13_01_2009.xls)

## 0407 - VOCATIONAL EDUCATION AND TRAINING AT TERTIARY LEVEL

Tertiary education, under the current *LBSE* framework, comprises education in universities and polytechnics.

The *LBSE* lays down a set of common objectives but distinguishes between the two tertiary education routes by stating that universities are responsible for 'developing students' capacities for design, innovation and critical analysis' (Art. 11, n.º3), whereas polytechnics are responsible for 'conveying scientific

<sup>18</sup> Decree-Law n.º 393-B/99, of 2 October.

knowledge of a theoretical and practical nature and its applications, with a view to the performance of occupational activities' (Art. 11. n.º 4). Universities and polytechnics provide initial education and vocational training need to initiate a qualified exercise of one or more professional activities.

In the scholar year 2006-2007, the number of graduates from universities was 56% and the remaining 44% from polytechnic education.

VET at tertiary level covers the following fields of study:

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

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

The admission vacancies for each public tertiary education establishment/course, exclusively under the *MCTES* tutelage, are set and reported to *MCTES* annually by the competent bodies within the institutions and shall be duly justified.

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

To go to tertiary education, candidates should sit an exam. The accomplishment of prerequisites can be added whenever tertiary education establishments consider it relevant for candidates to demonstrate physical, functional or vocational skills.

Students who apply for tertiary courses should meet the following conditions:

- have successfully completed the 12th year of schooling (independently of the educational pathway chosen), or equivalent;

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

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

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

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

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

With respect to the curriculum, tertiary education establishments enjoy considerable autonomy over teaching methods and content since they are responsible for drawing up the curricula for the courses they offer. University education and polytechnic education are also coordinated, with mutual recognition of the value of the training and skills acquired in each unit and a system of credits based on analysis of study plans.

In the 1st cycle of studies, the graduation degree is conferred to those that, after concluding all the curricular units that integrate the study programme, have obtained the established number of credits.

In the 2nd cycle of studies, the master degree is conferred to those that, after concluding all the curricular units that integrate the study programme, have obtained the established number of credits, as well as successfully public defence of their dissertation, their project work or their traineeship report.

The degree of PhD is conferred to those that, after concluding all the curricular units that integrate the study programme of doctorate course have successfully defended their thesis in a public act.

## 05 - CONTINUING VOCATIONAL EDUCATION AND TRAINING FOR ADULTS

### 0501 - BACKGROUND INFORMATION ON CONTINUING VOCATIONAL EDUCATION AND TRAINING

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

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

The aims of this system are, namely:

- To promote the expansion of the secondary educational level as the minimum qualification among population;
- To raise the basic vocational training of active population, enabling their educational and vocational development;
- To constitute a relevant offer concerning initial and continuing vocational training, adjusted to the needs of enterprises and of the labour market in terms of the present and emerging needs of enterprises and the economical sectors;
- To promote a varied training offer in the context of the promotion of lifelong learning, leading to qualifications based on competences;
- To reinforce and to consolidate the process of recognition, validation and certification of competences.

In order to allow that skills acquired either through education, training or life experience are equally employable in the same professional activities and confer the same academic skills, it is necessary to create a standard, based on which it is possible to assess and validate their equivalence. The National Qualification Catalogue<sup>19</sup> (*Catálogo Nacional de Qualificações - CNQ*)

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<sup>19</sup> <http://www.catalogo.anq.gov.pt>

contains a set of standard guidelines, which are essential for the competitiveness and modernisation of economy and for the personal and social development of individuals, enabling that training solutions are rightly adjusted to the needs of enterprises and of the labour market.

CNQ constitutes an instrument of strategical management of non-tertiary qualifications through the structuring of training offers based on its referentials, and to which public financing to vocational training is intended as a priority. The main forms of CVET and adult education are included in the CNQ and are available to all adults. There are no global data about other forms of CVET provided by enterprises and not financed by the State.

CNQ's objectives are the following:

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

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

The CNQ includes around 240 qualifications of non higher education level, distributed in 41 areas of education and training. For each qualification the occupational profile, as well as the corresponding training syllabus, organized in a modular approach are defined.

The qualifications included in the CNQ are accessible through adults training courses or by skills recognition and validation processes.

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

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

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

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

Training funding grants gives priority to vocational training courses developed in accordance with the *CNQ*, without excluding the possibility of financing other strategical vocational training for the development of enterprises and workers. It also introduces selection criteria concerning the quality of training bodies.

The *SNQ*'s functioning is ensured by:

- The National Council for Vocational Training (Conselho Nacional da Formação Profissional – *CNFP*), which is an advisory body of the Government in terms of the creation, formulation and support of the qualification policies for the Portuguese population, within the framework of the *SNQ*. The Council approves the elements which constitute the *CNQ*;
- The Sectoral Councils for Qualification (Conselhos Sectoriais para a Qualificação – *CSQ*), which identify the areas in which the *CNQ* needs to be updated and cooperate with *ANQ* in the works leading to such an updating process. The *CSQ* may include, among others, experts appointed by the ministry under which tutelage the respective activity sector is included, by employees and employers organisations representative of the corresponding activity sectors, reference enterprises, training bodies with a higher sectoral or regional specialisation and independent experts;
- The National Agency for Qualification (Agência Nacional para a Qualificação – *ANQ*), which, with *CSQ*'s support, conceives and updates the *CNQ*, whose approval is due by the *CNFP*. Such work comprises qualification references, which are directed to vocational training and to the recognition of acquired skills for certification purposes, via the mobilisation and cooperation with the scientific community, the business world and other institutions, structures and educational and vocational training services, in order to ensure the relevance of these references in view of the needs of enterprises and economy.

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

## 0502 - PUBLICLY PROMOTED CVET FOR ALL

The system of continuing vocational education and training in Portugal consists of a range of flexible training pathways which make possible to build a vocational qualification that suits individual trainees' interests and needs. The aim is that trainees acquire or develop knowledge and skills in the technical and social fields allowing them to re-enter or to improve their position on the labour market.

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

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

Adult Education and Training courses<sup>20</sup> are addressed to adults over the age of 18 who have no qualifications or whose qualifications are inadequate for integration in the labour market and, as a priority, for adults who have not completed basic or secondary education. The process of recognition, validation and certification of skills is the most common platform to have access to these courses.

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

- A perspective of lifelong vocational education and training as a means of facilitating the socio-professional integration and progression to subsequent levels of qualification;
- Flexible training pathways designed on the basis of recognition and validation of the skills that adults have acquired via formal, non-formal and informal channels;
- Coordinated training pathways that comprise basic training and technology training or just basic training (whenever suitable to the academic profile and life history of adults);
- A modular training model, whose structure is based on competence units, training units, or both, included in the key skills standards for adult education and training, as well as in the standards for vocational training included in the National Qualifications Catalogue (*Catálogo Nacional de Qualificações*). This model privileges the differentiation between

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<sup>20</sup> Decree n.º 817/2007, of 27 July.

vocational training routes and their contextualization within social, economic and professional environment of trainees;

- Development of vocational training centred upon reflexive processes and the acquisition of knowledge and skills, which complement and promote apprenticeships either through the module «learning with autonomy» for the basic education level and level 2 of vocational training, or through the «learning reflexive portfolio» for the secondary education level and level 3 of vocational training.

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

### **BASIC EDUCATION COURSES AND LEVEL 2 VOCATIONAL TRAINING COURSES:**

These comprise of basic training, which includes four standard basic key skills areas (Language and Communication; Mathematics for Life; Information and Communication Technologies; and Citizenship and Employability). These courses' content is grounded on a set of life themes considered relevant in the context of trainees' groups. Basic training is constituted by three levels (B1, B2 and B3), and by technological training that is structured into short term training units, in accordance with the standards included in the *CNQ*.

The technological training may include a work place practical training component, which is compulsory for the adults attending a third level course and not working in the occupation to which the course is leading. The activities developed by trainees during the practical training period at workplace must be ruled according to an individual plan, subject to an agreement between the training body, the trainee and the organisation responsible for the traineeship. Trainees' orientation and support are shared, under the coordination of the training body, between the training body and the organisation responsible for the traineeship. The latter shall appoint a tutor with suitable professional experience.

This course leads to a third cycle of basic education certificate and to a level 2 vocational training certificate.

### **SECONDARY EDUCATION COURSES AND LEVEL 3 VOCATIONAL TRAINING COURSES:**

These courses comprise of basic training, which includes a coordination of three standard key skills areas (Citizenship and Professionalism; Society, Technology and Science; and Culture, Language and Communication), organised in skills units. The courses' content is based on a set of themes resulting from thematic areas present in every adult's life, (for instance, in what concerns the Society, Technology and Science, examples of familiar

budget is used to study management and economy). Technology training is governed by the principles mentioned for the basic level.

This course leads to a secondary education certificate and a level 3 vocational training certificate.

Attendance of an *EFA* course that does not lead to certification entitles participants to request a certificate of skills validation, which lists all the skills validated during the training process.

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

ANQ is responsible for the coordination, dynamism, management and quality of these training courses offer.

According to data from ANQ, there were 21.835 adults certified by *EFA* courses in December 2007, 14.787 from 2001 to 2005 and 7 048 from 2006 to 2007.

## THE MODULAR TRAINING

At continuing dual certification training level, another type of training is available and is included in the *CNQ*, namely the Modular training.

Modular training, integrated in the scope of continuous training for active employees, give adults the possibility to acquire additional competences in order to obtain further academic and professional qualifications, aiming the (re)integration or progression in the labour market.

The modular training can capitalise on the granting of one or more qualifications included in the *CNQ* and allows the creation of flexible paths of variable duration, characterised by the adaptability to different training modalities, targets, methodologies, training contexts and validation processes.

