



Eurybase **The Information Database on** **Education Systems in Europe**

The Education System **in Portugal**

2006/07



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1. POLITICAL, SOCIAL AND ECONOMIC BACKGROUND AND TRENDS

Please refer to the subdivisions for more details.

1.1. Historical Overview

Portugal is the most westerly country in Europe. It is situated on the Iberian Peninsula and its frontiers are Spain, to the north and east, and the Atlantic Ocean, to the south and west. The nation was founded in 1143 and its current borders were defined in the mid-13th century, making Portugal the oldest European state. The first Portuguese university was created in 1290 and it was around this time that the country affirmed itself as a maritime nation. In the 15th century Portugal set out on its voyage of maritime discoveries. Throughout this century this expansion continued and gained further economic, political, intellectual and spiritual weight. At the beginning of the 16th century Portugal ruled the Atlantic and Indian Oceans and also reached the Northern Pacific. Lisbon became Europe's biggest commercial emporium and new fields of knowledge opened up in the realms of science. Portugal was a monarchy until 1910, the year that the Republic was set up.

In 1974, a military uprising led by young army officers, known as the "Revolution of the Carnations" established a democratic regime that re-established fundamental rights and immediately ended the "Ultramar" colonial war. A year later independence was granted to Angola, Mozambique, Guinea, Cape Verde and Sao Tome and Principe.

A year later a Constituent Assembly is elected via the first free vote and a constitution is drawn up and, after another year, the Portuguese Parliament and the first constitutional government are elected, establishing Portugal as a modern democratic nation, guaranteeing fundamental rights and liberties to people, citizens and workers, and an economy based on the co-existence of three sectors of property and economic activity (state, co-operative and private), a semi-presidential system of government, autonomy of local government and self-government for the *regiões autónomas* of Madeira and the Azores, subordination of the military to legitimate political power and citizens' rights regarding public administration. The Constitution was later revised in 1982, 1989, 1992, 1997, 2001, 2004 and 2005.

At the beginning of the 80's this developed into the full democracy that the Portuguese enjoy today. With democracy came economic development, culture and science flourished and more and more new technologies have made their mark.

Since 1st June 1986, Portugal has been a member of the European Community, currently known as European Union. Portugal's European option was evident practically from the beginning of democratic consolidation, mainly through the strong support and encouragement of the Socialist Party and, in particular, its first Secretary General, Dr. Mario Soares. This option was seconded by the Social Democratic Party (PPD/PSD) and the Social Democratic Centre (CDS), and with the opposition of the Portuguese Communist Party (PCP).

The first general election, on 25th April 1976, resulted in a four-party system, with two major centre parties (the Socialist Party – PS and the Popular Democratic Party / Social Democratic Party – PPD/PSD) and two smaller parties, one on the left (Portuguese Communist Party – PCP) and another one on the right (Social Democratic Centre/Popular Party – CDS/PP).

Ever since the first constitution came into force, Portugal has been a sovereign republic, based on human dignity and the will of people, committed to creating a free, just and compassionate society. As far as international relationships are concerned, the Constitution of the Republic establishes principles of national sovereignty, respect for human rights and peoples' rights, equality among states, peaceful solutions to international conflicts, no interference in other states' internal affairs and co-operation with all other nations towards the emancipation and progress of humanity.

The Portuguese Parliament is currently (2005-2009) composed of:

- Socialist Party (PS): 121 members
- Social Democratic Party (PPD/PSD): 75 members
- Social Democratic Centre/Popular Party (CDS/PP): 12 members
- Portuguese Communist Party (PCP): 12 members
- Left Bloc (BE): 8 members
- The Greens (Os Verdes): 2 members (elected in the CDU coalition).

Besides being a member of the European Union, Portugal is a founding member of the Community of Portuguese Speaking Peoples (CPLP). There is a close relationship between these countries: Brazil, Angola, Mozambique, Guinea Bissau, Sao Tome and Principe and Timor.

The XVII Constitutional Government came to power in March of 2005. The two objectives that mainly concern this Government are:

- Re-establishing the credibility of institutions;
- Stating a new political project that can contribute to rebuild confidence on the part of the Portuguese.

The Government pays particular attention to qualification of the Portuguese population in the areas of Education, Science, Technology and Higher Education, Work, Employment and Training, Culture, Social Protection, Information and the Knowledge Society, the Family, Youth and Immigration.

The Technological Plan is a key part of the Government's economic plan and is made up of a group of connected policies and wide ranging measures that aims to turn Portugal into a modern knowledge society.

Legislation: [Constitutional Law of Portuguese Republic](#)

Institutions: [Parliament](#)

1.2. Main Executive and Legislative Bodies

The principle of separation and interdependence of sovereign bodies is one of the characteristic traits of the constitutional State enshrined in the constitutional State enshrined in the Portuguese Constitution.

Legislation: [Constitutional Law of Portuguese Republic](#)

1.2.1. Sovereign Bodies of the Portuguese State

The following are the sovereign bodies of the Portuguese State: The President of the Republic, the Portuguese Parliament, the Government, and the Courts. Their formation, composition, powers and operation are defined in constitutional law.

- The President of the Republic is elected by direct, secret and universal suffrage by the electorate for a term of office of five years. The re-election of the President is not possible after two consecutive terms. He/she is inherently responsible for carrying out the functions of Commander-in-Chief of the Armed Forces. Among other duties, the President is responsible for the dissolution of the Parliament (Assembleia da República), subject to certain conditions, the nomination of the Prime Minister, the dismissal of the Government, and the nomination and accreditation of international representatives and treaties.
- The Portuguese Parliament represents all Portuguese citizens. It is made up of a maximum of 235 members, elected for a period of four years by constituencies established by law. The Parliament has specific political and legislative responsibilities. It supervises the Government and administration activities, assesses government programmes, votes on motions, superintends the fulfilment of the Constitution of the Republic and the observance of laws, and appoints the ombudsman.

- The Government implements overall policy in the country and is the supreme body of public administration. It comprises: The Prime Minister, the Ministers, and the Secretaries of State. The Government is politically accountable to the President of the Republic and Parliament. It is politically and legislatively accountable to Parliament by means of its appraisal of the government programme, a vote of no confidence or the approval of motions of censorship, as well as by the approval of legislation created by this body.
- The Courts are sovereign bodies with the authority to administer justice in the name of the people. They are responsible for guaranteeing the defence of the rights and interests of citizens, for repressing any violation of democratic rights and for settling any public or private conflicts.

Legislation: [Constitutional Law of Portuguese Republic](#)

Institutions: [Parliament](#)

1.2.2. Regiões Autónomas of Azores and Madeira

Given the individual and specific characteristics of the Azores and Madeira the law concedes these islands considerable autonomy.

"The special political and administrative arrangements for the archipelagos of the Azores and Madeira shall be based on their geographical, economic and social, and cultural characteristics and on the historic aspirations of the peoples of these islands to autonomy".

In the regiões autónomas, specific competencies are the responsibility of Regional Education Secretariats, within the scope of education policies, which are regional government bodies.

1.2.3. Local Authorities

The democratic organisation of the Portuguese State allows for the existence of local authorities. The local authorities are collective territorial institutions with representative bodies, whose aim is to promote the interests of their respective populations.

Whether in mainland Portugal or in the regiões autónomas of the Azores and Madeira, the local authorities are, at one and the same time, the municipality and the parish. The local authorities have their own assets and financial resources, and their organisation and functions are governed by law.

Local power is concerned with the populations' own, common and specific interests, namely:

- The administration of its own assets and those under its jurisdiction;
- Development;
- Public supplies;
- Public hygiene and basic sanitation;
- Health;
- Education and teaching;
- Protection of children and senior citizens;
- Culture, leisure and sports;
- The defence and protection of the environment and the quality of life of the respective population;
- Civil protection.

The competence of the municipalities in what concerns public investments is approved and regulated by the Government without undermining the power of local authorities.

The municipalities are responsible for investments in the following areas:

- Rural and urban development;
- Basic sanitation;
- Energy;
- Transport and communications;

- Education and teaching:
 - Pre-school educational centres;
 - Ensino básico schools;
 - Residences and accommodation centres for students of ensino básico ;
 - School transport;
 - Complementary activities at pre-school and ensino básico levels (social school action and occupation of leisure time);
 - Equipment for basic adult education.
- Culture, leisure time and sports:
- Cultural centres, libraries and municipal museums;
- Cultural, rural, and urban heritage;
- Camping sites;
- Facilities and equipment for the practice of sport and other recreational activities;
- Health.

With regard to the decentralisation of competencies, it is also the responsibility of the municipalities to provide for, in the area of education, the construction, adaptation, maintenance, furniture, certain didactic material, and the running expenses of pre-school and 1st cycle of ensino básico establishments.

1.2.4. Institutions, which share responsibilities in the policies of education, culture, research, vocational training, youth and sports

- Ministry of Education;
- Ministry of Science, Technology and Higher Education;
- Ministry of Culture;
- Ministry of Work and Social Solidarity;
- Ministry of Economy and Innovation;
- Presidency of the Council of Ministers - Secretary of State for Youth and Sport.

Institutions: Ministry of Science, Technology and Higher Education

Institutions: Ministry of Education

Institutions: Ministry of Work and Social Solidarity

1.3. Religions

The Constitution of the Republic states "the rights to freedom of conscience, religion and worship are inviolable" (Art. 41, n. 1) and that "the churches and other religious communities are separate from the State and are free regarding their organisation and the exercise of their activities and worship"(Art. 41, n. 4).

The predominant religion among the Portuguese is Roman Catholicism.

Legislation: [Constitutional Law of Portuguese Republic](#)

1.4. Official and Minority Languages

Portuguese is the predominant language in the country, including the regiões autónomas, Madeira and the Azores.

In 1999 another language, Mirandês, was recognised as an official language spoken in the northeaster area of Portugal, Miranda do Douro (Law No. 7/99, of 29th January).

More than 200 million people speak Portuguese and Portuguese is the official language of eight countries - Portugal, Angola, Brazil, Cape Verde, Guinea-Bissau, Mozambique, Sao Tome and

Principe and Timor.

Legislation: Law n.º 7/99

1.5. Demographic Situation

Portugal covers a total area of 92.152 km².

During the period of almost ten years between the last two Censuses there are two main aspects to be referred: the progressive demographic ageing and the reinforcement of the importance of migrants as a contribution to the increasing of the population.

The results of the demographic statistics show that the progressive ageing of the Portuguese population is due to the constant declining of the birth rate (10, 4% in 2005) and the compared increase of life expectancy, estimated to be 77, 18 years for both sexes in 2004/2005.

The general ageing of the population and the resulting increase in the percentage of old people is still more marked in the interior of the country, while along the coast there is still a relative balance. The estimated ageing index for 2005 was 110.1%, while the young dependant index was only 23, 1%.

According to statistical data of the Foreign and Frontiers Affairs (Serviço de Estrangeiros e Fronteiras - SEF), the population with foreign nationality has come to increase relatively, as it is verified, to the number of referring legal immigrants to the years of 2001 - 2005:

- 2001 ----223.976
- 2002 ----238.944
- 2003 ----250.231
- 2004 ----262.361
- 2005 ----275.906

The population pyramid continues to relatively present a strong strangulation for the inferior ages the 25 years, being balanced for beyond that age limit. This strangulation reports mainly to the accented breaking of the natality levels that if point out currently in values below of the spare threshold of generations.

Institutions: Foreign and Frontiers Affairs

1.6. Economic Situation

According to data from the National Statistical Institute (Instituto Nacional de Estatística - INE) the Portuguese gross domestic product, in 2006, grew 1.3 % in real terms, which represents acceleration in relation to the previous year, which was around 0.5%. Internal demand had a negative effect, slowing down to 0.2% in volume, compared with 0.9% in 2005.

From January to December 2005, the foreign trade of goods and services deficit grew 10, 6%, which resulted in a higher unbalance of trade between Portugal and other countries, due to the clear growth of imports.

In 2006 the unemployment rate has reached 7.7%, which corresponds to an increase of 0.1% in comparison with the previous year rate. In the 2006 fourth trimester, the situation of the labour market is worse, affecting more young people (17.9%) and women (9.6%) than men (7.0%). In this period of time the unemployed population represents approximately 4.1% of the total population.

Institutions: National Statistical Institute

1.7. Statistics

Please refer to the subdivisions for more details.

Information is being currently updated.

1.7.1. Demographic data

	2002	2003	2004	2005	2006
Population					
Total (thousand)	10 407,5	10 474,7	10 529,3	10569,6	10599
Men	5 030,3	5 066,3	5 094,3	5115,7	5129,9
Women	5 377, 2	5 408,4	5 435,0	5453,9	5469,2
Break-down by age groups					
0 to 14 years	1645753	1648996	1647437	1644231	1637637
15 to 24 years	1390999	1360606	1327586	1293031	1265531
25 to 64 years	5635171	5703687	5763693	5822230	5867310
65 and over this age	1735542	1761396	1790539	1810100	1828617
Birth rate (‰)	11,0	10,8	10,4	10,4	10,0
Death rate (‰)	10,2	10,4	9,7	10,2	9,6
Natural growth rate (%)	0,08	0,04	0,07	0,02	0,03
Real growth rate (%)	0,75	0,64	0,52	0,38	0,28
Ageing Index (%)	105,5	106,8	108,7	110,1	
Young people dependency rate (%)	23,4	23,3	23,2	23,1	
Old people dependency rate (%)	24,7	24,9	25,2	25,4	
Immigrant Population	275 906	249 995	263 353	275 906	

Source: Instituto Nacional de Estatística (INE)

1.7.2. Economic data

Table 1. Employed and unemployed population and rates of activity and unemployment

Working population	2003	2004	2005	2006
Total (thousand)	5 460,3	5 487,8	5 544,9	5587
Employed	5 118,0	5 122,8	5 122,6	5159
Unemployed	342,3	365,0	422,3	428
Unemployment (thousand)				
Long term		87,9	105,8	
Young People (15-24 years)		89,2	90,6	
Gross activity rate (%)				
MF	52,3	52,2	52,5	53,2
M	58,4	58,1	57,9	
F	46,6	46,7	47,4	
Unemployment rate (%)				
MF	6,3	6,7	7,6	7,7
M	5,5	5,8	6,7	6,5
F	7,2	7,6	8,7	9
Young people (15 to 24 years)		15,3	16,1	

Fonte: Instituto Nacional de Estatística (INE)

2. GENERAL ORGANISATION OF THE EDUCATION SYSTEM AND GENERAL ADMINISTRATION OF EDUCATION

Please refer to the subdivisions for more details.

2.1. Historical Overview

For a considerable period, education in Portugal was the exclusive domain of the Church. In the 10th century, and before the foundation of the monarchy, there was a Latin school and in the following century a school next to the Coimbra cathedral (Sé de Coimbra). In the early days of the nation there were renowned colleges in the Santa Cruz monastery, in Coimbra, and monasteries in Alcobaça, Lisbon and Braga. Official studies only emerged at the end of the 13th century with the foundation of the University, with Episcopal and convent schools surviving. In the 16th century the Arts Colleges (Colégio das Artes) was founded in Coimbra where the minor schools existed, alongside higher studies, which corresponded to academic degrees.

The first modest attempts to establish a network of free state schooling began at the start of the second half of the eighteenth century, when classes were introduced to teach Latin Grammar, Greek and Rhetoric (28th June 1759), this provided preparatory schooling for more advanced studies, which today we would call upper secondary education. Later, schools were created to teach reading, writing and arithmetic, which formed ensino básico (6th November 1772), classes in Philosophy were also added to preparatory education, as it was at the time. The teachers and masters teaching in these schools became civil servants and were paid by the state.

This first reform of Portuguese education also involved centralizing state administration of schools, responsible to the Ministry of the Realm with a central support structure. This varied in name and composition over the years, but was always supported in terms of staff or peripheral civil service bodies. With the exception of one or two minor changes, this administrative organisation remained until 1913, which was when the Republicans created a solidly based Ministry of Public Instruction, which was renamed the Ministry of National Education in 1936, and this name remained until 1974. The new regime at that time decided to drop the word "National" and it became the Ministry of Education, a name sometimes extended to cover other areas under the control of the same Ministry. The current name is the Ministry of Education. Higher education is the responsibility of the Ministry of Science, Technology and Higher Education.

With a view to abandoning traditional eighteenth century terms in the general layout of the education system, dating from the era of King D. José I and the Marquês de Pombal, the Liberals approved a new style of organisation for education towards the end of 1836. This re-organisation involved dividing levels into ensino primário, upper secondary education liceal, higher education and university, technical and vocational education being added some years later, in 1852 and 1864. These levels were used until 1974.

The first attempts of making education compulsory happened in 1835-1836 and improvements were made over time, although there were no significant practical results for many decades. This sole level of compulsory ensino básico only lasted for four years as from 1956 and for boys only (Decree-Law n. 40 964, 31st of December) and, four years later, extended to girls (Decree-Law n. 42994, 28th of May, 1960).

During the 1st Republic official child education was created, which was the equivalent of modern day pre-school education. See [3.1](#).

Upper secondary education liceal underwent several changes throughout the nineteenth century, particularly with respect to curricular organisation, pupil assessment and course duration. In 1894-1895 the "class regime" was introduced and the curriculum remained largely unchanged. There were no

significant changes during the 1st Republic, with the most noteworthy alterations coming in the area of adult education. See [7.1.](#)

The first reform made to lycées at upper-secondary education level under the Estado Novo was in 1936, under the Minister of Education, Carneiro Pacheco. This reform established a general course of secondary education (1st cycle lasting 2 years, 2nd cycle lasting 3 years), taught in classes with a diploma awarded on completion of studies. This course was followed by the 3rd cycle (lasting 2 years), the complementary course in the Sciences or Arts, taught on a subject basis that was specially designed to prepare pupils for entry into higher education and in which teaching content was altered considerably. In 1947 (Decree-Law No. 36 507), under the Minister Pires de Lima, this reform was changed slightly and in the same year, an inspection system for ensino liceal was created, something that had not been a permanent fixture since the nineteenth century.

Technical and vocational education only began to function gradually after a series of legislation was passed (1884) due to the Minister for Public Works, Trade and Industry, António Augusto de Aguiar. After the Republic was established, significant reforms were made to this level of teaching, the school network was enlarged and aspects related to teaching staff were changed, as well as the administrative framework. After being almost forgotten in the 1930's and the first half of the 40's, a major reform to technical, vocational, industrial and commercial education, followed on 19th June 1947 (Decree No. 36 356), execution of which was legislated in the following year (Act of Industrial and Business Vocational Educational, of 25th August 1948).

In the mid-sixties, ensino básico was extended to 6 years (Decree-Law No. 45.810, 9th of July, 1964), the aim being compulsory schooling for all up to the age of 14, with a compulsory 4 years of ensino primário followed by one of two new paths: complementary ensino primário (5th and 6th classes) or the preparatory cycle of upper secondary education, lasting 2 years, either through school attendance or telescola.

The preparatory cycle of upper secondary education, created in 1967, turned the two alternative study approaches into one, following ensino primário (1st cycle of high school and preparatory cycle of technical education). The aim was both to increase the general cultural background acquired by pupils going on to further studies, and to provide guidance for those making a vocational choice on completing the cycle: attending the general course of secondary education or general courses of technical education, each lasting for three years.

At the start of the seventies, when Veiga Simão was Minister of Education, the Education Act, which was to back global educational reform, was approved (Law No. 5/73, 25th of July). This law foresaw 8 years of ensino básico, covering four years of ensino primário and another four providing a common approach to preparatory education.

Compulsory schooling was to be followed by four years of upper secondary education, taught in existing high schools that were to be developed into multi-purpose secondary schools, offering a range of studies (general course of secondary education), business and industrial courses).

Law No. 5/73, 25th of July, although not revoked until 1986, was never applied. From 1974 onwards, basic compulsory schooling continued to last for 6 years. The parallel system of high school/technical schools disappeared to give ground to secondary schools, thus eliminating technical and vocational education.

It was the Education Act (Law No. 46/86, 16th of October) that established a new general framework for the Portuguese education system. Compulsory schooling was increased to 9 years, and the minimum school leaving age was 15. The aim was to guarantee ensino básico, spread over three coordinated cycles, acting as a follow-up to the 3rd cycle and a transition to higher education or a working life. This system has been applied to all pupils entering the system since 1987/88. See [4.](#)

Upper secondary education is a three-year cycle following the completion of ensino básico. It can be organised in different ways and involves courses aiming at preparation for working life or for further studies. See [5.](#)

It was King Dinis who founded the first higher education institution in Portugal in 1290. It was founded in Lisbon, was known as Estudo Geral (General Studies) and involved courses in the areas of Arts, Canon Law, Civil Law, Medicine and Theology. The head office of the school moved between Lisbon and Coimbra, but the Estudos Maiores were moved finally to Coimbra by King João III in 1537. The

University of Coimbra remained the only state university until 1911.

In August 1772, major changes were made in what became known as "Pombal's University Reform", which involved creating new structures for administration and management, merging courses, installing new faculties with syllabi geared to experimentation and supported by modern scientific institutes designed for practical teaching. Two new state universities were created in Lisbon (the Classic and the Technical), and one in Oporto, under the Republican regime. Only in the 1970's was there any significant expansion in both state and private higher education. State, private and co-operative higher education involves ensino superior universitário and ensino superior politécnico, each with different aims and characteristics. The former provide solid scientific and cultural preparation, as well as technical training, geared to professional and cultural activities; the latter, is considerably more profession-oriented, providing solid cultural and technical training at a higher level. See [6.](#)

Legislation: [Law n.º 46/86](#)

Legislation: [Law n.º 5/73](#)

Institutions: [Ministry of Education](#)

2.2. Ongoing Debates and Future Developments

For further information, please check the following items [3.2.](#), [4.2.](#), [5.2.](#), [5.19.2.](#), [6.2.](#), [7.2.](#), [8.1.2.](#), [8.2.2.](#), [8.3.2.2.](#), [8.4.1.2.](#), [8.4.2.2.](#), [9.2.](#), [10.2.](#)

The current government's proposals fit within the framework of the Lisbon Strategy: using the information and knowledge society as a lever towards social cohesion and economic and technological modernisation, from the perspective of inclusion and equal opportunities, in defence and improvement of public education services and state school for all. The Government will also promote state support for private and cooperative education, based on quality and via clear and rigorous contracting.

For these purposes, five targets were defined:

- To extend fundamental education, including all people of the appropriate age, until the end of secondary-level education and training, motivating everyone under the age of 18, including those already working, in the direction of educational or vocational training routes.
- To extend pre-school education to all children of appropriate age and consolidate the reach of nine years of ensino básico, which means re-investing in the national network of nursery education, consolidating the mechanisms for inclusion and combating failure in ensino básico.
- To take a qualitative step forward in terms of size and structure of adult education and training programmes. This requires particular attention to the specific needs of working adults without equivalent to 9th grade qualifications.
- To change the way the educational system and resources are developed and organised, viewing them from the point of view of general public interest and particularly from the viewpoint of students and families. This objective determines important issues such as recruitment and placement of teachers, timetables of pre-school and school establishments or how their services are structured, approaching them from the perspective of the end user of the state education service.
- To inculcate the culture of assessment and accountability in all of the aspects of the education and training system: assessment of performance of students and the national curriculum; assessment of teaching staff; assessment of schools and technical support services according to results, efficiency and equity.

The Government's aims for this legislature to:

- Reduce school failure by half in ensino básico and upper secondary education;
- Double the number of young people on upper secondary education-level technological courses and vocational courses;
- Make experimental teaching in science compulsory in ensino básico;
- Make English teaching widespread from the 1st cycle of ensino básico;
- Make attendance of school or vocational training compulsory for young people up to the age of 18;

- Re-implement the "young people's training clause" and the "annual training minimum";
- Increase the number of graduates and advanced training in higher education.

Apart from this essential investment to boost the average education levels of the population, Portugal is also facing another challenge: to create wide ranging and diversified lifelong learning system that gives all the chance to update and develop competences and one that meets the inherent challenges of greater flexibility in the workplace.

2.3. Fundamental Principles and Basic Legislation

The education system, according to Law No. 46/86, 14th of October, provides the means for ensuring the right to an education, guaranteeing access to continuous learning, as a way of promoting the global development of individual personality, social progress and a more democratic society.

The system is applied throughout mainland Portugal and the *regiões autónomas* but it should be more flexible and diversified to be applicable in most countries where Portuguese communities live.

The State is responsible for the democratisation of education, but it cannot take upon itself the right to plan education and culture according to any philosophical, aesthetic, political, or religious guidelines. State education is non-denominational and the right to set up private or co-operative schools is safeguarded - the 1976 Constitution of the Portuguese Republic.

Legislation restructuring the curriculum in 2001 (Decree-Law No. 6/01, 18th of January, amended by Decree-Law No. 209/02, 17th of October) establishes organisational guidelines for the new syllabi for *ensino básico*. The Decree-Law No. 74/04, 26th of March, defines the guiding principles of the organisation and management of the curriculum and the assessment of learning at the level of upper secondary education.

In *ensino básico* three new, non-disciplinary, curricular areas are emphasised – the *área de projecto*, *estudo acompanhado* and civics - besides compulsory experimental science teaching, more investment in modern language learning, artistic education and education for citizenship. In addition, the core curriculum in the areas of mother tongue and mathematics was reinforced.

Upper secondary education, organised into general courses and technological courses is linked with higher education and the world of work. Decree-Law No. 74/04, 26th of March, determines the creation of the *área de projecto* in scientific-humanistic courses, and technological courses

The *área de projecto*, in the technological courses, like non-disciplinary areas of the curriculum. The legislation enshrines citizenship, the importance of Portuguese and the human aspect of work, as well as the use of ICT as cross-discipline training.

The XV Constitutional Government suspended the curricular revision of upper secondary education from coming into force (Decree-Law No. 156/02, 20th of June) to be able to make some adjustments.

Decree-Law No. 115-A/98, 4th of May, amended by Law No. 24/99, 22nd of April) established the regime for administrative and management autonomy of state schools that was introduced in pre-school, *ensino básico* and upper secondary education.

Law No. 159/99, 14th of September, aimed to establish a framework for the transfer of attributions and skills to the local authorities.

Decree-Law No. 7/03, 15th of January, amended by the Law No. 41/03, 22nd of August, regulated the *conselhos municipais de educação* and approved the process of drawing up the education charter, transferring competencies to the local authorities.

The current structure of the Ministry of Education was approved by Decree-Law No. 213/06, 27th of October 2.6. and its objectives are:

- The consolidation of pre-school education;
- The development of *ensino básico* and upper-secondary education to improve results and provide greater educational diversity;

- The improvement of monitoring, control and assessment via better information and statistics systems;
- The consolidation of pedagogic autonomy and school and school cluster management.

With regard to higher education, the prevailing feature in recent years is related to the administrative, financial, scientific and teaching autonomy granted to schools at this level. This autonomy was the result of legislation passed in 1988 (Law No. 108, 24th of September) for universities, and in 1990 (Law No. 54, 5th of September) for institutos politécnicos. Particularly important too, in terms of higher education, was the Statute for Private and Co-operative Higher Education that came into effect in 1994 (Decree-Law No. 16/94, 22nd of January, amended by Decree Law No. 94/99, 23rd of March), which legally recognised the specific features of this sector. In 1997 (Decree-Law No. 252/97, 26th of September), legislation was adopted that increased the autonomy of universities alongside the definition of the basis for funding state higher education. See [6.3.](#)

Legislation: Decree-Law n.º 115-A/98

Legislation: Decree-Law n.º 16/94

Legislation: Decree-Law n.º 209/02

Legislation: Decree-Law n.º 213/06

Legislation: Decree-Law n.º 24/94

Legislation: Decree-Law n.º 252/97

Legislation: Decree-Law n.º 6/01

Legislation: Decree-Law n.º 7/03

Legislation: Decree-Law n.º 74/04

Legislation: Decree-Law n.º 94/99

Legislation: Law n.º 108/88

Legislation: Law n.º 159/99

Legislation: Law n.º 24/99

Legislation: Law n.º 37/94

Legislation: Law n.º 41/03

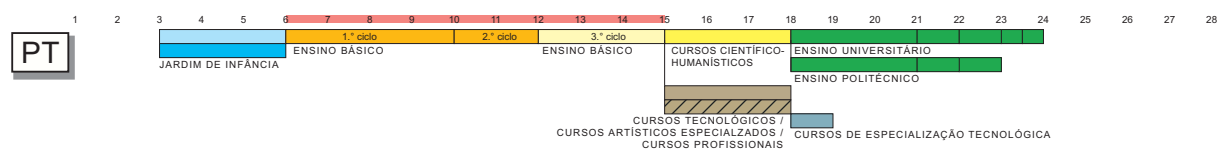
Legislation: Law n.º 46/86

Legislation: Law n.º 54/90

Institutions: Ministry of Education

2.4. General Structure and Defining Moments in Educational Guidance

Organisation of the education system in Portugal, 2006/07



■ Pre-primary education – ISCED 0 (for which the Ministry of Education is not responsible)
 ■ Pre-primary – ISCED 0 (for which the Ministry of Education is responsible)

■ Primary – ISCED 1
 ■ Single structure – ISCED 1 + ISCED 2 (no institutional distinction between ISCED 1 and 2)

■ Lower secondary general – ISCED 2 (including pre-vocational)
 ■ Lower secondary vocational – ISCED 2

■ Upper secondary general – ISCED 3
 ■ Upper secondary vocational – ISCED 3

■ Post-secondary non-tertiary – ISCED 4

■ Tertiary education – ISCED 5A
 ■ Tertiary education – ISCED 5B

Allocation to the ISCED levels: ■ ISCED 0 ■ ISCED 1 ■ ISCED 2

■ Compulsory full-time education
 ■ Compulsory part-time education

Part-time or combined school and workplace courses
 Additional year

-/n/- Compulsory work experience + its duration
 >> Study abroad

Source: Eurydice.

Please refer to the subdivisions for more details.

2.4.1. Pre-school education

Pre-school education is complementary and/or supplementary to education received at home. Attendance is not compulsory as the family plays a crucial role in the education of children between the age of three and entry to ensino básico (6 years old).

2.4.2. Schooling

Schooling covers ensino básico, upper secondary education and higher education.

Pupils who successfully complete their ensino básico have the right to a diploma and proceed with their studies in upper secondary education.

Once ensino básico is completed, the pupil has a choice: further studies through any of the different tracks offered by upper secondary education, or entry into the labour market.

The vocational schools and education and training courses are alternative training models to the regular educational system in training middle-ranking professionals.

Upper secondary education is structured in a variety of ways, and has courses leading to further studies (scientific-humanistic courses) and for working life (technological courses). Pupils may transfer between the two types of courses.

Vocational schools, where pupils train as intermediate technicians, are an alternative to the regular education system.

Pupils who complete these secondary-level courses receive a diploma certifying the training acquired. In the case of technological courses, vocational courses and education and training courses, the diploma certifying the qualification obtained is equally valid for exercising professional activities.

Once courses in the different modes of upper secondary education have been completed, the pupil faces a second choice: to go on to further studies in any of the subsystems of higher education or entry into the job market.

Higher education is organised into two subsystems:

- ensino universitário, concerned mainly with adding theoretical knowledge;
- ensino politécnico, decidedly geared to the professional life of the pupil.

The two subsystems are linked, and pupils may switch from one to the other.

Pupils who have successfully completed a secondary, or an equivalent course, that take an entrance exam drawn up by each teaching establishment, may enter higher education. Adults over the age of 23 also have access to higher education, even without completing upper secondary education, if they pass exams created specifically for the purpose.

2.4.3. Extracurricular education

Extracurricular education is part of on-going, lifelong learning, and complements normal schooling or makes up for the lack of it.

Considered an integral part of continuous education *educação extra-escolar/ extracurricular education*, can be carried out either in structures, which are a cultural extension of the school system, or in an open system, where the media and specific educational technologies can be used.

It is the responsibility of the State to promote these activities and to support those that are the initiative of the local authorities or social or cultural associations.

2.4.4. Special types of school education

The following school education types are governed by special provisions:

- Special education;
- Vocational education;
- Recurrent education
- Distance-learning;
- Portuguese teaching abroad.

2.5. Ensino Básico (Compulsory Education)

The Education Act (Law No. 46/86, 14th of October) stipulates nine years of compulsory schooling. This applies to pupils who enrolled for the 1st cycle of ensino básico in the 1987/88, or in subsequent school years.

Admission to ensino básico is for children who reach the age of six before 15th September or, if so requested by the child's legal guardian, between 16th of September and 31st of December. Compulsory schooling ceases at the age of fifteen.

The ensino básico includes three cycles (4 years + 2 years + 3 years). The move from one cycle to another is progressive, each cycle completing and adding to what was learnt in the previous cycle, and the three are viewed as a whole.

The purpose of free compulsory schooling is to ensure that ensino básico is universal and guarantees all children access to education and academic success.

