
VOCATIONAL EDUCATION
AND TRAINING IN EUROPE
PORTUGAL



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This VET in Europe report is part of a series prepared by Cedefop's ReferNet network. VET in Europe reports provide an overview of national vocational education and training (VET) systems of the EU Member States, Iceland and Norway. The reports help to understand VET's main features and role within countries' overall education and training systems from a lifelong learning perspective, and VET's relevance to and interaction with the labour market.

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CHAPTER 1.

External factors influencing VET

1.1. Demographics

Statistics Portugal (*Instituto Nacional de Estatística* – INE, December 2016) data show the population decrease (10 309 573) by 0.31% compared with 2015 due to the decrease in domestic population (-0.23%) and net migration (-0.08%) (Table 1).

Table 1. **Resident population in 2016**

	Total	Men	Women
Portugal	10 309 573	4 882 456	5 427 117
Mainland	9 809 414	4 643 917	5 165 497
Azores	245 283	119 679	125 604
Madeira	254 876	118 860	136 016

Source: INE - [Instituto Nacional de Estatística, População residente 2016](#).

Population is ageing which is a challenge for the country's future. Compared with 2015, the population under age 15 decreased by 18 416. People aged 65 and over account for more than 20% of the population and in 2016 they increased further by 35 816 more. In the last decade, the average age of the resident population increased by around three years, thus reaching 43.9 in 2016. The old-age-dependency ratio in 2015 was 32.5%.

INE data confirmed that the net migration remained negative in 2016 due to emigration, mostly temporary. There are 397 731 foreign residents in Portugal (approximately 4% of the total population) but their share is decreasing ⁽¹⁾.

In 2007-13, the number of foreign students at basic and secondary levels ⁽²⁾ decreased by 22.7%, with the exception of Asian students (+26.3%) ⁽³⁾. Foreign students have lower academic results compared with Portuguese but their performance improves at secondary level of education according to [PISA 2012 and 2015](#) results.

Recognition of qualifications plays a role in integration. Since late 1990s, many overqualified workers came to the country, especially from Eastern Europe. The legal framework for the recognition of academic degrees acquired abroad was approved in 2007. The framework made recognition more accessible and transparent as depicted in the greatly increased number of requests for and acknowledgments of higher education level qualifications.

The [Strategic Plan for Migration](#) encompasses policies on inclusion of new nationals through education and training and transition to the labour market.

⁽¹⁾ Source: annual report by the Immigration and Borders Service (*Serviço de Estrangeiros e Fronteiras* - SEF).

⁽²⁾ Data does not include *cursos artísticos especializados* (specialised art programmes) and *cursos de especialização tecnológica* (technological specialisation programmes) and only covers mainland Portugal.

⁽³⁾ A report on immigration (Reis Oliveira; Gomes, 2014) published by the High Commission for Migration (*Alto Comissariado para as Migrações* - ACM) shows that

1.2. Economy

Portugal has become a diversified and increasingly service-based economy since it joined the European Community in 1986. A significant feature of the structure of the Portuguese economy is the prevailing existence of small and medium sized enterprise (SME) with low productivity and non-tradable services. INE data ⁽⁴⁾ shows that the total number of enterprises in Portugal in 2015 was 1 181 406 of which 68% were individual business. In the non-financial sector, the number of business units grew by 3.1% and 98.3% of them were micro, small and medium sized enterprises. The most representative sectors were the trade sector; construction and real estate activities; and agriculture and fisheries.

In the 1990s, when the economy showed a growth rate above 3% per year on average, GDP per capita in Purchasing Power Standards (PPS) increased to 70% of the EU15 average (in 2000). Deep-rooted structural problems have, however, caused a major loss of competitiveness over the last decade.

According to data from the European Commission, economy performed well in the second half of 2016. The budget balance target was compatible with the single currency commitments. However, the sustainability of the public debt still requires a significant effort concerning the values of the primary balances. It was expected that Portugal's economic growth would be set to rise further in 2017 before easing off in 2018 (see Table 2).

Table 2. **Structural indicators 2015-16 and forecast for 2017-18**

Indicators	2015	2016	2017	2018
GDP growth (% , yoy)	1.6	1.4	1.8	1.6
Inflation (% , yoy)	0.5	0.6	1.4	1.5
Unemployment (%)	12.6	11.2	9.9	9.2
Public budget balance (% of GDP)	-4.4	-2	-1.8	-1.9
Gross public debt (% of GDP)	129	130.4	128.5	126.2
Current account balance (% of GDP)	-0.8	0.5	0.5	0.5

Source: Data available in the [Economic forecast for Portugal](#), European Commission.

In 2016, GDP recorded a real growth rate of 1.4%, after an increase of 1.6% in 2015. The contribution of domestic demand to GDP growth decreased, reflecting the reduction in investment, and, to a lesser extent, the deceleration of private consumption. Net external demand recorded a significantly less negative contribution than in 2015.

1.3. Structure and dynamics of the labour market

1.3.1. Labour market

In the second half of 2016, the economic recovery associated with the recovery of the household income was evident in the employment growth and the decline in the unemployment rate. Notwithstanding the delay in the economic growth due to the crisis, the Economic Adjustment Programme (2011-14) provided the basis for significant reforms

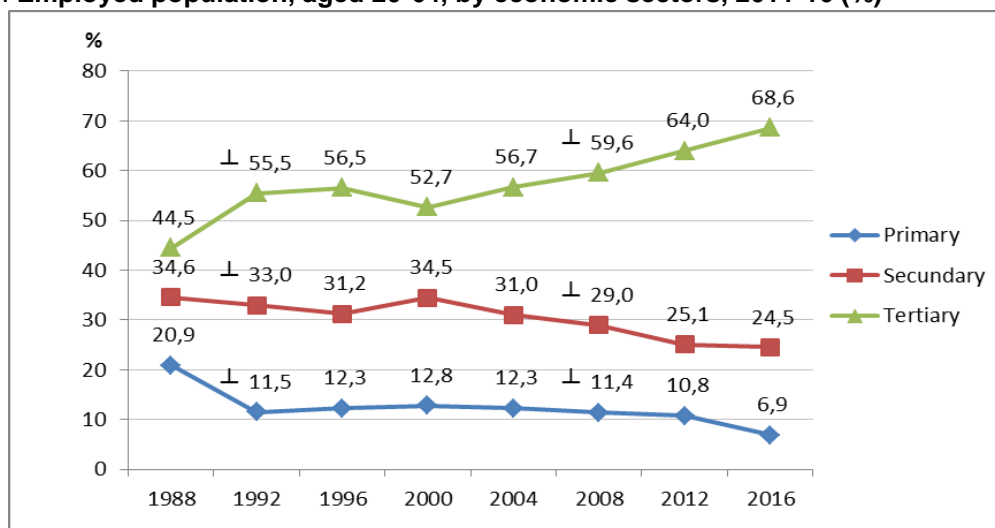
⁽⁴⁾ [Empresas em Portugal - 2015](#).

aiming at improving the performance of the labour market and thus boosted growth. Since then, Portugal has been slowly recovering.

The total Portuguese employed workforce accounted for 4 605.2 million in 2016 ⁽⁵⁾. There has been a general increase in the employment rate since 2013 (4%) ⁽⁶⁾. The labour force participation rate in the age group 20-64 was 70.6% ⁽⁷⁾. In 2016, the employed population in the mainland was 4 383 500 people, representing an increase of 1.2% compared with 2015. The employment rate was 65.3%, similar to that of 2011. The highest employment rate 80.2% is in the age group 25-54, followed by 52.1% in the age group 15-24. The age group 25-34 registered a decrease compared with 2015. In 2016, the higher the education level, the higher the employment rate was.

There is a continuing trend towards a higher level of employment in the tertiary sector (Figure 1), with particular emphasis on trade; vehicle repair/maintenance areas; accommodation and catering. Together, these three areas were responsible for the highest number of job creation, especially around the main urban areas.

Figure 1. **Employed population, aged 20-64, by economic sectors, 2011-16 (%)**



Source: [PORDATA \(based on INE data on employment survey, with the identification of breaks in series\)](#).

The unemployment rate in 2016 was 11.1%, rising from 8.1% to 16.2% between 2007 and 2013 and then declining. These figures confirm a slow recovery from the financial and sovereign debt crisis which lasted several years. Long-term unemployment accounts for over half of the total unemployment and tends to be stabilized at a high level. In the mainland, 51.4% of the unemployed held primary level education, 29% held secondary level education and 19.6% held higher education. The rate of youth unemployment still remained high in 2016 (Figure 2). To face these challenges, the government reinforced the measures to promote youth employment (53.5% of employers under 30 years work on temporary contracts affecting new entrants; EU average 33.3%) and negotiated a mid-term agreement

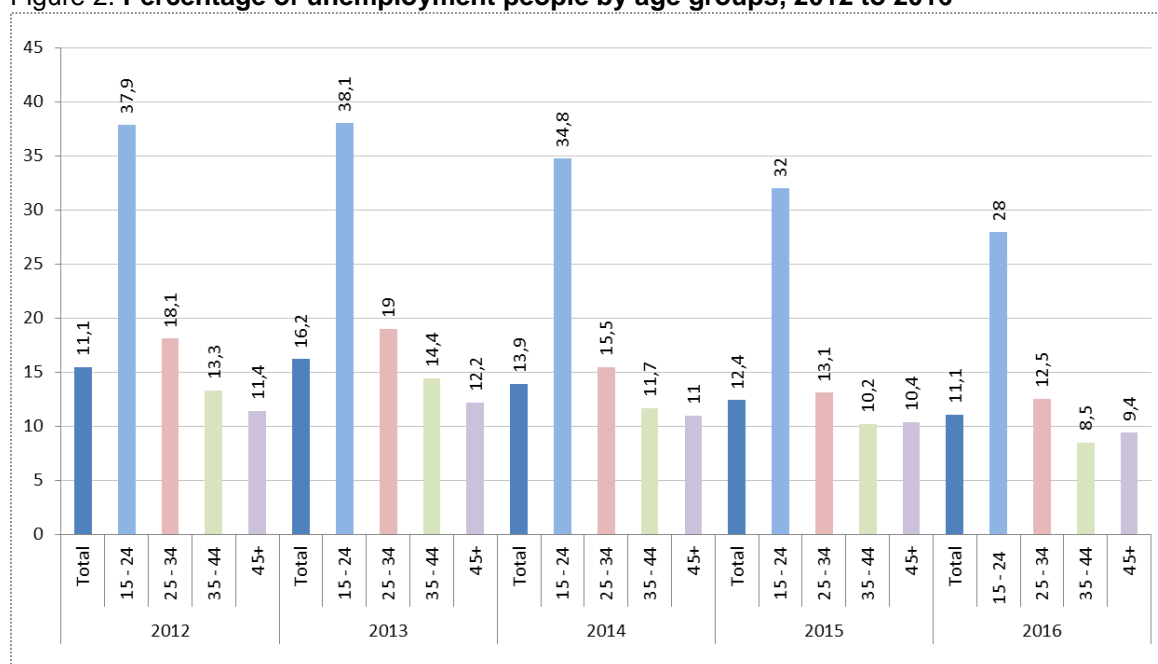
⁽⁵⁾https://www.ine.pt/xportal/xmain?xpid=INE&xpgid=ine_indicadores&indOcorrCod=0006139&contexto=bd&selTab=tab2

⁽⁶⁾ Council of the European Union - Emco multilateral surveillance conclusions: CRS/KEC related to wage setting.

⁽⁷⁾https://www.ine.pt/xportal/xmain?xpid=INE&xpgid=ine_indicadores&indOcorrCod=0006423&contexto=bd&selTab=tab2.

with social partners to improve the labour market conditions regarding topics of market segmentation and collective bargaining.

Figure 2. Percentage of unemployment people by age groups, 2012 to 2016



Source: Statistics of Portugal - INE

1.3.2. Regulating the access to professions

Since 2011, Portugal made major reforms deregulating professions. Since then, 174 professions were deregulated. Moreover, in 2012 and 2013 all the regulated professions by law were scrutinised in order to check the proportionality of the existing regulation and the compliance with the Constitutional principle of freedom to choose a profession. As a result, 14 more professions were deregulated. From 2011 to 2015, most of the regulations were modified.

Regarding the professions that are governed by professional associations, the legal framework for their creation, organisation and functioning was adopted in 2013 ⁽⁸⁾. It established among others the harmonisation with the qualifications Directive.

In 2015, a new legal framework ⁽⁹⁾ was adopted, establishing a different regime to access and exercise professions regulated by law. According to 2011 regulation, professional qualifications required to access a particular profession or professional activity should consider: (a) tertiary education qualifications; (b) the referential/standards for non-higher qualifications included in the National Qualifications Catalogue (CNQ); (c) the referential of non-higher qualifications not foreseen in the CNQ, and (d) diplomas or certificates obtained by passing exams without previous training.

⁽⁸⁾ [Lei \(Law\) n.º 2/2013, de 10 de janeiro.](#)

⁽⁹⁾ [Decreto-Lei \(Decree-Law\) n.º 37/2015, de 10 de março.](#)

1.4. Education attainment

In 2016, the National Reform Programme ⁽¹⁰⁾ identified the main challenges in the areas of education, qualification and training. Low level of qualifications and high levels of underachievement at school and school dropout, among others, draw attention to the need for urgent measures to implement public policies and instruments targeting specific groups such as young people (especially those who are not in education, employment, or training - NEET) and adults (in particular the long-term unemployed - LTU). The programme states that these critical aspects limit the economy's potential for innovation and competitiveness and reproduce income and labour market inequalities, particularly because of the low level of adult qualifications: 55% of people aged 25-64 have not completed secondary education and about 45% of the labour force has few or no digital competence.

The OECD 2016 Education at a Glance concludes that in Portugal only 23% of people aged 25-64 attained tertiary education (compared to 36% of the OECD average), which has an obvious impact on the economy competitiveness. Another important aspect, reported in PISA results, concerns the learners percentage of retention up to 15 years old in Portugal which is twice the average of the OECD countries (13%), although it has declined between 2012 and 2015 (see also Annex). Commenting on these results, the Minister of Education stated that this entails 'brutal psychic, symbolic and social costs and has a financial impact of around EUR 250 million per year'. Still, positive changes can be identified in terms of rates of participation, educational attainment level and early school leaving.

In the report published by the Ministry of Education with the statistics for 2015/16, information is given covering young people and adults enrolment rates in general education and VET (see also Annex).

The decreasing numbers of enrolments of young people follow the downward demographic trend (progressive drop of the birth rate). As far as young people are concerned, approximately 40% of those enrolled in secondary education (144 155 of the total 356 868), have chosen VET ('professional programmes', 'vocational programmes', apprenticeship and CEF programmes, see chapter 2).

Regarding adults, 19.7% of the total of 62 045 enrolled in education / VET, are in the process of recognition of prior learning (RVCC, see chapter 2). The EFA programmes (Education and Training for Adults) remain the main modality of adult enrolment reaching a percentage of 64.4%. Higher participation is shown in the 3rd cycle of basic education and secondary education.

Data for 2016 show that the share of people aged 25-64 years with educational levels ISCED 0-2 stand at 53.1% (73.7% in 2005) and with ISCED 3-4 at 23.1% (13.5% in 2005). If compared to the EU average, ISCED 0-2 share accounts for higher rates, while the trend is reversed for the ISCED 3-4 share, both in 2005 and 2016.

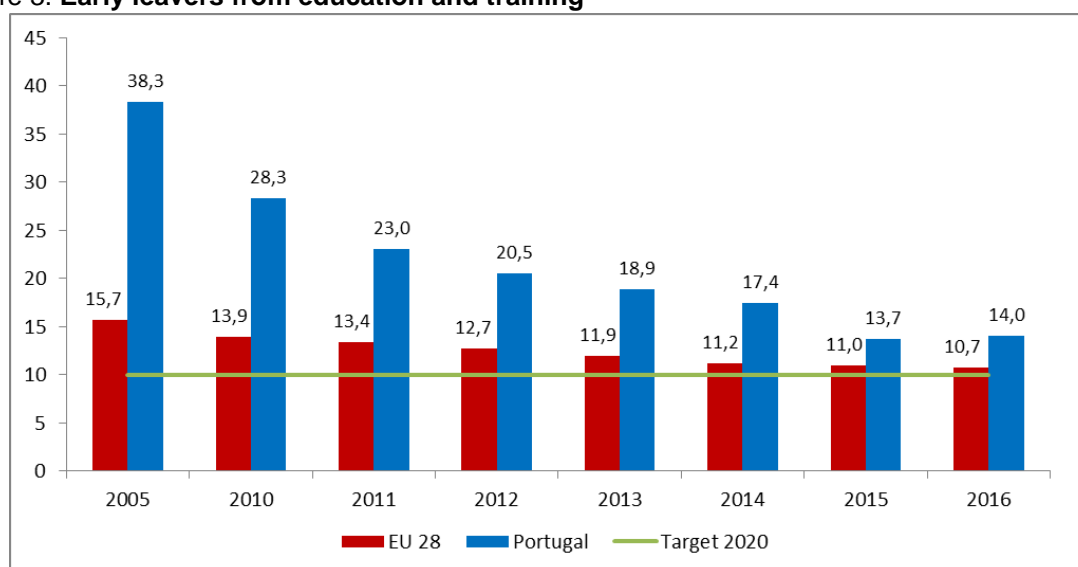
A good indicator of progress refers to the increase in the share of population aged 20-24 with at least upper secondary education, from 49.4% in 2005 to 77.5% in 2016, only 5.7 percentage points away from the EU28 average. This represents a very significant achievement, which can be the result of, on the one hand, the steady improvement in educational attainment over time and, on the other hand, the policy measures aiming at

⁽¹⁰⁾ [Plano Nacional de Reformas 2016](#).

bridging the educational gap, e.g. the implementation of a system for the recognition of prior learning, among others.

Another positive aspect is improvement in the rates of early leaving from education and training since 2005 (38.3). The decreasing trend continued until 2015 (13.7%), with a slight increase of 0.3% in 2016 (14%) ⁽¹¹⁾, keeping Portugal on track to achieve the 2020 EU target of 10.7% (see Figure 3). An example of the attempt to reduce these rates within the scope of the Ministry of Education is the School attainment promotion programme (*Programa de promoção do sucesso escolar*, 2016), which has given schools the incentive to create their own strategic action plans to improve student quality of learning and educational attainment ⁽¹²⁾. Also, to tackle the high levels of school failure a tutoring support to students was implemented, reaching out for those who are from disadvantage social backgrounds (52% against 9% from advantage background).

Figure 3. Early leavers from education and training



NB: Percentage of the population aged 18-24 with at least lower secondary education and not in further education or training

Source: Eurostat data at

http://ec.europa.eu/eurostat/tgm/table.do?tab=table&init=1&language=en&pcode=t2020_40&plugin=1

Supporting measures were also taken in the past three years by the Ministry of higher education to encourage young people below 30 who have interrupted their studies to re-enrol again and complete their degrees ⁽¹³⁾. Measures that enhance access to higher education for young people from disadvantaged backgrounds have proven to be effective for raising the numbers of enrolment. The number of scholarships granted has been growing steadily for around 30 years.

As it can be observed in Figure 4, although Portugal falls behind the EU in many indicators regarding educational attainment of the population in tertiary education, recent data from 2016 clearly reveals a steady increase since 2005. Among the 20-24 years old, the

⁽¹¹⁾ The Ministry of Education ascribe this fluctuation to the high retention rates currently existing in Portuguese schools.

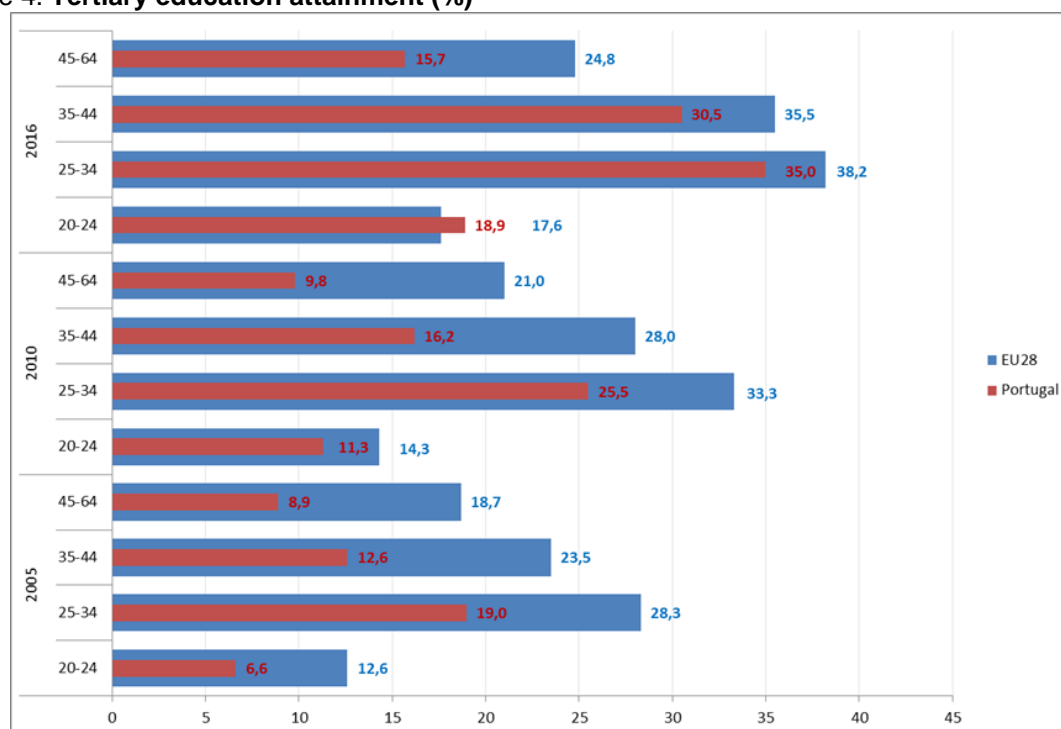
⁽¹²⁾ [Programa nacional de promoção do sucesso escolar](#).