The curricular organisation of the modular training courses is made, for each training unit, according to the analogous training referential included in the *CNQ*, and they correspond to units from the basic training component, the technological training component or both.

The modular training courses composed by Short term training units (*Unidades de formação de curta duração - UFCD*) integrated in training paths belonging to the basic education level and level 2 are meant, first and foremost, for adults who have not concluded the basic education level (third cycle of basic education). The modular training courses composed by *UFCD* integrated in training paths belonging to the secondary education level and level 3 are meant for adults with academic qualification equal or superior to the basic education.

The *UFCD* are learning units, which can be certified independently or integrated in one or more than one training pathway of the *CNQ*. There are more than 6000 *UFCD*, between 25 and 50 hours of length, allowing greater flexibility in the qualifications access. Around 800 *UFCD* are transferable between different qualification pathways, promoting not only a wider mobility within and between education and training areas, but also job mobility.

A modular training course may vary between 25 and 600 hours, bearing in mind that if that duration is superior to 300 hours, 1/3 of the *UFCD* must be a part of the basic training component.

Every time an adult completes the modular training course with full approval, a qualification certificate, stating all competence units or short term training courses concluded, is issued. In case the modular training course allows the granting of a qualification included in the *CNQ*, the adult must address a New Opportunities Centre in order to proceed to the final validation of the training course before the evaluation of a technical committee. This technical committee is responsible to assess the trainee's performance in modular training, and for the issuing the qualifications final certificate and diploma.

This modular training allows the adults to pursue their studies to higher education.

The modular training courses may be promoted by entities of public, private or cooperative nature, namely education establishments, vocational training centres, municipalities, enterprises or enterprises associations, social partners and local, regional or national associations, as long as they are integrated in the net of training entities included in the *SNQ*.

## **TRAINING COURSES FOR SPECIFIC SECTORS**

Continuing vocational training concerning specific sectors is provided by the Ministry of Agriculture, Rural Development and Fisheries, by the Ministry of Health and by the Ministry of Economy and Innovation (for the tourism industry). Continuing vocational training in the public administration is provided by the National Institute for Public Administration (*Instituto Nacional de Administração*) and by the Centre of Studies and Local Administration Training (*Centro de Estudos e Formação Autárquica*). Most of these training courses are included in the *CNQ*, which should cover all the dual certification in a short time.

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

In addition to the training offers described in the previous section, there are also courses aimed specifically for unemployed people and others vulnerable to exclusion from the labour market. Most of these courses are promoted by the *IEFP*, through its vocational training centres but also could be provided by

accredited entities, they allow only access to a training certificate. The data on participation rates presented is available only for *IEFP*.

## **QUALIFICATION AND INTEGRATION INTO WORKING LIFE**

### **VOCATIONAL TRAINING FOR UNEMPLOYED PEOPLE (*FORMAÇÃO PROFISSIONAL PARA DESEMPREGADOS*)**

This measure aims:

- to support personal, professional and social development of the unemployed or at risk of unemployment, with low levels of academic and professional qualifications in order to prepare them for the demands of the labour market, in terms of social, geographical and functional mobility;
- to promote specific vocational training for those who want to create their own business;
- to promote a close connection with the employers entities or business associations;
- to promote access to a temporary employment stock and to a vocational training in the scope of the *IEFP* training centres.

Trainees may follow full qualification pathways or other training pathways based on their profiles and personal projects, valuing lifelong learning.

The main providers are *IEFP* and accredited training centres. These courses allow a level 2 or 3 vocational certification.

Training participation rates were 10 732 in 2007.

### **ADULT EDUCATION AND TRAINING COURSES – UNEMPLOYED (*CURSOS DE EDUCAÇÃO E FORMAÇÃO DE ADULTOS – DESEMPREGADOS*)**

These training courses are adapted to unemployed people, without the proper qualifications for integration or progression in the labour market.

To further information see Adult education and training courses in the previous section.

The main providers are *IEFP* and accredited training centres. These courses allow a basic education level diploma and a level 1 or 2 vocational certification.

Training participation rates were 16 535 in 2007.

### **VOCATIONAL TRAINING FOR QUALIFIED UNEMPLOYED PEOPLE (*FORMAÇÃO DE DESEMPREGADOS QUALIFICADOS – GESTÃO DIRECTA*)**

These training courses aim unemployed young people and adults with higher qualifications, which need to update their skills as well as to improve their knowledge, in terms of innovation, new technologies, production methods or work contexts in order to improve their levels of employability.

The training paths are based in training units and designed according the individual profiles and personal projects, in a logic of identification / development of skills previously acquired through experience or training

These courses allow a vocational qualification and are provided by *IEFP* or accredited training centres.

Training participation rates were 4 107 in 2007.

### **VOCATIONAL TRAINING FOR DISADVANTAGE GROUPS**

#### **VOCATIONAL TRAINING FOR DISADVANTAGE GROUPS (*FORMAÇÃO PROFISSIONAL DE GRUPOS DESFAVORECIDOS – ACÇÕES DIRECTAS*)**

These courses promote and facilitate access to training programs and development specific guidance actions tailored to the particular needs of this target group in order to maximize their social and professional reintegration into the labour market.

The target groups are long-term unemployed, ethnic minorities, immigrants, young people and adults with low education levels and with inadequate or insufficient personal, social and professional skills, and other persons with integration problems.

These courses allow a vocational qualification and are provided by *IEFP* or accredited training centres.

Training participation rates were 324 in 2007.

#### **SPECIAL VOCATION TRAINING (*FORMAÇÃO PROFISSIONAL ESPECIAL*)**

These special vocational training courses target specific groups – young people at risk, drug addicts, ex-prisoners, ethnic minorities and other disadvantaged population groups – with a view to help them to obtain a basic vocational qualification so they can enter the labour market.

These courses allow a vocational qualification and are provided by *IEFP* or accredited training centres.

Training participation rates were 70 in 2007.

#### **ADULT EDUCATION AND TRAINING COURSES – DISADVANTAGED (*CURSOS DE EDUCAÇÃO E FORMAÇÃO DE ADULTOS – DESFAVORECIDOS*)**

These training courses are adapted to disadvantage people, without the proper qualifications for integration or progression in the labour market.

To further information see Adult education and training courses in the previous section.

The main providers are *IEFP* and accredited training centres. These courses allow a basic education level diploma and a level 1 or 2 vocational certification.

Training participation rates were 1 067 in 2007.

### **PORTUGAL ACOLHE**

The aim of this programme, for legal immigrants, is to help them acquire skills that will allow them to integrate into Portuguese society, and especially the labour market.

The promotion of these courses is responsibility of *IEFP* and the programmes are developed cooperatively with the social partners. These courses allow a vocational certification.

Training participation rates were 1 457 in 2007.

### **PERSONAL AND PROFESSIONAL DEVELOPMENT FOR PEOPLE WITH DISABILITIES**

Training for people with disabilities (*Formação para pessoas com deficiência – acções em cooperação*)

These training courses aim to improve the social and occupational skills and the achievement of a qualification which enables youth and adults with disabilities to achieve or maintain an employment and to develop their careers, in cooperation with private entities.

These courses are provide by *IEFP* training centres in cooperation with private entities and allow a vocational certification.

Training participation rates were 6 059 in 2007.

### **0504 - CVET AT THE INITIATIVE OF ENTERPRISES OR SOCIAL PARTNERS**

The social partners' involvement in the development and provision of continuing vocational training gained increased support with the signing of the Agreement on policy concerning employment, the labour market, education and training (*Acordo sobre Política de Emprego, Mercado de Trabalho, Educação e Formação 2001*), and more recently, in 2007, with the Agreement on the vocational training reform.

The implementation of the Labour Code<sup>21</sup> (*Código do Trabalho*, 2003) enshrines in law the employers' obligation to ensure that, every year, at least 10 % of workers on permanent contracts take part in training courses, and to assert the right of every worker to receive a minimum of 35 hours certified training each year.

Enterprises involved in modernisation schemes or projects to improve workers' qualifications receive financial support, in accordance with the National Strategic Reference Framework (*Quadro de Referência Estratégico Nacional 2007-2013 – QREN*).

Continuing vocational training is offered at sectoral level by private, employers, cooperative and associative organisations. Finance and manufacturing are the sectors with the highest number of participants in training schemes.

Enterprises in the more dynamic and competitive sectors (Financial activities and electricity, gas and water production and distribution) also tend to invest in the skills development of their workers in the knowledge areas related to or associated with their strategy and purpose.

Cooperation agreements are frequently signed between large or medium-sized enterprises and universities or polytechnics for the provision of advanced training programmes (usually in the areas of management, finance, marketing and technology) which, while respecting the requirements of the tertiary education establishment involved, are also in line with the enterprise's needs and priorities.

The number of workers involved in vocational training schemes varies widely from sector to sector and depending on the size of enterprise. The results of the Community Survey on Continuing Training in the Enterprises<sup>22</sup> [*Inquérito Comunitário à Formação Contínua nas Empresas*] and the National Survey on the Implementation of Vocational Training Activities<sup>23</sup> [*Inquérito Nacional sobre a Execução das Acções de Formação Profissional*] indicate an upward trend in workers participation in training specially in the enterprises with ten or more employees. The results also indicate that workers' access to vocational training increases along with the size of the enterprise and globally increased in the period showed in the following table:

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<sup>21</sup> Approved by Law n.º 99/2003, of 27 July, and regulated by Law n.º 35/2004, of 29 July.