Legislation: Law n.º 46/86

2.6. General Administration

The organisational framework of the Ministry of Education was defined in Decree-Law No. 213/06, 27th of October. This legislation aims to consolidate pre-school education, improve ensino básico and upper secondary education (better results and provision), improve monitoring, control and assessment and consolidate pedagogic autonomy, school management and the respective school clusters, so address important and urgent issues in the Portuguese education system.

Legislation: Decree-Law n.º 213/06

Institutions: Ministry of Education

2.6.1. General Administration at National Level

As laid down in the Education Act, the Ministry of Education is the government department that is responsible for national education policy, covering pre-school, ensino básico and upper secondary education.

The Minister of Education is responsible for its own management and is assisted by its own Office and two Secretaries of State.

The administrative structure of the Ministry of Education includes the direct administration of central and periphery services, indirect administration services, consultation bodies, other structures and the network of state pre-school and non-higher education establishments, including the respective school clusters.

The central services of the Ministry of Education are the following:

- Office for Education Statistics and Planning (Gabinete de Estatística e Planeamento da Educação - GEPE);
- General-Inspectorate of Education (Inspeção-Geral da Educação – IGE);
- General-Secretariat (Secretaria-Geral – SG);
- Financial Management Office (Gabinete de Gestão Financeira - GGF);
- General-Directorate for Human Resources in Education (Direcção-Geral dos Recursos Humanos da Educação – DGRHE);
- General-Directorate for Innovation and Curriculum Development (Direcção-Geral de Inovação e de Desenvolvimento Curricular - DGIDC);
- Educational Assessment Office (Gabinete de Avaliação Educacional – GAVE);
- GEPE's mission is to guarantee the production and analysis of educational statistics, the overall observation and assessment of the results of the educational system and give support to international relations and cooperation in the sectors where the Ministry operates.
- IGE's mission is to control, audit and check the workings of the educational system, the services and different bodies of the Ministry of Education and the legal services related to its operations.
- The mission of the SG is to provide technical, administrative and logistic support to the different bodies and services of the Ministry of Education in the areas of human resource, financial, material and asset management, with legal support and services of documentation, information, communication and public relations.
- GGF's mission is to ensure the programme and financial management of the Ministry of Education via the correct identification of budget implementation and the reliable and sustained prediction management of the State Budget for the Ministry of Education.
- The mission of the DGRHE is to guarantee the implementation of policies regarding human resources, teaching and non-teaching staff, schools and giving technical support to policy formation without prejudice to the legal responsibilities of local authorities and school

management and administration bodies.

- DGIDC's mission is to ensure the implementation of pedagogic and didactic policies in pre-school education, ensino básico and upper secondary education and extra-curricular education. It oversees exams, promotes scientific research in the field of curriculum development and innovation, teaching and assessment tools, educational support and complements and also coordinates and proposes guidelines for school success and the prevention of the school dropouts and promotion of school sport.
- The mission of GAVE is to plan, coordinate, create, validate, apply and control external learning assessment tools.

The indirect administration body is called National Qualification Agency, IP (Agência Nacional para a Qualificação, IP), which is the responsibility of the Ministry of Education and the Ministry of Employment and Vocational Training. Its mission is to coordinate and boost the provision of education and vocational training for young people and adults, manage the network of recognition, validation and certification of competencies and coordinate curriculum development and the methodologies and materials of specific intervention.

The consultation bodies are:

- National Education Board (Conselho Nacional de Educação), which is an independent body of the Ministry of Education and is heard in the area of educational policy. It was created in 1982 and has autonomous administrative and financial powers. At its own behest or by request, it is responsible for opinions, judgements, reports and recommendations regarding all areas related to education, in the terms laid down in art. 49 of the Education Act. Its responsibilities, structure and procedures are foreseen in specific legislation. It has 63 members that represent a number of partners, stakeholders and those with decision-making powers on educational policy. According to the Resolution of the Council of Ministers No. 39/2006, 21st of April, it also now has taken on the responsibilities of the now-defunct Coordinating Council for Private and Cooperative Education (Conselho Coordenador do Ensino Particular e Cooperativo).
- The Schools' Council (Conselho das Escolas) represents schools at the ME, participates in the definition of policy and is consulted on legislation regarding pre-school education, ensino básico and upper secondary education, and can make proposals in relation to legislation and regulations. It gives opinions on all administrative and financial issues, it contributes to the elevation of the status of schools, their staff and all professionals in education and it must be consulted regarding any restructuring of the public education network, particularly in relation to the creation, integration, modification and closing of any educational bodies. It includes 60 presidents of school conselhos executivos, who are elected according to the Holdt system of the highest average and proportional representation. The Electoral Regulations are annexed to the Regulating Decree No. 32/07, 29th of March, which created the Schools' Council.

Within the ME there is also the Information System Coordinating Office (Gabinete Coordenador do Sistema de Informação – MISI), whose mission is to create, maintain and guarantee the effective running of the integrated information system. It is a cross-departmental body that supports management and administration.

Policy for higher education is the responsibility of the Ministry for Science, Technology and Higher Education (Ministério da Ciência, Tecnologia e Ensino Superior – MCTES) and aims to guarantee solid scientific and technical training and the development of the Information Society.

This Ministry fulfils its responsibilities via the following services:

- State Direct Administration
- Planning, Strategy, Assessment and International Relations Office (Gabinete de Planeamento, Estratégia, Avaliação e Relações Internacionais – GPEARI);
- General-Inspectorate (Inspeção-Geral – IG);
- General-Secretariat (Secretaria-Geral – SG);
- General-Directorate for Higher Education (Direcção-Geral do Ensino Superior – DGES).
- The mission of GPEARI is to ensure technical aid to policy formation and strategic and operational planning, maintaining international relations and monitoring and assessing the implementation of policies in the fields of science, technology, higher education and the information society.
- The mission of IG is to assess the legality and regularity of action performed and how it is managed and what results are produced, via the auditing of performance and finance.

- The mission of SG is to give specialised support to the different bodies and services of the MCTES, in the areas of internal resource management, of legal support, of documentation and information, communication and public relations.
- The mission of DGES is to ensure the creation, implementation and the coordination of higher education policy, such as the definition of the network, of access, of social intervention, of international cooperation and the mobility of students within Europe.

Administração indirecta do estado:

- Science and Technology Foundation, IP (Fundação para a Ciência e Tecnologia - FCT, IP);
- UMIC- Information Society Agency, IP (Agência para a Sociedade do Conhecimento - UMIC, IP);
- Macau Scientific and Cultural Centre, IP (Centro Científico e Cultural de Macau - CCCM, IP);
- Tropical Science Research Institute, IP (Instituto de Investigação Científica Tropical – IICT, IP);
- Technology and Nuclear Institute IP (Instituto Tecnológico e Nuclear - ITN, IP);
- Meteorological Institute, IP (Instituto de Meteorologia - IM, IP).
- The mission of the FCT, IP is to develop, fund and assess the institutions, networks, infrastructures, programmes, projects and human resources in all the fields of science and technology and international scientific and technological cooperation.
- The mission of the UMIC, IP is to mobilise the information society via the promotion of the dissemination, qualification and research.
- The mission of the CCCM, IP is to produce, promote and disseminate information about Macau and about Portugal's relations with Macau and China and those of Europe with the Asia-Pacific region.
- The mission of the IICT, IP, as State laboratory, is the technical and scientific support in cooperation with countries in the tropical regions.
- The mission of ITN, IP, as State laboratory, is the implementation of national science and technology policy in the area of peaceful application of nuclear technology.
- The mission of the IM, IP, as State laboratory is the implementation of national science and technology policy in the areas of meteorology, climatology and geophysics.

Consultation Bodies

- National Education Council (Conselho Nacional de Educação – CNE);
- Science and Technology Coordinating Council (Conselho Coordenador da Ciência e Tecnologia – CCCT);
- Higher Education Coordinating Council (Conselho Coordenador do Ensino Superior – CCES).
- The mission of the CNE is laid down in the ME consultation bodies.
- The mission of the CCCT is to advise the Minister in the field of science and technology policy and the promotion of innovation.
- The mission of the CCES is to advise the Minister about higher education policy.

Other structures

The Lisbon Science Academy (Academia das Ciências de Lisboa) is a public scientific institution whose responsibilities and procedures are laid down in the respective statutes.

Legislation: Implementing Law n.º 32/07

Legislation: Resolution of the Council of Ministers n.º 39/06

Institutions: Lisbon Science Academy

Institutions: National Agency for Qualification

Institutions: Macau Scientific and Cultural Centre

Institutions: Coordinating Council for Private and Cooperative Education

Institutions: Directorate of Curriculum Innovation and Development

Institutions: General-Directorate for Higher Education

Institutions: General-Directorate for Human Resources in Education

Institutions: Science and Technology Foundation

Institutions: Information System Coordinating Office

Institutions: Office for Education Assessment

Institutions: Office for Education Statistics and Planning

Institutions: Financial Management Office

Institutions: Planning, Strategy, Assessment and International Relations Office

Institutions: General-Inspectorate of Education

Institutions: Tropical Science Research Institute
Institutions: Meteorological Institute
Institutions: Technology and Nuclear Institute
Institutions: Ministry of Science, Technology and Higher Education
Institutions: Ministry of Education
Institutions: General-Secretariat of Ministry of Education

2.6.2. General Administration at Regional Level

There are five Regional Directorate of Education(DRE), on mainland Portugal, which make up the periphery services of the Ministry of Education.

The DRE are periphery services which in their respective regions are responsible for Ministry of Education administration, and provide information to users of the education system, guidance and co-ordination in running schools, as well as co-ordination with the local authorities in their responsibilities in this area of the education system and provide legal support.

In each Regional Directorate of Education (DRE) there may be, by order of the regional director, school support teams, made up of teachers and senior staff. The team field of intervention and the designation of a coordinator are laid out in the order.

The regional directorates of education(DRE) also have competencies that cover private, co-operative and solidarity teaching, including vocational and artistic teaching and extracurricular education.

Each Regional Directorate of Education (DRE)is directed by a Regional Director, assisted in the case of DREALE and DREALG, by a deputy Regional Director, and in the case of DREC, DRELVT and DREN, by two deputy regional directors.

In the regiões autónomas of the Azores and Madeira, administration of education is guaranteed by the Regional Under-Secretaries for Education, regional government bodies with specific competencies.

The regional competencies of the General Inspectorate for Education are implemented through the Regional Delegations, whose geographic scope coincides as a rule with the DRE. These regional delegations are responsible in their respective regions for technical and teaching control, and the administrative, financial and property supervision of the education system.

Legislation: Decree-Law n.º 7/03

Legislation: Law n.º 41/03

Institutions: Direcção Regional de Educação de Lisboa
Institutions: Direcção Regional de Educação do Alentejo
Institutions: Direcção Regional de Educação do Algarve
Institutions: Direcção Regional de Educação do Centro
Institutions: Direcção Regional de Educação do Norte

2.6.3. General Administration at Local Level

Conselhos municipais de educação

The Education Act (art. No. 43) lays down that the principles of democracy and community participation must be fully observed in the administration and management of the education system.

Decree-Law No. 7/03, 15th of January, amended by Law No. 41/03, 22nd of August, regulates the conselhos municipais de educação, in their competencies, composition and the way in which they are run. The same law also approves the process of preparing the education charter, thus transferring competencies to the local authorities.

These Councils should include representatives of the different social agents and partners, such as the representatives of teachers, students and their families, local authorities, and representatives of organisations involved in social, economic and cultural activities.

Conselhos Municipais De Educação are co-ordinating, advisory bodies. Their aim is to promote within the municipality the co-ordination of education policy, linking measures adopted by the agents of education and social partners involved, examining measures by observing the way in which the system is run and suggesting measures appropriate for promoting higher standards of efficiency and effectiveness.

2.6.4. Educational Institutions, Administration, Management

Please refer to the subdivisions for more details.

2.6.4.1. Jardins-de-infância, ensino básico and upper secondary education schools and school clusters

The autonomy, administration and management model approved in 1998 (Decree-Law No. 115-A/98, 4th of May, with certain alterations in 1999 that were decreed by parliament, Law No. 24/99, 22nd of April and by the Regulating Decree n.º 12/00, 29th of August), applies to the following:

- state pre-school, ensino básico and upper secondary education schools, both mainstream education and specialised;
- school clusters.

A school cluster forms an organisational unit with its own administration and management, set up either horizontally to include pre-school and 1st cycle of ensino básico, or vertically to include pre-school and 1st, 2nd and 3rd cycle schools for ensino básico and upper secondary education, based on a common teaching plan.

The school clusters may also include escolas básicas integradas which are the result of an association of different schools and school areas, created subsequent to Decree-Law No. 172/91, 10th of May.

A school clusters includes preferably, schools within the same district; may, however, include schools from more than one district, providing approval is given by the respective municipal councils.

The new regime for school autonomy, administration and management determines the following administrative and management bodies: school assembly, executive body, Pedagogical body and Administrative body. See [2.6.4.1.1.](#) and [2.6.4.1.2.](#)

The educational project, internal rules of procedure and the annual activities plan are the instruments for school autonomy.

The educational project defines the educational orientation of the school, or school Clusters. It lays out the principles, values, goals and strategies which the school, or school clusters aims to achieve. It is drawn up by the administration and management bodies for a three-year period and is approved by the school assembly.

The internal rules of procedure define the way the school, or school clusters, will be run, including their various administration and management bodies, educational monitoring and support services. They also define all the rights and duties of the members of the school community. A year after they have been approved the rules of procedure may be revised and amendments considered important added.

The annual activities plan is the planning document that, based on the educational project, defines objectives, organisation and programming of activities, and estimates the necessary resources required. See [2.6.4.1.1.](#)

In 2006 development and autonomy contracts were signed between the Ministry of Education and 24 schools/clusters on an external pilot scheme that establishes educational objectives and goals in terms of the resources and procedures necessary to fulfil the stipulated goals and requirements. In 2007, 100 more of these contracts will be signed and from 2008 onwards the number will be 300 per year until

1200 contracts are signed.

Legislation: Implementing Law n.º 12/00

Legislation: Decree-Law n.º 115-A/98

Legislation: Decree-Law n.º 172/91

Legislation: Law n.º 24/99

2.6.4.1.1. Collegiate bodies

The school assembly or the school cluster: this is the body responsible for the definition of guidelines for school activities and the participation and representation of the educational community.

The school assembly may have no more than 20 members, and must ensure representation of teachers, parents and guardians, students, non-teaching staff and local authorities. Representatives of social, economic, cultural, artistic, scientific and environmental interests may also be members of the school assembly, depending on the respective internal rules of procedure. The mandate runs for three years.

The chairman of the executive board, or the director, and the chairman of the teaching council both attend the meetings of the school assembly, although they are not entitled to vote.

The Assembly has the following major duties:

- Approving, monitoring and assessing the educational project and its implementation;
- Approving the internal rules of procedure of the school, or school cluster, and issuing an opinion on the plan of activities, namely with regard to its co-ordination with the educational project, and the extent to which it is implemented;
- Approving proposed contracts for autonomy;
- Defining budget guidelines and issuing an opinion on management accounts;
- Assessing the results of the internal assessment of the school, or school cluster, and promoting and encouraging the relationship with the education community.

The school assembly must meet once every quarter, and on an extraordinary basis whenever requested by its chairman, at the latter's initiative, or at the request of one third of its members, or at the request of the chairman of the executive board or director.

The executive body is the administration and management body of the school or school cluster in teaching, cultural, administrative and financial areas.

When there is a executive board it is made up of a president and two vice-presidents. In the case of school cluster, there may be up to three vice-presidents.

When the executive body is entrusted to a single director, the latter is assisted by two deputies.

Whatever the situation, whenever pre-school education or the 1st cycle of ensino básico coexists with other cycles in schools or school clusters, two of the members of the executive body will be, respectively, an pre-school teacher or a teacher of the 1st cycle.

The school assembly may authorise setting up technical and teaching advisory units, up to a maximum of two, to support the executive body. The consultants will preferably be recruited from among teachers qualified for other educational functions, taking into account the needs of the school or of the school cluster.

Among the responsibilities of the executive body are: drawing up the internal rules of procedure for the school and the educational project and submitting them for the approval of the school assembly, after consulting the pedagogical body, as well as proposals for autonomy agreements, also after consultation with the pedagogical body; drawing up the annual school activities plan and submitting it for appraisal by the school assembly; teaching and administration management of the school or school cluster in line with the principles defined by the pedagogical body, regarding the way in which the school is run, class set up, timetable preparation, distribution of teaching and non-teaching services, implementing action in the area of the social school action and signing agreements with other schools and institutions for the purposes of training.

The Pedagogical body is the body responsible for the educational co-ordination and guidance of the school or school cluster.

The school or school cluster is responsible for its composition and it may have a maximum of 20 members.

The curricular departments, co-ordinators for the year, cycle or course, specialised services for educational support, projects being developed in the school, parents and guardians, non-teaching staff and pupils, in the case of upper secondary education, are all represented on the pedagogical body.

Among the responsibilities of the pedagogical body are: the submission of proposals for preparing the educational project and the annual activities plan and issuing an opinion on these respective documents; issuing an opinion on the internal rules of procedure; issuing an opinion on proposals for autonomy agreements to be signed by the school or by the school cluster with the Ministry of Education, municipal administration and, eventually, with other social partners involved; preparing the on-going training plan for teaching and non-teaching staff, defining criteria for providing information and school and vocational guidance to pupils; defining diversified curricular options, bearing in mind the profile of pupils who attend the school, with a view to responding to school failure and the risk of drop-out; adopting school manuals, once the opinion of the curricular departments and teachers' council have been heard.

The pedagogical body meets ordinarily once a month and extraordinarily whenever it is convened by its chairman, at the latter's initiative, or at the request of one third of its members, or otherwise if a request of the Assembly or the executive body justifies its meeting.

Administrative body - the body that takes decisions about the administrative and financial matters of the school or school cluster. It is made up of the chairman of the executive board or director, the head of the school's administrative services and one of the vice-chairmen on the executive board or one of the assistants to the director. The post of chairman of the administrative body is held by the chairman of the executive board or director.

The administrative body is responsible for the approval of the draft budget prepared by the executive management, for verifying the legality of the school's financial management, and for looking after the assets of the school or school cluster.

The administrative body meets ordinarily once a month and extraordinarily whenever it is convened by its chairman, at the latter's initiative or at the request of any of its members.

2.6.4.1.2. Individual bodies in the administration and management system

The executive body may be entrusted to a executive board or to a director 2.6.4.1.1.

The director, or chairman of the executive board, represents the school or school cluster and co-ordinates the activities, which are part of the duties of the executive board. Additionally, he/she has hierarchical powers over teaching and non-teaching staff, including disciplinary matters and in matters involving students.

The director, or chairman of the executive board, is also responsible for the assessment of teaching and non-teaching staff.

The chair of the executive board may delegate some of his/her competencies in the vice-presidents of his/her choice, whereas a Director may not do this. However, should the latter be absent or hindered in some way, he/she may be replaced by an assistant appointed by the same Director.

Any person who wants to become Director or Chair of the executive board of a school must be a fully qualified teacher of that school who is in service, with a minimum of five years' experience, and must be qualified to work in school administration and management, having acquired these qualifications through training or through working experience corresponding to a full mandate in a post of school administration and management.

The class director is the teacher responsibility for coordinating the development of the work plan of a class from 2nd and 3rd cycles of ensino básico or upper secondary education, they are appointed by the executive body from among the fully-qualified teachers, where possible.

School Co-ordinator: elected for 3 years by the entire teaching staff in effective service in the same school. Creating the post of co-ordinator in schools that are part of an school cluster is justified whenever there are three or more teachers in effective service. The co-ordinator's task is to co-ordinate the educational activities of the school, to comply with and enforce the decisions of the executive body, and to encourage the participation of the various parties in the educational community.

2.6.4.1.3. Educational guidance structures and specialised pedagogical support services

In accordance with Decree-Law No. 115-A/98, 4th of May, pre-school education, ensino básico and upper secondary education, there are educational guidance structures. They co-operate with the pedagogical direction and the executive board in the scientific and teaching areas, monitoring the learning process and the interaction of school and family.

These structures are:

- teacher's council in pre-school and 1st cycle of ensino básico includes all the pre-school education teachers and 1st cycle teachers of each school, or school cluster. The co-ordinator of the teacher's council is responsible for promoting co-operation among all teachers and interaction with other school structures or services, as well as guaranteeing the co-ordination of curriculum and syllabus guidelines and their adaptation to the reality of the school or school cluster.
- Curricular Department in the 2nd and 3rd cycles of ensino básico and upper secondary education: it is a collegiate body including all the teachers of the different disciplines, disciplinary areas or courses. The co-ordinator of the curricular department is responsible for promoting co-operation among all teachers and interaction with other structures or services of the school, as well as guaranteeing the co-ordination of curriculum and syllabus guidelines and their adaptation to the reality of the school or school cluster.
- The conselho de turma is a collegiate body including all the class teachers, a pupils' representative, but only in the 3rd cycle of ensino básico and upper secondary education, and a representative of parents or guardians. The council is co-ordinated by the class leader, who is responsible for co-ordinating the activities of the council, establishing a link with parents and guardians and promoting communication and co-operative work between teachers and pupils.
- Co-ordination of the year, cycle or course aims at harmonising the activities developed by the classes of the same year, learning cycle or course. It is carried out by the teacher's council of the 1st cycle of ensino básico and by the council of class leaders in the 2nd and 3rd cycles of ensino básico and in upper secondary education.

The teacher's council de turma (those with a class in the 1st cycle of ensino básico) and the directores de turma board (in the 2nd and 3rd cycles of ensino básico and in upper secondary education) are involved in the pedagogic coordination for each year, cycle or course, with the aim of articulating the activities of the respective classes. The co-ordination of the work of each council is the responsibility of a co-ordinator elected from among its members. The tutor-teacher monitors the educational progress of pupils, preferably throughout their whole school career, in the areas of counselling, study guidance and supervision, in co-ordination with families, specialised educational support services and other educational guidance structures.

The specialised educational support services work in the school or school cluster. They aim to integrate pupils, co-ordinate their work with educational guidance structures, ensuring integrated and flexible support services that are fundamental to quality schools for all. These are made up of (i) psychology and guidance services; (ii) educational support nucleus; (iii) other services organised by the school, namely within educational social services, of the organisation of study rooms and activities that are complementary to the curriculum (Decree-Law No. 115-A/98, 4th of May).

Psychology and Guidance Services

The Ministry of Education, through legislation passed in 1991 (Decree-Law No. 190/91, 17th of May), created the psychology and guidance services as part of the school network; their work is developed in pre-school, ensino básico and upper secondary education schools. In 1993 the network of these services was established; in 1996 it was expanded and in 1997 it was made official, prior to the legal statute of the career of psychologist being defined in legislation also dating from 1997 (Ordinance No. 300/97, 31st of October).

Psychology and guidance services are organised in one of two ways, determined by the educational level they deal with: a predominantly psycho-pedagogical approach, in view of the global nature of 1st and 2nd cycles of ensino básico; an approach that includes school and vocational guidance, in the 3rd cycle of ensino básico and upper secondary education.

As part of school and vocational guidance, different types of activities are legally defined, according to the aims and demands of pupils: Programmes for School and Vocational Counselling Programmes; School and Vocational information measures, geared mainly to 9th, 10th, 11th and 12th grade students; individual sessions (interviews and psychological assessment tests); activities aimed at raising awareness of the world of work and jobs (study visits, on-the-job training periods, professional contacts...); training courses for teachers and other school personnel; monitoring on-the-job training in technological courses and vocational courses that are part of the education system; psycho-pedagogical support measures.

The technical team co-operates with the administration and management bodies of the school, attends meetings of the teacher's council and, if necessary, meetings of the grade, cycle, course or conselho de turma . It includes a varying number of members, among them psychologists, teachers qualified with a specialised course and known as "educational support experts," in pre-school, 1st and 2nd cycles of ensino básico ; teachers qualified with specialised courses in school and vocational guidance, known as "guidance counsellors" in the 3rd cycle of ensino básico and by social service specialists in upper secondary education. The Implementing Order No. 50/05, 9th of November, regulates the implementation, monitoring and assessment of recovery plans.

Núcleo de Apoio Educativo (Educational Support Services)

With the objective of guaranteeing full integration and educational success for all pupils, in 1997 (Joint Order No.105/97 1st of July) the government created the support services to be placed in schools and made responsible for finding solutions in diversified teaching and special education.

Teaching support services cover the whole educational system, up to, but excluding, higher education, and they work to co-ordinate specialised support resources and specialised support activities available in schools, in order to promote an integrated school. This support is provided by teachers with specialised training in specific areas, seconded to schools.

The responsibilities of these services include: providing all children and adolescents with an equal opportunity of school success; creating favourable conditions in schools for the social and educational integration of children and adolescents with special educational needs co-operating in promoting quality education, particularly in the areas of educational guidance, an intercultural approach, health and improvement of the educational environment; improving the response to special education by using other services and support available within the community. The Decree-Law No. 115-A/98, 4th of May, changed the name of the educational support services to educational support nucleus.

Legislation: Decree-Law n.º 115-A/98

Legislation: Decree-Law n.º 190/91

Legislation: Decree-Law n.º 300/97

Legislation: Implementing Order n.º 50/05

Institutions: Ministry of Education

2.6.4.2. Schools of higher education

The legal regime for the development and quality of higher education was approved by Law No. 1/03, 6th of January.

From the perspective of how training is ministered, higher education is made up of the sub-system of ensino universitário and ensino politécnico.

Legislation: Law n.º 1/03

2.6.4.2.1. Universities

As far as ensino universitário is concerned, Law No. 108/88, 24th of September, amended by Decree-Law No. 252/97, 26th of September, stipulates its statutory scientific, pedagogic, administrative, financial and disciplinary autonomy. It is the Board of reitores of Portuguese Universities that is responsible for guaranteeing the co-ordination and global representation of the universities, although respecting the autonomy of each of them.

The following bodies are responsible for the governance of the universities:

- University Assembly: composed of elected representatives of lecturers, researchers, students and other staff, respecting equality between teachers and students, as well as a balance in the representation of the organic units, regardless of their size.
 - By definition, the following are members of the Assembly: the reitor; vice-reitor; pró-reitor, if they exist; individuals presiding over the management bodies of the various organic units or management bodies of other integrated establishments; president(s) of students' unions; the administrator or his/her representative; the vice-president of Social Services. It is the University Assembly that is responsible for: sanctioning the university Statutes, and any amendments to them; electing the reitor and setting him/her up in office, deciding on his/her suspension and, after legal procedures, his/her dismissal.
 - The reitor: is elected by the University Assembly from among all the full professors, according to the Statutes of the university. The mandate of the Principal lasts for four years. The reitor nominates the vice-reitor and may dismiss them. It is the reitor responsibility to: propose the guidelines for the work of the university to the Senate; sanction the constitution of the management bodies of each faculty or organic unit and install their members in office; preside over the Senate and other collegiate bodies of the university, with a casting vote, and guarantee that their decisions are enforced; guarantee the observance of laws and regulations; preside over the academic, administrative and financial management of the university and decide when to hire new staff; define and establish the rules regulating economic support granted to students within the Social Services and extra-curricular activities. It is also the reitor duty to provide all data necessary for the Minister of Education to be able to supervise such matters as plans for development and activity reports.
- University Senate: its composition of this body is the same as that of the University Assembly, but it can also include representatives of the cultural, social and economic interests of the community, according to the respective Statutes of the university. These representatives may not, however, exceed more than 15% of all Senate members. It is the responsibility of the University Senate to: sanction the guidelines for the work of the university; approve the development plans and yearly activity report of the university; sanction the creation, integration, modification, suspension or extinction of university courses, establishments or structures; define the measures required for the organic units and services of the university to work; give opinions on granting honorary academic degrees; create school prizes; exercise disciplinary power within the limits of university autonomy; determine tuition fees; deal with any other matters defined by law, by the Statutes or assigned by the reitor.
- Administrative Board: composition is defined by the Statutes of the university with the compulsory participation of the following people: the reitor, one vice-reitor, an administrator, or his/her representative, and a students' representative.
 - The administrative council is responsible for the administrative, property and financial management of the university.
 - Universities can be made up of units (schools, individual institutes or faculties or departments or other units, also including higher institutions of ensino politécnico, art. 17 of Law No. 46/86, 14th of October), each of them autonomously responsible for teaching one or more courses.

Law No. 108/88, 24th of September, determines the scientific, teaching, administrative, financial and disciplinary autonomy of state universities. This principle of autonomy means necessarily that these schools are free to determine their own rules and regulations for internal organisation. Without jeopardising the orders in the Statutes of each university, the governing bodies of the faculties or equivalent organic units must include:

- The Assembly;
- The Directive body;

- The Pedagogical body;
- The Scientific body.

In some cases the attributions of the last two councils can be merged into a pedagogical and scientific body.

All activities developed by the governing bodies of the faculties, or equivalent organic units, should be conducted in a transparent and democratic way guaranteeing that all members participate fully and that their management and control is effectively monitored.

Legislation: Decree-Law n.º 252/97

Legislation: Law n.º 108/88

Institutions: Council of Rectors for Portuguese Universities

Institutions: Ministry of Science, Technology and Higher Education

2.6.4.2.2. Ensino superior politécnico establishments

Law No. 54/90, 5th of September, complemented by Decree-Law No. 24/94, 27th of January, approved the Statutes for ensino superior politécnico, institutos politécnicos and colleges which are not part of (institutos politécnicos), as well as their administrative, financial, scientific and teaching autonomy. Institutos politécnicos are institutions of ensino politécnico that include colleges and other organic units, globally geared to pursuing the objectives of that education in the same region.

The administrative bodies of institutos superiores politécnicos are:

- The Chairman, who superintends the academic, administrative and financial management of the institute, and presides over all collegiate bodies of the institute;
- The General Council, that approves activities plans, proposes the creation, alteration or elimination of organic units of the institute, issues opinions on annual activities reports and establishes the rules and regulations by which the institute is run;
- The Administrative Council, besides its administrative responsibilities, draws up annual and multi-annual financial plans and their allocation, once approved, to the various organic units and institute services.

The Chairman is elected for a mandate of three years, renewable for a maximum of two consecutive mandates, from among full professors, professores coordenadores or professores adjuntos, professores associados and assistentes, or distinguished individuals with considerable professional experience. In turn, the Chairman appoints one or two vice-chairmen, either by requisição or comissão de serviço, and he is also assisted by an administrator for predominantly administrative or financial matters who works on a contract basis or a comissão de serviço.

The administrative autonomy of schools of higher education integrated in institutos politécnicos involves having an annual budget, hiring teaching staff required to meet the school's activities, suggesting the hiring of non-teaching staff required for pursuing its objectives, attributing responsibilities and tasks to the staff of the unit or school and distributing them throughout the different services in line with general regulations, ensuring the management and discipline of that staff, without jeopardising the authority of the bodies of the institute, promoting measures to acquire goods and services, and authorising spending within legally established limits.

In the use of their administrative and financial autonomy, schools may use the funds generated by their own activities to meet their expenses, through private financial plans.

The governing bodies of colleges are:

- The Director or Directive body;
- The Scientific Body and the Pedagogical Body or the Pedagogical-Scientific Body;
- The Consultative Body ;
- The Administrative body.
- One or two assistant directors assist the Director, one of them replacing the latter in the case of absence or hindrance, and the Director may delegate some responsibilities to them. The Directive body is made up of the president and two vice-presidents, a student representative and a representative of non-teaching staff. Both the Director and the President and Vice-presidents are elected from the college professors, with a three-year mandate, renewable for up to a

maximum of two consecutive mandates.

- The scientific body is made up of the college Director, or President of the Directive body, and the professors. Professors from other higher education institutions, researchers, or other individuals distinguished in the fields available in the college may also be appointed to the scientific body.
- The pedagogical body has representatives for teachers, assistants and students, elected by the respective groups. The pedagogical body is chaired by a professor coordenador or professor adjunto, chosen from among the elected teachers.
- The administrative body is the responsible for the administrative management of the college and is made up of the Director or the President of the directive body; an assistant director, or vice-president of the directive body; the secretary, whose job is to assist management with predominantly administrative and financial matters.
- The composition of the Consultative Body and the duration of its mandate are established for each school in the Statutes of the respective instituto politécnico.

Schools of higher education not integrated in institutos politécnicos enjoy scientific, teaching, administrative and financial autonomy.

The directors or chairmen of the management boards and the secretaries of these schools are made responsible, with the necessary adjustments, for all the duties of the chairman or administrator of institutos politécnicos.

Legislation: Decree-Law n.º 24/94

Legislation: Law n.º 54/90

2.6.5. Private and co-operative education

The State acknowledges the freedom to learn and to schooling, including the right of parents to choose and guide the education of their children. Additionally, the Education Act stipulates down that "schools of private and co-operative education which fall under the general principles, aims, structures and objectives of the education system, are deemed to be an integral part of the school network".

2.6.5.1. Private and co-operative non-higher education

The Statutes for private and co-operative non-higher education was laid down by Decree-Law No. 553/80, 21st of November. According to legislation the freedom of schooling may be limited only by the requirements of the common good, the general purpose of educational activities, and agreements concluded between the State and schools providing private education.