⁽¹³⁾ [Programa Retomar](#).

relevant percentage has strikingly increased from 6.6% to 18.9%, exceeding the 2016 European average by 1.3pp. Regarding the total adult population (25-64), the Portuguese average in 2016 is nearer the EU average (23.9% and 30.7%, respectively) than it was in 2005 (12.8% and 22.5%, respectively).

The Europe 2020 national target that at least 40% of 30-34 years old should have completed a tertiary or equivalent education by 2020 is also being addressed. The number of higher education graduates doubled since 2005 (17.5% in 2005, 34.6% in 2016), even if it is below the EU average (39.1 % in 2016).

Figure 4. **Tertiary education attainment (%)**



Source: Eurostat 2016

1.5. Welfare and employment policies relevant to VET

The on-going VET modernisation does not start from scratch. The challenge has been to bridge the gap between the traditional view (perspective from an input-oriented learning process) and the modernised view (a learning outcome perspective which include general education, VET and higher education) to create transparency, permeability and flexibility of qualifications within the current national reforms of economic and welfare/employment policies). Underlying both views, it is acknowledged that low education levels are one of the key factors that explain Portugal's productivity gap compared to its European partners. Against the background evidence ⁽¹⁴⁾ that unqualified workers have a negative impact on the pace of learning of the labour force (by determining their capacity to adapt to today's fast-

⁽¹⁴⁾ OECD Economic Surveys: Portugal 2012, p.28 'Low education levels across the workforce explain a substantial proportion of Portugal's productivity gap'.

changing technological world) there seemed to be room for a comprehensive framework for the development of education and training policy and qualification standards. These attempts address the low skill level of Portugal's labour force that acts as a barrier to the country's competitiveness ⁽¹⁵⁾.

With this purpose in mind, the [Qualifica Programme](#) ⁽¹⁶⁾ was developed to promote investment on training pathways that will lead to effective qualification of learners instead of an one-off approach for training with little added value regarding the improvement of adult qualification or employability.

On the same direction, the IEFP public employment service ⁽¹⁷⁾, allocated 50.3% of its employment budget for 2016 (EUR 408 600 thousands) to measures relevant to VET, i.e. the employment traineeships ([Estágios emprego](#)) that fall under the topic of Labour insertion (*Inserção profissional*). This measure supports the development of competences for young people aged 18-30 looking for a first or new job, to improve their employability, to support the transition between the qualification system and the labour market; also promoting learning of new competences in enterprises.

Other initiatives belonging to the same measure, but with lower financial impact, are:

- the Professional traineeships in public administration (*Estágios profissionais na administração pública*);
- the Active youth employment programme ([Emprego jovem ativo](#)), aiming at developing a practical experience in a work context for young people aged 18 to 29, from disadvantaged groups, together with more qualified young people, with a duration of six months;
- the Reactivate programme ([Reativar](#)), promoting the professional reintegration of long-term unemployed people aged 30+ including through training activities, and
- Arts and crafts training ([Formação artes e ofícios](#)) which comprises training in a work context.

Also within the IEFP budget, the largest share under the topic on Hiring support (which accounts for 38.7% of the total available employment budget) was allocated to the measure titled as Employment stimulus ([Estímulo](#)) which requires that employers should provide vocational training to the hired people.

The measure on Contract labour-insertion ([Contrato emprego-inserção](#)), under the topic called *Social insertion* that represents 7.8% of the all employment budget, gives priority to applications of projects that foresee prior training of beneficiaries, namely in work context.

Under the IEFP topic called Supporting the creation of employment and enterprises (*Apoio à criação de emprego e empresas*) (1.1% of the entire employment budget), for the measure Invest youth ([Investe jovem](#)), the IEFP is responsible for providing the project promoters with the training they may need to develop their business.

In 2016, the national reform programme (NRP) has envisaged further improvement in the public employment service and a global evaluation of the active labour market programmes. A measure called *One-stop employment desk* has been under assessment,

⁽¹⁵⁾ Country Report Portugal 2016, EC, p.35 'The low skill level of Portugal's labour force acts as a barrier to the country's competitiveness'.

⁽¹⁶⁾ [Decreto-Lei \(Decree-law\) n.º 14/2017 de 26 de janeiro](#).

⁽¹⁷⁾ [IEFP - Activities plan 2016](#), page 21.

with the objective to concentrate the interaction between public services, unemployed people and employers in a single physical space and in a single digital platform. Another such example is the greater focus on measures in the sectors most affected by unemployment, particularly when the target groups are young people (NEETs) and long-term unemployed. The development of adult education and training is also one of the main supporting measures foreseen in the NRP for the activation of those furthest from the labour market, increasing their employability. The activation measures with wider outreach (traineeships, hiring supports and modular training) are expected to cover around 300 thousand people until 2020 (annual average). Activation of NEETs should cover around 125 000 people (annual average) until 2020. Activation measures under the Youth Guarantee and for the long-term unemployed people will involve approximately 150 000 people (annual average).

The **Youth Guarantee initiative** ⁽¹⁸⁾ launched in December 2013, targets young people under 30 and aims at increasing their opportunities on education and training, work experience or employment within four months after becoming unemployed or after leaving the education system. It aims at raising young people qualification levels, facilitating the transition to the labour market and decreasing youth unemployment. Accordingly to [the 'Youth Guarantee country by country - Portugal 2016'](#) of the EC, around 300 000 NEET participated in these measures. In the document it is stated that several measures were launched to support outreach non-registered NEETs and students at risk of early school leaving. Progress has been made in increasing young people enrolment rates in VET, while also taking steps towards improving their labour market relevance. A broad network of partners engaged in the implementation of this initiative has been set to reach out to NEETs. Its [online platform](#), launched in December 2014, is open to the registration of NEETs.

⁽¹⁸⁾ [Resolução do Conselho de Ministros \(Council of Ministers Resolution\) n.º 104/2013 de 31 de dezembro.](#)

CHAPTER 2.

Providing VET in a lifelong learning perspective

2.1. Background and governance of VET

The establishment of ‘technical education’ took place in the mid-1940s. This type of education matured in the 1960-70s but was discontinued in the post-1974 revolutionary period because of the social stigmatisation it became associated with over time. Nevertheless, in the late 1970s, the Institute for Employment and Vocational Training (IEFP) was created in order to put in practice the employment and training policies with increased attention to the local needs. It was not until the end of the 1980s that governmental authorities began to repave the way to incorporate the practical component of professional training into the mainstream education system by setting up professional schools (*escolas profissionais*), based on public-private partnerships and co-financed by the ESF. A decade later, these schools would legally become state dependent private schools; however, the state remained entitled to create public professional schools to address specific local needs. The turning point would come about in the 21st century, when ‘professional programmes’ (*cursos profissionais*) began to be provided by secondary school, offering a choice between a general/formal path (leading to higher education) and a professional training/vocational education path (leading to the labour market, further or higher education).

In 2000, a set of policies were framed to tackle the traditional underperformance of learners and the low level of educational attainment by:

- (a) creating a system of recognition of prior learning (RVCC);
- (b) developing measures to combat the high dropout rates at lower secondary level;
- (c) elaborating adult education policies.

The process for bridging the traditional gap between education and professional training then begun. In 2007, the National System of Qualifications ⁽¹⁹⁾ (*Sistema Nacional de Qualificações* - SNQ) launched the current qualifications system in an attempt to get aligned with the EU policies. Its objectives are listed below (see Box 1). The SNQ framework is based on a balanced relationship between VET within the educational system and VET in the labour market. It establishes common objectives and instruments, developed over the years and complementary tools to sustain the implementation of the policies, including the National Qualifications Framework (QNQ) (see Section 3.2).

Under the SNQ, successful completion of VET programmes grants a double certification, i.e., an education diploma and a vocational qualification level within the QNQ. The QNQ ⁽²⁰⁾ is in line with the European Qualifications Framework (EQF). Double certification allows:

- (a) promotion of the parity of esteem between general education and VET;
- (b) open educational and training pathways, thus;
- (c) increased VET attractiveness.

⁽¹⁹⁾ [Decreto-Lei \(Decree-Law\) n.º 396/2007, de 31 de Dezembro](#) (link to the consolidated legislation).

⁽²⁰⁾ [Portaria \(Ordinance\) n.º 782/2009, de 23 de julho](#).

Box 1. Objectives of the SNQ

- To promote secondary education as the minimum educational qualification;
- To raise the basic training of the active population to enable their education and professional development;
- To ensure that VET offer leads to double certification (educational and professional);
- To organise IVET and CVET offer adjusted to the needs of enterprises, labour market and new economic sectors;
- To provide a diversified VET offer in a LLL perspective leading to skills-based qualifications and learning outcomes;
- To reinforce the process of recognition, validation and certification of competences;
- To promote socio-professional qualification and integration of vulnerable groups;
- To promote national and international consistency, transparency and comparability of qualifications;
- To promote the inclusion of people with disabilities, through skills and LLL;
- To ensure educational and professional information and guidance and shared management of the respective resources and tools;
- To promote the effectiveness and efficiency of VET by anticipating the qualification needs and through mechanisms for quality assurance;
- To ensure that the management of public funding is oriented toward VET priorities and policies;
- To contribute to equal opportunities while accessing professions, namely promoting employability and entrepreneurship without gender discrimination.

Source: ReferNet Portugal

The central government has overall responsibility for vocational education and training. The Ministry of Education is traditionally responsible for the educational sector (pre-primary education, basic education, secondary education, school-based training). The Ministry for higher education and science is responsible for tertiary education. The Ministry of Labour, through the Institute for Employment and Vocational Training (IEFP), is responsible for training through apprenticeship programmes, continuing vocational training and active labour market measures implementation. The Ministries of education and labour share equal responsibility over the National Agency for Qualification and Vocational Education (ANQEP). ANQEP and IEFP have the overall responsibility for implementing VET policies. Regional authorities for non-higher education and VET are responsible for the implementation of policies at local level.

In accordance with specific legislation, the SNQ comprises the following institutions: ANQEP (coordination), Directorate-General for Education (DGE); DGERT; IEFP; bodies and structures with competence to fund VET policies; sector councils for qualification; centres specialised in adult qualifications; primary and secondary education establishments; training centres and professional rehabilitation of direct and protocol management with IEFP; centres of excellence created for training providers distinguished by the quality of their interventions, namely the protocol centres of IEFP; accredited ⁽²¹⁾ VET providers. The SNQ also includes enterprises that promote the training of their employees, and other entities that contribute to

⁽²¹⁾ In Portugal, the term '*certificação*' is used for the accreditation of VET providers.

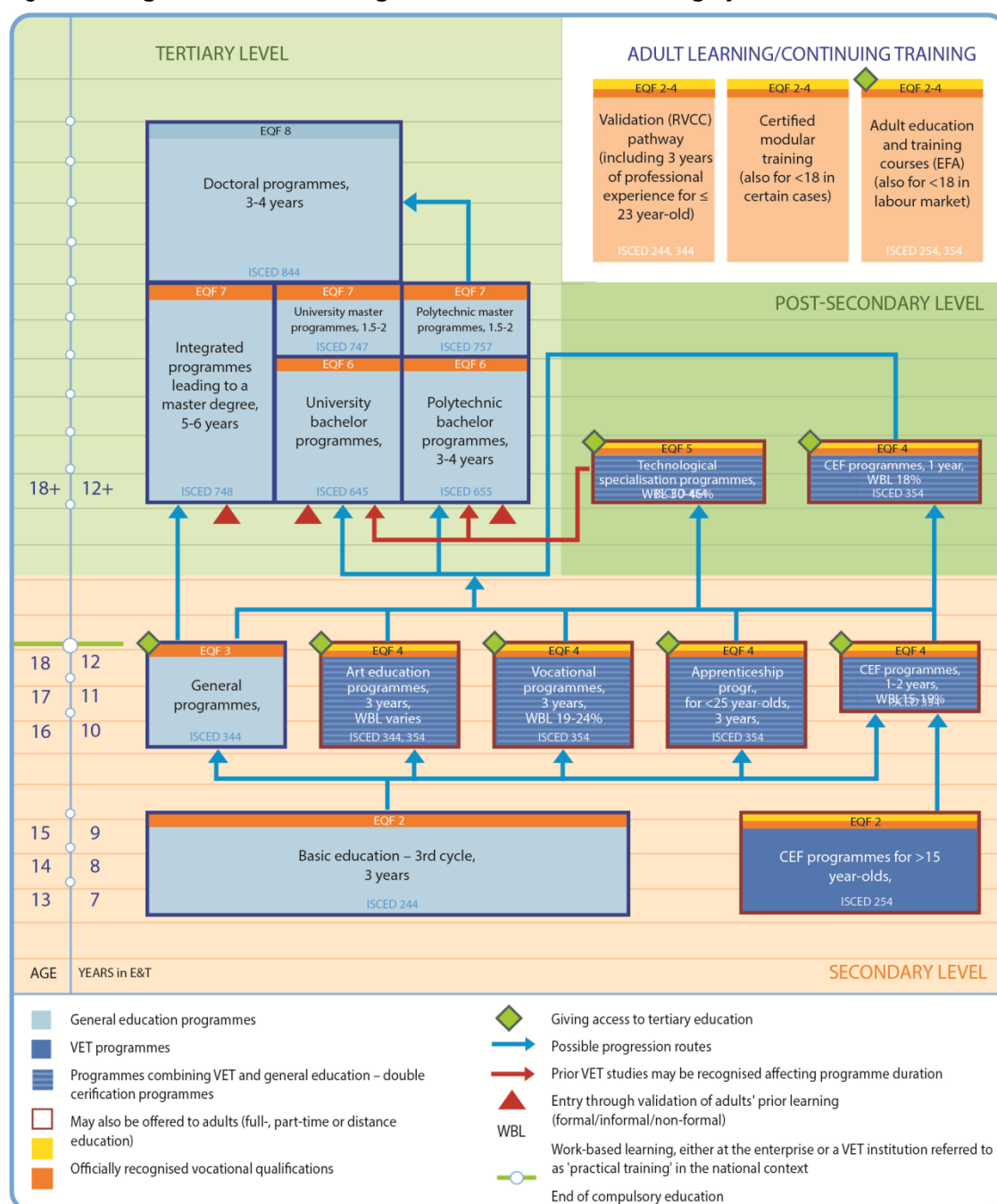
the same purpose. Higher education institutions are also part of the SNQ, in accordance with the specific and applicable legislation.

The social partners intervene in the coordination of the SNQ through their participation in the general council of ANQEP, in the management board of the IEFP; and in the monitoring board of DGERT accreditation of VET providers.

Higher education (universities and polytechnic institutes) are autonomous institutions.

2.2. VET in the national education and training system

Figure 5. **Diagramme of the Portuguese education and training system in 2016**



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

2.3. Government-regulated VET provision

VET provision applies the following key principles:

1. competitive diversity of VET;
2. flexibility in type and duration of courses;
3. compatibility between EQF and QNQ, between education attainment and training qualification;
4. permeability;
5. transparency of the recognition of qualifications to learners and employers.

2.3.1. Compulsory education: basic and secondary levels

In 2009, compulsory education was extended to 12 years of schooling, between the age of six and 18 ⁽²²⁾. In line with these policy changes and as of 2012, compulsory education comprises two stages: basic education (1st - 9th year) and secondary education (10th - 12th year). Compulsory education is provided in state schools which are publicly-funded but also in private schools (with or without state funding).

Basic education is organised into three subsequent cycles (see Table 3) allowing school children to move through a predictable sequence of developmental stages. The 1st cycle corresponds to the so-called primary education; the 2nd cycle and the 3rd correspond to lower-secondary education. As a result, secondary education in the national context corresponds to what may be understood as upper-secondary education.

Table 3. **Organisation of basic education including VET**

Cycles	Years of schooling	Age level	ISCED 2011-P level	QNQ levels
1st cycle	1 st - 4 th	6 - 10	100	-
2nd cycle	5 th - 6 th	10 - 12	100	1
3rd cycle	7 th - 9 th	12 - 15	244, 254	2

Source: Information collected from DGE, ANQEP, IEPF and INE (2016).

2.3.1.1. VET at basic level

Traditionally VET programmes are a major option after the age of 15 at secondary education. However, education and training programmes for young people (*cursos de educação e formação de jovens* - CEF), targeting those who were under 15 years old at risk of early leaving were launched in 2004 at the 2nd and 3rd cycle of basic education. So far, there is lack of political determination for the implementation of these programmes and their funding has been steadily decreasing.

In 2012/13, the government launched the **vocational programmes in basic education** (*cursos vocacionais no ensino básico*) for young learners aged 13+ who had two retentions/failures in the same cycle of study or three (or more) in different cycles throughout their educational path. The programmes aimed at raising the quality in education and

⁽²²⁾ [Lei \(Law\) n.º 85/2009, de 25 de agosto.](#)

improving educational success; and allowing a first contact of learners with vocational activities. After a pilot period the programmes were gradually extended to schools that gathered technical and pedagogical conditions recognised by the Ministry of Education. However, they do not have national coverage. They are organised into modules and based on the involvement of enterprises and partner institutions set in the geographical area of the school. The involvement of enterprises ranges from the contribution to the modular subjects of the vocational component to the simulated practice suitable to the age of learners. There is a diagnostic evaluation that includes vocational guidance at the beginning of each programme to assess the prior knowledge of the learners, their needs and interests.

2.3.1.2. VET at secondary level

Secondary education is characterised by subject specialisation and is organised in different paths, leading to either further studies and/or vocational qualifications (see Table 4). Permeability has been ensured between general/academic paths (leading to further studies) and VET paths (leading to the labour market). Qualifications are provided within the QNQ.

Table 4. **Organisation of secondary education including VET**

Type of path	Years of schooling	Age	ISCED level	QNQ levels
Science and humanities programmes (<i>cursos científico-humanísticos</i>)* - General programmes	10 th -12 th	16-18	344	3
'Professional programmes' (<i>cursos profissionais</i>)	10 th -12 th	15-18	354	4
Education and training programmes for young people (<i>cursos de educação e formação de jovens</i> - CEF)	10 th -12 th	15-18	351 354	4
Apprenticeship programmes - (<i>cursos de aprendizagem</i>)	10 th -12 th	15-24	354	4
Specialised art programmes (<i>cursos artísticos especializados</i>)	10 th -12 th	16-18	344 345	4
'Vocational programmes' in secondary education (<i>cursos vocacionais no ensino secundário</i>)	10 th -12 th	16-18	N.A.	N.A.

Source: Information collected from DGE, ANQEP, IEFP and INE (2016).

* Programmes leading to higher education, also called general or regular education.

VET programmes at secondary level are briefly presented below and follow a similar structure (see Box 2).

Box 2. Training components of secondary education

VET programmes at secondary education follow the structure set by legislation ⁽²³⁾:

- General component (in scientific-humanistic programmes, specialised art programmes) and socio-cultural component (in 'professional programmes') - aim at building and developing the personal, social and cultural identity of learners;
- Specific training component (in scientific-humanistic programmes) ⁽²⁴⁾ - aims at providing a solid scientific training in the area of the respective programme;
- Scientific training component (in specialised art courses, 'professional programmes') - aims at acquiring and developing a set of knowledge and basic skills in the respective area;
- Technical-artistic and technical training components (in specialised art programmes and 'professional programmes') - aim at acquiring and developing a set of knowledge and basic skills on the respective course, and integrate specific forms of work-based learning.
- The common characteristic of all VET programmes is the technological and practical field that may include practical training held in a simulated or in a real work environment.

Source: ReferNet Portugal

⁽²³⁾ [Decreto-Lei \(Decree-Law\) n.º 139/2012, de 5 de julho](#) (link to the consolidated legislation).

⁽²⁴⁾ *Ensino recorrente* is an education path that can be attended by all people who exceeded the age-limit for basic or secondary education. It is a second chance educational option to reengage early school leavers.

(a) 'Professional programmes' (*cursos profissionais*)

They aim at providing learners with the required vocational education and training to develop personal and professional skills to perform a job and to pursue further studies and/or training (at post-secondary or higher education). They also aim at adjusting training offer to local and regional working needs. The 'professional programmes' include three training components: sociocultural; scientific; and technical. Training fields include applied arts, business administration, computer sciences, electronics, engineering, energy, construction and architecture, food industries, health services, tourism and hospitality etc. The programmes last for three years (10th-12th, approximately 3 200 hours). Work-based learning is mandatory and lasts 600-840 hours corresponding to 19-24% of the overall programme. These programmes are offered by public (secondary) or private schools. Upon successful completion, they allow a double certification - diploma of 12th year of schooling and QNQ level 4 and they lead either to the labour market or further VET, including higher education.

(b) Apprenticeship programmes (*cursos de aprendizagem*)

They aim at providing learners with the adequate knowledge and competences to enter the labour market by providing them a combination of work experience and studies / training. They address young learners between 15 and 24 years of age who have reached at least the 9th year of schooling but have not completed secondary education. Curricula are organised in training components: socio-cultural, scientific, technological, and practice in the workplace. Priority areas of training include audio-visual and media production, computer sciences, trade, construction and repair of motor vehicles, electricity and energy, electronics and automation, hospitality and catering, manufacture of textiles, clothing, footwear and leather, metallurgy and technologies of chemical processing. The programmes last about 2.5 year (from 2 800 to 3 700 hours), including mandatory workplace training (40% of the programme duration) and are provided by IEFP training centres or private providers (e.g. employers' associations, companies, trade unions) under protocols with IEFP. The evaluation is formative and summative. The final evaluation test (PAF) constitutes an integrated set of practical activities at the end of the training programme that help a jury assess the competences acquired during training. A double certificate - diploma of 12th year of schooling and QNQ level 4 is granted upon successful completion. Apprentices wishing to pursue their studies are subject to the regulations and requirements established to access the different higher level programmes.