<sup>22</sup> Conducted by the MTSS in 1999. Available at <http://www.gep.mtss.gov.pt/estatistica/formacao/fpcontinua1999.pdf>

<sup>23</sup> Conducted by the MTSS from 1992 to 2004. Available at <http://www.gep.mtss.gov.pt/estatistica/formacao/index.php>

Table 1: Training enterprises as % of all enterprises, by size class (2005 vs. 1999)								
	SIZE CLASS (NUMBER OF EMPLOYEES)							
	TOTAL (%)		10 TO 49 (%)		50 TO 249 (%)		250 OR MORE (%)	
	CVTS3	CVTS2	CVTS3	CVTS2	CVTS3	CVTS2	CVTS3	CVTS2
EU27	60	:	55	:	78	:	91	:
PT	44	22	39	17	70	46	91	78

Source: Eurostat; Continuing Vocational Training Survey (CVTS2, 1999 and CVTS3, 2005), cited: 23/06/2008

To offer employees an easier access to vocational training, the 'New Opportunities' Initiative aims to expand training opportunities by modularising and adapting courses and by employing organisational and cost-sharing mechanisms that, on the one hand, ensure that employees exercise their individual right to training and, on the other, are compatible with the current and future competitiveness of the enterprise.

### 0505 - CVET AT THE INITIATIVE OF THE INDIVIDUAL

The individual right to vocational training is guaranteed by the Labour Code (*Código de Trabalho*, 2003), which creates objective conditions to ensure that this right can be exercised, irrespective of the worker's occupational situation.

There is also a programme awarding grants to individual workers attending continuing training courses on their own initiative with a view to enhancing their own employability. These training grants vary, depending on the individual's employment situation and/or the area of training concerned. The programme is promoted by *IEFP*.

Within public administration, access to vocational training on the individual worker's initiative is provided on the condition that the training is directly or indirectly related to the individual's work or that will help him/her to improve his/her qualifications for that work.

For people who have joined the labour market but wish to continue studying, Portuguese law establishes the rights and statute of student-workers (Art. 79 of the Labour Code). Accordingly, workers are entitled to support in the form of flexible working hours (or time off work to attend classes, if necessary) and have the right to take leave of absence to attend assessment procedures.

The Agreement for the vocational training reform foresees the creation of a 'training – voucher' as a public tool for the direct funding of the training demand, particularly to ensure the right to training by worker's initiative.

## 06 - TRAINING VET TEACHERS AND TRAINERS

### 0601 - TYPES OF TEACHERS AND TRAINERS IN VET

There are three main types of professionals, plus the training coordinator, who ensure vocational education and training:

#### TEACHERS

All teachers are holders of a tertiary qualification.

In compulsory education, the 1st cycle teachers are multidisciplinary, and teaching at this level is global and enters the responsibility of a single teacher, who can be assisted in specialist areas; the 2nd and 3rd cycles teachers are subject specialists.

Initial training for the 3 cycles of teachers of compulsory education is done in teacher training colleges (*escolas superiores de educação*) integrated into polytechnic higher education - and in universities.

All upper-secondary teachers are subject specialists.

Initial training for upper-secondary education teachers should be achieved exclusively in universities. The vocational qualification of upper-secondary teachers, including those in professional, vocational or artistic education, can be obtained via degrees that gave the appropriate scientific training in the respective teaching area and complemented by the appropriate pedagogy.

There are specific higher education courses for teachers named 'teacher and trainer training' and 'education sciences'. The access requirements are the same applicable to all the higher education courses.

The *MCTES* is responsible for all the establishments of tertiary education, although the latter have pedagogical autonomy.

Teachers can teach either in public or private education establishments, vocational schools and vocational training centres. They can teach socio-cultural and scientific training components in vocational courses.

The role of teachers is developed on the following areas:

- to promote students integral and fulfil training, stimulating the development of their capacities, autonomy and creativity;
- to collaborate with all participants in the educational process, namely, with other teachers, students, parents and administrative personnel;
- to participate in the organisation and to ensure the accomplishment of teaching activities;
- to manage the process of teaching-learning within the defined programmes, adopting different pedagogic mechanisms to meet students' individual needs;

- to improve and promote the dissemination of teaching resources, as well as to use the new teaching methods aiming innovation and reinforcement of education and teaching quality.

## TRAINERS

Trainers are highly qualified professionals in their occupational area. They should accomplish a Initial pedagogical training course for trainers (*Curso de formação pedagógica inicial de formadores*). A Certificate of Trainer's Pedagogical Aptitude (*Certificado de Aptidão Pedagógica de Formador - CAP*) is attributed at the end of this course, under *IEFP* responsibility. These courses have 90 hours or more and are recognised by the *IEFP* (certifying body) and the certification is valid for 5 years, at the end of which renewal requires updated training (60 hours) and 300 hours of training experience.

Working as a trainer requires psycho-social preparation, scientific, technical, technological and practical training, which implies the possession of qualifications that are of the same or higher exit-level than the trainees. There are no basic requirements to become a trainer.

The Trainers develop their activity in vocational schools and training centres and can teach the technical/technological component, as well as the practical simulated workplace component.

The role of trainers is developed on the following areas:

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

## TUTORS

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

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

the workplace context, namely in terms of suggestions which are generally accepted by the training coordinators.

### TRAINING COORDINATOR

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

### MAIN REFORMS

The Career Statutes of Pre-School Teachers and Basic and Secondary Level Teachers<sup>24</sup> (*Estatuto da Carreira Docente dos Educadores de Infância e dos Professores dos Ensinos Básico e Secundário*), as well as the legal framework for the continuing training of teachers, were both reformed in 2007. This legislation aimed to set stricter requirements for entry into the teachers' career, namely the introduction of a knowledge assessment as a prerequisite for recruitment processes and set up new rules for the observance of a probationary period, conducted under the supervision and monitoring of an experienced teacher and to ensure that training contributes to the effective acquisition and development of scientific and pedagogic skills relevant to teachers' work.

In February 2007, the conditions for the award of teaching qualifications were reviewed<sup>25</sup>. The entry requirements to teach in basic and secondary education were changed aiming the reinforcement of the professional requirements to access the career.

Concerning the trainers, the Agreement for the Vocational Training Reform enhances the importance of trainers' qualification through the creation of new syllabus based on training needs. To support the trainers training it was also reinforced the role of the new National Centre for the Qualification of Trainers (*Centro Nacional de Formação de Formadores*). This IEFPP department contributes to the definition of a national policy for trainers training, for a definition of trainers profile, role, statute and hiring conditions and also have an important role in the design, production and dissemination of pedagogical and didactical resources used for example, in e-learning courses .

The agreement also enhances the promotion of quality training practices through the strengthening of the quality criteria that ensures the outcomes evaluation, the reinforcement of the providers net.

### 0602 - TYPES OF TEACHERS AND TRAINERS IN IVET

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

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<sup>24</sup> Decree -Law n.º 15/2007, of 19 January.

<sup>25</sup> Decree-Law n.º 43/2007, of 22 February.

	TEACHERS	TRAINERS	TUTORS
<b>INITIAL TRAINING</b>	Compulsory possession of a first degree certificate obtained in tertiary institutions. Highly qualified in their activity possessing suitable pedagogic qualifications	Compulsory possession of a trainer CAP (Teaching Certificate), obtained in certified bodies and valid for 5 years. There are no certificates for specialised training sectors. Only in exceptional cases it is possible to obtain a CAP (teaching certificate) on the basis of the professional experience of the trainer	No compulsory attendance of initial specific training, although they normally possess a trainer's CAP
<b>OTHER ACCESS REQUIREMENTS</b>	One compulsory traineeship year for verification of global skills for teaching	Not applicable	Not applicable
<b>WORKPLACE</b>	Public education establishments; Private and cooperative education establishments; specialised artistic education establishments; vocational schools; technological schools; vocational training and rehabilitation centres; certified training bodies; public, private or cooperative education establishments	Vocational schools; technological schools; vocational training and rehabilitation centres; certified training bodies	Enterprises or organisation responsible for workplace training
<b>TYPE OF RECRUITMENT</b>	Teachers working in the public schools network are recruited by national competition, based on academic education, years of experience and geographical areas too which they apply. Teachers who work in training centres or vocational schools are appointed by the Ministry of Education	Recruitment is organised by vocational training centres or training bodies	Appointed by enterprises or organisations
<b>CONTINUING TRAINING</b>	Compulsory attendance of continuing training programmes	Compulsory attendance of at least 60 training hours for pedagogic update and 300 hours of training experience , in a period of 5 years, for the renewal of CAP.	There is no compulsory attendance of specific continuing training.

## INITIAL EDUCATION AND VOCATIONAL TRAINING FOR TEACHERS

Holding a vocational certificate in teaching is an indispensable requirement for anyone wishing to teach in public, private or cooperative education establishments, in the curriculum areas or school subject concerned.

Anyone wishing to work as a teacher must have received training equivalent to two study cycles at tertiary education level in either a university or polytechnic establishment.

Study cycles include the following training components, aiming to ensure a satisfactory integration of teachers and trainers according to the requirements of professional performance: general educational training; specific teaching methods and skills; introduction to professional practice; cultural, social and ethical training; training in educational research methodologies; and training in teaching.

The general educational training component covers knowledge, abilities, attitudes and skills in the field of education that are relevant to the performance and behaviour of all teachers within the school environment, in the relationship with the community and in the development of teaching methodologies.

The specific teaching methods and skills component covers knowledge, abilities, attitudes and skills relating to teaching in the curriculum areas or school subject, and at the educational levels or cycles, in which the trainee teacher wishes to specialise and qualify.

Activities included in the introduction to professional practice component include supervised teaching practice in a school. The component is designed with a view to professional development, focusing on the performance of future teachers and promoting a critical and reflective approach to the challenges, processes and tasks of daily professional practice.

Cultural, social and ethical training component covers, in particular, curriculum areas outside the specific discipline, and reflection on the ethical and civic dimensions of teaching.

