



Developments in vocational education and training policy in 2015–17

PORTUGAL



Cedefop monitoring and analysis of VET policies

**Developments in vocational education and training
policy in 2015-17**

PORTUGAL

Cedefop (2018). *Developments in vocational education and training policy in 2015-17: Portugal*. Cedefop monitoring and analysis of VET policies.
<http://www.cedefop.europa.eu/en/publications-and-resources/country-reports/vet-policy-developments-portugal-2017>

© European Centre for the Development of Vocational Training (Cedefop), 2018.
Reproduction is authorised provided the source is acknowledged.

This report was produced by Cedefop and reflects contributions from Cedefop's VET policy and systems team, and Cedefop experts working on common European tools and principles for education and training, and statistics. It is based on detailed information on VET policy implementation submitted by Cedefop's European network of expertise on VET (ReferNet) and other sources.

Table of contents

Aspects of vocational education and training context in 2015.....	4
1. All forms of work-based learning with special attention to apprenticeship	7
1.1. Policy priorities for 2016-20.....	7
1.2. Main actions taken in 2015-17.....	7
2. Quality assurance mechanisms in line with EQAVET and continuous information and feedback loops in IVET and CVET	8
2.1. Quality assurance mechanisms in line with the EQAVET recommendation	10
2.2. Continuous information and feedback loops in IVET and CVET	10
3. Access to VET and qualifications for all through more flexible/permeable systems, guidance and validation of non-formal and informal learning	12
3.1. Policy priorities for 2016-20.....	12
3.2. Main actions taken in 2015-17.....	12
4. Key competences in both IVET and CVET	15
4.1. Baseline	15
4.2. Key competences in continuing VET.....	16
5. Systematic initial and continuous professional development of VET teachers, trainers and mentors	18
5.1. Initial training for teaching / training staff in VET schools.....	18
5.2. Initial training for trainers and mentors in enterprises	18
5.3. Continuing professional development for teaching/training staff in VET schools	19
5.4. Continuing professional development for trainers and mentors in enterprises.....	19
Conclusion	20
List of abbreviations	21
References.....	22

List of tables and figures

Tables

1. Framework data: score on VET indicators in Portugal and in the EU:
2010, last available year and recent trend.....5

Figures

1. Self-evaluation of acquired skills in general education and VET15
2. Share of 15 year-olds with low achievement in reading, maths and
science.....16

Aspects of vocational education and training context in 2015

At the beginning of the reporting period, the proportion of upper secondary students enrolled in VET programmes in Portugal was below the EU average: 45.8% against 48.9% in the EU in 2013 (European Commission, 2015, p. 9); 46% in 2014 compared to 48% in the EU (Table 1); 45% in 2015 compared to 47% in the EU ⁽¹⁾. The employment rate of upper secondary graduates was lower than in the EU: 65.2% in 2014 (European Commission, 2015, p. 10) and 68.6% in 2015 (European Commission, 2016, p. 8) compared to 70.8% and 74.1% on average in the EU respectively. Adult participation in lifelong learning was also low: 9.6% in 2014 (European Commission, 2015, p. 9-10) and 9.7% in 2015 compared to 10.7% on average in the EU in both years (Table 1).

VET in the country was facing the challenge of regaining attractiveness, tackling early school leaving, and increasing programmes' relevance to the labour market. Changes had begun in previous years. The number and diversity of professional programmes offered within secondary education had been increased. More space was given to workplace training. Links with local employers were being reinforced.

⁽¹⁾ Eurostat, data for 2015.

Table 1. Framework data: score on VET indicators in Portugal and in the EU: 2010, last available year and recent trend

