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Portugal

VET in Europe - Country Report

2009

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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 context – framework for the knowledge society
2. Policy development – objectives, frameworks, mechanisms, priorities
3. Legislative and 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. Matching VET provision with labour market needs
8. Guidance and counselling for learning, career and employment
9. Financing - investment in human resources
10. National VET statistics – allocation of programmes

This overview has been prepared in 2009 and its reference year is 2008. Similar overviews of previous years can be viewed at:

http://www.cedefop.europa.eu/EN/Information-services/browse-national-vet-systems.aspx

More detailed thematic information on the VET systems of the EU can also be found at: http://www.cedefop.europa.eu/EN/Information-services/detailed-thematic-analyses.aspx

Keywords:

vocational education and training (VET) systems; initial vocational training; continuing vocational training; lifelong learning; VET policy development; financial crisis and VET policies; VET legislative and institutional frameworks; validation of non-formal and informal education; teachers and trainers; anticipation of skill needs; vocational guidance and counselling; VET financing mechanisms; allocation of national VET programmes; national and international qualification systems.

Geographic term:

Portugal

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1. General Context – Framework For The Knowledge Society

1.1 Political And Socio-Economic Context

Portugal, one of Europe's oldest countries, has existed as a nation for almost nine centuries. It was ruled by a monarchy until 1910, when the Revolution of 5th October proclaimed the Portuguese Republic. From 1926 onwards, the country lived under a dictatorship that came to an end with the military revolution of 25th April 1974, which established the 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.

The Portuguese Republic is a democratic State that is based upon the rule of law, with a semi-presidential system comprising four bodies that exercise sovereign power: the President of the Republic, the Assembly of the Republic (Parliament), the Government and the Courts.

Mainland Portugal is divided into five planning regions which, together with the islands of the Azores and Madeira, its two autonomous regions with their own political and administrative systems and government bodies, are administratively divided into 308 councils and more than 4000 parishes.

The impact of the financial and economic crisis on the national economy, along with the high unemployment rate (7.6% in 2008, according to data released by Statistics Portugal)[1], as well as the low level of qualifications of the Portuguese population (among young people and adults) and the high rates of early school leaving and school dropout, have led to the implementation of several initiatives. Among these, the Initiative for Investment and Employment (IIE) should be pointed out, as its main aim is to support employment protection and to increase skills during the periods in which enterprises reduce or suspend their activity. This improvement of workers' qualifications intends to guarantee higher employment levels and help workers face the challenges of the international situation through the attendance of vocational training activities.

With regard to immigration, it is estimated that in 2008 there were 443.102 foreign citizens legally residing or living in Portugal with residence permits or long-term visas. On 31st December 2008, there were 436.020 foreign residents holding a residence permit, surpassing the numbers registered in 2007 (401.612) by 8.6% mainly due to the conversion of long-term visas into residence permits, figures that show a continuing positive and sustained evolution. The territorial distribution of the foreign population is concentrated predominantly in the coastal zone, mainly in the districts of Lisbon, Setúbal and Faro, areas where the most significant part of the national economic activity is located. The most representative foreign nationalities in Portugal are Brazil, Ukraine, Cape Verde, Angola, Romania, Guinea-Bissau and Moldova (representing about 71% of the foreign population with regular residence in the country). There is a clear predominance of Brazil, with a decrease in the weight of other traditional Portuguese-speaking communities, the

[1] *INE – Instituto Nacional de Estatística.*

emergence of new migration flows from Eastern Europe (Ukraine and Moldova), and the consolidation of Romania as the EU Member-State with more weight in Portugal.[2]

In 2008, the Plan for Immigrant Integration *(Plano para a Integração dos Imigrantes – PII)*, created by the Council of Ministers Resolution no. 63-A/2007 of May 3, launched the "Portuguese Language for All" programme[3], aimed at welcoming and integrating the immigrants residing in Portugal. This programme intends to develop language and technical courses in Portuguese language directed at the immigrant community residing in Portugal. Portuguese language courses allow access to a certificate that can be used for the purposes of access to nationality, permanent residence permits and/or long-term resident status (level A2). Technical Portuguese courses are also certified, enabling better access to and integration into the labour market. These courses are provided in public educational establishments and the vocational training centres of the Institute for Employment and Vocational Training (IEFP) and are co-financed by the European Social Fund (ESF).[4]

1.2 POPULATION AND DEMOGRAPHICS

Mainland Portugal (88,967 sq km) is located in the south-westernmost point of continental Europe and is bordered by Spain to the north and east, and by the Atlantic Ocean to the south and west. The Portuguese islands of the Azores (2,322 sq km) and Madeira (801 sq km) are situated in the Atlantic Ocean.

The demographic indicators for 2008 reveal that the main recent demographic trends in Portugal have remained unchanged: slower population growth and demographic ageing. According to the report *Demographic Statistics 2008*[5], the resident population in Portugal was estimated at 10,627,250 inhabitants. In comparison with the end of 2007, it increased by 9,675 individuals, with an effective growth rate of 0.09% due mainly to migration. The drop in net migration (rate of 0.09%), together with a low natural increase (nearly 0.00%), has led to a new slowdown in the population growth rate in 2008.

At the same time, the resident population has been showing sustained demographic ageing as a result of the drop in fertility and a higher longevity. Decreasing fertility is responsible for ageing at the base of the age pyramid, with the total fertility rate standing at 1,37 children per woman in 2008. On the other hand, there has been an increase in longevity, which has contributed to ageing at the top of the pyramid. In 2008, the ageing index reached 115. The proportion of young people (aged less than 15) in the total population maintained the percentage of the previous year (15.3%) and there was a rise in the old-age population (aged 65 or over) from 17.4% in 2007 to 17.6% in 2008.

The flow of immigration has however contributed to a slight improvement in the birth rate which, according to INE, rose from 9.7% in 2007 to 9.8% in 2008. In this period, Portugal registered approximately 13.800 new-born babies, of which 13% have at least one parent who is immigrant. Despite this, the number of school-aged children kept identical to the

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[2] *Data from the Relatório de Imigração, Fronteiras e Asilo 2008 (RIFA 2008), published by the Foreign Nationals and Borders Service (SEF) in July 2009.*

[3] *Português para Todos (PPT).*

[4] *Source: High-Commissioner for Immigration and Intercultural Dialogue (see http://www.acidi.gov.pt).*

[5] *Estatísticas Demográficas 2008, published by INE in October 2009.*

numbers registered in previous years, whereas the proportion of people over 65 is increasing.

The active-age population (aged between 15 and 64) keeps registering two different tendencies: young adults (aged 15-24) diminished their relative weight in the total population from 11.6% in 2007 to 11.4% in 2008, whereas the population aged between 25 and 64 follows the tendency of the old-age population and rose from 55.6% to 55.7% in the same period.

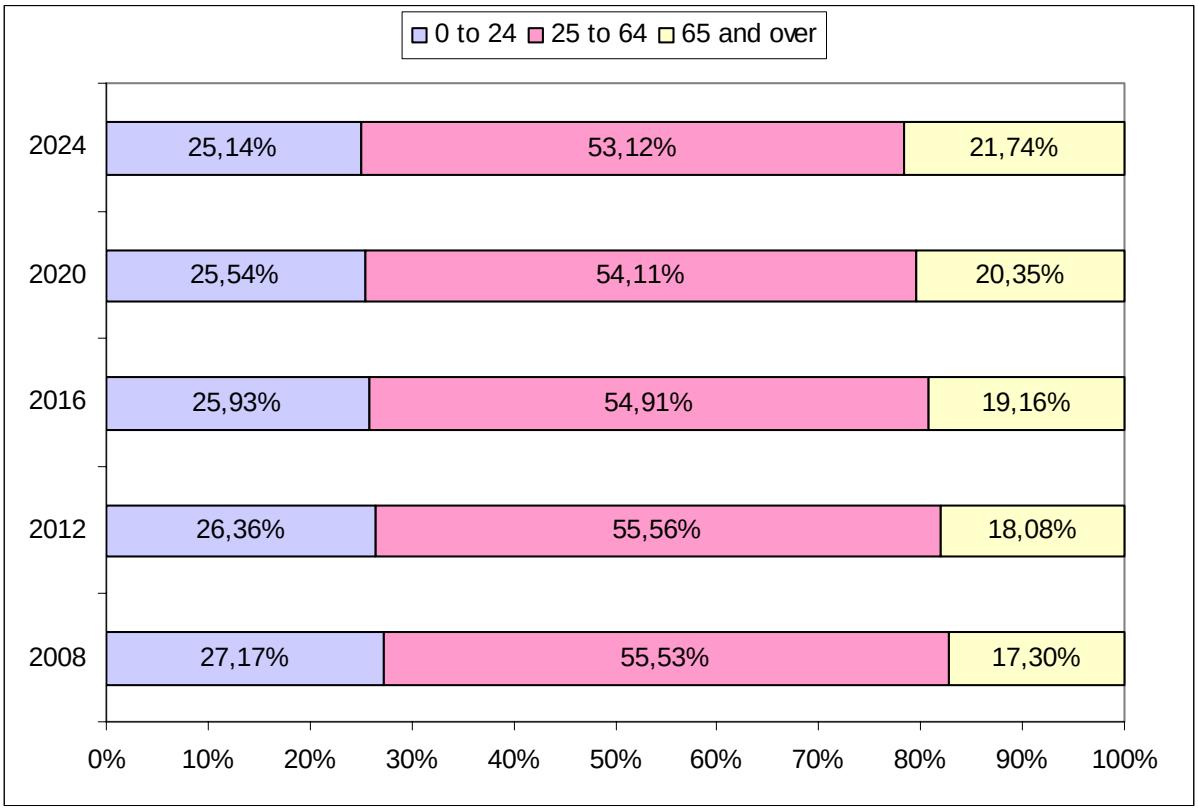
The total dependency rate – number of people younger than 15 years plus the number of people aged 65 years or older per 100 persons aged 15 to 64 years – also shows a rising tendency, increasing from 48.7 % in 2007 to 49.0 % in 2008, a consequence of two opposed evolutions in this period: the young-age dependency rate remained unchanged at 22.8%, while the old-age dependency rate has risen from 25.9% to 26.3%.

TABLE 1 - PROJECTED OLD-AGE DEPENDENCY RATIO (IN %)											
	2010	2015	2020	2025	2030	2035	2040	2045	2050	2055	2060
EU 27	25.9	28.26	31.05	34.23	38.04	42.07	45.36	48.00	50.42	52.45	53.47
PT	26.58	28.55	30.66	33.19	36.63	40.15	44.59	49.49	52.96	54.23	54.76

Source: Eurostat, data extracted on 10/03/2009

The following table indicates the distribution of the population by age groups in 2008, as well as its projections for 2012, 2016, 2020 and 2024.

FIGURE 1: POPULATION BY AGE GROUP IN 2008 AND PROJECTIONS FOR 2012, 2016, 2020 AND 2024 (IN %)



Source: Eurostat, online database, data extracted on 03/04/2009.

INE launched a study at national level on demographic projections of the resident population for the period between 2008 and 2060[6]. This study confirms that the ageing process of the Portuguese population will continue over the next decades. According to its results, the Portuguese resident population will stabilize, reaching a value of approximately 10 million inhabitants by 2060, as a consequence of the declining proportion of the young population and the growing proportion of the older one (see table 1). An increase in the ageing index (the number of persons aged 65 or over per hundred persons under 15) and a decrease in the potential support ratio (number of people aged 15-64 per one older person aged 65 or over) is expectable.

The results also highlight a possible decrease of the active population, particularly at younger ages, a fact that will contribute to the ageing of the active population. Until 2060, the percentage of young population is projected to diminish from the current 15.3% to 11.9%, with a simultaneous decrease of the relative weight of active population from 67.1% to 55.7%, while the old-age population is likely to rise from 17.6% to 32.3%. These projections show that the ageing index, which in 2008 remained at 115 per hundred young people, may reach in 2060 an index of 271 per hundred youngsters. Positive net migration will not be enough to offset demographic ageing, either in total or active population.

1.3 Economy And Labour Market Indicators

SMEs are entirely dominant in the national business structure, totalling 99.6% of the country's enterprises, which create slightly more than ¾ (75.2 %) of private job posts. In Portugal, there are nearly 297,000 SMEs generating nearly 2.1 million job posts. The vast majority of SMEs (97.3%) are micro and small enterprises who are responsible for more than 1.5 million jobs (more than half of the total private job posts – 55.2%).

In 2008, the employed population in the services sector increased by 3% (90.9 thousand individuals). In industry, construction, energy and water it has substantially diminished (3.6%; 57 thousand individuals) and in agriculture, forestry and fisheries it showed a more moderate decrease (1%; 5.8 thousands). In the services sector, employment has significantly increased in three activities: education (12.1%; 37 thousands); hotels and restaurants (10.6%; 30.6 thousands); and trade (3.6%; 27.1 thousands).

[6] *Projecções de População Residente: Portugal - 2008-2060, published by INE, Lisboa-Portugal, 2009.*

TABLE 2: EMPLOYED POPULATION BY ECONOMIC ACTIVITY (CAE-REV. 3)				
PORTUGAL	QUARTERLY VALUES			
	Q1 2008	Q2 2008	Q3 2008	Q4 2008
	UNIT: %			
EMPLOYED POPULATION	5191	5228.1	5195.8	5176.3
A: AGRICULTURE, ANIMAL PRODUCTION, HUNTING, FORESTRY AND FISHERIES	11.1%	11.2%	11.3%	11.1%
B TO F: INDUSTRY, CONSTRUCTION, ENERGY AND WATER	29.7%	29.4%	29.3%	28.9%
C: MANUFACTURING INDUSTRIES	17.4%	17.3%	17.0%	17.0%
F: CIVIL CONSTRUCTION	10.8%	10.7%	10.8%	10.4%
B, D, E	1.5%	1.4%	1.5%	1.5%
G TO U: SERVICES	59.2%	59.4%	59.4%	60.0%
G: WHOLESALE AND RETAIL TRADE	14.8%	14.8%	14.6%	14.8%
H: TRANSPORTS AND STORAGE	3.5%	3.3%	3.4%	3.4%
I: HOTELS. RESTAURANTS AND SIMILAR ACTIVITIES	6.0%	6.0%	6.3%	6.3%
J: INFORMATION AND COMMUNICATION ACTIVITIES	1.6%	1.8%	1.9%	1.9%
K: FINANCIAL AND INSURANCE ACTIVITIES	2.0%	1.8%	1.9%	1.7%
L: REAL ESTATE	0.5%	0.6%	0.5%	0.6%
M: CONSULTING. SCIENTIFIC. TECHNICAL AND SIMILAR ACTIVITIES	3.1%	3.3%	3.5%	3.6%
N: ADMINISTRATIVE AND SUPPORT SERVICES ACTIVITIES	2.6%	2.6%	2.6%	2.6%
O: PUBLIC ADMINISTRATION. DEFENCE AND COMPULSORY SOCIAL SECURITY	6.6%	6.8%	6.3%	6.6%
P: EDUCATION	6.5%	6.5%	6.5%	7.0%
Q: HEALTH AND SOCIAL WORK ACTIVITIES	5.8%	5.8%	5.9%	5.8%
R: ARTISTIC. CULTURAL. SPORT AND ENTERTAINING ACTIVITIES	0.9%	0.9%	0.9%	0.8%
S TO U: OTHER SERVICES	5.3%	5.2%	5.1%	4.9%

Source: INE, Employment Statistics - 4th Quarter 2008.

According to the study *Structural Aspects of the Labour Market*[7], the employment trends by sector of activity show that, between 1998 and 2008, Services was the only sector whose weight in the employment increased, as employment figures fell in Agriculture, Forestry and Fisheries, as well as in Industry, Construction, Energy and Water. In fact, during this period, the percentage of population employed in the Agriculture sector decreased from 13.3% to 11.4%, and in Industry from 35.5% to 29.5%, both showing employment losses between 50 and 180 thousand individuals, respectively. The Services sector, in its turn, registered an increase of 8 percentage points in its relative weight, amounting to 59.1% in 2008, registering an increase of 559.1 thousand individuals in relation with 1998, which seems to indicate that there was a rise in the number of employed persons between 1998 and 2008 among its sub sectors.

In 2008, according to the report *Employment Statistics – 4th Quarter of 2008,* published by INE[8], The active population residing in Portugal rose by 0.1% in comparison with the previous year. The number of active women has remained unchanged, whereas the number of inactive men increased by 0.2%. An analysis by age group shows that the rise of active population was exclusively sustained by the growth of the active population aged between 35 and 64 years. The young active population has, on the contrary, registered a decrease of 2.1%. The activity rate of the population aged 15 and over was 62.5%, decreasing one percentage point in comparison with 2007, thus reversing the general upward trend registered in the activity rates at least since 1998. The female activity rate (for women aged 15-64) increased more than the male rate, even though the male activity rate (69.4%) still exceeded the female's (56.2%).

The labour force has also undergone some changes in the past few years, having grown older, more qualified and comprising a higher share of women. The number of active people with a complete upper secondary and post-secondary education level has grown in comparison with the previous year, notably an increase of 5.3% in the number of active individuals holding a tertiary education level. The number of those holding a basic education qualification or lower has correspondingly decreased by 1.2%. In 2008, the number of active workers of each level of education attained amounted to 69.9% (basic education), 15.3% (upper secondary and post-secondary) and 14.8% (tertiary education) of the active population. However, the share of active population holding a tertiary education level is still relatively low in comparison with other European countries.

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[7] *Aspectos estruturais do mercado de trabalho, published by the Employment and Vocational Training Observatory (OEFP) in 2009.*

[8] *Estatísticas do Emprego – 4.º Trimestre de 2008, a quarterly publication by INE, February 2009.*

TABLE 3 – EMPLOYMENT RATES BY AGE GROUP E LEVEL OF EDUCATION ATTAINED (%)								
PORTUGAL	2001	2002	2003	2004	2005	2006	2007	2008
EMPLOYMENT RATE (15 AND OVER)	**59.1**	**58.9**	**58.2**	**57.8**	**57.5**	**57.7**	**57.6**	**57.8**
15-24 YEARS	42.6	41.9	38.5	36.9	36.1	35.8	34.9	34.7
25-34 YEARS	84.0	83.3	82.1	82.4	81.7	81.6	80.9	82.1
35-44 YEARS	84.4	83.6	83.5	83.7	82.8	83.9	84.1	83.9
45-64 YEARS	65.3	65.5	65.4	64.8	65.0	65.2	65.3	65.8
65+ YEARS	18.7	18.9	18.6	17.8	17.9	18.0	18.2	17.6
15-64 YEARS	68.9	68.7	68.0	67.8	67.5	67.9	67.8	68.2
LEVEL OF EDUCATION ATTAINED								
UNTIL BASIC EDUCATION – 3RD CYCLE (ISCED 2)	56.5	56.2	55.3	54.5	54.0	54.0	53.9	53.6
UPPER SECONDARY AND POST-SECONDARY (ISCED 3 AND 4)	62.1	63.0	61.2	60.5	61.0	62.2	62.4	63.3
TERTIARY (ISCED 5 AND 6)	84.5	83.0	81.4	81.5	80.9	79.3	79.0	80.0

Source: INE, Employment Statistics

According to INE's data on unemployment, in 2008 unemployment has slightly diminished in all analysed population segments, though this decrease is essentially due to women, individuals aged between 25-34 with a basic education level, individuals looking for a new job (whose last occupation was undertaken in the industry or construction sector) and individuals looking for a job for less than a year (short-term unemployed). The unemployed population decreased by 4.8%, a reduction which was more accentuated in women. The unemployment rate was 7.6%, having decreased (for the first time since 2001) 0.4 p.p. in comparison with 2007. The unemployment rate among men is lower than among women, maintaining the usual discrepancy. The unemployment rate among young people (16.4%) was lower than the previous year (0.2 p.p.).

The study *Structural Aspects of the Labour Market*, when comparing 2007 and 2008 with regard to unemployment rate by highest level of education attained, pointed out that the number of unemployed people in all levels of education decreased, particularly among those with a lower level of education or having accomplished the 3rd cycle of basic education. In structural terms, these results show a reduction in the relative weight of this group, whereas others see their weight increase. It should be noted that, between 1998 and 2008, the unemployed population with the compulsory education level has been losing weight in the structure, unlike the unemployed population with a higher educational level that, in a decade, saw its relative weight increase from 6.3% to 13.7%, despite showing consecutively lower unemployment rates (7.9 % in 2008).

TABLE 4 - UNEMPLOYMENT RATES BY AGE GROUPS AND LEVEL OF EDUCATION ATTAINED (%)								
PORTUGAL	2001	2002	2003	2004	2005	2006	2007	2008
UNEMPLOYMENT RATE	4.0	5.0	6.3	6.7	7.6	7.7	8.0	7.6
15-24 YEARS	9.4	11.6	14.5	15.3	16.1	16.3	16.6	16.4
25-34 YEARS	4.1	5.6	7.5	7.2	8.9	9.1	9.8	8.7
35-44 YEARS	3.2	4.0	5.1	5.5	6.5	6.3	6.7	6.7
45+ YEARS	2.6	3.0	3.6	4.5	5.2	5.4	5.6	5.4
15-64 YEARS	4.3	5.3	6.7	7.0	8.1	8.1	8.5	8.1
LEVEL OF EDUCATION ATTAINED								
BASIC - 3RD CYCLE (ISCED 2)	4.0	4.9	6.2	6.8	7.8	7.7	8.0	7.6
UPPER SECONDARY AND POST-SECONDARY (ISCED 3 AND 4)	4.6	5.5	6.9	6.9	8.0	8.5	8.2	7.7
TERTIARY (ISCED 5 AND 6)	3.4	4.9	6.0	5.3	6.3	6.3	7.5	7.9

Source: INE, Employment Statistics

According to the State Budget Report for 2008, the total public expenditure in education is estimated at about 4.5% of the GDP[9]. The consolidated expenditure of the Ministry of Education (ME) amounts to EUR 6.666,7 million. This value accounts for 3.8% of the GDP and 8.3% of the Central Administration expenditure and represents a growth rate of 7.2% in relation to the budget execution for 2008. As regards higher education, the consolidated expenditure of the Ministry of Science, Technology and Higher Education (MCTES) amounts to EUR 2,695.8 million: this amount accounts for 1.6% of the GDP and 3.4% of the Central Administration expenditure and represents a growth rate of 7.8 % by comparison with the estimated budget execution for 2008.

1.4 EDUCATIONAL ATTAINMENT OF POPULATION

The educational attainment of the Portuguese population has been improving over the last one and a half decade and there has been a reduction in school dropout rates (see Table 6). These improvements are the result of a wide range of measures, namely the National Plan for School Dropout Prevention *(Plano Nacional de Prevenção do Abandono Escolar)*, the increase of the social support to families and, more recently, the widening of the vocational and education training offer in public schools, fostered by the New Opportunities Initiative.

[9] *See the State Budget Report for 2008 at: http://www.gpeari.min-financas.pt/arquivo-interno-de-ficheiros/orcamento-do-estado.*

TABLE 5 - EARLY SCHOOL-LEAVERS: PERCENTAGE OF THE POPULATION AGED 18-24 WITH ONLY LOWER SECONDARY EDUCATION AND NOT IN FURTHER EDUCATION OR TRAINING – EU 27 AND PORTUGAL						
	2002	2003	2004	2005	2006	2007
EU (27 COUNTRIES)	17.1	16.6	15.9	15.5	15.2	14.8
PORTUGAL	45.1	40.4	39.4 (b)	38.6	39.2 (p)	36.3 (p)

Source: Eurostat; EU Labour Force Survey; data extracted on 29-05-2008.