The purpose of educational research methodologies training component is to encourage future teachers to take an investigative and critically analytical approach in their work.

The training component in teaching area is intended to provide appropriate academic training in the curriculum areas or school subjects in which the trainee wishes to specialise and qualify. Training in teaching area is provided in tertiary education establishments.

## CONTINUING VOCATIONAL EDUCATION AND TRAINING FOR TEACHERS

Continuing training is recognised as a right and a duty of teachers to ensure the deepening and updating of knowledge and professional skills, as well as professional mobility and career progression. In terms of career progression, only the training actions, concluded with success that have at least 25 hour per year, and related to the scientific-teaching area of the teacher or to the needs of the school are credited.

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

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

Continuing training is provided by:

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

## INITIAL VOCATIONAL EDUCATION AND TRAINING FOR TRAINERS

Anyone wishing to work as a trainer must have received scientific, technical, technological and practical training and must have successfully completed the Initial pedagogical training for trainers course (*Curso de formação pedagógica inicial de formadores*), with a 90 hours or over length and recognised by the *IEFP* (certifying body), which leads to a Teaching Certificate (*Certificado de Aptidão Pedagógica – CAP*) specifically for trainers<sup>26</sup>. The CAP is valid for 5 years. There are no other specific requirements to access trainer career.

This pedagogical training is structured around three main teaching areas: the development of personal and interpersonal skills in a training context; the

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<sup>26</sup> Regulatory Decree n.º 26/97, of 18 June, and Decree n.º 1119/97, of 5 de November.

acquisition of technical skills that support professional performance; and the application of the skills acquired during the teaching process.

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

## **CONTINUING EDUCATION AND VOCATIONAL TRAINING FOR TRAINERS**

The pedagogical continuing training of trainers aims to develop skills related to specific functions performed by trainers, particularly in the areas of the management, design, planning and provision of training. The *CAP*'s renewed conditions demand the attendance of 60 hours training on pedagogy and 300 hours of training experience, in a period of 5 years.

The *IEFP*, through the National Centre for the Qualification of Trainers (*Centro Nacional de Qualificação de Formadores*), is the body specifically responsible for designing and validating plans and programmes, teaching methods and resources for the initial and continuing training of trainers. Moreover, other public and private training bodies also offer initial and continuing training for trainers, based on the standards set by the *IEFP*.

As the main provider of vocational training at national level, *IEFP* employs a large number of trainers in its training activities. Trainers can also be employed for teaching the vocational training component of the education and training courses for adults that are supervised by the Ministry of Education.

The profession of trainer has been legally regulated since 1994<sup>27</sup>. Until May 2008, there were approximately 273 000 certified trainers in Portugal.

## **0603 - TYPES OF TEACHERS AND TRAINERS IN CVET**

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

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<sup>27</sup> Regulatory Decrees n.º 66/94, of 18 November and n.º 26/97, of 18 June and Decree n.º 1119/97, of 5 November.

### 0701 - MECHANISMS FOR THE ANTICIPATION OF SKILL NEEDS

Between 1997 and 2006 the Ministry of Labour and Social Solidarity (*Ministério do Trabalho e da Solidariedade Social – MTSS*) studied trends in qualifications and identified training needs in 29 sectors<sup>28</sup>. The objective was to enable actors in the systems of employment and vocational education and training to anticipate the skills that would be needed in the future and to define the training content that would correspond to trends in jobs and qualifications.

The availability of professional profiles and forecasting studies for particular sectors are important points of reference for information on skill needs and they constitute a strategic guide of fundamental importance for defining training profiles and designing quality training that meets the needs of the economy and society. They also serve as a useful methodological guide for selecting learning methods and contexts.

Under the Vocational training reform, one of the objectives of the National Qualifications System (*Sistema Nacional de Qualificações – SNQ*) is to guarantee the relevance of training standards and skills recognition in order to make sure that the needs of enterprises and the economy are met. These training standards will be included in the National Qualifications Catalogue (*Catálogo Nacional das Qualificações – CNQ*) drawn up and updated by the National Qualifications Agency (*Agência Nacional para a Qualificação – ANQ*). The ANQ works in collaboration with Sectoral Qualifications Councils (*Conselhos Sectoriais para a Qualificação*), which are responsible for identifying areas in which the CNQ needs to be updated, and whose members include the social partners, reference enterprises, sectoral or regional training operators and independent experts.

The Sectoral Qualifications Councils will ensure, at sectoral and/or at regional level, a more detailed debate on the future of qualifications, based on studies that already exist or that will be realised.

### 0702 - BRIDGING PATHWAYS AND NEW EDUCATIONAL PARTNERSHIPS

The bridges between different types and levels of educational programmes and courses have been a subject included in the last education and vocational training reforms:

- In 2004, the Reform of secondary education aimed a better integration and coordination of the two sub-systems of vocational education and training. The diversity and quality of vocational options for young people was increased offering more flexibility in setting up training pathways and more permeability between general education and IVET courses, allowing the

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<sup>28</sup> <http://www.crcvirtual.org/>

reorientation of education pathways. Furthermore, the existence of a general training syllabus common to all secondary-level courses allowed students to redesign their training pathway;

- In 2007, the National Qualifications System adopted the principles enshrined in the Agreement for the vocational training reform and restructured vocational training. This System includes the National Qualifications Catalogue, which aims to increase the qualifications coherence, transparency and comparability at national and international level and to allow more flexibility in the individual learning pathway through life long learning.

Within the State's Central Administration Restructuring Programme (*Programa de Reestruturação da Administração Central do Estado*), that aimed at the improvement of the administration and of the quality of public services, the National Qualifications Agency was created. This agency, which is subordinated to the ME and the MTSS, seeks a wider synergy between the two main players in general education and vocational training systems.

Several partnerships are being promoted by this Agency, in particular for the development of training referentials. It should be pointed out that recently it was produced an A2 level training referential based on Common European Framework of Reference for Languages. It resulted from an institutional partnership between the Directorate-General of Innovation and Curriculum Development, the National Qualifications Agency and the Institute of Employment and Vocational Training. This referential targets adults newly arrived in Portugal who want or need to develop effective skills in Portuguese Language enabling their social and professional integration. The document created is titled 'Portuguese for speakers of other languages - the basic user in the host country' (*'O Português para falantes de outras línguas - o utilizador elementar no país de acolhimento'*).

This Agency has also signed more than 500 protocols with *IEFP* and other entities, aiming the mobilisation of employers and workers for the qualification effort. These cooperation agreements cover almost 600 thousand persons.

Another example of cooperation was settled by protocols between 30 Information and Communications Technologies enterprises and the ME, involving more than three hundred traineeships, annually, in Portugal and abroad.

A closer link with higher education is established through the grant of credit units that can be transferred to the tertiary education course to which the *CET* gives access. Each higher education institution is responsible to identify which *CET* are accepted for students' entrance.

Regarding continuing vocational training, schemes to provide people with vocational qualifications or retraining increased the use of modular, flexible models allowing workers to follow a training pathway by accumulating credits acquired in shorter training courses (credit units).

## 0703 - RENEWAL OF CURRICULA

The renewal of the curricula is centralised mostly in the Ministry of Education that is responsible for national policy concerning basic and secondary education.

The ANQ is responsible for promoting research and innovation as regards curricula, teaching methods and resources and for encouraging the dissemination of knowledge by promoting and participating in networks and partnerships in information, experimentation and the transfer of knowledge.

Through the Qualifications Referential Department<sup>29</sup>, the ANQ ensures that the National Qualifications Catalogue is continuously and permanently updated and it is responsible for:

- Researching and developing new professional skills and referentials, arisen from economic changes and enterprises needs;
- Designing, updating and validating training referentials. The validation process mobilises the scientific community, enterprises and education and training institutions;
- Coordinating its activities with the Qualification Sectoral Councils, technically supporting the work developed by its experts;
- Establishing links with other qualification systems, at European and international level, towards mutual recognition of qualifications, in order to facilitate and to promote geographic and occupational mobility.

The CNQ includes the basic standards for the construction and implementation of training programmes and provides curriculum guidelines for this purpose. It is, however, flexible enough to allow training bodies to run their training programmes in the most appropriate and effective way concerning target groups (enterprises and individuals) and geographical areas.

The Directorate-General for Curriculum Innovation and Development<sup>30</sup> (*Direcção-Geral de Inovação e de Desenvolvimento Curricular*) is responsible for the implementation of policies related to the pedagogical and didactical component in basic and secondary education and also for providing technical and regulatory support in innovation areas and curriculum development, namely:

- To develop studies on curricula and subject programs, also to propose its review in line with the education system objectives;
- To promote scientific research and technical studies, namely in the field of curricular development and innovation;

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<sup>29</sup> Ordinance n.º 959/2007, of 21 August

<sup>30</sup> Regulatory Decree n.º 29/2007, of 29 March

- To design the criteria for initial, continuing and specialized training for teachers along with other Ministry of Education departments.

In the field of public tertiary education, the universities and polytechnic establishments have the authority to design courses, to define the respective curricula and to update them as appropriate, provided they inform the Ministry of Science, Technology and Higher Education (*Ministério da Ciência, Tecnologia e Ensino Superior – MCTES*) for registration purposes. The creation of new tertiary education courses by private institutions is subject to an expert's committee assessment and subsequent authorisation.

New types of basic skills and key competences have been integrated in the curricula concerning languages, ICT and citizenship training.

New methods such as e-learning have been introduced mainly in higher education although some training centres often use it as an alternative way of learning. The National Centre for the Qualification of Trainers provides e-learning courses for trainers.