Indicator label	2010		Last available year		Recent trend (per year)			
	PT	f EU	f Yr	PT	f EU	Range	PT	EU
Access, attractiveness and flexibility								
IVET students as % of all upper secondary students	A	A	'14 46.0 b	48.0 b	E1	'13-'14	▪ 0.2	▪ -0.9
IVET work-based students as % of all upper secondary IVET	A	A	'14 0.0 z	34.0 b	E2	'13-'14	▪ 0.0	▪ 0.1
IVET students with direct access to tertiary education as % of all upper secondary IVET			'14 99.1	69.2 E3		'13-'14	▪ -0.4	▪ -1.4
Employees participating in CVT courses (%)	40.0	38.0 e	'10 40.0	38.0 e				
Employees participating in on-the-job training (%)	20.0	20.0 e	'10 20.0	20.0 e				
Adults in lifelong learning (%)			'15 9.7 b	10.7 b		'13-'15	→ 0.0	→ 0.0
Enterprises providing training (%)	65.0	66.0 e	'10 65.0	66.0 e				
Female IVET students as % of all female upper secondary students	A	A	'14 39.9 b	42.7 b	E1	'13-'14	▪ -0.2	▪ -1.0
Employees of small firms participating in CVT courses (%)	27.0	25.0 e	'10 27.0	25.0 e				
Young VET graduates in further education and training (%)			'15 26.4 b	33.0 b		'14-'15	▪ -0.3	▪ -0.3
Older adults in lifelong learning (%)		5.3	'15 5.0 b	6.9		'11-'15	↘ -0.2	↗ 0.5
Low-educated adults in lifelong learning (%)			'15 4.2 b	4.3 b	C	'13-'15	↘ -0.2	↘ -0.1
Unemployed adults in lifelong learning (%)			'15 11.3 b	9.5 b		'13-'15	↘ -0.5	↘ -0.4
Individuals who wanted to participate in training but did not (%)	8.1 B	9.5 e	'11 8.1	9.5 e	B			
Job-related non-formal education and training (%)	82.3 B	80.2 e	'11 82.3	80.2 e	B			
Skill development and labour market relevance								
IVET public expenditure (% of GDP)			'13 b	0.56 b	E4			
IVET public expenditure per student (1000 PPS units)			'13 b	6.4 b	E5			
Enterprise expenditure on CVT courses as % of total labour cost	0.7	0.8 e	'10 0.7	0.8 e				
Average number of foreign languages learned in IVET			'14 1.0 b	1.0 b	E6	'13-'14	▪ 0.0	▪ 0.0
STEM graduates from upper secondary IVET (% of total)	A	A	'14 32.8 b	30.0 b	E7	'13-'14	▪ 2.1	▪ -0.4
Short-cycle VET graduates as % of first time tertiary education graduates			'14 0.0 z	9.3 E8		'13-'14	▪ 0.0	▪ 0.4
Innovative enterprises with supportive training practices (%)	56.6	41.5 E9	'12 53.6	41.6 E9		'10-'12	▪ -1.5	▪ 0.0
Employment rate for IVET graduates (20-34 year-olds)			'15 77.4 b	77.2 b		'14-'15	▪ 2.3	▪ 0.3
Employment premium for IVET graduates (over general stream)			'15 -3.3 b	5.3 b		'14-'15	▪ 0.9	▪ -1.0
Employment premium for IVET graduates			'15 2.0 b	23.7 b		'14-'15	▪ -1.7	▪ -0.1

Indicator label	2010		Last available year			Recent trend (per year)			
	PT	f EU	f	Yr	PT	f EU	Range	PT	EU
(over low-educated)									
Workers helped to improve their work by training (%)				'15	91.1	83.7			
Workers with skills matched to their duties (%)	67.8	55.2		'15	75.7	57.3	'10-'15	▪ 1.6	▪ 0.4
Overall transitions and labour market trends									
Early leavers from education and training (%)		13.9		'15	13.7 ^b	11.0 C	'11-'15	↘ -2.2	↘ -0.6
30-34-year-olds with tertiary attainment (%)		33.8		'15	31.9 ^b	38.7 C	'11-'15	↗ 1.4	↗ 1.0
NEET rate for 18-24-year-olds (%)		16.6		'15	15.8 ^b	15.8	'11-'15	↘ -0.2	↘ -0.3
Unemployment rate for 20-34-year-olds (%)		13.1		'15	16.7 ^b	12.9	'11-'15	↘ -0.3	↘ -0.1
Employment rate of recent graduates (%)		77.4		'15	72.2 ^b	76.9 C	'11-'15	↘ -0.5	→ 0.0
Adults with lower level of educational attainment (%)		27.3		'15	54.9 ^b	23.5 C	'11-'15	↘ -2.7	↘ -0.8
Employment rate for 20-64-year-olds (%)		68.6		'15	69.1 ^b	70.0	'11-'15	↗ 0.2	↗ 0.4
Employment rate for 20-64-year-olds with lower level of educational attainment (%)		53.4		'15	63.5 ^b	52.6 C	'11-'15	↘ -0.3	↘ -0.1
Medium/high-qualified employment in 2020 (% of total)				'16	46.0 ^D	82.8 D			

Key:

(A) UOE back reconstruction of 2010 values based on ISCED 2011 not yet available.

(B) AES 2011, used as proxy for 2010 baseline.

(C) 2014 b flags in Eurostat online tables ignored on the basis of other relevant Eurostat metadata.

(D) Forecast made in 2016.

(E1) Based on 28 countries; partial information for NL.

(E2) Based on 25 countries (missing: ES, PL, RO); partial information for NL.