Pupils and teachers may move freely between public, private and co-operative systems.

According to the above-mentioned legislation, schools providing private and co-operative education are institutions created by individual or corporate bodies providing collective teaching or where activities of an educational nature are carried out regularly.

Each private school may provide one or several teaching levels, each of them forming a complete study cycle.

Each private school may draw up its own projecto educativo, providing that at each level of teaching it offers an all-round education equivalent in value to that provided at the same level in state schools.

Legislation: Decree-Law n.º 553/80

2.6.5.2. Private and co-operative higher education

The present Statutes for private and co-operative higher education approved in 1994 (Decree-Law No. 16/94, 22nd of January) and amended in 1999 by Decree-Law No. 94/99, 23rd of March, stipulates the necessary conditions for creating courses, recognises the respective levels and defines the State's supervisory powers regarding the quality of schooling and the possibility of allocating funds. This

legislation seeks to reconcile the independence and autonomy of these schools with the necessary State control and intervention to guarantee scientific, cultural and teaching quality standards. See [6.17](#).

Legislation: Decree-Law n.º 16/94

Legislation: Decree-Law n.º 94/99

2.7. Internal and External Consultation

Please refer to the subdivisions for more details.

2.7.1. Internal Consultation

Cooperation between teachers, parents and guardians, students, non-teaching staff, local authority and activities of local interest occurs in the school assembly or the school cluster. The coordinators of each department, year, cycle or course, specialised services of educational support, school projects, parents and guardians, non-teaching staff and students have to be represented in the pedagogical body in upper secondary education. See [2.6.4.1.1.](#)

The coordination and monitoring of the pedagogic and didactic component of educational policy, the formulation of support policies and educational complements is the responsibility of the Directorate-General of Innovation and Curriculum Development (Direcção-Geral de Inovação e Desenvolvimento Curricular - DGIDC) [2.6.1.](#)

The guidelines created by the DGIDC have an effect equally on private, cooperative and solidarity pre-school, ensino básico and upper secondary education establishments, including artistic education and extracurricular education.

The two sub-systems of higher education - ensino universitário and ensino politécnico - are coordinated, and students may move from one to another, and the governance of the school to which the student wants to transfer decides whether to accept the student or not.

Institutions: Directorate of Curriculum Innovation and Development

2.7.2. Consultation involving Players in Society at large

Please refer to the subdivisions for more details.

2.7.2.1. Conselho Nacional de Educação (CNE)

The National Council for Education - Conselho Nacional da Educação (CNE) - is an independent higher advisory body of the Ministry, which enjoys administrative and financial autonomy. Law No. 31/87, of July 9th, with amendments introduced by the Decree-Laws No. 244/91, 6th of July and No. 241/96, 17th of December, stipulate its composition, responsibilities and the way it functions.

The CNE is made up of sixty-three members who represent the different organisations that are directly involved in the educational, political and social sectors:

- The Government, Conselho Nacional da Juventude (National Council for Youth) and political parties which are part of the Parliament;
- The legislative assemblies of the Regiões Autónomas and the University of the Azores;
- Schools of higher and non-higher education;
- The association of schools of private and co-operative education, and parent, student, and student worker associations;

- Trade union and employer organisations, religious organisations, and other organisations of a scientific, teaching, cultural and social solidarity nature;
- Seven members chosen by the Council from among personalities of distinguished teaching and scientific merit.

Its chairman is elected by the Parliament by an absolute majority of the members in office.

The National Council for Education (Conselho Nacional de Educação), at its own initiative or on request, is responsible for issuing opinions, reports and recommendations on all educational issues, and in particular, for ensuring the enforcement and development of the provisions laid down in the 1986 Education Act (Law No. 46/86, 14th of October).

The services of the National Council for Education (Conselho Nacional de Educação) reply daily to the requests of sixty three Councillors, ensure the organisation of seminars and conferences, provide technical assistance in preparing reports and recommendations, give support in developing studies and research work, prepare material for publication, organise the interaction of the Council with society, through the media or through its own publications, and make available all documentation for the public as a whole to consult.

According to c) of No.3 of art. 22º of the Law governing the structure of the Ministry of Education, the Conselho Coordenador do Ensino Particular e Cooperativo became defunct and its responsibilities were taken on by the CNE.

Legislation: Decree-Law n.º 241/96

Legislation: Decree-Law n.º 244/91

Legislation: Law n.º 31/87

Legislation: Law n.º 46/86

Institutions: Parliament

Institutions: Coordinating Council for Private and Cooperative Education

Institutions: National Council for Education

2.7.2.2. National Commission for Higher Education Welfare - Conselho Nacional para a Acção Social do Ensino Superior (CNASES)

The National Commission for Higher Education Welfare (Conselho Nacional de Acção Social do Ensino Superior) is the advisory body of the Minister of Science, Technology and Higher Education in the area of policy for social action in higher education.

The National Commission for Higher Education Welfare is composed of the following members:

- A representative of the Minister of Science and Higher Education, representatives of the Ministers of Finance, Health, Youth and Sport, and the General Director of Higher Education;
- Representatives of the Council of reitores for Portuguese Universities, the Council for Institutos Politécnicos and the Council for Private and Co-operative Education;
- Representatives of university and institutos politécnicos associations, and of private and co-operative higher education.

The Law governing the structure of the Ministry of Science, Technology and Higher Education (MCTES), Decree-Law No. 214/06, 27th of October, suppressed this body and its responsibilities have been transferred to the National Council for Education (Conselho Nacional de Educação).

Legislation: Decree-Law n.º 214/06

Institutions: Coordinating Council for Private and Cooperative Education

Institutions: Council of Rectors for Portuguese Universities

Institutions: Ministry of Science, Technology and Higher Education

2.7.2.3. National Vocational Training Board

In the area of vocational training, the National Vocational Training Board (Conselho Nacional da Formação Profissional) is the consultation body, created by the Decree-Law No. 39/06, 20th of February. This board is composed of three parts, including representatives from the government, trade unions and business representatives. Its responsibility is the assessment of policy strategy and proposals in the area of vocational training within the educational system and job market and is carried out in a coordinated way, respecting the duties of the Social and Economic Board (Conselho Económico e Social), the Permanent Commission of Social Conciliation (Comissão Permanente de Concertação Social) and the National Education Board (Conselho Nacional de Educação).

Legislation: Decree-Law n.º 39/06

2.7.2.4. National Apprenticeship Commission (Comissão Nacional de Aprendizagem – CNA)

The National Apprenticeship Commission (CNA), is made up of three parties, including representative of the Business Confederations and Trade Unions with a seat on the Permanent Commission for Social Conciliation (Comissão Permanente de Concertação Social - Conselho Económico e Social), of the Ministries of Work and Social Solidarity, of Education, of Agriculture, of Rural Development and Fisheries, of the Secretary of State for Youth, of the Regiões Autónomas of Madeira and Azores and outstanding individuals in the field of Vocational Training. (Decree-Law No. 205/96, 25th of October, art. 32).

Legislation: Decree-Law n.º 205/96

2.7.2.5. School/family relationship

In the past, schools always involved the families of pupils in the learning process, particularly in those countries where there is a tradition for the school to be open to the community. In the post-war period parents and educators became a real part of daily school life.

However, in Portugal, it was only after 25th April 1974 that the conditions were right for citizens to play their part in public life and consequently to have families become involved in school life.

In recent years, the public authorities, education specialists, teachers and other players directly involved in school activities have been showing an interest in educational partnerships.

Starting with the discourse of representatives of central political power and the administration of education, schools have been intervening increasingly in local education contexts with the growing assistance of local authorities, associations, families and local companies.

Decree-Law No. 372/90, 27th of November, lays down the regulations for setting up associations of parents and educators, and the rights and duties these associations must respect.

Parent associations aim to defend and promote the interests of their members in all that involves the education and teaching of their children and of all pupils at pre-school level or at basic or secondary level, whether public, private or co-operative.

As laid down in Article 41 of Decree-Law No. 115-A/98, 4th of May, the right of parents to participate in the life of the school is achieved as stipulated in the order in the Education Act and in Decree-Law No. 372/90, 27th of November. This is achieved in practice by organising and collaborating in events that will promote a better quality and a more human approach in schools, in measures that will motivate learning and diligence in pupils and in projects for the social and educational development of the school.

For school administration and management there is a representative of the parents association in the School assembly, on the Pedagogical body. See [2.6.4.1.1.](#)

Having parents take part in school life is important because they can speak up from outside the hierarchy and culture of the actual school, as well as improve the learning process via the cooperation

established. The current Government (XVII) has prioritised the adaptation of the pre-school and ensino básico establishments towards the needs of families. The Order No. 12 591/06, 16th of June, establishes that these establishments are open for a minimum of 8 hours a day. Activities and family support in pre-school education and in curriculum enrichment of the 1st cycle of ensino básico should be communicated to parents and guardians at the beginning of the academic year. When needs of families justify it, a family support component can be offered by the appropriate bodies.

Law No. 105/01, 31st of August, created the figure of the socio-cultural mediator who participates in the integration of immigrant families and ethnic minorities in schools, collaborating in the prevention and resolution of socio-cultural conflict, in the fulfilment of educational duties and the communication between the school and the family.

Legislation: Decree-Law n.º 115-A/98

Legislation: Decree-Law n.º 372/90

Legislation: Law n.º 105/01

2.7.2.6. Schools/companies relationship

Today, to get to know companies and to be in contact with them is a skill that is essential for young people when they leave the Education System. Another situation to be considered is the structural change in companies due to modern technologies; this has led employers to adopting new ways of organising labour and to seeking qualified human resources with more skills.

The profile of a young person leaving the education system should be built up based on technical, scientific and economic knowledge so that individuals can exercise their citizenship and become part of a democratic society.

This gives rise to the idea of a partnership between schools and companies, relations between which vary in form and content:

- Depending on the level and type of schooling;
- Depending on the areas promoted in diplomas;
- Depending on the type of company;
- Depending on the definition and the level of the players.

Within the scope of a project educativo, the development of a partnership should involve:

- Creating a team within the school;
- Identifying the best partners;
- Negotiating a joint project between the different partners;
- Defining methods for monitoring and assessment.

One of the most frequent forms of collaboration between schools and companies is to organise visits to the company and to hold practical training courses. However, this type of cooperation may vary in type and practice:

- Providing training in a working context that can vary;
- Co-funding training grants in other countries, particularly within Community programmes, for training courses abroad or on an exchange basis;
- Making it possible for teachers to have practical training in a company to be able to understand the reality of the company better;
- Direct participation of companies in modernising school facilities;
- Information days with the participation of companies;
- Contribution made by companies in holding additional training to facilitate the insertion of young people into the working world;
- Technical co-operation in technological innovation, quality control, market studies, making a more global approach in having schools provide services to companies;
- Contribution from companies to up-date programme content (technical documents, examples of applications, prospective studies of materials, among others);
- Other actions, less common, but possible, such as publishing a journal, making a film or other materials;
- Support in school and vocational guidance for pupils, making it easier for them to understand the different sectors, companies and professions;

- Help in learning how to perform in a job interview.

Initially the partnership was only based on co-operation with pupils in technological courses, but later it began to involve pupils in all courses.

Training courses with an educational/training role are more motivating for pupils because it gives them the opportunity to deal with company situations such as respect for working hours, the pace of work, a sense of responsibility and autonomy.

There are three types of partnership:

- The school makes enquiries in a local company or companies;
- The school and the company reach an agreement on the interest in having a common plan;
- The school or schools, and the company, or companies work together to form a common plan.

In legal terms, Law No. 46/86, 14th of October envisages:

- Introducing and developing working experience in the 3rd cycle of ensino básico and also in upper secondary education;
- Improving vocational guidance;
- Developing information services for young people with a view to their integration into the labour market;
- Education for the company;
- School/company co-operation in the local and regional context.

It is also important to:

- Promote contact and experience with the working world, encouraging mechanisms for drawing the schools and the community together and encouraging the innovative function of the school and its promotion of discovery;
- Encourage guidance and vocational training for young people through technical and technological preparation for their entry to the working world.
- Giving continuity to Joint Order No. 75-A/SERE/SEAM/89, which creates the programme "One school - one company", aimed at the 1st cycle of schooling, the Secretaries of State broadened the project to all levels of ensino básico and upper secondary education (Joint Order No. 191/SERE/92). The objectives of this project are the following:
 - To co-ordinate the school with its surrounding environment;
 - To have the community collaborate in giving guidance and training to young people;
 - To develop working experience in the 3rd cycle and upper secondary education;
 - To guide education towards a corporate context;
 - To increase experience and contacts with the working world and prepare young people for a working life;
 - To promote the contribution of the school in developing the social, economic and cultural aspects of the region and vice-versa.

Legislation: Law n.º 46/86

2.8. Methods of Financing Education

In Portugal the main financing agent is the State. The money allocated to the different levels of education should be distributed in line with the strategic priorities for developing the education system.

The Ministry of Education is the principal financier for education, and by allocating resources it finances non-higher education state education, the central and regional services under its control and, through budget transfers, it finances private and co-operative education.

As a result of decentralisation from central administration, the municipalities have been granted some competencies for funding and spending on education, such as expenses related to construction, maintenance, equipment and running of jardins-de-infância (ISCED O) and schools of the 1st cycle of ensino básico (ISCED 1). They are also responsible for school transport and any out-of-school activities at compulsory schooling level.

Among other financing agents, families make direct contributions to education through payment of enrolment and tuition fees in secondary and higher education, and through the purchase of books and other materials. Be it in ensino básico, be it in upper secondary education, students can benefit from school books and other school material, transport, meals and lodging when the economic situation of the respective family warrant it.

As laid down in Law No. 37/03, 22nd of August, amended by Law No. 49/05, 30th of August, establishing the rules for state higher education funding, it is also the state's responsibility to allocate to schools of higher education the funds required to run them and provide the physical and material conditions necessary for teaching, research and services, within budgetary limits, and to encourage the increase in quality of services provided and work done.

State schools of higher education, which have drawn up and proposed their budgets, have the right to be consulted regarding the definition of criteria related to resources to be allocated by the state, namely concerning investment plans. In each fiscal year, these schools may draw up supplementary budgets aimed at increasing amounts of money in their private budget, or they may change the headings of that budget.

The allocation of the global resource fund each year to state schools of higher education should take account of established global planning for state higher education and the objectives of each institution. This is done in agreement with criteria laid down in special legislation that, among other considerations, includes the type of course, number of students, type of research activities, the stage of development of institutions and infrastructure costs.

The actual revenue made by state schools of higher education is allocated to them and their organic units, depending on the general interests of each school and according to their Statutes. Students in higher education, be it state, be it private, who are economically disadvantaged receive social school support as a way of ensuring equal access to this level of education.

The European Union also co-finances the education sector, via the Educational Development Programme for Portugal (Programa de Desenvolvimento Educativo para Portugal - PRODEP), whose objectives for the period 2000-2006 (PRODEP III) are the following: (i) improve the quality of ensino básico; (ii) expand and diversify initial training for young people; (iii) promote lifelong learning and improve the employability of the working population; (iv) guide and promote the development of the knowledge society. In coordination with PRODEP III, there are other forms of community funding, such as the Operational Programme for the Information Society (Programa Operacional Sociedade de Informação) and the Operational programme for Employment, Training and Social Development (Programa Operacional do Emprego, Formação e Desenvolvimento Social).

Legislation: Law n.º 37/03

Legislation: Law n.º 49/05

Institutions: Ministry of Education

Institutions: Educational Development Programme for Portugal

2.9. Statistics

Please refer to the subdivisions for more details.

2.9.1. Ministry of Education expenditure

Figure 1: Ministry of Education budget (Mainland) by actions and Regiões Autónomas budget – 2007

	Unit: €
Actions	Expenditure
Mainland subtotal	5.841.613.821,00
Public pre-school education	496.701.354,00
Public ensino básico and upper-secondary education	5.045.149.828,00
School social work	144.015.116,00
Administration and others	115.007.604,00
Culture transfers and Portuguese teaching in foreign	40.739.919,00
Regiões Autónomas subtotal	540.116.486,00
Portugal Total	6.381.730.307,00
Source: Gabinete de Gestão Financeira (GGF) – Financial Management Bureau - Initial Report 2007	

Figure 2: School social work expenditure of Ministry of Education (ME) (Mainland) and Regiões Autónomas - 2006

	Unit €
Mainland Subtotal	129.123.421,00
School milk	15.063.927,00
Feeding and refectories	84.196.928,00
Residences	6.042.885,00
School insurance and supports	2.421.153,00
Social-economic support	17.097.197,00
Grants	4.301.331,00
Regiões Autónomas Subtotal	23.846.687,30
Portugal Total	152.970.108,30

Gabinete de Gestão Financeira (GGF) – Financial Management Bureau

Figure 3: Education expenditure

Public expenditure and GDP mp (1997/2006)			
unit: Millions Euros			
Years	2004	2005	2006
GDP mp	143.477,9	147.786,5	152.796,8
(current p.)			
A) ME expenditure	5.881,55	6.062,77	6.025,28
(without Higher Education)			
B) Regional Education Secretariats expenditure	492,16		
(Azores e Madeira)			

Sources:

GDP: INE, National Trimesters Balances, Base 2000 (WEB, 7/Dec./2006). 2006's values are an estimative and 2007's values are a Ministry of Finances' prevision.

Ministry of Education expenditure: GGF/ME, Budget Execution Reports. 2006's value is not definitive.

Regiões Autónomas expenditure: Regional Education Secretariats

Note – The public education expenditure doesn't include local authorities and corresponds to central and regional levels of the indicated services.

2.9.2. Education institutions

Figure 1 . Teaching establishments, according to the nature of the establishment, by level/modality of education. (b)

	2006/2007 (a) – Mainland		
	Total	Public	Private
Pre-school education	6524	4465	2059
Ensino básico			
1 st cycle	6492	6000	492
2nd cycle	1082	844	238
3rd cycle	1460	1145	315
Upper-secondary education (e)	852	504	348

Notes:

(a) Preliminary data.

(b) Each establishment is counted as many times as the level/modality of education provided.

(c) For upper-secondary education, figures include information about vocational schools.

Source:

GEPE – Office for Education Statistics and Planning / ME

School Census 2006/2007.

2.9.3. Schooling rates

Figure 1. Schooling rates, according to the level/modality of education, by age (%)

Portugal - 2004/2005 Public and Private

Teaching Level Age	Total	Pre-school education	Ensino Básico				Upper-Secondary Education	Technological specialisation courses	Higher education
			Total	1 st cycle	2 nd cycle	3 rd cycle			
3	61,4	61,4							
4	84,0	84,0							
5	89,8	87,1	2,7	2,7					
6	100,0	2,4	97,6	97,6					
7	100,0		100,0	100,0					
8	100,0		100,0	100,0					
9	100,0		100,0	91,3	8,7				
10	100,0		100,0	27,0	73,0				
11	100,0		100,0	9,5	82,8	7,7			
12	100,0		100,0	3,1	34,1	62,8			
13	100,0		100,0	1,0	16,7	82,3			
14	100,0		94,2	0,6	9,0	84,7	5,8		
15	92,0		46,1	0,3	3,7	42,2	45,9		
16	81,4		21,3	0,2	1,1	20,0	60,1		
17	76,3		9,0	0,2	0,5	8,3	67,3	0,0	
18	66,0		3,3	0,1	0,2	2,9	43,7	0,2	18,8
19	53,5		1,5	0,1	0,1	1,3	25,9	0,2	25,8
20	46,1		1,1	0,1	0,1	0,8	14,6	0,2	30,2
21	40,4		0,8	0,1	0,1	0,6	8,2	0,2	31,2
22	35,1		0,7	0,1	0,1	0,5	5,5	0,1	28,8
23	27,6		0,6	0,1	0,1	0,4	4,1	0,1	22,8
24	21,5		0,6	0,1	0,1	0,4	3,3	0,1	17,5
25	17,2		0,6	0,2	0,1	0,4	2,8	0,1	13,7
26	13,7		0,6	0,2	0,1	0,4	2,3	0,0	10,8
27	11,0		0,6	0,1	0,1	0,4	1,9	0,0	8,6
28	8,7		0,5	0,1	0,1	0,3	1,5	0,0	6,6
29	7,3		0,6	0,2	0,1	0,3	1,2	0,0	5,5
30 and more	1,4		0,3	0,1	0,1	0,1	0,2	0,0	0,9

Source:

www.eurydice.org

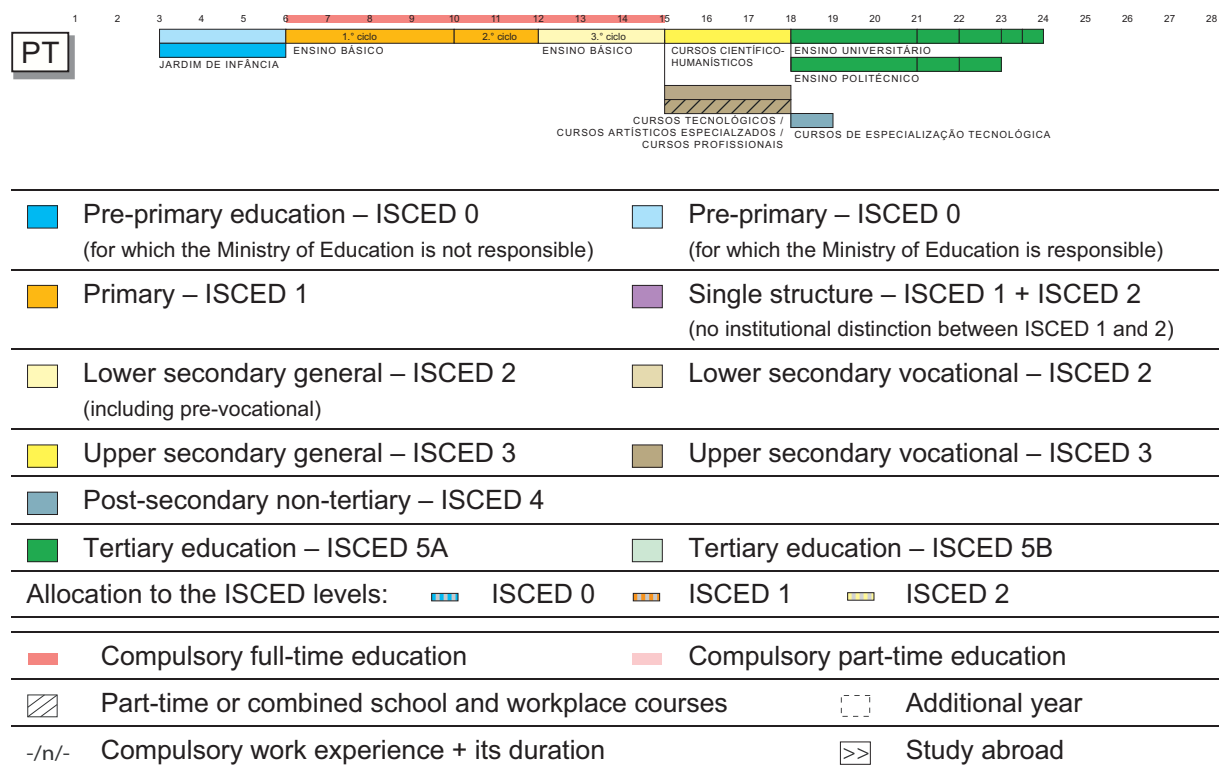
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GEPE – Office for Education Statistics and Planning / ME

Time Series – Pupils 1977-2006

3. PRE- PRIMARY EDUCATION

Organisation of the education system in Portugal, 2006/07



Source: Eurydice.

Please refer to the subdivisions for more details.

3.1. Historical Overview

State pre-school education, then called "official child teaching", was created by the 1st Republic (Decree of March 29th, 1911), essentially in order to prepare for entry into ensino básico school. A little time afterwards the rules governing their running and their syllabi were published.

Children's education is organised, for both sexes, into two classes: one, for children of 4 and 5 years old (based more on physical education) and the other, for children of 6 and 7 years old, for whom the importance of games was still recognised, but for whom more formal lessons for the achievement of first learning experiences, giving due value to the use of Froebel-related material. At the same time, there is consideration given to the training of the respective teachers on "Training Elementary Schools" (Primary *Escolas Normais*) courses in Lisbon, Oporto and Coimbra. Grants are given for specialisation abroad, namely on the Maria Montessori International Course.

In 1919, when the Ministry of Education reforms the educational system, child education is integrated into official ensino primário.

Despite an abundance of legislation, the work of the 1st Republic, with regard to pre-school education, does not achieve the results it wants, with only a limited number of children benefiting, less than 1%. Consequently, in 1926 official child education is abolished, with the pretext that the results did not justify the expense.

At the beginning of the thirties the State (Estado Novo) values the role of the mother as educator, as opposed to the work of professional in education.

Responsibility for assisting mothers in the task of educating their children went to the Social Work of Mothers for National Education. From then until the seventies, two types of response were developed: one of assistance, with the charity organisations playing a large role; the other, at private initiative, had educational functions.

At the close of the sixties, within what was then the Ministry of Health and Assistance, creches and jardins-de-infância were created as a result of social change in the country. These support services for children were for early and second infancy, and they were an extension of the family, substituting it during the working hours of parents or when they were temporarily unable to be present. There was therefore an interest in expanding and developing creches although the family was seen as the natural environment in which to educate children. All its educational and social potential had to be used, with some families benefiting from Maternity Law and Part Time Work.

With the Law No. 5/73, 25th of July approving Reform of the Education System, pre-school education became recognised as an integral part of the education system, which defines its objectives and creates the official colleges of higher education .

Until then the General Inspectorate for Private Teaching was responsible for the supervision of existing pre-school teaching establishments.

In the same year the General-Directorate of Compulsory Education (Direcção-Geral do Ensino Básico, also known as the Compulsory Education Department - Departamento da Educação Básica) was given responsibility for superintending the organisation, creation and running of state pre-school establishments dependent on the Ministry of Education, as well as for teaching guidance in profit-making private schools or co-operative organisations, in collaboration with the General Inspectorate for Private Teaching.

In 1978 the first official jardins-de-infância are opened under the Ministry of Education, but only in 1986, with the publication of the Educational Act, do pre-school education fit definitively into the system, through the definition of its generic objectives regarding training and a balanced development of children's potential, done in close collaboration with the family, giving a large part of this responsibility to private initiatives.

In 1995, the Ministry of Education developed a plan to expand the network of pre-school establishments with the objective of ensuring a broader range of the network. It defined the system of financial support, its creation and maintenance, as well as the criteria to be adhered to regarding the conditions of its institution and workings.

The thirteenth Constitutional Government establishing political priorities for education (1995/1999), defined two major objectives were defined:

- Giving national visibility to infant education as a foundation for citizenship;
- Creating the conditions for 90% of children of 5 years of age to have access to pre-school education by the 2000/2001 school year.

To this end, several measures were adopted at the time, which materialised in 1995, in the drawing up Pre-school Educational Establishment Network Plan, with the objective of ensuring that a greater number of children had access to establishments that guaranteed education and care and, in 1996, in the launch of the Pre-school Education Expansion and Development Plan with the objective of promoting the effective enlargement and expansion of the network, in partnership between the public and private sectors.

It is in 1997, via the development of principles already authorised in the Education Act, that the Framework Law for Pre-School Education is published (Law No. 5/97, 10th of February), defining this level of education as the first step of ensino básico in a process of lifelong education.

A national pre-school education network is created, integrating a public and private, for profit and not-for-profit network; establishing the right of families to participate in the creation of educational projects; defining instruments of institutional cooperation between various governmental departments involved in the Pre-school Education Expansion and Development Plan; determining the organising conditions of pre-school educational establishments, as well as the appropriate conditions for financial support.

In the pursuit of these aims and with a time frame of until December 1999, the Pre-school Education Expansion and Development Plan Office were created (Join Order No.186/ME/MSSS/MEPAT/96) and government-subsidised loans, for the financing of projects in the Programme.

3.2. Ongoing Debates and Future Developments

To progressively extend this provision to children of pre-school age, via the consolidation of the national education network, with the aim that 100% of all 5 year olds will attend nursery school by the end of 2009.

To give priority to the organisation of pre-school establishments, adapting the way they function to the needs of families. To this effect, public pre-school establishments will stay open until 17h30 and for a minimum of 8 hours a day, in order to offer activities and family support. The planning of these activities should be communicated to parents and guardians at the start of the academic year.

3.3. Specific Legislative Framework

Due to the urgent necessity to approve a group of laws making the expansion and development of pre-school education viable, the Law No. 5/97, 10th of February was published, which established and authorised pre-school education as the first stage of ensino básico, universal but optional, defining the participative role of families, as well as strategic role of the State, the local authorities and private, cooperative and social initiatives.

In the terms of the Framework Law, pre-school education can develop through the operation of various types that are complementary and coordinated namely itinerant pre-school education, children's and community activities. This law establishes the legal grouping of this stage of basic education, defines the network of general and pedagogic principles, as well as those of organisation.

From the published Framework Law, a series of diplomas were prepared that regulated the expansion of the network and asserted the responsibility of the Ministry of Education:

- Decree-Law No. 147/97, 11th of June – establishes the legal basis of the development and expansion of the national network of pre-school education and defines the organisation and funding;
- Joint Order No. 268/97, 25th of August – defines the pedagogic and technical criteria for the setting up and operation of pre-school educational establishments;
- Joint Order No. 258/97, 21st of August – supplies guidelines regarding the minimum requirements for any pre-school educational establishments;
- Ordinance No. 583/97, 1st of August – authorises, according to certain conditions, opening hours over and above 40 hours a week
- Order No. 5220/97, 4th of August – defines curriculum guidelines for pre-school education;
- Joint Order No. 291/97, 4th of September – defines the norms that govern funding given by the State, in the areas of infrastructure, equipment and supply of pre-school educational establishments;
- Order No. 8493/04, 27th of April – defines the priorities of admissions for children in the State jardins-de-infância network.
- It is worth making reference to the following supporting legislation for the development and consolidation of pre-school education:
- Decree-Law No. 542/79, 31st of December – Statute for jardins-de-infância of the Ministry of Education;
- Decree-Law No. 139-A/90, 28th of April, with alterations introduced by the Decree-Law No. 1/98, 20th of January – Statute for the teaching career structure of pre-school teachers, teachers in ensino básico and upper secondary education;
- Decree-Law No. 372/90, 27th of November – rights and duties of the parents' associations in the education system;

- Joint Order No. 300/97, 9th of September – norms that govern family contributions;
- Order No. 10319/99, 22nd of May – approves itinerant pre-school education;
- Decree-Law No. 241/01, 30th of August – defines the specific profile of the professional performance of pre-school teachers;
- Joint Order No. 765/02, 7th of October – determines the State funding, reviewed annually by decree, for the family support component of the public jardins-de-infância network.
- Order No. 12591/06 (2nd series) 16th of June – defines the norms to be observed when public pre-school and 1st cycle establishments are open, as well as the provision of activities and family support and complementary curriculum activities.

3.4. General Objectives

As laid down in the Education Act (Law No. 46/86, 14th of October) and in the Framework Law for Pre-School Education (Law No. 5/97, 10th of February), pre-school education is for children between the age of 3 and the age of entry to ensino básico (age of 6).

It is the first step in ensino básico in the process of life-long learning and complements family education with which it works in close collaboration, favouring the balanced formation and development of the child, with a view to their integration into society as an autonomous, free and responsible being.

Attendance is optional, because the family is recognised as being responsible above all for the education of children. However, it is for the State to contribute actively to universal access to pre-school education.

According to the Framework Law, the general objectives of pre-school education are:

- Encouraging the personal and social development of the child based on experiences of democratic life, with a view to education for citizenship;
- Promoting the inclusion of children in a variety of social groups, with respect for different cultures, encouraging a gradual awareness of their role as members of society;
- Contributing towards equality of opportunity in gaining access to schools and towards learning success;
- Encouraging the global development of each child, respecting individual characteristics, promoting behaviour to help significant, diversified learning;
- Developing expression and communication through the use of multiple languages as a means of forming relationships, providing information, promoting aesthetic awareness and an understanding of the world;
- Provoking curiosity and critical thought;
- Providing each child with the conditions of well-being and safety in individual and public health;
- Identifying inadaptability, deficiencies and precocious behaviour, encouraging better orientation and guidance of the child;
- Encouraging families to participate in the educational process and to form an effective relationship in collaboration with the community.

The aims of pre-school education are:

- helping families in the task of educating their children,
- providing each child with the opportunity to develop their own autonomy, social contacts and intellectual development,
- promoting their balanced integration in the life of society and
- preparing them for successful schooling. The school should be seen as the place for the acquisition of multiple learning.

All children living in Portugal, without exception, may benefit from pre-school education.