## 08 - ACCUMULATING, TRANSFERRING AND VALIDATING LEARNING

The purpose of the vocational education and training system is:

- to promote the qualification of individuals by providing them with the skills they need to enter the labour market;
- to improve the basic training of the working population in order to pave the way for academic and occupational progress; and
- to guarantee the recognition of skills acquired through both formal and non-formal channels.

### 0801 - ACCUMULATING, ACCREDITING AND VALIDATING FORMAL LEARNING

In 2007, with the Agreement for the vocational training reform the National System of Vocational Certification (*Sistema Nacional de Certificação Profissional*), created in 1992, gave place to two distinct frameworks:

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

The *SRAP* is going to be developed by a Commission for the Regulation of Access to Professions (*Comissão de Regulação de Acesso a Profissões*), with a tripartite constitution (Government, trade unions and employers' associations). This Commission is going to have technical support of Directorate-General for Employment and Industrial Relations.

The *SRAP* is going to ensure the necessary alignment and articulation with the *SNQ*, in order to assure that the training referentials required for access to regulated professions are those which are enshrined in the Catalogue.

### MECHANISMS FACILITATING THE TRANSITION BETWEEN VOCATIONAL EDUCATION AND TRAINING ROUTES

The diversity of vocational education and training offer seeks to provide an answer both to the motivations, expectations and aspirations of students, and to the demands brought by the development of the labour market. The guidelines

for curriculum organisation and management are of special importance, namely the coordination with the previous academic cycle, or with other secondary or tertiary courses, the curriculum integration and assessment, the flexibility in the conception of training routes, or the permeability between courses, thus enabling the reorientation of vocational education and training pathways.

This reorientation seeks to facilitate the transfer between secondary level courses<sup>31</sup> (scientific-humanistic, technological, specialised artistic, vocational or vocational education and training courses) and ensures permeability between courses, whose plan of studies are similar, in order to facilitate the alteration of a student's vocational route and the continuation of studies in other course in the subsequent academic year.

The school executive management bodies are responsible for the decision and applicability of student reorientation requests, after consulting the educational guidance structures and the psychology and guidance services.

Also at the post-secondary non-tertiary education level, the holders of a Technological Specialization Diploma (*Diploma de Especialização Tecnológica*) obtained after the completion of a *CET* can apply to tertiary education through a special access regime and can require the accreditation of their vocational courses within the tertiary course to which the *CET* provides access<sup>32</sup>.

The *SNQ* also foresees that the successful completion of a certified vocational training action not included in the *CNQ*, is supported by a training certificate issued by the member of the Government responsible for the training sector.

This measure intends to permit that the competences acquired via other training actions not included in the *CNQ* are academically and professionally certified within the process of recognition, validation and certification of competences.

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

## THE IMPACT OF POLICIES

The recent political measures concerning accumulation, accreditation and validation of learning, included in the New Opportunities Initiative and in the Reform of vocational training, led to an increase of number of New Opportunity Centres and to the definition of new profiles for the *RVCC* professionals and also to the increase of flexible short training units that allow accumulation and accreditation in further pathways.

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<sup>31</sup> Decree-Law n.º 74/2004, of 26 March and Normative Decree n.º 36/2007, of 8 October.

<sup>32</sup> Decree-Law n.º 88/2006, of 23 May.

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

The national system of Recognition, Validation and Certification of Skills (*Reconhecimento, Validação e Certificação de Competências – RVCC*)<sup>33</sup>, set up in 2001, targets adults over the age of 18 and aims at the recognition and formal validation of knowledge, abilities and skills that have been acquired through both non-formal and informal ways as a result of life and work experience. The RVCC process is a “single integrated process”, whose purpose is to provide adults with educational certification and to improve their vocational qualifications.

In 2005, the New Opportunities Initiative aimed at increasing and promoting the activities already being conducted by Recognition, validation and Skills Certification Centres/New Opportunities Centres (*Centros de Reconhecimento, Validação e Certificação de Competências/Centros Novas Oportunidades – CNO*) by offering effective encouragement and support for the acquisition of certification and the update of new training opportunities. The CNOs are expected to attract school leavers by offering them better prospects for lifelong learning and access to more highly qualified occupations. Since they serve as platforms for access to, and the coordination of, various qualification routes for adults, CNOs have acquired a central, structural role.

The system of Recognition, Validation and Certification of Skills is developed and managed by ANQ, which also ensures the coordination of the Network of New Opportunities Centres. The network of CNOs (currently totalling 457) covers all the national territory.

### MECHANISMS

The RVCC process is based on the following key skills standards:

- The Key Skills Standards (Referencial de Competências-Chave) for adult education and training at basic education level focus on four key skill areas: Language and Communication; Mathematics for Life; Information and Communication Technologies; and Citizenship and Employability;
- The Key Skills Standards (Referencial de Competências-Chave) for adult education and training at secondary education level cover three key skills areas: Citizenship and Professionalism; Society, Technology and Science; and Culture, Language and Communication;
- In National Qualifications Catalogue, vocational training standards are set for each individual occupational area.

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<sup>33</sup> Decree n.º 1082-A/2001, of 5 September.

Activities focus on three main issues: recognition, validation and certification of skills.

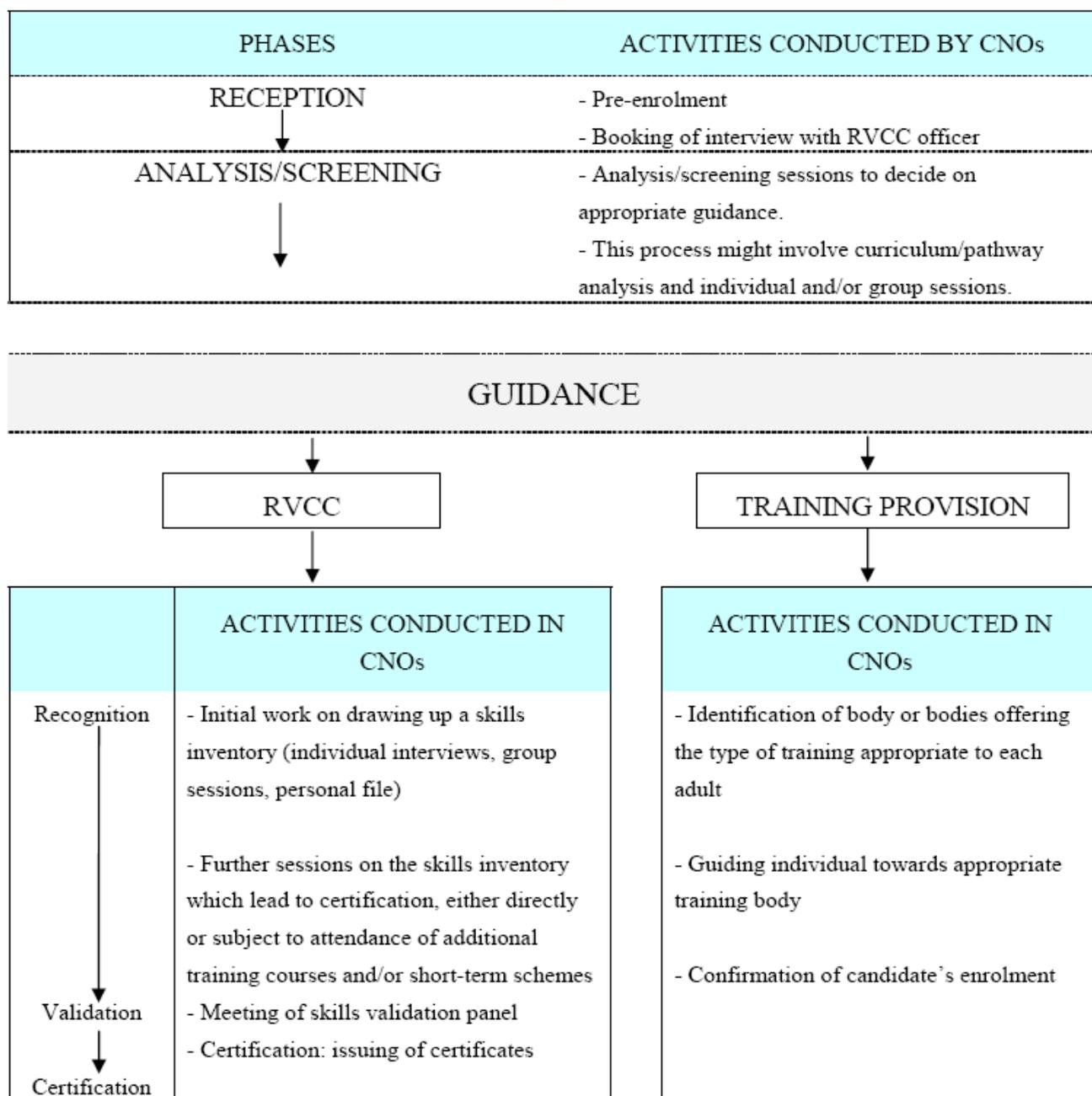
The recognition of skills involves identifying the knowledge, know-how and skills that each adult has acquired during his or her life. This is achieved through a range of activities whose purpose is to draw up an inventory of skills, whereby adults provide evidence of prior learning and can begin to build a portfolio which reflects it.

The validation of skills involves assessing how closely the skills the individual has acquired during his or her life correspond to the standards included in the National Qualifications Catalogue, using both self-assessment and external assessment.

The certification of skills is the official act of registering and confirming the skills validated by the validation panel.

Certification is formalised by the issuing of a level 1, 2 or 3 certificate of basic education and a diploma of either basic or secondary education, depending on the case and allows the pursuance of studies. When the validation process does not result in the issuing of a certificate or diploma, the student is provided with a certificate of validation of skills (see Figure 1).