(E3) Based on 27 countries (missing: NL); partial information for EL, IT.

(E4) Based on 19 countries (missing: BE, DK, IE, EL, FR, HR, IT, PT, SK).

(E5) Based on 21 countries (missing: DK, IE, EL, FR, HR, IT, PT);

(E6) Partial information for NL.

(E7) Based on 25 countries (missing: IT, HR, UK).

(E8) Based on 23 countries (missing: BE, CY, FR, IE, UK).

(E9) Based on 22 countries (missing: DE, IE, EL, NL, SI, UK).

(b) Break after 2010, therefore baseline data not included.

(u) Eurostat: 'low reliability'.

(z) Eurostat: 'not applicable'.

(e) Eurostat: 'estimated'.

NB: EU refers to EU-28, unless otherwise specified. Arrows ↗ or ↘ signal a positive or negative trend based on more than two data points and of magnitude 0.1 per year or more. Trends based on more than two data points but of smaller magnitude are indicated by →; trends based on two points only are marked ▪. Trends are estimated by means of regression models.

Source: Cedefop (2017), p. 113.

CHAPTER 1.

MTD 1 – All forms of work-based learning with special attention to apprenticeship

1.1. Policy priorities for 2016-20

For 2016-20, the country's priorities in this area, as set by the education and labour ministries, are to (a) promote entrepreneurial culture among young people; and (b) promote learning experiences and recognition of skills in the workplace and businesses.

1.2. Main actions taken in 2015-17

1.2.1. Supporting apprenticeship and entrepreneurship in the arts and crafts sector

In 2015, the *Promotion of arts and crafts sector* programme was approved ⁽²⁾. The programme supports workplace training and entrepreneurship (micro-businesses and self-employment) in the sector. Within this context, the Institute for Employment and Vocational Training (IEFP) put in place an apprenticeship programme ⁽³⁾.

1.2.2. Promoting workplace learning

In the reporting period, the National Agency for Qualification and Vocational Education (ANQEP) organised regional debates and reflection groups, involving employers, schools and vocational training centres, to promote workplace learning. Topics discussed involved evaluation of practical training in the workplace (based on actual situations) and assessment of final exams.

⁽²⁾ Decree-Law NO 122/2015, of 30 June 2015:
<https://dre.pt/application/file/a/67640071>

⁽³⁾ *Promotion of arts and crafts sector programme* (IEFP's webpage):
<https://www.iefp.pt/promocao-das-artes-e-oficios>

Overview of the apprenticeship programme:
<https://www.iefp.pt/documents/10181/4798094/Ficha+S%C3%ADntese+Forma%C3%A7%C3%A3o+Artes+e+Of%C3%ADcios+-+26-04-2016/9eba0732-c830-4077-8a4e-634a55b68bb0>

CHAPTER 2.

MTD 2 – Quality assurance mechanisms in line with EQAVET and continuous information and feedback loops in IVET and CVET ⁽⁴⁾

A quality assurance national reference point (QANRP) was set up in 2009 under the responsibility of the Directorate-General for Employment and Industrial Relations (DGERT). DGERT is also responsible for managing the process of quality accreditation of vocational education and training (VET) providers defined by law, within the context of the national qualifications system. The accreditation of VET providers recognises the provider's total capacity for developing VET in the thematic areas of education and training in which they operate. It covers initial VET (IVET), continuing VET (CVET)/adult learning, and non-formal learning. The process of accreditation is based on a reference system/quality standards to be used for external and internal

⁽⁴⁾ EQAVET: European quality assurance in vocational education and training

IVET: initial vocational education and training

CVET: continuing vocational education and training

Source of the information in this chapter:

European Centre for the Development of Vocational Training (Cedefop):

<http://www.cedefop.europa.eu/en>

ReferNet: <http://www.cedefop.europa.eu/en/events-and-projects/networks/refernet>

Priorities reported by Directors General for vocational training for 2016-20.

EQAVET (2016 Secretariat survey, website, newsletters):

<http://www.eqavet.eu>

2016 compendium of EQAVET NRP *Erasmus+* funding:

http://www.eqavet.eu/Libraries/Annual_Network_Meeting_2016/Compendium_EQAVET_2016.sflb.ashx

Council recommendations on the 2016 national reform programmes:

<http://www.consilium.europa.eu/en/policies/european-semester/2016/#>

Education and training monitor 2016 country reports:

http://ec.europa.eu/education/policy/strategic-framework/et-monitor_en

evaluation of VET providers and is covered by legislation ⁽⁵⁾. The quality standards include:

- (a) basic legal conditions that allow the VET provider to apply for accreditation;
- (b) requirements about internal structure and organisation, human and material resources;
- (c) training process provisions: planning, design, organisation, development and evaluation of training programmes/courses, which include results analysis and continuous improvement measures;
- (d) impact evaluation/post-training follow-up and an annual evaluation of results.