Legislation: Law n.º 46/86

Legislation: Law n.º 5/97

3.5. Geographical Accessibility

Under law, the pedagogic types of education available for children between 3 and 6 years of age are the following:

- The *jardim-de-infância* is the best type of school for pre-school education for children aged 3, 4 and 5. They provide services geared to child development, making educational activities available and assistance to the family.
- Social/Educational Activities (*Actividades de Animação Socioeducativa*) overseen by the Ministry of Work and Social Solidarity (*Ministério do Trabalho e da Solidariedade Social- MTSS*) – offer activities to children in pre-school education that supplement the school timetable, covering the time difference between school hours and the work schedule of parents. Its main aim is to look after children;
- Community and Children's Activities (*Animação Infantil e Comunitária*) targets 5 year-old children in outlying, over-populated and disadvantaged urban areas where there are no proper facilities and aims to offer activities that are appropriate for their development. This is done in premises lent out by the community;
- Itinerant Nursery Education (*Educação de Infância Itinerante*) is a type of education that allows children between the ages of 3 and 5 in rural areas to have access to educational activities in areas where it is not possible to establish a *jardim-de-infância* due to small numbers (less than 15).

These being the most common forms of child Education and Care, the system allows for great diversity in order to guarantee access to pre-school education for all children.

The timetables of these establishments have many common aspects and, from these constraints, can be diversified for the following reasons:

- pre-school educational establishments guarantee a flexible timetable according to the needs of families, with the establishment of class times taking into account the opinion of parents and guardians every academic year;
- according to the laws in force, all *jardins-de-infância* have to guarantee a 5-hour education component, an education component being understood to be the development of curriculum orientation.
- some *jardins-de-infância* with other institutions offer or organise activities and family support.

These activities should be planned by the responsible bodies of the establishment, taking into account the needs of families, and coordinated in conjunction with the respective municipal authority in accordance with the cooperation protocol of 28th July signed between the Ministry of Education, the Ministry of Work and Social Solidarity and the National Association of Portuguese Municipalities, within the Expansion and Development of Pre-School Education Programme.

Guaranteeing the educational project of each school, it is the responsibility of the Ministry of Education to ensure the pedagogic quality of the teaching and fund the costs of the educational component.

Transport for children living far from the *jardins-de-infância* is guaranteed by the local authorities.

The public network of pre-school education is established in their own establishments, that are called *jardins-de-infância*, or in a collection of premises, where various levels of *ensino básico* function, according to the following typology:

- Basic school of the 1st cycle with a *jardim-de-infância* – 3 to 10 years old;
- *Escola básica integrada* with a *jardim-de-infância* – 3 to 15 years old.

Created by the Joint Order No. 19/SERE/SEAM/90, 6th of March, the *escola básica integrada* a model that brings together 3 cycles of *ensino básico* in one school organisation and, where possible, pre-school education, in one or various premises, based around one head school, allowing for better use of human resources and materials.

From 2000 onwards, through the Implementing Law No. 12/00, 29th of August, a process of the reordering of the education network, grouping public pre-school and *ensino básico* establishments, aimed at eradicating situations of isolation and the scattered nature of small establishments.

The school cluster represents an organisational unit, with their own bodies, with common and coordinated pedagogic projects and integrated educational paths.

Legislation: Implementing Law n.º 12/00

Institutions: Ministry of Education

Institutions: Ministry of Work and Social Solidarity

3.6. Admission Requirements and Choice of Institution/Centre

Prior to implementing the Programme for the Expansion and Development of Pre-School Education different forms of control were applied to schools prepared to receive children in the 3 to 5 age bracket: those for which the Ministry of Education was responsible, providing a predominantly educational component, and those for which the Ministry of Social Security (currently known as the Ministry of Work and Social Solidarity) was responsible, with considerable attention paid to the family assistance component, for children between 3 months and 5 years.

Once this programme was implemented, the networks of state and private pre-school education formed a national network, with the aim of making pre-school education universal.

The state network includes schools created and run by central and local state administration directly, that is by the Ministry of Education and the Ministry of Work and Social Solidarity.

Parents can enrol their children in the public or private network, regardless of their financial situation.

Preference should be given to older children in the public network, counting age in years, months and days.

When children are enrolled in public jardins-de-infância the following priorities are observed:

- 1st Children that attended, the previous year, the educational establishment in which they wish to enrol;
- 2nd Children who are in the year before the first year of compulsory schooling, in order to encourage school success (Decree-Law No. 286/89, 29th of August);
- 3rd Children with special educational needs (Decree-Law No. 319/91, 23rd of August) regardless of area of residence of the pupil and age limits;
- 4th Children whose parents are underage students, until they are 5 years old (Law No. 90/01, 20th of August);
- 5th Children with brothers and sisters already enrolled in the educational establishment;
- 6th Children whose parents and guardians are resident in the same parish as the said educational establishment, (Decree-Law No. 542/79, 31st of December);
- 7th Children whose parents and guardians work in the same parish as the said educational establishment, (Decree-Law No. 542/79, 31st of December).

The enrolment of children who are 3, between 15th September and 31st December is accepted, conditionally, and ordered according to the priorities defined above, attendance being guaranteed if there is a place available at the beginning of the academic year.

In public network establishments and those governmentally subsidised private establishments, admission criteria are socially based, in accordance with the necessities of the families, taking into consideration children at risk, those with absent parents who can't care for them or children belonging to families with only one parent or with many siblings.

The enrolment of children in pre-school education establishments that are dependent on the Ministry of Education is done between the beginning of January and 20th June of the preceding academic year.

If the child has special educational needs, it can be recommended they can stay after they are 6, when they should start compulsory schooling, via the request of the child's guardian.

Legislation: Decree-Law n.º 286/89

Legislation: Decree-Law n.º 319/91

Legislation: Decree-Law n.º 542/79

Legislation: Law n.º 90/01

Institutions: Ministry of Education

Institutions: Ministry of Work and Social Solidarity

3.7. Financial Support for Pupils' Families

In 1998 cooperation protocol between the Ministry of Education, Ministry of Social Security and Work (currently known as the Ministry of Work and Social Solidarity) and the Unions of the Private Social Solidarity Institutions (Instituições Particulares de Solidariedade Social - IPSS), of the Mutualities (Mutualidades) and charitable institutions (Misericórdias).

In point 3 of chapter 3 of that protocol, it says, "The institutions promise to develop the necessary initiatives to fulfil what is set out in n. 2, of art. 18 of Law No. 5/97, 10th of February", which we transcribe: "Increasingly, the same professional conditions must be given to pre-school teachers in the private network", which means the application of the Teaching Career Statute (Estatuto da Carreira Docente) (Decree-Law No. 1/98, 2nd of January).

In turn, referring to the same protocol, "...the State makes the commitment to financially support the running of the pre-school establishments of the institutions, (...) which aims to guarantee (...) the total payment of the costs of the educational component and the promotion of pedagogic quality of the services provided...", which includes among others "the cost, per room, of the pre-school teacher salary within level 14 of the relevant career for Cooperative and Private Education, in addition to other compulsory costs", (point 2.1, art. IV of the Cooperation Protocol).

Under the abovementioned Cooperation Protocol, and in the case of the Institution having signed the Agreement, the salary scale for pre-school education teachers of the IPSS is the same as for the pre-school education teachers in Private and Cooperative Education. This scale can be consulted in the Work and Employment Bulletin of the Ministry of Work and Social Solidarity.

The Ministry of Education and the Ministry of Work and Social Solidarity should ensure the institutional co-ordination required for the expansion and development of the national network with regard to:

- Child education and the promotion of quality teaching in services provided;
- Family support, in particular social and educational activities in line with needs;
- Financial support to be given to pre-school establishments.

It is the responsibility of the Ministry of Education to ensure the pedagogic quality of the teaching done and finance the respective costs of the educational component.

In the public network, the educational/teaching component of pre-school education is totally free for all children, while the private network is paid.

In the for profit private network, the Ministry of Education establishes contracts for the development of the family support component.

In the private solidarity network, or non-profit making sector, the State takes a share in running schools and guarantees full payment for the costs of the educational component and the promotion of the teaching quality of services provided, and the sum is revised annually. It also guarantees a share in the cost of family assistance and social and educational activities.

There are three basic types of financial assistance for families:

- In each school year the State attributes per child/month, a sum to be used solely for paying the services of the educational component, which includes payment of the pre-school teacher, the educational action auxiliary and assistance for acquiring didactic and teaching material; the sums paid by the State are revised annually;
- The family assistance component is a cost/month for all children involved. It includes food services and social and educational activities, with parental contributions, according to family income and by the authorities, through Cooperation Agreements between the direcções regionais de educação and Social Security Centres. The fees are up of every year and the amount of the subsidy given to each child depends on the number of children in the area

benefiting from family support.

- As part of development and assistance for private institutions for social solidarity (private solidarity network) a Social-Economic Compensation Fund was set up to complement the share of families, whenever there are cases in which, for lack of the same, the solution provided is not viable in pre-school education.

The Ministry of Education guarantees the daily distribution of 2 dl of milk to children that attend public pre-school education establishments.

Legislation: Decree-Law n.º 1/98

Legislation: Law n.º 5/97

Institutions: Ministry of Education

Institutions: Ministry of Work and Social Solidarity

3.8. Age Levels and Grouping of Children

Each classroom used for pre-school education must have a minimum attendance of 20 and a maximum of 25 children.

When there is due justification, such as in areas of low population density, authorisation may be given for the attendance of fewer than 20 children per classroom, or alternative measures adopted such as itinerant education or infantile and community play.

The activities of the 3, 4 and 5 year olds can be the same, but it is the objectives defined and the degree of complexity that is different, according to the development of each child of groups of children.

The formation of the groups depends on the methodology and the principles upheld by the Pedagogic Council of each establishment. According to the pedagogy of each pre-school education establishment, heterogeneous groups can be formed, groups of different ages or groups of the same age.

3.9. Organisation of Time

It is the responsibility of Ministry of Education, through implementing order, to define the general parameters regarding the organisation of the school year in pre-school educational establishments.

By annual order, the Ministry of Education determines the dates for the beginning and end of the school terms and holidays for educational activities, ensuring their operation and flexible timetable, according to the needs of families.

Institutions: Ministry of Education

3.9.1. Organisation of the Year

Activities usually start on the second week of September and finish till the end of July. These dates are defined in a meeting held with the person responsible for the board of the establishment, parents and the authorities.

School holidays are at Christmas, Carnival and Easter and are made up of 5 working days, either consecutive or around the weekend.

In July, from the day that classes finish, there are 15 days training for the teachers, assessment of educational activities and preparation for the next academic year.

3.9.2. Weekly and Daily Timetable

In pre-school educational establishments the education component last for 5 hours a day, divided into two periods, five days a week.

The establishments that belong to the state and private network are open for a minimum of 8 hours.

Ministry of Work and Social Solidarity establishments are open 10-12 hours a day, five days a week and, the majority, close for one month a year.

Pre-school educational establishments ensure a flexible timetable, appropriate to the development of pedagogic activities and support for families, with parents and guardians consulted regarding the setting of the timetable for each academic year.

According to the law, all *jardins-de-infância* have to guarantee 5 hours of an educational component, educational component being the development of curriculum orientation.

Some *jardins-de-infância* supply or organise with other institutions the family support component, with socioeducational activities, developed for over and above the 5 daily educational hours, fulfilling the needs of the family, including the serving of meals.

Institutions: Ministry of Work and Social Solidarity

3.10. Curriculum and Types of Activity

Each pre-school educational establishment is coordinated by a pedagogic director, who must be a duly qualified pre-school teacher or educationalist and recognised by the Ministry of Education. It is their responsibility, amongst other things, to coordinated educational activity, namely, the carrying out of curriculum orientation and socio-educational activities.

Curricular development is the responsibility of the pre-school teacher and should take into account the general objectives of pre-school education.

Curriculum Guidelines (Order No. 5 220/97, 4th of August) constitute:

- A group of principles to support the educators in their decisions regarding their practice of leading and developing the educational process with the children;
- A common reference for all teachers of the National Pre-School Network, for organising the educational component; guaranteeing significant learning;
- The possibility to justify the different educational options, and consequently the different curricula.

The document is organised under the following headings: general principle and pedagogic objectives laid out the Pre-School Education Framework Law, foundations and organisation of Curriculum Guidelines and General Guidelines for the pre-school teacher.

Curricular guidelines are based on the following grounds, which should co-ordinate, one with another:

- Development of the child and learning are elements that can't be separated;
- Recognition of the child as a subject in the education process;
- Linked building of learning;
- Giving value to children's knowledge, as a foundation for new learning;
- Co-ordinated construction of knowledge - which presupposes differentiated pedagogy;
- The demand to find a solution for every child - which assumes varied teaching, centred on co-operation, in which each child benefits from the educational process developed with the group.

The pre-school teacher, in accordance with the abovementioned reasons, should take into account:

- The general objectives set out in the Pre-school education Law, which should underpin the professional teaching practice of teachers.
- Organisation of the educational environment as a support for curricular work and its intentions. The educational environment covers different levels of interaction: the organisation of the group,

- the space and time; the organisation of the educational establishment; the relationship with parents and with other educational partners;
- Content areas which make up the general reference areas to be taken into consideration in the planning and assessment of learning situations and opportunities:
 - Personal and Social training;
 - Expression/Communication that covers three fields:
 - Command of expressions of different types – physical, dramatic, artistic and musical expression;
 - Command of language and a start to writing;
 - Command of arithmetic;
 - Understanding of general knowledge
 - Educational continuity - as a process that starts with what children already know and have learnt, creating the conditions for the success of later learning;
 - Educational intention - that is the result of the reflective process of observation, planning, action and assessment developed by the educator, to adapt teaching practice to the needs of children.

Children start ensino básico at the beginning of the academic year when they celebrate their 6th birthday. In the case of a child with special educational needs, it is possible that a recommendation is made that the child stays at jardim-de-infância beyond the legal age limit.

Institutions: Ministry of Education

3.11. Teaching Methods and Materials

In general, the pre-school teacher that belong to the public and private network have autonomy in pedagogic activity, adopting diverse methodologies.

The most frequent methodologies:

- Project Pedagogy – part of specific motivation, associated with social reality and presupposes an action plan constructed by the children with the teacher, who coordinates, based on a flexible and open programme, with the fundamental objectives of development of sensitivity, of creative imagination, of autonomy and the child's socialisation.
- Modern School Movement – based on the work of Freinet and Vygotsky, based on a cooperative organisation of the class. Children organise themselves based on their interests, working individually or in groups. The teacher encourages free individual expression, within a spirit of helpfulness and cooperation.
- João de Deus Method – emphasises learning in the areas of reading, writing and arithmetic, according to a previous work plan, with the objective of preparing the child for school. The teacher takes the line of directive pedagogy, keeping in view the school performance and success of the child.
- Cognitive Orientation Curriculum – founded on Piaget's development theories and fits in with active pedagogy. The child learns by doing. The activities develop in an atmosphere organised into areas, where children can make their choice. The teacher takes on the role of someone who stimulates and encourages action.
- Situation Pedagogy – inspired by non-directive pedagogy. The teacher follows non-differentiated practices, not identified with any specific method. The teacher should also build, in a coordinated way, knowledge, which means that the different areas that are being taught should not be seen in isolation, but in a holistic and integrated way. Children learn to learn, by relating to each other and being part of a group, formulating their own opinions and accepting those of others, developing a democratic spirit, in a climate of participation and sharing.

A structured pedagogy implies a definite and systematic organisation of the pedagogic process, making the teacher plan their work, to evaluate the educational process and its effects in the development and learning of the children.

The teacher should consider the play element of many learning activities, in so far as the pleasure of learning and acquiring certain competencies demands effort, concentration and personal investment.

In this sense, the jardim-de-infância should be cheerful, colourful and welcoming, with different activity zones where the children build their own learning, in a way that favours their balanced education and

development.

When respecting and valuing the individual characteristics of every child, their differences, the basis of new learning is constituted, enjoying diverse educational experiences in a facilitative context of broad social interaction with other children and adults that, at the same time, contributes to the development and learning of each child and others.

The didactic material to be used in jardins-de-infância should be varied, multifaceted, resistant, and accessible, easily kept and cleaned, manufactured, pleasant and appropriate for various levels of difficulty.

It should also favour fantasy, symbolism, and creativity and encourage physical exercise and cognitive development.

The activity rooms should be equipped with games for manipulation and construction, lotto's, dominos, material for counting and measuring, movable letters, books, symbolic and classifying games, puppets, musical instruments, paints, brushes, pens, clay, plasticine, wool, dolls to dress and undress, domestic utensils, among others.

3.12. Evaluation of Children

The assessment carried out with the children constitutes an educational activity and, at the same time, the basis for assessment for the teacher.

The teacher's reflection, based on the observation of effects, allows them to establish the progress made in the learning of each child and, simultaneously, make the educational process more appropriate to the necessities of the children and the group.

It is the responsibility of each teacher to encourage educational continuity in a process distinguished by their entry into pre-school education and by the transition to compulsory schooling, supplying the necessary conditions for the child to succeed in their learning in the next phase, in collaboration with their parents and in unison with the teachers of the first cycle of ensino básico.

3.13. Support Facilities

One of the objectives of pre-school education is the discovery of poor adaptation, deficiencies and precocious behaviour, encouraging a better orientation and guidance of the child.

With the intention of guaranteeing an inclusive schooling, organisational, methodological educational support management conditions were defined for the education of children with special educational needs.

Educational support coordination teams were created made up of teachers and qualified educationalists with specialised training in the areas of special education, pedagogic supervision or socio-cultural activities.

Working in close coordination with the educational support services, there are Psychology and Guidance Services (Decree-Law No. 190/91, 17th of May) that work in pre-school education establishments.

Because of the global nature of pre-school education a model of psycho-pedagogic intervention was configured in which the following services were included:

- Collaborate with teacher, supplying psycho-pedagogic support for educational activities;
- Carrying out a global assessment of situations related to problems of development and learning difficulties;
- Coordinate types of pedagogic complements, educational compensation and special education;

- Propose, in agreement with parents, the orientation for appropriate ways forward for children.

For children that belong to emigrant families, ethnic minorities and gypsies there are various intercultural education projects underway, whose objective is to encourage educational initiatives involving these people, as well as the production of pedagogic material.

In this sense, the Curriculum Innovation and Development Board in partnership with the University, produced a CD-ROM – "Nós e os Outros" (Us and the Others), with the reference of curriculum guidelines, namely, the content area "Expression and Communication: musical, artistic, motor and dramatic expression", maths, oral language and approach to writing.

In partnership with EFECOT, the Board produced Activity Books, Poetry, Song, Riddle and Story Books for the children of itinerant workers that have no chance of regularly attending jardins-de-infância, as well as supporting the families and teachers that work with them.

A Record Book and Identity Card was also produced that should be with the child throughout the academic year, keeping an up to date record of attendance in jardins-de-infância, depending on the professional path of parents.

For children that belong to socially excluded families, apart from financial support programmes, the Ministry of Work and Social Solidarity created the "Ser Criança" (Being a Child) programme, and the Minors Protection Commissions, for the support and protection of children at risk.

Legislation: Decree-Law n.º 190/91

Institutions: Directorate of Curriculum Innovation and Development

3.14. Private Sector Provision

Please refer to the subdivisions for more details.

3.14.1. Historical Overview

In Portugal, private institutions were the responsible for major movement on national coverage of first and second childhood education, having started with the second and only later on attention was given to the first.

It is private institutions that substitute official establishments, determining a specific type of pre-school education, accepting a large number of children, despite the scarcity of human and material resources.

Until 1974, the time that the political regime changed, moving to a democratic regime, nannies, grandparents, private creches, "workshops", child care rooms were considered the most used alternative to jardim-de-infância, especially in the most underprivileged areas of the establishments.

The Constitution of 1975 recognises values and supports, gives incentive to and encourages the workings of private and cooperative education, while at the same time regulating and checking them.

Thus, by the Law No. 5/77, 1st of February, the State establishes for the first time the necessary norms for the creation and function of private and cooperative teaching establishments.

Pre-school education classes start with the objective of encouraging the harmonious development of the child and contributing to the correction of the discriminatory effects of socio-cultural discrimination to school access.

In 1974-75, the Ministry of Education created scholarships for "second stage of childhood" children who attended these establishments. The scholarships were awarded according to strict criteria and those schools that didn't obey all the criteria should contribute a monthly payment, according to the family fee, so the child can stay at the jardim-de-infância.

In 1978, considering the important role of private education, the Ministry of Education decided to attribute subsidies for children to attend private pre-school educational establishments and not-for-profit pre-school education centres, as well as for the acquisition of didactic material.

The Law No. 5/97, 10th of February, established the private network that started to integrate pre-school educational establishments that work in the ambit of private and cooperative education, where regular educational activities are developed. These can be developed by private individuals or collectives and can work under a regime of pedagogic autonomy.

Nowadays the private network includes schools working in (for-profit) private and/or co-operative teaching institutions: Private Institutions for Social Solidarity, Charity Institutions, Mutual Assistance Organisations or other (not-for-profit) institutions, providing education and teaching activities.

The private, not-for-profit network is made up of the pre-school educational establishments that work in Social Solidarity Institutions and in not-for-profit Institutions involved in education and teaching.

For children from 4 months to 3 years of age non-formal education and care is given by entities such as the family, neighbour, domestic employees, baby-sitters, whilst formal education is given by nannies and creches.

These children are served in public premises of the Ministry of Work and Social Solidarity; in premises that are private, cooperative, the IPSS or other not-for-profit institutions, always overseen by the Ministry of Work and Social Solidarity.

Child Education and Care education for children from birth to school age offer the following possibilities:

Formal types

- Nanny is a person that, on a self-employed and paid basis, cares for one or more children (up to a maximum of four) that are not their own or related, for a period of time when parents are working or occupied;
- Creches are establishments that look after children between 0 and 3 years of age and are the sole responsibility of the Ministry of Work and Social Solidarity. The presence of a qualified pre-school teacher in every room is compulsory in these types of establishments. (However, in accordance with the law, although pre-school education teachers have the same academic training licenciatura) the length of service of pre-school education teachers is not yet recognised by the Ministry of Education).
- Mini- creche is a small organisation with a family-like atmosphere, including 5-6 children;
- Family Creches is a group of nannies, no fewer than 12 and no more than 20, resident in the same geographic area, technically and financially fitting in with the Social Security Regional Centres of the Ministry of Work and Social Solidarity, the Charitable House of Lisbon and Private charitable institutions, with activities for children under the age of 1 up to children ready for their first year of regular schooling. The timetable is the same as that of the nanny.
- Creches work as companies, cooperatives and associations.

It is worth highlighting the role of non-governmental organisations that serve the needs of children in hospital and the development of activities in disadvantaged areas, such as the case of the Instituto de Apoio à Criança (Child Support Institute), which is behind the Programa SOS Criança (SOS Child Programme).

3.14.2. Ongoing Debates and Future Developments

At the moment there are no issues on debate on this topic.

3.14.3. Specific Legislative Framework

The main general laws regarding private pre-school education are:

- Decree-Law No. 553/80, 21st of November – Statute for cooperative and private education
- Decree-Law No. 119/83, 25th of February – Statute for Private Institutions of Social Security
- Law No. 5/97, 10th of February – Pre-school Education Framework Law
- Decree-Law No. 147/97, 11th of June – establishes the legal basis of the development and expansion of the national network of pre-school education.

Legislation on Financing:

- Order No. 156/88, 28th of September – establishes subsidised credit for private educational establishments
- Joint Order No. 291/97, 9th of September – regulating norms for State funding.
- Order No. 1058/98, 17th of January – establishes development contracts for pre-school education between the heads of private education establishments and the Ministry of Education.
- Joint Order No. 413/99, 15th of May – defines the access and funding norms of the financial support system for Private Social Solidarity Institutions, namely the Socio-economic Compensation Fund.

3.15. Organisational Variations and Alternative Structures

Pre-school education can develop through the operation of various alternatives that are complementary and coordinated, namely itinerant child education, child and community activities and free time activities to make up for any shortages in the national pre-school education network.

Itinerant Child Education, for children between 3 and 5 years of age, resident in isolated rural areas or areas of sparse population, where it is difficult to gather 15 children for the Ministry of Education to create a *jardim-de-infância*.

This service is on a part-time basis and is organised by a teacher who goes to various places or directly to the families on a daily basis, this being a valuable educational and social opportunity for children.

The objectives of this method are:

- To give a greater number of children the possibility of having pre-school education;
- To create methodological and structural alternatives to the classic system established;
- To experiment with more intense forms of collaboration with parents and the community.

It is the responsibility of the *direcções regionais de educação*, depending on the necessities found in their areas, to propose, annually the number of teachers for the above-mentioned items, as well as monitor the organisational, developmental and evaluative processes of this alternative.

Each pre-school teacher is given financial support to purchase pedagogic and didactic material, on an annual basis. Those children that attend this model have the same social benefits as those who go to *jardins-de-infância*.

5 year-olds that live in urban and densely-populated underprivileged areas, with no access to formal cultural and educational activities, participate in Child and Community Activities, organised by qualified personnel, sent by the Ministry of Education, in places made available by the local community.

The objectives of this model are:

- To give all children the possibility of taking part in specific activities for socialisation, language development and the capacity to discovery and reason;
- To maintain up to date information for children's health cards and sense tests;
- To supply dietary supplements;
- To collaborate with primary schools in activities and other child services in the area;
- To encourage work with parents and the community, making them more aware of children as people.

Free Time Activities are for children between 3 and 5 years old, who have nowhere to stay until their parents return from work, depending on the responsibility of the Ministry of Work and Social Solidarity. They are socio-cultural activities and are often organised by voluntary associations with connections to Private Social Solidarity Institutions. These activities can also be attended by children in the 1st cycle

of ensino básico.

The Ministries of Education and Work and Social Solidarity, as promoters of pre-school education, establish specific cooperation protocols with the National Municipality Association, Private Social Solidarity Institutions, charitable institutions and friendly societies that run creches and jardins-de-infância.

The Ministry of Justice owns creches and jardins-de-infância and support programmes for the children of women prisoners and children at risk.

The participation of society in the education process should be greater, starting with the participation of families with establishments in the drawing up of educational projects and in collaboration, via Parents and Guardians Associations, in the running of pre-school establishments and in educational activities and services.

Institutions: Ministry of Work and Social Solidarity

3.16. Statistics

Figure 1. Children enrolled in pre-school education, according to type of establishment. (1)

Type of establishment	2006/2007(a) – Portugal	
	Establishment	Children enrolled
Total	6 939	263 031
Public	4 773	137 979
Private (b)	2 166	125 052
Ministry of Education network	5 613	178 599
Public	4 707	134 047
Private (b)	906	44 552
Other Ministries network	1 326	84 432
Public	66	3 932
Private	1260	80 500

Notes:

(1) Each establishment is counted as many times as the level/modality of education provided.

(a) Preliminary data.

(b) It includes information about schools providing foreign studies' plan.

Source:

GEPE – Office for Education Statistics and Planning / ME

School Census 2006/2007

Figure 2. Teaching staff in pre-school education level

Mainland Public and Private

	2005/2006
	Pre-school teachers
Total	15 315

Source:

GEPE – Office for Education Statistics and Planning / ME

School Census 2005/2006;

Figure 3. Pupils and teaching staff, by teaching level – Ratio Children/Educator

Portugal Public e Private

	2006/2007 (a)
Teaching level	Ratio Children/Educator
Pre-school education	15,4

Notes: Preliminary data.

Source:

GEPE – Office for Education Statistics and Planning / ME

School Census 2006/2007.

Figure 4. Teaching establishments, according to the nature and the tipology, in a dimensional scale

Mainland Public and Private

		2006/2007
Scale	Nature	Jardins-de-infância
	Total	
0 - 4 children		74
5 - 9 children		322
10 - 14 children		497
15 - 19 children		536
20 - 24 children		653
25 - 29 children		403
30 - 39 children		328
40 - 49 children		560
50 - 59 children		302
60 - 69 children		299
70 - 79 children		285
80 - 89 children		93
90 - 99 children		95
100 -124 children		98
125 -149 children		45
150 -199 children		37
200 -299 children		6
300 -399 children		1

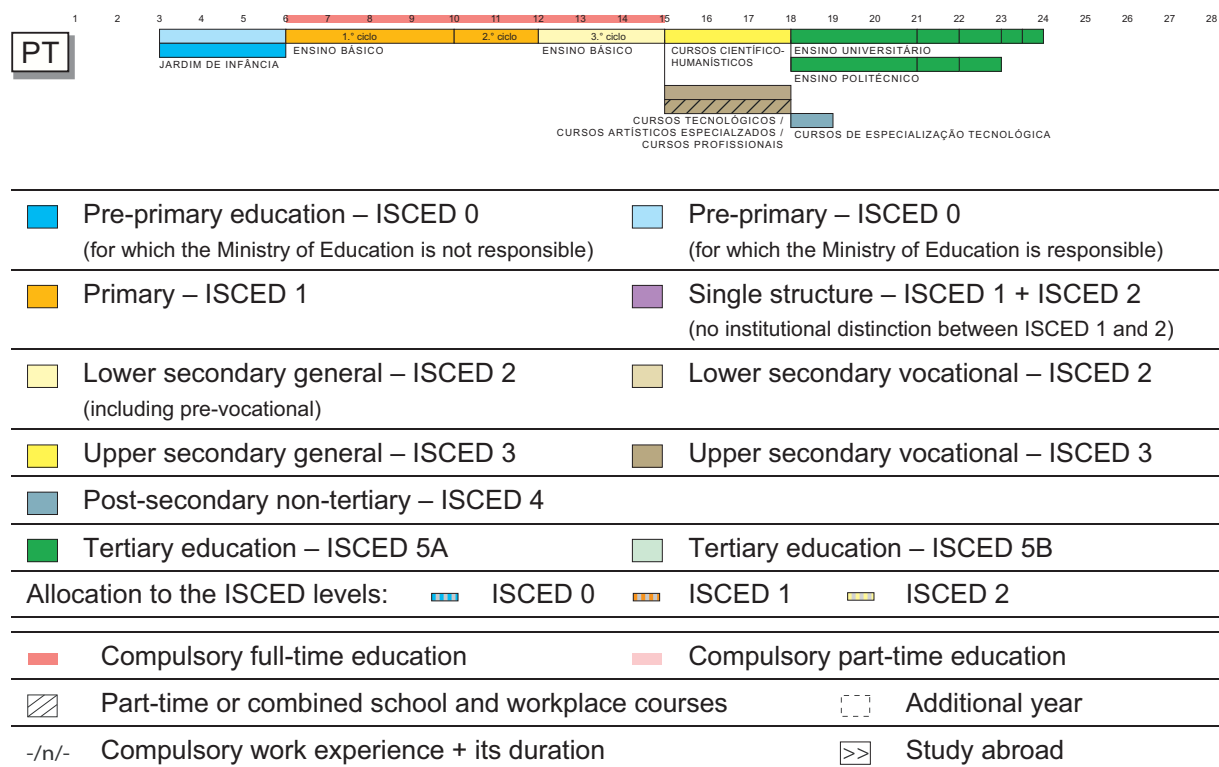
Source:

GEPE – Office for Education Statistics and Planning / ME

School Census 2006/2007.

4. COMPULSORY EDUCATION

Organisation of the education system in Portugal, 2006/07



Source: Eurydice.

In Portugal, since 1986, when the Education Act came into force (Law No. 46/86, 14th of October), ensino básico covers ensino primário and part of upper secondary education. It lasts for 9 years, and is taught in three consecutive cycles: 1st cycle (4 years), 2nd cycle (2 years) and 3rd cycle (3 years).

4.1. Historical overview

1910 to 1950

When Portugal became a Republic in October 1910, one of the most pressing tasks to be dealt with was the reform of ensino primário. Reform was implemented in March 1911, covering infant education and normal ensino básico in an attempt, through the legislation produced, to resolve the serious problem of illiteracy.

Ensino primário was divided into three levels, elementary, complementary and higher, in this way making three years of elementary ensino primário compulsory.

In the 1919 reform, ensino primário was made compulsory for 5 years (from the age of 7 to 12), but with the military coup in 1926, which gave rise to the dictatorship, elementary ensino primário was reduced to 4 years. The first three years were considered to be the true basis of ensino primário when reading, writing and arithmetic were taught. The 4th year was dedicated to the knowledge indispensable for all students who did not wish to continue their studies.

In 1936 the complementary level disappeared, rural teaching centres were created, where the teachers - recent school graduates themselves - had few skills and literacy ceased to be a priority.

At the same time the Mocidade Portuguesa was created, the official youth organisation dependent on the Ministry of Education, the purpose of which was to "encourage the development of physical capabilities, character formation and devotion to the homeland with a feeling for order, a taste for discipline and the cult of duty". And this was the image of the Estado Novo in education.

1950 to 1960

In this decade the education system in force since the thirties was adapted to post-war social and economic reality and the nationalist school was consolidated.

In 1952 the People's Education Plan was introduced, with measures to combat illiteracy, which at the time was 40%, and compulsory schooling was therefore reinforced.

In 1956 compulsory schooling was increased to 4 years for boys, and this was applied to girls in 1960.

1960 to 1974

In the sixties the debate on backwardness in education was taken up again and the idea became widespread that there was a need to extend the length of schooling. This led the government to change the education policy and increase compulsory schooling to six years. Ensino primário was divided into 2 cycles: elementary, lasting 4 years, and complementary, lasting 2 years. This scheme was applicable to students who from the 1964/65 school year enrolled in the 1st year of schooling.