Special values: (b) Break in series; (p) Provisional value.

The proportion of early school-leavers is higher than the EU average, but it has been progressively diminishing over the last decade. However, in 2008, the early-school leaving rate was still at 35.4% (39.2% in 2006, 36.3% in 2007): 43.1% for male students, 28.4% for female students. The Northern region, where more than 40% of the total population aged 18-24 failed to accomplish the 3rd cycle of basic education and did not take further education, shows even poorer results. The Autonomous Regions of the Azores and Madeira also exhibit negative values: 53.9% and 47.5%, respectively. Portugal's goal is to reduce the early school-leaving rate to 30% until 2010[10].

The national strategy for overcoming the problem of low qualifications among the Portuguese population is aimed at the upper secondary education level. Over the last years, good results were obtained with the implementation of some measures, which have contributed to increasing the number of young people who have completed this education level:

- the enlargement, diversity, flexibility, modulation of multiple combinations of education/training offers directed at adults, with double certification training offers after working hours;
- the integrated management of the training offers and network of the public and private institutions, thus ensuring training actions at national level, aimed at several target groups and occupational areas;
- the generalisation and dissemination of the System for the Recognition, Validation and Certification of Competences (RVCC) through the New Opportunities Centres network.

The attendance of upper secondary level double certification courses was strongly encouraged by the New Opportunities Initiative and has been continually and sustainably growing over the last years. In 2009/2010 there will be 50 thousand new vacancies (in school year 2008-2009 there were 40 thousand new vacancies) and it is foreseen that in 2010 the number of vacancies for this type of courses will amount to 126.723. In comparison with 2006-2007, this represents a growth of 185%.

[10] 2008 indicators according to data from the Observatory on Inequalities (see http://observatorio-das-desigualdades.cies.iscte.pt/index.jsp?page=indicators&id=17).

TABLE 6 – EVOLUTION OF YOUNG PEOPLE IN UPPER SECONDARY LEVEL DOUBLE CERTIFICATION COURSES				
COURSES	2006/2007	2007/2008	2008/2009	2009/2010
TECHNOLOGICAL COURSES	40.335	23.075	13.096	4.365*
VOCATIONAL COURSES	**44.466**	**66.494**	**88.515**	**126.723**
APPRENTICESHIP COURSES	18.459	15.931	14.629	14.629*
EDUCATION AND TRAINING COURSES FOR YOUNG PEOPLE	6.678	7.941	6.602	3.284
SPECIALISED ARTISTIC COURSES	1.838	1.809	1.809	1.809*
HOTEL AND TOURISM SCHOOLS	1.951	(a)	(a)	2.043*
TOTAL	113.727	115.250	124.651	152.853

*Source: GEPE (2006-2007; 2007-2008; 2008-2009); SIGO (2009-2010); IEFP (Data on apprenticeship courses), data presented in ANQ's website; (a) this value is included in Vocational Courses; * estimated values.*

In the school year 2007-2008, according to data provided by the Technological Plan[11] there were 4.811 students enrolled in Technological Specialisation Courses (CET, ISCED 4) taught in higher education establishments, representing a 16 times growth over the last three years (there were 294 students enrolled in 2004-2005).

Nevertheless, with regard to the population aged 20 to 24 years, Portugal is far below the European average: only 53.4% has successfully completed the upper secondary level of education, against 78.1 % in the EU (see Table 7). One of the most recent measures of the Portuguese Government is to extend compulsory education from 9 to 12 years[12].

TABLE 7 – YOUTH EDUCATION ATTAINMENT LEVEL: PERCENTAGE OF THE POPULATION AGED 20-24 HAVING COMPLETED AT LEAST UPPER SECONDARY EDUCATION									
	2002			2005			2007		
	TOTAL	FEMALES	MALES	TOTAL	FEMALES	MALES	TOTAL	FEMALES	MALES
EU27	76.7	79.3	74	77.5	80.2	74.9	78.1	80.8	75.5
PORTUGAL	44.4	52.9	36.1	49	57.5	40.8	53.4	60.8	46.3

Source: Eurostat, data extracted on 27-02-2009

[11] *In Portuguese, Plano Tecnológico, an action agenda for all the Portuguese society, which aims at mobilizing enterprises, families and institutions for surpassing the modernization challenges the country has been facing over the last years.*

[12] *The legislation extending compulsory education to 12 years of schooling (Law no. 85/2009 of August 27) was approved during the preparation of this document.*

The number of graduates enrolled in higher education rose by 36% (from 61,140 to 83,276), particularly between 2005-2006 and 2006-2007, revealing a very significant increase (+16%)[13].

TABLE 8 – GRADUATES IN ISCED 3-6 BY FIELD OF EDUCATION AND SEX										
	SEX	2002			2004			2006		
		ISCED3 VPV	ISCED4 VPV	ISCED5_6	ISCED3 VPV	ISCED4 VPV	ISCED5_6	ISCED3 VPV	ISCED4 VPV	ISCED5_6
EU 27	T	2293348 (s)	379912 (s)	3165155 (s)	2366669 (s)	421341 (s)	3595504 (s)	2853434 (s)	428945(s)	3846498(s)
	M	1244986 (s)	171634 (s)	1335544 (s)	1263141 (s)	195713 (s)	1482590 (s)	1545275 (s)	199261(s)	1573072(s)
	F	1063240 (s)	208279 (s)	1829612 (s)	1103528 (s)	225628 (s)	2112914 (s)	1308159 (s)	229685(s)	2273425(s)
PT	T	0	0	64098	:	:	68668	:	233	71828
	M	0	0	21051	:	:	23448	:	165	24840
	F	**0**	**0**	**43047**	**:**	**:**	**45220**	**:**	**68**	**46988**

Source: Eurostat, data extracted on 09-03-2009. (:) - not available; (s) - Eurostat estimate; (t) - total; m - males; f - females; vpv - vocational and pre-vocational

According to the "Adult Education Survey 2007"[14], nearly one third (30.9%) of the Portuguese population aged between 18 and 64 participated in at least one learning activity, whether formal or informal, in 2007. The proportion of individuals in this age group who attended some level of education or school equivalency programme (formal education) in the same reference period was 12.0%. The proportion of those who attended non-formal education through private lessons or courses, distance learning courses, seminars or workshops, or a support in a workplace context was 23.1%. About 2/5 of the individuals aged between 18 and 64 (40.8%) were involved, with the deliberate intention to learn, in some form of informal learning activity carried out in their daily activities concerning work, family life, social life or leisure.

1.5 DEFINITIONS

GENERAL EDUCATION *[ENSINO GERAL]*

The Portuguese education system does not have a definition for "general education". However, the international definition is generally accepted: "Education which, in its choice of subject matter, does not envisage any kind of specialisation with a view to preparing students to work in a particular sector". The Basic Law of the Education System

[13] *Diplomados no ensino superior (2000-2001 a 2006-2007), published in 2009 by the GPEARI, under the MCTES.*

[14] *Inquérito à Educação e Formação de Adultos - 2007, published by INE in 2008.*

(LBSE)[15] divides the educational system into pre-school education, school education and extra-school education.

PRE-VOCATIONAL EDUCATION

This definition is not applicable in the Portuguese VET System, as there is not a Portuguese equivalent.

VOCATIONAL EDUCATION AND TRAINING *[ENSINO E FORMAÇÃO PROFISSIONAL]*

In Portugal, technical education is synonymous with vocational education, just as vocational education is used alongside vocational training. Vocational education or training is used as a generic term covering many different types of education and training, including IVET and CVET. The commonly accepted definition of vocational education or training states that VET aims to prepare young and adult trainees or workers for performing an occupation. The legislation creating the National Qualifications System (SNQ) states that "vocational education and training" or "vocational training" are training activities that aim to provide individuals with skills for the performance of one or more occupational activities.

TERTIARY EDUCATION [*ENSINO SUPERIOR*]

Tertiary education is a relatively new term in the Portuguese context that is broadly accepted as a synonym of higher education. Tertiary education encompasses higher/university and polytechnic education. The polytechnic education confers the academic degrees of bachelor *(licenciatura)* and master *(mestrado)*. The university education confers the degrees of bachelor *(licenciatura)*, master *(mestrado)* and doctor *(doutoramento)*.

In Portugal, the Bologna Process was applied through the publication, in 2006, of three legal tools that brought changes into the LBSE, namely: (i) a new legal system for higher education degrees and diplomas (in 2007/2008, 90% of the Portuguese higher education system has adopted the three cycle model) and the legal system concerning credit accumulation (ECTS); (ii) the legal system of the technological specialization courses (CET); and (iii) the special legal system concerning higher education access for individuals aged over 23 years.

POST-SECONDARY NON-TERTIARY EDUCATION [*ENSINO PÓS-SECUNDÁRIO NÃO-SUPERIOR*]

The Portuguese education system offers post-secondary non-tertiary education courses since the creation of the Technological Specialisation Courses *[Cursos de Especialização Tecnológica CET]* [16]. Technological Specialization Courses are defined as post-secondary non-tertiary education courses aimed at the acquisition of a level 4 qualification, as defined in Council Decision no. 85/368/CEE of July 16. This qualification is obtained

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[15] *Lei de Bases do Sistema Educativo: Law no. 46/86 of October 14, amended firstly by Law no. 115/97 of September 19 and secondly by Law no. 49/2005 of August 30.*

[16] *Decree-Law no. 88/2006 of 23 May.*

through the combination of an upper secondary education, whether general or vocational, with a post-secondary technical training.

INITIAL EDUCATION AND TRAINING *[ENSINO E FORMAÇÃO INICIAL]*

Decree-Law no. 396/2007 of December 31, which created the National Qualifications System *(SNQ),* defines initial training *[formação inicial]* as an activity of certified education and training aimed at the acquisition of knowledge, competences and skills indispensable for the initiation of one or several qualified occupations. Initial training comprises double certification initial training *[formação inicial de dupla certificação],* which is the initial training included in the National Qualifications Catalogue (CNQ) and developed by accredited training providers or recognised educational establishments.

CONTINUING EDUCATION AND TRAINING *[FORMAÇÃO PROFISSIONAL CONTÍNUA]*

The SNQ defines the term *continuing vocational training* as an education and training activity undertaken after leaving the education system or after entry into the labour market, thus enabling individuals to perform one or more occupational activities, deepen their occupational and relational skills with a view to better adapt to the technological and organisational changes, and reinforce employability.

The same legislation establishes the distinction between *a)* certified vocational training *[formação contínua certificada],* a continuing vocational training activity developed by an accredited training provider or a recognised education establishment; and *b)* double certification continuing vocational training *[formação contínua de dupla certificação],* that is, a continuing training activity developed through the attendance of any module included in the National Qualifications Catalogue.

SCHOOL-BASED PROGRAMMES

This definition is not applicable in the Portuguese VET System, as there is not a Portuguese equivalent. However, double certification courses combine theoretical subjects with practical training or traineeships inside or outside the school.

ALTERNANCE TRAINING [*FORMAÇÃO EM ALTERNÂNCIA*]

In the Portuguese VET system, *alternance training* is regarded as a synonym of *apprenticeship*. The applicable legislation[17] clarifies the concept by defining alternance training as an educational or training activity, combining training periods in an educational institution or training centre and practical training sequences in the workplace.

APPRENTICESHIP *[APRENDIZAGEM]* OR ALTERNANCE TRAINING

In Portugal, apprenticeship training is an IVET pathway and not a separate sub-system. Apprenticeship courses are initial training courses aimed at young people, carried out in

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[17] *Ordinance no. 1497/2008 of December 19 updates the apprenticeship study plans and also regulates access conditions, organisation and management of the courses, as well as the evaluation and certification of learning outcomes.*

alternance training schemes, which privilege entry into the labour market and the continuation of further studies (for further information, please see Theme 4.4). These courses are a double certification training alternative and simultaneously confer a ISCED level 3 vocational qualification and the upper secondary academic qualification.

A recent legislative reform (see endnote 16) has led to a new legal framework for this type of courses in order to make their organisational structure more flexible. The alternance training scheme between training and work continues to be the main feature, where the role of enterprises as partners for training activities is crucial.

The national meaning of the term *apprenticeship* is similar to Cedefop's terminology[18]: "a systematic, long-term training, alternating periods in an educational institution or training centre and at the workplace. The apprentice is contractually linked to the employer and receives remuneration (wage or allowance). The employer assumes responsibility for providing training leading to a specific occupation".

CURRICULUM [*CURRÍCULO*]

The national meaning of the term *curriculum* is similar to Cedefop's terminology: "the inventory of activities implemented to design, organise and plan an education or training action, including the definition of learning objectives, content, methods (including assessment) and material, as well as arrangements for training teachers and trainers".

QUALIFICATION *[QUALIFICAÇÃO]*

The term *qualification,* defined in the Decree-Law which sets up the National Qualifications System, is in harmony with Cedefop's terminology: "qualification is the formal outcome (certificate, diploma or title) of an assessment and validation process which is obtained when a competent body determines that an individual has achieved learning outcomes to given standards".

SKILLS [*APTIDÃO PROFISSIONAL*]

According to the legislation in force, the definition of *skill* is partly similar to the definition of Cedefop's terminology, being regarded as the ability to apply and use the acquired knowledge and resources to perform tasks and solve problems. Skills may be cognitive (employ logical, intuitive and creative thinking) and practical (manual dexterity and ability to use methods, materials, tools and instruments).

COMPETENCES [*COMPETÊNCIAS*]

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[18] *Terminology of European Education and Training Policy: a selection of 100 key terms, Cedefop, 2008.*

The term *competence*, defined in the Decree-Law which sets up the SNQ, is in harmony with Cedefop's terminology: "competence is the recognised ability to adequately apply learning outcomes, skills and attitudes in a defined context (education, work, personal or vocational development)".

2. POLICY DEVELOPMENT – OBJECTIVES, FRAMEWORKS, MECHANISMS, PRIORITIES

2.1 OBJECTIVES AND PRIORITIES OF THE NATIONAL POLICY DEVELOPMENT AREAS OF VET

2.1.1 NATIONAL LIFELONG LEARNING (LLL) STRATEGY

Since 2005, with a view to fighting the structural deficit in the level of education and training/qualifications of the Portuguese population, the Portuguese government has approved a wide number of strategic orientations, measures and reforms in the field of LLL aimed at reforming the education and vocational training system. Over the last three years, this strategy was based upon:

a) the expansion and consolidation of the New Opportunities Initiative;

b) the reform of the vocational training system;

c) interventions in pre-primary, basic and upper secondary education policies;

d) furtherance of the higher education reform.

The six goals contained in the working programme *Education and Training 2010* have guided the implementation of a comprehensive and diversified programme for the qualification of the Portuguese population, regardless of age groups or its social and economic situation:

GOALS	MEASURES
New basic competences for all: to enable the acquisition or renewal of the necessary competences for a sustained participation in the knowledge society.	Elaboration and/or revision of the training referentials contained in the eight basic competences defined by the EU in 2006, thus enlarging and diversifying training supply.
More investment in human resources: to ensure a significant increase of the investment in human resources.	Opening-up schools to the LLL movement through a significant investment in the preparation of teachers, trainers, facilitators and professionals of diverse natures and training areas.
Innovation in teaching and learning: to develop efficient teaching and learning methodologies for a continuing learning supply in every field of knowledge.	Introduction of new strategies and methodologies, such as modular training; work by projects or inclusive activities; life histories; biographical approach; competence audit; LLL reflexive portfolios (RVCC); evaluation of competences.
The value of learning: to significantly improve the perception and evaluation of learning participation and learning results, particularly of non-formal and informal learning.	Strong national public campaign on the value of learning, conveyed by the statement “It pays to learn”. Create conditions for the participation of every citizen in the Portuguese learning movement. Establish protocols with enterprises in order to involve workers in the New Opportunities Initiative.

GOALS	MEASURES
To reconsider guidance and information actions: ensure general access to quality information and guidance on LLL opportunities throughout life and all over Europe.	Conversion of RVCC centres in New Opportunities Centres (CNO), the entry door for individuals aged over 18, who did not complete general basic or upper secondary education or a vocational qualification. The first phase in a CNO is the enrolment, diagnosis and guidance of candidates.
To bring learning close to individuals: provide learning opportunities as suitable as possible to the needs of citizens throughout life.	Involving all public and private agents and the public schools network in the development of education-training actions; development strategy of the CNO network, which allow centres to function itinerantly;

Source: Ministry of Education, March 2009.

2.1.2 POLICY DEVELOPMENT IN THE MAIN VET POLICY AREAS

GOVERNANCE AND FUNDING

The approval of a set of measures aimed at the reform of the vocational training system was reached after a broad consensus achieved between the Government and the majority of the Social Partners in the *Agreement for the Vocational Training Reform*[19], in March 2007. Later, in June 2008, the *Tripartite Agreement for a New System for the Regulation of Industrial Relations, Employment Policies and Social Protection in Portugal*[20] has equally contributed to these measures, whose tools are essential for the implementation of the qualification strategy falling within the New Opportunities Initiative scope, notably the creation of the National Qualifications System *(Sistema Nacional de Qualificações – SNQ)*, in December 2007.

The SNQ promotes the effective articulation of vocational training actions developed both within the education system and the labour market. Its aim is to establish common goals and instruments in the context of a renewed institutional framework. The SNQ ensures that training and learning actions are relevant for the personal development of individuals, as well as for the modernisation of companies and the economy. At the same time, it ensures that the national effort towards the development of training is effectively valued in terms of the academic and vocational development of citizens: either through the double certification training regulated by the National Qualifications Catalogue *(Catálogo Nacional de Qualificações – CNQ)*, or through the New Opportunities Centres and the processes of recognition, validation and certification of competences (RVCC).

[19] *Acordo para a Reforma da Formação Profissional.*

[20] *Acordo Tripartido para um Novo Sistema de Regulação das Relações Laborais, das Políticas de Emprego e da Protecção Social Em Portugal.*

The structures composing the SNQ are:

- the National Qualifications Agency *(Agência Nacional para a Qualificação – ANQ)*[21], which holds a central role while managing the New Opportunities centres network, preparing and updating the CNQ, planning and rationalising the training offer and providing information and guidance on qualifications and employment, thus assuming a leading position in the pursuit of the goals and fulfilment of the policy measures adopted by the New Opportunities Initiative;

- the National Council for Vocational Training *(Conselho Nacional da Formação Profissional)*[22], responsible for the evaluation and global approval of the elements included in the CNQ;

- the Sectoral Councils for Qualifications *(Conselhos Sectoriais para a Qualificação)*[23], which permanently identify the CNQ's updating needs in terms of new competences and occupational profiles, and cooperate with the ANQ;

- the New Opportunities Centres;

- the basic and upper secondary education establishments;

- the Direct Management Centres for Vocational Training and Rehabilitation;

- the poles of excellence, created by training providers that distinguish themselves for the quality of their training interventions, namely the vocational training protocol centres;

- other entities with accredited training structures (mainly VET providers).

Within the scope of the SNQ, mention should be made to the following instruments:

- the CNQ, a strategic tool for the management of lower qualifications. The CNQ incorporates a system of competence-based qualifications and follows a double certification logic, thus identifying, in articulation with the National Qualifications Framework, the referential for each acquired competence, as well as its level of qualification and training;

- the Individual Booklet of Competences *(Caderneta Individual de Competências)*, which registers not only the skills acquired or developed throughout the individual's lifecycle that are specifically defined in the CNQ, but also other successfully concluded training activities not included in the catalogue;

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[21] *The ANQ, established in 2007, is under the supervision of the Ministry of Labour and Social Solidarity (MTSS) and the Ministry of Education (ME). Its creation strengthens the coordination and implementation of vocational education and training policies in Portugal.*

[22] *Of tripartite composition.*

[23] *The Sectoral Councils for Qualifications integrate, among other professionals, specialists appointed by the Ministry for the respective activity sector, trade unions and employers associations representative of the corresponding activity sectors, reference companies, training entities with greater local or regional specialisation and independent experts. These councils may not exceed 10 members.*

- the National Qualifications Framework *(Quadro Nacional de Qualificações – QNQ)*, a tool that structures qualification levels in accordance with the European Qualifications Framework for lifelong learning.

The SNQ encloses the goals stated in the New Opportunities Initiative and develops the necessary tools for their effective implementation in articulation with its financial instruments, namely the National Strategic Reference Framework *(Quadro de Referência Estratégico Nacional – QREN)*, through its Human Potential Operational Programme *(Programa Operacional Potencial Humano – POPH)*. The POPH's set of interventions aims to promote initial qualifications, adaptability and lifelong learning, management and vocational improvement, advanced competitiveness training, support for entrepreneurship and transition to working life, citizenship, inclusion and social development and the promotion of gender equality (see Theme 9).

The priority of the national public policies on education and training led to a rise of more than 10 percentage points in the relative weight of the European Social Fund among the array of structural funds which will be allocated to Portugal for the 2007-2013 programming period (a total public investment of nearly 9 billion Euros, of which 6 billion are destined to the development of policy measures on youth and adult qualification.

The public funding of vocational training favours:

- training actions developed according to the referentials foreseen in the National Qualifications Catalogue, which take into account the suitability of the training offer to the qualification needs at sectoral and territorial level;

- training-action activities as privileged tools in the creation of micro, small and medium sized enterprises, mainly implemented by training entities closely linked to companies and workers;

- continuing training actions aimed at companies undergoing innovation, modernisation and reconversion processes, namely micro, small and medium sized enterprises;

- initial vocational training with double certification for young people; and

- search for individual training through the RVCC system.

In 2008, the New Opportunities Centres (CNOs) network underwent a strong expansion and consolidation and the RVCC processes were extended to the upper secondary level and to the process of recognition of occupational competences (in addition to school competences), thus enhancing the integrative potential of the RVCC system and its double certification – academic and vocational – logic.

GUIDANCE AND COUNSELLING

With regard to the vocational training reform, the ME and MTSS have adopted a development strategy involving multidisciplinary teams in the guidance and counselling areas, in order to ensure a more integrated approach to the various issues, namely the definition of the academic and/or training paths of young people.

The expansion and consolidation of the CNOs network, whose creation and operational mode are regulated by Ordinance no. 370/2008 of 21 May, changed the CNOs role, which currently work as an "entrance door" for anyone aged over 18 who seeks to obtain a qualification and/or certification of basic or upper secondary education level, suited to

his/her profile and needs. The role of the CNOs' technical-pedagogical teams is to identify the most suitable pathway for each adult profile.

The creation of the Offices for Occupational Integration *(Gabinetes de Inserção Profissional – GIP)* is included in the Government's employment support plan designed in December 2007 to address an expected increased influx of unemployed people to the Institute for Employment and Vocational Training centres. These offices work in cooperation with the employment centres of each region. They work on the basis of an operating license which is valid for a period of 2 years, after which they need to renew it. GIPs are required to aid 120.000 persons in their active job search; place 12.000 people in the labour market; and control the regular reports of nearly 46.000 unemployment benefit recipients. GIPs are also responsible for informing people on job vacancies and carrying out information sessions, as well as for guiding people to measures supporting employment, qualifications and entrepreneurialism.

TEACHER AND TRAINER TRAINING

The qualification of the Portuguese population calls for the improvement of the teaching staff qualifications' quality, since learning quality and outcomes are strictly connected with the quality of teachers and trainers.

The new policy of initial teacher training strictly values learning outcomes, the adaptation to new teaching demands, the acquisition of knowledge on the subjects taught, grounding the basis of teaching practice on research, and the start of occupational practice.