To maintain accreditation, a regular audit is required to verify the compliance of the VET provider's practices with the quality standards, involving self-assessment and an evaluation of performance indicators.

The *Qualifica* centres ⁽⁶⁾ (former centres for qualification and vocational training) target young people and adults. They mainly provide: VET information and guidance; recognition, validation and certification of competences (RVCC) for adults; support to VET partnerships at local level; and monitoring of candidates' progress towards qualification offers. Data collection on the transition to employment is based on combining administrative data and surveying qualitative information. Monitoring upper secondary education enables the transition of VET graduates to the labour market to be analysed, as well as signalling strategic issues and making policy recommendations. ANQEP works continuously with 16 sector qualifications councils to identify whether to update the national qualifications catalogue (*Catálogo Nacional de Qualificações*, CNQ). In 2015, the system for anticipating qualification needs (*Sistema de Antecipação de Necessidades de Qualificações*, SANQ) ⁽⁷⁾ was set up under a coordination council that includes ANQEP, IEFP, ADC, the social partners and the International Labour Organisation (ILO). SANQ is a diagnostic tool used to identify qualification needs at national and regional levels and to set priority levels for qualifications, which are taken into consideration when planning education and training provision and updating the CNQ. It assesses the dynamics of the economy and the labour market, which influences the demand for skills in the short- and medium-term, and involves all relevant stakeholders. It also gathers key information for lifelong guidance.

⁽⁵⁾ Ordinance No 208/2013, 26 June 2013: <https://dre.pt/application/file/a/497342>

⁽⁶⁾ Ordinance No 232/2016, 29 August 2016: <https://dre.pt/application/file/a/75217575>

⁽⁷⁾ <http://sanq.anqep.gov.pt/>

2.1. Quality assurance mechanisms in line with the EQAVET recommendation

For 2016-20, the country's priority in this matter, as set by the education and labour ministries, is to promote the quality of the national qualifications system network.

A national approach to improve quality assurance in VET and related work-based learning has been devised using the EQAVET framework but it is not expected to be set up until 2017. VET providers have been aligning their quality assurance approaches to the EQAVET framework during the reporting period. Evaluation guidelines have been piloted in professional and secondary schools and are expected to be finalised in 2017. The intention is that when the quality assurance approach is fully set up, all VET providers can adopt it and be awarded a quality label based on EQAVET quality criteria and indicative descriptors.

In 2015, ANQEP introduced a new methodology for designing qualifications based on learning outcomes. Since 2016, ANQEP has been organising training for course coordinators and trainers of the technological training component in professional schools where qualifications will be developed according to this new methodology. The process is monitored by ANQEP.

Some of the EQAVET indicators were selected to monitor the quality of the national qualifications framework (*Quadro Nacional de Qualificações*, QNQ) level 4 qualifications. So far, Portugal is only using four indicators systematically: those related to completion rates, destination of learners upon completion of their training and on the utilisation of acquired skills at the workplace. This is below the EU average. No information was provided for CVET indicators in 2016.

2.2. Continuous information and feedback loops in IVET and CVET

For 2016-20, the country's priorities in this matter, as set by the Director General for vocational education and training, are to:

- (a) set up a monitoring system;
- (b) support schools in the development of internal evaluation systems to improve learning and teaching;
- (c) improve the quality of the learning and outcomes in CVET.

In the reporting period, the use of the system for the anticipation of qualification needs (SANQ) has been strengthened through the diversity of data analysed and the involvement of a significant and representative number of

stakeholders at regional/local level. Legislation in 2017 ⁽⁸⁾ has highlighted the important role of SANQ in designing and updating qualifications in the CNQ.

⁽⁸⁾ Decree-Law No 14/2017, 26 January 2017:
<https://dre.pt/application/file/a/105808732>

CHAPTER 3.

MTD 3 – Access to VET and qualifications for all through more flexible/permeable systems, guidance and validation of non-formal and informal learning

3.1. Policy priorities for 2016-20

For 2016-20, the country's priorities in this area, as set by the education and labour ministries, are twofold:

- (a) for young people:
 - (i) boost vocational education by valuing secondary education and vocational education;
 - (ii) strengthen guidance and educational and social mediation for better permeability;
- (b) for adults:
 - (i) value adult lifelong education and training;
 - (ii) promote compatibility between adults' individual needs and education and training opportunities.