In parallel to the primary complementary cycle, the Telescola was introduced (teaching by television) and in 1967/68 the ciclo preparatório do upper secondary education was introduced, which replaced the first two years of ensino liceal and ensino técnico-profissional.

These 3 modes of ensino básico were very different in organisation and curricula as well as in the scientific and teaching skills of the teachers who taught these cycles.

The ciclo preparatório do upper secondary education was defined in the Statute approved in 1968 as a way of extending basic culture in the pursuit of studies and as a process for guiding students in their learning choices, thus bringing important innovation to traditional teaching.

The studies plan was organised into 5 groups:

- Spiritual and National training (Portuguese Language, History and Geography of Portugal, Morals and Religion);
- Scientific training (Mathematics, Natural Sciences);
- Arts and Craft skills (Drawing and Manual Work);
- Musical, gymnastic and sports activities (Musical education and Physical education);
- Foreign languages, French or English.

An active, practical style of education and learning was recommended in syllabi and methodologies, appropriate to the interests and experiences of students, encouraging group work and co-operation, as well as inter-disciplinary co-ordination.

Programmes made room for freedom to organise materials in sequence. Recovery classes were planned to provide 2 hours a week per discipline.

Teaching was segregated for boys and girls, and only gave way to a co-educational system in 1972.

At the end of the cycle exams were given in the disciplines of groups A, B and E.

Teaching conditions were insufficient due to the lack of premises and appropriate equipment, and due to delays in placing teachers.

The curriculum for the TV preparatory cycle was the same as that of the preparatory cycle itself, except for the foreign language, in which only French was taught.

Teaching periods were broken down into broadcast lessons lasting 20 minutes, exploration lessons and lessons without a broadcast for the Sciences.

From 1972/73, official centres were created with monitores teachers whose qualifications were the upper secondary education course, the Magistério Primário teaching course or higher qualifications.

The complementary cycle for ensino primário and the preparatory cycle TV were geared mainly to rural and suburban communities, while the preparatory cycle of upper secondary education was introduced in urban areas.

This made the education system open to all classes of the population, and it was consolidated in Law No. 5/73, of 25th July, bringing with it a radical change in the structure of ensino básico.

Compulsory schooling was to last for 8 years, the first 4 being taught in escolas primárias and the remaining 4 in escolas preparatórias. The law envisaged a new reform of the education system that, for the first time, introduced the concept of democracy to education.

Obstacles of a political nature and a lack of human resources and materials, particularly a lack of premises and the scarcity of qualified teachers, prevented the law being fully implemented.

1974 to 1998

After the revolution of 25th April 1974, which returned the state to democracy, the prime objective was to ensure that compulsory schooling of 6 years was respected, and this then covered ensino primário and preparatory education.

Despite the social and ideological upheavals of that period, there was considerable mobilisation and involvement in the education sector and some significant changes were made mainly to syllabus content.

The 4 years of ensino primário were organised into learning stages each lasting for 2 years, functioning on an experimental basis, and student assessment at the end of each stage prevented failures at the end of the 1st and 3rd years of schooling. The system of stages based on the psychological development of the child, was thought to be a good approach because it helped provide a better understanding of students and encouraged a more personal approach in education. In the 5th and 6th years the 3 modes were continued - complementary primary cycle (abolished in 1979), preparatory education and TV preparatory education, all of them aiming to improve attendance for a larger number of students and to make the most of existing resources.

Syllabi for elementary ensino primário were thoroughly revised and significant innovations made to content and methods, and they remained in force from the 1975/76 to the 1979/80 school year. In 1978 a new syllabus was approved that was tested in a limited number of schools and used throughout in the 1980/81 school year. The reforms introduced affected mainly the area of "Physical and Social Environment".

An inter-disciplinary approach was the aim, and teachers were given the initiative to structure preparatory cycle teaching blocks themselves.

The status of teachers was improved and given more dignity, teachers were able to become involved in the management of the school and refresher courses were promoted.

Despite these pedagogic innovations, school facilities and teaching materials were insufficient or unavailable in many schools and 15,000 classrooms had to be built by 1980/81.

Several social and economic support measures were used to help impose compulsory schooling such as school transport, the food allowance, accommodation and economic assistance for families.

In the preparatory cycle, the syllabus included communication (Portuguese, Introduction to a Foreign Language, Mathematics, Visual Education, Musical Education and Physical Education), and experiment (Social/History Studies, Natural Sciences, Manual Works and Religion).

The foreign languages available were French, English or German.

The discipline of History and Geography of Portugal was replaced by Social Studies in the 1st year.

Recovery classes were suspended, due to poor results.

Considerable importance was attached to the development of analytical and synthesis skills, to stimulating creativity, the right to criticise, a feeling of responsibility and the ability to be part of a group.

In 1986 the Education Act was published (Law No. 46/86, of 14th October), which stipulated that in the right to education and culture and guarantees the right to effective equality of opportunity in gaining access to schooling and achieving success.

The law covers the whole country, mainland and *regiões autónomas* - the Azores and Madeira - but it should be flexible and varied to be able to cover all the countries and localities where Portuguese communities live.

Furthermore, the State may not have the right to plan education and culture according to just any philosophical, aesthetic, political or religious guidelines. State schooling is not religious, and the right to create private and co-operative schools is guaranteed by the 1976 Constitution of the Portuguese Republic.

It determined that compulsory schooling would last for 9 years, with *ensino básico* covered in 3 consecutive cycles, with each one responsible for completing, enhancing and extending the work of the previous cycle with a view to global unity. This measure covered children who, once they had completed 6 years of schooling by 15th September, enrolled in the 1st year of schooling, as from the 1987/88 school year.

In line with the objectives defined for *ensino básico* by the Education Act, in 1989/90 curricular reform was introduced to each of the cycles and guidelines changed in new syllabi (Decree-Law No. 286/89, of 29th August).

The curriculum is organised according to the following general principles:

- Improving teaching in the mother tongue language;
- Improving personal and social education, particularly through the multi-disciplinary area of Personal and Social Development;
- Introduction to a foreign language from the 1st cycle on, providing structured, sequential teaching of foreign languages;
- Integration of activities to complement the curriculum, to make creative, formative use of students' spare time;
- Adoption of an inter-disciplinary and integrating view of knowledge and skills developed by each of the disciplines and by the school area;
- Adoption of an assessment system that aims to promote the success of all students, according to the different pace of development and progress.

From 1975, innovative regulations were produced for the school management of basic schools teaching the 2nd and 3rd cycles. This came with Decree-Law No. 769-A/76, which regulated the democratic process of election and participation of new management bodies and their composition and attributions, to replace the school director or reitor.

In 1991, although only on an experimental basis, a new model for the direction, management and administration of the school appeared (Decree-Law No. 172/91), the main aspects of which were to reinforce the involvement of the school and local community, the prevalence of a teaching dimension rather than an administrative dimension and application of the same in the 1st cycle, schools for which were grouped according to geographic area. The local authorities continued to be responsible for the financial management of these schools.

After making amendments to the experimental model, Decree-Law No. 115-A/98, of 4th May, was published, altered by Law No. 24/99, of 22nd April, which determines the regime for the autonomy, administration and management of state schools for pre-school education and *ensino básico* and upper secondary education.

In 2001 the main guidelines were defined for a new form of organisation and management of the curriculum for *ensino básico*, as well as for learning assessment (Decree-Law 6/01 of 18th January).

The application of this Decree-Law produced effects in the 2001/2002 school year for the 1st and 2nd cycles (from the 1st to the 6th year) of *ensino básico* and, as from the 2002/2003 school year, it was extended to the 3rd cycle (from the 7th to the 9th year) up to the 2004/2005 school year.

The curricular reorganisation of *ensino básico* has contributed towards building a national curriculum based on the development of a common benchmark that co-ordinates reference knowledge with the skills acquired by the time of leaving *ensino básico*.

The national curriculum establishes a set of learning and essential and structural competencies in a flexible search process for differentiated and appropriate responses to the needs and characteristics of each student, school or region, in the sense of learning to learn.

Each school, within the limits of the national curriculum, may organise and manage autonomously the whole teaching/learning process, adapting it to its own students by bringing in local and regional components and building its own curricular project.

A series of skills were defined: general skills are to be developed throughout ensino básico, and specific skills for each of the disciplinary areas and disciplines, in all three cycles together and for each one of them, understanding the knowledge, skills and attitudes that, when developed in integration, allow students to use their knowledge in a variety of situations.

Apart from defining skills, curricular reorganisation also involves some innovative aspects:

- Coherence and continuity between the three phases of ensino básico and the link between these and upper secondary education;
- New way of managing the weekly timetable for students;
- Creation of three non-disciplinary curricular areas: estudo acompanhado, área de projecto and civics;
- Introduction of Education for Citizenship and the Information and Communication Technologies used in every year of ensino básico throughout all disciplines and curricular areas;
- Second foreign language has been made compulsory in the 3rd cycle and;
- Placing greater importance on experimental learning in the different areas and subjects, in particular in the teaching of science.

Since 1997 there has been concern to provide a variety of educational paths to ensure that 9 years of compulsory schooling are completed. These are associated with training that leads young people to a more qualified professional performance.

To this end, joint responsibility was assumed by the Ministry of Education and the Ministry of Labour and Solidarity for regulating education and training courses leading to levels I and II qualifications, with their own structure, organisation and curricular development.

These courses are for adolescents aged between 15 and 18 likely to drop out of school or who join the labour market at an early age, and who have not completed the 1st, 2nd or 3rd cycles of ensino básico, but who want to acquire both the respective diploma and a vocational qualification.

In 2005 the XVII Constitutional Government came to power, whose programme emphasises structural changes in order to obtain quality education for all and whose priorities, currently under discussion, are:

To ensure all those under 18, including those who are working, are involved in either education or vocational training;

To make sure the culture and practice of assessment takes root in all aspects and dimensions of the educational system

To consolidate the universal nature of the 9 years of ensino básico, via 6 main measures:

- Teaching English from the 1st cycle of ensino básico;
- Making the experimental teaching of science compulsory in all ensino básico. The first cycle of ensino básico was chosen as a priority for the implementation of the General Programme of Experimental Teaching in Science, foreseen for the academic year 2006/2007. The Ministry of Education created a work group responsible for drawing up the abovementioned programme;
- Placing greater importance on the teaching of Portuguese and maths, as well as making the access and use of new information and communication technologies the norm;
- Changing the student assessment system;
- Perfecting the national assessment system;
- Placing greater importance on the technical, technological and vocational elements of the 3rd cycle.

The Government's goals for 2007 are the drastic reduction of failure in ensino básico and school dropouts in the transition to upper secondary education; the guarantee of support for students with special needs and for special education; the offer of complementary education programmes and social support in all school groupings.

In 2005/2006, the Further Training Programme for teachers in the 1st cycle in the area of Maths, one of the subjects with the most worrying results, expanding to include Portuguese and experimental teaching of science.

The government aims introduce an assessment system and certification of schoolbooks.

Legislation: Decree-Law n.º 115-A/98

Legislation: Decree-Law n.º 172/91

Legislation: Decree-Law n.º 286/89

Legislation: Decree-Law n.º 6/01

Legislation: Decree-Law n.º 769-A/76

Legislation: Law n.º 24/99

Legislation: Law n.º 46/86

Legislation: Law n.º 5/73

Institutions: Ministry of Education

4.2. Ongoing Debates

In 2005 the 17th Constitutional Government took office, whose programme focusses on structural change in order to quality education for all, the main goals being:

- To reduce school failure in ensino básico and upper secondary education by half;
- To double the amount of young people attending technological courses and vocational courses at upper secondary education level;
- To make experimental education in science compulsory in all ensino básico;
- To make it compulsory for all young people up to the age of 18 to be in full-time education or vocational training;
- To introduce compulsory sex education integrated into Health Education in non-subject curriculum areas of ensino básico.

One of the priorities of the present Government is improving the 1st cycle and integrating it effectively into the educational system. To this end a number of measures have been introduced by the Ministry of Education:

- Extending school timetable until 17h30, in order to general access to the curriculum enrichment activities established by Order No. 12 591/06, of 16th June;
- The rationalisation of the 1st cycle school network via the closure of small schools where school failure is the most evident;
- The creation of curriculum guidelines for the 1st cycle, defining the following minimum weekly times for teaching the curriculum of the 1st cycle: 8 hours for Portuguese Language, including 1 hour a day for reading; 7 hours for Mathematics; 5 hours for Environmental Studies, of which half should be dedicated to experimental teaching of science; 5 hours for the area of self-expression and remaining curriculum areas.
- The in-service training for 1st cycle teachers in Maths, Portuguese, Experimental teaching and ICT.

Other measures were adopted by the Ministry of Education with a view to improving teaching and learning conditions in ensino básico:

- Full use of school time, guaranteeing that schools fill any gaps caused by teacher absence with educational activities;
- The Action Plan for Mathematics in the 2nd and 3rd cycles;
- The Ministry of Education's National Reading Plan, in conjunction with the Ministry of Culture and the Office of the Ministry of Parliamentary Affairs;
- The launch of the "Schools, Teachers and Laptop Computers" project to support class work and the work of teachers;
- The creation of the School Security Observatory and the creation of a new regulation framework for the Safe School Programme;
- The renewal of the Educational Priority Areas in the metropolitan areas of Lisbon and Porto, via the creation of educational projects focussed on schools and the community, with the main priority of reinsertion of students in school. These projects constitute the basis of negotiation of

- programme-contract to be celebrated between schools and the Ministry of Education.
- Passing of the Law for schoolbooks.

4.3. Specific legislative framework

- Decree-Law No. 43/89, of 3rd February, which defines for the first time the legal scheme for school autonomy, implemented using a *projecto educativo* for the purpose, prepared collectively, adapted to the characteristics and resources of the school and given the support of the surrounding community;
- Decree-Law No. 115-A/98, of 4th May, amended by Law No. 24/99, of 22nd April, and other complementary legislation, approved the current autonomy scheme, state school administration and management of education, based on the general principles of participative democracy, giving priority to pedagogic criteria, with representation of administrative and management bodies.
- In the framework of the curricular reorganization of *ensino básico*, Decree-Law No. 6/01, of 18th January, was passed, rectified by Declaration No. 4-A/01, of 28th February, and with the amendments introduced by Decree-Law No. 209/03, of 17th October.

The following legislation also supported the development of *ensino básico*:

- Order No. 43/SERE/90, of 29th June - lays down the compulsory use of the school record;
- Decree-Law No. 35/90, January - defines educational support and assistance in *ensino básico*;
- Decree-Law No. 372/90, of 27th November, with changes introduced by Decree-Law No. 80/99, of 16th March - regulates the scheme for constituting the rights and duties of parent and guardian associations;
- Joint Order No. 48/SEAE/SERE/91, of 20th April - creates Media-based *ensino básico*;
- Decree-Law No. 319/91, of 23rd August - defines the special education scheme for students with special educational needs;
- Decree-Law No. 190/91, of 17th March - creates the Services for Psychology and Guidance;
- Decree-Law No. 301/93, of 31st August - lays down the scheme for enrolment and attendance in *ensino básico*;
- Order No. 60/SEEI/96, of 19th November - defines the conditions in which a start can be made to learning a foreign language in the 1st cycle;
- Joint Order No. 105/97, of 1st July - lays down the scheme applicable to providing services for educational support;
- Decree-Law No. 328/97, of 27th November - defines the status of association youth leader;
- Decree-Law No. 1/98, of 2nd January - approves the new career status for pre-school education teachers and teachers of *ensino básico* and upper secondary education;
- Law No. 159/99, of 14th of September, which establishes the framework for the transfer of power and responsibilities to the local authorities;
- Implementing Order No. 12/00, of 29th August, which stipulates the necessary requirements for the constitution of public pre-school and *ensino básico* establishment *agrupamento*;
- Decree-Law No. 209/02, of 17th October, which introduces amendments to Decree-Law No. 6/01, of 18th January, in what is stated in art. 13, regarding summative assessment and annexes that refer to curriculum models of the three cycles;
- Law No. 30/02, of 20th December - approves the status of non-higher education student;
- Decree-Law No. 7/03, of 15th January - creates the Municipal Councils of Education;
- Joint Order No. 373/02, with alterations introduced by the Order No. 13765/04, of 13th July – approves a set of guidelines regarding enrolments, how schools function and how classes are made up;
- Implementing Order No. 1/05, of 5th January – approves the assessment of student learning and competencies in *ensino básico*;
- Joint Order No. 105-A/05, of 2nd February – approves the regulation of the Safe School Programme (*Programa Escola Segura*), which aims to prevent, avoid and reduce violence and improve safety at school;
- Order No. 5208/05, of 10th March – approves the standardised assessment carried out at the end of the 1st and 2nd phases of *ensino básico*;
- Order No. 14753/05 (2nd series), of 5th July, creates the general implementation programme for English in the 3rd and 4th years of public *ensino básico*;

- Implementing Order No. 50/05, of 9th November – defines the principles for guidelines for the implementation, monitoring and assessment of recovery, monitoring and development plans;
- Decree-Law No. 227/05, of 28th December, defines the awarding of equivalences of qualifications from foreign educational systems to qualifications from the Portuguese educational system at ensino básico and upper secondary education level;
- Implementing Order No. 1/06, of 6th January – regulates the constitution, management and assessment of classes with alternative curricula;
- Implementing Order No. 7/06, of 6th February – establishes the principles and guidelines for the implementation, monitoring and assessment of curricular activities of institutions of ensino básico for students whose first language is not Portuguese;
- Implementing Order No. 18/06, of 14th March, which introduces amendments to the Implementing Order No. 1/05, of 5th January regarding the assessment of the learning and competencies of students in ensino básico;
- Order No. 12 591/06 (2nd series), of 26th May, defines the norms to be observed when providing activities and family support pre-school education and the curriculum enrichment activities in the 1st cycle of ensino básico;
- Order No. 13599/06, of 28th June, which determines the full use of school time;
- Law No. 47/06, of 28th August, which defines the system of assessment, certification and adoption of schoolbooks and other teaching resources in ensino básico and upper secondary education;
- Implementing Order No. 5/07, of 10th January, which introduces amendments to the Implementing Orders No. 1/05, of 5th January and No. 18/06, of 14th March, regarding assessment in ensino básico;
- Order No. 546/07, of 11th January, which creates the National Portuguese Language Teaching Programme in the 1st cycle;
- Order No. 2351/07, of 14th February, which determines that standardised tests should be applied for students at the end of the 1st and 2nd cycles of ensino básico. It revokes the Implementing Order No. 5002/06, of 14th February;
- Decree-Law No. 15/07, of 19th January, which alters the Nursery, ensino básico and Upper secondary education Teachers Career Statute.

4.4. General Objectives

In Portugal, universal, compulsory, free ensino básico has since 1986 lasted for nine years and involves three sequential cycles:

The 1st cycle covers four years of schooling and provides a general approach to learning with one teacher alone but with the possible assistance of other education specialists for special activities.

The 2nd cycle covers two years of schooling and provides teaching organised into multi-disciplinary areas, each one the responsibility of one or more teachers.

The 3rd cycle covers three years of schooling and is organised by subject or subject group, each one being the responsibility of one teacher.

Co-ordination between the cycles follows a sequence in terms of objectives, programmes and teaching/learning methodologies so that each cycle completes, carries into more detail and extends the previous cycle with a view to a global unit of ensino básico.

As stipulated in arts. 7 and 8 of the Education Act, the objectives of ensino básico are:

- To provide the same general instruction for all Portuguese students, ensuring that their interests and skills, reasoning capacity, memory, critical capacities, creativity, moral sense and aesthetic taste are detected and developed, promoting individual fulfilment in harmony with the values of social solidarity;
- To ensure that the relationship between learning and learning to do, between theory and practice and school culture and every day culture is well balanced;
- To provide room for physical and motor development, promoting manual activities and artistic education to make students aware of the different forms of static expression, detecting and encouraging skills in these fields;

- Teaching a first foreign language and beginning a second;
- Giving students the basic knowledge that will allow them to pursue studies or join vocational training schemes, as well as helping students acquire and develop methods and instruments for individual and group work, promoting the human dimension of work;
- To encourage a national awareness open to reality in terms of universal humanism, solidarity and international co-operation;
- To develop understanding and an appreciation for the values of a Portuguese identity, language, history and culture;
- To provide students with experiences that encourage civic maturity and a social and emotional awareness, creating in them positive attitudes and habits in their relationships and in co-operation with others, whether within the family or in conscientious, responsible intervention in the reality surrounding them;
- To help students acquire autonomous attitudes, with a view to forming citizens with a sense of their civic responsibilities and who intervene democratically in community life;
- To respond to the special educational needs of children who suffer from physical or mental handicaps, providing them with conditions suitable for their development and for making full use of their skills;
- To encourage a taste for constantly learning more;
- To participate in the process of information and educational guidance in collaboration with families;
- To encourage open minds ready to acquire the ideas of civic and moral education;
- To create the conditions to encourage school and educational success for all students.

4.5. Geographical accessibility

Created by Joint Order No. 19/SERE/SEAM/90, of 6th March, the basic integrated school is a school model that includes in a single school organisation the three cycles of ensino básico and, whenever possible, pre-school education in one or several schools congregated around one central-school.

Bringing together several cycles helps make better use of material and human resources, and unites effort around one common educational plan. This can also help avoid the isolation of schools.

Between the academic years of 1996/97 and 1998/1999 an experiment was done on another type of relationship between schools in the three cycles of ensino básico and pre-school education located in areas where there are serious social, economic and cultural problems, a large number of students enrolled in special educational support programmes and /or with multi-cultural integration needs – these were called educational priority areas (Territórios Educativos de Intervenção Prioritária - TEIP).

In 2000, a process for rearranging the educational network was begun. This involved grouping state pre-school and ensino básico schools in what is known as school cluster (Implementing Order No. 12/00, of 29th August), based on the local dynamics of association, one of the strategies adopted to eliminate situations of isolation and the scattering of small schools, at the same time ensuring continuity between the different cycles of ensino básico.

School cluster is an organisational unit, with its own administrative bodies, and it can integrate both pre-school and one or more cycles of ensino básico in vertical co-ordination, or institutions of the same educational level in horizontal co-ordination. The schools that form a cluster have common, co-ordinated teaching projects and integrated education courses.

The concept of school-organisation is linked to this type of education community. All schools involved compete for the co-ordination of spaces and resources and to make the best use of human and material means. The objective is to promote an integrated view of compulsory schooling, providing the student with sequential, co-ordinated progress throughout schooling.

Another objective of school cluster is to improve the quality of learning and encourage the link between school and life. School cluster work together to prepare an educational project that promotes the conditions for success and a link to the local authorities and representative bodies of civil society.

The assessment of these schools by the regional structures of the Ministry of Education and by the National Co-ordinating Committee Assessment has given rise to adjustments being made to existing groupings and to gradually increasing their number.

In overcoming insecurity in the school environment, in 1992 the Minister of Education and the Minister for Home Affairs created the Safe School Programme. The programme guarantees security conditions and practices within the school community by providing monitoring of schools and surrounding areas, policing the usual access routes to schools and conducting awareness campaigns for students.

In 2000, as part of security awareness, a Manual for the Use and Maintenance of Schools was designed and distributed to schools. This is an instrument of information, support and guidance for the school authorities, and lays down the regulations for the use and maintenance of schools and facilities for safeguarding health and well-being in the education community.

The new Safe School Programme Regulation (Escola Segura) was approved via the Order No. 25 650/06, of 29th November. This Programme, which is a joint project between the Ministry of Home Affairs and the Ministry of Education, is implemented on a national level, is focussed on schools and foresees the active participation of the whole community. The Programme includes all educational and teaching establishments, public, private and cooperative, with the exception of higher education. The Programme's organisational structure is based on a coordinating group and a consultative commission: the first includes representatives from the two Ministries that are directly involved; the second is made up of representatives from the Ministries of the Presidency, Health, Justice, Labour and Social Solidarity, from the National Confederation of Parents' Associations and the National Municipality Association.

To improve the school environment the Ministry of Education has promoted a competition for the improvement of school appearance that has had excellent results. Schools can apply by submitting projects for work in the field of fine arts, involving both teachers and students.

There has been an ongoing adaptation of the interior of buildings to the needs of students with disabilities, especially physical disabilities, the construction of sports pavilions and laboratories for physics and chemistry teaching (in the 3rd cycle of ensino básico).

Students who live in areas far from their school, where there is no form of public transport they can use, can benefit from a school transport scheme together with some flexibility in the school timetable. The organisation and cost of school transport is the responsibility of the local authorities and it is guaranteed whenever the distance between home and school is no less than 3km, and in some other specific cases.

Legislation: Order n.º 25 650/06

Institutions: Ministry of Education

4.6. Admission Requirements and Choice of school

Compulsory attendance applies to children between the ages of 6 and 15, and attendance may be at a state, private or co-operative school.

Initial enrolment in the 1st year of ensino básico is compulsory for all children who have completed 6 years of age by 15th September.

The admission conditions to subsequent cycles, 2nd and 3rd, depend on students successfully completing the cycle immediately previous, or already having the equivalent qualifications.

Children who reach the age of 6 between 16th September and 31st December may also be admitted to ensino básico if a request is made by the parent or guardian in the school in the area in which the student lives, during the period established annually for enrolment.

Children who prove to be precocious as a whole and which justifies their beginning school a year earlier than usual, may enrol in the 1st year of schooling, provided they have reached the age of 5 by the start of the school year. The request for authorisation for early enrolment is made to the director of

the respective Regional Directorate of Education, together with a psychological and teaching assessment report, produced by a psychologist who can prove above average intellectual development and balanced emotional behaviour.

The enrolment of these students will depend on there being vacancies in the school, and in no circumstances may the enrolment of such students change the way the school is run or the teacher/student ratio stipulated by law.

Existing places will be filled with strict observance of the date of birth of the child, with priority given to the oldest.

Students with special education needs benefit from special enrolment conditions, with regard to the choice of the most appropriate school, regardless of where they live. They also benefit from being dispensed from the age limits imposed by the common education regime.

As long as a student stays at the same school, enrolment renewal for subsequent years is done automatically by the school via electronic means.

The existing capacity of each school is met in agreement with the following priorities:

- Students who in the previous year attended the school;
- Students with special educational needs;
- Students with brothers or sisters already enrolled in the school;
- Students whose parents/guardians live in the area of the school;
- Students whose parents or guardians work in the area of the school, with priority for the youngest.

During the attendance of each of the stages of ensino básico, transfers should not be allowed, except in exceptional cases, such as a change of address or work place of the parents/guardians, or as a disciplinary measure. A school transfer, as a disciplinary measure, is applicable to a student of 10 years old or older whose behaviour has been so bad as to disrupt the learning and teaching process for other students.

4.7. Financial support for students' families

With a view to combating social exclusion and within the principle of equality of opportunity in school access and success, there are social and educational support measures for State and private education.

These measures include attributing benefits in kind and in cash, such as support for food and accommodation, long-term loans for schoolbooks, transport and economic assistance.

Children attending State schools in the 1st cycle benefit from the daily distribution of 2dl of free milk. Meals provided for students in school canteens and food for school buffets, are provided at a lower price and should provide a balanced diet, and one adapted to the needs of the school population.

The price of meals is fixed annually by ministerial decision.

From the academic year 2005/2006 onward a programme was created in order to supply a balanced meal for students in the 1st cycle, in the sense of promoting school success, ending inequalities in learning conditions. Financial support from the Ministry of Education goes to the local authorities via the definition of a regulation.

To guarantee the regular attendance of students who must part from their family to study, there is a national support scheme to provide accommodation in residence for students.

The parents or guardians of these students are given a fixed monthly amount, depending on the monthly income of the family unit, or they benefit from a monthly reduction, fixed annually by ministerial decision.

Economic assistance is one form of social and educational support for students in a low income family unit requiring financial help to face the cost of meals, school material, accommodation and

complementary curricular activities required to guarantee the pursuit of study. This assistance may be total or partial.

Students who live in areas far removed from schools, or where there is no public transport, have access to a school transport scheme.

The local authorities are responsible for the whole process of organising, running and funding school transport, through the Advisory Committee made up of members representing the local authorities and the schools in the area covered by the transport, with the aim of providing better services to students.

The school transport service is free of charge for students in compulsory schooling and covers those who live more than 3 km from their school.

4.8. Age levels and grouping of students

In forming classes, priority is given to pedagogic criteria as defined in the educational project of each school. The executive management body is responsible for applying these criteria using the effective management of existing human and materials resources.

Whenever possible, classes formed in the first year of each cycle should be maintained throughout this cycle, unless there is justification to the contrary.

4.8.1. Organisation of classes - 1st cycle

In forming classes priority must comply with following conditions:

- Groups or classes that have begun schooling in a given year will continue together throughout the whole cycle, regardless of the level of their learning progress;
- Classes may not be formed solely of students who are repeating a year;
- The same teacher should accompany the group of students throughout the four years of schooling of 1st cycle;
- Classes are comprised of 24 students as long as they are all from the same school year. Being from different school years with only one teacher, classes comprise 18 students, and with more than one teacher, 22 students;
- Classes with students who have special education needs have a maximum of 20 students, and may not include more than 2 students of this type.

4.8.2. Organisation of classes - 2nd cycle

Class forming in the 2nd cycle should give priority to psychological and pedagogical criteria, and meet the following conditions:

- Classes should be made up of students whose ages range from 10/12 to 12/14;
- Continuation of the group/class from the previous school year, providing nothing to the contrary is decided by the conselho de turma ;
- Integration of students taken from the same age level or closest level;
- Formation of classes just with students who are repeating only when there are projects duly justified by the members of direcção executiva, and the opinion of the Pedagogical body is heard;
- Each class has a minimum of 24 students and a maximum of 28;
- Classes that have students with special educational needs (two students maximum) can only have a maximum of 20 students;
- Classes of consecutive years may work with fewer than 24 students providing this is to ensure studies for students who passed the previous school year.

Classes with alternative curricular paths have a maximum of 15 students.

4.8.3. Organisation of classes - 3rd cycle

In addition to the criteria referred in 4.8.2. above, which also apply to the 3rd cycle, classes in this cycle are organised to meet the criteria defined by the *projecto educativo de escola* for this cycle:

- Foreign Language I class attended in previous years;
- The intention to attend any of the optional areas provided by the school, which must include Foreign Language II.
- In the 7th and 8th years when students choose to attend subjects included in Artistic Education (Music, Theatre, Dance), which must be provided.

In the 9th year they have a free choice of a single subject from the arts or technology.

4.9. Organisation of the School Time and the School Year

As laid down in the principles established for the autonomous regime in schools, general parameters were defined for organising the school year in pre-school education and *ensino básico* and upper secondary education establishments, which are further developed by each school, depending on the respective education projects and annual plan of activities. The predicted dates for the start and finish of school terms, interruption of classes, assessment and grading times, exams and other tests are found in the Ministry of Education's annual despatch (Implementing Order No. 24/2000, of 18th May) with amendments introduced by Implementing order No. 36/02, of 4th June.

Legislation: [Implementing Order n.º 36/02](#)

4.9.1. Organization of the school year

The main guidelines for organising the school year are the following:

- The school year is the period between 1st September and 31st August;
- The school year, fixed annually in a order from the Minister of Education, lasts for 180 effective days of school activities in schools of *ensino básico* ;
- Each term lasts for approximately 3 months, followed by a break of a week from school activities;
- Breaks from school activities occur at Christmas, Carnival and Easter;
- School activities begin between the 12th and 16th September and end in the 2nd half of June, except for the 9th grade, which finishes later due to national exams.

Institutions: [Ministry of Education](#)

4.9.2. Weekly and daily Timetable

Duration of weekly school time for the different subject areas/subjects of the different levels is the following:

Teaching level	No. of Hours
Ensino Básico 1 st cycle (1 st , 2 nd , 3 rd and 4 th years)	25 hours for any of the years
2 nd . Cycle (5 th . and 6 th . years)	16 teaching periods of 90 minutes in both of the years
3 rd . cycle (7 th , 8 th . and 9 th . years)	17 + 17 + 17,5 teaching periods of 90 minutes respectively

In the 1st cycle the working day consists of 5 teaching hours.

With regard to the 2nd and 3rd cycles, the management bodies of educational establishments stipulate the daily timetable of students, respecting general norms in their use of pedagogic autonomy.

In the 2nd cycle of ensino básico the weekly curricular timetable is 16 or 17 teaching periods, with each period lasting 90 minutes.

In the 3rd cycle of ensino básico the weekly curricular timetable is 17 or 18 teaching periods, with each period lasting 90 minutes.

In the afternoon timetable, Physical Education classes can only take place 1 hour after the lunchtime period, stipulated by the school, has finished.

Public pre-school and 1st cycle establishments function according to a normal system, which means that there are lessons during the morning and afternoon with a break for lunch; 1st cycle schools without premises or staff shortages may exceptionally work on a double-shift system with one shift in the morning and another in the afternoon with the express authorisation of the Regional Education Board.