(c) Education and training programmes for young people (*cursos de educação e formação de jovens* - CEF)

Their objectives are to tackle the high numbers of young people leaving the school early. They are meant to enhance their integration into the labour market through double certification and to motivate them to continue further their studies/training by providing flexible learning solutions in line with their expectations and local labour market needs. CEF programmes are organised sequentially from type 4 to 7 according to learners levels of educational attainment and the duration of the training (duration varies from 1 125 to 2 276 hours per type spanning one or two years). Regardless of types, all CEF programmes

comprise four training components: sociocultural; scientific; technological; and practical. Training is offered in various fields, such as crafts, computer sciences, environment protection, accountancy, management, beauty care, domestic services, therapy and rehabilitation, electronics, food industry, metallurgy etc. CEF can be offered by state schools, private or cooperative schools, IEPF training centres or certified training providers. Learners' assessment is carried out per subject/ area and per training component. The final assessment test (*prova de avaliação final* – PAF) is a presentation of a professional performance, comprising one or more practical works related with the most relevant knowledge and skills included in the programme profile. Successful completion of a CEF leads to a double certification - diploma of 2nd or 3rd cycle of secondary education and of QNQ levels 1, 2, 4 or 5. Progression is allowed to secondary or tertiary education, including higher education after certain conditions are met depending on the type and level of programme.

(d) Specialised art programmes (*cursos artísticos especializados*)

They aim at providing learners with the specific vocational education and training they need to enter a career in the artistic field of their choice by developing their capacities and talent or to take further studies/training in one of the fields. They are organised in three learning areas (general, scientific and technical/artistic). Workplace learning is mandatory in the 3rd year of the programme (12th year of schooling). Programmes are offered by public, private or cooperative schools in the fields of communication design, product design and artistic production. Learners' assessment is formative and summative. Successful conclusion of a specialised artistic programme leads to a double certification - diploma of 12th year of schooling and QNQ level 4. Progression is possible to technological specialisation programmes (QNQ level 5), or higher education (university or polytechnic).

(e) Vocational programmes in secondary education (*cursos vocacionais no ensino secundário*)

These programmes were launched in 2013 and extended in 2014 but are not as relevant as similar programmes at basic education. They have a modular structure and are organised in three training components: general; complementary; vocational and simulated practice. They have been implemented in clusters of public schools or individual schools, private general or vocational schools or in cooperative education, based on projects developed with enterprises.

Following the same approach as the programmes at basic education, a diagnostic evaluation is done at the beginning of each programme. Upon successful completion, the programmes grant a double certificate - diploma of 12th year of schooling and QNQ level 4 upon successful completion. Learners wishing to pursue studies also have access to other VET paths or they may enter the labour market.

The completion of any programme at secondary education requires learners to be assessed at school level (internal summative assessment). Additionally, VET programmes may require a project or a practical test to assess vocational skills. Successful learners are entitled to a secondary education diploma and to hold a vocational certificate at QNQ level 4. Those who intend to access post-secondary non-tertiary education are required to present

administrative evidences/certificates. To enrol in higher education learners must take national exams in specific disciplines (external summative evaluation).

2.3.2. Post-secondary non tertiary education

(a) Technological specialisation programmes (*cursos de especialização tecnológica* - CET)

These programmes are characterised by a combination of general, scientific and technological components in school with work-based learning and are composed by 60 ECTS. Usually they last approximately one year (1 200 to 1 560 hours) and award a QNQ level 5 and a technological specialisation diploma (DET). These programmes are developed in collaboration with the training institution and the enterprise, other employment organisations, associations of enterprises or socio-professional associations, amongst others, and can adopt different types/methodologies of training, including traineeships. The CET diploma allows learners to apply to higher education through a separate entrance/admission procedure determined by a broader regulatory framework, and following the requirements for entry set by each academic institution. Training held at the CET will be credited in the higher education programme.

(b) Higher professional technical programmes (*cursos técnicos superiores profissionais* - CTSP)

Launched in 2014, these programmes comprise the following components: general and scientific, technical, and on-the-job training, which takes place through an internship (lasting at least one semester and granting 30 ECTS). They run for four academic semesters, with 120 ECTS and award a diploma of higher professional technicians. These programmes are provided only by polytechnic institutions. Each institution provides programmes in the areas that should meet the region's needs. Holders of these diplomas can access the 1st cycle of higher education programmes or integrated master programmes through specific application procedures, leading to a high education degree. In 2016, these programmes integrated the higher education legislation ⁽²⁵⁾.

2.3.3. Higher education: universities and polytechnics

Higher education is structured according to the Bologna principles and is divided into university and polytechnic education. Pre-conditions to enter higher education include successful completion of a secondary level programme or a similar qualification level, admission exams and specific requirements concerning the area of study. Candidates over 23 years of age who do not comply with the above conditions may be submitted to specific entrance exams to show evidence they have the competences to enrol in the selected field of study.

Universities and polytechnic institutions grant 1st cycle degree (*licenciatura*, QNQ level 6) and 2nd cycle degree (*mestrado*, QNQ level 7), and integrated master programmes which comprehend the 1st and 2nd cycles (*mestrado*, QNQ level 7), whereas PhD degrees

⁽²⁵⁾ [Decreto-Lei \(Decree-Law\) n.º 63/2016, de 13 de setembro.](#)

(*doutoramento*, QNQ level 8) are granted by universities alone. This level of education is both funded by the state and by the payment of tuition fees.

2.3.4. VET for adults

(a) Education and training programmes/courses for adults (*cursos de educação e formação para adultos* - EFA)

Launched in 2000, these courses/programmes (either of certain modules or for a full qualification, according to need) are available for people over 18 who wish to complete the 3rd cycle of basic education or secondary education and/or obtain a professional qualification (QNQ levels 2-4).

EFA are organised in a lifelong learning perspective; in training paths, defined through an initial diagnostic assessment, carried out by the training provider or through a process of recognition and validation of the competences acquired throughout life. Training programmes are developed in an integrated way, comprising basic training and technological training or only one of these; and are offered in the form of modular training, based on a training standard/referential under the CNQ. Training is centred on reflective processes and on skills acquisition through a module entitled 'learning with autonomy' (*aprender com autonomia* leading to a basic level of education diploma and/or professional qualification) or a reflective learning portfolio (*portfólio reflexivo de aprendizagens*, leading to a secondary diploma and/or professional qualification).

Adults who hold the 3rd cycle of basic education diploma of an EFA programme and who want to pursue their studies can attend an EFA programme at secondary level or enter into a process of recognition, validation and certification of competences to obtain the secondary education diploma. Adults who hold a secondary diploma of an EFA programme can continue their studies in a technological specialisation programme (CET) or in a higher level programme, under the conditions defined by the higher education legislation.

(b) Certified modular training (*formações modulares certificadas*)

Certified modular training is included in the CNQ and is available since 2008 for people older than 18, who do not have the adequate qualification to access or progress in the labour market or have not completed basic or secondary education.

The modular training enables learners to create or to follow flexible learning paths with variable length, according to their own needs. The curricula organisation of modular training is based on training units of short duration (*unidades de formação de curta duração* - UFCD) available in the CNQ.

Modular training composed of UFCDs integrated in a training standard/referential associated with QNQ level 2 is intended primarily for adults who have not completed 3rd cycle of basic education. Similarly, UFCDs associated with QNQ level 4 are intended only for adults with equal or higher than the 3rd cycle of basic education.

The duration of a modular training course may range from 25 to 600 hours. Whenever a course exceeds the duration of 300 hours, one third the UFCDs are required to include the basic training component.

- (c) Prior learning process (*processo de reconhecimento, validação e certificação de competências - RVCC*)

The RVCC process comprises the identification of formal, non-formal and informal competences developed throughout life; through the development of specific activities and the application of a set of appropriate evaluation tools (see Annex 13). There are two different paths (educational and professional) to recognise competences acquired by adults through lifelong learning.

One of the tools used in the RVCC process to evaluate the candidates is the reflective learning portfolio (*portefólio reflexivo*). It is a written record of the candidate's competences acquired throughout life presenting a critical appraisal of his/her knowledge and competence development, as well as explaining and organising prior experience and education. It includes relevant supporting documentation in relation to the different areas of the portfolio. Validation of these competences is done under the referential framework of key competences elaborated by ANEQP. The certification of educational competences is awarded after a jury decides that the candidate has demonstrated a self-directed review of their knowledge, skills, and competences in the different areas of key competences of the related referential. The educational RVCC process aims at obtaining a QNQ level 1, 2 and 3.

This reflective record also includes supporting documents and other supporting evidence that demonstrate the competences and the professional achievements of the candidate. Implying a self-evaluative and critical view, this tool greatly depends on the profile of the candidate. The certification consists in a practical demonstration before a jury that allows for the assessment of proficiency held within the framework of professional competencies. The professional RVCC process aims at obtaining a professional qualification at QNQ level 2 and 4.

These processes are under the responsibility the *Qualifica* Centres, managed by ANQEP. Currently there are around 260 centres spread all over the country that provide adults this service.

2.3.5. VET for vulnerable groups

All the above mentioned VET provision is available for vulnerable groups. Additionally, there is a limited number of courses for immigrants and adults with low level qualifications:

- (a) Portuguese for all (*Português para todos*)

These courses target immigrant citizens, aged 18+, employed or unemployed, with regular residency status in Portugal. They aim at allowing them to increase their communication skills, to understand the Portuguese language, and to know the basic rights of citizenship necessary for their integration into the Portuguese society.

There is no limitation in accessing these programmes and a certification according the European language levels can be obtained:

1. Elementary user A - it has a length of 150 hours and confers a certification of proficiency level A2.
2. Independent user B - it has a length of 150 hours and confers a certification of proficiency level B2.

3. Technical Portuguese - it has a length of 25 hours and confers a certification of training for specific purposes. Portuguese technical manuals for the fields of construction, hotel and catering, trade and beauty care are available.

(b) Basic competences (*competências de base*)

These courses target adults with low level qualifications and provide them with basic reading, writing, arithmetic and ICT competences required to access education and training courses (EFA) or a RVCC process.

These courses may last between 150 and 300 hours and by legislation ⁽²⁶⁾ a minimum of 26 to 30 candidates is required to proceed with the course.

Special measures are taken for people with disabilities, mainly related with employment policy initiatives, which include support for qualification ⁽²⁷⁾ through initial and continuing VET courses. They aim at providing people with disabilities the knowledge and competences necessary to obtain a qualification that will allow them to carry out an activity in the labour market, to keep their employment and to progress professionally.

The courses follow the CNQ referential/standards, the specialised advice from the IEFP, and are organised and developed with careful attention to the labour market and to the specific needs of these people.

2.4. VET teachers and trainers

VET Teachers

Teachers from the Ministry of Education usually provide the sociocultural and scientific training components of VET programmes. There are no different requirements to teach in general education and in VET programmes.

VET trainers

The trainer profession is regulated by 2011 legislation ⁽²⁸⁾ that establishes the basis to enter this profession. This legislation intended to reinforce VET quality by valuing the certification of trainers' pedagogical competences. As a result of this legislation, the initial pedagogical training of trainers became compulsory for accessing the profession, and continuous training of trainers is also promoted, stressing the need of regular updating, especially for those trainers who work with disadvantaged people, or work on training mediation, training of trainers, distance learning, training in the work context, management and coordination of training, and training consultancy, particularly among SMEs.

Although the minimum length of the initial pedagogical training is 90 hours, a training framework of 10-hour modules introduced more flexibility, allowing a more versatile offer adaptable to each candidate profile. The latter can opt for a combination of modules provided by the training entities according to the available referential/standards.

The basic requirements for trainers include an initial pedagogical training certification; a higher degree on relevant scientific, technical, technological and practical training; or training (in components, units or modules) oriented towards competences based on operational /

⁽²⁶⁾ [*Portaria \(Ordinance\) n.º 216-C/2012 de 18 de julho.*](#)

⁽²⁷⁾ [*Article 6 of the Decreto-Lei \(Decree-Law\) n.º 108/2015, de 17 de junho.*](#)

⁽²⁸⁾ [*Portaria \(Ordinance\) n.º 214/2011, de 30 de maio.*](#)

work capacity, provided that trainers hold qualifications equal to the qualification to be granted to learners, and that trainers have at least five years of proven professional experience. Exceptional cases are foreseen in the legislation but require the IEFP authorisation.

Trainers that want to teach socio-cultural and scientific components of different VET options included in the SNQ are required to hold the same qualifications as teachers do.

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

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

Trainer' continuing training is organised in units of 10 hours (or multiples of 10 hours), structured according to its referential/standards. Seminars, technical meetings, workshops or similar events may have a shorter duration than what is required but may be recognised and summed in the reference profile.

Other VET professionals

The RVCC process has supported counselling/career guidance technicians in the training centres by integrating guidance within the process that each learner needs to follow when he/she wishes to have prior learning recognised, validated and certified. In the EFA programmes/courses, social and personal mediation between the VET provider, the training team and the learner is ensured by *mediadores* (mediators) whose job includes recruiting and selecting candidates, supporting learners (at personal, social and pedagogical levels), ensuring the articulation between the team of trainers and the group of learners and between the latter with the provider. The mediators are also responsible, in cooperation with the trainers, for the diagnostic assessment of the trainees that enables them to identify the most appropriate provision available.

2.5. Accreditation of VET providers

The accreditation of VET providers ('certification' as it is mentioned in Portugal) is regulated ⁽²⁹⁾ and its application is under the responsibility of the Department for Quality and Accreditation of DGERT. Public and private VET providers that are legally established and

⁽²⁹⁾ [*Portaria \(Ordinance\) n.º 208/2013, de 26 de junho.*](#)

have structure and practices in accordance to the accreditation requirements can submit an application to DGERT.

The accreditation is the overall recognition of VET providers' capacity to develop the different phases of the training cycle in the specific area(s) of education and training in which they operate. These areas are described in the national classification of the education and training areas. The process of accreditation requires the evaluation of the applicants in terms of practices and resources, against a quality referential and a technical assessment of the internal structure and organisation (human resources, facilities and equipment). It includes the training development processes (planning, design, organisation, development and evaluation of training) and the analysis of results and the continuing improvement (post-training follow-up, annual evaluation of results, implementation of continuing improvement measures).

Once accredited, the VET provider has to permanently ensure the conditions that underpinned the granting of the accreditation, as well as the fulfilment of the duties associated with this accreditation. To retain the accreditation, providers are evaluated by the DGERT through audits, based on indicators of performance and results of their training activity.

The advantages of accreditation are:

- Recognition of quality of providers and training by the market
- Training certified under the SNQ
- Access to public financed programmes for VET at national or European level
- Exemption of value added tax (VAT) on products and services related with VET
- Deduction of VET expenses in the personal income tax (IRS)

This certification is made official through a recognition certificate and must be announced through the logo provided by DGERT that ensures the disclosure of accredited VET providers, and the revocation or the expiration of accreditation.

2.6. VET funding

Almost ten years after the establishment of the National Qualifications System (SNQ - *Sistema Nacional de Qualificações*), and despite slight improvements, the level of and training (and qualifications) of the Portuguese population remain low. The end of the financial assistance and the economic adjustment programme (2011-14) released the country from restrictions that left behind far-reaching effects which have been subject of analysis and revision. This critical time lead to a significant drop of investments in adult training / qualification (See figure 6 below), with significant reductions in training activities and the process for recognition, validation and certification of competences (RVCC). Recent developments aim towards national policy priorities that will reinvigorate and strengthen adult education and training, both keystones of the national qualifications system.

The costs of education and VET are 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). However

other ministries, the Autonomous Regions of Madeira and Azores, and the municipalities also contribute with funds.

Portugal receives substantial support from the EU to help fund VET programmes, courses and policies in the form of ESF resources. These funds are allocated under specific measures especially the Human Capital Operational Programme approved by the [European Commission's decision](#) on December 2014 and under the financial framework 'Portugal 2020'. Its thematic priorities most relevant for VET are:

1. Promoting educational success, reducing early school-leaving and increasing youth qualifications – it addresses 'vocational programmes' and CEF at basic level; and specialised art programmes, 'professional programmes', CEF at secondary level.

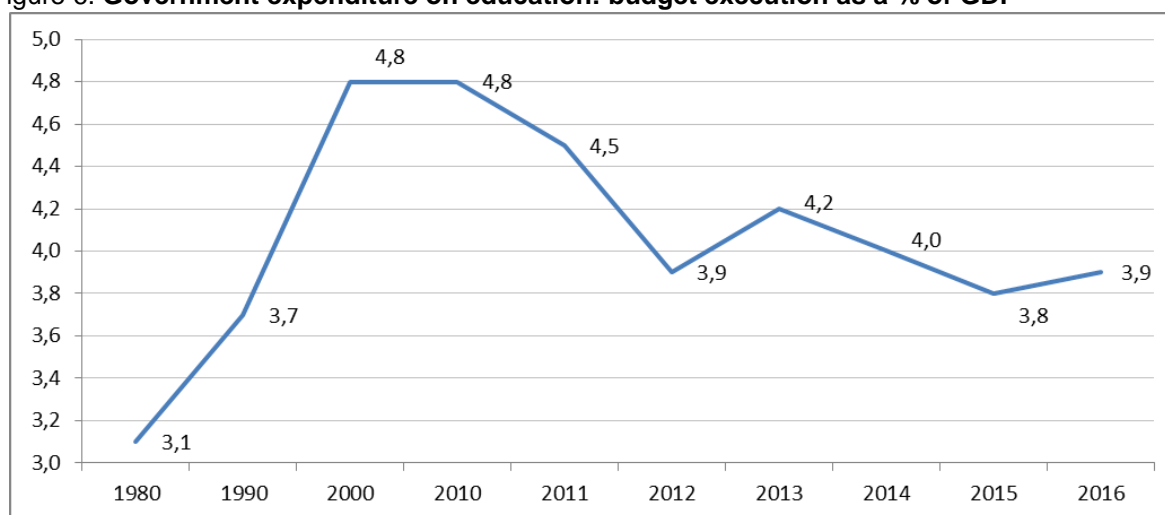
2. Increasing Higher Education and Advanced Training - especially in what concerns the professional higher technical programmes (CTSP).

3. Learning, lifelong learning qualifications and increased employability - funding the *Qualifica* initiative, RVCC and EFA programmes/courses for adults.

In 2016, at national level, the thematic priority 1⁽³⁰⁾ had 1 232 approved applications from which the 'professional programmes' received the major funding (953 applications and approximately € 1.3 million of total investment, i.e. 81% of available funding was allocated). Receiving lower financial support, 107 'vocational programmes', 93 CEFs and 79 specialised art programmes were approved.

Funding for VET for adults fell abruptly during the period of the crisis (Figure 6). The launch of the *Qualifica* Programme in August 2016 aimed at reversing this trend (from 459 centres dedicated to adults' qualifications in 2010 to 241 centres in 2016).

Figure 6. **Government expenditure on education: budget execution as a % of GDP**



Source: Pordata, available at:

<https://www.pordata.pt/en/Portugal/Government+expenditure+on+education+budget+execution+as+a+percentage+of+GDP-867>

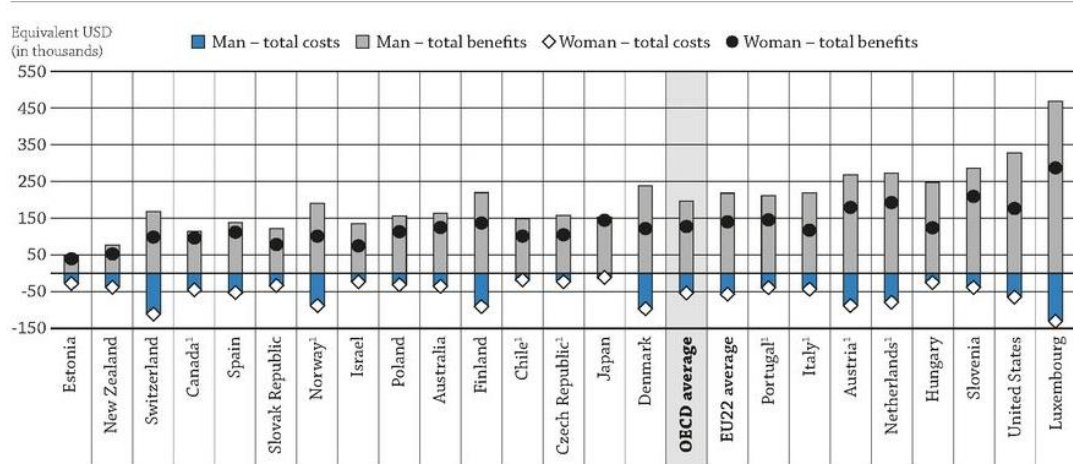
Note: data from 2015 and 2016 represent projections

Despite this, the OECD (Education at a Glance 2016) continues to show that in Portugal too, in terms of public monetary costs and public monetary benefits of education and VET

⁽³⁰⁾ [2016 Execution report from POCH.](#)

over an individual's working life, the net public returns of investment in upper secondary or post-secondary non-tertiary education (ISCED 3/4) are positive. Likewise, net public returns of tertiary education (ISCED 5/6) are much higher, partly because individuals bear some of the cost of their education at university level. This situation occurs, on average, across the OECD countries (see Figure 7).