3.2. Main actions taken in 2015-17

3.2.1. Transparency, recognition, validation

3.2.1.1. *European credit system for vocational education and training* ⁽⁹⁾

A national coordination point (NCP) for the European credit system for vocational education and training (ECVET) was appointed in 2012. A community of practice is in place. Modularisation and portability/transfer have been set up. In 2017 ⁽¹⁰⁾, Portuguese legislation ⁽¹¹⁾ introduced a national credit system for VET in line with ECVET principles, which is expected to foster permeability between VET pathways and higher education, as well as mobility within Europe. A major

⁽⁹⁾ Source: the ECVET users' group members.

⁽¹⁰⁾ Order No 47/2017, 1 February 2017.

⁽¹¹⁾ Ordinance No 47/2017, 1 February 2017: <https://dre.pt/application/file/a/106376593>

priority is that the system supports adult qualifications. It applies to level 2, 4 and 5 qualifications of the national qualifications framework (*Quadro Nacional de Qualificações*, QNQ) in the national catalogue of qualifications (*Catálogo Nacional de Qualificações*, CNQ). It also applies to certified training programmes/courses, which are recorded in the online information system for the management of training provision (SIGO), and complies with the quality assurance criteria in place. An instrument for recording individual learning pathways (*Qualifica Passport*) ⁽¹²⁾ has also been created. The goals for 2020 are to:

- (a) ensure that 50% of the active population completes secondary education;
- (b) achieve a rate of adult participation in lifelong learning of 15% (25% in 2025);
- (c) contribute to 40% of higher education graduates aged 30-34;
- (d) extend the network of *Qualifica* centres (the target is 300 centres in place by the end of 2017).

3.2.1.2. *Validation* ⁽¹³⁾

A national system for validation of prior learning, called the *National system for the recognition, validation and certification of competences* (RVCC), was put in place in 2001 ⁽¹⁴⁾. At that time, RVCC only validated school competences equivalent to the ninth year of schooling and was intended for adults aged 18 or over.

In 2006, the new opportunities centres (CNOs) were created. CNOs validate secondary school competences (equivalent to the 12th year of schooling) and professional competences, based on the referential/standards

In 2013, the CNOs were closed and replaced by the centres for qualification and vocational education (CQEP), which in turn extended their role to guidance and referral of young people, aged between 15 and 18.

In 2016, the CQEPs were replaced by *Qualifica* centres ⁽¹⁵⁾. There are about 270 of these operating under the supervision of ANQEP. They are tasked with

⁽¹²⁾ Ordinance No 232/2016 of 29 August 2016: <https://dre.pt/application/file/a/75217575>

⁽¹³⁾ Source: Cedefop, 2017b; Cedefop et al. 2017.

⁽¹⁴⁾ Currently, the RVCC refers to the qualification standards in the national qualifications catalogue, both to 'school-based competences' (four, six, nine or 12 years of school) and 'professional competences'. The key competence standards for adult education and training for basic and secondary level are structured into key competence areas, covering different subject content at these specific education levels.

⁽¹⁵⁾ A first period of applications to develop a *Qualifica* Centre has been completed and the institutions, both public and private, are selected by ANQEP.

carrying out RVCC ⁽¹⁶⁾, and target adults (over 18 years old) and young people, especially NEETs. In 2017, the above-mentioned legislation ⁽¹⁷⁾ consolidated the rules on recognition, validation and certification of competences (RVCC).

Qualifications at levels 1 to 4 of the national qualifications framework (QNQ) can be acquired via validation and have equivalent value to those acquired through formal education. Validation has two main routes: an academic route and a professional one. In the academic/education route, the standards used for validation are the key competences from the adult education and training referential framework, and the qualification levels awarded by validation correspond to basic and secondary education (up to the 12th year of schooling). In the professional route, there are 154 standards in use for validation. They are based on the national catalogue of qualifications (*Catálogo Nacional de Qualificações*, CNQ) and award levels 2 and 4 of the QNQ/EQF.

3.2.2. Training opportunities for vulnerable groups

In 2015 and 2016, the Institute for Employment and Professional Training (IEFP), in cooperation with the National Agency for Qualification and Vocational Education and Training (ANQEP), consolidated specific training programmes to increase the employability of young people with disabilities ⁽¹⁸⁾. Disabled people can acquire and develop targeted professional skills allowing them to enter the labour market.

Since 2015, companies which provide apprenticeships to young people with learning difficulties are entitled to receive financial support ⁽¹⁹⁾. This financial support is intended as compensation for any extra costs that may occur during the apprenticeship.