With regard to improving the quality of teachers training, mention should be made to the approval of the legal framework of the qualification for teaching in pre-primary, compulsory and upper secondary education *(Regime Jurídico de Habilitação Profissional para a Docência[24])*.

Also of note is the implementation of a probationary year, created by Decree-Law no. 15/2007 of January 19, which shall be implemented during school year 2009/2010. The rules defined for the probationary period regulate the access to the teaching career, promoting the vocational development of teachers, as well as their integration and participation in school life.

With a minimum length of one school year, the probationary year corresponds to the first year of effective activity as a teacher and it is carried out in the education establishment where the respective teacher develops his/her activity. During this period, the teacher is followed and supported in the didactic, pedagogic and scientific fields by a mentor teacher *[professor titular]*, appointed by the coordinator of the teaching department, the coordinator of the board of teachers or the school principal, and whose function is to support the conception and follow the implementation of an individual work plan for the teacher under probation.

The mentor teacher's functions are considered fundamental for the improvement of the occupational performance of teachers in the beginning of their career. Focused on the school, this process facilitates the integration of new teachers, thus greatly improving the quality of the services rendered by education establishments, simultaneously allowing a stronger connection with the surrounding community and the university. This measure is

[24] *Decree-Law no. 43/2007 of 22 February.*

expected to have great impact in the organisation of the subsystem of continuing training for teachers, more precisely in the role given to training providers.

With regard to the training of trainers (initial and continuing), the legislation in force is currently being amended with the aim of meeting the recommendations contained in the Council of November 2007 on improving the quality of training for teacher trainers (see Theme 6).

CURRICULUM REFORM AND INNOVATIVE APPROACHES TO TEACHING AND ASSESSMENT

The recently introduced changes in the educational sector in Portugal rely on two major key concepts: the knowledge-based economy and the information society, as well as the fostering and consolidation of change dynamics through the adoption of a new perspective of the crucial role of schools in building up knowledge, know-how, competency, new attitudes and interests.

In this context, a Technological Plan for Education (PTE[25]) has been implemented, with a view to increase school access to information and communication technologies. Within the PTE different initiatives have been launched:

- the e-school programme, an international application in order to switch schools to broadband Internet. This programme was enlarged to young people with special education needs enabling more than 250 thousand individuals to have access to a computer with Internet connection.

- a number of important enterprises from the ICT sector support the PTE through the establishment of protocols with the Ministry of Education, whose main objective is offering traineeships to pupils attending vocational education.

- ICT Academies programme aims at providing the educative community with the possibility of integrating training programmes and academic, vocational and industrial certification, in a scholastic context in the technological area. These Academies are dynamised by ICT companies of reference (Apple, Cisco, Linux, Microsoft, Oracle and Sun).

- establishment of a protocol between the ME and the Ministries of National Defence, Economy and Innovation, Justice, and Labour and Social Solidarity, which allows the widening of the PTE to the public teaching institutions under the supervision of these ministries.

The CNQ also innovates by introducing Short-Term Training Units (UFCD[26]). It contains more than 6.000 UFCDs, which are learning units, autonomously certifiable and capitalisable, for the attainment of one or more qualifications whenever UFCDs are common to more than one training referential (currently, nearly one third of the CNQ's UFCDs are common to two or more training referentials). These features enable greater flexibility in planning training pathways and promote a greater mobility within and between education and training areas.

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[25] *Plano Tecnológico da Educação.*

[26] *Unidades de Formação de Curta Duração.*

Furthermore, in 2007, Modular Training was introduced within the scope of continuing training aimed at active adults. Modular training is a capitalisable short-term training supply aimed at granting one or more qualifications included in the National Qualifications Catalogue and allows the creation of flexible schemes of variable duration, characterised by the adaptability to different training modalities, targets, methodologies, training contexts and validation processes. This type of training gives adults the possibility to acquire additional competences in order to obtain further academic and vocational qualifications with a view to their (re)integration or progression in the labour market. Each training unit of the curricula of modular training courses is organized according to the analogous training reference framework included in the CNQ and may correspond to units from the basic training component, the technological training component or both. Modular training courses composed by UFCDs integrated in training schemes belonging to the basic education level and level 2 vocational training are meant, first and foremost, for adults who did not finish their basic education (9th grade). Modular training courses composed by UFCD integrated in training schemes belonging to the secondary education level and level 3 vocational training are meant for adults with academic qualifications equal or superior to the 9th grade.

SKILLS NEEDS STRATEGY

The CNQ makes the articulation between the supply of and demand for qualifications and, as a dynamic instrument, it may be updated through the inclusion of new qualifications and the exclusion of others whose demand by young people, adults and the Portuguese business sector no longer justifies its supply. In other words, the CNQ tries to match the qualifications and competences covered by the SNQ with the operating mode and technology incorporation of the activities emerging from the different sectors. The definition of such needs requires not only a strong connection with enterprises and vocational training actors, but also a deep involvement of the experts from the several activity sectors. The Sectoral Council for Qualifications (CSQ) therefore work as a platform for updating and renovation by bringing together companies, training centres, schools, representatives of the social partners and other actors, thus establishing a connection with the evolution and needs of the economy.

The CSQ seek, on the one hand, to ensure a sectoral representation of the national economic activity and, on the other hand, to facilitate the emergence of qualifications that promote individual mobility and flexibility. The covered sectors are: Agricultural and Food Industry, Handicraft and Jewellery, Trade and Marketing, Civil Construction and Urbanism, Culture, Cultural Heritage and Content Production, Energy and Environment, Chemical Industries, Pottery, Glass and Other Materials, Computer Science, Electronics and Telecommunications, Wood, Furniture and Cork, Metallurgy and Metal mechanics, Fashion, Services for Enterprises (financial activities, consultancy, secretariat), Personal Services, Health and Community Services, Transports and Logistics, Tourism and Leisure.

The development and updating of the CNQ is done in cooperation with the CSQ, technical and consultative platforms for reflection and discussion, consisting of experts nominated by employers associations and trade unions, reference companies, training institutions, among others, to identify the skills essential to individual development and competitiveness and modernization of the business sector. In 2008, the ANQ created 16 CSQ. The qualifications that make up the catalogue are subject to comprehensive evaluation and approval at least every two years by the National Council of Vocational Training[27], whose tripartite membership includes representatives of the government and

[27] *In Portuguese, Conselho Nacional da Formação Profissional.*

employer associations and unions with seats on the Permanent Committee for Social Dialogue (CPCS).

VALIDATION OF NON-FORMAL AND INFORMAL LEARNING

In 2008, there was a strong expansion and consolidation of the New Opportunities Centres network (CNOs) with about 459[28] centres[29] ensuring coverage of the territory[30], thus largely exceeding the target set for 2008 (159 more than predicted). The enlargement process of the network corresponds to an effective institutional and methodological consolidation of the national process of recognition, validation and certification of competences, under which a comprehensive plan for the training, supervision and monitoring of the activity of the CNOs has been developed. The consolidation of this network was able to cover a very significant number of adults engaged in RVCC processes.

In 2007, the RVCC processes were extended to the secondary level and vocational competences (in addition to school competences), thus enhancing the integrative framework of the RVCC process and its double certification logic (school and vocational). A pilot-experience was launched in 2005, covering 12 career opportunities in a limited number of Vocational Training Centres. In 2007, the vocational RVCC was being tested in 16 career opportunities in 43 Vocational Training Centres. In 2008, this offer was increased to 36 jobs, but it is expected that this offer is gradually generalized to all the career opportunities covered by the National Qualifications Catalogue and operates in a centres network with national coverage.

2.1.3 CURRENT DEBATES

There are two major challenges regarding vocational training. The first is of a quantitative nature and consists of the urgent need to ensure a significant increase in the number of individuals with access to training, whether initial or continuing, along the several stages of life. The second has a qualitative nature and addresses the need to ensure the importance and quality investment in training, focusing resources in the most crucial training areas with regard to the workers' adaptability and the competitiveness and needs of enterprises.

Also of note is the fundamental on-going revision process of the education system's management mechanisms that aims to improve the way in which schools are run and how teachers work. The rules for the annual selection and recruitment process for teaching staff have been changed in order to create conditions for the teaching staff structure to remain stable for three years. Also, taking advantage of the opportunity created by the Bologna Process, there has been a revision of teaching qualifications and greater emphasis is now placed on the scientific component of teachers training.

There is also greater emphasis on school autonomy, something that is associated with the importance placed upon the creation of an evaluation culture regarding all aspects of the education system. As such, evaluation tools for schools, teachers, schoolbooks and

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[28] *In June 2008.*

[29] *Temporary structures aiming to meet the qualification needs of the population.*

[30] *Mainland and Autonomous Region of Madeira.*

curricula are being developed in order to improve the quality of teaching and learning based on criteria of high standards and rigour.

2.2 THE LATEST DEVELOPMENTS IN THE FIELD OF EUROPEAN TOOLS

In the middle of 2007, the proposal for the creation of the National Qualifications Framework (QNQ)[31] was prepared with the participation of several ministries, namely the ME, MTSS and MCTES, and in cooperation with the social partners in the CES *(Conselho Económico e Social)*. Afterwards, the QNQ was subject to an extensive public consultation process.

The creation of the CNQ 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 European Credit System for Vocational Education and Training (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.

The quality of the National Qualifications System (SNQ) is essentially assured through the National Qualifications Catalogue (CNQ), the accreditation of training institutions and the qualification of trainers and other training technicians. Besides these mechanisms, quality patterns are also measured by the periodic assessment of results, as well as through educational and vocational information and guidance and the public financing of vocational training.

On the one hand, the Directorate-General for Employment and Industrial Relations (DGERT) has developed the Certification System for Training Providers: presently, out of 4.587 registered training institutions in Portugal, nearly 1.630 are accredited training providers (a mandatory condition for access to public financing for training activities). The quality assurance of external accredited training providers is ensured by the compliance with the requirements established in the quality referential, which are supervised by external audits carried out annually to all entities and by the simplification of the administrative procedures of certification. On the other hand, the system for the qualification of trainers is assured not only by legislation, but also by the National Centre for the Qualification of Trainers, which seeks to provide permanent and updated training constantly adjusted to new referentials and training needs.

[31] *The QNQ was created by Ordinance no. 782/2009 of July 23.*

With regard to the education system, the LBSE currently imposes an evaluation process: "the education system must be subject to continuing evaluation considering educational and pedagogical, psychological and sociological, economic and financial aspects, as well as its organisational structure and the political-administrative and cultural features". The monitoring of the education system is carried out through the evaluation of national and international statistics and through the Inspector-General for Education and its external evaluation processes in schools[32]; through exams and evaluations to students that allow the collection of relevant data on their performance level, thus supporting decision-making processes on the implementation of policies aimed at developing and adjusting curricula to the attainment of the necessary degree for the acquisition of key-competences; and through the performance assessment of teachers and other staff within the education system.

Today, horizontal and vertical mobility is possible within the education and training system (particularly as regards VET) and is significantly higher between the referred education and training system and the labour market.

Access to qualification at the basic and upper secondary levels is done either through the formal education and training pathways, or through non-formal and informal apprenticeship routes, such as the RVCC processes.

The vertical progression in the vocational and training system is currently easier than before: the "principle of double certification" in the vocational and training system has widely guaranteed the pursuing of studies and the "bridges" introduced between upper secondary, post-secondary and tertiary education have eased vertical progression.

With regard to horizontal mobility, there are currently numerous possible combinations of learning pathways where the acquired competences and/or the attained training modules may be considered, particularly among the offers aimed at adults (RVCC processes, EFA courses and Modular Training).

The permeability between general education and double certification alternatives aimed at young people is not as frequent, but is nevertheless growing.

Within upper secondary education students can request a redirection of their training route by switching between courses, using to that effect the schemes of permeability or equivalence between subjects. These schemes may include students of scientific-humanistic courses, technological courses, and artistic expertise in the fields of visual arts and audiovisual, including recurrent education, occupational training, as well as education and training courses.

With regard to the European tools for the improvement of mobility and transparency of qualifications and skills, Portugal is a promoter of Europass[33], whose dissemination is done through events, the media, the website of the National Europass Centre and other websites, namely the National Reference Point for Qualifications, as well as through the participation in mobility projects.

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[32] *Law 31/2002 of December 20 approved the evaluation system of the pre-primary, basic and upper secondary education levels by defining the general guidelines for self-assessment and external assessment.*

[33] *Established by Decision no. 2241/2004/EC of December 15 of the European Parliament and the Council. Available at http://www.socleo.pt/europass.*

In 2008, 422.772 Europass CVs and 2.614 Language Passports were completed online in Portuguese. The ECVs completed online by citizens residing in Portugal accounted for a total of 435.392 documents (for further information on Europass statistics, please go to http://europass.cedefop.europa.eu/Statistics/4._Annual_activity_by_country_and_language/2008/Europass_Statistic_Reports_Year_Locale_2008_pt_PT.PDF).

Portugal is part of the ERA-MORE network (European Network of Mobility Centres), whose national network is composed of 15 Mobility Centres spread around the country. A National Portal has also been set up in close coordination with the European Mobility Portal[34]. 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 (ECVET) and the European Network for Quality Assurance in VET (ENQA-VET).

2.3 POSSIBLE PROJECTIONS OF THE FINANCIAL CRISIS ON VET POLICIES

2.3.1 THE FORESEEN CONSEQUENCES OF THE CRISIS ON VET AND MEASURES ALREADY TAKEN OR ENVISAGED TO BE TAKEN AS RESPONSE TO THE CRISIS

Following the aggravation of the global financial and economic crisis and its recessive effects on the national economy over the last quarter of 2008, the priority in terms of recession-fighting measures currently focuses on the reinforcement of public investment and the support to private investment and employment. The Law Proposal creating the Investment and Employment Initiative Programme, which was presented before the Assembly of the Republic in 19 January 2009 along with the update of the Stability and Growth Programme *(Programa de Estabilidade e Crescimento - PEC)*, foresees five structuring measures covering several projects and activities, which the Council of Ministers approved under the Investment and Employment Initiative, in March 2009[35]. These five foreseen measures are also integrated in the Lisbon Strategy and they are as follows:

- modernisation of public schools;
- promotion of renewable energies, energy efficiency and energy transport networks;
- modernisation of technological infrastructures;
- special support to the economic activity, exports, and SMEs; and
- support to employment and reinforcement of social protection schemes.

The programme for the modernisation of the public schools network will be reinforced through the reconstruction and modernisation of more than 100 public schools spread throughout the country over 2009-2011, an investment financed by the State Budget and whose implementation is under the responsibility of Parque Escolar, a corporation established by Decree-Law no. 41/2007 of 21 February, with administrative and financial

[34] *See http://europa.eu.int/eracareers.*

[35] *Law no. 10/2009 of March 10.*

independence, which is subject to the supervision of the Portuguese government ministers responsible for the areas of finance and education. The modernisation and requalification of schools will also involve an investment within the scope of the Technological Plan for Education.

In order to secure employment, the social security contributions paid by employers will be reduced by 3% in micro and small enterprises for workers aged over 45 years. 513,000 is the estimated number of workers supported by this measure, with an average aid of 331 Euros per job post. Simultaneously, a temporary (6 months period) and exceptional (year 2009) plan for support to enterprises and workers undergoing a temporary activity reduction will be adopted through the Programme Qualification-Employment. It estimates the provision of support to 450 companies and 20,000 workers. This programme aims to support the continuity of employment and increase workers qualifications through the attendance of modular training or vocational education training integrated in the New Opportunities Initiative, exclusively in enterprises whose activity is economically feasible, with strong prospects of recovery and willing to commit to maintain employment levels.

In order to support young people's access to employment, the current legislation of the Vocational Traineeships Programme *(Programa Estágios Profissionais)*[36] was also revised to:

1. include the creation of more 12,000 vocational traineeships, namely for young graduates in low employability areas, and to support hiring by paying 2,000 Euros to each employer, plus two years of exemption from social security contributions, against the recruitment of young people. Employers are expected to assure a net job creation obligation for a period of three years. This measure intends to facilitate the transition into active life by providing vocational traineeships to 37.000 young people in total;

2. and financial support to the enterprises that hire young people aged up to 35 seeking first job, covering nearly 20,000 young people.

These temporary measures will be in force only in 2009.

In order to accomplish the goal of supporting the return of unemployed workers to employment, in particular the long-term unemployed and those aged over 55, the Government promoted in 2009:

- To support hiring with the payment of 2.000 Euros, plus two years of exemption from social security contributions in the recruitment of long-term unemployed people. This measure may benefit 8,000 long-term unemployed.

- To reduce by 50% the social security contributions of fixed-term contract for unemployed people over 55 years old. This measure may benefit 4,000 unemployed.

- Creation of a new traineeships qualification-employment programme for the unemployed people, regardless of their age, who have accomplished in the previous three years: (1) basic or upper secondary education within the New Opportunities Initiative (ii) certified modular training with a 250 hours or more length (iii) CET or (iv) higher education. This programme assures the payment of 60% of the trainees wage during nine months and anticipates to benefit 10,000 unemployed people.

[36] *Ordinance no. 129/2009 of January 30.*

- Support the creation of 1,600 new enterprises (and about 3,000 new jobs) by unemployed people through specific credit lines and subsidised in the amount of 100 million of Euros.

- Support the integration of 30,000 unemployed in non-profitable organisations, through a Contract Employment-Inclusion, whose objective is the development of socially useful activities (12 months), for unemployed receiving the Social Integration Benefit, allowing them to approach the labour market and improve their social skills by maintaining contact with other employees and activities. The priority projects are those who provide prior training, particularly in the context of work and integrate social support, natural, cultural and urban heritage subjects.

- To extend the offer of double certification courses, in particular adult education and training (EFA) courses and specialised technological courses (CET), for unemployed people in the regions most affected by unemployment. This measure will only be applied in 2009 and it is estimated to support 5,000 unemployed.

The apprenticeship system has also been boosted to include 30.000 young people aged between 15 and 25 years until 2010. In September 2008, the Institute of Employment and Vocational Training signed cooperation protocols with 51 entities and enterprises, seeking for a joint stimulation of the apprenticeship programme.

3. LEGISLATIVE AND INSTITUTIONAL FRAMEWORK – PROVISION OF LEARNING OPPORTUNITIES

3.1 LEGISLATIVE FRAMEWORK FOR IVET

GENERAL LEGISLATION

GENERAL EDUCATION

In Portugal, the legislative framework governing education in general is based on the Basic Law of the Education System (LBSE) which established the general framework governing the entire system in 1986.

In 2001, the basic education legislation was revised[37]. This revision reflected the Government's strategic goal to ensure a basic education level for all citizens, regarded as the beginning of a lifelong education and training process. One of the measures was the reorganisation of curricula, which reinforced the link between the three cycles of basic education.

In 2004, in order to fight school dropout and school failure, new guiding principles were established under the reform of upper secondary education. This reform intended to implement the reorganisation and management of curricula and learning assessment[38].

Another important legislation is Implementing Order no. 29/2008 of June 5, which introduced changes to Implementing Order no. 36/2007 of October 8 in order to regulate the reorientation of training pathways for students of upper secondary education. The aim was to facilitate the exchange between upper secondary level courses created by Decree-Law no. 74/2004 of March 26 through schemes of permeability and equivalence between subjects. The introduced changes meant to improve the existing reorientation mechanisms, mainly through the adoption of more flexible solutions and the reinforcement of the current training offers in upper secondary education intended to:

- improve the way final grades for each subject were calculated within the permeability and equivalence schemes;
- enable the attendance of an upper secondary education course after the conclusion of other course through the scheme of equivalence between subjects under the reorientation process;
- allow the certification of the modules successfully concluded during an initial course in the transition to another chosen course.

In line with the Government's goal of broadening the access to education and thus ensuring a higher level of educational attainment, several legislative measures were taken, namely Decree-Law no. 357/2007 of October 29, which regulates the conclusion and certification process of upper secondary level courses whose study plans are already extinct, aimed at adults with incomplete educational paths. This decree is aimed at adults aged over 18 who

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[37] *Decree-Law no. 6/2001 of January 18.*

[38] *Decree-Law no.74/2004 of March 26, together with respective changes and amendments: Amendment no. 44/2004 of May 25; Decree-Law no. 24/2006 of February 6; Amendment no. 23/2006 of April 7; Decree-Law no. 272/2007 of July 26.*

have attended and not completed an upper secondary course, developed under study plans already extinguished, and confers the right of access under special conditions to those who wish to obtain an upper secondary level conclusion certificate.

With respect to tertiary education, the LBSE has undergone two alterations: one concerns access to tertiary education, academic degrees and instruction, while the second adopts the European Credit Transfer System (ECTS)[39].

Considering the promotion of equal opportunities to access higher education and attract new publics in a lifelong learning perspective, new legislation was approved in 2006. This legislation aims to facilitate and enable flexibility in the access to higher education by adults aged over 23 through an exceptional assessment[40].

In 2007, Law no. 62/2007 of September 10, established the legislative framework governing tertiary educational establishments, which regulated namely: their constitution; responsibilities and organisation; their functioning and their bodies' competences; and, in addition, their tutelage and public control by the State within their autonomy framework.

VOCATIONAL EDUCATION AND TRAINING

In force since 1991, the legislative framework governing vocational education and training is currently being revised after the Agreement for Vocational Training Reform, drawn up between the Government and the majority of the social partners in 2007. This document recognises the importance of "taking measures towards the improvement of initial qualification levels and lifelong training".

This Agreement foresees a new regulatory framework and was approved by the Government in November 2007[41]. Following this, the National Qualifications System (SNQ) was created in December 2007[42]. Under a new institutional framework, this system brings together vocational training taking place both in the education system and in the labour market, providing them with shared goals and tools.

The National Qualifications Catalogue (CNQ)[43] was also created under the SNQ as an instrument for the strategic management of qualifications aiming at regulating all double certification training, along with the National Qualifications Framework (QNQ) which defines the levels' structure in line with the European Qualifications Framework (EQF).

The SNQ also incorporates the New Opportunities Centres, which replaced the Centres for the Recognition, Validation and Certification of Skills[44] (RVCC), created in 2001. The New Opportunities Centres play a key role in the qualification of adults. Through this centres, adults are guided to education or training courses or to processes of recognition, validation and certification of skills which aim to determine their level in education and training

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[39] *Law no. 115/97 of September 19 and Law no. 49/2005 of August 30.*

[40] *Decree-Law no. 64/2006 of March 21.*

[41] *Council of Ministers Resolution no. 173/2007 of November 7.*

[42] *Decree-Law no. 396/2007 of December 31.*

[43] *Order no. 1356/2008, DR 93, 2nd Series, of May 14.*

[44] *Ordinance no. 1082-A/2001 of 5 September.*

pathways, as well as the recognition, validation and certification of non-formal or informal skills acquired through lifelong learning.

SPECIFIC LEGISLATION

LOWER SECONDARY EDUCATION LEGISLATION

- **Education and training courses (*Cursos de educação e formação*)**

The Education and training courses were created by Joint Order no. 453/2004 of July 27. The access conditions, external evaluation and certification are regulated by Joint Order no. 287/2005 of April 4.

Other important legislation is the Implementing Order no. 36/2007 of October 8, which regulates the reorientation process through the system of permeability and equivalence between subjects (amended by Implementing Order no. 29/2008 of June 5).

As regards financing, Order no. 18228/2008 approves the specific regulation that defines the conditions for accessing financial support in the scope of the Human Potential Operational Programme (POPH).