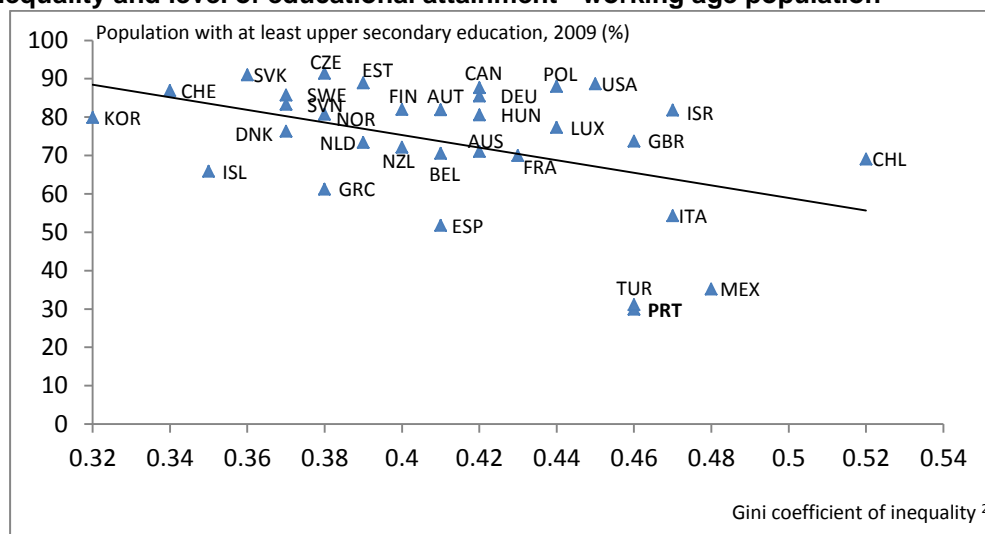
Figure 7. Public cost and benefits of education on attaining tertiary education by gender (2012). In equivalent USD converted using PPPs for GDP.



Source: OECD 2016 – Education at a Glance 2016.

A further aspect of the issue is the association between the level of investment to raise the level of educational attainment and individual income (OECD 2012b). In Portugal, inequality of income is related to the dispersion of educational attainment, reflecting that higher wages are directly related with higher education levels (see Figure 8). This situation is significantly amplified by the fact that there is a higher premium earned for better education in Portugal than elsewhere due to a relative shortage of skills (OECD, 2010a). The reverse of this situation is the impact that the family background may have on the rate of young people dropping out of school and on the effective participation of (young) adults in tertiary education.

Figure 8. **Inequality and level of educational attainment - working age population**



Source: OECD (2012). Economic surveys-Portugal 2012

2.7. Other forms of training

Portuguese public and private sector businesses provide most of the education and continuing professional training outside the framework of the National Qualifications Catalogue (CNQ). Legislation approved in 2010 has categorised this type of professional development as Other Vocational Training (OFP) and has reinforced its certification through the registration of certificates in the SIGO platform by the training entities ⁽³¹⁾. However, it should be noted that the workforce may also participate in VET programmes developed for adults since 2000 (see section 2.3.4). Both options contribute to the fulfilment of the workers right to training in accordance to the Labour Code regulation which establishes the legal obligation of the enterprises to provide 35 hours of professional training per person. This has become the reason and the incentive for employers and employees to meet specific skills and educational needs ⁽³²⁾. The formats in which they are delivered cover a wide range of training schemes, e.g., internal/external courses, on-the-job training, conferences, workshops, and self-learning.

The most recent figures on this matter were released by the annual report on CVET held in 2015 by the Ministry of Labour ⁽³³⁾. The data under analysis refer to 247 394 companies. They employed 2.687.5 thousand workers, mainly in manufacturing industries (22.3%) and trade and repair (19.4%). Among these, approximately 83% correspond to enterprises up to 9 workers. Enterprises with 250 or more persons employed accounted for 0.4% of the total.

The share of these enterprises with workers involved in training or educational activities or who received a monetary compensation for training is 19.8%. It should be noted that this ratio changes significantly in direct relation to the size of the company. Thus, 15% of companies with up to 9 employees promoted training and education activities (12.3% in

⁽³¹⁾ [Portaria \(Ordinance\) n.º 474/2010, de 8 de julho.](#)

⁽³²⁾ [Lei \(Law\) n.º 7/2009, de 12 de fevereiro](#) (link to the consolidated legislation).

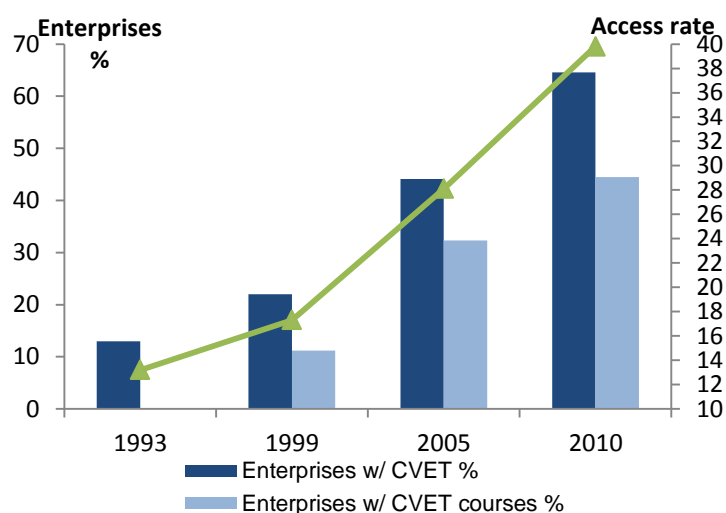
⁽³³⁾ <http://www.gep.msess.gov.pt/estatistica/formacao/rafc2015pub.pdf>

2010), versus 92.4% of the ones employing 250 or more ⁽³⁴⁾. The Electricity, gas and water sector comprises the companies with the highest rates in providing training to their workers, reaching 53.4% of the total number of companies in this sector.

The rate of participation of workers in training actions of the total number of employees was 32.8%, corresponding to 881 024 workers, similar to the rates reported in 2010 (33.7%). Participation of workers in educational activities also varies whether it is a small or large company. Within the first, the level of participation is low (11.9% in 2015; 9.6% in 2010) while within the latter it reaches 54.0% in 2015 (58.3% in 2010). The sectors in which the rates of participation were highest are Electricity, gas and water (81.6% in 2015; 84.4% in 2010) and the Financial and insurance activities (75.3% in 2015; 73% in 2010).

These figures show that between 2010 and 2015 the evolution in the offer of professional training by the companies and the participation of the employees is stagnant. Again, the effects of the economic crisis are at the core of this standstill. This is in contrast to the tendency revealed since the nineties until 2010 as shown in a previous survey with different parameters (Figure 9) ⁽³⁵⁾, according to which the offer of professional training kept an upward trend.

Figure 9. **Evolution of continuous professional training/courses (1993 - 2010)**



Source: Labour Ministry (2012). *Estatísticas em síntese – Inquérito à Formação Profissional Contínua*

As a consequence of this adverse context, companies disengaged from this form of investment, which translates into lower averages of hours per participant in professional training and in the cost of courses per participant: the time spend in training per person was 28.7 hours in 2015 (compare with 32.9 hours in 2010) and the average training cost per trainee was 393.29 euros in 2015, much behind the amount of 502.5 euros it had reached in 2010.

⁽³⁴⁾ [The 2010 annual report](#) on Continuous professional training.

Topic: *Inquérito à Formação Profissional Contínua*

Document: RAFC_P20102011.pdf (Ficheiro em PDF, 2995Kb)

⁽³⁵⁾ There is no equivalence of data since this survey considers a sample of enterprises in the Continent and Islands with 10 employees or more.

The majority of the enterprises (92% in 2015; 87.8% in 2010) assured the organisation of the training provided, that is, both in the design and in the management of the courses. More than 90% of courses took place during working hours. Of the total training costs, 93.9% was borne by the company and the remainder was provided by sources of external financing (90.3% in 2010).

CHAPTER 3.

Shaping VET qualifications

3.1. Background and context

Between 1997 and 2006, the Ministry of Labour was responsible for designing the instruments needed to research competences, training needs and trends in the evolution of qualifications. During this period, prospective studies and professional profiles were elaborated for 29 economic sectors. They aimed at enabling the main VET stakeholders to anticipate competences needs and to define the corresponding training content, along with the development of occupations and their specified qualifications.

In 2007, the reform of vocational training led to a shift in VET policies and the National System of Qualifications (*Sistema Nacional de Qualificações* - SNQ) was launched ⁽³⁶⁾. The latter was revised in January 2017, and it constitutes a milestone in the development of the system of qualifications in Portugal and its alignment with the EU policies. The set of policy objectives to be adopted was chosen on the basis of assessing the significant challenges the country should tackle. Above all, attention was given to the level of education and VET attainment (see 2.1, Box 1. Objectives of the SNQ).

The SNQ framework is based on the articulation between VET within the educational system and VET with the labour market. It adopts a governance model that is coordinated by ANQEP and comprises the main VET stakeholders: DGE; DGERT; IEFP; bodies and structures that finance VET policies; sectorial councils for qualifications; centres specialised in adult qualification; basic and secondary education providers; training and rehabilitation centres directly or jointly managed by IEFP; certified VET providers; private enterprises that provide training to their workers; and higher education institutions according to what is foreseen by law. The framework establishes common instruments and complementary tools to support the implementation of VET policies (see Box 3). These are reference frameworks used to help policy developers, learners, teachers/trainers, employers and society at large in understanding how the system functions and what are its benefits.

⁽³⁶⁾ [Decreto-Lei \(Decree-Law\) n.º 396/2007, de 31 de dezembro](#) (link to the consolidated legislation).

Box 1. SNQ - instruments to support its implementation

- National qualifications framework (*Quadro nacional de qualificações* - QNQ): designed in line with EQF, it is organised in eight levels of qualification and a set of descriptors specifying the learning outcomes of the different qualification levels;
- National qualifications catalogue (*Catálogo nacional de qualificações* - CNQ): a strategic tool to manage and regulate non-higher VET and designed in line with QNQ.
- National credit system for VET (*Sistema nacional de créditos do EFP*): a tool to allow the allocation of credit points to the double certification qualifications of the QNQ integrated in the CNQ,
- Instrument for guidance and individual record of qualifications and competences (*instrumento de orientação e registo individual de qualificações e competências*)*: it is a document meant to register the learner's lifelong development of qualifications and competences, either those within the CNQ or any other completed training courses. It also identifies missing competences to help build new training pathways.

* It replaced the so called *Caderneta individual de competências*.

Source: authors

3.2. Design of the national qualifications catalogue

Since it was adopted in 2008, the National Catalogue of Qualifications (*Catálogo Nacional de Qualificações* - CNQ) is one of the most important means to promote the NQF implementation. It is designed as a tool of strategic management of the qualifications framework for VET at non-tertiary level, that helps regulate VET provision leading to double certification (whose public funding must be in compliance with the referential specified therein). It comprises qualification reference frameworks specifically addressed to training leading to double certification and processes of recognition, validation and certification of competences.

Its main objectives are:

- to elaborate qualifications standards and key competences needed for the competitiveness and modernisation of the economy and for the personal and social development of individuals;
- to contribute to the development of a clear and flexible qualifications framework which enables the comparability of qualifications at national and international level;
- to promote flexibility in obtaining qualifications and in building an individual lifelong learning path;
- to facilitate the recognition of competences regardless of the entry paths;
- to contribute to ensure the quality of the SNQ;
- to improve the effectiveness of the public funding awarded for training, and;
- to provide information and guidance regarding qualifications.

The qualifications in the CNQ ⁽³⁷⁾ are organised under certification levels training areas. In 2016 the CNQ included 274 qualifications in 39 areas of education and training (in line with the national classification of VET areas). The qualification levels are described in terms of education and training attainment where nine-year schooling (3rd cycle of basic education level) corresponds to level 2 of QNQ and 12-year schooling (upper secondary education) corresponds to either level 4 or 5 of QNQ (level 5 correspond to post-secondary non-tertiary

⁽³⁷⁾ [National Qualifications Catalogue](#).

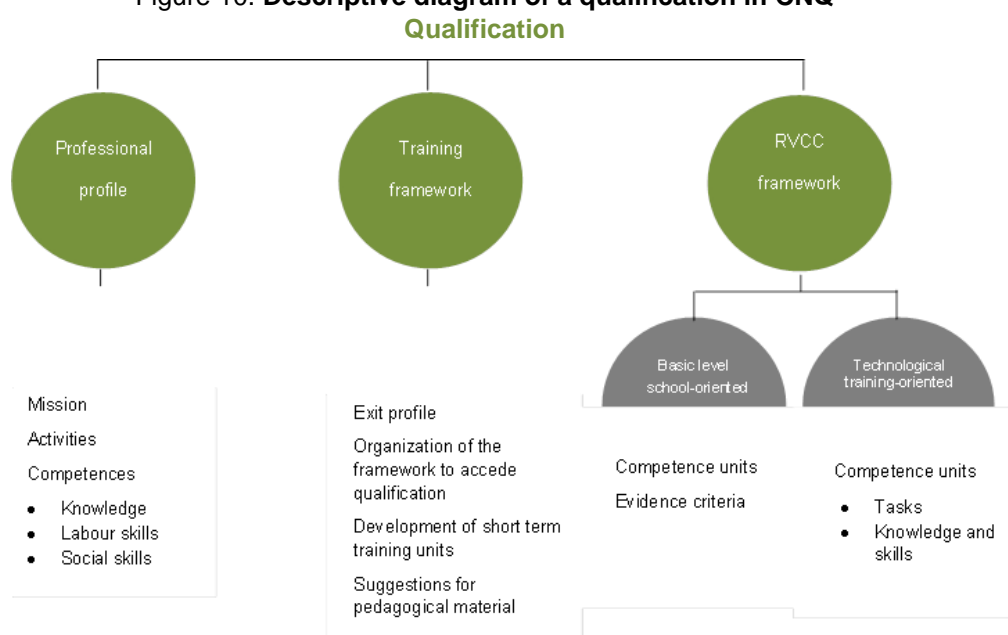
education). The CNQ determines the training and the RVCC referential/standard for each professional profile:

(a) the professional profiles comprise the work activities associated with the qualifications, as well as the knowledge and skills (professional, personal and social) needed to perform these activities;

(b) the training framework establishes the content as well as the information needed to organise provision according to the framework of competences leading to double certification. It consists of a basic training component (school oriented) and a technological training component organized by autonomously certifiable units of short duration (from 25 to 50 hours), allowing for flexible qualification paths and permeability between the same area of education and training;

(c) the framework for the recognition, validation and certification of either formally or informally acquired competences, i.e., the set of competencies, organised in coherent units and acquired in different contexts, which have to be demonstrated. It helps guiding a candidate in a qualification path according to his/her needs and leads to the acquisition of a certificate (at the level of basic or secondary education) and/or a training certificate (at level 2 or 4 QNQ).

Figure 10. Descriptive diagram of a qualification in CNQ



Source: Adapted from the [Catálogo Nacional de Qualificações - Flyer](#).

3.3. VET strategic development

3.3.1. Sector councils for qualifications

Since their establishment in 2007, the Sector Councils for Qualifications (CSQs) support ANQEP aims to update and develop the CNQ, presenting or analysing proposals for the revision, integration and exclusion of qualifications from the CNQ. Their role is mainly strategic and ensures the active and regular participation of the relevant economic and social

stakeholders. The CSQs are technical and consultative working groups, which include representatives from the ministries responsible for the activities performed in each sector; social partners; enterprises; training providers (public, private or cooperative schools, professional schools, IEFP training centres, accredited training providers, technological schools, etc.); technology centres; independent experts; and competent authorities. These stakeholders have a role in regulating sectors of economic activity or access to professions or have responsibility over specific certifications.

The CSQs cover the needs of VET in 16 sectors of the national economic activity: agro-food; handicrafts and jewellery; trade and marketing; building construction and urbanism; culture, heritage and content production; energy and environment; chemical, ceramics, glass and other industries; IT, electronics and telecommunications; wood, furniture and cork industry; metallurgy and metalworking; fashion; business services; personal services; health and community services; transportation and logistics; tourism and leisure.

The CSQs are responsible for:

- regularly identifying the developments and changes occurring in the different sectors;
- identifying the needs for qualifications and competences that respond to these changes;
- presenting the appropriate proposals for updating and developing the CNQ;
- analysing and advising on external proposals for updating and developing CNQ;
- supporting the design of qualifications;
- facilitating the cooperation, co-responsibility among the relevant bodies of each sector of activity and mobilising their efforts with the objective of promoting the development of innovative solutions for better competences and qualifications, and;
- identifying technical and methodological competences to support the ANQEP in the processes of updating and developing the CNQ, namely in establishing professional profiles, training referential and referential for the recognition of professional competences.

The organisation of the CSQs ensures an expressive and inclusive sectorial representation that contributes in identifying and reinforcing qualifications that promote the professional and geographical mobility of people. It also promotes a dynamic definition of qualifications reflecting the need for competitiveness and innovation in sectors involved.

3.3.2. Open consultation process

The open consultation process ([*modelo aberto de consulta*](#)) is another mechanism that allows any entity to participate in updating the CNQ through the revision, integration and/or exclusion of qualifications from the CNQ, as well as changing a professional profile or training referential and a standard of Recognition, Validation and Certification of Competences. The process endows the Catalogue with a greater dynamism and widens the debate around the qualifications needs. Any stakeholder can submit their proposals by completing an [*online procedure*](#). If the proposal concerns a new qualification, and if it is accepted, a three-stage process takes place leading to the publication of the new qualification in the official Bulletin for labour and employment ([*Boletim do Trabalho e Emprego*](#)). Finally, the new qualification will be integrated into the CNQ and will be made

available online. For qualifications to be integrated into the CNQ, a number of pre-conditions need to be fulfilled, i.e. each new qualification is required:

- to be strategically relevant for an economic, social or cultural sector;
- to match the competences needed to perform one or more profession in a specific sector;
- to be linked to one of the VET areas and to a specific level (2, 4 or 5 of QNQ);
- to offer professional profiles clearly distinct from those already considered in the CNQ;
- to emphasize further competences development associated to level 4 and further specialisation at level 5 of the QNQ, and;
- to allow for a flexible articulation between qualifications provided by the different VET paths granting double certification.

3.4. Anticipation of skills needs and labour market demands

The anticipation of skill and labour market needs has not been a priority in the process of decision making made by the public authorities for education and VET. Past studies on the link between labour market and training offer, have indicated that there is a mismatch between VET provision and labour market needs and recommended to tackle this issue pointing to the necessity to (a) develop strategies to support VET providers in redirecting/ updating their supply in the areas where there is shortage of labour force (b) extend the analysis on the sectors where discrepancies between individuals' competences and the jobs they are performing are greater. Cedefop's Skills Panorama gives an [overview of the Portuguese skills anticipation governance](#).

These concerns are, in fact, present in the Major Planning Options for 2014 and 2015. The ANQEP and IEFP in consultation with the social partners published a list of national and regional priority VET programmes for 2014 ⁽³⁸⁾, ranking VET programmes as non-, low, medium and high priority. This work is annually developed by the [IEFP who presents up-to-date lists of priorities for VET \(currently 2016/2017\)](#) as well as other VET institutions.

The framework for the professional 'schools of reference' (launched by the Ministry of Education in 2014) directly involves leading enterprises in VET programmes for young people, ensuring their specific needs are met through awarding technician programmes at QNQ level 4.

More recent measures have been implemented in order to tackle the development of qualifications. In 2015, ANQEP coordinated the project in which the OECD and the Portuguese government worked together on 'Building an effective skills strategy for Portugal'. With the engagement of the relevant ministries, workshops were organised at the national and regional levels. The analysis report which resulted from this project was published by OECD: OECD Skills Strategy Diagnostics Report Portugal 2015 ⁽³⁹⁾.

⁽³⁸⁾ List of national and regional priority VET programmes

⁽³⁹⁾ [OECD Skills Strategy Diagnostics Report Portugal 2015](#)

In addition to the role that the ANQEP's sector councils (see 3.3.1) are playing in anticipating future needs in skills, other instruments are in place that contribute to the development of an integrated system to anticipate the demand for and the supply of skills:

(a) The Integrated system for information and management of education and training offer (*Sistema integrado de informação e gestão da oferta educativa e formativa* - SIGO) is an online database which stores all data concerning education and training offer for young people and adults. It is a key instrument for managing and monitoring training actions and issuing training certificates. It is coordinated by the Directorate General of Statistics for Education and Science (*Direção-Geral de Estatísticas da Educação e Ciência* - DGEEC), and integrates the network of entities that form the SNQ, including the *Qualifica* Centres.

(b) The Industrial Relations Centre (*Centro de Relações Laborais* - CRL) ⁽⁴⁰⁾ is a three-partite technical entity that provides information, promotes discussions and creates conditions for better employment policies with an open perspective about the social and labour context, always taking into account the improvement of the professional qualifications and the levels of employability, as well as the collective bargaining. The CRL has administrative autonomy and legal personality but functions under the Ministry of Labour. It is composed in equal number of representatives belonging to the Government, the confederations of employers and the trade unions and intends to improve the interaction between these bodies with the engagement of the scientific community.

(c) The System for anticipating Qualification Needs (*Sistema de Antecipação de Necessidades de Qualificações* - SANQ) was launched in March 2015 and is currently running under the supervision of ANQEP. The system allows anticipating future needs of the labour market and also informs on the priority areas and job opportunities in VET. This system has been strengthened, namely through the diversity of analysed data and the involvement of a significant and representative number of stakeholders at regional/local level. Recent legislation reinforces the importance of the SANQ in designing and updating qualifications in the CNQ ⁽⁴¹⁾. The SANQ impacts mostly on the design and offer of VET courses, in terms of the number of classes in each profession and region. Other training options governed by the Directorate General of School Establishments (*Direção-Geral dos Estabelecimentos Escolares* - DGEstE) under the Ministry of Education and the IEFP are independent of the SANQ output ⁽⁴²⁾.