Most schools with 2nd and 3rd cycles function in two shifts.

4.10. Curriculum, subjects, number of hours

When the work of revising the curriculum for ensino básico began in 1996/97, with the aim of assisting schools with the right conditions to develop their own projects in acquiring flexible management of the national curriculum, a project was launched for curricular reorganisation, with a view to building a national curriculum based on core learning and skills to be achieved by the end of each cycle and each teaching level.

The results of this experience led in 2001 to the launch of the National Curriculum for ensino básico - Essential Skills.

The word "skills" includes understanding, capabilities and attitudes and may be understood as knowledge in action or in use. Essential skills were defined, common to all disciplines and specific to each disciplinary area or discipline.

Although ensino básico programmes have been defined nationally, adjustments are planned to curricular organisation. These will depend on the resources and infrastructure of schools as well as on the proposals made enjoying school autonomy, the basic reference being the school's educational plan, which defines the educational policy for the school for a period of 3 years.

Indicators of specific school context may also recommend introducing local and regional components in curricular design.

The National Curriculum for ensino básico includes essential learning and educational experiences that should be provided to all students.

The interpretation and application of the national curriculum is put into practice by preparing school and class curricular projects.

Implementing the curriculum is a flexible process that provides a variety of answers suitable for the different needs and characteristics of each student and each school.

Particularly important in curricular reorganisation are:

- The appearance of 3 non-disciplinary curricular areas: area de projecto, estudo acompanhado and Civics
- The development of artistic education;
- Education for citizenship, the use of the Information and Communication Technologies, which are common to learning in all disciplines and curricular areas;
- Experimental teaching of the sciences is compulsory;
- Reinforcing the curriculum in teaching the mother tongue and mathematics;
- Learning the Portuguese language as a second language for students whose mother tongue is not Portuguese.

Regarding non-disciplinary curricular areas:

- These are compulsory for all students;
- They should be developed in co-ordination with one another and with disciplinary areas and be part of the curricular project of classes;
- They help to integrate knowledge and learning and put them into context;
- They promote autonomy, responsibility and personal effort;
- They encourage the involvement of students in school life and reinforce the values of co-operation and solidarity.

Área de projecto– covers the design, production and assessment of projects by co-ordinating the knowledge of the different curricular or disciplinary areas around problems or research themes, depending on the interests of the students.

Estudo Acompanhado– to help in the acquisition of skills that will allow students to use methods and techniques of study and work that make them be more autonomous in their learning.

Civics - the best area for developing education for citizenship, a fundamental element in the process of training citizens who will be responsible, critical, ready to participate, use dialogue and reflection on experiences witnessed by students and on topics and problems experienced by the class, the school and the community.

Curricular management obeys the following guiding principles:

- Consistency and sequential flow between the 3 cycles of ensino básico and co-ordination of these with upper secondary education;
- Integration of learning assessment in the curriculum;
- Curricular areas for disciplines with a view to providing significant learning and integral training for students, by co-ordinating knowledge;
- Integration of Education for Citizenship in all curricular areas;
- Providing more experimental learning in the different areas and disciplines, and compulsory in teaching the Sciences;
- Recognition of school autonomy in defining plans for curricular development suitable for the school's education plan and part of it;
- Providing more diversity of teaching methods and learning activities using the Information and Communication Technologies, promoting the development of skills with a view to lifelong learning;
- Rationalising the number of hours in the students' school week.

On leaving ensino básico , the students should be able to:

- Perform and resolve everyday situations and problems;
- Adequately use the languages of the different areas of cultural, scientific and technological knowledge;
- Use cultural, scientific and technological knowledge to understand and correctly use the Portuguese language to communicate adequately and to structure thinking;
- Use foreign languages to communicate in practical situations and acquire information;
- Search, select and organise information to transform it into active understanding;
- Adopt strategies suitable for resolving problems and decision making;
- Be independent, responsible and creative in performing activities;

- Co-operate in joint tasks and projects;
- Harmoniously relate the body with the surrounding space, both personally and interpersonally, in such a way as to promote health and quality of life.

4.10.1. Curriculum, Subjects and Number of Hours - 1st cycle

In the 1st cycle, a global approach is made to education and teaching is the responsibility of only one teacher, who gives priority to the integrated development of studies and activities, and who may be given assistance with specialised areas.

The curriculum in the 1st cycle of ensino básico (1st, 2nd, 3rd and 4th years of schooling) involves the following:

citizenship	Compulsory Disciplinary Curricular Areas: Portuguese language Mathematics Environmental studies Self-expression: Artistic Physical-motor	
	Personal & Social Education	Non-disciplinary curricular areas: Área de projecto Estudo acompanhado Civics
		Total: 25 h
		Optional curricular disciplinary area: Moral and Religious Education
		Total : 26h
		Enhancement activities

Order No. 19575/06, of 25th September, establishes the following minimum weekly times for teaching the curriculum of the 1st cycle: 8 hours for Portuguese Language, including 1 hour a day for reading; 7 hours for Mathematics; 5 hours for Environmental Studies, of which half should be dedicated to experimental teaching of science; 5 hours for the area of arts and remaining curriculum areas.

Non-disciplinary curricular areas should be developed in co-ordination one with another and with other disciplinary areas, including one work component of each class, and may require collaboration between different classes.

The management, planning and discussion of estudo acompanhado and the área de projecto is done in the Teachers' Council and is worked in an interdisciplinary way by the class teacher.

Moral and Religious Education is optional.

Civics occupies one weekly teaching slot for information and debate, in a class assembly.

Teaching establishments are open until at least 17.30, 8 hours a day, in order to provide curriculum enrichment activities.

Curriculum enrichment activities are selected in accordance with the objectives defined in the *projecto educativo* of the school cluster and should be included in the respective annual activities plan. It has to include study support for all students and English for all students in the 3rd and 4th year; optional activities include English or other foreign languages, PE and sport, music and other artistic expression, etc.

In the 1st cycle of *ensino básico* a family support component can also be provided, in order to guarantee that students are accompanied before and/or after the curriculum and enrichment activities, and/or during non-teaching period. This component is provided by organisations that are qualified for the task, in agreement with the individual schools.

Teaching time is managed by the teacher, bearing in mind the characteristics of the group and the school timetable, depending on the school's education plan and approved in the Teachers' Council.

Any change to the way in which the school is run must be approved by those responsible for education.

Schools teach specific curricular activities for the learning of Portuguese as a Second Language to students whose mother tongue is not Portuguese, using the time dedicated to Study skills.

4.10.2. Curriculum, Subjects and Number of Hours – 2nd cycle

The 2nd cycle of *ensino básico* works on a multi-teacher scheme and is organised into study areas that are multi-disciplinary, preferably with one or two teachers for each area.

In the *área de projecto* and in the discipline Visual and Technological Education, there are two teachers per class.

The curricular plan has different areas, represented by disciplines or groups of disciplines and education areas reserved for activities and projects that are multi-disciplinary, play-based or cultural.

The number of weekly school hours is organised into 90-minute periods. When justified, the school may change the distribution of the weekly timetable to students, always complying with the total number of hours per cycle and per year of schooling.

The work done in *estudo acompanhado* is discussed, planned and managed in the Class Council, and it is put into practice by 2 teachers, preferably from different disciplinary areas or disciplines.

Weekly time spent on the *área de projecto* for the work of students is allocated to 2 class teachers from different disciplinary areas or disciplines and should be part of the class curricular project.

The time in the students' timetable for Civics is the responsibility of the Class Manager.

Enhancement activities take place, preferably, outside teaching time and are optional. However, the respective projects should be structured by the teachers involved, who then present them to the Teaching Council. The projects may involve sports, artistic activities, technology and scientific experimentation. This council decides whether the projects are viable, approves them and assesses their results, based on a report prepared by those responsible for the different core groups.

School sports are, therefore, integrated into the education system and should be regularly consistent with Physical Education.

Moral and Religious Education is optional.

Schools provide specific curricular activities for learning the Portuguese language as a second language for students whose mother tongue is not Portuguese, using time dedicated to Study skills.

In this cycle the compulsory study of a curricular foreign language begins, currently this can be French, English or German, and this continues into the 3rd cycle so that students will learn a language in a structured and continuous way.

The curricular Plan in the 2nd cycle of *ensino básico* (5th and 6th years of schooling) is the following:

Items in the Curriculum		Total for Cycle in 90 min. teaching periods	
citizenship	Disciplinary curricular areas:		
	Languages & Social Studies - Portuguese language - Foreign language - History and Geography of Portugal	10.5	
	Mathematics and Sciences - Mathematics - Natural Sciences	7	
	Artistic and Technological Education - Visual and Technological Education - Musical Education	6	
	- Physical Training	3	
		Moral & Religious Education	1
	Personal and Social education	Non-disciplinary Curricular Areas: Área De Projecto Estudo acompanhado Civics	5,5
	Total:	32 (33)	
	Decided by the school	1	
	Overall Maximum	34	
	Enhancement activities		

The weekly timetable includes 17 teaching periods in each year, each period lasting for 90 minutes.

4.10.3. Curriculum, Subjects and Number of Hours – 3rd cycle

In this cycle, teaching is organised according to discipline or groups of disciplines, on a multi-disciplinary scheme, with one teacher per discipline or non-disciplinary curricular area.

It is compulsory to learn a second foreign language in the 3rd cycle, choosing from French, English, German or Spanish.

The curricular plan for this cycle includes several disciplines, and an area of personal and social education that includes the three non-curricular disciplinary areas, moral and religious education, as an optional discipline and enhancement activities.

The discipline, Introduction to Information and Communication Technologies (ICT), is taught only in the 9th year as a curricular subject. In the next school year the teaching of ICT will start in the 7th year of schooling.

Schools teach specific curricular activities for the learning of Portuguese as a Second Language to students whose mother tongue is not Portuguese, using the time dedicated to Study skills.

The Curricular Plan of the 3rd. cycle of ensino básico (7th, 8th and 9th years of schooling) is the following:

Items in the Curriculum		Total for Cycle in 90 min. teaching periods	
Citizenship	Disciplinary Curricular Areas: Portuguese Language Foreign Languages I & II	6 8	
	Human and Social Sciences: History Geography	7	
	Mathematics	6	
	Physical and Natural Sciences: Natural Sciences Physics-Chemistry	6,5	
	Artistic Education: Visual Education Other discipline (on offer by school)	5,5	
	Technological Education		
	Physical Training	4,5	
	Introduction to ICT	1	
	Personal and Social education	Moral and Religious Education	1,5
		Non-disciplinary curricular areas: Área de projecto Estudo acompanhado Civics	7
		Total:	51,5 (53)
		Decided by the school	1
Overall maximum		54	
Enhancement activities			

The organisation of school time in the 3rd cycle is exactly the same as that in the 2nd cycle of ensino básico.

4.11. Teaching methods and materials

Using the principles established in the Education Act as a reference, with regard to the "complete and harmonious development of the personality of the individual", "training for free citizens" and the "full integration of the student", methods planned in syllabi for ensino básico aim to:

- The student becomes active and aware protagonists in their own learning process;
- Mobilise interests, experiences and understanding of students to help develop attitudes and skills that will lead to the autonomy search and handling of information, and subsequently to discovery and invention;
- Promote the School/Surrounding Environment, so that students can use their knowledge to help change their environment.

Once curricular organisation and management were established for ensino básico, the process began of gradually changing curricular guidelines prepared at national level into a series of special skills to be developed and the type of experience to be provided in each disciplinary area and cycle, viewing ensino básico as a whole.

It is at class level that co-ordination between the different areas of the curriculum becomes a reality. This is where teaching practices and methods are diversified so that all students learn and, above all, use the information and communication technologies to develop skills with a view to lifelong learning.

In the 1st cycle, the projecto curricular de turma is discussed and observed by the teacher's council.

In the 2nd and 3rd cycles the conselho de turma takes over this task, co-ordinated by the class leader.

With educational activities centred on the student, the teacher increasingly has the role of creator of learning situations, suggesting activities that come from the student's own experience, helping instil a taste for learning and developing a spirit of research and creativity.

At the same time, the teacher is the promoter and guide in the process, adapting strategies to involve the student on an increasingly independent and personal basis.

To this end, the teacher guarantees the conditions and means that will gradually develop in the student the capacity to organise, control and assess his/her own learning.

It is also for the teacher to create a pleasant and stimulating working environment for all, conducive to success, using a variety of teaching practices that are compatible with the range of varying student experience and pace of learning.

Decree-Law No. 6/01, of 18th January, which lays down the guiding principles for curricular organisation and management for ensino básico, states that the national curriculum should be adapted to the context of each school by building up a projecto curricular de escola, which should be developed depending on each class, defining curricular priorities in specific situations.

Assessment should also make use of a variety of instruments, in each year and cycle, adapted to the diversity of learning, as well as the progress and development of the student throughout ensino básico.

Variation, adaptation and flexibility should be the strategies most used in the teaching/learning process.

The co-ordinator of the curricular department, the teacher responsible for curricular co-ordination in the different disciplines, must in each school and projecto curricular de turma, define the methods to be used, in agreement with decisions taken collectively by teachers.

Teachers use a range of teaching materials that are specific for teaching disciplines, such as hardcopy support, audio-visual materials, computers, school text books, scientific materials, maps, sports equipment, tools, musical instruments and others, depending what is required for each subject.

Schools have resources centres, libraries or laboratories where this material is kept or, in many cases, the teachers themselves build their materials.

The school textbook is one of the many working instruments used by the student and the teacher as an indispensable, obligatory aid to the teaching-learning process.

The procedures for the adoption, assessment and certification of schoolbooks happen in two phases, involving teaching staff within coordination and educational guidance bodies in schools and agrupamentos de escolas and the assessment commissions:

- An assessment and certification phase carried out by the assessment commissions and which means the awarding certification for scientific-pedagogic quality;
- An assessment and adoption phase carried out by teachers in schools, who look at the appropriateness of the certified books to their respective project educativo.

The involvement of special education teachers in the process of choosing schoolbooks for students with long-term special needs is obligatory, taking into account books available in adapted format and appropriate for the students in question.

Generally, schoolbooks are chosen for a six-year period in ensino básico and upper secondary education, which corresponds to the duration of the school programmes they refer to.

The price of schoolbooks and other teaching resources are subject to agreed pricing which is stipulated by joint legislation of the Ministry of Economy and Innovation and the Ministry of Education.

School social work is done in a variety of ways in order to help families, particularly the most underprivileged ones, buy schoolbooks and other formally adopted resources. Schools and agrupamentos de escolas should create loan systems for schoolbooks and other material through general principles and rules defined by the Ministry of Education.

There are no official recommendations for the work done by students at the suggestion of teachers. On the whole, teachers introduce small activities that are considered to be a necessary addition to classroom learning.

The non-disciplinary curricular area, Study skills, in all cycles of ensino básico and the Study Support activity of curriculum enrichment in the 1st cycle, allow students to train in methods and techniques for study and work so that they can learn independently.

Legislation: Decree-Law n.º 6/01

4.12. Student Assessment

The assessment of students in ensino básico is based on the learning and skills defined for the national curriculum for the different disciplinary areas are assessed, and in regulating the practice of education, assessment is systematic and continuous.

Apart from the schools' own bodies, the teachers, students, parents and guardians, also heard in the learning assessment process are:

- Specialised Educational Support Services;
- Educational administration.

The way in which students, guardians and support services intervene in the assessment process is determined in the rules of procedure of each school.

Each student has an individual file that accompanies him/her throughout ensino básico, in which all fundamental documents are kept that provide an overall view of the student's entire process of development, with all data therein contained confidential.

The class teacher of the 1st cycle and the class leader of the 2nd and 3rd cycles are responsible for arranging the file, and it is delivered to the parent or guardian once the student has completed compulsory schooling (9th year of schooling).

At the start of the school year, the Teaching Staff Council, in agreement with guidelines laid down in the national curriculum, defines the assessment criteria for each cycle and year of schooling, as proposed by the teacher's council, in the 1st cycle, and by curricular departments and Cycle Coordinators in the 2nd and 3rd cycles.

At the beginning of the academic year, it is the responsibility of the Pedagogic Council to define the assessment criteria for each school year and cycle, subject to the proposal of the teacher's council in the 1st cycle, the curriculum departments and the Form tutors' Council of the 2nd and 3rd cycles, which will be published alongside the various assessment involved.

Learning assessment covers diagnostic assessment, formative and summative assessment.

Legislation: Implementing Order n.º 1/05

Legislation: Implementing Order n.º 18/06

4.12.1. Diagnostic assessment

Diagnostic assessment leads to the adoption of pedagogic differentiation strategy, contributing to the adjustment and reformulation of the *projecto curricular de turma*, helping student/school integration and supporting school and vocational guidance. This is the responsibility of every teacher and can be carried out at any time of the academic year.

4.12.2. Formative assessment

Formative assessment is the main method of assessment in *ensino básico*.

It is systematic and continuous and regulates teaching and learning, by using a variety of instruments for information search, in line with learning and the context in which it occurs.

Formative assessment provides the teacher, student, parent or guardian and others involved, with information on how learning and skills are developing so that working processes can be revised and improved.

Based on information provided by the teacher on learning progress, formative assessment should help:

- Think up and manage the class curricular project;
- Establish interim goals to build student confidence in the pursuit of learning;
- Adopt new teaching methods and measures for support or syllabus adaptation, whenever learning difficulties or adjustments needs are detected.

Formative assessment is the responsibility of each teacher, in dialogue with students and in collaboration with other teachers, particularly those in the groups that design and manage the respective syllabus and, whenever required, with specialised education support services, as well as with parents or guardians.

4.12.3. Summative assessment

Summative assessment uses information on the student provided by formative assessment and consists of giving an overall opinion on student learning and the competencies defined for each subject/subject area.

Summative assessment includes internal, and external summative assessment in the 9th grade where students are subjected to national exams on Portuguese and Maths.

Internal summative assessment is the responsibility of the class teacher and of the respective teacher's council in the 1st cycle, and in the 2nd and 3rd cycles of the teachers who are members of the *conselho de turma*. The process is co-ordinated by the class leader in decision-making, guaranteeing the overall nature of summative assessment and respecting the assessment criteria defined at the start of each school year.

Internal summative assessment is done at the end of each term, and at the end of each school year and each cycle.

In the 1st cycle summative assessment is in all curricular areas.

In the 2nd and 3rd cycles, a grade is given in all subjects on a scale of 1 to 5; in the non-subject areas of the curriculum assessment is expressed with the qualitative "Unsatisfactory", "Satisfactory" and "More than Satisfactory".

In the 1st period of the 5th and 7th grades, the internal summative assessment can be given in descriptive form, if the pedagogical body so decides.

In the 9th grade, the internal summative assessment includes an overall test or final piece of work for every subject/subject area, with the exception of Portuguese and Maths and whose result will count for 25% of the final mark in each subject.

External summative assessment is the responsibility of the Central Services of the Ministry of Education and includes national exams in Portuguese and Maths in the 9th grade, which relate to the learning and competencies of the 3rd cycle. Grades are given on a scale of 1 to 5.

These exams are done on two separate occasions. If a student does not do these exams they are kept in the 9th grade.

For those students over 15 who haven't passed the final summative assessment in the 6th or 9th grade, or attend recurrent education and have cancelled their enrolment, there are national exams in all subjects; these are the responsibility of the central services of the Ministry of Education.

Students with special educational needs, who have an individual education plan, are assessed in the terms defined in the said plan.

Legislation: Implementing Order n.º 50/05

Institutions: Ministry of Education

4.12.4. Gouged Assessment

Gouged assessment (Order No. 2351/07, of 14th February) is a type of assessment that is carried out in order to supply relevant information to teachers, schools and educational administration regarding the performance levels of students.

It consists of the regular collection of information, in the analysis of the information obtained in order to take decisions about the writing of curricula, pedagogic practice, and the definition of priorities in the further training of teachers and for the internal and external assessment of schools.

The tests are carried out annually and are applied to all students in the 4th and 6th grades, in state, private and cooperative schools. The tests contain the student's identification but are marked on an anonymous basis.

Legislation: Order n.º 2 351/07

4.13. Progression of Students

The educational process for students in ensino básico follows a logical cycle in which students that have learnt and developed the skills determined for that cycle move on to the next cycle.

Summative assessment leads to a decision being taken on whether the student will pass or be held back, expressed as "Continued" or "Didn't Continue" at the end of each year and "Passed" or "Didn't Pass" at the end of each cycle'. This pedagogic decision is the responsibility of the class teacher in the 1st cycle or the conselho de turma, which should do an in-depth examination of the case and adopt future procedures.

Moral and Religious Education is not included for the purposes of student progress.

Holding a student back is always an exceptional move and occurs when the student has not developed the necessary competencies to continue and succeed in their studies.

In the 1st year of school no student repeats, except where the number of unjustified absences has been exceeded.

At the end of the 2nd cycle, the *conselho de turma* can decide to pass a student that has yet to develop the essential competencies when they have obtained less than a grade 3 in Portuguese Language and Maths, in 3 subjects or in 2 subjects with "unsatisfactory" in Project Area, as long as it doesn't include Portuguese and Maths.

At the end of the 3rd cycle, the students doesn't progress if they have a grade of less than 3 in Portuguese and Maths or a grade lower in 3 subjects or in 2 subjects with "unsatisfactory" in Project Area.

When a student repeats, the class teacher in the 1st cycle and the *conselho de turma* in the 2nd and 3rd cycles prepare an analytical report, which identifies the competencies that the student did not acquire and what learning should be taken into consideration when preparing the class syllabus in which the student will be placed in the following year.

At the end of the academic year, if a student has been kept back in any grade and cannot go to the next grade the student is subject to additional assessment in agreement with the Pedagogic Council, with the possibility of moving to the next grade, guided towards an alternative route or training and education courses.

A revision may be requested of the assessment at the end of any school year, justified by the parent or guardian and submitted to the executive management body of the school, within a period of 3 working days after the assessment forms have been delivered in the 1st cycle, or after classifications have been publicised in the 2nd and 3rd cycles.

Students who show signs of exceptional learning capacity and a high degree of maturity providing the parent or guardian, specialised educational or psychological support services and the pedagogical body agree, can progress more rapidly in the following situations:

- Completes the 1st cycle at the age of 9, by 31 December of the respective year;
- Moves up a school year before the end of the school year, once only, throughout the 2nd and 3rd cycles.

4.14. Certification

Students who pass their summative assessment at the end of the 3rd cycle will be awarded the Diploma in ensino básico by the direcção executiva of the respective school.

Students who have reached the age limit for ensino básico (age 15) and who have not completed the 9th year of schooling successfully, but have attended school regularly, may request an attendance certificate of ensino básico if they don't wish to take part in national exams for an ensino básico certificate.

4.15. Educational Guidance

In 1991 Psychology and Guidance Services were placed in schools where they provide school guidance, give psycho-pedagogic assistance to students, parents and teachers, within the context of educational activities. They also assist with the development of the interpersonal relationships system.

Duly trained psychologists or teachers monitor the school career of students, help with vocational guidance for students in the 9th year and adopt teaching support measures that help avoid school

drop-out or failure.

Teaching support may include:

- Varied teaching in the classroom with the same curriculum;
- Temporary level groups;
- Varied management of teaching areas and times;
- Alternative curricula;
- Specific programmes prepared by teachers;
- Tutoring programmes to give support in study strategies and student monitoring;
- Programme for the occupation of spare time;
- Recovery programmes at the start of the school year.

School health care is provided by health teams belonging to Health Centres, which are dependent on the Ministry of Health.

An Education Programme for the Health Promotion was implemented in ensino básico schools in the academic year 2006/2007, which includes sexual education, taught in a cross-curricular way, integrated in various subjects and one of the three non-subject curriculum areas. This measure is based on a study carried out by a work group that was created by the Order No. 19737/05.

The following measures were introduced to ensure the completion of compulsory schooling, preventing absenteeism, school dropouts, combating school failure and social exclusion:

- Flexible curricular management, giving each school the possibility, within the limits of the national curriculum, to organise, and manage independently the whole teaching-learning process;
- From the 2nd period onwards, the drawing up of recovery and monitoring plans for students that have not developed the necessary competencies in the 1st cycle, or who have obtained 3 or more grade lower than 3 in the 2nd and 3rd cycles, using differentiated pedagogy in the classroom, tutor programmes to support the development of study strategies and recovery classes;
- full use of the non-teaching component at school level to encourage activities that are complementary to the curriculum, involving information, guidance and monitoring of students, participation in pedagogic meetings, substituting other teachers for a total of 10 hours in the 1st cycle, and 13 hours in the 2nd and 3rd cycles;
- guidance for students over 15 for training and education courses, with the dual objective of ensuring the completion of ensino básico, associated with a variety of qualifying vocational training;
- education and training courses, jointly with the Ministry of Social Security and Labour, with the dual objective of ensuring that compulsory schooling is enforced, associated with training that will lead to a qualification and provide young people who complete 9 years of ensino básico with access to a level II vocational training qualification;
- The socio-cultural mediator was created (Law No. 105/ 01, of 31st August) whose job it is to help with the integration of immigrants and ethnic minorities in schools, collaborating to prevent and resolve socio-cultural conflict, in enforcing the obligations of education and with communication between the school and the family.

This work is ensured in an agreement signed between the ME and associations, co-operatives or services companies, made up of individuals from ethnic or immigrant groups.

The person applying to be a mediator must attend a course to be a socio-cultural mediator, which requires the equivalent of the 9th year of schooling.

Appointment of a teacher-tutor to be responsible for the personal monitoring of the educational process of a group of students throughout their school career.

These teachers should be professionals, with adequate experience in the area of educational guidance or pedagogic co-ordination.

The work of the mediator is to develop support measures for students by integration into the class and the school and giving counselling and guidance in school study and activities, promoting the co-ordination of progress-building activities, with the family and with the specialised services for educational assistance.

Promotion of students from other countries in the Portuguese educational system, focussing on the process of study equivalence in the educational institution to accelerate the process and the compulsory development of support for these students.

Legislation: Order n.º 12 591/06

Legislation: Order n.º 19 737/05

Legislation: Law n.º 105/01

Institutions: Ministry of Education

4.16. Private Education

Please refer to the subdivisions for more details.

4.16.1. Historical Overview

On 16th January 1931, the first statute on private and co-operative education was published in Decree No. 19 244, granting legal personality and allowing any school or college to open, although under close State control with regard to creating and managing schools and to the official validation of student qualifications.

The *Concordata* of 1940, between the Holy See and the Portuguese Republic lays down that Church organisations may set up and maintain private schools in parallel to those of the State, with these private schools subject to control and able to be subsidised.

The continuity of this service was guaranteed by Decree No. 37 545, of 8th September 1949, about the Statute on Private Education, which after several adjustments continued until 1980, despite changes to Portuguese society and to education itself, the law reinforces State control, without any financial support.

However, private education saw a period of expansion up to the first half of the sixties. Private schools began to appear in many places, and for many families they were the only access to study. Boarding schools were the choice where there were sufficient funds, or secular religious seminaries when there were no funds or when these were in short supply.

This was a period of expansion when private education introduced courses with their own plans, particularly in areas leading to a profession, such as artistic courses, secretarial work, management and cinema. Kindergartens for pre-school education were also opened.

A large number of private schools lead to a commercial approach to education, not too concerned with quality and hiring teachers with qualifications lower than those demanded.

In 1965, State education began to expand and the preparatory cycle was created, secondary and technical suffered changes and compulsory schooling was extended to 6 years. All of this put the survival of private and co-operative education at risk.

In 1971, the Ministry of Education began to grant regular subsidies to private schools, particularly to those located where there were no State schools.

After the political change in 1974 and the appearance of the new Constitution of the Portuguese Republic, which enshrined some general principles on education, covering State and private schooling, there was an upsurge in private and co-operative education.

The number of co-operative schools increased, particularly in the area of special education and the Ministry of Education began to give them funding.

Law No. 9/79, of 19th March, created the Basic Law on Private and Co-operative Education, placing it on a par with State education. This led to defining a scheme for contracts and subsidies, the choice open to parents between the two approaches to education, exemption from certain taxes, teaching and

technical assistance given by the State, teacher training given in non-official schools, general benefits and allowances of social and educational assistance.

The State then recognised the freedom to learn and to teach, including the right of parents to choose and to guide the educational process of their children.

In its turn, the Basic Law of the Education System approved "private and co-operative schools adopting the general principles, aims, structures and objectives of the education system as being an integral part of the school network".

In 1980, the Advisory Council for Private and Co-operative Education was created with the aim of issuing a report on the education policy for private education and regulating private and co-operative school activities.

The current Statute on Private and Co-operative Education (Decree-Law No. 553/80, of 21st November), in addressing non-higher education, lays down that exercising the freedom to education has as its limits only the common good, the general aims of education and the agreements signed between the State and private schools.

Private and co-operative schools that are part of the education system, comply with the same standards and legislation as State education in regard to teaching standards, curriculum, assessment and the professional qualifications of teachers.

The mobility of students and teachers between the State and private and co-operative regimes is ensured by the State.

As laid down in the same law, institutions created by individuals or groups in which education is administered to the public, or in which regular educational activities are conducted, are private or co-operative schools.

Each private school may teach one or several levels of education, each one of them constituting a cycle of complete studies and managed by a teaching manager. The school may have its own educational plan providing this gives in each teaching level global training the equivalent of that provided by the State in the same teaching levels.

The regulations of schools with their own courses and plans should include the rules for enrolment or admission, minimum age for attendance, standards of student application and criteria for the assessment of learning.

Private schools, within their education plan, may adopt an autonomous teaching regime. Teaching autonomy means that schools are not dependent in the following areas:

- Methodological guidance and school instruments;
- Study plans and syllabus content;
- Learning assessment;
- Enrolment, issue of diplomas and certificates for enrolment, passes and qualifications.

Teaching autonomy assumes the following conditions:

- Premises, facilities and adequate teaching materials;
- Teaching management appointed by the authorising body.
- Compliance with legislation in force regarding students and teachers;
- Organised administrative services installed;
- Running under the regime of a parallel teaching approach for five consecutive school years.
- Private schools in their education plan may run under a regime of a parallel teaching approach when they do not depend on State schools for methodological guidance and school instruments, as well as learning assessment.

A parallel teaching approach assumes the existence of:

- Premises, facilities and adequate teaching material;
- Teaching management, appointed by the authorising body;
- Compliance with legislation in force on students and teachers, as established for State education;
- Organised administrative services installed.

In regard to private education it is for the State to:

- Define criteria for creating private schools and authorise their coming into operation;
- Verify regular functioning;
- Provide technical and teaching assistance and monitor the teaching and scientific level study programmes and plans;
- Gradually promote access to private schools in conditions equal to those of State schools;
- Give support to private schools by signing contracts and granting subsidies and other fiscal and financial benefits, as well as supervising their correct application;
- Draw up tests and organise national exams for the students of the 2nd and 3rd cycles of ensino básico who attend private school and cooperative education without pedagogic parallelism or autonomy.

Legislation: Law n.º 9/79

Institutions: Ministry of Education

4.16.2. Ongoing Debates

There are no specific topics on debate in private education.

4.16.3. Specific Legislative Framework

- Law No. 9/79, of 19th March – Bases for Private and Co-operative Education;
- Decree-Law No. 553/80, of 21st November – defines the Statute for Private and Co-operative Education;
- Decree-Law No. 484/88, of 29th December – defines the make up, competencies and functions of the Co-ordinating Council for Private and Co-operative Education;
- Ordinance No. 860/91, of 20th August – registration of Private Institutions for Social Solidarity pursuing the objectives of education and teaching;
- Order No. 15/SEEI/96, of 8th April – gives permission to some private and cooperative schools to provide second chance education using the accumulative unit's model.

4.17. Organisational variations and Alternative Structures

As laid down in the Education Act, that enshrines the right to artistic education for all citizens of school age, artistic teaching was increased in specialised schools and should expand and improve the quality of this type of teaching.

Regulations were introduced that, on the whole, defined the framework in the education system for the different forms of artistic expression – dance, music, theatre, visual arts, cinema and audiovisual, distinguishing between basic artistic education and vocational. The latter is only for children and adolescents who reveal a potential for beginning and developing more detailed artistic studies leading to a profession in the same.

Ensino básico is provided in specialised State, private and co-operative schools.

Specialised artistic education, that includes dance, music and the visual arts, functions on an integrated education basis. The same school provides the disciplines of the regular curriculum and the specific components for artistic education. This can also function on a co-ordinated basis, that is, the school provides only the specific components and the disciplines of the regular curriculum are attended in official schools of ensino básico, with agreements signed between the two schools.

The study plans of specialised artistic schools comply with specific legislation, except for student assessment, which complies with legislation in force for ensino básico, with some specific adjustments in the areas of dance and music.

For health or other reasons, in very special cases, parents may choose individually administered education or home education.

In the first case, education taught outside schools is for one student or a small group of 5 students at a maximum, taught by one teacher, while in the second case teaching is done in the student's home by a family member or another person, duly qualified for the job.

In both of these situations students must be enrolled in an official school, follow the same study plans and at the end of each cycle they must do the national exams in all disciplines.