UPPER SECONDARY EDUCATION

- **Vocational courses *(Cursos profissionais)***

Vocational courses are regulated by Decree-Law no. 4/98 of January 8, which establishes the system for the creation, organisation and functioning of schools and vocational courses in the scope of non-tertiary education, as well as by Ordinance no. 797/2006 of August 10 (amends Ordinance no. 550-C/2004 of 21 May), which establishes the system for the creation, organisation and curriculum management, as well as for the evaluation and learning assessment of the vocational courses within upper secondary education.

- **Education and training courses *(Cursos de educação e formação)***

Described above.

- **Specialised art courses *(Cursos artísticos especializados)***

Specialised art courses are regulated by Decree-Law no. 74/2004 of March 26 (above mentioned). These courses are currently being restructured.

Ordinance no. 550-E/2004 of May 21 created all recurrent education courses with learning modules at upper secondary level, thus approving study plans and the administrative and pedagogical framework, as well as the evaluation criteria, namely for specialised art courses. Later, it was amended by Ordinance no. 781/2006 of August 9.

- **Technological courses *(Cursos tecnológicos)***

Technological courses are also regulated by the above mentioned Decree-Law no. 74/2004 of March 26. In the scope of this decree that reforms secondary level of education Ordinance no. 260/2006 of March 14 (amends Ordinance no. 550-A/2004 of 21 May) approves the framework for the organisation, operation and evaluation of the technological courses of the secondary level of education.

- **Specialised art and technological courses for adult training** ***(Cursos tecnológicos e artísticos especializados do ensino de adultos)***

These courses are regulated by Ordinance no. 550-E/2004 of May 21, later amended by Ordinance no. 781/2006 of August 9.

- **Apprenticeship courses** ***(Cursos de aprendizagem)***

In accordance with Decree-Law no. 396/2007 of December 31, which establishes the legal Framework of the National Qualifications System (SNQ) and defines its operational structures, Apprenticeship Courses are a double certification training modality.

Ordinance no. 1497/2008 of December 19 updates the study plans of apprenticeship courses. This legislation also regulates access requirements, organisation, management and functioning of apprenticeship courses, as well as the assessment and certification of learning outcomes.

POST-SECONDARY NON-TERTIARY EDUCATION

- **Technological specialisation courses (CET)**

Decree-Law no. 88/2006 of May 23 regulates the legal framework of the technological specialisation courses (CET), defined as post-secondary non-tertiary training which confer a level 4 qualification. Increases the supply of technological and vocational training and extends access to new audiences.

Order no. 18232/2008 of July 8 defines the access to the financial support provided to CET within the scope of the POPH.

TERTIARY EDUCATION

Law no. 46/86 of October 14 which establishes the Basic Law of the Education System, amended firstly by Law no. 115/97 of September 19 and secondly by Law no. 49/2005 of August 30.

Law no. 62/2007 of September 10, which establishes the legislative framework governing tertiary educational establishments namely by regulating their constitution; responsibilities and organisation; their functioning and their bodies' competences; and, in addition, their tutelage and public control by the State within their autonomy framework.

Decree-Law no. 74/2006 of March 24, amended by Decree-Law no. 107/2008 of June 25, which defines tertiary education's degrees and certificates.

Decree-Law no. 42/2005 of February 22 implements the regulating principles of the tools for the creation of the European Higher Education Area (ECTS).

Law no. 38/2007 of August 16 approves the legal framework of Higher Education Assessment.

Law no. 37/2003 of August 22, with the amendments introduced by Law no. 49/2005 of 30 August: first amendment to the Basic Law of Higher Education Financing.

Decree-Law no. 369/2007 of November 5, which creates the Higher Education Assessment and Accreditation Agency.

Ordinance no. 401/2007 of April 5 approves the regulation for the System for Course Change, Transfer and Re-entry into Higher Education.

Decree-Law no. 64/2006 of 21 March approves special conditions for the access and admission in higher education for adults aged over 23.

3.2 Institutional Framework: IVET

Role of institutions in IVET

Initial education and training is 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.

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 regarding the definition of major policy lines and curricular, teaching and financial guidelines.

Ministry of Labour and Social Solidarity (MTSS)

The Ministry of Labour and Social Solidarity is responsible, namely, for what concerns IVET and CVET, for the definition, promotion and evaluation of vocational education and training programmes and measures, in particular with the Ministry of Education.

The National Vocational Training Council (CNFP) is an advisory body under the supervision of the ME and the MTSS which aims to support the definition, and follow the execution of vocational education and training policies inserted either in the education system or in the labour market.

The Directorate-General for Employment and Industrial Relations (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 accreditation of training providers.

The Institute for Employment and Vocational Training (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 (ME)

The Ministry of Education is responsible for the definition, coordination, implementation and assessment of the national policy as regards the education system, specifically in terms of pre-primary education, basic education, upper 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 Council for National Education *(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 (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 (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 is 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.

Within the scope of the ANQ, the Sectoral Councils for Qualifications are technical-consulting group works whose mission is to collaborate with the ANQ in the revision and development of the CNQ.

Ministry of Science, Technology and Higher Education (MCTES)

National policy regarding higher education comes under the aegis of the Ministry of Science, Technology and Higher Education, 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:

- 28 Direct-Management Vocational Training Centres;
- 81 Employment Centres;
- 5 Employment and Vocational Training Centres; and
- 1 Direct-Management Vocational Rehabilitation Centre.

The participation of the IEFP in 27 Joint-Management Vocational Training Centres and 2 Joint-Management Vocational Rehabilitation Centres was set up by agreements signed with

employers' associations or trade-union organisations in order to offer initial and continuing vocational and education training activities at sectoral level.

Under the ME, the five Regional Directorates for Education (DRE) 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 upper secondary education.

The administrative body responsible for vocational training in the Autonomous Region of the Azores is the Regional Secretariat for Labour and Social Solidarity *(Secretaria Regional do Trabalho e Solidariedade Social)*; whilst in the Autonomous Region of Madeira is the Regional Secretariat for Education and Culture *(Secretaria Regional de Educação e Cultura)*. These bodies are answerable to the Regional Governments that adapt the national legislation to the specificity of the regional contexts.

SOCIAL PARTNERS

Social partners have an active participation in vocational education and training policies, namely a major recent contribution in the development of the National Qualifications System.

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

- the Economic and Social Council (CES), the body responsible for consultation on and coordination of economic and social policies;
- the National Vocational Training Council (*Conselho Nacional da Formação Profissional*) dealing with vocational policies;
- the National Education Council (*Conselho Nacional de Educação*) dealing with educational policies.

The social partners also have a seat on 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 the European Social Fund Management (IGFSE);
- General Council of the ANQ; and
- Sectoral qualifications councils, which work alongside the ANQ.

Although the social partners play an essentially consultative and advisory role in the bodies on which they are represented, they are however responsible for providing various training activities that serve national policies, such as the training provided by the joint-management centres, which they run in partnership with the Institute for Employment and

Vocational Training, or the training provided under the Integrated Training Plans *(Planos Integrados de Formação – PIF[45])*. These plans are a structured set of actions, promoted and coordinated by the social partners with seats on the Standing Committee for Social Dialogue *(Comissão Permanente de Concertação Social – CPCS)*, provided or performed by them and/or their associated regional and sectoral organisations, 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 PROVIDERS

- Educational establishments in the public network;
- Private and cooperative educational establishments;
- Educational establishments for arts teaching;
- Public and private vocational schools;
- Technological schools;
- Vocational training and rehabilitation centres;
- Accredited training providers;
- Public, private or cooperative higher education establishments.

3.3 LEGISLATIVE FRAMEWORK FOR CVET

In Portugal, the legislative framework governing vocational education and training is based on the National Qualifications System (SNQ). In addition to LBSE (for more information please see the legislation concerning IVET) the most important pieces of legislation regulating CVET are:

With the aim of broadening the access to education and to ensure a higher level of education attainment, legislative measures were taken, such as the Decree-Law no. 357/2007 of 29 October. This decree targets adults with an incomplete secondary level of education, developed under study plans already extinct, the right to access to special conditions for the conclusion and certification of the secondary level of education.

With respect to tertiary education, new legislation was approved in 2006, aiming the promotion of equal opportunities to access higher education, by facilitating and enabling flexibility in the access of higher education by adults above 23 years old through an exceptional assessment and attract new publics in a lifelong learning perspective[46].

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[45] *Article no. 13 of Implementing Decree no. 12-A/2000 of September 15, governing the support provided to actions financed by the European Social Fund, namely within the scope of vocational training, insertion in the labour market and support for employment.*

[46] *Decree-Law no. 64/2006 of March 21.*

As described above, the legislative framework governing vocational education and training is currently being revised in conformity with the "Agreement for the Vocational Training Reform" in order to improve lifelong training.

The "Tripartite Agreement for a New System for the Regulation of Industrial Relations, Employment Policies and Social Protection in Portugal" has also reinforced the workers right to 35 hours of certified training per year and also appeals to the development of the processes of recognition, validation and certification of skills.

This agreement develops a new framework for the effectiveness of the workers' right to vocational training, namely through:

- the clarification of the student-worker status;
- the adaptation of the "training clause[47]" by establishing that the recruitment of young people aged up to 18 who did not complete compulsory education (9th grade) shall be conditioned to the mandatory enrolment in the education and training system and by establishing the direct application of the provisions of the student-worker status to these youngsters, thus strengthening work exemption as a condition for training attendance;
- the reinforcement of the right to continuing vocational training and the adjustment of the mechanisms for its effective implementation, for instance by: regulating the demands as regards vocational training between fixed-term and permanent work contracts; equalling the attendance of RVCC processes to continuing training; allow that provisions regarding vocational training be adapted by collective hiring, in the case of micro and small enterprises; imposing the mandatory issue of a training certificate recognised in the National Qualifications System and its registration in the Individual Booklet of Competences.

FORMAL CVET

- **Adult Education and Training Courses and Modular Training**

Order no. 18223/2008 of July 8 approves the specific regulation defining access to support provided within the scope of Intervention Typology no. 2.3, "Certified Modular Training", of axis no. 2 (Adaptability and Lifelong Learning) of the Human Potential Operational Programme.

Ordinance no. 230/2008 of March 7 defines the legal framework of adult education and training courses and modular training.

Implementing Order no. 140/93 of July 6: regulates special vocational training specifically aimed at the qualification and socio-vocational integration of people in particularly difficult situations or included in socially disadvantaged, vulnerable or discriminated groups.

- **INOV Programmes**

The INOV Jovem and INOV Contacto programmes, vocational traineeships aimed at young people with a tertiary level qualification, were launched in a new framework by the

[47] *Admission of young people who did not complete compulsory education or do not hold a vocational qualification.*

Council of Ministers Resolution (RCM) no. 63/2008, amended by RCM no. 93/2008 of June 5, which also created INOV Art, INOV Vasco da Gama and INOV *Mundus*. Ordinance no. 1103/2008 of October 2 establishes the technical and financial support (see also Theme 5.2).

NON-FORMAL EDUCATION

- **RVCC**

Order no. 14310/2008 of May 23, which defines the guidelines for the New Opportunities Centres operating in public education establishments.

Ordinance no. 370/2008 of May 21, which regulates the creation and operation of the New Opportunities Centres, including training guidance and the recognition, validation and certification of competences.

3.4 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 3.2.

REGIONAL BODIES

The same bodies mentioned under 3.2.

SOCIAL PARTNERS

The same bodies mentioned under 3.2.

DIFFERENT TYPES OF CVET PROVIDERS

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

- vocational 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 organisations which promote the creation of New Opportunity Centres at inter-municipal level;
- public and private organisations promoting EFA courses, if accredited by competent authorities;
- joint-management vocational training centres of the Institute for Employment and Vocational Training.

4. INITIAL VOCATIONAL EDUCATION AND TRAINING

4.1 BACKGROUND TO THE INITIAL VOCATIONAL EDUCATION AND TRAINING SYSTEM AND DIAGRAM OF THE EDUCATION AND TRAINING SYSTEM

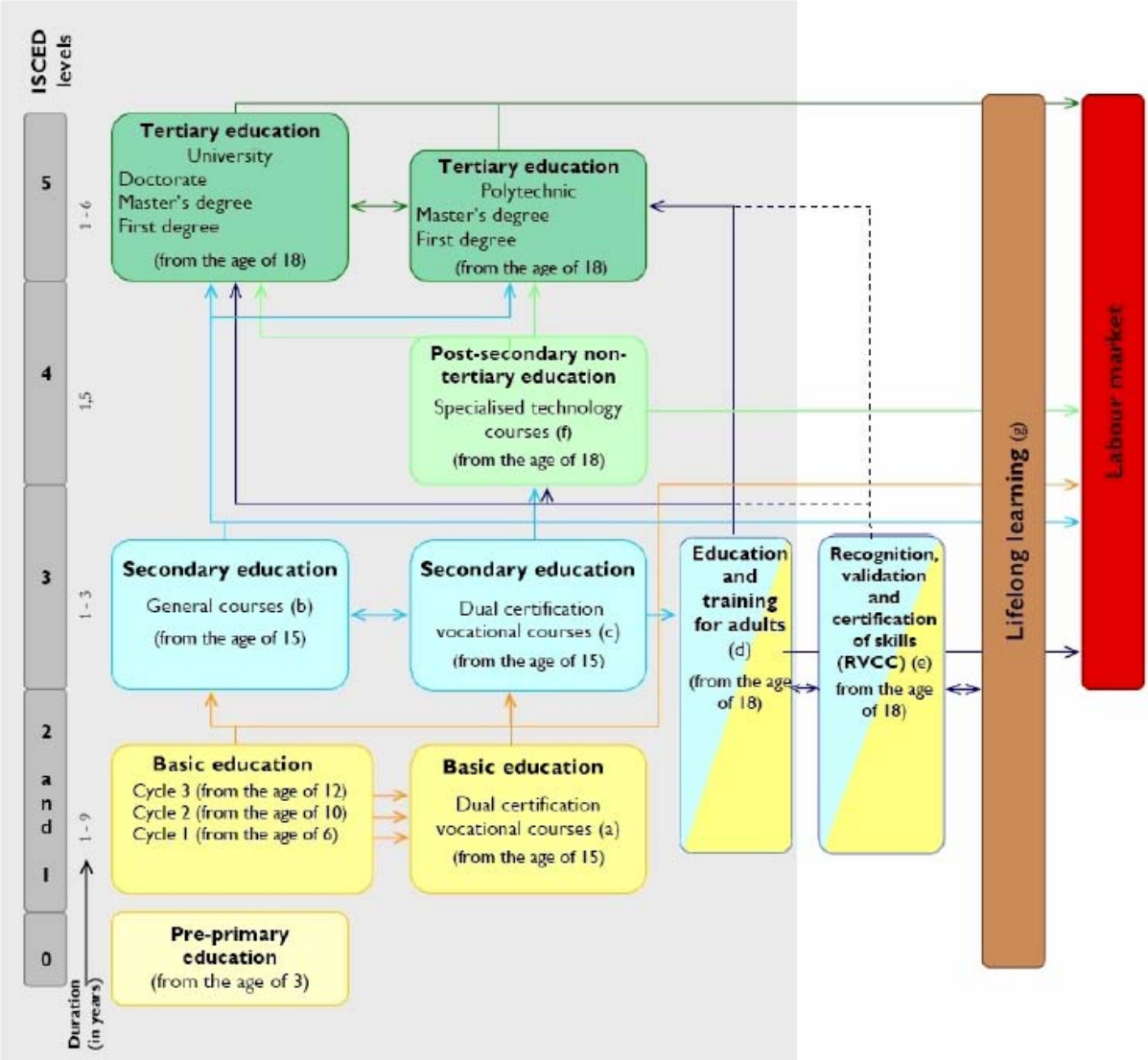
The Portuguese vocational education and training system is based on a set of principles defined under the Basic Law of the Education System (LBSE), whose aim is to guarantee the right to education and training and to ensure equal access and achievement opportunities.

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

The Portuguese education system is structured into five training levels (ISCED)[48] since 1985. These levels have achieved public visibility and are recognised and accepted by the majority of agents within the vocational education and training systems, namely social partners and enterprises. The National Qualifications Framework (QNQ) defines the national qualification levels in accordance with the European Qualifications Framework (EQF) (for further information, see Theme 2.2 and Theme 10).

[48] *Council of Ministers Resolution 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.

In accordance with the LBSE, basic education is universal, compulsory and free and lasts nine school years, beginning at the age of six and ending at the age of 15[49]. It comprises three sequential and progressive cycles (1st cycle with four years; 2nd cycle with two years; and 3rd cycle with three) and its successful completion leads to a diploma certifying completion of basic compulsory education (ISCED 1 and 2).

Upper secondary education lasts three years, comprises a single cycle and begins at the age of 15. It is structured into differentiated pathways, thus including two branches between which students can switch:

- General education – courses in sciences and humanities, aimed at pursuing studies at higher education level;
- IVET – vocational courses *[cursos profissionais]*, apprenticeship courses *[cursos de aprendizagem]*, education and training courses for young people *[cursos de educação e formação para jovens]*, specialised art courses *[cursos artísticos especializados]*, technological courses *[cursos tecnológicos]*, adult education and training courses *[cursos de educação e formação para adultos]*. These courses qualify students to enter the labour market, but also allow the continuation of studies, as they confer a double certification qualification (both academic and vocational)[50].

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

As a result of Portugal's adhesion to the Bologna Process[51], tertiary education was restructured with regard to access, curriculum content, and assessment system and granting of degrees. The average age to enter this level of education is 16-18 years.

One of the goals of the Portuguese government within the scope of the New Opportunities Initiative is to increase the participation in IVET. Therefore, the Government has launched a wide media campaign known as «It pays to learn» in order to stress the importance of qualifying the Portuguese active population. The Portuguese participation in the Euroskills and Worldskills initiatives also intended to contribute to the growth of VET's public visibility. IVET's participation is also encouraged by several economic benefits, such as training allowances.

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[49] *The legislation that extends compulsory education to 12 school years (Law no. 85/2009 of 27 August) was approved during the preparation of this document.*

[50] *Double certification is valid only for visual arts and audiovisual courses. The specialized art courses in music and dance do not confer double certification.*

[51] *Decree-Law no. 74/2006 of 24 March.*

4.2 IVET AT LOWER SECONDARY LEVEL

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

Education and Training Courses (CEF) are addressed to young people aged 15 or over and are an opportunity to conclude compulsory education through the attendance of a flexible course, adjusted to the interests of students, or to proceed with studies or education, allowing a qualified entrance into the labour world. Each course corresponds to an education/training type, whose access is related with the educational and vocational qualification level that students have already achieved. Students get an academic and a vocational qualification at the end of each stage.

There are education and training courses in the following subjects: natural environment and wild life; handicraft; 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; 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

The Education and training courses comprise the following training components:

- Social and cultural: 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, organisational and career management skills relevant in terms of vocational qualification, placement in the world of employment and training throughout life.

These courses have the following curriculum model:

TABLE 1: CURRICULUM MODEL OF EDUCATION AND TRAINING COURSES					
TRAINING PATHWAYS	QUALIFICATION REQUIREMENTS	TRAINING COMPONENTS	HOURS (MINIMUM)	MINIMUM DURATION (HOURS)	EDUCATIONAL AND VOCATIONAL CERTIFICATION
TYPE 3*[52]	Conclusion of Year 8 or attendance of Year 9	Social and cultural Scientific Technological Practical**	192 66 732 210	1200 (One-year pathway)	Year 9 Vocational qualification of level 2

** This pathway is also allowed to young people aged under 15 with the authorization of the Regional Education Directorate. ** Practical component includes a workplace traineeship. Source: ANQ. September 2008.*

At the end of the course, students must develop and present a project, which is assessed by a jury through a Vocational Skills Examination *(Prova de Aptidão Profissional)*, in which the skills and knowledge developed throughout training are to be demonstrated.

4.3 IVET AT UPPER SECONDARY LEVEL (SCHOOL-BASED AND ALTERNANCE)

After completing their basic education and when entering upper secondary education, young people can choose between scientific-humanistic courses that prepare them for further study, or courses that provide them with vocational qualifications. The latter aim to prepare students to enter the labour market and/or continue their studies in higher education or post-secondary non-tertiary education. These courses confer a double certification (academic and vocational), are addressed to young people aged 15 or over who have concluded basic education, and last for three academic years.

I. VOCATIONAL COURSES (CURSOS PROFISSIONAIS)

Vocational courses provide a broad range of secondary-level training, distributed in 39 training areas[53], whose main purpose is to prepare students for the labour market.

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[52] *Each pathway type corresponds to different training pathways which differ according to access qualification requirements.*

[53] *Show arts, Audiovisual and media production, Design, Handicraft, Philosophy, history and similar sciences; Journalism; Librarianship, archive and documentation (BAD); Trade; Marketing and advertising; Finance, banks and insurances; Accountancy and taxation; Management and Administration; Secretariat and administrative work; To fit in the organisation/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; 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.*

Vocational courses are pathways of the secondary level of education they are characterized by a strong liaison with the labour work.

These courses last three academic years. They are divided into modules of varying length, which can be combined in different ways which allows more flexibility and respect to students learning rhythm and cover three components: social and cultural, scientific and technical training. The social and 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 competences which may enable the development of the necessary skills for the performance 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**
SOCIAL AND CULTURAL	1000h
SCIENTIFIC	500h
TECHNICAL (INCLUDES WORKPLACE TRAINING)	1600h (420h)
TOTAL HOUR CHARGE / COURSE	**3100h**

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 assessment is named Vocational Skills Examination *(Prova de Aptidão Profissional),* in which skills and knowledge developed throughout training are to be demonstrated.

The successful completion of these courses leads to a ISCED Level 3 vocational qualification (allowing access to the labour market in one of the specific abovementioned areas) and a diploma in upper secondary education, allowing students to pursue their studies in post secondary non-tertiary courses or at higher education.

In recent years, the focus on the importance of vocational education as a valuable alternative to other education paths available within the education and training system has brought positive results: not only has the supply network been expanded, but also and above all, there has been an increase in the demand for this type of courses. Since 1998/1999, the number of classes attending vocational training courses has more than tripled, from about 1.400 to more than 4.500. Currently, there are 96 available courses, whose variants lead to 122 career opportunities.

In addition, the number of students enrolled in vocational courses rose from 28.000 in school year 1998/1999 to 91.000 in 2008/2009.

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

Education and training courses are intended for young people aged 15 or over who have abandoned or are at risk of leaving the regular education system, as well as 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 continuing structured training in sequential stages, allowing people to gradually acquire higher levels of qualification.

Applicants to Education and training courses go through an identification and guidance process carried out by guidance services. The main aim of this process is to design qualification pathways according to students' interests.

In educational establishments under the Ministry of Education, training offer is divided into 27 training fields[54]. There are also other courses provided either in the vocational training centres of the Institute for Employment and Vocational Training (IEFP) under the Ministry of Labour or in other certified training organisations.

Each course corresponds to an education/training stage ranging from Type 4 to Type 7 (see Table 2).

These courses comprise the following training components:

- Social and cultural: 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, organisational and career management skills relevant in terms of vocational qualification, placement in the world of employment and training throughout life.