⁽⁴⁰⁾ Created by [Decreto-Lei \(Decree-Law\) n.º 189/2012, de 22 de agosto](#)

⁽⁴¹⁾ [Decreto-Lei \(Decree-Law\) n.º 14/2017 de 26 de janeiro](#).

⁽⁴²⁾ This information is already included in [Skills Governance in the EU Member States – Synthesis Report](#), based on the country fiches prepared by the EEPO country experts and the EEPO Core Team.

CHAPTER 4.

Promoting participation in vocational education and training

4.1. Structures for promoting participation in VET: financial incentives

‘Portugal 2020’ is a partnership agreement between Portugal and the European Commission establishing the programme for the implementation of social, economic and territorial development policies supported by European funds between 2014 and 2020.

The most relevant programme for funding VET programmes and providers is the Operational Programme for Human Capital (*Programa Operacional Capital Humano* - POCH), complemented by some measures of the Operational Programme for Employment and Social Inclusion (*Programa Operacional Inclusão Social e Emprego* - POISE). Moreover, VET support for adults, already active in the labour market, is carried out by enterprises under the monitoring and evaluation of the Operational Programme for Competitiveness and Internationalisation (POCI/COMPETE 2020).

4.1.1. OP Human Capital (POCH)

The POCH aims at contributing to a smart, sustainable and inclusive growth for the economic, social and territorial cohesion. The achievement of the Europe 2020 targets is based on five main objectives: (1) the improvement of educational success and reduction of early school-leaving levels (ESL); (2) the improvement of employability through the adjustment between labour market supply and demand; (3) the increase of higher education attractiveness and of the graduates number; (4) the improvement of adult qualifications; (5) and the promotion of the quality and regulation in the education and training system.

The POCH support learners through relevant thematic areas. The ‘[Youth training](#)’ area supports, among others:

- Vocational programmes at basic level for young people over 13 who failed at least two school years;
- Basic level education programmes such as the specialised arts under the terms set by relevant regulation;
- ‘Vocational programmes’ at secondary level for young people over 16;
- Education and training programmes for young people (CEFs) over 15, with the 6th year of schooling;
- ‘Professional programmes’.

The ‘Higher education learning’ area supports learners in Higher Education and in Professional higher technical programmes with grants.

Measures related with adults are financed by the thematic area ‘Learning, lifelong learning qualifications and increased employability’ and comprise, among others:

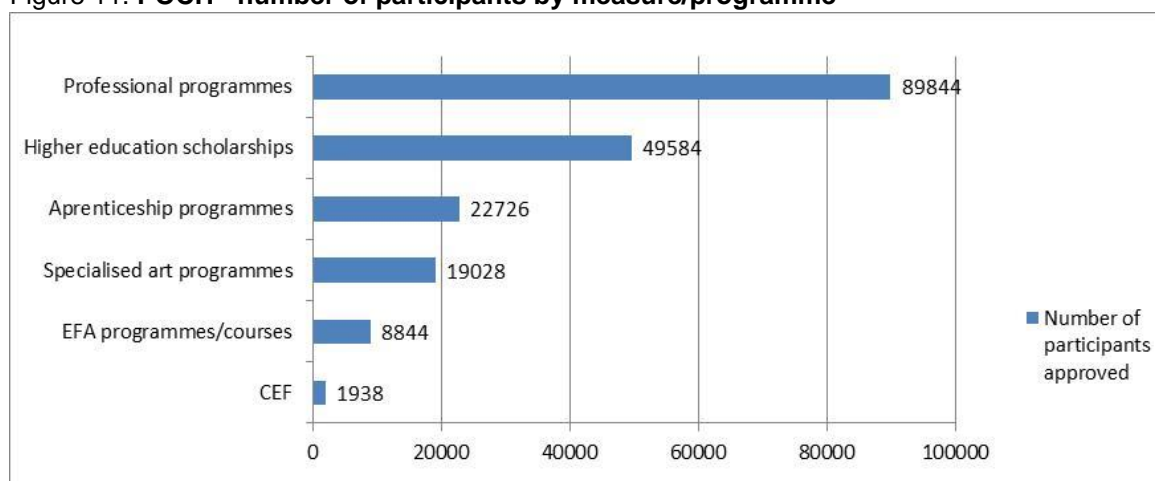
- Qualifica centres and RVCC;
- Apprenticeship programmes;

- EFA programmes/courses.

Updating of teaching staff, including trainers is supported under the thematic area 'Quality and innovation of the education and training system'.

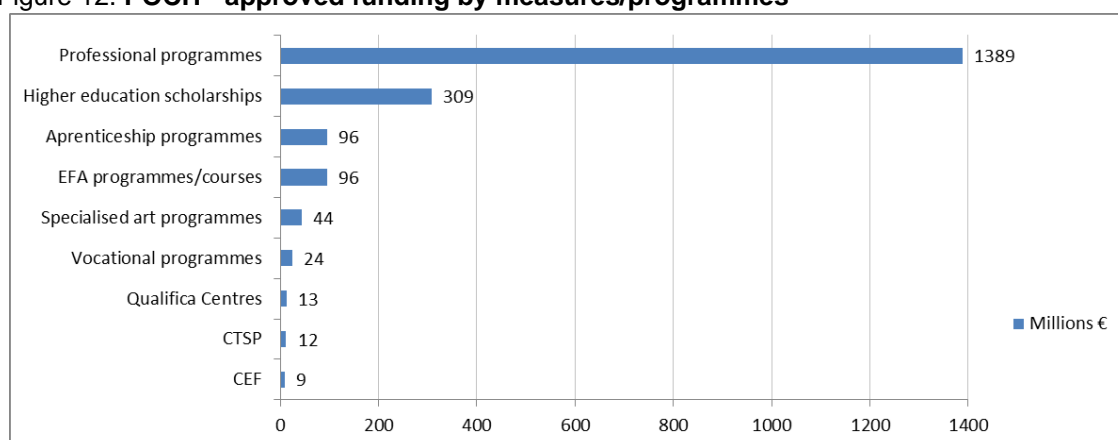
Until December 31, 2015, 195 000 participants were supported by the POCH (see Figure 11), whereas funds allocated to their training totalled EUR 884 780 960 from national and ESF funding (see Figure 12).

Figure 11. **POCH - number of participants by measure/programme**



Source: POCH (selection of the most relevant data for VET)

Figure 12. **POCH - approved funding by measures/programmes**



Source: POCH (selection of the most relevant data for VET).

4.1.2. OP Employment and Social Inclusion POISE

The POISE, although oriented for social inclusion and employment, has thematic areas that intersect with VET issues. The area for 'Promoting sustainability and quality of employment' supports access to employment for the unemployed and inactive people and the integration of young people into employment. The thematic area titled 'Youth employment initiative' targets specifically young people (NEETs) who wish to enter the labour market and supports most of the active labour market measures mentioned on Chapter 1 ('Main features of welfare and employment policies relevant to VET'). The promotion of competences for potentially vulnerable groups (e.g. people with disability or incapacity, long-term unemployed,

minorities) is promoted under the thematic area for 'Promoting social inclusion and fighting poverty and discrimination'.

The main data from the 2016 POISE report ⁽⁴³⁾ shows that from the thematic area 'Promoting sustainability and quality of employment':

- 12 617 participants benefited from traineeships, comprising of 1 813 unemployed adults (39% of the 2023 target) and 10 804 unemployed young people (87% of the 2018 target and 39% of the 2023 target);
- 20 433 participants benefited from hiring support: 9 996 unemployed adults (40% of the 2023 target) and 10 437 unemployed young people (63% of the 2023 target);
- 29% of the participants supported were long-term unemployed: 7% of them were over 54 years old and 81% of them had no higher education diploma;
- 72% of the unemployed who benefited from this support were able to find employment, including self-employment at the end of their participation.

Similarly, the thematic area 'Youth employment initiative' data shows that:

- 29 376 NEETs benefited from professional traineeships (68% of the 2018 target);
- 13 799 NEETs benefited from hiring support (42% of the 2018 target);
- 8% of the participants supported were long-term unemployed, 57% of which were under 25 years old and 52% had no higher education diploma;
- 84% of the young people concluded the initiative;
- 25% of the participants found a job, including self-employment, within the next 4 weeks after completing the training, and 78% found a job within 6 months.

The thematic area for 'Promoting social inclusion and fighting poverty and discrimination' had less impact, nevertheless 2 580 participants with disabilities were supported by professional rehabilitation initiatives (11% of the 2018 target and 6% of the 2023 target).

4.1.3. OP Competitiveness and Internationalisation (COMPETE 2020)

The COMPETE 2020 programme contributes to VET provision through actions for enterprises, especially SMEs. Still, its impact is lower as VET promotion is not its main objective.

In what concerns VET, training for enterprises workers oriented towards innovation, business management and e-skills is promoted through the thematic area for 'Promoting employment sustainability and quality'. Training to improve the effectiveness of business innovation processes is provided under the scope of the areas for 'Strengthening research, technological development and innovation' and 'Strengthening the competitiveness of SMEs'.

The thematic area called 'Reinforcing the institutional capacity of public authorities, stakeholders and the efficiency of public administration' provides professional training actions to public servants who develop projects of administrative modernisation and implement government reforms in key areas, and for those who need to be re-qualified in order to get a replacement.

Available data ⁽⁴⁴⁾ show that at the end of 2015, 757 projects were approved (with nine integrated projects of professional training), with an eligible investment of M EUR 1 015 and

⁽⁴³⁾ [Relatório anual de execução 2016](#).

⁽⁴⁴⁾ Full version of the COMPETE 2020 in '[Relatório de Execução 2014-2015](#)'.

an incentive of M EUR 593 (FEDER and ESF) involving around 1 750 enterprises and 142 non-business institutions.

4.2. Formal and non-formal guidance: guidance services and awareness raising activities

Formal guidance is provided by professionals at schools, public employment services (under the responsibility of IEFP) and *Qualifica* Centres (managed by ANQEP).

The school psychology and counselling services ⁽⁴⁵⁾ develop their activity in the psycho-pedagogical field supporting learners and teachers in the development of the school community relationships and in providing lifelong guidance. They work in an integrated way and in close articulation with the educational community, teachers and non-teaching staff, parents and caregivers, and other educational agents in the surrounding area. Thus, they contribute to addressing the 2020 Strategy challenges, to improving educational success, to reducing early leaving from VET programmes, to attracting young people to vocational education and to adjusting and aligning the skills of young people with labour market needs.

The IEFP has a network of Professional integration offices (*Gabinetes de inserção profissional* - GIP) supported by public and private non-profit organisations: local authorities; private social solidarity institutions; relevant associations to the local promotion and development; associations for the integration of immigrants and ethnic minorities; and trade unions and business associations. GIPs are accredited to provide support to unemployed young people and adults in their path of (re)-integration into the labour market. This network works in close cooperation with the employment services, mainly helping the individuals searching for employment e.g. promotion of the employability skills development and creation of self-employment but it also has an important role in the awareness and dissemination of VET provision.

The Department of Guidance and Placement of IEFP is responsible for the online platform called [Vi@s](#). This platform - recognised as a good practice in this field, provides information and allows users to interact, contributing to users' career management in general, minimising geographical, physical or time constraints. It also supports the work of guidance professionals, teachers and parents. Platform Vi@s:

- allows flexible modes of delivering services to respond to a large number of citizens and to the diversity of their needs;
- increases the accessibility of guidance tools in particular for citizens with mobility difficulties or geographically isolated;
- ensures free access to professional information;
- develops and maximises the ability of self-management of the citizens' careers;
- contributes to the transparency of the labour market and VET, and;
- supports the guidance practitioners with providing specific competences in the field of professional guidance.

⁽⁴⁵⁾ [Decreto-Lei \(Decree-Law\) n.º 190/91, de 17 de Maio.](#)

The *Qualifica* Centres ⁽⁴⁶⁾ launched in 2016 (replacing former centres for qualification and vocational training - *Centros para a Qualificação e Ensino Profissional*) target people aged 18+ years who are seeking a qualification and, exceptionally, young NEETs. Their objective is:

- to inform, guide and refer individuals to VET programmes that best fit their profiles, needs, motivations and expectations by taking into account the labour market dynamics;
- to initiate and develop RVCC process for adults for skills they have acquired throughout their lives through formal, informal and non-formal based on the CNQ's standards;
- to increase awareness among young people, adults, and enterprises/employers about the available VET offers and about the importance of lifelong learning;
- to encourage and participate in territorial-based partnership networks that contribute to an integrated and consistent identification of skills needs, especially for those who are outside the education and training system, and that promote adjusted ways for them to obtain a qualification;
- to monitor the path of individuals who were guided to qualification and training.

Additionally, awareness raising activities act as non-formal guidance are generally perceived as a very good way to reach people, particularly the younger generations, by displaying information online, on TV and radio. Some examples are the following:

(a) World of professions ([Mundo as profissões](#)) is a website on which learners can find vocational guidance and browse or download a guide on jobs (*Guia das profissões*) and a manual to explore vocational paths (*Manual de exploração vocacional*), which also facilitate more structured guidance activities in schools;

(b) TV and radio programmes disseminate successful projects and advertise the training courses provided by the IEFP network of training centres;

(c) *Futurália* is the largest annual education, training and employability fair in Portugal (held in Lisbon), where more than 500 institutions have promoted their offers for high education, advanced training and qualifications;

(d) *Qualifica* is an annual fair about education, training, youth and employment (held in Oporto);

(e) [Worldskills Portugal](#) organises the national skills competition and has participated in the World Skills and European Skills events. It aims to raise public awareness of the importance of professional excellence and high quality vocational education and training. The national skills competition promotes skills by presenting hundreds of talented young people performing through the event after they have been selected in their respective school/VET centre/university competitions.

(f) *Qualifica* website (update of *Qualifications Portal* launched in 2015) promotes a wide range of information about qualification and contributes to a more effective work of education and training providers. It allows users to:

- search for VET options according to their profile also on geographical terms;
- obtain the *Qualifica* Passport;

⁽⁴⁶⁾ [Portaria \(Ordinance\) n.º 232/2016, de 29 de agosto](#).

- search for the network of *Qualifica* Centres on geographical terms;
- access Europass;
- get to know the qualifications most requested by the labour market, in the short and medium term;
- consult professional profiles and training standards relevant to different national qualifications of double certification, and;
- collect information on the ECVET.

4.3. Regulatory instruments

The Labour code ⁽⁴⁷⁾ sets the duties of the State concerning vocational training (*formação profissional*). The State is responsible for guaranteeing citizens' access to vocational training, enabling everyone to acquire and keep up-to-date knowledge and competences relevant to their entry into the working life, and for providing public support for vocational training. The State is also responsible for ensuring the initial qualification of young people who wish to enter the labour market, the qualification or requalification of the unemployed people helping their quick (re)integration into the labour market, and the promotion socio-professional integration of vulnerable groups through the development of special vocational training courses (see art. no. 6).

The Labour code (articles 89 to 96) regulates the conditions for workers who are enrolled in ET and the specific conditions regarding their right to attend classes (between three and six hours per week) and the time allowed to sit exams.

The Labour code (articles 130 to 134) also defines the objectives for vocational training delivered by enterprises (a) to provide initial qualifications for young people who enter the labour market without qualifications; (b) to ensure the continuing training of their workers; (c) to promote the qualification or requalification of workers at risk of unemployment; (d) to promote the professional rehabilitation of workers with disabilities, in particular those whose incapacity is the result of a work-related accident; (e) to promote the socio-professional integration of workers coming from a vulnerable group. Concerning the continuing VET provided by enterprises, the Labour code states that every worker is entitled to have a minimum of 35 hours per year for training, which may be provided by the employer, a certified training organisation or a state VET provider. It is mandatory that this training is certified and registered in the individual competences portfolio in accordance with the legal terms of the SNQ. Financial support is possible if foreseen in the respective collective agreement or in the individual contract agreement.

⁽⁴⁷⁾ [Código do trabalho](#) (consolidated version of the legislation).

Annexes

1. Vocational programmes in basic education (*cursos vocacionais no ensino básico*)

Information sheet	
Objectives	<p>These programmes were created for basic education (5th to 9th grade) as a pilot-project in 2012. They emphasize both the acquisition of knowledge in structural subjects as Portuguese, mathematics and English, as well as the first contact with different vocational activities. They aimed at tackling school drop-outs by offering an alternative educational path to learners who want a more practical path of education. They also ensure the inclusion of all in education and facilitate the integration into the working world.</p>
Admission requirements	<p>Age: 13+ years old.</p> <p>Learners who have clear constraints to study in regular/ general education, particularly those who had two retentions in the same cycle or three (or more) retentions in the different cycles of basic education.</p> <p>Note that prior to the admission in the programmes, learners must be involved in a process of vocational guidance, which outlines the reasons why this is the appropriate path for their needs and vocational interests. All this process requires the authorisation of parents.</p>
Organisation of provision	<p>The main feature of these programmes is that they are relevant both at the level of the training techniques in for specific occupational fields required for the region and for the economic development of Portugal.</p> <p>They are organised into modules and based on the involvement of enterprises and partner institutions set in the geographical area of the school. The involvement of enterprises ranges from the contribution to the modular subjects of the vocational component to the simulated practice suitable to the age of the learners.</p> <p>The prior identification of the target group influences how it is organised including its duration and the choice of vocational activities, its structure.</p> <p>They are organised in three training components, which are: general; complementary; vocational and simulated practice.</p>
Training fields	Not available at national level. It depends on each school/educational establishment.
Duration	1 100 hours per year however it may vary according to the adjustment of the subjects needed to match the knowledge profile of the learners' group in each programme.
Academic vs practical training	<p>The training components at the level of the 2nd cycle include:</p> <ul style="list-style-type: none"> - general (Portuguese, mathematics, English and physical education) - with a total of 400 hours; - complementary (history/geography and natural sciences) - with a total of 130 hours; - vocational (three subject options) - with a total of 360 hours. It includes simulated practice of the three vocational subjects chose - each of 70 hours and a total of 210 hours. <p>The training components at the level of the 3rd cycle include:</p> <ul style="list-style-type: none"> - general (Portuguese, mathematics, English and physical education) - with a total of 350 hours; - complementary (history/geography, natural sciences/physicochemical and the option of a 3rd language) - with a total of 180 hours; - vocational (three subject options) - with a total of 360 hours. It includes simulated practice of the three vocational subjects chose, each of 70 hours and a total of 210 hours.
Training Providers	<p>These programmes are being implemented in clusters of public schools or non-grouped schools, private regular or vocational schools or in cooperative education, based on projects developed in conjunction with companies.</p> <p>The projects of vocational programmes are presented to the <i>Direção-Geral dos Estabelecimentos Escolares</i> (DGestE - General Directorate of Educational Establishments) and are subject to the technical and pedagogical assessment by ANQEP and subsequently approved by the MEC.</p>
Sources of funding	It is defined through the agreement to be signed between clusters of schools, private vocational schools or establishments of private and cooperative education, and the respective <i>Direção Regional de Educação</i> (Regional Directorate of Education).
Evaluation	<p>There is a diagnostic evaluation at the beginning of each programme to assess the prior knowledge of the learners, their needs and interests.</p> <p>The evaluation of the modules is in a scale of 0 to 20.</p> <p>The evaluation of the simulated practice comprises a report for each vocational activity, which will lead to a final report to be submitted according to the rules defined by the school.</p>

Certification	The vocational courses grant an educational certification of the 6 th and 9 th grades, although do not confer a vocational certification.
Progression	<p>Students with the 9th grade can continue studies in:</p> <ul style="list-style-type: none"> - General education, provided that they were successful in the final national exams on the 9th grade; - vocational education, provided they have successfully completed all the modules of the programme; - vocational education at secondary level provided they have completed 70% of the modules of general and supplementary training components and 100% of the modules of the vocational component.
Legislation (only available in Portuguese)	<ul style="list-style-type: none"> - <u>Portaria (Ordinance) n.º 292-A/2012 de 26 de setembro de 2012</u> <i>Cria uma experiência-piloto de oferta formativa de cursos vocacionais no ensino básico no ano letivo de 2012-2013 e regulamenta os termos e as condições para o seu funcionamento (revoked)</i> - <u>Portaria (Ordinance) n.º 341/2015, de 9 de setembro</u> <i>Cria e regulamenta as normas de organização, funcionamento, avaliação e certificação da oferta formativa de cursos vocacionais de nível Básico e de nível Secundário nas escolas públicas e privadas sob tutela do Ministério de Educação e Ciência, sem prejuízo de ofertas que outras entidades possam vir a desenvolver</i> - <u>Despacho (Order) n.º 12357/2015, 3 de novembro</u> <i>Cabe à Direção-Geral da Educação a coordenação das medidas de promoção do sucesso e redução do abandono escolar.</i>

2. Specialised artistic programmes (*cursos artísticos especializados*)

Visual and audio-visual arts (*artes visuais e audiovisuais*)

Information sheet	
Objectives	To provide learners with the specific vocational education and training they need: a) to enter a career in the artistic field of their choice by developing their capacities and talent; b) to take further studies/training in one of the fields.
Admission requirements	Age: 16+ year olds. 3rd cycle of basic education (9 th year schooling) and artistic skills.
Organisation of provision	They are organised around three learning areas (general, scientific and technical/artistic). Work based learning is mandatory in the 3 rd year of the programme (12 th year schooling).
Training fields	The visual arts domain comprises: - communication design programme - product design programme - artistic production programme The audio-visual domain comprises: - communication design programme
Duration	three year-programmes
Academic vs practical training	On-the-job training (FCT) is preferentially performed at the working post, in workshops, companies or other organisations, through the transmission of know-how, by taking on punctual jobs or via an internship. The FCT can be performed via the simulation of a set of relevant professional activities for the programme profile, developed in similar conditions as in the real working context, integrated in the project and technologies subject.
Providers	- any public schools; - any private and cooperative schools.
Sources of funding	- <u>Despacho (Order) n.º 14555/2014, de 2 de Dezembro de 2014</u> <i>Fixa o valor máximo do indicador de custo por hora e por formando para o curso Ensino Artístico Especializado.</i> - <i>Portaria (Ordinance) n.º 224-A/2015, de 29 de julho</i> <i>Define e regulamenta o regime jurídico de concessão do apoio financeiro por parte do Estado no âmbito dos contratos de patrocínio, nos termos e para os efeitos previstos no Estatuto do Ensino Particular e Cooperativo de nível não superior</i> - <u>Resolução do Conselho de Ministros n.º 68/2015, de 9 de setembro</u> <i>Autoriza a realização da despesa destinada ao apoio financeiro do Estado a estabelecimentos de ensino artístico especializado que celebrem contratos de patrocínio para os anos letivos de 2015-2016, 2016-2017 e 2017-2018</i> - <u>Resolução do Conselho de Ministros n.º 83/2015, de 1 de outubro</u> <i>Procede à primeira alteração à Resolução do Conselho de Ministros n.º 68/2015, de 9 de setembro, que autoriza a realização da despesa destinada ao apoio financeiro do Estado a estabelecimentos de ensino artístico especializado que celebrem contratos de patrocínio para os anos letivos de 2015-2016, 2016-2017 e 2017-2018</i>
Evaluation	The evaluation assumes two types: formative (during the school year) and summative (at the end of the school year). The artistic skills examination (PAA) is performed in the 12 th grade. This examination consists in the presentation of a project to a jury, as a product that proves the knowledge and the technical and artistic skills gained during the training. This product will lead to a final report that should contain, among other aspects, a critical analysis of the project (the main difficulties and obstacles met and the way to surpass them). National Examinations: learners will only be obliged to take national examinations if they wish to continue to higher education.
Certification	The conclusion of a specialised artistic programme, in the visual arts and audio-visual areas will confer: - a secondary education level certificate; - a level 4 professional qualification certificate.