⁽¹⁶⁾ The two processes that are integrated in the RVCC system are:

- a) education RVCC process, aimed at obtaining a school leaving qualification (levels 1, 2 and 3 of the NQF/EQF);
- b) professional RVCC process, aimed at obtaining a vocational qualification (offers a school and professional certification; levels 2 and 4 of the NQF/EQF).

⁽¹⁷⁾ Decree-Law No 14/2017, of 26 January 2017:

<https://dre.pt/application/file/a/105808732>

⁽¹⁸⁾ <https://www.iefp.pt/>

⁽¹⁹⁾ Ordinance No 60-A/2015, 2 March 2016; Regulation establishing common rules on the European social fund, Ordinance No 97-A/2015, 30 March 2015.

CHAPTER 4.

MTD 4 – Key competences in both IVET and CVET

4.1. Baseline

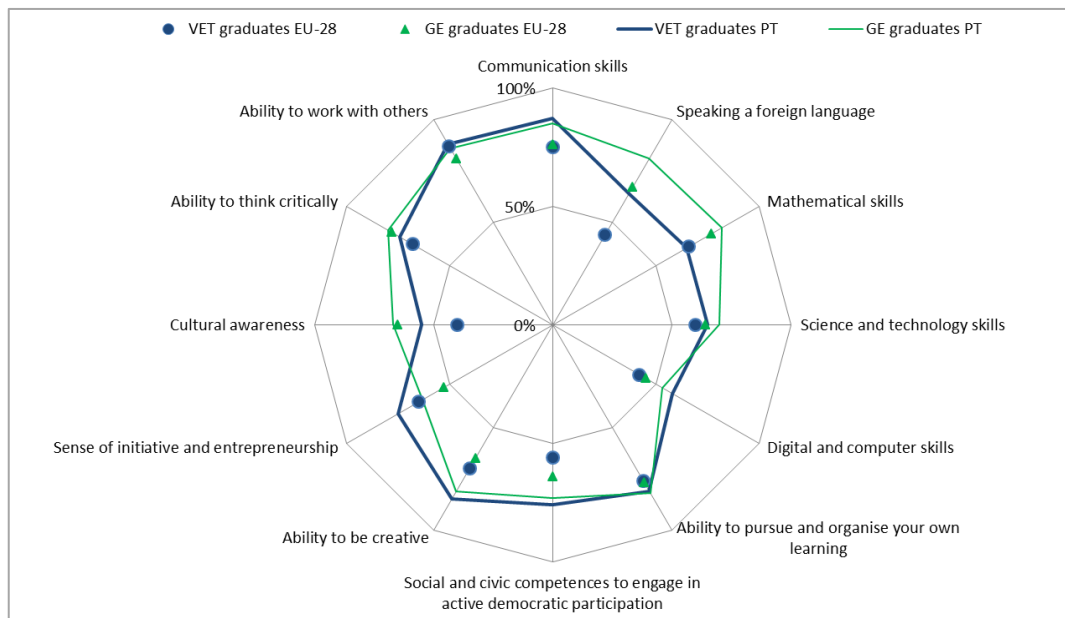
Compared with general education graduates, those who completed VET programmes feel they have stronger (ranged by priority):

- (a) sense of initiative and entrepreneurship;
- (b) digital and computer skills;
- (c) ability to be creative;

and weaker:

- (a) foreign language speaking;
- (b) mathematical skills;
- (c) cultural awareness (Figure 1).

Figure 1. Self-evaluation of acquired skills in general education and VET



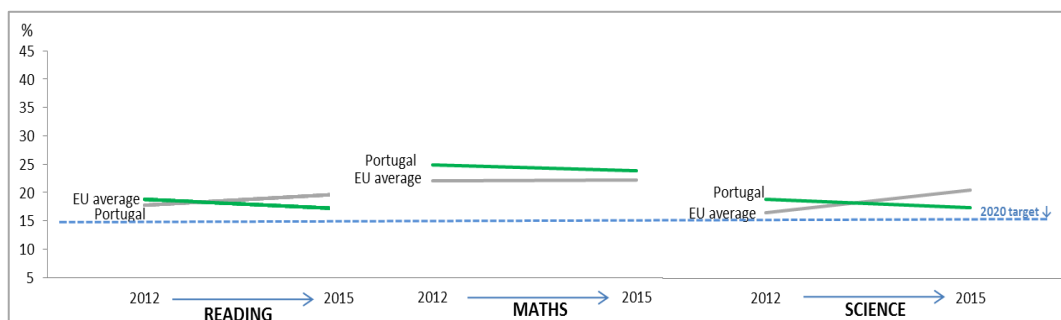
NB: GE: general education

Respondents who attended upper secondary education. Interviewees were asked in summer 2016 about their overall experience in upper secondary education. Aggregated data do not take account of different types and sectors of VET and age groups of respondents.