Figure 1: Flowchart showing the stages and activities involved in the RVCC process



Source: ANQ, 2007.

## IMPACT

According to the assessment of the New Opportunities Initiative, until the end of 2007, 352 563 adults were covered by this Initiative (in RVCC processes and EFA courses). From those 202.021 were in basic education level and 150.542 were in the secondary education level.

The adults enrolled in this Initiative, in 2007, are employed women mostly from the north of Portugal, between 25-44 years.

### **0803 - IMPACT OF EU POLICY COOPERATION**

The importance of the secondary level qualification spread is clearly assumed by the European Union, which has established the goal of having 85 % of people aged 22 successfully completing this education level by 2010. In this sense, the European Commission has encouraged Portugal to implement 'measures meant to ensure a strong improvement on the qualification levels of young people'<sup>34</sup>. At the same time, OECD has proposed a political priority for Portugal in order to increase working force productivity: the 'reinforcement of secondary level scholarisation'<sup>35</sup>.

In Portugal, this perspective has reached a wide consensus within the social dialogue. The Agreement for the vocational training reform, drawn up between the Government and the majority of the social partners in 2006, recognizes the importance of 'taking measures towards the improvement of initial qualification levels and lifelong training'.

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

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

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

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<sup>34</sup> 'A year of delivery' The European Commission's 2006 Annual Progress Report on Growth and Jobs, *Portuguese translation in Programa de Estabilidade e Crescimento 2006 -2010*, Ministry of Finance and Public Administration, December 2006.

<sup>35</sup> OECD, *Economic Policy Reforms - Going for Growth*, 2005.

With regard to the European instruments for the improvement of mobility and transparency of qualifications and skills, Portugal promotes the Europass<sup>36</sup>, an initiative which allows the creation of a personal set of documents, which citizens can voluntarily use to make their skills and qualifications clearly and easily understood throughout Europe (European Union, EFTA/EEE and candidate countries).

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

## **0804 - FACILITATING EU MOBILITY**

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

At the basic and secondary level, the Ministry of Education grants equivalence of qualifications acquired in public or private foreign education establishments to the academic qualifications of the Portuguese education system.

The Directorate-General for Innovation and Curriculum Development (*Direcção-Geral de Inovação e do Desenvolvimento Curricular – DGIDC*), a central service under the Ministry of Education, is responsible for the validation of qualifications and for decisions concerning qualification equivalence processes.

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

## **APPLICABLE LEGISLATION**

### **BASIC AND SECONDARY LEVELS**

The Decree-Law n.º 227/2005, of 28 December, defines the framework for the equivalence of qualifications acquired within foreign education systems into the Portuguese education system's academic qualifications, at the basic and secondary level. This Decree-Law assigns an important role to the education establishments for what concerns the grant of an equivalence of qualifications acquired abroad. This is an important step forward towards a greater autonomy of school administration.

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<sup>36</sup> Established by Decision n.º 2241/2004/EC, of 15 December, of the European Parliament and the Council. Available at: <http://www.socleo.pt/europass/>.

The grant of equivalence may involve an examination , organised by the schools according guidance of the Ministry of Education, for the assessment of knowledge in the cases where qualification certifying documents are not available.

The Ordinance n<sup>o</sup>. 224/2006, of 8 March, approves comparative tables between the Portuguese education system and other education systems.

### **TERTIARY EDUCATION LEVEL**

The Decree-Law n<sup>o</sup>. 341/2007, of 12 October, establishes a new legal framework governing the automatic recognition of foreign academic degrees at tertiary level into Portuguese higher education system. Whenever this Decree-Law is inapplicable (for example for some occupations), the Decree-Law n<sup>o</sup>. 283/83, of 21 June, is considered the basic legislation.

According the Decree-Law n.º 42/2005, of 22 February a new student's mobility framework was set up in accordance with the European Credit Transfer System (*Sistema Europeu de Transferência e Acumulação de Créditos – ECTS*), based on the principle of mutual recognition of the value of accomplished training and acquired skills.

This Decree-Law establishes that tertiary institutions:

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

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

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

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

## 09 - GUIDANCE AND COUNSELLING FOR LEARNING, CAREER AND EMPLOYMENT

### 0901 - STRATEGY AND PROVISION

Information and vocational counselling services are mainly organised under the responsibility of the Ministry of Education and the Ministry of Labour and Social Solidarity. Some private-sector bodies also work in this field.

Under the Vocational training reform, the *ME* and *MTSS* are going to adopt a development strategy in the field of guidance and counselling that will involve multidisciplinary teams to ensure a more integrated approach to the various issues such as defining young people's academic and/or training trajectories.

The Information and Management System for Educational and Training Supply (*Sistema de Informação e Gestão da Oferta Educativa e Formativa*) was created in the scope of *MTSS* and *ME*, as a fundamental tool to support the youth and adult's reorientation and guidance to a training supply that allows the development of certified competencies. The *Sigo* currently meets the information needs of schools, training centres, New opportunities centres, the General-Directorate for Human Resources in Education, Regional Directorates for Education and the *ANQ*.

Also the responsibility for information and guidance activities for qualification and employment is now attributed to the National Qualifications Agency (*Agência Nacional para a Qualificação*), aiming at:

- ensuring the functioning of an integrated system for vocational training offer;
- promoting the sharing of technical instruments (curricula research and innovation, methodologies and pedagogical resources) produced in the *ANQ* services;
- boosting joint training actions for guidance professionals;
- providing the dissemination of territorial and sectoral diagnoses, related to the labour market.

Concerning the *ME*'s schools network, the Psychology and Guidance Services (*Serviços de Psicologia e Orientação – SPO*) provide access to specialised educational support services that ensure an individual or group pedagogic intervention which supports young people in their choices along the school path, facilitating the identification of their own life-project construction. Each *SPO* is responsible for a particular geographical area, which may include several schools.

Both school guidance specialists and teachers/head of class play a fundamental role in the pupils follow up, clarifying possible paths, articulating with other socio-educational support services and proposing and signing protocols between schools and different services, enterprises and other community agents at the local level.

The *SPOs* also have a relevant role in the identification and monitoring of problem-situations in the learning process; development of trainees self-esteem via psychological support and study orientation; implementation of transition strategies for working life, encouraging students in basic, upper secondary and recurrent education; in training of trainers; in the development of 'lifelong learning' attitudes.

Vocational guidance education is not part of the compulsory education curriculum. Students voluntarily take part in non-directive vocational development programmes covering issues such as self-awareness; awareness of education, training and employment opportunities; decision-making strategies; and career planning. These actions should be coherent, integrated, systematic, continuous and complementary, according to the competencies of each service, taking into account their users profile and needs. In the last year of lower secondary education (9th year, third cycle of basic education) students may nevertheless take extracurricular vocational guidance programmes organised by school's psychology and counselling services.

As regards the *MTSS*, the *IEFP* includes services that cover all the country. Central services, in articulation with *ME*, are responsible for designing and standardising procedures for the provision of vocational information and guidance. Regional services are generally responsible for coordinating, promoting and integrating the guidance activities delivered by local units, mainly the employment centres (*centros de emprego*).

These systematic, integrated guidance activities help individuals, whether young people or adults, to develop and manage their careers by encouraging them to acquire the skills needed to find a job or to remain in the labour market. Use of vocational guidance services is voluntary and free.

To ensure the widest coverage possible, the *IEFP* has developed a system for cooperation with other bodies, in the form of partnership working and helping to finance their activities. An example of this is the network of the Active Life Insertion Units (*Unidades de Inserção na Vida Activa – UNIVA*)<sup>37</sup>. Their work mainly targets the young and unemployed, especially first job-seekers.

The *UNIVAs* operate in schools, vocational training or youth centres, private sector welfare institutions, local administration, trade union and employers' organisations, and others that take part in local development projects and work in cooperation with employment centres helping young people by providing: guidance and counselling, organising practical training and vocational training courses, and other issues connected with labour.

Also the Employment clubs (*Clubes de emprego*) complete the services provided by *IEFP's* employment centres. These Clubs offer tailored vocational guidance support for the unemployed, especially long-term unemployed, helping them to take a pro-active part in job-search initiatives and activities.

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<sup>37</sup> Created by the Implementing Law Regulatory Order n.º 27/1996, of 3 August.

Employment Clubs may be set up by the *IEFP*, or by directly-managed vocational training centres, social partners, public, private or cooperative entities, such as employees' or employers' organisations, private sector welfare institutions and local development associations.

In the case of people with disabilities, vocational information and assessment/guidance are offered by the *IEFP*'s Direct and Joint-Management Vocational Rehabilitation Centres (*Centros de Reabilitação Profissional de Gestão Directa e Participada*) and by other public and private bodies duly accredited by the *IEFP*.

There are also private bodies [as the Institute of Vocational Guidance (Instituto de Orientação Profissional) a unit of the Lisbon University] working in this field providing young people and adults with information on education and careers and helping them in the construction of a life plan. These bodies also provide support to young people with integration problems.

## **0902 - TARGET GROUPS AND MODES OF DELIVERY**

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

- school students in basic and secondary education level;
- students with learning or integration difficulties;
- teachers;
- parents;
- others responsible for education;
- employed and unemployed people (occasionally).

The organisational model used by the services depends on the educational level concerned. The law provides different types of educational and vocational guidance, which vary in accordance with the objectives involved and the kind of support requested by students.

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

The specialists of the psychology and guidance services work in partnership with other education units and in liaison with the community services. This link is established by schools through partnerships and agreements.

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

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

- young people and unemployed adults, registered in the employment centres, or those who seek training;
- employees on retraining;
- employers and human resources managers;
- students.