For children and adolescents in hospital or kept at home due to prolonged illness, the Direcções Regionais de Educação and the Ministry of Health sign specific agreements to provide teaching for these students, in co-ordination with the schools involved. One of the aims is to make the human and material resources required available for learning to continue (Joint Order No. 402/98, of 15th June).

4.18. Statistics

Please refer to the subdivisions for more details.

4.18.1. Students, schools and teachers

Figure 1. Number of enrolments and establishments in ensino básico, according to level and modality of education

Mainland Public and Private

Level/modality of education	2006/2007 (a)	
	Schools	Pupils enrolled
Ensino básico	7 671	1 071 607
1st cycle	6 470	469 014
1st, 2nd, 3rd and 4th grades (b)		469 014
2nd cycle	1 064	238 051
5th and 6th years (b)		237 420
Vocational courses, level 1		
CEF courses (Type 1)		631
3rd cycle	1 418	364 542
7th, 8th and 9th grades (b)		339 537
Vocational courses, level 2		587
CEF courses (Types 2 e 3)		24 418
Data observed in basic and secondary schools	7 582	1 068 016
1st cycle	6 470	469 014
1st, 2nd, 3rd and 4th grades (b)		469 014
2nd cycle	1 063	237 960
5th and 6th grades (b)		237 420
Vocational courses, level 1		
CEF courses (Type 1) (c)		540
3rd cycle	1 329	361 042
7th, 8th and 9th grades (b)		339 537
Vocational courses, level 2		294
CEF courses (Types 2 e 3)		21 211
Data observed in Escolas Profissionais	89	3 591
2nd cycle	1	91
Vocational courses, level 1		
CEF courses (Type 1)		91
3rd cycle	89	3 500
Vocational courses, level 2		293
CEF courses (Types 2 e 3)		3 207

Notes:

(a) Preliminary data.

(b) It includes information related to specialised artistic education and schools which also provide foreign studies' plan.

(c) CEF are Education and Training Courses.

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Source:

GEPE – Office for Education Statistics and Planning / ME

School Census 2006/2007

Figure 2. Teaching staff, according to level of education and age

Mainland Public and Private

Age	2004/2005		
	1 st cycle teachers	2 nd cycle teachers	3 rd cycle and upper-secondary education teachers
Total	37506	35059	84404
≤ 24 years old	1355	789	3059
25 a 29 years old	6107	4321	9127
30 a 34 years old	5360	4503	13748
35 a 39 years old	4041	4684	14958
40 a 44 years old	4475	4868	14447
45 a 49 years old	7501	5303	12333
50 a 54 years old	7163	5755	9103
55 a 59 years old	1113	3478	5540
≥ 60 years old	391	1358	2089

Source:

GEPE – Office for Education Statistics and Planning / ME

Statistics of Education 2004/2005.

Figure 3. Teaching staff, according to level and modality of education

Portugal Public and Private

Level and modality of education	2006/2007 (a)-Portugal
	Number of teachers
1 st cycle of ensino básico	33 944
2 nd cycle of ensino básico teachers	34470
3 rd cycle of ensino básico and upper-secondary education teachers	88734
Teachers of schools with foreign studies' plan	731

Notes:

(a) Preliminary data.

(b) It includes trainers working in public education establishments, during the school year of 2006/2007.

Source:

GEPE – Office for Education Statistics and Planning / ME

School Census 2006/2007.

4.18.2. Schooling ratesSchooling rates – School year 2004/2005: See the Figure [2.9.3](#).**4.18.3. Others**

Figure 1. Retention and desistance rates, by level of education (%)

Portugal Public and Private

Level of education	2004/2005
Ensino Básico	11,8
1 st cycle	5,5
2 nd cycle	13,0
3 rd cycle	19,7

Source:

GEPE – Office for Education Statistics and Planning / ME

Time Series Teachers -1985-2005;

Figure 2. Progression rates, by level of education (%)

Portugal Public and Private

Level of education	2004/2005
Ensino Básico	88,2
1 st cycle	94,5
2 nd cycle	87,0
3 rd cycle	80,3

Source:

GEPE – Office for Education Statistics and Planning / ME

Time Series Teachers -1985-2005

Figure 3. Students and teaching staff, according the school year, by level of education - Ratio Pupils/teacher

Portugal Public and Private

Level of education	2006/2007 (a)(1)
	Ratio Pupils/teacher
Ensino Básico 1 st cycle	15,0
Ensino Básico (3 rd cycle) and upper-secondary education	7,9

Notes:

Preliminary data

(1) Students – Recurrent education – estimated value for the 1st and 2nd cycles.

Source:

GEPE – Office for Education Statistics and Planning / ME

School Census 2006/2007.

Note: Ratio Pupil/teacher includes teachers with foreign studies' plan, doesn't include trainers and pupils from vocational schools.

Figure 4. Students and classes, by level/modality of education - Ratio students/class

Mainland Public and Private

Level and modality of education	2006/2007– (a)
	Ratio students/class
Ensino Básico	20,5
1 st cycle	18,8
2 nd cycle	22,1
3 rd cycle	22,3

Notes:

(a) Preliminary data.

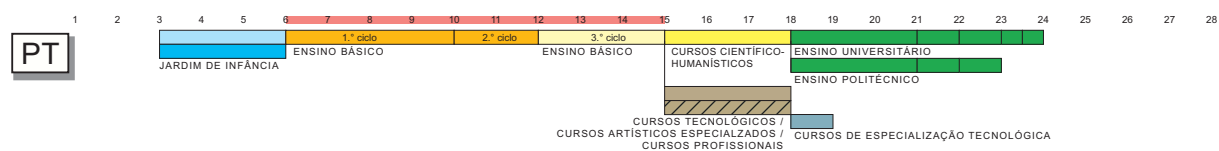
Source:

GEPE – Office for Education Statistics and Planning / ME

School Census 2006/2007.

5. UPPER SECONDARY AND POST-SECONDARY NON-TERTIARY EDUCATION

Organisation of the education system in Portugal, 2006/07



Pre-primary education – ISCED 0 (for which the Ministry of Education is not responsible)	Pre-primary – ISCED 0 (for which the Ministry of Education is responsible)
Primary – ISCED 1	Single structure – ISCED 1 + ISCED 2 (no institutional distinction between ISCED 1 and 2)
Lower secondary general – ISCED 2 (including pre-vocational)	Lower secondary vocational – ISCED 2
Upper secondary general – ISCED 3	Upper secondary vocational – ISCED 3
Post-secondary non-tertiary – ISCED 4	
Tertiary education – ISCED 5A	Tertiary education – ISCED 5B
Allocation to the ISCED levels: ISCED 0 ISCED 1 ISCED 2	
Compulsory full-time education	Compulsory part-time education
Part-time or combined school and workplace courses	Additional year
-/n/- Compulsory work experience + its duration	>> Study abroad

Source: Eurydice.

5.1. Historical Overview

Upper secondary education of today is post-compulsory schooling and is a cycle of three years (10th, 11th and 12th grade). This teaching cycle follows 9 years of *ensino básico*, organised into 3 linked cycles and aims to be, on one hand, the continuation of the 3rd cycle of *ensino básico* and on the other the transition to higher education and adult life and the world of work.

The history of upper secondary education harks back to the 13th century when it was taught by monks in convent and Episcopal schools. Up until the 15th century, when the minor schools were set up, there was no clear distinction between what was considered upper secondary education and higher education. Until the 18th century upper secondary education was predominantly found in religious colleges and seminaries. With Marquês de Pombal and the abolition of religious orders a number of schools were established to substitute those in the monasteries, with the University of Coimbra entrusted with minor studies. It was at this time that secular private education began. At the beginning of the 19th century with Passos Manuel, official upper secondary education is organised and would be concentrated in secondary schools that were established in all district centres. The João Franco Reform at the end of the 19th century substitutes the six-year course, which was divided into a general course of 4 years and a complementary course of 2 years and divided into arts and sciences for a uniform seven-year course. In 1905 there were changes to the Reform, when technical education was set up and the complementary course is split into Arts and Sciences, which was maintained until the Reform of 1936, which established a six-year general course and a complementary course of just one year. In 1947 the Decree-Law No. 36507/47, 17th of September is published, which re-establishes the

two-year complementary course, known as the 3rd cycle, which aimed to prepare students for higher schools. The Decree-Law No. 37029/48, 25th of August reorganised technical courses with various training levels, the longest being six years. Until the 70's, despite legislation for a number of issues, there were no substantial changes to the organisation of the curriculum.

The problem around the need to link school and working life was considered by the Minister Veiga Simão in the early 1970s. The dual aim then was to prevent premature specialisation and to promote teacher-training structures correctly co-ordinated with the industrial, agricultural and service sectors, as an essential condition for expanding courses leading to a professional qualification.

After the 25th of April 1974, the two main changes made to upper secondary education consisted of unifying the general course corresponding to today's third cycle and of creating general complementary courses also to unify the two existing branches of teaching: ensino liceal and technical education.

Unification of the curso geral do upper secondary education began in the 1975/1976 school year aiming at: guaranteeing the social goal of equality of opportunities; modernising teaching processes and methods; and reinforcing the social function of the school by opening it up to the surrounding community.

As a result of the political situation at that time, random changes were made in following years but without any sequence concerns and with no clear goals. Nor was there any solution for the problem of acquiring intermediate professional qualifications.

At the close of the seventies the curricular system was unified: new curricular plans were approved and grupos de docência were unified. In October 1978 complementary courses were restructured in an attempt to eliminate the two existing branches of upper secondary education: ensino liceal and technical teaching. The idea was to give pupils access to higher education and, simultaneously, to give them easy access to a professional career through a network of training systems already available or about to be created. It was also expected that the 10th and 11th grades would be a smooth follow-up to the 9th form and its various options established by Implementing Order No. 140-A/78, 22nd of June.

In structure, they were organised into five study areas, each with three components: a general component common to all areas, a specific educational component and a vocational component. Other legal measures were taken but these failed to solve the core problems related to goals, structure, and adaptation to national and regional needs, required means and financial support.

The creation of the Pre-university Study Year in 1977 – Ano Propedêutico – heralded the lengthening of upper secondary education, which was confirmed when the 12th grade was created in 1980. However, the curricular structure and schedule of the 12th form (less subjects and much fewer teaching hours than in the previous forms) seemed to continue the exceptional character of the Pre-university Study Year, since both were designed only for those pupils who intended to go on to higher education. As a matter of fact, the diploma of complementary upper secondary education was awarded through the completion of the 11th form, until new curricula defined by the Decree-Law No. 286/89, 29th of August, came into force and established upper upper secondary education as a three-year cycle.

In the 1980s, the most important fact in terms of system organisation was that technical and vocational education was officially established in education covering a three-year cycle. When it was introduced to upper secondary education (Implementing Order No. 194-A/83) in 1983, it was a part of an emergency plan to reorganise the technical education and it became an alternative form of education leading to qualification provided by the formal educational system, to which vocational schools were added in 1989.

Since 1986, the Education Act, Law No. 46/86, 14th of October, has aimed at a sequential, inter-connected model to provide two alternative paths in upper secondary education: courses mainly geared to the pursuit of further studies (general courses) and courses mainly geared to working life (technological courses).

The legal diploma also established that all these courses should provide general scientific teaching, as well as technical, technological and job-oriented training, and also include curricular components of Portuguese language and culture adequate to the nature of the various courses. Mobility from one path to another should be ensured.

The curriculum organisation as generally set by the Education Act would then be regulated by the Decree-Law No. 286/89, 29th of August, which for the upper secondary education would come into force in 1993/94. The curricula would be national, but allowing for locally designed adaptations in the technical component of the general courses and for regional and local specifications in the technological courses. The Law defined the general objectives, target-groups and forms of organisation for vocational training, and provided legal framework for the creation of special schools offering technical, technological or artistic courses.

Regulated by a Decree-Law No. 70/93, 10th of March, vocational schools were granted a new legal framework since their inception in 1989, establishing their creation, organisation and working regime in 1998, after they had been submitted to external assessment. Currently, these schools, providing special forms of education, are the most important alternative training path leading to a professional qualification offered by the official education system. Their importance derives not only from the fact that they will absorb a substantial number of students seeking a job-oriented training after completing the 9th grade of Compulsory schooling, but also from the fact that the initiative to create such an alternative has been transferred to civil society.

In 2004/05 new study plans came into force, in the framework of the Reform of upper secondary education, which aims to adapt the various upper secondary education paths to social changes and to the needs required by the country's development. The curricular changes are defined in the Decree-Law No. 74/04, 26th of March, that establish the guiding principles for the organisation and management of the curriculum, as well as the assessment and certification of learning at secondary level, applicable to the different paths at this level of education.

Thus the Ordinance No. 550 A, 550 B, 550 C, 550 D and 550 E, 21st of May and the Ordinance No. 554/04, 22nd of May, institute the execution of the principle laid out in the Decree-Law No. 74/04, 26th of March, defining the rules of the organisation, running and assessment of technological courses, specialised artistic courses, vocational courses, scientific-humanistic courses and recurrent education, respectively.

The general foundations of specialised art education (visual arts, audiovisual, dance and music), until 2004, were laid out in the legislation of 1990 (Decree-Law n. 344 of November 2nd), were subject to a curricular reform within the legal framework instituted by Decree-Law n. 74/04 of 26th March.

The restructuring of music and dance courses will come into effect in 2008. The two specialist schools for the visual arts have already implemented new study plans with the active participation of schools since 2004/05.

Legislation: Decree n.º 36 507/47

Legislation: Decree n.º 37 029/48

Legislation: Decree-Law n.º 286/89

Legislation: Decree-Law n.º 344/90

Legislation: Decree-Law n.º 70/93

Legislation: Decree-Law n.º 74/04

Legislation: Implementing Order n.º 140-A/78

Legislation: Implementing Order n.º 194-A/83

Legislation: Law n.º 46/86

Legislation: Ordinance n.º 550-A/04

Legislation: Ordinance n.º 550-B/04

Legislation: Ordinance n.º 550-C/04

Legislation: Ordinance n.º 550-D/04

Legislation: Ordinance n.º 550-E/04

5.2. Ongoing Debates and Future Developments

School is a place that values a person and is also an institution that serves the social development and modernisation of the country.

Alongside measures for making education and training paths more flexible and diverse, the aim is to attract more young people to vocational qualifications, as well as adopting measures to counter school failure and dropouts.

In this context the most innovative aspects of the new curricula, be it teaching or training, focus mainly on the following aspects:

- Emphasis in the development of key-competencies and structuring learning;
- Use of active learner-centred methodologies, promoting learner autonomy, fostering the capacity to learn how to learn, motivating for life-long learning;
- Encouragement of the use of ICT, to develop research and information management and selection skills;
- Introduction of the *área de projecto*, of cross-curricular nature, in which problem-solving and project-based learning approaches are privileged;
- A more effective link between theory and practice, with an emphasis on experimental teaching and task-based methodologies;
- A closer link between the school and the labour market, especially in the technological courses, by introducing a compulsory training period in real working context;
- Getting closer to the reality of the lives of students who are looking for a second opportunity in formal education and training, via the implementation of new study plans for recurrent education;
- Focus on specialized artistic education by restructuring education as a whole, particularly with study plans in order to respond to the needs and concerns of the teaching of art in Portugal;
- Reformulation and implementation of secondary-level training that leads to greater employability for young people whose immediate objective is not further study but to start work be it via vocational courses or education and training courses.

5.3. Specific Legislative Framework

The 1986 Education System Act (Law No. 46/86, 14th of October) laid down the objectives and current organisation of upper secondary education, defining it as a single post- *ensino básico* cycle lasting three years, structured upon different models which may be geared to entry into working life or to pursue further studies. Mobility between these two models is ensured.

This Act also lays down the objectives, admission requirements and organisational models for vocational training, as a special type of school education.

Following the Ministry of Education's organic and operational restructuring carried out in 2002 (Decree-Law No. 208/02, 17th of October), the task and responsibility for designing, planning and co-ordinating upper secondary education were submitted to the control of two authorities: the General-Directorate of Curriculum Innovation and Development (*Direcção-Geral de Inovação e Desenvolvimento Curricular*), covering regular education, including general courses and technological courses, and artistic education; and the General-Directorate for Vocational Education (*Direcção-Geral da Formação Vocacional*) for vocational education, specialised artistic education and recurrent education.

The curricular organisation of upper upper secondary education that has been in force over the last 10 years was defined in the Decree-Law No. 286/89, 29th of August, which established the general principles for its restructuring and approved the curricular plans for the courses envisaged in the above mentioned Education Act. The study plans for upper upper secondary education would come into force in 1993/94.

With a view to diversifying and increasing the supply of vocational training, a network of vocational schools was created after 1989, mainly through local initiative, resorting to public and private funding (Decree-Law No. 26/89, 21st of January).

The Ordinance No. 989/89, 3rd of November, amended by Ordinances No. 698/01 and No. 392/02, 12th of April, establishes the creation, organisation and working regime of technological specialisation courses (CET) – technological specialisation courses.

In 1998, the legal system regulating the creation, organisation and management of those schools was changed (Decree-Law No. 4/98, 8th of January), in order to reinforce their potential in the field of

vocational education (secondary level vocational education).

In 2004/05 new study plans came into force, in the framework of the reform of upper secondary education by the Decree-Law No. 74/04, 26th of March, that establishes the guiding principles for the organisation and management of the curriculum, as well as the assessment and certification of learning at secondary level, applicable to the different paths at this level of education.

Thus the Ordinance No. 550 A, 550 B, 550 C, 550 D and 550 E, 21st of May and the Ordinance No. 554/04, 22nd of May, institute the execution of the principle laid out in the Decree-Law No. 74/04, 26th of March, defining the rules of the organisation, running and assessment of technological courses, specialised artistic courses, vocational courses, scientific-humanistic courses and recurrent education, respectively.

The Joint Order n. 453/04, 27th of June, regulates the creation of education and training courses designed for young people of 15 or over, which award double academic and professional certification.

Institutions: National Agency for Qualification

Institutions: Directorate of Curriculum Innovation and Development

Institutions: Ministry of Education

5.4. General Objectives

The three major objectives defined for this education level in the Constitution of the Portuguese Republic are:

- To create the conditions to help consolidate and encourage personal autonomy leading up to individually and socially rewarding fulfilment;
- To enable the reinforcement, strengthening and mastering of knowledge, as well as tools and methods that lay the foundations for a humanistic, artistic, scientific and technical culture and that favour the definition of one's interests and motivations towards academic and vocational choice, in a lifelong education perspective;
- To enhance practical attitudes and values in order to equip young people intellectually and emotionally to be able to accomplish their future roles in society.

In order to pursue these goals, the Education Act establishes the objectives for upper secondary education as follows:

- To ensure the development of reasoning and scientific curiosity and the strengthening of the main elements of a humanistic, artistic, scientific and technical culture, which will provide the cognitive and methodological tools appropriate either for further education or for working life;
- To give young people the necessary knowledge to understand aesthetic and cultural expression and make it possible for them to perfect their artistic expression;
- To encourage the acquisition and application of a know-how that is increasingly more thorough based on study, critical reflection, observation and experimentation;
- To form young people interested in the solution of the country's problems and aware of the problems of the international community, based on the reality of regional and national life and on the values of society and of the Portuguese culture;
- To provide contacts with the labour world, by reinforcing the mechanisms of approach between school, working life and the community and by mobilising the innovative and intervening function of the school;
- To encourage vocational guidance and training of young people via technical and technological preparation, with a view to entering the job market;
- To create working habits, individually and in groups, and to favour the development of attitudes of methodical reflection, of open-mindedness, of sensitivity and capacity to adapt to change.

Following the same line, the Decree-Law No. 74/04, 26th of March, defines the curriculum reform for upper secondary education under the following guidelines:

- The cross-curricular nature of education for citizenship issues and valuing of the Portuguese language and culture in all curricular components;
- A more effective integration of theoretical and practical dimensions of knowledge, with the adoption of specific forms of learning in a working context;

- A curriculum and assessment integration, as a regulative element of teaching and learning;
- Flexibility in educational and training paths and possibility of mobility between different paths.

According to the legal framework established by the Education Act, upper secondary education corresponds to what is generally defined as upper secondary education, i.e. the three-year cycle after the conclusion of ensino básico.

Regular upper secondary education is structured around differentiated forms, comprising two branches: courses mainly geared to the pursuit of further education, scientific-humanistic courses [5.4.1.](#) and courses geared to working life, technological courses [5.4.2.](#) ; pupils may change from one course to another.

Vocational schools, in which pupils are trained as intermediate grade professionals, provide an alternative to the regular education system, designed for young people whose immediate goal is to enter the job market. Courses offered at vocational schools [5.4.3.](#) may also lead to higher education, especially in institutos politécnicos , provided pupils take the national exams required by higher education institutions.

In order to recapture the interest of young people who are unmotivated by formal education and give them training more suited to their needs, other forms of subsidiary training have been created, focused on working life: education and training courses for young adults and post-secondary training paths, the technological specialisation courses. See [5.4.4.](#) .

There is still an education and training alternative for young people showing special aptitudes and talent, the artistic education, referred to in "Organisational Variations and Alternative Structures" [5.20.](#), supplied in schools of specialised artistic education in the areas of visual arts, dance and music. This type of teaching aims at providing high training to future performers, creators and professionals in the corresponding artistic fields. Each secondary school of mainstream education should provide courses covering both of the above-mentioned paths – scientific-humanistic courses and technological courses – although one of them may be predominant, following principles of rationalisation of human and physical resources.

In order to be able to choose the adequate path, at the end of ensino básico pupils have access to psychological and vocational guidance services. In principle, pupils can make their choice according to their interests, skills and capacities, taking into account the courses offered by the school. In case the pupil wants to follow a course not available in the nearest school, he may have to be transferred to another school, being obliged to use a means of transportation of the public network or one provided by the local municipality.

Legislation: Decree-Law n.º 74/04

5.4.1. Scientific-humanistic courses

There are five scientific-humanistic courses currently in general education that are focussed on access to higher education [5.11.2.](#) , and they substitute the general courses established by the Decree-Law No. 286/89, 29th of August, still in effect until 2007 and are organised around the four study areas.

With the new Reform instituted by the Decree-Law No. 74/04, 26th of March, scientific-humanistic courses are mainly designed for pupils who, after completing the 9th form, seek to obtain a secondary level education geared for higher studies (university or polytechnics). Within the framework of Decree-Law No. 286/89 the current general courses are organised around four study areas or agrupamentos. Currently there are five scientific-humanistic courses being taught in general education for entry into higher education [5.11.2.](#). A diploma of upper secondary education in any scientific-humanistic courses will give access to higher education courses in fields of knowledge related to each area of studies or non-higher education post-secondary courses, named technological specialisation courses.

Legislation: Decree-Law n.º 286/89

Legislation: Decree-Law n.º 74/04

5.4.2. Technological courses

The technological courses are mainly designed for pupils who after completing the 9th grade seek to obtain an intermediate professional qualification that enables them to enter the job market. There are ten technological courses [5.11.2.](#), organised around several training areas.

The completion of a technological course confers two different diplomas:

- A level 3 vocational qualification certificate, which according to the Council of The European Communities entitles its holder to enter the labour market as an intermediate professional.
- An upper secondary education diploma, which entitles its holder to apply for a place in higher education, especially in ensino superior politécnico or non-higher education post-secondary courses.

These courses have a curriculum structure that is oriented towards the world of work, be it with a technological project completed over the three years, be it the compulsory internship at a place of work.

5.4.3. Vocational courses

The vocational education is a special modality of education, which mainly seeks to promote an increase in professional qualification among young people. As a relevant part of the schedule is allocated to the technical, technological or artistic component, these courses allow young people to develop competencies and skills for a specific job, recognised through the awarding of a level 3 professional qualification diploma.

Vocational courses also seek to respond to the needs of the labour market, at local and regional levels; so courses supplied in each school are intended to be related to the features and needs of the region in which it is located.

Vocational courses are regulated and recognised by the Ministry of Education, although they are generally created by initiative of the civil society, namely local authorities, enterprises or business associations, trade unions, among other organisations.

There are around 179 vocational courses in the whole country, organised around nineteen Professional Families [5.11.3.](#), some of them correspond to training areas also covered by the technological courses [do](#) mainstream education. The revision of this type of teaching in upper secondary education has meant the reorganisation of courses leading to the availability of 80 vocational courses.

5.4.4. Educational and vocational courses

Education and training courses (CEF), created by the Joint Order No. 453/04, 27th of July, are an opportunity for young people of 15 or over who have failed to complete 6, 9 or 12 years schooling in mainstream education and allows them to do so and at the same time prepare themselves for the world of work with professional and academic qualifications. These courses are also for those people who wish to get a vocational qualification after completing the 12th grade and go into the job market. The courses are divided into Types, from Type 1 to Type 7, arranged in accordance with conditions of access, the minimum of training hours and the corresponding certification. There are type 4, 5, 6 and 7 CEF at secondary level, which award level 2 and 3 vocational qualifications.

Legislation: [Joint Order n.º 453/04](#)

5.4.5. Technological specialisation courses

The technological specialisation courses (CET) – technological specialisation courses - provide a post-secondary non-high education and among other objectives they aim at promoting a training path that combines qualification and professional objectives with the possibility of proceeding to higher education.

They are made up of the training components: general and scientific, technological and training in work context. The general and scientific training components aim to develop attitudes and behaviour appropriate for professionals who are highly qualified and adaptable to the world of work and business and perfect the scientific knowledge that is the basis of the technologies of the training area.

The general and scientific component lasts between 840 and 1020 hours, each one having to correspond to 15 % and 85 % of the whole course respectively, and aims at developing competencies suited to professionals with high level of professional qualification as well as better their scientific knowledge, related to the training area.

The technological component combines technological areas aimed to practical activities to solve problems related to a profession.

To this component involving practical, lab and workshop activities corresponds at least 75 % of the sessions.

The length of the training in work context component varies between 360 and 720 hours and aims to put acquired knowledge and learning into practice. It may involve different forms of practical training in a real work situation, namely work placements; it aims to provide the development of practices that complement and consolidate the knowledge acquired in the other components, as well as to provide specific learning linked to the work practice.

The CET can be organised on a dual-training basis in public and private teaching establishments, both at upper secondary education and higher education levels, and in other duly accredited training establishments.

Those completing a CET are awarded a technological specialisation diploma (DET), after the completion of a training plan of between 60 and 90 credits (ECTS), as well as a Level 4 professional qualification certificate and a Professional Aptitude Certificate (CAP), issued within the scope of the National Professional Certification System.

5.5. Types of Institutions

The scientific-humanistic courses and technological courses of upper secondary education are taught in secondary schools, which are part of the state network as well as in private and co-operative schools.

Each school provides courses from the list of courses proposed nationally. This choice may be dictated by local or regional socio-economic conditions or by the needs of qualified human resources.

Criteria for the size of secondary schools are as shown below:

Classes	Pupils	Average surface area/pupil	Average ground area/pupil
24 to 28	384 to 720	8 to 8,5 m ² /pupil	30 m ² /pupil

Although the main guidelines for developing the school network suggest the implementation of *escolas básicas integradas*, that is schools that teach all levels of education, which can include *pre-ensino básico*, schools that associate *ensino básico* and upper secondary education or that function with just *ensino básico* or upper secondary education continue to function, whenever it is justifiable due

to better use of available resources.

As far as school typologies in regular education are concerned, there can be found: secondary schools only for upper secondary education pupils; secondary schools with the 3rd cycle of ensino básico or compulsory schools with upper secondary education, housing pupils attending the 3rd cycle of ensino básico and upper secondary education courses; escolas básicas integradas, schools for pupils of all levels of non-high education.

The vocational courses are taught in vocational schools which, under the new system established in 1998, are private schools, although the State may set up its own vocational schools to ensure access to this alternative type of education in areas of the country not covered by existing vocational schools. Private vocational schools may be set up by individual or corporate entities, individually or in association.

Vocational schools are under the authority of the Ministry of Education in scientific, pedagogic and operating matters, developing nevertheless their cultural, scientific, technological and teaching activities autonomously.

Since the 2004/05 academic year, vocational courses can be taught in regular state secondary schools according to the conditions defined in Order No. 14 758/04, 2nd series 23rd of July, having already functioned on an experimental basis in the areas of Mechanics and Chemistry, areas that are no longer covered by regular technological courses in state schools.

In order to give these courses, the requirements for state schools are the following:

- compatibility with and insertion within the respective educational project;
- capacity for initiative and openness to sharing information, knowledge and experience at an internal and external level, namely via the participation of a network of the remaining schools and training centres that offer similar training;
- stability of teaching body with the appropriate knowledge and experience for the qualifications in mind, motivation and mobilisation for new forms of pedagogic organisation and operation;
- capacity for establishing cooperative relations with the economic and social community, namely companies and local authorities, embodying the ability to negotiate protocols that allow the carrying out and monitoring of internships and professional integration of those trainees in the future;
- appropriate premises and equipment and the ability to manage and administer them, as well as the associated logistics of developing training in laboratories and workshops and in the work place.

The CET may be promoted by either public or private secondary schools as well as higher education institutions.

Legislation: [Order n.º 14 758/04](#)

5.6. Geographical Accessibility

The whole country is covered by a network of schools representing the various typologies, which meet the attendance needs of pupils. For the pupils who live in a place where there is no school available in a walking distance or if there is no public transport, the local authority provides an adequate scheme of school transport to the nearest school.

In the case of vocational schools, pupils may have to use the public transport network with regular fares; they are however entitled to get funding.

Concerning specialised artistic education, the existing network of schools may not guarantee easy access to all those who are potentially interested in this path, which may force them to find a school distant from their place of residence.

5.7. Admission Requirements and Choice of School

Minimum entrance age on an upper secondary education course is 14.

Access to any scientific-humanistic courses or technological course is open to candidates who have successfully completed *ensino básico* (3rd cycle of *ensino básico* , i.e. 9th grade) or obtained an equivalent qualification, regardless of the study area chosen or type of education followed.

Access to vocational courses is open to candidates who have completed the 3rd cycle of *ensino básico* or obtained an equivalent qualification.

Access to courses in artistic education in the Visual Arts area is open to candidates who have successfully completed *ensino básico* (3rd cycle of *ensino básico* , i.e. 9th grade) or obtained an equivalent qualification, regardless of the study area chosen or type of education followed. On the contrary, access to schools specialised in teaching music or dance requires previous learning and practice.

The *cursos de especialização tecnológica* are open to candidates who have completed upper secondary education or the equivalent, in line with the abovementioned conditions.

The registration procedure takes place in the school where the pupil completed the *ensino básico*, five schools should indicate in order of preference. When choosing the preferred schools, the pupil should make sure his/her chosen course is available at those establishments.

The capacity of a school is fulfilled according to the following criteria, in descending order, priority is given to pupils: who have already attended the school; with special educational needs; who have sisters or brothers already in the same school; living in the same area; whose parents or guardians work in the same area as the school.

5.8. Registration and/or Tuition Fees

When registering, students enrol on 4 courses in order of priority, acceptance will depend on enrolment in the first choice and so on and the vacancies in the classes for certain courses previously attributed to the school. In the case of an excess of candidates for the classes and courses, final grades in the 3rd cycle of *ensino básico* will count, as well as the priorities established in legislation and the abovementioned ones and criteria that is defined by the school's Internal Regulation.

In upper secondary education, as it is not compulsory education, registration and tuition fees are due even in public-sector schools, although it is a small almost symbolic amount of money. Pupils also pay school insurance, which covers personal accidents during curricular activities in or out of school. Members of the students' union also pay an annual fee, but pupils are not obliged to subscribe.

In private vocational schools, fees are paid, although the amount can be significantly reduced, either through public funding to which schools can apply or through the celebration of special contracts with the state.

In private schools the costs of education are entirely paid by the student's family or the students themselves in the case of adult education and training.

5.9. Financial Support for Pupils

Pupils from families with low *per capita* income can be exempted from the payment of fees. Furthermore, they can benefit from social support for payment of meals in the school canteen, for payment of transportation and for textbooks and school materials.

Pupils attending vocational schools can benefit from training grant that enables them to attend a vocational courses under the same conditions as those applied in regular education.

In any case, for all families, independently of their *per capita* income, education expenses are eligible for tax relief.

5.10. Age Levels and Grouping of Pupils

The defined criteria for class organisation, both in scientific-humanistic courses and in technological courses, are basically as follows:

- Serialisation based on age groups;
- Maintenance of the same group/class from one school year to the following one;
- Numerical balance of the number of pupils per gender;
- Establishing the number of students per class according to the size of the classroom: 24 to 28 pupils for an average size classroom (35 to 40 m²);
- Inclusion of a maximum of 2 pupils with special education needs in the same class, which cannot have more than 20 pupils.

The situation of pupils using school transport must be taken into account when preparing timetables, although they do not necessarily have to be placed in the same class.

At this level of education, specialisation of teaching matters is more evident, so various teachers are needed for teaching the same class; one teacher is normally in charge of one or two subjects of the same curricular area. In principle, a teacher may follow the same class during the same cycle of education; hence, pedagogic continuity is an important criterion in distributing classes per teachers.