Source: Cedefop (2017c).

The context of key competences in 2015 was mainly characterised by a decreasing share of young low achievers in reading, maths and science compared with 2012 (Figure 2). The share of low achievers in Portugal was lower (except for maths) than in the EU average, where the trend was reverse.

Figure 2. **Share of 15 year-olds with low achievement in reading, maths and science**



NB: Low achievement means failing Level 2 on the PISA scale.

Source: OECD, 2014; OECD, 2016.

As VET enrolls 45% of all upper secondary learners in the country ⁽²⁰⁾, this trend is likely to be reflected in the key competences trained for in VET programmes. Key competences (*competências-chave*), known as basic competences (*competências básicas* or *de base* or *essenciais*) or simple competences, have been included in the national legislation on secondary general and vocational education and training (VET) since 2001. Since then, several education reforms have taken place, including VET and those focusing on VET curricula. Most key competences, as defined in the 2006 EU framework, are implicitly present in VET curricula. Competences such as learning to learn, interpersonal, intercultural, social, civic, entrepreneurship and cultural expression are partially included in curricula of some VET programmes ⁽²¹⁾.

4.2. Key competences in continuing VET

For 2016-20, the country's priorities in this area, as set by the education and labour ministries, are to: (a) further develop CVET qualifications within the CNQ; and (b) update the qualifications' referential.

⁽²⁰⁾ Calculated from Eurostat, 2015 data.

⁽²¹⁾ For more information on key competences in VET see Ferreira (2016).

In 2014 and 2015, stakeholders analysed qualifications in the tourism and commerce sectors. This led to changes in 2016; new qualifications emphasised digital and foreign language competences and others (social and transversal) designed in terms of learning outcomes.

CHAPTER 5.

MTD 5 – Systematic initial and continuous professional development of VET teachers, trainers and mentors

5.1. Initial training for teaching / training staff in VET schools

For 2016-20, the country's priority in this area, as set by the education and labour ministries, is to review the organisation of teacher training.

The Teaching career statute for pre-school, basic and secondary education has been reviewed. Since 2016, the skills and knowledge examination ⁽²²⁾ (*Prova de avaliação de conhecimentos e capacidades*) is no longer in force. The entry requirements for teacher training courses have been increased and the system for employing temporary teachers has been reformed, allowing an annual renewal of fixed term contracts for up to five years.

A study to support developing a framework of skills and training for teachers/trainers of vocational education was also published by ANQEP, as part of a project financed by the *Operational Programme Technical Assistance* of the European Social Fund (POAT-FSE) with input from the experiences of Brazil, Canada, France and Spain.

5.2. Initial training for trainers and mentors in enterprises

For 2016-20, the country's priority in this area, as set by the education and labour ministries, is to review the initial training of trainers and tutors.

In-company tutors and mentors in Portugal are not required to undergo any specific training. In 2012, the Ministry of Education concluded a cooperation agreement with the German Federal Ministry of Education and Research (BMBF) for a project targeted at devising a training plan for company tutors in various work-based learning settings. Within this framework, ANQEP and IEFP

⁽²²⁾ Law No 16/2016, 17 June 2016:

https://cumulus.cedefop.europa.eu/files/vetelib/2016/2016_validate_PT.pdf

developed a referential for tutor training. Based on this referential, three pilot training programmes were organised in 2015 and 2016 in partnership with IEFP, ANQEP and the German Chamber of Commerce in Lisbon and Porto. The experiment is expected to lead to setting up a qualification for in-company tutors and mentors.

The ANQEP study to support the development of a framework of skills and training (Section 5.1) also covered trainers.

IEFP also developed a new set of training referential/standards of expertise (consultant trainer, trainer of trainers, and manager/coordinator trainer) suited to different trainer intervention contexts, which will open up the possibility of access to a Specialisation Pedagogical Competences Certificate (CCPE).

5.3. Continuing professional development for teaching/training staff in VET schools

For 2016-20, the country's priority in this area, as set by the education and labour ministries, is to enhance the status of teachers and trainers.

In the reporting period, the new project *Future classroom labs*, promoted by the General Directorate of Education (DGE), aims to provide teachers with guidance and resources on innovative learning in schools and classrooms. It also aims to develop a network of teachers to expand innovative teaching approaches nationwide.

The ANQEP study to support the development of a framework of skills and training (Section 5.1) also covered the continuing training of teachers.