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

Various technical support tools are used to carry out *IEFP* guidance interventions, namely structured and modular programs, psychological tests, as well as professional information tools that address issues concerning profession / occupation fields, labour market situations and trends, training opportunities, employment programs and measures, areas of employment, training and education legislation.

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

Some activities are practised in groups and others individually. Group activities are intended to, primarily, identify and valorise personal and professional self-esteem skills and to develop personal and social skills. In the case of the unemployed, group activities are meant to help them to put their problems into perspective through experience sharing. Information is initially provided to groups, and they are then encouraged to seek out information for themselves. The personal interviews are used as a strategy to support the group intervention.

The *IEFP* promotes an articulated, integrated and complementary use of different channels to provide information concerning employment and counselling, such as:

- Employment centres;
- Free Employment Service (Livre Serviço para o Emprego), placed in employment centres, where autonomous users can access to information, resources and services in the field of employment and vocational training;
- Distance services available through the NetEmprego<sup>38</sup> and through the Contact Centre (Centro de Contacto).

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<sup>38</sup> <http://www.netemprego.gov.pt/>

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

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

### **0903 - GUIDANCE AND COUNSELLING PERSONNEL**

The qualifications needed by professionals working in the ME's *SPOs* are a degree in psychology, preferably in the field of education and/or (vocational) psychological counselling for young people and adults. In this context, of particular importance are the communication skills, the professional experience, the knowledge of psychology and educational psychology, and the knowledge of the vocational education and training system and of the labour market and possible occupations. In addition to psychologists, *SPOs* also employ education support specialists, guidance counsellors and social service officers.

Portuguese law stipulates that teachers who are responsible for providing counselling and guidance must receive 56 hours of training each year, and that psychologists must receive 50 hours. Provision is made for annual training periods that can be converted into credits and for financial support for training leading to career advancement.

Under the *MTSS* and within the *IEFP*, vocational guidance is provided by Vocational Guidance Counsellors (*Conselheiros de Orientação Profissional*). These counsellors must hold a degree (five years of university study), preferably in psychology or sociology. Under their employment contract, they are required to attend to a six-month post-recruitment training, comprising a combination of study and work in central services and local units. *IEFP* encourage continuing vocational training of their vocational guidance counsellors, namely through self-training programmes.

## 10 - FINANCING - INVESTMENT IN HUMAN RESOURCES

### 1001 - BACKGROUND INFORMATION CONCERNING FINANCING ARRANGEMENTS FOR TRAINING

In Portugal, the cost of the vocational education and training system is covered almost entirely by public funding in the form of contributions from the State budget (*Orçamento de Estado - OE*), the Social Security Budget (*Orçamento da Segurança Social – OSS*) and the European Social Fund (*Fundo Social Europeu - ESF*).

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

Vocational training provided under the *MTSS* is financed by funds allocated to the *IEFP* from the *OSS* [comprising contributions paid by enterprises (23.75 % of the value of gross salaries paid) and by workers (11 % of gross salary received)]. To cover active employment and vocational training policies, the *OSS* systematically sets aside 4.7 %<sup>39</sup> of workers' and employers' social security contributions, which is topped up by an allocation of VAT receipts from the *OE*.

Portugal receives substantial support from the European Union to help fund vocational education and training policies in the form of *ESF* resources; these are allocated for specific measures under the Operational Programmes that are included within Community Support Frameworks (CSF). During the 2000-2006 programming period for CSF III, *ESF* resources were particularly concentrated on the Operational Programme for Education (*Programa Operacional Educação*) and the Operational Programme for Employment, Training and Social Development (*Programa Operacional Emprego, Formação e Desenvolvimento Social*), with substantial support from this structural fund also being allocated to the Operational Programmes for the Economy, Health and Agriculture (*Programas Operacionais da Economia, Saúde e Agricultura*) and the Regional Operational Programmes (*Programas Operacionais de Âmbito Regional*).

For the current programming period 2007-2013, it was given a greater importance to the promotion of human capital, present in the New Opportunities Initiative. It is evident the central role of the qualification strategy within the National Strategic Reference Framework 2007-2013, and above all through the Operational Programme Human Potential, a central instrument for the financing of this Initiative.

The Institute for Management of the European Social Fund (*Instituto de Gestão do Fundo Social Europeu – IGFSE*) is the *MTSS* department responsible at

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<sup>39</sup> Law n.º 52 C/96 of 27 December.

national level for managing, coordinating and supervising activities supported by the *ESF*.

For training schemes supported under Operational Programmes within the CSF, funding from the *OSS* is of particular significance; since the *OSS* is the source of public funding that guarantees the national contribution to vocational training schemes run by private bodies.

The State is the main provider of funding for initial vocational training for unemployed people, with the financial support made available by the *ESF* being of particular importance. Financing continuing vocational training for employed people is considered to be the responsibility of employers, though the State may provide financial support and incentives.

### **1002 - FUNDING FOR INITIAL VOCATIONAL EDUCATION AND TRAINING**

Under the Education Act (*Lei de Bases do Sistema Educativo – LBSE*), basic education is free. All costs associated with registration, attendance and certification are covered, and some pupils may be eligible for free use of school books and materials as well as for free food and accommodation, depending on the socioeconomic situation of their family. School transport is free for pupils attending basic education.

The initial vocational education and training offered within the education system is essentially funded from the ME's budget, though the *ESF*'s contribution to the funding of training pathways is also significant.

Funding for technology courses comes from the ME's budget. Vocational courses are offered by the network of vocational schools – a system that has received strong support from the *ESF* within the framework of measures included in Operational Programmes. For the period 2000-2005, *ESF* financing totalled EUR 195 million, which corresponds to 57.5 % of the total public expenditure of EUR 339 million.

Most of the initial vocational education and training programmes offered by the *MTSS* are funded entirely from public funds, in the form of the allocation of resources from the *OSS* and *ESF*.

The apprenticeship system has also been supported by significant funding from the *ESF*. During the period 2000-2005, under the Operational Programme for Employment, Training and Social Development, *ESF* funding for alternate training measures amounted to EUR 286 million, corresponding to 62.5 % of total public expenditure of EUR 457 million. National public funding is provided through the *IEFP*, that is, from *OSS* resources.

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

Public financing for continuing vocational education and training is amply supported by the *ESF* and is focused on the series of measures intended to help the working population to adapt to economic developments and organisational

and technological changes and to improve employability, within a context of lifelong learning.

Under the *MTSS*, a significant role is played by the *IEFP*, whose training centres organise a substantial proportion of vocational training courses.

Over the period 2000-2005, continuing training for employed people provided by the *MTSS* and the ministries responsible for health, economy, agriculture, public administration and local administration (not including the training of teachers and trainers) received ESF funding amounting to EUR 517 million, corresponding to approximately 65 % of total public expenditure of EUR 793 million. Over the same period, funding for courses for adults (*Acções Saber +*, short courses) was also guaranteed by *ESF* resources amounting to EUR 4 million, or 75 % of total public financing for this scheme. Again for the same period, private financing provided by bodies benefiting from public support totalled EUR 109 million.

As in the case of initial training systems, in systems supported by the ESF public financing comes either from the budget of the body concerned or from the OSS, depending on whether the system is public or private.

When continuing vocational education and training is organised by enterprises without public support, the enterprises themselves are entirely responsible for covering the cost of the training. Contrary to the practice in some EU countries, there is no tax charged for the specific purpose of funding vocational training. However, enterprises and workers contribute indirectly as the OSS is a source of financing for vocational training.

The weight of the cost of continuing training courses from the total work costs represents 1.1% of the total in 2005 (see Table 1 below). An increase of costs sustained by the SMEs can be verified since 1999.

Table 1: Total cost of CVT courses as % of total labour cost (all enterprises) (2005 vs. 1999)								
	SIZE CLASS (NUMBER OF EMPLOYEES)							
	TOTAL (%)		10 TO 49 (%)		50 TO 249 (%)		250 OR MORE (%)	
	CVTS3	CVTS2	CVTS3	CVTS2	CVTS3	CVTS2	CVTS3	CVTS2
<b>EU27</b>	1.6	:	1.1	:	1.4	:	1.9	:
<b>PT</b>	1.1	1.2	0.7	0.3	1.1	0.8	1.4	2.0

Source: Eurostat; 2nd and 3rd continuing vocational training survey in enterprises (CVTS2 and CVTS 3)

Note: Total costs: direct costs, labour costs of participants and balance of contributions to national or regional training funds and receipts from national or other funding arrangements.

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

Training for the unemployed and other groups at risk is subject to specific regulations<sup>40</sup>; most measures aimed at these target groups are run by the *IEFP* and organised in partnership with local authorities, non-profit-making social institutions in the private sector and other agencies (for example, organisations run by the social partners).

As in the case of the vocational education and training system, this type of training is usually financed by the *ESF* and from public funding drawn from the budgets of individual bodies or the *OSS*, depending on whether the training offered is public or private. For the period 2000-2005, training for unemployed people (excluding the long-term unemployed) benefited from *ESF* financing amounting to EUR 291 million, corresponding to 62.5 % of total public financing. *ESF*-financed measures to promote the social and occupational integration of disadvantaged groups<sup>41</sup> received a total of EUR 147 million from the *ESF*.

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

Reinforcing education and qualification of Portuguese population is crucial taking into account its positive impact both on economic growth and on the promotion of social cohesion. The targeted population is not only young people with low educational levels but also active population who, generally, have very low schooling qualifications.

The present national qualification strategy promotes the acquisition, the recognition, and the certification of transversal and specialised competences, in a lifelong learning perspective, not only in formal learning contexts – through education and vocational training systems – but also in non formal and informal contexts.

It is of extremely significant that *QREN* 2007-2013 gives priority to the Portuguese population's qualifications through the Operational Programme Human Potential, and through the New Opportunities Initiative.