Progression	<p>The achieved certificate with the conclusion of one of these courses will allow the access to technological specialisation programmes (level 5), or the access to high education (university or polytechnic).</p>
Legislation (only available in Portuguese)	<ul style="list-style-type: none"> - <u>Portaria (Ordinance) n.º 165-A/2015, de 3 de junho</u> Terceira alteração à Portaria n.º 243-A/2012, de 13 de agosto e à Portaria n.º 243-B/2012, de 13 de agosto, e segunda alteração à Portaria n.º 276/2013, de 23 de agosto. - <u>Portaria (Ordinance) n.º 154-A/2014, de 6 de Agosto de 2014</u> Fixa o número de vagas a preencher pelo concurso externo extraordinário destinado aos professores do ensino artístico especializado das artes visuais e dos audiovisuais dos estabelecimentos públicos de ensino artístico António Arroio e Soares dos Reis. - <u>Decreto-Lei (Decree-Law) n.º 111/2014, de 10 de Julho de 2014</u> Estabelece um regime excecional de seleção e recrutamento de docentes dos grupos e subgrupos e das áreas técnico-artísticas de formação artística para os quadros das escolas públicas do ensino artístico especializado. - <u>Portaria (Ordinance) n.º 59-A/2014, de 7 de Março de 2014</u> Procede à segunda alteração da <u>Portaria n.º 243-A/2012, de 13 de agosto</u>, alterada pela <u>Portaria n.º 419-A/2012, de 20 de dezembro</u>, que define o regime de organização e funcionamento, avaliação e certificação do curso de Design de Comunicação, do curso de Design de Produto e do curso de Produção Artística, na área das Artes Visuais, e do curso de Comunicação Audiovisual, na área dos Audiovisuais, ministrados em estabelecimentos de ensino público, particular e cooperativo. - <u>Portaria (Ordinance) n.º 59/2014, de 7 de Março de 2014</u> Fixa os termos da gestão flexível do currículo, no âmbito da autonomia pedagógica das escolas particulares e cooperativas a que se refere o artigo 37.º do Decreto-Lei 152/2013, de 4 de novembro. - <u>Portaria (Ordinance) n.º 419-A/2012, de 20 de Dezembro de 2012</u> Primeira alteração à <u>Portaria 243-A/2012, de 13 de agosto</u> que define o regime de organização e funcionamento, avaliação e certificação do curso de Design de Comunicação, do curso de Design de Produto e do curso de Produção Artística, na área das Artes Visuais, e do curso de Comunicação Audiovisual, na área dos Audiovisuais, ministrados em estabelecimentos de ensino público, particular e cooperativo. - Declaração de Retificação (Amendment Statement) n.º 59/2012, de 12 de Outubro de 2012 Retifica a <u>Portaria 243-A/2012, de 13 de agosto</u>, do Ministério da Educação e Ciência, que define o regime de organização e funcionamento, avaliação e certificação do curso de Design de Comunicação, do curso de Design de Produto e do curso de Produção Artística, na área das Artes Visuais, e do curso de Comunicação Audiovisual, na área dos Audiovisuais, ministrados em estabelecimentos de ensino público, particular e cooperativo, publicada no Diário da República, 1.ª série, 156, suplemento, de 13 de agosto de 2012. - <u>Portaria (Ordinance) n.º 243-A/2012, de 13 de Agosto de 2012</u> Define o regime de organização e funcionamento, avaliação e certificação do curso de Design de Comunicação, do curso de Design de Produto e do curso de Produção Artística, na área das Artes Visuais, e do curso de Comunicação Audiovisual, na área dos Audiovisuais, ministrados em estabelecimentos de ensino público, particular e cooperativo. - <u>Decreto-Lei (Decree-Law) n.º 139/2012, de 5 de Julho de 2012</u> Estabelece os princípios orientadores da organização e da gestão dos currículos, da avaliação dos conhecimentos e capacidades a adquirir e a desenvolver pelos alunos dos ensinos básico e secundário. - <u>Decreto-Lei (Decree-Law) n.º 50/2011, de 8 de Abril de 2011</u> Introduz o exame final nacional optativo de Filosofia, elimina a disciplina de Área de Projecto e cria a disciplina de Formação Cívica no currículo dos cursos científico-humanísticos, procedendo à quarta alteração ao Decreto-Lei 74/2004, de 26 de Março. Note: limited effectiveness/validity - <u>Portaria (Ordinance) n.º 414/2008, de 9 de Junho de 2008</u> Altera a Portaria 550-B/2004, de 21 de Maio, alterada pela Portaria 780/2006, de 9 de Agosto, que aprova o regime de organização, funcionamento e avaliação dos cursos artísticos especializados de nível secundário de educação no domínio das artes visuais e dos áudio-visuais e determina a aplicação do disposto nos n.os 3.2, 20.6 e 20.7 do Regulamento dos Exames do Ensino Secundário, aprovado pelo despacho normativo 19/2008, de 19 de Março, aos cursos artísticos - <u>Despacho Normativo (Legislative Order) n.º 29/2008, de 5 de Junho de 2008</u> Altera o Despacho Normativo 36/2007, de 8 de Outubro, o qual regulamenta o processo de reorientação do percurso formativo dos alunos do ensino secundário - <u>Decreto-Lei (Decree-Law) n.º 4/2008, de 7 de Janeiro de 2008</u> Introduz alterações nos cursos artísticos especializados de nível secundário de educação, excluindo o ensino recorrente de adultos, e suspende a revisão curricular do ensino secundário aprovada pelo Decreto-Lei 74/2004, de 26 de Março, nas componentes de formação científica e técnico-artística, relativamente aos

cursos artísticos especializados de Dança, Música e Teatro.

- Despacho Normativo (Legislative Order) n.º 36/2007, de 8 de Outubro de 2007

Regulamenta o processo de reorientação do percurso formativo dos alunos, através dos regimes de permeabilidade e equivalência entre disciplinas.

- Despacho (Order) n.º 4694/2007, de 14 de Março de 2007

Concessão e renovação da autonomia ou paralelismo pedagógico às escolas particulares e cooperativas de música, dança e artes plásticas - ano lectivo de 2005-2006.

- Declaração de Rectificação (Amendment Statement) n.º 23/2006, de 7 de Abril de 2006

Rectifica o Decreto-Lei 24/2006, de 6 de Fevereiro, que altera o Decreto-Lei 74/2004, de 26 de Março, que estabelece os princípios orientadores da organização e da gestão curricular, bem como da avaliação das aprendizagens, no nível secundário de educação.

- Decreto-Lei (Decree-Law) n.º 24/2006, de 6 de Fevereiro de 2006

Altera o Decreto-Lei 74/2004, de 26 de Março, que estabelece os princípios orientadores da organização e da gestão curricular, bem como da avaliação das aprendizagens, no nível secundário de educação.

Note: limited effectiveness/validity

- Despacho (Order) n.º 17204/2005, de 10 de Agosto de 2005

Dá continuidade aos mecanismos de transição previstos no Despacho 13 203/2004, de 18 de Julho, relativos à transição entre planos de estudos aprovados pelas Portarias 140/98, de 5 de Março, e 141/98, de 5 de Março, e pela Portaria 554/2004, de 22 de Maio, estabelecendo as condições de transição, salvaguardando a coerência do percurso formativo do aluno bem como os prazos e condições em que os alunos poderão concluir as formações iniciadas ao abrigo das duas Portarias de 1998.

- Despacho (Order) n.º 17064/2005, de 8 de Agosto de 2005

Estabelece normas para a transição entre os planos de estudos instituídos ao abrigo do Decreto-Lei 286/89, de 29 de Agosto, e os planos de estudo constantes do [Decreto-Lei 74/2004, de 26 de Março](#).

- Despacho (Order) n.º 13203/2004, de 6 de Julho de 2004

Estabelece quais as disciplinas consideradas afins para efeitos de transição entre os planos de estudos constantes das Portarias 140/98, de 5 de Março, e 141/98, de 5 de Março, e os planos de estudo constantes da Portaria 554/204, de 22 de Maio.

- Declaração de Rectificação (Amendment Statement) n.º 44/2004, de 25 de Maio de 2004

Rectifica o Decreto-Lei 74/2004, de 26 de Março.

- Decreto-Lei (Decree-Law) n.º 74/2004, de 26 de Março de 2004

Estabelece os princípios orientadores da organização e da gestão do currículo, bem como da avaliação das aprendizagens referentes ao nível secundário de educação.

Note: limited effectiveness/validity

3. Professional programmes (*cursos profissionais*)⁽⁴⁸⁾

Information sheet		
Objectives	To provide learners with the required vocational education and training: (a) to develop personal and professional skills to perform a job; (b) to pursue further studies and/or training (at post-secondary or higher education). To adjust training offers to local and regional working needs.	
Admission requirements	Age: +16 year olds. Educational attainment at the level of 3rd cycle (9th year of schooling) seeking practical E&T linked to the labour market and leading to further E&T.	
Organisation of provision	The programmes include three training components: sociocultural; scientific; and technical. The compulsory technical component includes work-based learning.	
Training fields	<ul style="list-style-type: none"> - Performing arts - Audio-visual and media production - Design - Handicraft - Philosophy, history and similar sciences - Journalism - Library, archive and documentation - Trade - Marketing and advertising - Finance, banks and insurances - Accounting and taxation - Management and administration - Secretarial and office work - Framing the organization/company - Computer Sciences - Metallurgy and metal mechanics - Electricity and energy - Electronics and automation - Chemical engineering - Construction and motor vehicles repair 	<ul style="list-style-type: none"> - Food industries - Textile, clothing, footwear and leather - Materials (wood, paper, plastic, glass and others) - Extractive industries - Architecture and urbanism - Construction - Agricultural and animal production - Floriculture and gardening - Forestry and hunting - Fishing - Health services - Orthodontic sciences - Support services to children and youngsters - Social work and guidance - Hospitality and catering - Tourism and leisure - Environment protection - Protection of people and goods - Health and safety at work
Duration	The overall programme loads \pm 3200 hours (3 years) which is managed by the school, in the scope of its pedagogic autonomy. However, it takes into consideration the balance of the annual programme to optimise the management of the modular structure and work-based learning.	
Academic vs practical training	Work-based learning is mandatory and lasts 600-840 hours in total of 3 200 to 3 440 hours corresponding to 19-24% of the overall programme.	
Providers	State or private E&T school. State secondary school.	
Sources of funding (only available in Portuguese)	<ul style="list-style-type: none"> - <u>Despacho (Order) n.º 3862/2014, de 12 de Março de 2014</u> <i>Alteração ao regulamento específico que define a tipologia de intervenção n.º 1.2 "Cursos Profissionais" do eixo n.º 1 "Qualificação inicial de jovens".</i> - <u>Despacho (Order) n.º 14500-A/2013, de 18 de Novembro de 2013</u> <i>Altera o Regulamento Específico da Tipologia de Intervenção n.º 1.2 "Cursos Profissionais" do Eixo 1 "Qualificação Inicial" do POPH, aprovado pelo Despacho n.º 18224/2008, de 8 de julho.</i> - <u>Despacho (Order) n.º 1034/2013, de 18 de Janeiro de 2013</u> <i>Alteração ao Regulamento Específico da Tipologia de Intervenção n.º 1.2 "Cursos Profissionais", do Eixo 1 "Qualificação Inicial" do POPH, aprovado pelo Despacho n.º 18224/2008, de 8 de julho.</i> - <u>Portaria (Ordinance) n.º 216-A/2012, de 18 de Julho de 2012</u> 	

⁽⁴⁸⁾ Previously, the '*cursos profissionais*' were translated as 'vocational programmes/courses'. With the introduction of the pilot '*cursos vocacionais*' the authors decided to translate them as 'professional programmes' to avoid inconsistencies with the new programmes.

	<p><i>Segunda alteração à Portaria n.º 49/2007, de 8 de janeiro, que define as regras a que deve obedecer o financiamento público dos cursos profissionais de nível secundário.</i></p> <ul style="list-style-type: none"> - <u>Despacho (Order) n.º 5815/2011, de 4 de Abril de 2011</u> <i>Definição do novo valor máximo referente ao indicador de custo por hora e por formando para a tipologia «cursos profissionais».</i> - <u>Despacho (Ordinance) No 3435/2011, of the 21st of February 2011</u> <i>Alterações ao regulamento aprovado pelo despacho n.º 18 224/2008 de 8 de Julho, que define o sistema de aprendizagem do eixo n.º 1, «Qualificação inicial de jovens», do POPH.</i> - <u>Despacho (Order) n.º 18619/2010, de 15 de Dezembro de 2010</u> <i>Altera e republica o Regulamento Específico da Tipologia de Intervenção n.º 1.2, «Cursos Profissionais», do Eixo n.º 1, «Qualificação Inicial de Jovens», do Programa Operacional Potencial Humano (POPH), aprovado pelo despacho n.º 18 224/2008, de 8 de Julho.</i> - <u>Despacho (Order) n.º 18173/2010, de 7 de Dezembro de 2010</u> <i>Fixa os valores dos subsídios anuais por turma por curso a atribuir aos cursos profissionais ministrados nas escolas profissionais privadas.</i> - <u>Despacho (Order) n.º 18224/2008, de 8 de Julho de 2008</u> <i>Aprovação do regulamento específico que define o regime de acesso aos apoios concedidos no âmbito da tipologia de intervenção nº 1.2, "Cursos Profissionais", do eixo nº 1.</i> <p><i>Nota: É revogado o n.º 2 do artigo 4.º do regulamento específico aprovado pelo despacho n.º 18 224/2008, de 8 de Julho.</i></p> <ul style="list-style-type: none"> - <u>Despacho (Order) n.º 22152/2007, de 21 de Setembro de 2007</u> <i>Financiamento público dos cursos profissionais de nível secundário, às escolas profissionais privadas na Região de Lisboa e Vale do Tejo.</i> - <u>Declaração de Rectificação (Amendment Notice) n.º 17/2007, de 5 de Março de 2007</u> <i>Rectifica a Portaria nº 49/2007, dos Ministérios do Trabalho e da Solidariedade Social e da Educação, que define as regras a que deve obedecer o financiamento público dos cursos profissionais de nível secundário, publicada no Diário da República, 1ª série, nº 5, de 8 de Janeiro de 2007.</i> - <u>Portaria (Ordinance) n.º 49/2007, de 8 de Janeiro de 2007</u> <i>Define as regras a que deve obedecer o financiamento público dos cursos profissionais de nível secundário.</i>
Evaluation	Learners must develop a <i>Prova de Aptidão Profissional</i> , a project to demonstrate the competences and knowledge acquired during the training. This project is assessed by a jury.
Certification	These programmes allow a double certificate of educational attainment (upper secondary level/12th year of schooling) and of training attainment (level 4 of the QNQ – ISCED 3) upon successful completion and it leads either to the labour market or further E&T, including higher education.
Progression	The conclusion of a professional programme allows continuing studies/training in a technological specialisation programme, or the access to higher education, upon the fulfilment of the requirements foreseen in higher education regulations.
Legislation (only available in Portuguese)	<ul style="list-style-type: none"> - <i>Portaria (Ordinance) n.º 165-B/2015, de 3 de junho de 2015</i> <i>Segunda alteração à Portaria n.º 74-A/2013, de 15 de fevereiro, que estabelece as normas de organização, funcionamento, avaliação e certificação dos cursos profissionais ministrados em estabelecimentos de ensino público, particular e cooperativo, que ofereçam o nível secundário de educação, e em escolas profissionais</i> - <u>Decreto-Lei (Decree-Law) n.º 92/2014, de 20 de Junho de 2014</u> <i>Estabelece o regime jurídico das escolas profissionais privadas e públicas, no âmbito do ensino não superior, regulando a sua criação, organização e funcionamento, bem como a tutela e fiscalização do Estado sobre as mesmas.</i> - <u>Portaria (Ordinance) n.º 59-C/2014, de 7 de Março de 2014</u> <i>Procede à primeira alteração da Portaria n.º 74-A/2013, de 15 de fevereiro, que estabelece as normas de organização, funcionamento, avaliação e certificação dos cursos profissionais ministrados em estabelecimentos de ensino público, particular e cooperativo, que ofereçam o nível secundário de educação, e em escolas profissionais.</i> - <u>Decreto-Lei (Decree-Law) n.º 91/2013, de 10 de Julho de 2013</u>

	<p><i>Procede à primeira alteração ao Decreto-Lei n.º 139/2012, de 5 de julho, que estabelece os princípios orientadores da organização e da gestão dos currículos dos ensinos básico e secundário, da avaliação dos conhecimentos a adquirir e das capacidades a desenvolver pelos alunos e do processo de desenvolvimento do currículo dos ensinos básico e secundário.</i></p> <ul style="list-style-type: none"> - <u>Portaria (Ordinance) n.º 74-A/2013, de 15 de Fevereiro de 2013</u> <p><i>Estabelece as normas de organização, funcionamento, avaliação e certificação dos cursos profissionais ministrados em estabelecimentos de ensino público, particular e cooperativo, que ofereçam o nível secundário de educação, e em escolas profissionais.</i></p> <ul style="list-style-type: none"> - <u>Despacho (Order) n.º 9815-A/2012, de 19 de Julho de 2012</u> <p><i>Alteração ao despacho n.º 14758/2004, publicado no Diário da República, 2.ª série, n.º 172, de 23 de julho de 2004.</i></p> <ul style="list-style-type: none"> - <u>Decreto-Lei (Decree-Law) n.º 150/2012, de 12 de Julho de 2012</u> <p><i>Procede à terceira alteração ao Decreto-Lei n.º 4/98, de 8 de janeiro, que estabelece o regime de criação, organização e funcionamento de escolas e cursos profissionais no âmbito do ensino não superior.</i></p> <ul style="list-style-type: none"> - <u>Decreto-Lei (Decree-Law) n.º 139/2012, de 5 de Julho de 2012</u> <p><i>Estabelece os princípios orientadores da organização e da gestão dos currículos, da avaliação dos conhecimentos e capacidades a adquirir e a desenvolver pelos alunos dos ensinos básico e secundário.</i></p> <ul style="list-style-type: none"> - <u>Decreto-Lei (Decree-Law) n.º 50/2011, de 8 de Abril de 2011</u> <p><i>Introduz o exame final nacional optativo de Filosofia, elimina a disciplina de Área de Projecto e cria a disciplina de Formação Cívica no currículo dos cursos científico-humanísticos, procedendo à quarta alteração ao Decreto-Lei n.º 74/2004, de 26 de Março.</i></p> <p>Note: limited effectiveness/validity</p> <ul style="list-style-type: none"> - <u>Despacho Normativo (Legislative Order) n.º 29/2008, de 5 de Junho de 2008</u> <p><i>Altera o despacho normativo nº 36/2007, de 8 de Outubro, o qual regulamenta o processo de reorientação do percurso formativo dos alunos do ensino secundário.</i></p> <ul style="list-style-type: none"> - <u>Despacho Normativo (Legislative Order) n.º 36/2007, de 8 de Outubro de 2007</u> <p><i>Regulamenta o processo de reorientação do percurso formativo dos alunos, através dos regimes de permeabilidade e equivalência entre disciplinas.</i></p> <ul style="list-style-type: none"> - <u>Declaração de Rectificação (Amendment Statement) n.º 23/2006, de 7 de Abril de 2006</u> <p><i>Rectifica o Decreto-Lei nº 24/2006, de 6 de Fevereiro, que altera o Decreto-Lei nº 74/2004, de 26 de Março, que estabelece os princípios orientadores da organização e da gestão curricular, bem como da avaliação das aprendizagens, no nível secundário de educação.</i></p> <ul style="list-style-type: none"> - <u>Despacho (Order) n.º 14758/2004, de 23 de Julho de 2004</u> <p><i>Define o funcionamento dos cursos profissionais nas escolas secundárias públicas.</i></p> <ul style="list-style-type: none"> - <u>Declaração de Rectificação (Amendment Statement) n.º 44/2004, de 25 de Maio de 2004</u> <p><i>Rectifica o Decreto-Lei nº 74/2004, de 26 de Março, do Ministério da Educação, que estabelece os princípios orientadores da organização e da gestão curricular, bem como da avaliação das aprendizagens, no nível secundário de educação, publicado no Diário da República, série I, nº 73, de 26 de Março de 2004.</i></p> <ul style="list-style-type: none"> - <u>Decreto-Lei (Decree-Law) n.º 74/2004, de 26 de Março de 2004</u> <p><i>Estabelece os princípios orientadores da organização e da gestão do currículo, bem como da avaliação das aprendizagens referentes ao nível secundário de educação.</i></p> <p>Note: limited effectiveness/validity</p> <ul style="list-style-type: none"> - <u>Decreto-Lei (Decree-Law) n.º 4/98, de 8 de Janeiro de 1996</u> <p><i>Estabelece o regime de criação, organização e funcionamento de escolas e cursos profissionais no âmbito do ensino não superior.</i></p> <p>Note: limited effectiveness/validity</p> <ul style="list-style-type: none"> - <u>Portaria (Ordinance) n.º 709/92, de 11 de Julho de 1992</u> <p><i>Aprova o modelo de diploma dos cursos profissionais.</i></p>
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4. Apprenticeship programmes (*cursos de aprendizagem*)