5.4. Continuing professional development for trainers and mentors in enterprises

For 2016-20, the country's priority in this area, as set by the education and labour ministries, is to enhance the status of trainers and tutors.

The pilot training programmes organised in 2015 and 2016 in partnership with IEFP, ANQEP and the German Chamber of Commerce in Lisbon and Porto (Section 5.2) also covered the continuous training of in-company tutors and mentors.

Conclusion

Since 2015, Portugal has been reinforcing its mechanisms for quality assurance in VET and its analysis of qualification needs, namely through the development of SANQ at the regional level, bringing VET and employers closer. ECVET and the system for recognition, validation and certification of competences were further developed. Groups in need (young people with disabilities or with learning difficulties) were provided with new training opportunities. The rules and structures for initial and continuing training of VET teachers and in-company trainers and mentors are being reset/reshuffled.

The actions carried out show that the main lines of the Riga Conclusions and the country's policy priorities for 2016-20 are being addressed. Yet, information available to Cedefop at the time suggests issues which could benefit from further consideration: supporting the development of key competences in initial and continuing VET; and making more systematic use of EQAVET indicators to monitor the development of the VET system. Less emphasis seems to have been put at policy level over the past three years on strengthening work-based learning and the area of guidance also seems to have been somewhat overlooked in the period.

List of abbreviations

AES	adult education survey
ANQEP	National Agency for Qualification and Vocational Education
CCPE	specialisation pedagogical competences certificate
CNO	new opportunities centres
CQEP	centres for qualification and vocational education
CVET	continuing vocational education and training
DGERT	Directorate General for employment and industrial relations (DGERT)
DGVT	Director General for vocational education and training
ECVET	European credit system for vocational education and training
EQAVET	European quality assurance in vocational education and training
EQF	European qualifications framework
ESF	European social fund
Eurostat	statistical office of the European Union
GE	general education
IEFP	Institute for Employment and Vocational Training
ISCED	international standard classification of education
IVET	initial vocational education and training
NCP	national coordination point
NEETs	not in education, employment, or training
CNQ	national qualifications catalogue (<i>Catálogo Nacional de Qualificações</i>)
OECD	Organisation for Economic Cooperation and Development
PISA	programme for international student assessment
PPS	purchasing power standards
QNQ	national qualifications framework (<i>Quadro Nacional de Qualificações</i>)
QANRP	quality assurance national reference point
SANQ	system for the anticipation of qualification needs (<i>Sistema de Antecipação de Necessidades de Qualificações</i>)
SIGO	online information system for the management of training provision
SMEs	small and medium-sized enterprises
RVCC	recognition, validation and certification of competences
STEM	science, technology, engineering and math programmes
UOE	Unesco OECD Eurostat
VET	vocational education and training

References

[URLs accessed 30.11.2017]

- Cedefop (2017a). *On the way to 2020: data for vocational education and training policies: country statistical overviews: 2016 update*. Luxembourg: Publications Office. <http://www.cedefop.europa.eu/en/publications-and-resources/publications/5561>
- Cedefop (2017b). *European inventory on NQF 2016: Portugal*. <http://www.cedefop.europa.eu/en/publications-and-resources/country-reports/portugal-european-inventory-nqf-2016>
- Cedefop (2017c). *European public opinion survey on vocational education and training*. Luxembourg: Publications Office. http://www.cedefop.europa.eu/files/5562_en.pdf
- Cedefop; European Commission; ICF (2017). *2016 update to the European inventory on validation of non-formal and informal learning: country report: Portugal*. https://cumulus.cedefop.europa.eu/files/vetelib/2016/2016_validate_PT.pdf
- European Commission (2015). *Education and training monitor 2015: Portugal*. Luxembourg: Publications Office. http://ec.europa.eu/dgs/education_culture/repository/education/tools/docs/2015/monitor2015-portugal_en.pdf
- Eurostat. *Pupils enrolled in upper secondary education by programme orientation, sex, type of institution and intensity of participation* [database]. http://appsso.eurostat.ec.europa.eu/nui/show.do?dataset=educ_uae_enrs04&lang=en
- Ferreira F. (2016). *Key competences in vocational education and training – Portugal*. Cedefop ReferNet thematic perspectives series. https://cumulus.cedefop.europa.eu/files/vetelib/2016/ReferNet_PT_KC.pdf
- OECD (2014). *PISA 2012 results in focus: what 15-year-olds know and what they can do with what they know*. <https://www.oecd.org/pisa/keyfindings/pisa-2012-results-overview.pdf>
- OECD (2016). *PISA 2015: PISA results in focus*. <https://www.oecd.org/pisa/pisa-2015-results-in-focus.pdf>