[54] *Natural environment and wild life; handicraft; 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; 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*

TABLE 2: EDUCATION AND TRAINING COURSES CURRICULUM MODEL					
TRAINING PATHWAYS	ENTRY REQUIREMENTS	TRAINING COMPONENTS	HOURS (MINIMUM)	MINIMUM DURATION (HOURS)	EDUCATIONAL AND VOCATIONAL CERTIFICATION
TYPE 4	Holders of Year 9 completion certificate, or with attendance of secondary level with one or more retentions	Social and cultural Scientific Technological Practical	192 90 738 210	1230 (One-year pathway)	Education qualification certificate Vocational qualification of level 2
COMPLEMENTARY TRAINING COURSES	Holders of a type 2[55] or type 3 course, or a course of initial qualification of level 2 and the Year 9 completion who intend to pursue training	Social and cultural Scientific Technological Practical	390 180 240 210	1020 (One-year pathway)	Education qualification certificate
TYPE 5	Year 10 of upper secondary education certificate or equivalent, or unsuccessful Year 11 attendance, or holder of a pathway type 4, or completion of Year 10 *profissionalizante* (on vocational training), or course of initial qualification of level 2 with complementary education course	Social and cultural Scientific Technological Practical	450 180 1232 210	2276 (Two-year pathway)	Upper secondary education (Year 12) Vocational qualification of level 3
TYPE 6	Year 11 of upper secondary education certificate or equivalent, or unsuccessful attendance of Year 12	Social and cultural Scientific Technological Practical	195 180 840 210	1380 (One-year pathway)	Upper secondary education (Year 12) Vocational qualification of level 3
TYPE 7	Holders of Year 12 certificate of a scientific-humanistic course or a secondary level equivalent pertaining to the same training field	Social and cultural 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 assessment is called Final evaluation test (*Prova de avaliação*

[55] *Type 2 courses were extinguished.*

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 higher education, 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 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 level 3 vocational qualification (i.e. CEFs) will be discontinued in the near future.

III. SPECIALISED ART COURSES (CURSOS ARTÍSTICOS ESPECIALIZADOS)

Specialised art courses are divided into three subjects, namely visual and audiovisual arts, dance and music. Music and dance are not considered vocational education courses.

Visual and audiovisual art courses are a secondary level pathway that lasts 3 schooling years and lead to an upper secondary education certificate and a Level 3 vocational qualification.

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

In general, 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.

TABLE 3: SPECIALISED ART COURSES CURRICULUM MODEL

TRAINING COMPONENTS	WEEKLY TIMETABLE (X 90 MINUTES)		
	10TH GRADE	11TH GRADE	12TH GRADE
GENERAL	8 / 10	6 / 8	2 / 4
SCIENTIFIC	3/6	3/8	2/8
TECHNICAL-ARTISTIC	5,5/15	5,5/18	5,5/18
TOTAL	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 art 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.

IV. TECHNOLOGICAL COURSES *(CURSOS TECNOLÓGICOS)*

These courses aim to give students access to the labour market, but they also allow students to pursue their studies at a post-secondary course or higher education. They last for 3 schooling years and the successful completion leads to an upper secondary education certificate and a vocational certification of level 3.

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.

TABLE 4: TECHNOLOGICAL COURSES CURRICULUM MODEL

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 Skills Examination (*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 provided by the public schools network of the Ministry of Education[56].

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

These courses are an alternative route to upper 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 capitalisable modules, 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.

TABLE 5: CURRICULUM MODEL OF SPECIALISED ART COURSES FOR ADULTS

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.)
General	12	6	9	5	3	2
Scientific	*	2/5	*	4/6	*	4/7
Technical-artistic	**	3/7	**	3/7	**	3/8
Total	21/33	12/15	24/33	12/15	18/27	11/15

** may integrate 2 to 4 subjects*

*** may integrate 2 to 5 subjects*

TABLE 6: TECHNOLOGICAL COURSES FOR ADULTS 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.)
GENERAL	12	6	9	5	3	2
SCIENTIFIC	6	3	6	4	3	2
TECHNOLOGICAL	9	6	9	6	15	11
TOTAL	27	15	24	15	21	15

[56] *Main areas are: Civil construction; electricity and electronics; Informatics; Equipment design; Multimedia; Administration; Marketing; Environment and Territory; Sports and Social action.*

Courses may be attended according to the following modalities:

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

TABLE 7: ASSESSMENT DEPENDS ON THE CHOSEN ATTENDANCE MODALITY	
PRESENTIAL MODALITY	**NON-PRESENTIAL MODALITY**
- Module organisation by subject/year of education; - Tri-monthly accumulation; - Possible non-sequential accumulation; - Recourse evaluation for the accumulation of delayed modules.	- Compulsory sequential accumulation; - Exams by modules or set of three modules.
Technological Skills Exam (*Prova de Aptidão Tecnológica - PAT*) – Technology courses.	
Artistic Skills Exam (*Prova de Aptidão Artística - PAA*) – Specialized art courses.	

Source: ANQ. September 2008.

In 12th grade Technological courses for adults, 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 adults, 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 upper 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 or by private schools.

VI. 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 (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 the pursuing of studies, mainly in the form of post-secondary courses in specialised technology or tertiary education in a polytechnic school.

Over the last four years, the measures undertaken to fight school dropout and school failure led to a rise in the number of students and an improvement in the obtained results,

thus reversing the downward trend registered since 1995 in the number of enrolled students and the number of students who conclude compulsory education. The results of school year 2008/09 confirm that school failure and school dropout rates have decreased by half and show a consolidated and sustained growth of the number of students who complete basic education and enter upper secondary education. In school year 2007/2008, failure or repetition rates dropped to 7.7% in basic education level and to 18% in upper secondary education, against 11.4% and 31.7% in 2005/06, respectively.

In 2008, there were 282.188 young people enrolled in upper secondary education courses, of which 62.996 were attending vocational courses. The increasing number of students enrolled in upper secondary education is due, in large part, to the increase of students enrolled in vocational courses in public secondary schools (in 2006/2007 - 44 466 students, in 2007/2008 - 62 996 students)

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.

4.4 Apprenticeship Courses

Apprenticeship courses are initial vocational training courses aimed at young people, attended in alternance, privileging the insertion in the labour market and also enabling the pursuing of studies. These courses are intended for young people who must cumulatively comply with the following age limits and school qualifications:

- aged under 25
- 3rd cycle of basic education (lower secondary level) or
- qualification over 3rd cycle of basic education (lower secondary level), without completing upper secondary education or equivalent.

In certain exceptional situations, admission may be granted to applicants aged 25 or over: if the available training offer in other double certification training modalities is not compatible with the trainees' interests (whether due to the content of training paths or the training venue's location), or when applicants are unemployed and registered at an Employment Centre.

Table 1: Typology of courses and Academic and Vocational Certification

Minimum schooling for access	Length (hours)	School equivalence	Vocational certification
3rd cycle of basic education (lower secondary level)	2800 to 3700	Upper secondary education (12th year)	Level 3 training

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

TABLE 2: APPRENTICESHIP COURSES - TRAINING COMPONENTS	
COMPONENTS	**OBJECTIVES**
SOCIO-CULTURAL TRAINING	Training component with a transdisciplinary and transversal profile, aimed at the acquisition or strengthening of academic, personal, social and vocational competences with a view to promote integration in active life and the adaptability to different working contexts. Intended to enhance the development of citizens at national and community level by providing the necessary conditions to reinforce autonomy and initiative, as well as self-learning, teamwork, gathering information and problem solving skills.
SCIENTIFIC TRAINING	Component aimed at the acquisition of competences within the scientific domains underpinning technology, with a transdisciplinary and transversal approach to the necessary skills for performing a given job.
TECHNOLOGICAL TRAINING	In harmony with the remaining training components, this component aims to provide trainees with technological competences that enable the development of practical activities and problem solving skills inherent to a given job.
PRACTICAL WORKPLACE TRAINING	This component aims to develop new competences and consolidate the skills acquired in a training context through activities inherent to performing a job, as well as to facilitate a future vocational integration.

Apprenticeship courses are subject to the key-competences and training referentials linked to the respective qualifications contained in the CNQ.

Apprenticeships cover the following fields of employment, among others: 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 training components mentioned before: socio-cultural, scientific-technological and practical (the latter being performed in the workplace and accounting for at least 40% of total course length). The practical component is accompanied by a training facilitator appointed by the organisation responsible for workplace training.

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 alternance, who will work in collaboration with the action's coordinator, designated by the coordinator organisation.

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

4.5 Other Youth Programmes And Alternative Pathways

The paths to conclude the upper secondary education level are the answers created for those who have attended, without concluding, training courses at the upper secondary education level, and that were discontinued or nearly discontinued.

The paths to conclude the upper secondary education level are aimed at applicants who are 18 or over, and who have attended, but not finished study plans which became outdated (up to six subjects to conclude upper secondary education).

The discontinued study plans are the ones from the following courses:

Table 1: Courses with outdated study plans

Courses	Framing Diplomas
Complementary Courses (Academic and Technical)	Decree-Law no. 47 587/67 of 10 March
Complementary Courses structured by study areas	Implementing Order no. 140-A/78 of 22 June; Implementing Order no. 135-A/79 of 20 June
12th grade (academic branch); 12th grade (professionalising branch)	Decree-Law no. 240/80 of 19 July; Order no. 684/81, of 11 August
Courses of specialised artistic learning	Decree-Law no. 310/83 of 1 July; Decree-Law no. 344/90, of 2 November
Technical-professional Courses, including evening classes	Implementing Order no. 194-A/83 of 21 October
Professional Courses, including evening classes	Decree-Law no. 26/89 of 21 January; Decree-Law no. 70/93 of 10 March; Decree-Law no. 4/98 of 8 January
General Courses and Technological Courses	Decree-Law no. 286/89 of 29 August
General Courses, technical courses, technological courses and specialised art courses of alternative learning (units and/or blocks)	Decree-Law no. 74/91 of 9 February

Source: ANQ

These paths allow the applicant to finish upper secondary education, if the applicant has not obtained certification for up to six subjects from a study plan no longer in force. These subjects may be distributed along the set of schooling years of that particular study cycle or concentrated in one year only. In this range, subjects such as Physical Education, Moral and Religious Studies as well as Personal and Social Development are excluded.

Subject year is understood as each one of the schooling years of the study cycle of that particular subject, that is to say:

- A subject with a one-year study cycle corresponds to one subject year;
- A subject with a two-year study cycle corresponds to two subject years;
- A subject with a three-year study cycle corresponds to three subject years.

A non-concluded subject year is one in which the applicant obtained a mark inferior to 10 or in which the candidate did not obtain any mark at the internal assessment procedure conducted at the end of every grade.

In case the applicant has attended the alternative secondary learning system by units or blocks, a subject year is understood as 1/3 of the total of units or blocks from that subject.

The paths to conclude the upper secondary education level are achieved through:

SCHOOL PATH

The conclusion and certification through this particular path occurs by means of the current subjects in the scientific-humanistic courses and vocational courses, which are concluded through exams in November, February and May, under the form of:

- Conclusion of courses primarily orientated towards pursuing studies (the applicant may choose, if the offer exists, to substitute the exam at the school level for the Upper Secondary Education National Exam);
- Conclusion of vocational qualification courses;
- General conclusion of the upper secondary education level (the applicant may choose, in case the offer exists, to substitute the exam at the school level for the Upper secondary education National Exam).

COMPLETION OF TRAINING MODULES CORRESPONDING TO THE TRAINING REFERENTIALS REGISTERED IN THE NATIONAL QUALIFICATIONS CATALOGUE

The conclusion and certification through this particular path occurs by means of attendance, with full approval, of Basic Training Competence Units (UC) and/or Short Term Training Units (UFCD) of technological training, in the training reference framework included in the National Qualifications Catalogue, regardless of the original courses' nature.

The certification obtained through the paths to conclude the upper secondary education level depends on the option made by the candidate, according to the following table:

TABLE 2: PATHS TO CONCLUDE THE UPPER SECONDARY EDUCATION LEVEL		
AVAILABLE PATHS	**MODALITIES**	**CERTIFICATION**
ACADEMIC PATH	Course primarily orientated for the pursuing of studies at the higher education level	- Diploma with the indication of area or designation of the original course and its final result and - Certificate discriminating subjects concluded in the original course and in the scientific-humanistic course with the respective final results.
	Professionally qualifying course	- Diploma with the indication of area or designation of the original course and its final result and - Certificate discriminating subjects concluded in the original course and in the professional course with the respective final results.
	General conclusion of the upper secondary education level	- Diploma stating the conclusion of the upper secondary education level with the final result (without mentioning the area or designating the course) and - Certificate discriminating all concluded subjects (attended in the original course and in the scope of Decree no. 357/2007 of 29th October) with the final results.
EXECUTION OF TRAINING MODULES OF THE NATIONAL QUALIFICATIONS CATALOGUE		- Diploma stating the conclusion of the upper secondary education level without the final result and - Certificate discriminating all subjects concluded in the original course and the Competence Units and/or Short Term Training Units successfully attended in the scope of the Training Referential of the National Qualifications Catalogue

Source: ANQ.

The certification obtained through the conclusion of the secondary level of education allows the pursuing of post-secondary or higher education studies. However, the diploma confirming the conclusion of upper secondary education with no final grade implicates the pursuing of studies to be made according Decree-Law no. 64/2006 of 21st March. The paths to conclude the upper secondary education level are guaranteed by public schools with secondary courses, private and cooperative schools with pedagogical autonomy and by training entities with Adult Education and Training (EFA) Courses of upper secondary education level. The guiding of applicants for the most suitable path is conducted by the schools themselves or the New Opportunities Centres.

4.6 VOCATIONAL EDUCATION AND TRAINING AT POST-SECONDARY (NON-TERTIARY) LEVEL

Technological Specialisation Courses (CETs) are post-secondary non-tertiary training courses that prepare individuals for a scientific or technologic specialisation in a specific training area and award a level 4 vocational qualification. The level 4 vocational

qualification is achieved by a conjugation of a secondary training, general or vocational, with a post-secondary technical training. The course lasts approximately one year (between 1200 to 1560 hours).

CETs are addressed to students who have passed a secondary course or have a legally equivalent qualification; have a level 3 vocational qualification; have successfully passed all subjects from the 10th and 11th grades, and if they were enrolled in the 12th grade in a secondary course or legally equivalent qualification, without concluding it; have a technological specialisation diploma, or a higher education degree or diploma, and aims a vocational requalification.

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: arts; humanities; social and behaviour sciences; business sciences; Law; life sciences; Physical sciences; informatics; engineering; transforming industries; architecture and building; agriculture, fishing; Vet sciences; social services; personal services; transport; environment protection and secure services.

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 aims, 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. It corresponds to 15% of the number of hours fixed for the general, scientific and technological training components.

The technological training component comprises practical activities related to the technological field and problem solving under the scope of professional performance. It corresponds to 85% of the number of hours fixed for the general, scientific and technological training component set.

The workplace training component aims 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. It cannot be lower than 360 hours, but no higher than 720 hours. This training component is developed in partnership between the training organisation and 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 (such diploma allows a vocational capability certificate, issued under the National System of Vocational Certification) and a Level 4 vocational certificate, and allows trainees to pursue their studies at tertiary education level following a competition. 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.

CETs can be performed in public or private and cooperative schools; public, private or cooperative universities; in the vocational Training Centres of the IEFP; in Technological Schools and other accredited training providers.

TABLE 1: DISTRIBUTION OF CETS BY TYPE OF TEACHING (TERTIARY EDUCATION) 2008/2009			
TYPE OF INSTITUTION	TYPE OF TEACHING	NUMBER OF CET'S	%
PUBLIC	UNIVERSITY	29	8%
	POLYTECHNIC	230	63%
	SUB-TOTAL	259	71%
PRIVATE AND COOPERATIVE	UNIVERSITY	74	20%
	POLYTECHNIC	31	9%
	SUB-TOTAL	105	29%
TOTAL		364	100%

Source: Directorate-General for Higher Education (DGES): http://www.dges.mctes.pt. Last update: 19-10-2009.

4.7 VOCATIONAL EDUCATION AND TRAINING AT TERTIARY LEVEL[57]

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" (Article 11, no. 3), whereas polytechnics are responsible for "conveying scientific knowledge of a theoretical and practical nature and its applications, with a view to the performance of occupational activities" (Article 11, no. 4). Universities and polytechnics provide the necessary initial education and vocational training for the qualified performance of one or more occupational activities.

School year 2007/08 registered an increase of 10.271 enrolments in higher education in comparison with the previous year, thus reversing the downward trend registered since 2003/04. This rise can be explained by an increase in vacancies, the adaptation of courses to Bologna and the implementation of special access exams for individuals aged over 23. In school year 2004/2005, for instance, the number of students aged 23 or over amounted to 551. In 2007/2008, this number rose to 11.773 enrolled students.

IVET at tertiary level covers the following fields of study:

- Teacher Training and Educational Sciences;

[57] *In 2008, there were IVET courses provided by the polytechnics, although some of these institutions have already adapted their courses to the Bologna Process.*

- 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 the MCTES annually by the competent bodies within the institutions and shall be duly justified.

In the case of education establishments subject to a double tutelage, vacancies are set by the respective 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.

In order to attend tertiary education, candidates must 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 through formal educational pathways 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.

Students aged over 23 who intend to enter tertiary education also benefit from special access conditions. Following a lifelong learning logic, the Government has implemented the higher education policy for the promotion of equal opportunities in the access to tertiary education through Decree-Law 64/2006 of 21 March. This Decree-Law approved new regulations regarding access to students aged over 23 who hold specific vocational qualifications for the attendance of a course in a tertiary education establishment. Access evaluation includes:

- assessment of the candidate's academic and vocational curricula;

- evaluation of the candidate's motivations, namely by means of an individual interview;
- theoretical and /or practical exams on the essential knowledge areas and competences for access and progression in the course, which are exclusively defined according to the candidate's profile and the content of the course to which the candidate is applying to.

The training supply created after the publication of Decree-Law no. 74/2006 of 24 March, which approved the legal framework of tertiary education degrees and diplomas in accordance with the Bologna Process, brought greater flexibility through the adoption of curricula with alternative training routes. According to this Decree-Law, the cycle of studies leading to the graduation degree in polytechnic education 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 who, 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 who, after concluding all the curricular units that integrate the study programme, have obtained the established number of credits, as well as the successfully public defence of their dissertation, project work or traineeship report.

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

MAIN PROGRESS IF ANY MADE BY HIGHER EDUCATION INSTITUTIONS IN ORDER TO BE MORE OPEN TOWARDS LL LEARNERS

The primary objective defined by the Government is to increase skills and qualifications in education, thus creating new opportunities and enabling a supply of qualified human resources for greater competitiveness with social cohesion. This goal combines the knowledge obtained via education and training with qualified vocational integration. The Government has also pledged to extend the provision of lifelong learning to new audiences and involve higher education institutions in the process, thus articulating the secondary and higher education levels and accreditation for the purpose of pursuing further studies with the training obtained in post-secondary specialized courses.

Following these purposes, the reform process for opening-up tertiary education comprises an array of measures undertaken in 2007/2008, of which mention should be made to:

- the creation of a student loans system with a mutual guarantee scheme supported by the Portuguese government, which complements the social support scholarships scheme, thus improving higher education access opportunities for all students. Until December 2008 nearly 5,500 loans were granted through the national banking system. This number represents an important step for Portugal and the Portuguese families in following the current practices of modern societies at the OECD level.

- the reinforcement of budget allocations to social support scholarships for the more disadvantaged students, as well as the maintenance of school fees as established under current law, in order to extend social support and increase the number of students who attend Higher Education and promote mobility.

- the New Legal Regime of Higher Education Institutions[58], which a) established a clear definition of the role of both polytechnics and universities, in order to bring training supply closer to the increasingly demanding requirements of the labour market; b) tried to structure training supply more clearly by providing a more varied register of courses, adaptable to the particularities and needs of students, so that students can make informed career decisions.

- The creation of post-secondary education programmes (Specialised technological courses – CET) through Decree-Law no. 88/2006, which aims at increasing the supply of technological and vocational training, as well as extending access to these programmes to new audiences. This process brought a new dynamic to post-secondary education in Portugal, particularly in polytechnic institutes. There were nearly 5,000 students enrolled in CET in 2007-2008 (against nearly 1,000 in 2005), which represents a great disclosure of Higher Education to new applicants.

- a greater flexibility in the access to Higher Education, aimed in particular at students aged over 23, which expanded its target and reversed the decline in the number of students attending Higher Education in the last years. In 2007/2008, there were nearly 12.000 new students enrolled in Higher Education (in comparison with nearly 900 adults in 2005-2006), a fact that also illustrates the opening-up of Higher Education in Portugal.

- the creation and implementation of a new legal framework (Decree-Law no. 108/2008 of 25 June), which allows the enrolment in isolated subjects, with the guarantee of certification and accreditation in case of approval; allows students who are attending a higher education course to enrol in any higher education establishment, in subjects which are not included in the study plan of their course, with the guarantee of certification and inclusion in their diploma supplement in case of approval; and also allows the enrolment in a higher education course in a part-time scheme.

- this new legal framework also provides important support to new-graduates and masters who, after graduation, attend a vocational traineeship with a view to performing a career, since they can keep some of the rights granted by the institution from which they graduated for 24 months (identification card, access to social support including scholarships, access to libraries and computer resources).

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[58] *RJIES, Law no. 62/2007 of 10 September.*

According to the document "Evolution of enrolment in higher education: 1997/98-2005/06"[59], there is a remarkable increase in the enrolment in PhD courses, as well as in post-licentiate and post-bachelor specialisation courses, both registering rates of 226,5% and 237,3%, respectively.

The Higher Education reform led to a growing reinforcement and specialisation of the scientific basis, measured, among other aspects, by:

- a strong increase in PhD degrees conferred by Portuguese universities: nearly 1.500 new PhDs every year, of which nearly half are done in field of science and technology as a result of a the PhD and post-PhD grants;

- the growing qualification of the teaching staff, with the number of PhDs reaching nearly 65% in public universities and 31% in private universities at the end of 2007;

- a rise in qualified jobs for researchers within companies;

- the number of researchers in Higher Education increased by nearly 20%;

- Expenditure on R&D in the Higher Education sector grew 26% between 2005 and 2007, accounting for 30% of the national expenditure on R&D.

[59] *"Evolução do número de inscritos no ensino superior: 1997/98-2005/06", published by the Observatory for Science and Higher Education (OCES) in 2007.*

5. CONTINUING VOCATIONAL EDUCATION AND TRAINING FOR ADULTS

5.1 FORMAL EDUCATION

5.1.1 GENERAL BACKGROUND (ADMINISTRATIVE STRUCTURE AND FINANCING)

The New Opportunities Initiative aims at raising the basic qualification levels of adult population and at facilitating continuing vocational training and the recognition, validation and certification of acquired skills.

During 2007-2008, important agreements were signed by the Government and the majority of the social partners. As regards CVET, the Agreement for the Vocational Training Reform, which led to the creation of the SNQ, aims to:

- promote the expansion of the upper secondary education level as the minimum qualification among population;
- structure a relevant initial and continuing vocational training offer adjusted to the enterprises and labour market needs in terms of the present and emerging needs;
- promote a broad training offer leading to competences based qualifications;
- strengthen and consolidate the process of recognition, validation and certification of competences.

Another important agreement was the "Tripartite Agreement for a New System for the Regulation of Industrial Relations, Employment Policies and Social Protection in Portugal", which has reinforced the workers' right to 35 hours per year of certified training and promotes the development of the processes of recognition, validation and certification of skills. This agreement defines a new framework for the effectiveness of workers right to vocational training, as mentioned in Theme 3.3.

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 was created a standard, based on which it is possible to assess and validate their equivalence. The National Qualifications Catalogue *(Catálogo Nacional de Qualificações - CNQ)* is an instrument of strategical management of non-tertiary qualifications that regulates the double certification training offer, namely the one developed within lifelong learning, through the structuring of training offer based on 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.

The CNQ comprises vocational training references organised in short-duration accumulating units, which allow an autonomous certification of skills (these units can be independently certified) and thus permit diversity and flexibility within the continuing vocational training on offer.