The implementation of the New Opportunities Initiative has already benefited from the support of structural funds, in particular the *ESF*, as part of the previous programming period, within *CSF* III, which led to a strategic reorientation of the foreseen investment within employment and training policies in function of the strategy and targets defined. This strategic orientation was substantially deepened within *QREN* 2007-2013 which frames the current programming period for the structural funds. Portuguese's qualification is, in fact, a *QREN*'s

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<sup>40</sup> Regulatory Dispatch n.º 140/93, of 6 July.

<sup>41</sup> Not including funding allocated to measures for people with disabilities. Examples include vocational training for disadvantaged groups (Dispatch n.º 2223/98, of 5 February) and special training (Regulatory Dispatch n.º 140/93, of 6 July).

central priority, resulting from the reinforcement of funds targeted to insure a higher level of qualifications to all. ESF represent now near 37% of the whole Structural Funds designated to the Mainland, that is 10% more than in the previous programmin period CSF III. In money value, they correspond to an amount higher than 6 thousand million €, out which near 70 % are committed to implement the Initiative New Opportunities.

The reform of vocational training institutional framework, namely regarding the National System for Professional Certification (creating the National Qualifications System and the Regulation System to Access Occupations), gave greater relevance to the revision of the VET priorities and of the financing model within the *QREN*/Operational Programme Human Potential. Priority is given to paths and training modalities that have a double verification character and that fit themselves in a LLL context. Criteria were introduced to evaluate the results of the financed training, stimulating quality enhancement and seeking to finance only quality training and quality providers.

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

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

One of the strategic objectives set by the Lisbon Strategy to be reached by the year 2010 is that of turning the European Union into “the most competitive and dynamic knowledge-based economy in the world, capable of sustainable economic growth with more and better jobs and greater social cohesion”. In this context, the aim of developing the vocational education and training system in Portugal is to contribute towards meeting these challenges and, at the same time, to take account of the priorities agreed since the Copenhagen Summit, particularly as regards the promotion of mutual trust, transparency and the recognition of skills and qualifications. These priorities were set with a view to increasing mobility and facilitating access to lifelong learning in Portugal. The strategies adopted under the New Opportunities Initiative focus on two priority target groups: young people and people of working age with few qualifications. The main lines of action concern: (i) creating a supply structure in terms of providing people with skills and qualifications, (ii) providing dual certification courses (academic and vocational) and (iii) expanding and consolidating the system of Recognition, Validation and Certification of Skills (*Reconhecimento, Validação e Certificação de Competências – RVCC*).

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

The EQF, whose purpose is to help increase transparency and comparability between different national systems and qualification frameworks, was the subject of a public consultation process in late 2005. The results of this consultation in Portugal pointed to the great benefits that can be achieved through the EQF, as it can provide the means to overcome internal obstacles to the mobility of students and workers within and outside national territory and so increase the potential for developing national human resources. It was also felt that, in order to benefit from implementation of the EQF, it was essential to establish coherent, coordinated policies, leading to the creation of a National Qualifications System and Framework which covers all types of qualifications emanating from the various sectors of activity and from (formal, non-formal and informal) education and training environments.

The public consultation process on the ECVET System, completed in March 2007, highlighted the qualitative nature of this system, which aims to promote recognition of learning outcomes (irrespective of whether that learning has been acquired in a formal, non-formal or informal context). In its ability to stimulate the active acquisition of vocational education and training, this system serves as a

driving force for mobility. The consultation process provided an excellent opportunity not only to publicise the ECVET with a view to its future implementation, but also to conduct a dialogue with actors in the vocational education and training systems on the outlook for the future development of these systems.

In the work currently being done to draw up the National Qualifications Catalogue (*Catálogo Nacional de Qualificações*), Portugal took account of European guidelines in both the EQF and ECVET.

## **1102 - IMPACT OF EUROPEANISATION/INTERNATIONALISATION ON EDUCATION AND TRAINING**

The European and international dimensions of education are present in the curricula of both basic and secondary education: both develop the values leading to an European awareness and the adoption of fundamental international values (such as tolerance, solidarity, respect of others, etc). Pupils must begin learning a foreign language in Cycle 1 of basic education and start learning a second foreign language in Cycle 3. In secondary education, pupils continue with at least one of the foreign languages studied during basic education. The same applies in all dual certification training schemes.

Education and Training Courses for Adults (*Cursos de Educação e Formação de Adultos*) include components such as Citizenship, whose purpose is to develop the skills people need to interact in national, European and international contexts.

More specifically, Portugal has taken part in the Comenius Programme (for those involved in pre-school and school education up to the end of secondary education), the Erasmus Programme (for those involved in tertiary education), the Leonardo Programme (for those involved in vocational education and training at non-tertiary level) and the Grundtvig Programme (for those involved in any form of adult education), as well as in other multidisciplinary programmes, such as Lingua and Minerva, whose purpose is to enhance European cooperation in the fields of vocational education and training and to promote multilateral partnerships, transnational mobility schemes and exchanges at Community level.

The recent creation of the National Agency for the Lifelong Learning Programme (*Agência Nacional para o Programa 'Aprendizagem ao Longo da Vida'*)<sup>42</sup> creates the conditions for establishing and increasing exchanges among the Member States. The Agency's mandate includes helping to define policies and promote cooperation at European level in the field of lifelong learning, particularly in the context of the Lisbon Process and the 'Education and Training 2010' Work Programme, as well as the Bologna and Copenhagen Processes and their successors.

Promotion of the Europass is done through events, the media, the website of the National Europass Centre and other websites, namely, the National Reference

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<sup>42</sup> Resolution of the Council of Ministers n°. 67/2007, of 9 May

Point for Qualifications, as well as through participation in mobility projects. In 2006, the following activities were involved: 2 seminars; 9 announcements in the media; production and distribution of promotional material for Europass; participation, by invitation, in conferences and seminars, on a national and European scale and 574 documents were issued. In 2007, 11 regional seminars were held and 564 documents were issued.

As part of the European Mobility Strategy and with a view to attracting researchers to Europe and promote their mobility within the European Research Space, Portugal is part of the ERA-MORE network (European Network of Mobility Centres), with a national network of 15 Mobility Centres scattered around the country. A National Portal has also been set up closely coordinated with the European Mobility Portal<sup>43</sup>. These portals provide information on available grants and job opportunities in the sciences in Europe, while the network of Mobility Centres helps to welcome researchers and their families.

## **1103 - AUTHORS, SOURCES AND BIBLIOGRAPHY**

### **AUTHORS**

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With the contribution of *GEPE/ME (Guadalupe Magalhães)* and the validation of the Portuguese consortium of ReferNet.

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<sup>43</sup> <http://ec.europa.eu/euraxess>

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<i>Agência Nacional para a Qualificação</i> National Qualifications Agency	<a href="http://www.anq.gov.pt/">http://www.anq.gov.pt/</a>
<i>Direcção-Geral de Inovação e de Desenvolvimento Curricular</i> Directorate-General for Innovation and Curriculum Development	<a href="http://www.dgidc.min-edu.pt/">http://www.dgidc.min-edu.pt/</a>
<i>Direcção-Geral do Emprego e das Relações de Trabalho</i> Directorate-General for Employment and Industrial Relations	<a href="http://www.dgert.mtss.gov.pt/">http://www.dgert.mtss.gov.pt/</a>
<i>Direcção-Geral do Ensino Superior</i> Directorate-General for Tertiary Education	<a href="http://www.dges.mctes.pt/">http://www.dges.mctes.pt/</a>
<i>Gabinete de Estatística e Planeamento da Educação</i> Office for Education Statistics and Planning	<a href="http://www.gepe.min-edu.pt/">http://www.gepe.min-edu.pt/</a>
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<i>Gabinete do Coordenador da Estratégia de Lisboa e do Plano Tecnológico</i> Office of the Coordinator of the Lisbon Strategy and the Technology Plan	<a href="http://www.estrategiadelisboa.pt/default.aspx?idLang=2&amp;site=lisbon-strategy">http://www.estrategiadelisboa.pt/default.aspx?idLang=2&amp;site=lisbon-strategy</a>
<i>Iniciativa Novas Oportunidades</i> New Opportunities Initiative	<a href="http://www.novasoportunidades.gov.pt/">http://www.novasoportunidades.gov.pt/</a>
<i>Instituto do Emprego e Formação Profissional</i> Institute of Employment and Vocational Training	<a href="http://www.iefp.pt/Paginas/Home.aspx">http://www.iefp.pt/Paginas/Home.aspx</a>
<i>Instituto de Gestão do Fundo Social Europeu</i> Institute for Management of the European Social Fund	<a href="http://www.igfse.pt/">http://www.igfse.pt/</a>
<i>Instituto Nacional de Estatística</i> National Statistics Institute	<a href="http://www.ine.pt/">http://www.ine.pt/</a>
<i>Ministério da Ciência, Tecnologia e do Ensino</i> Superior Ministry of Science, Technology and Higher Education	<a href="http://www.mctes.pt/">http://www.mctes.pt/</a>
<i>Ministério da Educação</i> Ministry of Education	<a href="http://www.min-edu.pt">http://www.min-edu.pt</a>
<i>Ministério do Trabalho e da Solidariedade</i> Social Ministry of Labour and Social Solidarity	<a href="http://www.mtss.gov.pt/">http://www.mtss.gov.pt/</a>
<i>Programa Operacional Potencial Humano</i> Operational Programme Human Potential	<a href="http://www.poph.qren.pt/">http://www.poph.qren.pt/</a>
<i>Quadro de Referência Estratégico Nacional</i> National Strategic Reference Framework	<a href="http://www.qren.pt/index.php">http://www.qren.pt/index.php</a>