Information sheet		
Objectives	To provide learners with the adequate knowledge and competences to: a) to enter the labour market by providing them work experience; b) to continue their studies/ training by upgrading their educational attainment.	
Admission requirements	- 15 to 24 years of age. - At the level of 3rd cycle of basic education (9th year of schooling) or higher but who have not completed secondary education.	
Organisation of provision	The curricula are organised in training components: socio-cultural, scientific, technological, practice in a work context.	
Training fields	<p>Priority areas:</p> <ul style="list-style-type: none"> - Audio-visual and media production - Computer Sciences - Trade - Construction and repair of motor vehicles - Electricity and energy - Electronics and automation - Hospitality and catering - Manufacture of textiles, clothing, footwear and leather - Material (cork industry, plastics and other) - Metallurgical and metalwork - Technology of chemical processes <p>Other areas:</p> <ul style="list-style-type: none"> - Craft - Library, archive and documentation - Building and civil engineering - Accounting and taxation - Beauty treatments - Sports - Framing the organization/company 	<p>Other areas (cont.):</p> <ul style="list-style-type: none"> - Finance, banking and insurance - Floriculture and gardening - Management and administration - History and archaeology - Food Industries - Marketing and Advertising - Fisheries - Farming of animals - Protection of persons and property - Environmental Protection - Health - Secretarial and office work - Safety and hygiene at work - Support services for children and young people - Domestic services - Transportation Services - Forestry and hunting - Diagnostic and therapeutic technologies - Social work and guidance - Tourism and leisure
Duration	About 2.5 year courses (2 800 – 3 700 hours), including mandatory work placement (40% of course duration).	
Academic vs practical training	Mandatory work placement comprises around 40% of course duration.	
Providers	IEFP training centres and private providers (e.g. employers' associations, companies, trade unions) under protocols with IEFP.	
Allowances	<p>Expenses related to training:</p> <ul style="list-style-type: none"> - Professionalization allowance - Meal allowance - Transportation allowance <p>In specific situations:</p> <ul style="list-style-type: none"> - Training material allowance - Accommodating allowance (for those with children or relatives dependents) 	
Sources of funding (only available in Portuguese)	<p>- <u>Despacho normativo (Legislative Order) n.º 4-A/2008, de 24 de Janeiro de 2008</u></p> <p><i>Fixa a natureza e os limites máximos dos custos considerados elegíveis para efeitos de co-financiamento pelo Fundo Social Europeu.</i></p>	

Evaluation	<p>The evaluation is formative and summative.</p> <p>The final evaluation test (PAF) constitutes an integrated set of practical activities at the end of the training programme; it aims at assessing the competences acquired during training and is conducted by a jury composed for the purpose. The duration of PAF can vary between 12 and 18 hours, according to the competence profile to assess.</p> <p>The final classification of the training period is obtained by averaging the ratings of each training component, applying the following formula: $= CFP (FSC + FC + 2R + + FP) / 5$. (CFP - final classification of the training period; FSC - classification of the socio-cultural training component; FC – classification of the scientific training component; FT - classification of technological training component; FP - classification of the practical training component).</p> <p>The final grade is the average of the marks obtained in each training component, using the following formula: $CF = (3CFp + PAF) / 4$. (CF - final grade of the course; CFP - average final ranking of training periods; PAF - the final evaluation test rating).</p>
Certification	<p><i>Dupla certificação</i>, i.e. a double certificate of educational attainment (upper secondary level/12th year of schooling) and training attainment (level 4 of the QNQ, ISCED 3 vocational qualification) granted upon successful completion.</p>
Progression	<p>The apprentices who having completed an apprenticeship programme and wishing to pursue their studies are subject to the requirements established to access the different higher level programmes.</p> <p>For the purposes of applying to higher education, in addition to the Diploma and the Certificate of Qualifications, must be issued a statement with the final ranking, calculated to one decimal point without rounding, converted to the range of 0 to 200 (as Decree-Law No. 296-A/98, of 25 September, with the respective amendments).</p>
Legislation (only available in Portuguese)	<p>- <u>Portaria n.º 1497/2008, de 19 de Dezembro</u> <i>Regula as condições de acesso, a organização, a gestão e o funcionamento dos cursos de aprendizagem, bem como a avaliação e a certificação das aprendizagens</i> <u>Regulamento Específico (Specific Regulation) 2014</u> <i>Aprovado por deliberação do Conselho Diretivo do IEFP em 2014-03-13</i></p>

5. Education and training programmes for young people (*cursos de educação e formação de jovens - CEF*)

Information sheet		
Objectives	To tackle the high numbers of young people early leaving the school and their deficits of educational and vocational qualifications. To enhance their integration into the labour market, through double certification. To motivate them to further continue their studies/training by providing flexible learning solutions in line with their' expectations and local labour market needs.	
Admission requirements	Age: 15+ year olds Educational attainment lower than 2 nd or 3 rd cycle of basic education (9 th year of schooling), secondary education or no (vocational) certification.	
Organisation of provision	<p>CEF programmes are organised sequentially from type 1 to 7, according to admission levels of attainment and the duration of the training.</p> <p>A complementary programmes of one year is provided for learners holding a diploma for type 2 or 3, or the accumulation of a type 2 course with completion of 3rd cycle of basic education (9th year of schooling). They allow learners to pursue their studies and obtain a level 3 qualification and the 12th year of schooling.</p> <p>Independently of the typology, all CEF programmes comprise four training components: sociocultural; scientific; technological; practical.</p>	
Training fields	<ul style="list-style-type: none"> - Natural environment and wild life - Crafts - Audio-visual and media production - Librarianship, archive and documentation - Computer Sciences - Trade - Accountancy and taxation - Civil Construction - Construction and motor vehicles repair - Beauty Care - Electricity and energy - Electronics and automation - Floriculture and gardening - Management and Administration 	<ul style="list-style-type: none"> - 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 - Technology of chemical processes - Therapy and rehabilitation
Duration	<p>Between 1 125 to 2 276 hours, with a minimum duration of:</p> <ul style="list-style-type: none"> - Type 1 – 1 125 hours (until 2 years); - Type 2 – 2 109 hours (until 2 years); - Type 3 – 1 200 hours (until 1 year); - Type 4 – 1 230 hours (until 1 year); - Complementary training course – 1 020 hours (until 1 year); - Type 5 – 2 276 hours (until 2 years); - Type 6 – 1 380 hours (until 1 year); Type 7 – 1 155 hours (until 1 year). 	
Academic vs practical training	All typologies comprise four training components: sociocultural; scientific; technological and practical. Practical training has a minimum duration of 210 hours/year.	
Providers	<ul style="list-style-type: none"> - State schools - Private or cooperative schools - IEFP training centres - Certified training providers 	

Sources of funding	<ul style="list-style-type: none"> - <u>Despacho (Order) n.º 3863/2014, de 12 de Março de 2014</u> Altera o regulamento específico que define a tipologia de intervenção n.º 1.3 «Cursos de Educação e Formação de jovens» do eixo n.º 1 «Qualificação inicial de jovens», do Programa Operacional Potencial Humano (POPH), aprovado em anexo ao Despacho n.º 18228/2008, de 8 de julho. - <u>Declaração de Rectificação (Amendment Statement) n.º 496/2011, de 3 de Março de 2011</u> Rectificação do texto do despacho n.º 1402/2011, de 17 de Janeiro - <u>Despacho (Order) n.º 1402/2011, de 17 de Janeiro de 2011</u> Altera e republica o regulamento específico da tipologia de intervenção n.º 1.3, "Cursos de educação e formação de jovens", do eixo n.º1, "Qualificação inicial de jovens", do Programa Operacional Potencial Humano (POPH), aprovado pelo Despacho n.º 18228/2008, de 8 de Julho. - <u>Despacho (Order) n.º 18228/2008, de 8 de Julho de 2008</u> Aprovação do regulamento específico que define o regime de acesso aos apoios concedidos no âmbito da tipologia de intervenção n.º 1.3, "Cursos de Educação e Formação de Jovens", do eixo n.º 1.
Evaluation	<p>The evaluation is carried out per subject/ area and per training component:</p> <p>a) Programmes type 1, 2 and 3 are evaluated by training component and expressed in a 1-5 scale.</p> <p>b) Programmes type 4, 5, 6 and 7 and the complementary training programme are evaluated by training component and expressed in a 0-20 scale.</p> <p>The <i>Prova de avaliação final</i> (PAF - Final assessment test):</p> <ul style="list-style-type: none"> - It is the presentation of a professional performance. It can comprise one or more practical works related with the most relevant knowledge and skills included in the profile of the programme. - The evaluation is done by a tripartite jury composed by the director/coordinator of the programme, and or representative of the certification institution, for regulated professions, chairman; b) the teacher/ trainer, preferably of the responsible for the traineeship; c) a representative of business associations or sectors related to the programme; d) a representative of trade unions of the sectors (if the programme grants a CAP, c) and d) should be representatives of the Permanent Commission for Social Dialogue) and; e) a recognised worker/professional in the field. - The duration may be equivalent to the daily duration of the internship, which may be extended, but not exceeding 35e hours. - The programmes leading to level 1 of a vocational qualification are exempted of PAF.
Certification	<p>The successful completion of a CEF leads to a double certification: a) 2nd or 3rd cycle or secondary education and, b) level 1, 2, 4 or 5 of QNQ).</p>
Progression	<p>The successful conclusion of a CEF:</p> <ul style="list-style-type: none"> - type 1 allows the access to the 3rd cycle of the basic school; - type 2 or 3 allows the access to the secondary education: <ul style="list-style-type: none"> - if learners want to pursue their studies within the same programme, they must successfully attend the complementary training programme; - if learners choose to continue their studies in general education they must be evaluated in Portuguese language and Mathematics subjects. - type 4 allows to continue studies in a CEF type 5; - type 5, 6 or 7 allows to continue studies in: <ul style="list-style-type: none"> - a similar area of a Technological specialisation programme; - an higher level course or programme, if learners fulfil the requirements set on the rules to access high education.

<p>Legislation (only available in Portuguese)</p>	<ul style="list-style-type: none"> - <u>Despacho (Order) n.º 9752-A/2012, de 18 de Julho de 2012</u> Altera o Despacho Conjunto n.º 453/2004, de 29 de junho, que cria e regulamenta os cursos de educação e formação, no âmbito do Plano Nacional de Prevenção do Abandono Escolar. - <u>Decreto-Lei (Decree-Law) n.º 139/2012, de 5 de Julho de 2012</u> Estabelece os princípios orientadores da organização e da gestão dos currículos, da avaliação dos conhecimentos e capacidades a adquirir e a desenvolver pelos alunos dos ensinos básico e secundário - <u>Despacho (Order) n.º 12568/2010, de 4 de Agosto de 2010</u> Altera o art 7º do Regulamento de Cursos de Educação e Formação anexo ao Despacho Conjunto n.º 453/2004, de 27 de Julho de 2004. - <u>Portaria (Ordinance) n.º 114/2010, de 25 de Fevereiro de 2010</u> Suspende a entrada em vigor dos programas de Língua Portuguesa do ensino básico homologados em 31 de Março de 2009 e altera a Portaria n.º 476/2007, de 18 de Abril. - <u>Despacho normativo (Legislative Order) n.º 29/2008, de 5 de Junho de 2008</u> Altera o despacho normativo n.º 36/2007, de 8 de Outubro, o qual regulamenta o processo de reorientação do percurso formativo dos alunos do ensino secundário. - <u>Despacho normativo (Legislative Order) n.º 36/2007, de 8 de Outubro de 2007</u> Regulamenta o processo de reorientação do percurso formativo dos alunos, através dos regimes de permeabilidade e equivalência entre disciplinas. - <u>Despacho conjunto (Legislative Order) n.º 287/2005, de 4 de Abril de 2005</u> Regulamenta as condições de acesso às provas de avaliação sumativa externa e sua certificação para prosseguimento de estudos e define os modelos de certificado, de acordo com o estabelecido nos nºs 1,2,3 e 6 do artigo 18º do Despacho Conjunto n.º 453/2004, de 27 de Julho. - <u>Rectificação (Amendment) n.º 1673/2004, de 7 de Setembro de 2004</u> Rectificação do Despacho Conjunto n.º 453/2004. - <u>Despacho conjunto (Legislative Order) n.º 453/2004, de 27 de Julho de 2004</u> Regulamenta a criação de Cursos de Educação e Formação com dupla certificação escolar e profissional, destinados preferencialmente a jovens com idade igual ou superior a 15 anos.
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6. Vocational programmes in secondary education (*cursos vocacionais no ensino secundário*)

Information sheet	
Objectives	<p>These programmes were launched in 2013 aiming at creating the proper setting for learners to fulfil compulsory education, mainly to reduce early leaving and to develop knowledge and skills of practical and professional nature and enable a better integration in the labour market but allowing further studies.</p> <p>It was also intended to create an E&T offer coordinated with enterprises and partners organisations that respond to the young people interests at the end of compulsory education, wishing to have a concrete professional output. These partners must be based on the geographical area of the school and involved in the delivery of the vocational component.</p>
Admission requirements	<p>Age: 16+ years old</p> <p>Learners who had successfully completed the basic education and seek alternatives other than regular or professional secondary education, in particular those at risk of dropping out. Note that forwarding learners to this type of programmes requires a vocational evaluation process and must have the parents' authorisation of learners under the age of 18.</p>
Organisation of provision	<p>These programmes have modular structure and are framed in the SNQ with reference to the CNQ.</p> <p>They are organised on three training components, which are: general; complementary; vocational and simulated practice. General and supplementary training components are referenced to the socio-cultural and scientific training components of professional programmes; the vocational and the work-based learning training components are based on the CNQ.</p>
Training fields	Not available at national level. It depends on each school/educational establishment.
Duration	Around 1000 hours per year (3000 hours in total) however it may vary according to the adjustment of the subjects needed to match the knowledge profile of the learners' group in each programme.
Academic vs practical training	<p>The training components include:</p> <ul style="list-style-type: none"> - general (Portuguese, English and physical education) - with a total of 600 hours; - complementary (applied mathematics, other school subjects options) - with a total of 300 hours; - vocational (technological short duration units of training) - with a total of 700 hours. It includes work based training and/or technological short duration units of training - with a total of 1 400 hours.
Training providers	<p>These programmes are being implemented in clusters of public schools or non-grouped schools, private regular or vocational schools or in cooperative education, based on projects developed in conjunction with companies.</p> <p>The projects of vocational programmes are presented to the <i>Direção-Geral dos Estabelecimentos Escolares</i> (DGestE - General Directorate of Educational Establishments) and are subject to the technical and pedagogical assessment by ANQEP and subsequently approved by the MEC.</p>
Sources of funding	Schools are funded in accordance with the funding rules applicable to other vocational offers of secondary education.
Evaluation	<p>There is a diagnostic evaluation at the beginning of each programme to assess the prior knowledge of the learners, their needs and interests.</p> <p>The evaluation of the modules is in a scale of 0 to 20.</p> <p>The evaluation of the simulated practice comprises a report for each vocational activity, which will lead to a final report to be submitted according to the rules defined by the school.</p>
Certification	They grant a double certificate of educational (upper secondary level/12th year of schooling) and training attainment (level 4 of the QNQ) upon successful completion.
Progression	Upon successful completion of a course of vocational in secondary education learners wishing to pursue studies in higher education must meet the requirements that are set out in legislation. They can also have access to other E&T paths, namely educational offerings of polytechnic institutions that award a level 5 qualification or can enter the labour market.

Legislation	<ul style="list-style-type: none"> - <u>Portaria (Ordinance) n.º 276/2013, de 23 de Agosto de 2013</u> <i>Cria uma experiência-piloto de oferta formativa de cursos vocacionais de nível secundário a partir do ano letivo de 2013-2014 e regulamenta as normas de organização, funcionamento, avaliação e certificação desta oferta específica.</i> - <u>Despacho (Order) n.º 5945/2014, de 7 de Maio de 2014</u> <i>Determina o alargamento e candidaturas de cursos vocacionais no ensino básico e no ensino secundário a partir do ano letivo de 2014-2015.</i> - <u>Despacho (Order) n.º 12357/2015, 3 de novembro</u> <i>Cabe à Direção-Geral da Educação a coordenação das medidas de promoção do sucesso e redução do abandono escolar.</i>
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7. Technological specialisation programmes (*cursos de especialização tecnológica*)

Information sheet		
Objectives	The technological specialisation programmes provide learners with the required knowledge, scientific and technological skills a) to enter a career by deepening their scientific/ technological knowledge in a specific field of training; b) to enhance their career by upgrading their competences; c) to take further studies in higher education by attaining level 5 of QNQ.	
Admission requirements	<ul style="list-style-type: none"> - Holders of a secondary school course or qualification legally equivalent; - Holders of a level 4 qualification of QNQ; - Those who having obtained approval in all school subjects of the 10th and 11th years and having been enrolled in the 12th year of the secondary education or of legally equivalent qualification, have not complete it; - Holders of a specialisation technological diploma or a degree or diploma of higher education and wishing a professional retraining. - Individuals aged +23 can apply to a CET in a higher education institution through the recognition of prior learning/ experience if the institution recognises them with the required skills and/or competences. 	
Organisation of provision	<p>The training plan includes the following components: general and scientific; technological; work place learning</p> <p>The general and scientific component aims at developing proper attitudes and behaviours for higher level vocational qualification professionals, adaptability to the labour and corporate world; and improving the scientific know-how related with the specific technological field of study.</p> <p>The technological component includes practice activities related to the technological domains; and problem-solving regarding the exercise of the profession.</p> <p>The work based learning component aims at applying the knowledge and know-how to the practice of the profession; and performing tasks under guidance, using the techniques, equipment and materials comprised in the production processes of goods or services.</p> <p>The programmes are developed in association with the training institution and the companies, other employment organisations, associations of companies or socio-professional associations, amongst others, and can adopt different types/methodologies of training, namely stages/traineeships.</p>	
Training fields	<ul style="list-style-type: none"> - Audio-visual and media production - Computer science - Trade - Construction and civil engineering - Construction and repair of motor vehicles - Accounting and taxation - Sport - Electricity and energy - Electronics and automation - Framing on organisation/ enterprise - Finance, banking and insurance - Management and administration 	<ul style="list-style-type: none"> - History and archaeology - Hospitality and catering management - Food industries - Industries of textile, clothing, footwear and leather - Extractive industries - Metallurgy and metalworking - Environmental protection - Environmental protection technology - Technology of chemical processes - Tourism and recreation
Duration	<p>The CET is a post-upper secondary training scheme that aims to award a level 5 vocational qualification. The course lasts approximately one year (between 1 200 to 1 560 hours).</p> <p>General and scientific component correspond to 15% of the number of hours fixed for the general, scientific and technological training components.</p> <p>Technological component corresponds to 85% of the number of hours fixed for the general, scientific and technological training component set.</p> <p>Work based learning cannot be lower than 360 hours or higher than 720 hours.</p>	
Academic vs practical training	Work based learning may vary from 25 to 46.15% of the whole duration of the programme.	