The CNQ includes around 245 qualifications of non higher education level, distributed into 39 areas of education and training[60]. For each qualification is defined an occupational profile, as well as a training syllabus, organized in modules.

The qualifications included in the CNQ are accessible through adults training courses, modular training and 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.

5.1.2 MAJOR CHARACTERISTICS OF FORMAL CVET

The system of continuing vocational education and training comprises a range of flexible training pathways which enable the structuring of a vocational qualification that suits trainees' individual interests and needs. The aim is that trainees acquire or develop knowledge and skills in the technical and social fields allowing them to return to or improve their position in the labour market. These qualifications may be obtained through adult education and training courses and modular training, as well as a result of the process of recognition, validation and certification of competences and the recognition of qualifications acquired in other countries.

The main private and public institutions/providers in the scope of the SNQ are:

- New Opportunities Centres;
- Basic and upper secondary education schools of the Ministry of Education network;
- IEFP's direct and joint-management centres;
- Vocational schools of the Ministry of Education;
- Private and cooperative education establishments certified by the Ministry of Education;
- Training providers from other ministries;
- Private training centres accredited by the Ministry of Labour.

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:

I. ADULT EDUCATION AND TRAINING COURSES (*CURSOS DE EDUCAÇÃO E FORMAÇÃO DE ADULTOS – EFA*)

Adult Education and Training courses 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 upper secondary education. The process of recognition, validation and certification of competences is the most common platform to access to these courses.

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[60] *The CNQ is organized by areas of education and training, according to the National Classification of Fields of Education and Training (Ordinance no. 256/2005 of 16 March). Portugal, like other countries, employs the International Standard Classification of Education as a reference tool for the harmonization and comparability of educational statistics. This classification was adapted to the Portuguese context and led to the National Classification of Fields of Education and Training*

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

- A perspective of lifelong vocational education and training as a means to facilitate socio-professional integration and progression to subsequent levels of qualification;

- Flexible training pathways designed on the basis the recognition and validation of the competences 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-competences referential for adult education and training, as well as in the referential for vocational training included in the CNQ. This model privileges the differentiation between 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 competences, which complement and promote apprenticeships either through the module «learning with autonomy» for the basic education level, or through the «learning reflexive portfolio» for the upper secondary education level.

The curricular content of EFA courses is grounded on a joint conception of training components, with use of activities of increasing complexity which call upon knowledge on multiple fields, in a logic of complementarity and competence transfer, leading to double certification. The curricular allows non-continuing pathways that can be capitalised and certified independently.

a) Basic level EFA courses:

These courses comprise four standard basic key-competences areas (Language and Communication; Mathematics for Life; Information and Communication Technologies; and Citizenship and Employability). The 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, and by technological training is structured into short term training units, in accordance with the standards included in the CNQ.

The technological training may include a practical workplace-based training component, which is compulsory for adults attending a third level course and who are not working in the occupation to which the course is leading. The activities developed by trainees during the practical workplace training period 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 1 e 2 vocational training certificate.

b) Secondary level EFA courses:

These courses comprise three standard key-competences areas (Citizenship and Professionalism; Society, Technology and Science; and Culture, Language and Communication), organised in competence 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 Society, Technology and Science, examples drawn from the familiar budget are used to study management and economy). Technological training is ruled by the principles mentioned for the basic level.

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

Attendance of an EFA course may not lead to a vocational certification, but only to a general certification. However, it entitles participants to request a certificate of competences validation, which lists all the validated competences during the training process.

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

II. MODULAR TRAINING

Modular training, integrated in the scope of continuing training for workers, 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 upper 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, a qualification certificate, stating all competence units or short term training courses concluded, is issued.

If 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.

III. TRAINING COURSES FOR SPECIFIC SECTORS

In order to bring together vocational training and the real needs of the main national economic activity sectors and enhance the role of vocational training in the national economy, several joint-management training centres were created. These centres are a result of the signing of protocols between IEFP and one or more associations and bodies representing employers and social organisations, each belonging to a different sector of the economic activity. The aim is to equally involve entrepreneurs and the social partners in the effort towards the training and qualification of human resources, of which they are the major beneficiaries. On the other hand, entrepreneurs and professionals and workers associations of a given sector have the opportunity to more rapidly and directly convey their specific needs in terms of human resources and the necessary qualifications and vocational certifications, as well as to share the expected future evolutions and assess the quality of the provided vocational training. Each of these centres provides vocational training in several areas, among others fisheries, textile industry, civil construction, metallurgy and metal-mechanics, trade, food industry, electronics, technical innovation or automobile industry, usually directed to the business area of the second granter of the protocol.

Continuing vocational training concerning specific sectors is also 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 double certification in a short time.

In the scope of Axis no. 3 “Vocational Management and Further Training” of the Human Potential Operational Programme (POPH), a new typology is described: “Qualification of local and central administration and health workers”. This typology aims to support training in public central administration management and innovation and to promote the development of technical, scientific and social competences needed for the modernisation of services. This typology is addressed to public administration and health workers irrespective of their labour contract.

IV. MEASURES FOSTERING CVET IN ENTERPRISES (E-LEARNING)

The Portuguese Labour Code approved by Law no. 99/2003 of August 27 and later regulated by Law no. 35/2004 of July 29 establishes principles and norms regarding

vocational training. As regards goals and principles, the Labour Code approval did not bring much innovation in relation to what was previously established: the guarantee of youth initial qualifications, the promotion of continuing training among employees, the guarantee of the worker's individual right to training or the promotion of the vocational rehabilitation of disabled workers. The same was true for the general duties of employers: to provide training to their workers and guarantee their duty of willingly participate in the provided training actions.

The major innovation of the 2004 regulation did not occur at the level of general principles defined under the previous legislation, but rather in the mandatory character of vocational training. Vocational training is recognised as an individual right of workers and a duty of employers: the employer must ensure the provision of a minimum of 35 continuing vocational training hours per year (from 2006 onwards); training shall be provided to at least 10% of the workers hired on a permanent contract basis and to workers hired on a fixed-term contract whenever contract length exceeds six months (in this case, training hours may vary between 1% and 3% of the normal working period). In addition, the worker is entitled to use training hours as credit for the attendance of training actions whenever training actions are not ensured by the employer.

The employer must conceive annual or pluriannual training plans with specific indications with regard to goals, trainers, training venues and schedules and must therefore inform and consult the employees on the training plan project. Employers must also present an annual training report to the Inspectorate-General for Labour on the year subsequent to training, thus indicating the number of total workers and workers covered by training actions, training areas, training goals, as well as global training costs and financing sources.

With regard to the measures introduced as a consequence of the financial and economic crisis, please see Theme 2.1.

5.2 Non-Formal Education

5.2.1 General background (administrative structure and financing)

Portugal shows a high rate of low skills and academic qualifications, particularly among adults and workers. The institutional solution was the implementation of the New Opportunities Initiative, which aims to qualify 1 million youngsters and adults until 2010. The CNOs are expected to attract school leavers by offering them better prospects for lifelong learning and access to more highly qualified occupations. Since CNOs serve as platforms for access to, and the coordination of, various qualification routes for adults, they have acquired a central, structural role in the national system of RVCC.

The network of CNOs (currently totalling 456) covers all the national territory. These centres may be promoted by public or private institutions and the ANQ is responsible for authorising their creation, supervising their territorial and sectoral distribution as regards national qualifications demands.

5.2.2 MAJOR CHARACTERISTICS OF NON-FORMAL CVET

RVCC PROCESSES

The process of RVCC – Academic RVCC aims to improve school certification levels of adults aged over 18 that did not conclude basic education (4th, 6th or 9th school year) or upper secondary education (12th school year) by adopting a lifelong learning perspective.

The RVCC is developed through a process run in the New Opportunities Centres and is based on the following key-competences referentials:

- The Key-Competences Referential (*Referencial de Competências-Chave*) for adult education and training at basic education level focuses on four key-competences areas: Language and Communication; Mathematics for Life; Information and Communication Technologies; and Citizenship and Employability;
- The Key-Competences Referential (*Referencial de Competências-Chave*) for adult education and training at upper secondary education level covers three key-competences areas: Citizenship and Professionalism; Society, Technology and Science; and Culture, Language and Communication;
- In the National Qualifications Catalogue, vocational training referentials are set for each individual occupational area.

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

The recognition of competences involves identifying the knowledge, know-how and skills that adults have acquired during their life cycle. This is achieved through a range of activities whose purpose is to draw up an inventory of competences, whereby adults provide evidence of prior learning and can begin building a portfolio which reflects it.

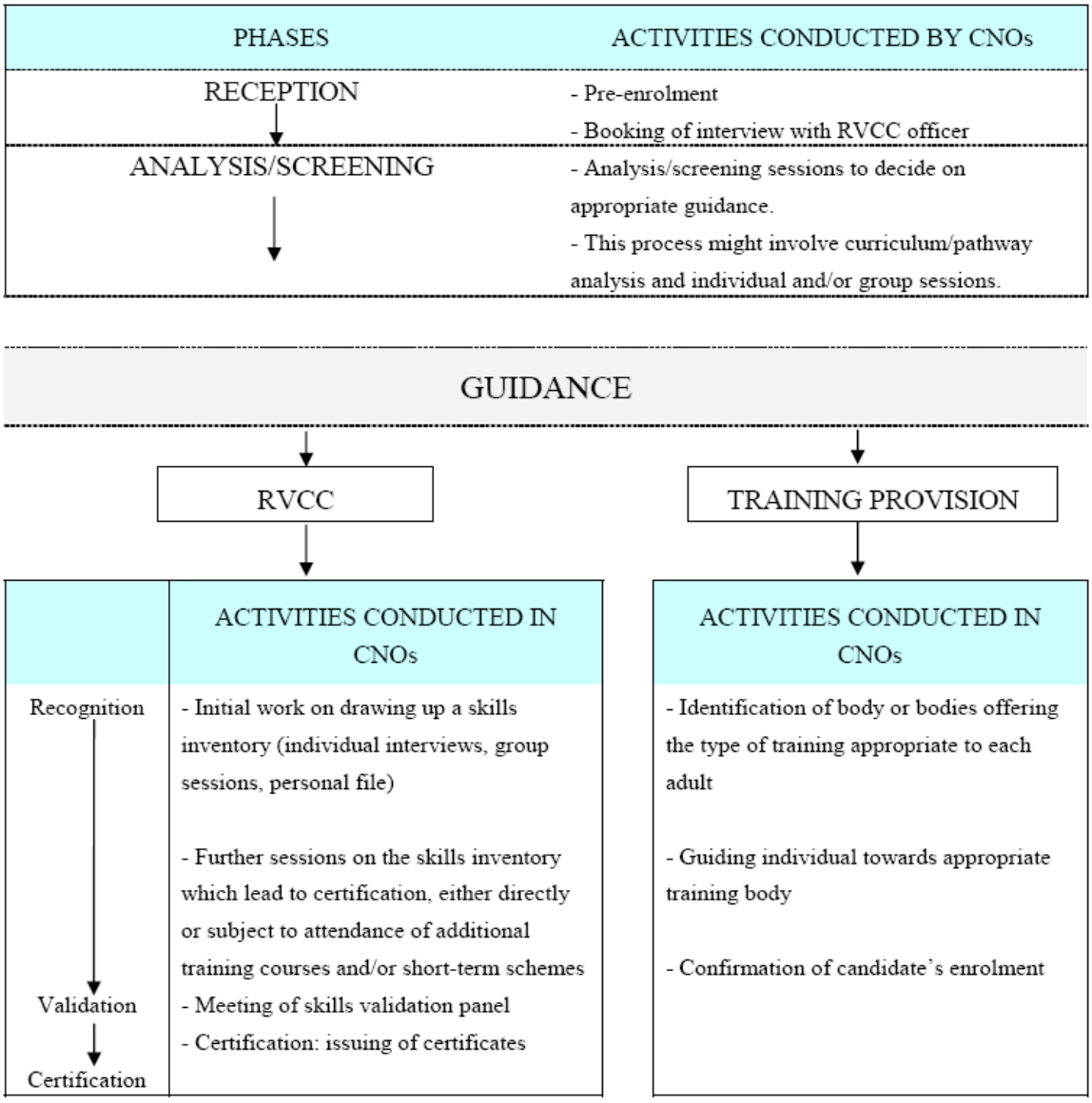
The validation of competences involves assessing how closely the skills acquired by the individual throughout life correspond to the referentials included in the National Qualifications Catalogue, using both self-assessment and external assessment.

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

Certification is formalised through the issuing of a basic level certification (a qualifications certificate corresponding to the 1st, 2nd or 3rd cycle of basic education and a basic education diploma), or a secondary level certification (a qualifications certificate corresponding to the upper secondary education level and a diploma of the upper secondary education level). If the certification process does not lead to the issuing of a certificate or diploma regarding the conclusion of the process, a qualifications certificate will be issued, identifying the already validated Competence Units (see Figure 1).

The certificate issued by a New Opportunities Centre will allow the pursuing of studies at a subsequent education level, namely higher education, for which the adult must fulfil the demanded access requirements defined by the law in force.

FIGURE 1: FLOWCHART SHOWING THE STAGES AND ACTIVITIES INVOLVED IN THE RVCC PROCESS



Source: ANQ, 2007.

In 2008, the RVCC processes were extended to the vocational process. There are currently 32 career opportunities.

The Vocational RVCC aims to improve the vocational certification levels in adults over 18 who do not possess qualification in their professional areas, in a continuous learning perspective.

They are addressed to applicants who have acquired knowledge and professional competences through experience or other contexts, but do not possess a vocational qualification and wish to obtain a vocational certification in their area and/or (re)start a training scheme fitting their training needs.

Vocational RVCC is developed through a process which takes place in a CNO. These processes are based on the vocational RVCC reference framework for each career exit included in the National Qualifications Catalogue, and follow the following stages:

- identification and recognition of professional competences;

- identification of lacking professional competences, with the indication of the additional training scheme to attend;
- certification of the professional competences for the granting of a Certificate of Qualifications and, if possible, a Diploma.

By the end of a Vocational RVCC process, applicants obtain the certification of their competences by means of a Certificate of Qualifications, a document that confirms and details Vocational Competences and a diploma which attests a level 2 or 3 qualification.

The certification issued by a CNO allows applicants to attend training courses specifically for the training needs identified in the Vocational RVCC process.

To apply to a vocational RVCC applicants should register at a CNO in their residential district and start the Diagnosis/Selection and Guidance process; revealing the adequate profile and the intention to obtain a vocational qualification, applicants will be conducted to the Vocational RVCC process for the suitable professional exit. The Vocational RVCC process may be developed in the CNO where registered or in another, if the former does not possess the adequate professional exit.

There is a high degree of acceptance of the processes of Recognition, Validation and Certification of Skills as an instrument supporting lifelong learning. Portugal has legal structures supporting validation methods, along with a strong policy framework. All sectors – public, private and the third sector – have developed and applied methods to validate competences acquired outside the formal education system.

According to data from the ANQ[61], 2008 registered 282,133 enrolments in the New Opportunities Centres, with the number of enrolments between 2006 and 2008 totalling 640,994. 73,225 is the number of certifications obtained in 2008, out of a total of 197,414 certifications issued since 2001.

Among the adult applicants in the CNOs, 213,890 aimed to attain basic education level certifications, while 233,884 intended to conclude their upper secondary education. The majority of applicants (36%) to the basic level were aged between 35-44 years, whereas the majority of applicants to the upper secondary certification were aged between 25-34 years.

As regards adult EFA courses in 2008, there were 66.944 new applicants and 11.608 certifications were issued.

The general profile of the applicants enrolled in RVCC processes and EFA courses within the scope of the New Opportunities Initiative since 2007 is composed of 53,6% women and 46,4% men, mostly aged between 25-34 and 35-44, mostly employed (65%) and having concluded the 3rd cycle of basic education (ISCED 2), and mostly from the northern region of Portugal (42,4%).[62]

Also of note is the signing of more than 550 protocols and/or cooperation agreements, covering more than 620.000 individuals, with the aim of engaging employers and workers in the effort towards qualification. The purpose is to strengthen conditions in terms of

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[61] *Monthly reports sent to the DGFV – Directorate-General for Vocational Training (2006) and the Information and SIGO – Management System for Education and Training Provision (since 2007). Provisional data updated in June 30, 2009.*

[62] *Source: SIGO, provisional data dated June 30, 2009.*

proximity (enabling access to active employed persons) and specialisation (enabling access to persons with disability or incapacity).

INOV PROGRAMMES

There are several programmes supporting vocational traineeships in order to strengthen the connection between qualified young people with a tertiary degree and the labour market. These traineeships are a privileged way of successfully promoting the transition from the education and training system to an employment situation and aim to stimulate not only the Portuguese young professionals transition into active life and employability, but also the ability for innovation and management of the Portuguese enterprises and their competitiveness. In this sense, mentioned should be made to the following programmes[63]:

- **Inov-Jovem – Young staff for innovation in SMEs**

The INOV-JOVEM programme is promoted, managed and implemented by the IEFP and aims to support vocational traineeships in SMEs for young people holding a tertiary degree in specific educational and training areas relevant for the innovation and management of SMEs. The programme's goal is to qualify young people in key-areas of knowledge with a view to reinforcing the competitiveness of Portuguese SMEs and matching skills and qualifications with the needs of Portuguese SMEs, as well as facilitating the integration in active life and the labour market of young workers and strengthening their employability.

This measure comprises a 12 month traineeship and is aimed at young people aged up to 35, holders of a tertiary qualification in the areas of management, engineering, science and technology and other critical areas for enterprise innovation and looking for a first or new job. There is priority access to disabled people and unemployed people registered at employment centres.

Financial support includes a traineeship allowance corresponding to two times the social support index (IAS), a meal allowance, work accident insurance, accommodation allowance (when the training venue is located 50 km or more from the trainee's home) or, in alternative, a cost-share in transport expenses. The trainee supervisor is entitled to a financial compensation, per month and trainee, equivalent to 20% of the IAS.

Candidates sign a workplace training contract, subject to the IEFP agreement, with the applicant SME. The enterprise must appoint a training supervisor, who shall be responsible for the execution and monitoring of the individual traineeship plan, make the final traineeship evaluation and deliver a final report to IEFP.

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.

Created in 2005 and initially designed to involve 1.000 youngsters, the INOV-JOVEM programme has since then covered more than 4.600 young people, 4.439 of whom were later integrated in the labour market. In 2007, its implementation rate was over 90%, with almost 700 trainees and about 80 supports for integration. The newly established goals aim to cover 5.000 young people per year.

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[63] *Three years after the approval of the INOV-JOVEM and INOV Contacto programmes, the Portuguese Government decided to launch a new stage of these programmes through Ordinance no. 1103/2008 of 2 October, following the Council of Ministers Resolution no. 63/2008 of 7 April with the wording given by the Resolution of the council of Ministers no. 93/2008 of 5 June.*

- **Inov Contacto – International traineeships for young staff**

The INOV Contacto programme is promoted, managed and implemented by the Portuguese Investment and External Trade Agency (AICEP) and aims to support traineeships abroad for the qualification of young workers or employees in key-areas of knowledge, thus providing them with effective competences in crucial innovation areas for the reinforcement of the competitiveness of the Portuguese enterprises.

This measure is intended for young people aged up to 30, holders of a tertiary qualification in critical areas for the internationalisation of the Portuguese economy, with foreign languages fluency and willing to develop their career abroad.

The traineeship has three sequential phases: a course of international practices, including training in real work context, named by the traineeship in Portugal; traineeship abroad in enterprises and other institutions located in strongly dynamic and innovative geographical areas; and a closing seminar and support to integration.

The trainee's process of competences development comprises support and guidance actions aimed at assuring the maintenance and use of their international qualifications, as well as encouraging the creation of a network that allows the exchange of contacts and experience.

The traineeship is remunerated with an amount equivalent to the monthly sum of two times the IAS. In addition, during the traineeship period abroad, a subsidy based on the cost-of-living index applied too each market is provided.

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

The increasing participation of enterprises in the INOV Contacto 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 Contacto Programme led to 578 industrial placements, 15% more than the initial objective of 500 placements. In April 2008, the Government, through the Council of Ministers Resolution no. 63/2008, launched a new stage boosting the programme where it was established that INOV Contacto should provide an annual average of 550 industrial placements during the next 3 years.

- **INOV Vasco da Gama – International Qualification of Young Entrepreneurs, Managers and Technical staff**

The INOV Vasco da Gama programme is promoted, managed and implemented by the Portuguese Investment and External Trade Agency (AICEP) and aims to support the temporary placement of young entrepreneurs, managers and technical staff from national enterprises in international reference enterprises and entities, recognised by their good management practices. This effort towards qualification intends to boost the internationalisation of the Portuguese companies and foster foreign investment in Portugal.

International qualification plan in strategic areas for Portugal will take abroad 150 young entrepreneurs, managers or technical staff of Portuguese SMEs to previously chosen best-practice companies for a 3-month period. The aim is to generate new opportunities that may be converted into greater growth and competitiveness of the Portuguese economy either by boosting the internationalization of Portuguese companies or.

This programme is aimed at young people aged up to 35 with tertiary qualifications, foreign language fluency, minimum two years work experience, and who are entrepreneurs or staff in Portuguese PMEs with a recognised internationalisation potential or a designed internationalisation project

The programme consists of three sequential and mandatory stages (Preparation seminar for 2 days; practical action to be carried out abroad, up to 3 months; closing seminar with the presentation of the final report).

The programme supports the costs with the seminars preparation and closing, a rent allowance during the practical action abroad and roundtrip flights. This programme intends to cover 150 young people annually.

- **INOV-ART – International traineeships for young people with recognised qualifications or skills in the cultural and artistic field**

The INOV-ART programme is promoted, managed and implemented by the General-Directorate for Arts and aims to support the training of young people with specific qualifications or skills in the art and culture areas through vocational traineeships in referenced entities in the international context of the art and culture sector. The aim is to foster their integration and internationalisation, and to foster the professionalization of youth in the fields of culture and the arts through the completion of professional traineeships, a professional internship being understood as the development of activities supervised by a traineeship supervisor which do not focus primarily on teaching and learning activities, nor on the gaining of an academic degree. Professional internship also means the pursuit of individual projects that are not part of the activity of the placement organisation.

This programme is aimed at young people aged up to 35 with tertiary qualifications in the artistic or cultural areas, specialised artistic training or special skills and/or experience in the area, who are unemployed or looking for a first or new job.

The programme consists of three sequential and mandatory stages (an international practices course; traineeship abroad; closing seminar and support to integration). The traineeships have a minimum length of three months and maximum of nine months.

The traineeship is remunerated with an amount equivalent to the monthly sum of two times the IAS, a meal allowance and personal accidents insurance and, in addition, during the traineeship period abroad, supports costs with roundtrip flights. This programme intends to cover 200 young people annually.

- **INOV *Mundus***

The INOV *Mundus* programme is promoted, managed and implemented by the Portuguese Institute for Development Support (IPAD). This programme aims to provide young graduates with qualifications and the integration in national or international, public or private organisations promoting development cooperation actions, through the attendance of vocational traineeships in Portugal or abroad. This programme aims to contribute to new career opportunities, job creation and increase national competitiveness, and is intended to involve 250 youngsters annually until 2010.

This programme is intended for young graduates aged up to 35, with a tertiary qualification in a relevant area for cooperation, with foreign languages fluency and preferentially with a working experience in a development cooperation organisation, who are unemployed, seeking for a first or new job.

The traineeship comprises three mandatory stages: a training seminar with a two days length undertaken in Portugal; training activities undertaken in Portugal or abroad in selected organisations either public or private, national or international in the field of cooperation with a maximum 12 month length; a closing seminar.

If the traineeship is carried out in Portugal, it is remunerated with an amount equivalent to the monthly sum of two times the IAS, a meal allowance and accommodation allowance for 11 months. If the traineeship is carried out abroad, the programme supports a variable monthly allowance, accommodation allowance and costs with roundtrip flights. This programme is intended to cover 250 young people annually.

The operational norms, monitoring and the concession of technical and financial support of the INOV Programmes are defined by joint Ordinance of the Ministries of Foreign Affairs, of Labour and Social Solidarity, of Economy and Innovation and of Culture. These programmes are co-financed by the above mentioned Ministries, notably with the support of the Operational Programme for Human Potential.

5.3 Measures To Help Job-Seekers And People Vulnerable To Exclusion From The Labour Market

In addition to the training offers described in the previous section, there are also courses aimed preferentially to 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 certified institutions, they grant only a training certificate. The data on participation rates presented is available only for IEFP.

Vocational training for disadvantaged groups (*Formação profissional de grupos desfavorecidos – acções directas*)

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

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

These courses allow a vocational qualification and are provided by IEFP or accredited training centres. Progressively, these kinds of target groups are becoming integrated into regular vocational training courses.

Special Vocational 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.

PORTUGAL ACOLHE PROGRAMME – PORTUGUESE FOR ALL

Through the *Portugal Acolhe* (Portugal Welcomes) Programme, the Continuing Training for Immigrants aims to welcome immigrant communities residing in Portugal from a social and occupational perspective, namely through the development of Measures for Training in Portuguese Language and Citizenship.

In this context, in 2001, the IEFP had the responsibility of promoting these measures within its Vocational Training Centres Network, in cooperation with economic and social partners.

In 2007, within the scope of a changing legal framework on immigration in Portugal and following the recent alterations in the profile of immigrants, the Plan for the Integration of Immigrants *(Plano para a Integração dos Imigrantes - PII)* was published through the Council of Ministers Resolution no. 63-A/2007 of May 3. This plan identifies an array of policy measures distributed among several vertical and transversal sectoral areas and coordinated between the Ministries with responsibilities regarding the reception and integration of immigrants, namely the MTSS.

Within the range of IEFP's attributions was the optimization and development of specialized Portuguese language training programmes, aimed at specific occupational contexts demanding a specific vocabulary (technical Portuguese). IEFP has thus promoted a set of actions in order to meet the recommendations and goals of the PII and reformulated the *Portugal Acolhe* Programme, which started including new curricula referentials similar to the structure of modular training with a view to its future integration in the National Qualifications Catalogue.

Thus, the *Portugal Acolhe* Programme – Portuguese for All received a new curricular structure and Portuguese Language referentials framed within the rules of the ***Common European Framework*** of Reference for ***Languages*** *(Quadro Europeu Comum de Referência para as Línguas)*, with the adoption of a new Portuguese Language Referential – Portuguese for Speakers of Other Languages – Basic User (A2 level) produced by the ***Directorate-General*** for Innovation and Curricular Development *(Direcção Geral da Inovação e Desenvolvimento Curricular - DGIDC)* of the Ministry of Education, as well as the introduction of 4 training units of Technical Portuguese for specific ends, with referentials produced by the IEFP.

PERSONAL AND VOCATIONAL DEVELOPMENT FOR PEOPLE WITH DISABILITIES

Training for people with disabilities *(Formação para pessoas com deficiência)*

The vocational training for persons with disabilities and impairments aims to provide individuals with competences that allow them to find or maintain a job, and help improving their occupational integration.

These courses are aimed at persons who, considering the nature of their impairment, do not have access to the training offer provided by regular structures. Training may be initial or continuing, depending on the profile of the applicants:

INITIAL TRAINING

Aimed at persons with disabilities and impairments, having the minimum age for working (16 years) who intend to enter the labour market and do not possess a vocational qualification compatible with the performance of a given occupation or job place.

Initial training actions have a minimum 1200 hours and a maximum 2900 hours length and shall preferentially be based on an integrated training path covering:

- Recover and update of personal and social competences;
- Acquisition of the necessary competences for a vocational qualification or a given job place;
- Workplace-based training aimed at promoting the practice of personal and technical competences in a real work environment, supervised by the training provider, as well as easing the trainees' approach to the labour market. Recommendation indicates a one year maximum training.

CONTINUING TRAINING

Aimed at persons with disabilities and impairments, employed or unemployed, who intend to improve their qualifications with a view to maintaining their job, progressing in their career or reentering the labour market, thus adjusting or expanding their qualifications according to their needs, those of the companies or of the labour market. Continuing Vocational Training actions have a 400 hours maximum length.

In a situation of continuing training actions involving active persons with disabilities and unemployed, training may include a period for recovery and updating of personal and social competences (which should not exceed 30 hours), as long as it constitutes an enhancing factor for their occupational reintegration.

These courses may be developed in local and/or specialised Resources Centres, in Vocational Training Centres and in vocational rehabilitation Centres/Institutions.

6. TRAINING VET TEACHERS AND TRAINERS

6.1 TYPES OF TEACHER AND TRAINER OCCUPATIONS IN VET

6.1.1 TEACHING AND TRAINING OCCUPATIONS IN VET

In Portugal, there are three main types of professionals who ensure vocational education and training.

TEACHERS

In accordance with the Basic Law of the Education System (LBSE), the training of non-higher education teachers includes initial, specialised and continuing training.

The initial training of teachers is carried out in higher education institutions – polytechnic and universities – with the Master's degree being the minimum academic qualification for the teaching profession, according to the changes introduced within the Bologna Process[64].

Pre-primary teachers and teachers in the 1st and 2nd cycles of compulsory education are trained in Teacher Training Colleges *(Escolas Superiores de Educação),* which are integrated in polytechnics or universities. Teachers in the 3rd cycle of compulsory education and upper secondary are trained at universities.

In order to enter the teaching career, it is necessary to possess a higher education degree granted by a polytechnic or a university for the cycle or recruitment group one is applying to.

There are specific higher education courses for teachers named "teacher and trainer training" and "education sciences". Admission requirements are identical to all higher education courses.

The access to teaching jobs in the public sector is done via national application, based on the academic qualifications and work experience. Applicants have to pass the knowledge and competencies exam (designed to evaluate scientific capability). Successful applicants undergo a probationary period at the end of which they have to obtain, at least, the mark of Good in the performance assessment (to assess pedagogic and didactic competencies).

The teaching profession is divided into two categories – teacher and senior skilled teacher. The second group coordinates and evaluates the work of the first one. Teachers working in the public sector are civil servants.

In compulsory education, teaching is global and 1st cycle teachers are multidisciplinary. Classes are under the responsibility of a single teacher, who may be assisted in specific areas.

In the 2nd cycle, teaching is organised into subject areas of basic education and teachers are predominantly subject specialists. At this level, reference should be made to the new initial teacher training policy that envisages the extension of the generalist teacher

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[64] *Decree-Law no. 43/2007 of 22 February: legal framework for teachers training of pre-primary, basic and upper secondary education.*

qualification areas to include joint qualifications both for pre-primary education and the 1st cycle, or joint qualifications both for the 1st and 2nd cycles of compulsory education, thus allowing pupils to be accompanied by the same teacher for a longer period of time.

The structure of the 3rd cycle is based upon a system of one teacher per subject or group of subjects.

Specialised training takes place in higher education institutions and aims at the qualification of staff for specific specialised educational positions, duties or activities of a pedagogical or administrative nature, which are directly linked to the functioning of the educational system and schools.

Continuing training follows the same pathway for all non-higher education teachers and aims at improving the quality of teaching and learning.

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 performed in the following areas:

- to promote students' integral and full 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 staff;
- 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 at innovating and reinforcing education and teaching quality.

TRAINERS

Trainers are highly qualified professionals in their occupational area. They are expected to complete an initial pedagogical training course for trainers *(Curso de formação pedagógica inicial de formadores),* after which they are granted a Trainer Pedagogical Skills Certificate (*Certificado de Aptidão Pedagógica de Formador – CAP*) issued by the Institute for Employment and Vocational Training (IEFP), the body homologating these courses. The initial training courses last 90 hours or more and the certification is valid for 5 years, at the end of which renewal requires updated continuing training (60 hours) and 300 hours of training experience.

Working as a trainer requires psycho-social preparation, as well as scientific, technical, technological and practical training, which implies the possession of qualifications identical or superior to the exit-level of the trainees.

Trainers develop their activity in vocational schools and training centres. At the vocational schools they can teach the technical/technological component, as well as the practical simulated workplace component. At the training centres they can teach the socio-cultural, scientific and technical/technological components, as well as the practical simulated workplace component.

The role of trainers is performed in 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.

Until April 2008, 273,657 trainers were awarded certification (cumulative data). Their geographical distribution shows that the northern region registers 35% of the training pedagogical skills certification processes, while the Lisbon and Tagus Valley region registers 33% and the Central region 18%.

TUTORS

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

The role of the tutor is usually developed by experienced professionals, some of whom 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.

In addition to teachers, trainers and tutors, who are directly involved in the provision of training, the **TRAINING COORDINATOR** 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.

MEDIATOR OF ADULT EDUCATION AND TRAINING COURSES (EFA)

The mediator is responsible, together with the trainers of the technical-pedagogical team, for the guidance and development of the trainee's evaluation, with a view to analysing and assessing each candidate's profile and identifying the most suitable offer in terms of adult education and training.

Mediation is performed by trainers and other professionals, namely training advisers with superior qualifications having specific training for this function or relevant work experience in the adult education and training field.

6.1.2 RESPONSIBLE BODIES

The definition of the teacher's pedagogical training programme and their quality assessment are under the responsibility of the ME's central services; the regional education authorities, within the respective territorial limits, perform peripheral administration duties in relation to the powers of the ME and its central services. The ***Directorate-General*** for Innovation and Curricular Development (DGIDC), a body under the ME, is responsible for the definition of the reference terms for the initial, continuing and specialised training for teachers, as well as for the planning of training needs.

The education establishments of the same geographical area may associate and constitute training centres, thus creating Schools Association Training Centres *(***Centros** *de* **Formação** *de Associação de Escolas – CFAE*.

As far as CAP is concerned, the National Centre for the Qualification of Trainers *(Centro Nacional de Qualificação de Formadores* - CNQF), a unit under the IEFP's Vocational Training Department, under the supervision of the MTSS, is the main institution determining the content of trainer's initial training. With regard to the content of other professionals' training, we have, on the one hand, contents defined by the VET system and, on the other hand, contents that are negotiated between social partners, at national and regional level, and/or at enterprises level, between trainers, employers, employees and workers. The Ministry of Education and the Ministry of Labour usually promote and/or organise such negotiations at national and regional level.

Social partners, trade unions and employers associations are represented at the IEFP administration board. In addition to initial CAP and CAP renewal, IEFP offers training courses for trainers on various subjects.

The CNQF designs and tests training referentials – programmes and resources – for the initial and continuing training of trainers and other professionals, except teachers, working in the education and training system. After validation and the necessary training of trainers, these referentials are integrated in the training supply of the Vocational Training Centres network of the IEFP and are also available to all the other national training entities that operate in trainers' training. The produced referentials take into consideration the training needs of trainers and the strategic priorities defined under the training policy.

6.1.3 RECENT REFORMS TO VET TEACHER/TRAINER TRAINING

In Portugal, there have been a number of changes in crucial areas of the education system in the current educational context, with particular emphasis on the restructuring of the teaching profession, the teacher training system and teacher performance evaluation to improve the quality and efficacy of education, learning and teaching practice.

MAIN REFORMS

Within the scope of initial training for teachers, special mention should be made to the new Legal Framework of the Qualification for Teaching in pre-school, basic and upper secondary education, whose content regulates access to teaching, establishes that, from school year 2007/2008 onwards, the qualification for teaching of non-tertiary education teachers shall be attained through the attendance of higher education courses conferring the master degree (courses structured according to the Bologna Process).

With a view to improving the quality of teachers training, two measures are worthy of reference:

- the reform of the regulation for access to the teaching career in public schools (2007), with the implementation of a probationary year (to be implemented in 2009/2010), whose aim is to support the vocational development of teachers and help them integrate into schools and participate in their development;

- the reorganisation of the network of Schools Associations Training Centres *(***Centros** ***de Formação*** *de Associação de Escolas – CFAE)* and changes in the operational action plans of the CFAE (for instance, since the second half of 2008, more than 2/3 of the available training actions began to be provided by external providers, preferentially higher education institutions and professional associations of teachers). This measure has great impact in the organisation of the subsystem of continuing training for teachers, more precisely in the role given to training providers

With regard to measures for teachers and trainers of the double certification vocational education and training supply aimed at young people and adults, attention should be drawn to the following changes:

- the vocational qualification for teaching and training of these professionals, whose recruitment obeys to the legal norms in force at national level.

- the cooperation between education and vocational training establishments and the CFAE in order to survey training needs and carry out the respective training plans. Training may be carried out in companies, for instance under cooperation protocols signed with schools;

- the fundamental role of the pedagogical teams of the CNOs as «facilitators» in the process for recognition, validation and certification of competences, and as «facilitators» in the learning process of EFA courses and Modular Training. This is the purpose of the guiding principles contained in the Quality Charter of the CNOs and of the action guidelines regarding training, under the responsibility of ANQ.

- the specialised Training Programmes, developed each year at national and regional level, are intended for the pedagogical teams of the CNOs and EFA courses. Aimed at developing specific vocational skills for individual and team performance, the specialised training programmes are carried out before the beginning of teaching profession, in a continuing way, and deal mainly with the sharing of knowledge and good practices. In 2008, several public universities with a know-how in adult learning developed a training programme in cooperation with ANQ aimed at the CNOs teams.

With regard to the training of trainers (initial and continuing), the legislation in force is currently being altered with the purpose of meeting the recommendations contained in the Council's Conclusions of November 2007 on improving the quality of teachers training, since the activity of trainers in Portugal implies the possession of a CAP, whose concession is based on the Trainers Profile – Pedagogical Competences[65].

[65] *Decree -Law no. 15/2007 of 19 January.*

In this context, the activities of the CNQF should be emphasised as a way of promoting information and qualification among this occupational group, for instance through: (i) the organisation of conferences and seminars dealing with several themes, such as the National Qualifications System, the Evaluation of Learning and Qualifications and Employability; (ii) the development of Distance Training methods (e-learning and b-learning) through the management of an I.T. integrated platform; and (iii) an the edition of an electronic newsletter.

6.2 Types Of Teachers And Trainers In IVET

6.2.1 Types of teachers, trainers and training facilitators in IVET

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

	Teachers	Trainers	Tutors
Initial training	Compulsory possession of a master degree certificate obtained in tertiary institutions.	Compulsory possession of a trainer CAP (Pedagogical Skills 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 (Pedagogical Skills Certificate) on the basis of the working experience of the trainer	No compulsory attendance of initial specific training, although they ideally should have the trainer's CAP
Other access requirements	One compulsory traineeship year for verification of global skills for teaching	Not applicable	Not applicable
Workplace	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

	TEACHERS	TRAINERS	TUTORS
TYPE OF RECRUITMENT	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 exclusively appointed by the Ministry of Education	Recruitment is organised by vocational training centres or training bodies	Appointed by enterprises or organisations
CONTINUING TRAINING	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.

6.2.2 INITIAL EDUCATION AND VOCATIONAL TRAINING FOR TEACHERS

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 and must possess a pedagogical qualification.

The pedagogical modules include the following training components, aiming to ensure a satisfactory integration of teachers and trainers according to the requirements of vocational performance: general educational training; specific teaching methods and skills; introduction to working 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 working practice component include supervised teaching practice in a school. The component is designed with a view to vocational development, focusing on the performance of future teachers and promoting a critical and reflective approach to the challenges, processes and tasks of daily working 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.

6.2.3 PRE-SERVICE AND IN-SERVICE TRAINING OF IVET TEACHERS AND TRAINERS

PRE-SERVICE 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 course for trainers (*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 Pedagogical Skills Certificate (*Certificado de Aptidão Pedagógica – CAP*) specifically for trainers[66]. The CAP is valid for 5 years. There are no other specific requirements to access a trainer occupation.

This pedagogical training is structured around three main teaching areas: the development of personal and interpersonal skills in a training context; the acquisition of technical skills that support vocational performance; and the application of the skills acquired during the teaching process.

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

The access to a CAP is also available for pre-primary, basic and upper secondary teachers; individuals with a proper vocational qualification recognized by the Ministry of Education; individuals certified by the Scientific and Pedagogical Council of Continuing Vocational Training.

IN-SERVICE TRAINING FOR TEACHERS

Continuing training is recognised as a right and a duty of teachers to ensure the deepening and updating of knowledge and vocational skills, as well as occupational 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 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.

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[66] *Implementing Decree no. 26/97 of 18 June and Ordinance no. 1119/97 of 5 November.*

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.

IN-SERVICE TRAINING FOR TEACHERS WITH LOW QUALIFICATION LEVELS

This is a type of initial teacher training for teachers who are teaching classes without having a higher education qualification, but are however permanently employed by the Ministry of Education. They are given special conditions to do this type of training via, for example, a reduction in the number of classes taught, maintaining current salary, compatible timetables and support. It consists of two successive components: training in Education Sciences, a training project and pedagogy. The Education Sciences are studied in the first year and are administered in modules that generically correspond to the areas of Educational Psychology, Educational Sociology and School Organisation, Curriculum Development and Specific Didactics and Educational Technology, by the respective higher education institutions. The training project component and the pedagogy that make up the second year are administered in the school that the teacher belongs to and are the joint responsibility of the higher education institution and the pedagogical council of that school.

This model was created in the late 1980s to allow the large numbers of teachers who only had low qualification levels (specific or sufficient qualification) to acquire adequate training. These teachers entered the system to make up for the shortage of teachers after the extension of educational access and compulsory schooling. Currently, in-service vocational qualification is a residual form of initial training, because of the conditions and reasons for its creation have changed – in other words, the supply of fully-qualified teachers has increased –, but also because the recent policy reforms mean that the level of requirements to enter the profession has been raised.

IN-SERVICE TRAINING FOR TRAINERS

The in-service, continuing training of trainers system is linked with the renewal of the Pedagogical Skills Certificate (CAP). Therefore, the IEFP offers training courses on various subjects: Training Systems, Training and Certification, Training Management, Training Technologies and Methodologies.

The CAP must be renewed every 5 years. To ensure that trainers have obtained relevant training experience in the 5 years since getting CAP, they must prove that they have attended 60 hours of training, or other relevant pedagogical experience, and also that they have given 300 hours of training.

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. In addition, other public and private training bodies also

offer initial and continuing training for trainers, based on the standards established 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 teach the vocational training component of the education and training courses for adults supervised by the Ministry of Education.

The trainer occupation has been legally regulated since 1994[67].

6.3 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.

Pre-service and in-service training of CVET teachers and trainers

Please refer to 6.2.2.

[67] *Implementing Decrees no. 66/94 of 18 November and no. 26/97 of 18 June and Ordinance no. 1119/97 of 5 November.*

7.1 SYSTEMS AND MECHANISMS FOR THE ANTICIPATION OF SKILL NEEDS (IN SECTORS, OCCUPATIONS, EDUCATION LEVEL)

Between 1997 and 2006, the Ministry of Labour and Social Solidarity (MTSS) studied current trends in qualifications and identified training needs in 29 sectors. The MTSS purpose 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 define the training content that would correspond to the evolution in jobs and qualifications.

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

In the scope of the vocational training reform, one of the objectives of the National Qualifications System (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 were included in the National Qualifications Catalogue (CNQ), drawn up and updated by the National Qualifications Agency (ANQ).

The institutional framework of the skills needs anticipation policy is under the responsibility of both the MTSS and the Ministry of Education (ME), namely through the development and management of the CNQ under the responsibility of the ANQ, which intends to improve the relevance and quality of vocational education and training and decisively contribute to the experience of a full citizenship, the competitiveness of enterprises and employability.

1) The ANQ works in collaboration with Sectoral Councils for Qualifications *(Conselhos Sectoriais para a Qualificação – CSQ),* which are responsible for identifying areas in which the CNQ needs to be updated, and whose members include social partners, reference enterprises, sectoral or regional training operators and independent experts. The CSQ will ensure, at a sectoral and/or regional level, a more detailed debate on the future of qualifications, based on studies that already exist or that will be developed.

2) the mission of the Strategy and Planning Office *(Gabinete de Estratégia e Planeamento – GEP),* created by Decree-Law no. 209/2007 of 29 May[68] and amended by Declaration of Amendment no. 72/2007 of July 27 is, among others, to ensure technical support to the design of policies, as well as to the strategic and operational planning, in articulation with financing planning; and to follow-up and assess the implementation of politics, planning instruments and results of the organisation and management systems, along with other services of the MTSS.

Among GEP's several attributions, mention should be made to:

- the promotion and development of research and prospective studies that may contribute to the definition and configuration of strategies, policies, priorities and goals of the MTSS;

[68] *Extinguishes the former Directorate-General for Studies, Statistics and Planning – DGEEP.*

- the development, dissemination and support to the creation of instruments for the planning, financial programming and evaluation of the policies and programmes of the MTSS;
- the production of adequate information within the MTSS's areas of intervention, namely statistical information within the framework of the national statistics system.

The GEP also develops surveys to national employers (or enterprises) with the aim of gathering indicators related with training courses promoted or done, by the enterprises to their own employees using as a main tool a structured questionnaire taking account the type and size of enterprise/organisation/establishment (in terms of number of employees), sector and region. In their analyses GEP uses international classifications ISCED.

3) the aim of the Employment and Vocational Training Observatory *(Observatório do Emprego e Formação Profissional – OEFP)* (Ordinance no. 180/93 of February 16) is to contribute to the analysis, prevention and proposal of solutions for employment and vocational training issues, namely those referring to the evolution of vocational qualifications and vocational training needs.

4) Mention should also be made to the Institute for Employment and Vocational Training (*Instituto de Emprego e Formação Profissional – IEFP),* which is in charge of implementing employment and vocational training policies defined and approved by the Portuguese government, thus assuming a crucial role in the operation of the training offer that meets the training needs of the population.

5) The Information and Management System for Education and Training Provision *(Sistema de Informação e Gestão da Oferta Educativa e Formativa — SIGO)* is a key instrument for managing and monitoring demand, processes and results, fundamental for directing and guiding young people and adults to training offers that enable them the development of certified skills, thus allowing the decentralised management of the training offer

6) Also the Office of Strategy, Evaluation and International Relations *(Gabinete de Planeamento, Estratégia, Avaliação e Relações Internacionais — GPEARI)* collects information relevant to the definition of policies in the area of tertiary education.

The Portuguese system of anticipation of skill needs is based mainly on sectoral analysis linked to the development of occupational profiles and qualification standards. The system is developed mostly at trade, sector or local levels. Systematic anticipation of skill needs at national level is not very pronounced. The skill needs analysis is performed basically in the framework of development of occupational standards and sectoral and regional analyses.

The main methods used vary between quantitative and semi-quantitative approaches, such as econometric forecasting models, surveys among employers, skills audits, and qualitative approaches, such as case studies and finally combined/holistic approaches, such as foresights, shared diagnosis, scenarios (including some proactive approaches to construction of the future), and observatories. Other approaches used include sector studies, alumni surveys and monitors, specific branch/type of activity/occupation/field of qualification studies, studies on skill requirements for specific target groups (unemployed, disabled, low/non-qualified, ethnic minorities, foreign workers) and so on.