Providers	<ul style="list-style-type: none"> - schools (state, private and cooperative), - universities and polytechnics (state, private and cooperative), - technological schools; - IEFP centres, - other certified training providers.
Sources of funding (only available in Portuguese)	<ul style="list-style-type: none"> - <u>Despacho (Order) n.º 20419/2009, de 10 de Setembro de 2009</u> Acções elegíveis do regulamento específico que define o regime de acesso aos apoios concedidos no âmbito da tipologia de intervenção n.º 1.4, «Cursos de especialização tecnológica», do POPH - alteração ao n.º 2 e aditamento ao n.º 3 do artigo 4.º - <u>Despacho (Order) n.º 18232/2008, de 8 de Julho de 2008</u> Aprovação do regulamento específico que define o regime de acesso aos apoios concedidos no âmbito da tipologia de intervenção n.º 1.4, "Cursos de Especialização Tecnológica", do eixo n.º 1. Produce efeitos a partir de 1 de Janeiro de 2008, aplicando-se o período de elegibilidade transitória previsto no artigo 52º do Dec Regulamentar n.º 84-A/2007, de 10 de Dezembro.
Evaluation	<p>The evaluation targets the vocational competences that the technological specialisation diploma certifies, comprising formative and summative assessments.</p> <p>Formula: $CFGC + 0.10 \times (0.55 \times CFT) + (0.35 \times CFCTb)$</p> <p>CFGC - classification of the general and scientific training component; CFT – classification of the technological training component of the; CFCTb - classification of the work based learning component.</p> <p>A CET graduate is the one who has been approved in all their training components.</p>
Certification	<p>The approval of a CET awards a QNQ level 5 and a technological specialisation diploma (DET). This diploma is awarded after successful completion of a programme from 60 to 90 ECTS.</p> <p>Learners who successfully concluded all subjects of the 10th and 11th years and having been enrolled in 12th grade of a secondary level of education or legally equivalent qualification did not complete it; holders of a level 3 vocational qualification without a secondary education diploma or legally equivalent qualification, have an addition of 15 to 30 ECTS. In these cases, the completion of the CET grants them the secondary level of education.</p> <p>Learners over 25 years old and having at least five years of proven vocational activity in the chosen CET area, may request to the training institution to give them the DET based on the assessment of their professional competences.</p>
Progression	<p>The CET diploma allows learners to apply to higher education through a special competition. Training held at the CET will be credited in the higher education programme.</p>
Legislation (only available in Portuguese)	<ul style="list-style-type: none"> - <u>Despacho (Order) n.º 1647/2007, de 1 de Fevereiro de 2007</u> Designa a Direcção-Geral de Formação Vocacional como serviço competente para a instrução de pedidos de registo de Cursos de Especialização Tecnológica. - <u>Decreto-Lei (Decree-Law) n.º 88/2006, de 23 de Maio de 2006</u> Regula os Cursos de Especialização Tecnológica e aplica-se a todas as instituições de formação que os ministrem. - <u>Decreto-Lei (Decree-Law) n.º 42/2005, de 22 de Fevereiro de 2005</u> Determina os princípios de atribuição de número de créditos por cada unidade curricular - <u>Portaria (Ordinance) n.º 393/2002, de 12 de Abril de 2002</u> Regulamenta os concursos especiais de acesso e ingresso no ensino superior para os titulares de um Diploma de Especialização Tecnológica e os termos de integração curricular dos candidatos.

8. Adult education and training programmes (*cursos de educação e formação de adultos* - EFA)

Information sheet	
Objectives	To provide adults with the required level of education and training (basic education, secondary education and/ or professional competences) to (re)enter the labour market or to move their career forward.
Admission requirements	Age: 18+ year olds (candidates under 18 years old can be exceptionally accepted if they are already in the labour market), wishing to complete basic education (4th, 6th or 9th year) or secondary education (12th year) or to obtain a vocational certification. Only adults aged 23+ can apply for a secondary level EFA programme (daytime or full-time school regime).
Organisation of provision	EFA programmes are organised according to: <ul style="list-style-type: none"> a) the results of a diagnostic assessment or by recognising and validating of learners' competences acquired through life; b) a perspective of lifelong learning; c) flexible but articulated training schemes, including a) a foundation education scheme and a technological training scheme or one of the two with variable duration (from a minimal length of 240 to a maximum of 2 590 hours for basic education and qualification levels 1 and 2); b) for secondary level education and qualification level 4 requires between 300 and 3 210 training hours; d) modules based on the CNQ; e) modules designed to promote critical reflexive training and competence acquisition at the level of basic education and/or training: <i>Aprender com autonomia</i>" (learning autonomously) and at the level of secondary education <i>Portefólio reflexivo de aprendizagens</i> (portfolio on reflexive learning) at secondary level and/or qualification level 3 (QNQ).
Training field	The EFA programmes are ruled by the standards of competences and training of the qualifications listed in the CNQ. The qualifications are grouped by areas of education and training, according to the National classification of education and training areas.
Duration	<ul style="list-style-type: none"> - Training programmes type B3 least 1 940 hours and type B2+B3 last 2 390 hours. - Training programmes S3, type A last 2 045 hours; type B 1 680 hours and type C 1 575 hours. - Training programmes S, type A last 1 150 hours; type B 625 hours and type C 315 hours).
Academic vs practical training	<p>Practical training is mandatory and lasts at least 210 hours per year in a work environment if:</p> <ul style="list-style-type: none"> - learners do not perform any activity in the field of study or in a related field; and - learners attend programmes at basic level: B3, B2 + B3, EFA programmes of the 1st cycle of basic education or level 1 or 2 of the national qualifications framework (flexible programmes linked to the RVCC process); and the secondary level: S3 type A, B and C.
Training providers	Public, private and cooperative VET schools; state secondary schools, IEFP training centres and certified VET providers.
Sources of funding	<ul style="list-style-type: none"> - <u>Despacho (Order) nº 13485/2011, de 10 de Outubro de 2011</u> <i>Alteração ao despacho que define o regime de acesso aos apoios concedidos no âmbito da tipologia de intervenção n.º 2.2, «Cursos de educação e formação de adultos», do POPH.</i> - <u>Despacho (Order) nº 18227/2008, de 8 de Julho de 2008</u> <i>Aprovação do regulamento específico que define o regime de acesso aos apoios concedidos no âmbito da tipologia de intervenção 2.2, "Cursos de Educação e Formação de Adultos", do eixo 2.</i>
Evaluation	EFA programmes include training assessment (which gives information about the development of the learning process) and summative assessment (which is the base for the final certification).

Certification	<p>According to the training scheme defined for the learner, it may be granted a double certification (academic and vocational), or any of both separately.</p> <p>If an EFA programme, corresponding to any training scheme, is concluded successfully, a certificate of qualifications will be granted.</p> <p>In an EFA programme of double certification a certificate of attainment is granted at the 3rd cycle of basic education (9th year of schooling) and a QNQ level 2 or certificate of attainment of secondary education (12th year of schooling) and a QNQ level 4.</p> <p>Learners who do not conclude a programme may have their competence units (at basic level) or short term training units (at secondary level) registered in the individual booklet of competences and a certificate of qualifications describing the units approved.</p>
Progression	<p>Learners who conclude the basic or secondary levels of education and wish to pursue their studies are required to comply with the access rules of the different training programmes.</p> <p>The academic certification of a basic level EFA programmes allows pursuing studies in a secondary level EFA programme or to enrolment in a process of RVCC aiming at granting the related secondary education certification.</p> <p>The academic certification resulting of a secondary education EFA programme allows to pursue studies through a technological specialisation programme or a higher education programme, according to the requirement defined by law ⁽⁴⁹⁾.</p>

⁽⁴⁹⁾ Deliberation n° 1650/2008, of 13th June, of the National Commission to Access Higher Education, or in the terms of the Decree n° 64/2006, of 21st March (access higher education for learners over the age of 23).

<p>Legislation (only available in Portuguese)</p>	<ul style="list-style-type: none"> - <u>Portaria (Ordinance) n.º 216-C/2012, de 18 de julho de 2012</u> <i>Primeira alteração à Portaria n.º 1100/2010, de 22 de outubro, que aprova o programa de formação em competências básicas em cursos de educação e formação de adultos ou em processos de reconhecimento, validação e certificação de competências de nível básico.</i> - <u>Despacho (Order) n.º 334/2012, de 11 de janeiro de 2012</u> <i>Aplicação de normas ao nível da organização e desenvolvimento dos cursos EFA Educação e Formação de Adultos e das formações modulares, em particular no que concerne à constituição dos grupos</i> - <u>Portaria (Ordinance) n.º 283/2011, de 24 de Outubro de 2011</u> <i>Segunda alteração à Portaria n.º 230/2008, de 7 de Março, que define o regime jurídico dos cursos EFA e das formações modulares previstos no Decreto-Lei n.º 396/2007, de 31 de Dezembro.</i> - <u>Portaria (Ordinance) n.º 1100/2010, de 22 de Outubro de 2010</u> <i>Aprova o programa de formação em competências básicas em cursos de educação e formação de adultos ou em processos de reconhecimento, validação e certificação de competências de nível básico.</i> - <u>Portaria (Ordinance) n.º 711/2010, de 17 de Agosto de 2010</u> <i>Primeira alteração à Portaria n.º 230/2008, de 7 de Março, que define o regime jurídico dos cursos de educação e formação de adultos (cursos EFA) e das formações modulares previstos no Decreto-Lei n.º 396/2007, de 31 de Dezembro.</i> - <u>Despacho (Order) n.º 3447/2010, de 24 de Fevereiro de 2010</u> <i>Regulamenta a atribuição de certificação aos formandos que frequentaram, sem terem concluído, os cursos de educação e formação de adultos.</i> - <u>Portaria (Ordinance) n.º 230/2008, de 7 de Março de 2008</u> <i>Define o regime jurídico dos cursos de educação e formação de adultos (EFA) e das formações modulares.</i> - <u>Decreto-Lei (Decree-Law) n.º 396/2007, de 31 de Dezembro de 2007</u> <i>Estabelece o regime jurídico do Sistema Nacional de Qualificações e define as estruturas que regulam o seu funcionamento.</i> - <u>Despacho (Order) n.º 29176/2007, de 21 de Dezembro de 2007</u> <i>Regula o acesso de pessoas com deficiência ou incapacidade ao processo de reconhecimento, validação e certificação de competências (RVCC) adquiridas por via formal, não formal e informal e a outras ofertas de educação e formação de adultos.</i> - <u>Despacho normativo (Legislative Order) n.º 28/2007, de 3 de Agosto de 2007</u> <i>Determina o modo de cálculo da classificação final nas disciplinas em que os alunos do ensino básico recorrente, os formandos dos Cursos EFA e os adultos certificados pelo Sistema RVCC realizam exames nacionais para prosseguirem estudos de nível secundário em cursos científico-humanísticos, na modalidade de ensino regular.</i> - <u>Despacho (Order) n.º 11203/2007, de 8 de Junho de 2007</u> <i>Define as orientações aplicáveis aos Centros Novas Oportunidades e às entidades formadoras dos cursos EFA, nomeadamente no que respeita às competências dos membros das equipas técnico-pedagógicas dos Centros Novas Oportunidades e às habilitações para a docência dos formadores que integram as equipas técnico-pedagógicas dos Centros Novas Oportunidades (nível básico e secundário) e dos formadores que asseguram a formação de base nos cursos EFA.</i> - <u>Despacho (Order) n.º 15187/2006, de 14 de Julho de 2006</u> <i>Regula o funcionamento dos Centros RVCC (Centros Novas Oportunidades) nos estabelecimentos de ensino. Revoga o Despacho n.º 15 795/2003, de 14 de Agosto. É igualmente aplicado aos Cursos EFA relativamente às habilitações dos elementos da equipa pedagógica.</i>
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9. Young people and adults enrolled in general education and VET programmes (2015-16)

Young people enrolled in E&T (percentage of distribution) by level and modality of E&T 2015/16			Adults enrolled in E&T (percentage of distribution) by level and modality of E&T 2015/16		
Level and modality	No.	%	Level and modality	No.	%
Total	1 602 740	100,0	Total	62 045	100,0
Pre-school education	259 850	16.2	Basic education	27 375	44.1
Basic education	986 022	61.5	<i>1st cycle</i>	2 840	4.6
<i>1st cycle</i>	405 201	25.3	EFA programmes	2 004	3.2
General	404 124	25.2	Recurrent education	565	0.9
Specialised arts programmes*	303	0.0	RVCC	260	0.4
Alternative schooling paths	774	0.0	FMC	11	0.0
<i>2nd cycle</i>	224 147	14.0	<i>2nd cycle</i>	6 695	10.8
General	219 349	13.7	EFA programmes	5 276	8.5
Specialised arts programmes*	1 029	0.1	Recurrent education	16	0.0
Vocational programmes	1 539	0.1	RVCC	1 330	2.1
CEF programmes	66	0.0	FMC	73	0.1
Alternative schooling paths	2 164	0.1	<i>3rd cycle</i>	17 840	28.8
<i>3rd cycle</i>	356 674	22.3	EFA programmes	13 105	21.1
General	324 300	20.2	Recurrent education	250	0.4
Specialised arts programmes*	1 181	0.1	RVCC	4 418	7.1
Professional programmes	230	0.0	FMC	67	0.1
Vocational programmes	25 035	1.6	Secondary education	34 670	55.9
CEF programmes	2 433	0.2	EFA programmes	19 612	31.6
Alternative schooling paths	3 495	0.2	Recurrent education	8 530	13.7
Secondary education	356 868	22.3	RVCC	6 280	10.1
General	210 259	13.1	FMC	248	0.4
Science and humanities programmes	206 346	12.9			
Technological programmes	3 913	0.2			
Specialised arts programmes*	2 454	0.2			
Arts and audiovisual	2 137	0.1			
Dance	54	0.0			
Music	263	0.0			
Professional programmes	112 395	7.0			
Apprenticeship	26 010	1.6			
Vocational programmes	5 244	0.3			
CEF programmes	506	0.0			

Source: Estatísticas da Educação 2015/2016 – Adultos (Tabela 1.1). Direção-Geral de Estatísticas da Educação e Ciência.
[http://www.dgeec.mec.pt/np4/96/%7B\\$clientServletPath%7D/?newsId=145&fileName=DGEEC_DSEE_2017_EE_20152016_ADULTOS.pdf](http://www.dgeec.mec.pt/np4/96/%7B$clientServletPath%7D/?newsId=145&fileName=DGEEC_DSEE_2017_EE_20152016_ADULTOS.pdf)

10. Evolution of key indicators for FPC (CVET) 2005-10

	2010	2005
Enterprises with professional continuous training (%)	64,6	44,1
Enterprises w/ on the job training	41,1	22,3
Enterprises w/ conferences, seminars, workshops	29,5	24
Enterprises w/ rotation of place of work	5,6	4
Enterprises w/ learning cycles/quality	11	4,5
Enterprises w/ self-learning work	9	3,4
Enterprises w/ initial professional training	11,9	5,1
Enterprises with professional continuous training courses (%)	44,5	32,3
Enterprises w/ courses managed externally	37,9	26,5
Enterprises w/ courses managed internally	20,9	16,3

Source: Ministry of Employment (2012). *Estatísticas em Síntese - Inquérito à formação Profissional Contínua*.

11. Typology of training provided in enterprises by economic activity (% of the total no. of enterprises)

Activity	Typology of training provided						
	Enterprises with CVET	Internal and/or external courses	On the job training	Rotation of place of work	Learning cycles	Self-learning	Conferences and workshops
Total	64,6	44,5	41,1	5,6	11	9	29,5
B Extractive industries	71,6	48,1	51,4	7,5	8,6	6,2	30,2
C Manufacturing industries	59,3	40,6	40,3	6,3	10,5	6,4	26,7
D-E Electricity, gas and water supply; sewage and waste management	79,4	60,4	50,3	5,3	7,8	8,3	54,7
F Construction	63,9	40,8	37,5	2,6	6,9	8,7	31
G Wholesale and retail trade; repair of motor vehicles	70,7	48,2	41,9	5,6	12,2	10,7	27,4
H Transportation and storage	67,7	48	47,4	1,6	7,7	5,3	29,4
I Accommodation and food services	49,5	33,8	36,8	9,8	10,3	4,5	17,6
J Information and communication	78,4	59,2	49,6	10,8	14,7	28,4	48,9
K Financial and insurance activities	92,1	89,1	36,1	5,5	18	49,9	49,1
L, M, R, S Real estate; consultancy; administration; arts; other	70,7	50,5	45,6	6	17,1	10,6	40,9

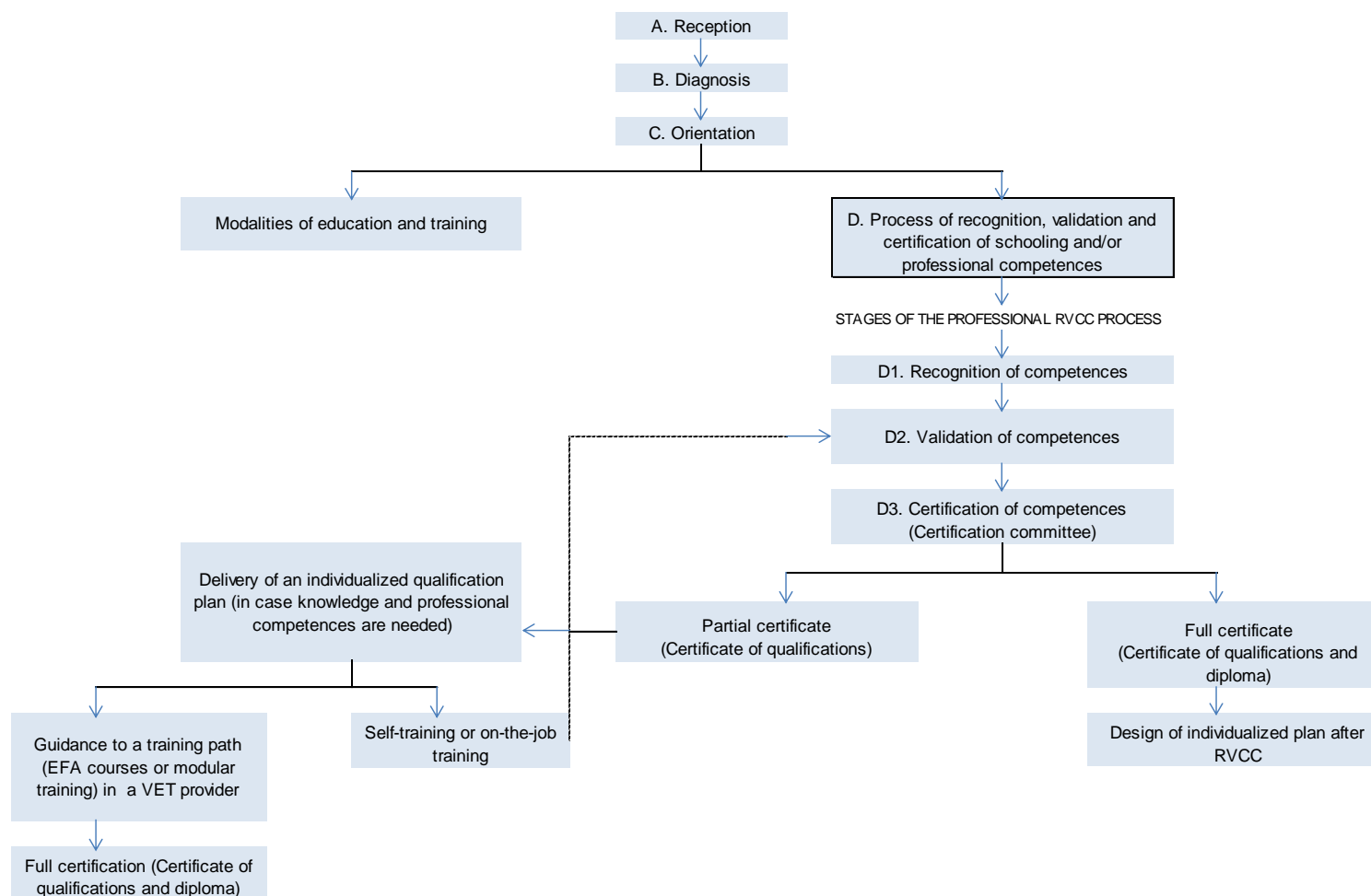
Source: Ministry of Employment (2012). *Estatísticas em Síntese – Inquérito à Formação Profissional Contínua*.

12. Average no. of hours per participant and average cost of training course by economic activity

Activity	Hours by participant	Cost per participant (€)
Total	42,5	391,4
B Extractive industries	35,2	248,2
C Manufacturing industries	42,7	274,4
D-E Electricity, gas and water supply; sewage and waste management	30,6	868,7
F Construction	35,6	583,4
G Wholesale and retail trade; repair of motor vehicles	44,1	254,2
H Transportation and storage	33,9	491,7
I Accommodation and food services	42,1	198,1
J Information and communication	39,9	1668,7
K Financial and insurance activities	38,9	678,2
L, M, R, S Real estate; consultancy; administration; arts; other	53,5	187,6

Source: Ministry of Employment (2012). Estatísticas em Síntese - Inquérito à Formação Profissional Contínua.

13. RVCC process



Source: National Agency for Qualifications (2008). A operacionalização de processos de reconhecimento, validação e certificação de competências profissionais: guia de apoio.

List of abbreviations

ALMP	Active labour market policies
ANEFA	Agência Nacional de Educação e Formação de Adultos [National Agency for Adult Education and Training]
ANQEP	Agência Nacional para a Qualificação e o Ensino Profissional [National Agency for Qualification and Vocational Education and Training]
CEF	Cursos de educação e formação [Education and training courses]
CET	Cursos de especialização tecnológica [Technological specialization courses]
CNQ	Catálogo Nacional de Qualificações [National Catalogue of Qualifications]
CVET	Continuing vocational education and training
ECB	European Central Bank
EFA	Cursos Educação e formação de adultos [Adults education and training programmes]
EQF	European Qualification Framework
E&T	Education and Training
FMC	Formações modulares certificadas [Certified modular training]
FPC	Formação Profissional Contínua [CVET]
IEFP	Instituto do Emprego e Formação Profissional [Institute for Employment and VET]
IFM	International Monetary Fund
INE	Instituto Nacional de Estatística [National Institute for Statistics]
IVET	Initial vocational education and training
MEC	Ministério da Educação e Ciência [Ministry of Education and Science]
MSESS	Ministério da Solidariedade, Emprego e Segurança Social [Ministry of Solidarity, Employment and Social Security]
OECD	Organization for Economic Co-operation and Development
PALOP	Países Africanos de Língua Oficial Portuguesa [Portuguese speaking African countries]
PPS	Purchasing Power Standards
QNQ	Quadro Nacional de Qualificações [National Qualifications Framework]
QREN	Quadro de Referência Estratégico Nacional [National Strategic Reference Framework]
RVCC	Reconhecimento, Validação e Reconhecimento de Competências [Recognition, validation and certification of competences]
SME	Small and medium sized enterprises
SNQ	Sistema Nacional de Qualificações [National system of qualifications]
VET	Vocational Education and Training

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