With regard to the methodologies for the anticipation of skill and competence needs, Portugal does not have a legislative framework or even mechanisms defining the needs and a course of action for the anticipation of training needs. In terms of the transfer of the results/productions of the documents developed by public bodies to the training system, it

should be noted that the appropriation and integration of the new tendencies in the evolution of qualifications is impeded by the inexistence of legislation that obliges or binds the "systems" to adapt or integrate further changes in qualifications and occupations.

7.2 PRACTICES TO MATCH VET PROVISION WITH SKILL NEEDS

There are several examples how identified labour market needs are taken into account:

In what regards curriculum development and although the curriculum is determined at national level each school provides courses from the list of courses proposed nationally. This choice may be dictated by local or regional socio-economic conditions or by the needs of qualified human resources.

The introduction of ICT in basic and secondary education curricula aims to meet the needs of the new generations in what refers to the knowledge society. Other subjects were introduced with the same objective such as English, project-area.

Also modular training was introduced in the Portuguese vocational training system in order to follow the changing demands of the labour market in a more flexible manner.

The double certification training offer also constitutes a practice to match VET provision with skill needs since it aims to qualify the population with the secondary level of education and training and do it within the framework of double certification (both academic and vocational). These courses are also characterised by the integration of a practical training component. This component of training, structured from an individual training plan or map of activities to be developed in a workplace context, takes the form of an apprenticeship and seeks the acquisition of technical, relational and organisational competences as regards vocational qualification, placement in the world of work and lifelong training.

Social partners play a decisive role by participating in the following institutions:

National Vocational Training Council *[Conselho Nacional da Formação Profissional]*; National Qualifications Agency *[Agência Nacional para a Qualificação]*; Permanent Commission for Supervision of the Human Potential Operational Programme – POPH *[Comissão Permanente de Acompanhamento do Programa Operacional do Potencial Humano]*; Regulation Commission for Access to Occupations *[Comissão de Regulação do Acesso às Profissões]*; Committee for Supervision of the System of Accreditation and Quality *[Comité de Acompanhamento do Sistema de Acreditação e Qualidade]*.

They also participate in the advisory bodies associated with IEFP, whose recommendations, in spite of their merely advisory function, influence training profiles, institutions strategy and vocational training policy.

8. GUIDANCE AND COUNSELLING FOR LEARNING, CAREER AND EMPLOYMENT

8.1 STRATEGY AND PROVISION

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

Within the scope of the vocational training reform, the ME and MTSS adopted a development strategy in the field of guidance and counselling that will involve multidisciplinary teams ensuring a more integrated approach to the various issues, such as defining young people's academic, training and career pathways.

The Information and Management System for Educational and Training Supply *(Sistema de Informação e Gestão da Oferta Educativa e Formativa – SIGO)* was created in the scope of the MTSS and ME as a fundamental tool supporting 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 National Qualifications Agency *(Agência Nacional para a Qualificação – ANQ)*.

Information and guidance activities for qualification and employment are currently developed by the New Opportunities centres, psychology and guidance services of the educational establishments, public employment services and other institutions which develop State-recognised information activities.

Within the scope of the information and guidance activities for qualification and employment, the ANQ is now responsible for[69]:

- 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 specialized 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.

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[69] *Article 14 of Decree-Law no. 396/2007.*

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.

In what concerns 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. At this level are defined the methodology and the tools and are also developed the information tools. Regional services are generally responsible for coordinating, promoting and integrating the guidance activities delivered by local units, such as job or training centres.

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 develop their position 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 Vocational Insertion Offices *(Gabinetes de Inserção Profissional – GIP)*, which are aimed at These units have as an objective to support young and adult unemployed in the definition and development of their careers in close cooperation with job centres.

The GIP units operate in a range of non-profit organisations, such as councils (local administration), local development associations, labour unions, charities, immigrant support organisations, private sector welfare institutions, employers' organisations, and others that take part in local development projects and work in cooperation with job centres helping young people by providing: guidance, organizing practical training and vocational training courses, and other issues connected with labour market access.

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 and by other public and private bodies duly accredited by the IEFP.

Other private and public entities develop activities in the area of guidance. One of such organisations is the Institute for Vocational Guidance (IOP), a unit of the University of Lisbon aimed at research and diffusion of guidance methodologies and instruments. The Faculties of Psychology of Oporto and Braga Universities also develop activities in the guidance area. There is also a number of private consortia gathering training/educational entities, human resource agencies and other service/industrial firms which may provide guidance services.

8.2 TARGET GROUPS AND MODES OF DELIVERY

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

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

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;
- enrolled students/trainees.

The technical tools employed on vocational guidance have been conceived bearing in mind their adequacy to the IEFP target 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 vocational information tools that address issues concerning vocational/occupational 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 job centre) that reflects their personal life conditions and objectives. This plan includes the required actions to a vocational 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 practiced 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:

- job 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;
- e-Guidance service, designed to allow autonomous definition of individual occupational profiles, by providing user friendly-tools aimed at exploring the user's preferences and skills as well as relevant information about occupations and the labour market;
- distance services available through NetEmprego[70] and through the Contact Centre *(Centro de Contacto)*.

The guidance in IEFP in the scope of life long guidance 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, as well as a through analysis of personal skills and prospects, whose results are afterwards analysed jointly by the vocational counsellor and the candidate. This aims to help the candidate to clarify its personal attributes. Guided research about entrepreneurial opportunities is also undertaken, jointly with targeted programmes aimed at developing social competencies and attitudes that favour career and business building.
- 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.

[70] *See* http://www.netemprego.gov.pt.

A quality assessment tool that conveys and analyses the information about the operation and impact of both the job centre counselling and the e-guidance system is currently under implementation.

8.3 GUIDANCE AND COUNSELLING PERSONNEL

The qualifications needed for the 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 working 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.

The Portuguese law stipulates that teachers who are responsible for providing counselling and guidance must receive 56 hours of training per 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, guidance is provided by specialized members of the technical body. These counsellors must hold a degree (2^{nd} cycle of the Bologna treaty or equivalent), 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. The IEFP encourages the continuing vocational training of their guidance counsellors, namely through self-training programmes.

The Portuguese higher education system offers a number of area-specific degrees in education and psychology at M.A. and PhD level. Among others, University of Minho offers a PhD degree in Vocational Psychology aimed at innovation and research in guidance and vocational development areas.

9. FINANCING: INVESTMENT IN HUMAN RESOURCES

9.1 FUNDING FOR INITIAL VOCATIONAL EDUCATION AND TRAINING

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 through contributions from the State budget *(Orçamento de Estado – OE)*, the Social Security Budget *(Orçamento da Segurança Social – OSS)* and the European Social Fund (ESF).

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

Vocational training provided under the Ministry of Labour and Social Solidarity (MTSS) is financed by funds allocated to the Institute for Employment and Vocational Training (IEFP) from the OSS [comprising contributions paid by employers (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 % of the social security contributions paid by workers and employers, which are 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 were included within Community Support Frameworks (CSF).

For the current programming period 2007-2013, a greater importance was given to the promotion of human capital stated by the New Opportunities Initiative. The role of the qualification strategy within the National Strategic Reference Framework 2007-2013 (QREN) is clearly central, mainly through the Human Potential Operational Programme (POPH), an essential instrument for the financing of this Initiative.

The main strategic aim of the QREN is the qualification of the Portuguese people through an emphasis on knowledge, science, technology and innovation. The achievement of this main strategic aim is ensured with the support of the Structural Funds and the Cohesion Fund by the concretisation of all the Operational Programmes during the 2007-2013 period of the Human Potential Agenda, which brings together a set of interventions aimed at promoting academic and vocational qualifications among the Portuguese population and fostering employment and social inclusion, alongside the conditions for the enhancement of gender equality and full citizenship.

The main areas of intervention of the Human Potential Agenda are: initial qualifications, adaptability and lifelong learning, management and vocational improvement, advanced competitiveness training, support for entrepreneurship and transition to working life, citizenship, social inclusion and development and the promotion of gender equality.

The Institute for the European Social Fund Management *(Instituto de Gestão do Fundo Social Europeu – IGFSE)* is the MTSS department responsible at 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. Financing continuing vocational training for employed people is considered to be the responsibility of employers, though the State may provide financial support and incentives.

FUNDING FOR INITIAL VOCATIONAL EDUCATION AND TRAINING

Under the Basic Law of the Education System (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 meals 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 by the ME's budget, though the POPH contribution to the funding of training pathways is also significant.

The POPH is the programme which implements the thematic agenda for human potential inscribed in the National Strategic Reference Framework (QREN) and is a funding source which supports, through Axis 1 – Initial Qualification, the following courses: apprenticeship system courses, vocational courses, education and training courses for youth and specialized technology courses.

The Initial Qualification intervention axis aims at raising young people's qualifications, promoting their employability and the suitability of their qualifications to the demands of sustainable development, increasing competitiveness and social cohesion of the Portuguese economy.

This intervention requires a direct connection with the goals and strategy of the New Opportunities Initiative as regards youth qualifications, ensuring that the 12th grade is the minimum schooling level for everyone and that double certification vocational offers represent half the vacant positions in education and training courses, allowing for the completion of secondary level.

The general aim of Priority Axis 1 – Initial Qualification is:

- to fight school failure and early school leaving and prevent the entry of low-qualified young people into the labour market;
- to promote upper secondary education as the minimum qualification level for young people;
- to promote double certification training offers with vocational qualification and integration purposes and/or the continuation of studies;
- valuing post-secondary non-tertiary education and the level 4 qualification;
- to promote young people's employability;
- to promote equal opportunities for both genders.

9.2 FUNDING FOR CONTINUING VOCATIONAL EDUCATION AND TRAINING, AND ADULT LEARNING

9.2.1 FUNDING FOR PUBLICLY PROVIDED CVET, PLEASE OUTLINE THE FOLLOWING:

Public financing for continuing vocational education and training is amply supported by the POPH and is focused on the series of measures intended to help the working population 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.

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.

Within the QREN, the POPH funds through the priority axis 2 the following schemes: Recognition, Validation and Certification of Competences; adult education and training courses and modular training.

Priority Axis 2 has as main goal the improvement of the qualifications of the adult active population – employed and unemployed –, thus contributing to the development of competences which are fundamental for the economic and entrepreneurial modernization and for the adaptability of the workers.

Similarly to Axis 1, this priority Axis is also included in the strategy of the New Opportunities initiative, expressing the ambition of giving a new opportunity to those adults who are already in the labour market without having completed the 9th or the 12th grade.

The general aim of Priority Axis 2 – Adaptability and Lifelong Learning is:

- to raise the qualification levels of the active population – whether employed or unemployed – considering upper secondary education level as a reference for qualification;
- to increase access to training offers to employed assets through modular training and tailoring of offers;
- to ensure the capitalisation of short-term training carried out within a given training pathway with a view to achieving qualifications suited to a given job opportunity;
- to expand and consolidate the System for Recognition, Validation and Certification of Competencies;
- to diversify learning opportunities and develop new methodologies for lifelong learning;

- to promote equal opportunities for both genders.

9.2.2 FUNDING FOR CVT IN ENTERPRISES, PLEASE OUTLINE:

The Human Potential Operational Programme (POPH), the programme which implements the thematic agenda for human potential inscribed in the National Strategic Reference Framework (QREN), funds CVT in enterprises, particularly through Priority Axis 3 – Vocational Management and Further Training

The general goal of this Priority Axis is the development of a set of training activities linked to organisational modernisation processes and productive restructuring and reconversion that promote the capacity of companies and other entities – including public administration – for innovation, management and development as a fundamental condition for modernising the productive fabric, improving the quality of employment and increasing competitiveness.

This approach intends to stress the importance of investing in the field of continuing training, taking into account the need to stimulate the development of a training culture on the part of companies and workers.

The support to the development of strategic and specialized training for management and innovation in Public Administration is also one of the priorities in this axis.

The main goal of Priority Axis 2 – Adaptability and Lifelong Learning is to improve the qualifications of the active adult population – employed and unemployed – thus contributing to the development of fundamental competences for the modernisation of economy and enterprises and the adaptability of workers. As with Axis 1, this priority axis is also included in the strategy of the New Opportunities initiative, which aims at giving a new opportunity to those adults who are already integrated in the labour market without having completed the 9th or 12th grade.

9.3 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[71]; 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.

9.4 GENERAL FUNDING ARRANGEMENTS AND MECHANISMS

With regard to basic and upper secondary education, the support from Students Social Action *(Acção Social Escolar - ASE)* comprises school milk programmes (for all students of

[71] *Implementing Order no. 140/93 of July 6.*

the 1st education cycle) and general school meals (cost-shared for all students and free for the more disadvantaged).

In addition to these supports, ASE includes economic aid to students with low incomes for the purchase of schoolbooks and other school materials, as well as costs with extra-curricular activities (for instance, study visits), besides providing favourable conditions for accommodation in school housing facilities (cost-sharing according to household income).

The school pass 4_18@escola.tp, intended for students aged between 4 and 18, also allows a 50% discount for travel on public transports between home and school. This measure aims to provide social support to families regarding the travel expenses of their children.

With regard to higher education, the POPH also provides support to scholarships and programmes for university students through Priority Axis 4 «Advanced training».

Following the school welfare policy in force, the School Welfare Services of Higher Education establishments (universities and polytechnics) were assigned conditions and competences, which allow them the provision of direct social support to socially disadvantaged, displaced or disabled students, as well as indirect support to all students. The direct social support consists of the granting of scholarships and emergency aid; indirect assistance is provided through access to housing, meal and health services in areas such as diagnosis and prevention, as well as support for the practice of cultural activities and sports.

In accordance with Decree-Law no. 309-A/2007 of September 7, a specific system of loans for higher education students and scholarship students was created. This system gives students the opportunity to obtain from banks a funding for their studies on better conditions. These loans are granted without the need for prior property guarantees and sureties and benefit from a minimum interest rate that may be further reduced for students with the best school performance. These loans are repayable over a period between 6 to 10 years after graduation, with at least an additional one year interest-only period. The amount may vary between € 1,000 and € 5,000 per course year, with a maximum amount of € 25,000 (for 5-year courses).

Training activities are entitled to State support via tax cuts. The taxpayer and respective dependants may deduce 30% of education and training expenses up to € 681,60. School fees, travel, accommodation and meal expenses are deductible, as well as kindergarten and school fees, among other institutions, as long as the respective educational establishments belong to the National Educational System.

10. NATIONAL VET STATISTICS – ALLOCATION OF PROGRAMMES

10.1 CLASSIFICATION OF NATIONAL VET PROGRAMMES

10.1.1 MAIN CRITERIA USED TO ALLOCATE VET PROGRAMMES

In national statistic data, the main criteria used to allocate VET programmes to a particular level of education are the same as those defined by ISCED, whose system is used for the submission of all national data to international organisations.

The accurate allocation of vocational programmes awarding a qualification, either within or outside the school system, is listed in the National Qualifications Catalogue (CNQ). In the CNQ all qualifications are assigned to a level of education linked to ISCED levels, a vocational profile and a certification. The definition of levels in the CNQ specifies access requirements and the type of work the qualification entitles for.

The CNQ is organized into areas of education and training. Portugal, like other countries, employs the International Standard Classification of Education as a reference tool for the harmonization and comparability of educational statistics. This classification was adapted to the Portuguese context and led to the National Classification of Fields of Education and Training[72].

10.1.2 VET LEVELS IN THE NATIONAL EDUCATIONAL SYSTEM

10.2 FIELDS OF EDUCATION AND TRAINING

The CNQ covers 245 vocational qualifications distributed into 39 main fields of education and training: handicraft; audiovisual and media production; library science, archive and documentation; computer science; trade; civil construction and civil engineering; motor vehicles construction and repair; accountancy and taxation; beauty care; sports; electricity and energy; electronics and automation; fitting in the organisation/company; finance, banking and insurance; floriculture and gardening; management and administration; history and archaeology; hotel and restaurant activity; textile, clothing, footwear and leather industry; food industry; mining industries; marketing and advertising; materials (wood, paper, plastic, glass and others); metallurgy and metal-mechanics; fishery; agricultural and animal production; protection of people and goods; environment protection; health; secretariat and administrative work; safety and hygiene at work; support services for children and young people; transport services; domestic services; forestry and hunting; therapy and diagnosis technologies; chemical technology; social assistance and guidance; tourism and leisure.

[72] *Decree-Law no. 256/2005 of 16 March.*

10.3 Links Between National Qualifications And International Qualifications Or Classifications

In 2008, the diploma leading to the creation of the National Qualifications Framework (QNQ)[73] was under public appreciation, as defined and published in the Reprint of the Labour and Employment Bulletin no. 5 of August 9[74], in 2007. The QNQ shall define the structure of qualifications levels using the principles of the European Qualifications Framework as a reference in what concerns the description of national qualifications regarding learning results.

The QNQ is structured into eight qualification levels:

Education and training levels (1)	Qualification levels	Qualifications
Level 1 training	1	2nd cycle of basic education
Level 2 training	2	3rd cycle of basic education attained via the regular education system or double certification pathways
Level 3 training without conclusion of upper secondary education	3	Upper secondary education leading to the pursuing of higher education studies
Level 3 training	4	Upper secondary education attained via double certification pathways or upper secondary education leading to the pursuing of higher education studies plus a vocational traineeship – minimum of 6 months.
Level 4 training	5	Post-secondary non-tertiary qualification with credits for the pursuing of higher education studies (2)
Level 5 training	6	Degree *(licenciatura)* (3)
	7	Master *(mestrado)* (4)
	8	PhD *(doutoramento)* (5)

(1) Training levels in accordance with the structure if vocational training levels defined by Council Decision no. 85/368/CEE of 16 July, published in the Official Journal of the European Communities no. L 199 of 31 July 1985.

(2) Equivalent to the Technological Specialisation Courses (CET).

(3) Equivalent to the 1st Study Cycle of the Framework for Qualifications of the European Higher Education Area.

(4) Equivalent to the 2nd Study Cycle of the Framework for Qualifications of the European Higher Education Area.

(5) Equivalent to the 3rd Study Cycle of the Framework for Qualifications of the European Higher Education Area.

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[73] The Portuguese QNQ was approved by Ordinance no. 782/09 of 23 July during the preparation of this document and takes up the principles of the European Qualifications Framework.

[74] Reprint of the Labour and Employment Bulletin. See http://bte.gep.mtss.gov.pt/separatas/sep5_2007.pdf.

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Institution / Service	Internet address
National Qualifications Agency	http://www.anq.gov.pt
Directorate-General for Innovation and Curriculum Development	http://www.dgidc.min-edu.pt
Directorate-General for Employment and Industrial Relations	http://www.dgert.mtss.gov.pt
Directorate-General for Higher Education	http://www.dges.mctes.pt
Office for Education Statistics and Planning	http://www.gepe.min-edu.pt
Strategy and Planning Office	http://www.gep.mtss.gov.pt
Planning, Strategy, Assessment and International Relations Office	http://www.estatisticas.gpeari.mctes.pt
Office of the Coordinator of the Lisbon Strategy and the Technology Plan	http://www.estrategiadelisboa.pt
New Opportunities Initiative	http://www.novasoportunidades.gov.pt
Institute for Employment and Vocational Training	http://www.iefp.pt
Institute for the Management of the European Social Fund	http://www.igfse.pt
Statistics Portugal	http://www.ine.pt
Ministry of Science, Technology and Higher Education	http://www.mctes.pt
Ministry of Education	http://www.min-edu.pt
Ministry of Labour and Social Solidarity	http://www.mtss.gov.pt
Human Potential Operational Programme	http://www.poph.qren.pt
National Strategic Reference Framework	http://www.qren.pt

11.2 List Of Acronyms

AICEP	Portuguese Investment and External Trade Agency *Agência para o Investimento e Comércio Externo de Portugal*
ANQ	National Qualifications Agency *Agência Nacional para a Qualificação*
ASE	Students Social Action *Acção Social Escolar*
CAP	Pedagogical Skills Certificate *Certificado de Aptidão Pedagógica*
CES	Economic and Social Council *Conselho Económico e Social*
CET	Technological Specialisation Courses *Cursos de Especialização Tecnológica*
CFAE	Training Centre for Schools Association *Centro* de *Formação* de Associação de Escolas
CNFP	National Vocational Training Council *Conselho Nacional da Formação Profissional*
CNO	New Opportunities Centres *Centros Novas Oportunidades*
CNQ	National Qualifications Catalogue *Catálogo Nacional de Qualificações*
CNQF	National Centre for the Qualification of Trainers *Centro Nacional de Qualificação de Formadores*
CPCS	Permanent Committee for Social Dialogue *Comissão Permanente de Concertação Social*
CSQ	Sectoral Council for Qualifications *Conselhos Sectoriais para a Qualificação*
DGERT	Directorate-General for Employment and Industrial Relations *Direcção-Deral do Emprego e das Relações de Trabalho*
DGIDC	Directorate-General for Innovation and Curriculum Development *Direcção-Geral de Inovação e do Desenvolvimento Curricular*
DRE	Regional Directorates for Education *Direcções Regionais de Educação*
EFA	Adult education and training courses *Cursos de educação e formação de adultos*
GIP	Offices for Occupational Integration *Gabinetes de Inserção Profissional*
GPEARI	Office of Strategy, Evaluation and International Relations *Gabinete de Planeamento, Estratégia, Avaliação e Relações Internacionais*
IAS	Social support index *Indexante dos Apoios Sociais*

IEFP	Institute for Employment and Vocational Training *Instituto do Emprego e Formação Profissional*
IGFSE	Institute for Management of the European Social Fund *Instituto de Gestão do Fundo Social Europeu*
IIE	Initiative for Investment and Employment *Iniciativa Investimento Emprego*
INE	Statistics Portugal *Instituto Nacional de Estatística*
IOP	Institute for Professional Guidance *Instituto de Orientação Profissional*
IPAD	Portuguese Institute for Development Support *Instituto Português de Apoio ao Desenvolvimento*
LBSE	Basic Law of the Education System *Lei de Bases do Sistema Educativo*
MCTES	Ministry of Science, Technology and Higher Education *Ministério da Ciência, Tecnologia e Ensino Superior*
ME	Ministry of Education *Ministério da Educação*
MEI	Ministry of the Economy and Innovation *Ministério da Economia e da Inovação*
MTSS	Ministry of Labour and Social Solidarity Ministério do Trabalho e da Solidariedade Social
OCES	Observatory for Science and Higher Education *Observatório da Ciência e do Ensino Superior*
OD	Observatory on Inequalities *Observatório das Desigualdades*
OE	State Budget *Orçamento de Estado*
OEFP	Employment and Vocational Training Observatory *Observatório do Emprego e Formação Profissional*
OSS	Social Security Budget *Orçamento da Segurança Social*
PIF	Integrated Training Plans *Planos Integrados de Formação*
PII	Plan for the Integration of Immigrants *Plano para a Integração dos Imigrantes*
POPH	Human Potential Operational Programme *Programa Operacional Potencial Humano*
PTE	Technological Plan for Education *Plano Tecnológico de Educação*
QNQ	National Qualifications Framework *Quadro Nacional de Qualificações*

QREN	National Strategic Reference Framework *Quadro de Referência Estratégico Nacional*
RVCC	Recognition, Validation and Certification of Competences *Reconhecimento, Validação e Certificação de Competências*
SIGO	Information and Management System of the Education and Training offer *Sistema de Informação e Gestão da Oferta Educativa e Formativa*
SNQ	National Qualifications System *Sistema Nacional de Qualificações*
SPO	Psychology and Guidance Services *Serviços de Psicologia e Orientação*
UFCD	Short-Term Training Units *Unidades de Formação de Curta Duração*