5.11. Specialisation of Studies

During compulsory schooling, in which education is of general nature, the study plan of each cycle is in principle common to all pupils, although there can be some differentiations in the 3rd cycle of *ensino básico*, by implementing *currículos alternativos*, caused by the need to adequate the curriculum to the features of pupils.

In upper secondary education we see a variety of paths, according to specialised study areas having in mind the principle of providing differentiated education and training paths in order to meet the interests of young people and the country's development needs.

Thus, in regular education there are mainly two possible paths: the scientific-humanistic courses, mainly geared for further education, and the technological courses (technological courses), mainly geared to working life. Also included in the second choice there are still the education and training courses, vocational courses and the technological specialisation courses. Transferability between courses is guaranteed and equivalence is recognised between subjects that are common or alike.

5.11.1. Scientific-humanistic courses

In the curriculum organisation defined by Decree-Law No. 286/89, 29th of August, still in force in the 12th grade, general courses are organised around four study or grouping areas. At present, within the framework of the Decree-Law No. 74/04, 26th of March, the educational path geared for further studies will supply five choices, now designated by scientific-humanistic courses:

- Science and Technologies;
- Social and Human Sciences;
- Social and Economic Sciences;
- Languages and Literatures;

- Visual Arts.

Legislation: Decree-Law n.º 74/04

5.11.2. Technological courses

Within the framework of Decree-Law No. 286/89, 29th of August, the system provides eleven choices, i.e. the national curriculum has organised eleven different technological courses associated to the 4 clusters whose study plans still apply to the 12th grade.

According to the legal framework established in Decree-Law No. 74/04, 26th of March, the new study plans of ten technological courses which came into force are the following:

- Civil Construction and Edifications;
- Electrotechnics and Electronics;
- Information Technology;
- Design and Equipment;
- Multimedia;
- Administration;
- Land planning and environment;
- Sport;
- Social work;
- Marketing.

Legislation: Decree-Law n.º 74/04

5.11.3. Vocational courses

The vocational courses are a type of education, within upper secondary education, which is characterised by a strong link to the professional world, taking into account the professional profile of the student, the learning focuses on the development of competencies to work in a profession, in conjunction with the local business community.

The vocational courses are organised into nineteen families, some of which are coincident with areas covered by technological courses, although in some cases the training will cover areas that do not exist in regular education.

The Professional Families around which the vocational courses are organised are as follows: Performing Arts; Art Technologies; Communication, Image and Sound; Information, Documentation and Heritage; Commerce; Administration; Information Technology; Mechanics; Electricity and Electronics; Chemistry; Materials; Textile, Clothing and Footwear; Agriculture and Food; Construction; Health Technologies; Social Work; Hotel Management and Tourism; Environment and Planning Services; Security Services.

The curricular organisation of the vocational courses follows the paradigm conceived for all upper secondary education courses, with the curricular structure organised into training components as described in 5.13.

5.11.4. Education and training courses

Still within formal education, the education and training courses serve those young adults who, demotivated by traditional education, seek more practical learning and something connected to the world of work. These courses confer a secondary-level diploma and a level 3 vocational qualification.

Legislation: Decree-Law n.º 74/04

5.11.5. Specialised artistic courses

Specialised arts education is training for individuals that show potential in the area of the arts.

This training in the areas of the visual arts and audiovisual field, depending on the artistic area, is directed towards further study at a higher level or the dual objective of entry into the world of work and further study.

In accordance with the Decree-Law No. 74/04, 26th of March, the following specialised artistic courses came into effect in the academic year 2004/05:

- Communication Design, Product Design, Artistic Production, in the area of Visual Arts;
- Audiovisual Communication, in the audiovisual area.

5.12. Organisation of School Time

The organisation of the school year is the Ministry's responsibility. Decisions are made at a national level on the number of teaching days per year, on school breaks during the year, on the opening and closure dates of each term and on the calendar of the exams.

The school timetable is organised into five working days, from Monday to Friday, in 90-minute units. The scientific-humanistic courses make up 18 weekly units and technological courses 20 units a week.

The adoption of 90 minute lessons, already experimented in various schools within the scope of implementing new programmes and before the new study plans came into force, has proven to be pedagogically adequate, since it allows the use of more diverse methodologies and activities within the same lesson, and because it provides conditions to implement the methods and approach recommended in the new syllabi.

5.12.1. Organisation of the School Year

The school year runs from the 1st of September to the 31st of August, including the teaching days and all other activities, such as exams, class organisation, timetable, tasks that are also the teachers' responsibility.

The effective teaching period is determined every year by the Ministry and it lasts 180 days. Concerning the opening and closure dates, it is normally given some flexibility allowing the school some margin of management autonomy on when to start and finish provided the number of effective teaching days is observed.

5.12.2. Weekly and Daily Timetable

The timetable of school activities for each class, occupying the five days of the week, is organised by the school in compliance with the general norms, laid down in the Internal Rule of the School. Taking into account the number of lessons per week, each class has lessons predominantly in the morning or in the afternoon, although in some days the timetable may occupy both parts of the day. The morning shift starts between 8.00 and 8.30 and develops until 13.00 or 13.30; the afternoon shift runs from 13.30 or 14.00 until 17.30 or 18.00.

Length of school day, each day of the week/basis of 30h*

Days of the week	Out-of-hours provision (before lessons)	Lessons (starting & finishing times in the morning)	Lunch break	Lessons (starting & finishing times in the afternoon)	Out-of-hours provision (after lessons)
Monday	-	8.30-12.30	12.30-14.30	14.30-17.30	-
Tuesday	-	8.30-13.30	-	-	possible
Wednesday	-	8.30-12.30	12.30-13.30	13.30-15.30	15.30-17.30
Thursday	-	9.30-13.30	12.30-14.30	14.30-17.30	-
Friday	-	8.30-13.30	-	-	possible

* in a class whose timetable is predominantly in the afternoon, the distribution of lessons and free time will be opposite to the frame shown.

5.13. Curriculum, Subjects, Number of Hours

The curricular structure of all the education and training courses in upper secondary education, includes a group of subjects or non-disciplinary areas, is organised around training components.

The general training component, common to all scientific-humanistic courses, technological courses and specialised artistic courses, aims to contribute to building of the personal, social and cultural identity of students and includes the following subjects: Portuguese, Foreign Languages, Physical Education and ICT. The socio-cultural component in vocational courses aims to contribute to building of the personal, social and cultural identity of students and includes the following subjects: Portuguese, Foreign Languages, Physical Education and ICT.

The specific training component in scientific-humanistic courses, aims to give consistent scientific training, varying from course to course, depending on the knowledge area; with the corresponding function, the scientific training component in technological courses, specialised artistic courses and vocational courses, includes a group of subjects, depending on the area, which aims for the student to acquire and develop the basic knowledge and competencies of each course.

The technological, techno-artistic and technical components of technological courses, specialised artistic courses and vocational courses, respectively, which are complementary to the scientific training component, aim to help students acquire and develop an assortment of basic knowledge and competencies of the respective course, including specific forms of learning in a work context, namely on internships with regard to technological courses.

Internship training on specialised artistic courses consists of a number of professional activities carried out coordinated and monitored by the school that aim to inculcate and develop the technical-artistic, relational and organisational skills that are relevant to the exit performance profile of the student's course.

The curriculum model of scientific-humanistic courses includes the *área de projecto* in the 12th grade, which aims to use and integrate competencies and knowledge acquired in the different subjects. The technological courses model includes the technological project in the *área tecnológica integrada*, encouraging the development of a project related to the training area of the course.

Optional complementary activities can be organised, aimed at the creative and educational use of pupils' free time in order to foster the development of a culture of active participation in civic life.

Foreign language learning is guaranteed in the Portuguese curriculum; since 2002/03 two foreign languages are compulsory during the nine years of *ensino básico*. Pupils who enter upper secondary education having learnt only one language will start a new one in the 10th form.

All study plans in upper secondary education include at least one foreign language at initiation or continuation level in the general component. In some courses another language is part of the curriculum in the specific component (Language II or III, depending on whether the pupil wants to proceed with the second already studied or whether he/she wants to start a new one).

The use of ICT is strongly recommended in the new syllabi of all subjects, as a resource to be privileged. Beyond the cross-curricular approach, the new study plans to come into force in 2004/05 include the subject Information and Communication Technologies for all pupils in the 9th and 10th grades. The objective is to provide the conditions so that all pupils, independently of their economic background, may develop autonomy in using such a resource as a facilitator in the access to information and knowledge.

In relation to the programmes taught in vocational schools, the content of each subject is developed in line with a modular structure, the Module being an autonomous learning unit in the programme of each subject. This type of organisation allows the student to adjust the training to his or her own pace and gives greater flexibility in the training path.

The study plans, training components, respective curricular programmes and organisation of all the types of courses and training on behalf of EP, will be established by the law in the development of the regime in effect since 1998, adapting in line with the general rules that govern secondary-level education, stipulated in the Decree-Law No. 74/04, 26th of March.

Legislation: Decree-Law n.º 74/04

5.13.1. Scientific-humanistic courses

The study plan for each course includes obligatory general training subjects, a compulsory structural triennial subject, a number of biennial subjects of which the student chooses two and a group of optional annual subjects of which the students chooses one in the 12th grade.

The study plan for these courses also includes the area de projecto in the 12th grade.

The following presents the curriculum model of scientific-humanistic courses, including the general training component subjects, as well as curriculum areas that make up of each training component and their respective timetables.

The scientific-humanistic courses model:

Training components	Subjects	Weekly Timetable (x 90 minutes)		
		10th	11th	12th
General	Portuguese	2	2	2
	Foreign Language I, II or III a)	2	2	-
	Philosophy	2	2	-
	Physical Education	2 b)	2 b)	2 b)
	ICT	2	-	-
	Subtotal	10	8	4
Specific	Triennial	3	3	3
	Options c)	3	3	-
	Options d)	-	3	3
	Options e)	-	-	3
	Subtotal	6 (9)	9	(6) 9
	Área de projecto g)	-	-	2
	Religious and Moral Education h)	(1)	(1)	(1)
Total		16 a 20	17 a 18	12 a 16
Biennial 1	Biennial 1			
Biennial 2	Biennial 4 f)			
Biennial 3	Biennial 5 f)			
	Biennial 2			

a) The student can continue with one of the foreign languages studied in ensino básico or begin a new one. If they have only studied one foreign language, they will have to study a second in upper secondary education, this being fitted in according to the study plan of each course. In this case, school availability allowing, the student may continue the Foreign Language I as an optional subject with an accepted increase in hours studied. On the Foreign Language and Literature course I or II are included in the general training component with III being initiated in the specific training component.

b) The weekly timetable can be reduced to one lesson, if the school cannot guarantee the right conditions to teach the subject within the defined timetable.

c) The student chooses one or two structural, biennial subjects.

d) In the case of the student having opted for only starting one biennial subject in the 10th grade, they will choose a subject, excluding the one chosen in the 10th grade.

e) The student chooses a subject. If they have started a biennial subject in the 11th grade, they cannot choose a subject that is considered the follow-on of that biennial subject.

f) Dependent on the projecto educativo of the school.

g) The área de projecto is taught by only one teacher.

h) Optional Subject.

5.13.2. Technological courses

The curricular structure of technological courses, like on the scientific-humanistic courses, is organised into three components.

The subjects of the general component are common to the scientific-humanistic courses [5.13](#).

The scientific training component is made up of a group of subjects that varies according to the knowledge area and the technological training component that, apart from the two triennial subjects and one biennial subject, includes, in the *área tecnológica integrada*, the Specification Subjects to be selected according to the specific professional area and also specific learning methods of practical nature, namely the Technology Project and an internship period.

The technological courses Model:

Training Components	Subjects	Timetable (x 90 minutes)		
		10th	11th	12th
General	Portuguese			
	Foreign Language I, II or III a)	2	2	2
	Philosophy	2	2	-
	Physical Education	2 b)	2 b)	2 b)
	ICT	2	-	-
	Subtotal		10	8
Scientific	Triennial	2	2	2
	Biennial	2	2	-
	Subtotal	4	4	2
Technological	Triennial	2	2	2
	Triennial	2	2	2
	Biennial	2	4	-
	Subtotal	6	8	4
		Timetable (x 90 minutes)6		
	Área Tecnológica Integrada c)	Specific Subject d) e)	Specification 1 Specification 2 - (...) 120 27	
		Technological Project e)	(147)	
		Internship f)	160 g)	
	Religious and Moral Education h)	(1)	(1)	(1)
Total	20 a 21	20 a 21	17 a 18	
Global Maximum: hours/week internship period	35 a 36,5			

- a) The student can continue with one of the foreign languages studied in ensino básico or start a new one. If they have only studied one foreign language, they will have to study a second in upper secondary education. In this case, school availability allowing, the student may continue the Foreign Language I as an optional subject with an accepted increase in hours studied.
- b) The weekly timetable can be reduced to one lesson, if the school cannot guarantee the right conditions to teach the subject within the defined timetable.
- c) The área tecnológica integrada and the Specification subject are taught by the same teacher.
- d) The student frequents the classes of the Corresponding Specification subject they signed up for.
- e) The management of the annual timetable of the Specification and the Technological Project (147 x 90 minutes) will be the responsibility of the school, ensuring the timetable for the Specification subject is 120 lessons and the Technological Project is 27 lessons.
- f) The organisation of internships will have its own regulations, subject to the approval of the Ministry of Education.
- g) Including a total of 24 hours of flexible responsibility management of teacher-supervisor and student-trainee. This total should be used to form an Internee Training Plan and for the various guidance and assessment meetings.
- h) Optional subject.

5.13.3. Vocational courses

Vocational courses last for three school years, their curricular structure is organised into the following components and number of training hours: socio-cultural training component (1000 hours), scientific training component (500 hours), the student having the option of choosing between two or three subjects and the technical training component (2780 hours) where the students opts for three or four subjects, which are independent as long as they complete the established number of hours. The courses include training in the work place with a training total of 420 hours, subject to self-regulation.

Vocational courses model:

Training Components	Total of hours (a) (Training Cycle)
Socio-cultural training component	
Portuguese	320
Foreign Language I, II or III (b)	220
Integration Area	220
ICT	100
Physical Education	140
Subtotal	1000
Scientific training component 2 to 3 subjects (c)	500
Technical training component 3 to 4 subjects (d)	1600
Training at the work place (e)	1180
	420
Total of hours / Course	3100

- a) The contents in each subject are developed according to a modular structure; modules are autonomous units of learning. Such an organisation allows pupils to adapt training to their own rhythm of learning and provides them with more flexibility in building their training itinerary.

b) The socio-cultural component is common to all courses, accomplishing the same function as the general component in regular education, and it includes the following subjects: Portuguese, Foreign Language and Integration Area.

c) The scientific component varies according to the training area, but it is common to all courses in the same area. It includes between two and four structuring core subjects, which must correspond to the requirements of upper secondary education and simultaneously coordinate with the technical applications of technical vocational training.

d) The technical/technological/practical/artistic component (the designation varies according to the nature of the training area) should not cover more than 50% percent of the whole timetable. This training component is defined in the study plan, but it can vary within the same course according to the characteristics of the region where the project is implemented or to more specific project objectives.

e) This component includes between four and six technical subjects, combining a theoretical content with a more practical one; the latter one requires a period of training in a working environment directly related to the respective profession, and imbedded in the local social and economic background.

5.13.4. Education and training courses

There are 4 training components in the CEF: Socio-cultural, Scientific, Technological and Practical.

The socio-cultural component is organized into two Competency Areas, which are in turn sub-divided in Training Domains. Thus, the Languages, Culture and Communication Competency Area includes Portuguese, Foreign Language and Information and Communication Technologies. The Citizenship and Society Competency Area is made up of the following Domains: Citizenship and the World Today; Hygiene, Health and Safety at Work and Physical Education.

The Scientific and Technological components are made up of a set of specific subjects in each course.

The practical training component is based on a Work Placement.

Education and training courses model:

Training components	Subject Areas	Disciplines
Sociocultural	Languages, Culture and Communication	Portuguese Foreign Language ICT
	Citizenship and Society	Citizenship and Society Hygiene, Health and Safety in Work Physical Education
Scientific	Applied Sciences	Discipline (s)of Applied Sciences Scientific discipline 1 (*) Scientific discipline 2 (*) Scientific discipline 3 (*)
Technological	Specific Technologies	Unit (s) according to the training path
Practice	Traineeship in work context	-

(*) Disciplines/scientific domains related to the vocational qualification

5.13.5. Specialised artistic courses

The model and respective study plans include a general training component that is common to all secondary-level courses, the scientific and technical-artistic training, the last one of these can be include placement training, according to the artistic area.

Specialised artistic courses' model:

Training components	Subjects	Total of hours		
		10 th	11 th	12 th
General	Portuguese	2	2	2
	Foreign Language I, II or III a)	2	2	-
	Philosophy	2	2	-
	Physical Education b)	2 c)	2 c)	2 c)
	ICT	2	-	-
	Subtotal	8/10	6/8	2/4
Scientific	2 to 4 subjects d)			
	Subtotal e)	2/6	3/8	2/6
Technic-Artistic f)	2 to 5 subjects d)			
	Subtotal e)	5/15	5/18	5/21
	Moral and Religious Education g)	(1)	(1)	(1)
Total e)		19 a 25	19,5a 26	15,5a 25

a) The student can continue with one of the foreign languages studied in ensino básico or start a new one. If they have only studied one foreign language, they will have to study a second in upper secondary education. In this case, school availability allowing, the student may continue the Foreign Language I as an optional subject with an accepted increase in hours studied.

b) The disciplines of Theatre or Dance do not exist.

c) The weekly timetable can be reduced to one lesson, if the school cannot guarantee the right conditions to teach the subject within the defined timetable.

d) Includes a biennale subject to attend in 11th and 12th, chosen among a group of options to define according to the nature of the course and with the projecto educativo de escola, facing the possibility of integrating the technic-artistic training component.

e) Intermissions where you can write the maximum and minimum values of the weekly Schedule that correspond to the study plan, according to the artistic area.

f) May include, according with the artistic area, training period in work context.

g) Optional subject.

5.14. Teaching Methods and Materials

The co-ordinator of each curricular department and the subject delegates are the teachers in charge of co-ordinating the teachers' work according to the guidelines set by the pedagogic school board and taking as a reference the SMG. This responsibility must comply with the terms of the applicable legislation and the internal rules of procedure of each school, which adapt the national curriculum guidelines to the specific context.

The syllabi, designed in the context of the curriculum reform, contain methodological and management guidelines, providing thorough information on the framework of reference proposed and on recommended types of activities and tasks. In general terms, an emphasis is given to an active approach, centred on the pupil, promoting his/her autonomy. Project-based and task-based learning processes, with an incidence in experimentation, make up the core of the methodological options in the new curricula, aiming at the development of research, organisation and method competencies and skills that provide the conditions to learn by doing and learn how to learn, from a lifelong learning perspective.

In order to help develop the curriculum, there are textbooks for most subjects, although it is not the Ministry's task to produce them. It is up to the civil society to take the initiative to produce and distribute manuals and textbooks; in case there is no initiative from private publishers, the Ministry of Education can play a supplementary role: according to law, the Ministry has the responsibility for assessing the pedagogic and scientific quality of textbooks produced by private publishers.

Through its pedagogic services the Ministry of Education has been producing materials to support curriculum development in several subjects, such as Portuguese, Foreign Languages, Mathematics, Science, both in traditional paper-format, such as brochures and study guides, and in multimedia format, namely video and CD-ROM.

Some of those materials have been produced in the context of in-service teacher training or by experts working for the Ministry as collaborators. As examples, reference is to be made to: the brochures *Information* and a set of videos to support curriculum development in Maths; four CD-ROM *Navegar no Português*, a series of eight brochures within the framework of the Project FALAR – *Formação de Acompanhantes Locais: Aprendizagem em Rede* (an in-service training programme for teachers of Portuguese) and the CD-ROM *Terminologia Linguística para o ensino básico* and Upper secondary education, which is the product of a joint work of experts in Linguistics.

In technological specialisation courses, teaching methods and materials are defined by the CET providers.

Teaching is organised according to discipline and may be organised according to different training models in rotation. Training in a working environment is developed in partnership, and may take different forms of practical training in a real work situation.

Institutions: Ministry of Education

5.15. Pupil Assessment

Within the scope of curriculum reform, learning assessment is regulated by Decree-Law n. 74/04, of 26th March and the respective Declaration of Rectification n. 44/04, 25th of May and Decree-Law n. 24/06, 6th of February, as well as Ordinances n. 550-A/04, 550B/04, 550C/04 and 550D/04, 21st of May, for technological, specialised artistic, scientific-humanistic and vocational courses, respectively, and by Implementing Order n. 15/06, 13th of November.

Assessing pupils' learning is considered an essential part of the teaching/learning process, not only to assess the results but also to regulate the processes. Continuous formative assessment is, therefore, an integrating element of curriculum development; for this reason, all subject syllabi set the guidelines for assessment in line with the methodological options.

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The option for an action-oriented approach determines the principle of continuous, systematic formative assessment, resorting to various observation and information-collecting procedures, as well as the internal and external summative assessment. Such an approach implies a variety of techniques, tools and assessment strategies, adequate to the purposes, in a way as to integrate the various dimensions of learning and to show what the pupil is capable of doing.

For each education modality assessment procedures are defined concerning the final results of pupils/trainees.

The formative assessment is continuous and systematic and has a diagnostic function, allowing the teacher, the pupil, the parent/guardian and other legally entitled people or entities to obtain information regarding their learning development with a view of defining and adjusting processes and strategies.

The formative assessment is the responsibility of the teacher, interacting with the pupil, from the perspective of encouraging self-assessment, working along with other teachers within the framework of the class council and, where necessary, with socio-educational services and parents/guardians.

This type of assessment is descriptive and qualitative and aims to inform pupils, parents/guardians, teachers and others about the development and quality of the educational process, in order to allow:

- The establishment of intermediate aims that encourage the educational success of the pupils;
- The adoption of differentiated methodologies and the promotion of educational support measures;
- The re-orientation of the pupils, with regard to their curriculum choices.

The summative assessment consists of an overall judgement regarding the degree of the pupils learning development and its aims are the classification and the certification.

The summative assessment includes: Internal summative assessment and external summative assessment.

Internal summative assessment is the joint responsibility of the teachers in the class council and the pedagogic body and management of the school and is intended to inform the pupil and parents of progress made in achieving curricular goals, and it also provides the basis for decisions on the pupil's school career.

Internal summative assessment takes place formally at the end of each term, when the class council meets to decide on the marks to be awarded to pupils in each subject. The final classification awarded at the end of the school year expresses the progress made by the pupil throughout the whole year and will determine whether the pupil moves on to the next form.

External summative assessment is used to gauge the extent of learning through assessment tools that are defined at national level. Consolidated by national exams, it is used for all those pupils in upper secondary education, whatever their chosen schooling route, who wish to go on to higher education and functions as a sorting tool for that level of education, as well as it contributes to the homogeneity of marks.

This modality of assessment is the responsibility of central services of the Ministry of Education. The production of national exams is the responsibility of the Office for Education Assessment (Gabinete de Avaliação Educacional - GAVE). Their implementation and classification are the responsibility of the Jury of National Exams (Júri Nacional de Exames - JNE).

The external summative assessment does not include oral exams, being the oral component evaluated in the context of the internal summative assessment along the whole year.

Both types of assessment are graded, for each subject, on a scale from 0 to 20.

Legislation: Decree-Law n.º 74/04

Legislation: Ordinance n.º 550-A/04

Legislation: Ordinance n.º 550-B/04

Legislation: Ordinance n.º 550-C/04

Legislation: Ordinance n.º 550-D/04

Institutions: Office for Education Assessment

5.15.1. Scientific-humanistic courses, technological courses and specialised artistic courses

All pupils that complete upper secondary education on the abovementioned courses are involved in internal summative assessment. Those pupils on scientific-humanistic courses also have to take part in external summative assessment to pass and complete their course.

Pupils wishing to complete scientific-humanistic courses take national exams in four subjects: in Portuguese, in the triennial subject and in two biennial subjects of the specific training component.

Apart from internal summative assessment in all subjects and non-subject areas, such as the technological project and the traineeship, pupils on technological courses take a technological aptitude test (technological aptitude test or PAT, as it is known). This test consists of defending a product (an object, something written or presented in a different form) in front of a jury, with a written report on how the product was created, which demonstrates the pupil's acquired professional and technical learning and competences.

Similarly, pupils on specialised artistic courses are subject to internal summative assessment in all subjects and non-subject areas, in workplace training and in the artistic aptitude test (PAA, as it is known). This test consists of defending an issue (an object or something written) in front of a jury with a written report that demonstrates the pupil's acquired knowledge and technical-artistic competences.

The final classification for pupils on technological courses is the average of the marks for all subjects, the technological project, traineeship and the final mark achieved in the PAT.

The final classification for pupils on specialised artistic courses is the average of the marks for all subjects and the workplace training and the final mark achieved in the PAA.

5.15.2. Vocational courses

Pupils attending vocational courses do not have to take final national exams to complete the course. If they want to go on to higher education, they take national exams in the specific subjects required by each university or polytechnics, according to the field of knowledge.

Pupil assessment in vocational courses is mainly formative and continuous and covers the learning acquired in each module, groups of modules or subjects that make up the study plan.

The internal summative assessment is awarded at the end of each module on a scale of 0 to 20 points. In addition, to assessing progress in each module, pupils are also subject to qualitative assessment throughout the school year. These kinds of assessments are done by the class council and each school is responsible for determining the procedures to be used.

At the end of each term classification in modules of each subject are made public, provided they are equal or higher than 10, in a scale of 0-20.

The curricular plan may include workplace training, which is graded independently and is included in the final course classification.

These courses also include the vocational aptitude test (vocational aptitude test – PAP, as it is known) as an integral part of assessment, which is an interdisciplinary project whose final product is presented to the community in a public session.

The PAP takes the form of a personal project and acts as a basis for the future professional life of the pupil, focusing on issues and matters seen from the viewpoint of the pupil, to which knowledge and

skills acquired through learning are added.

To pass a vocational course a pupil must pass all subjects, the workplace training and the vocational aptitude test with a mark of 10 or more.

The end-of-course classification is obtained by the average of the final mark of all subjects, the workplace training mark and the mark of the PAP.

5.15.3. Education and training courses

Assessment is continuous and is regulatory in nature, allowing for the adjustment of the teaching-learning process and the implementation of a recovery plan that allows pupils/trainees to develop study and work methods and permits the development of attitudes and capacities that facilitate greater autonomy in learning.

Assessment is carried out per subject or area and per training component, being graded on a scale of 0 to 20.

The final classification of each training component is obtained via the average of each mark achieved in each of the subjects or training areas that constitute them.

To complete a course pupils/trainees have to achieve a mark of 10 or more in all subjects and or areas and or modules, in the traineeship and in final assessment test.

The end-of-course classification is the average of the final marks of each training component.

5.16. Progression of Pupils/Trainees

Assessment in the scientific-humanistic, technological and specialised artistic courses, at the end of the 3rd term, will determine whether the pupil moves on to the next form or is held back. The class council will make recommendations as to whether remedial measures or extra educational support will be required in cases where this is justified.

At the end of grades 10 and 11, as well as in grade 12 in subjects in which no national exam is required approval is obtained, in internal summative assessment, if pupils are graded with 10 points or more.

Pupils move on to the next form if they obtain a mark of 10 or more in all course subjects or in all but one or two (provided they do not take less than 8 points in any of them). Pupils are not allowed to register in subjects in which they have obtained less than 10 points in two consecutive years.

No more than three registrations in the same form are allowed, so in case of failure three consecutive times in the same grade the pupil will have to change to any other alternative pathways (recurrent or training courses).

Pupils who have succeeded in all the subjects included in the study plan in their respective course pass in upper secondary education.

The marks obtained in Moral and Religious Education and in Physical Education are not considered for the final classification in the course, but regular attendance is due.

On vocational courses progress depends on achieving a mark of 10 or more in each one of the modules. In terms of pedagogic autonomy, the school can define special types of modular progress in its internal regulations.

On education and training courses the pupil's progress depends upon achieving a mark of 10 or more in the internal summative assessment in all subjects, or all but one or two, in the 1st year of the course.

To complete a course pupils/trainees have to achieve a classification of 10 or more in all subjects, and or in all areas, and or in all modules, in the traineeship and in the final assessment test.

5.17. Certification

A diploma of secondary studies is awarded to pupils that complete technological, specialised artistic, scientific-humanistic and vocational courses specifying the completed course and the final obtained marks.

To the pupils that conclude a technological, specialised artistic and vocational course, a level 3 professional qualification certificate is awarded in addition to the diploma of completion of secondary studies.

The pupils/trainees that pass an upper secondary education and training course are given a diploma that is equivalent to the 12th grade and a level 3 professional qualification.

In addition to this, whenever the conditions for professional certification and specific assessment demanded by the National System of Professional Certification are fulfilled, those holding a training certificate have access to the corresponding Professional Aptitude Certificate (CAP).

5.18. Educational/Vocational Guidance, Education/Employment Links

The Ministry of Education provides access to psychology and guidance services, specialized educational support services that ensure an individualized or group pedagogic intervention that supports young people in their choices along the school path, facilitating their identity development and their own life-project construction.

Both the school guidance specialist and the teacher/head of class play a fundamental role in the accompanying of pupils, in the clarification of possible paths, in the establishment of coordination with other socio-educational support services, in the proposal and signing of protocols between the school and different services, enterprises and other community agents at the local level.

The Ministry of Education organises or participates regularly in education and training fairs and conferences destined to supply pupils with wide-ranging information on professions and the labour market, and in which enterprises and business associations are also called upon to showcase their activity sector and their action as job-promoting entities.

As for the link education/employment, the following situations must be considered:

- The scientific-humanistic courses are predominantly oriented to the pursuit of further education, whereby the organisation of working experiences or internships is not foreseen.
- The Technological courses oriented towards the world of work allow further study. An internship with the following objectives is compulsory on these courses: develop and consolidate the professional knowledge and competencies acquired during the course; give socio-professional experience that facilitates the future integration of young people at work; develop knowledge in the areas of health, hygiene and safety at work;
- The specialised artistic courses aim to give training in a variety of artistic areas and, depending on the area, specifically for further study at a higher level or oriented towards both entering the job market or further study. These courses involve in-work training that consists of a number of professional activities that the school coordinates and monitors and that aim for the students to acquire and develop technical-artistic, relational and organisational competencies that are relevant for the exit profile of the course taken by the student;
- The vocational courses aim to give initial training to students, focussing on their qualified entry into the job market and permitting further study. On-the-job training is variable in duration, organisation and characteristics consistent with the educational project of each school, which varies in turn according to the diversity of contexts and activity sectors and to the specificity of

each region.

With the view to the insertion of their trainees in the labour market, the vocational schools should prompt mechanisms to promote integration and professional follow-up of their graduates.

Whenever requested by the Ministry of Education, the vocational schools should furthermore make available information regarding processes and outcomes of training and paths of their graduates.

The education and training courses confer double school and vocational certification and essentially aims to facilitate access to working life. These courses foresee a practical training component that is structured in an individual training plan or an itinerary of on-the-job activities in the form of an internship. The aim of this training is to acquire and develop the technical, relational, organisational and the career management competencies necessary for professional qualification to enter the job market and lifelong learning.

Institutions: Ministry of Education

5.19. Private Education

Law No. 9/79, 19th of March, – Private and Co-operative Education Systems Act (Lei de Bases do Ensino Particular e Cooperativo) – and Law No. 65/79, 4th of October, - Act on the Freedom of Teaching (Lei da Liberdade do Ensino) – attributes to parents the priority in choosing a teaching and education process for their children, in line with their beliefs.

In alternative to public education establishments, there are private and co-operative ones, which are ruled by the Statute for Private and Co-operative Teaching (Estatuto do Ensino Particular e Cooperativo) established by Decree-Law No. 583/80, 21st of November.

Legislation: Decree-Law n.º 553/80

Legislation: Law n.º 65/79

Legislation: Law n.º 9/79

5.19.1. Historical Overview

Prior to the 25th of April of 1974, the network of public education establishments was clearly insufficient, not responding to demand, especially of the upper secondary education. The creation of private teaching institutions somehow filled the gaps of the public network all over his country, being a family's choice of a private school determined by its geographic proximity.

With the political and social transformations following the revolutionary period in the aftermath of the 25th of April, a democratic vision of the expansion of public education, led the State to assume the responsibility for ensuring generalised access to public education. This perspective leads to the expansion of school infrastructures, both through the construction of new school establishments and through the acquisition of private ones. Many private education establishments naturally disappeared as a consequence. However, some of these establishments with a long tradition endured and others were created often as a result of associative and co-operative movement, constituting an education supply complementary to the public system network.

5.19.2. Ongoing Debates and Future Developments

As mentioned in 5.19.3. private and cooperative teaching institutions generally offer the same teaching modalities as the public ones. Hence, the questions debated around the subject of the suitability of public curricula are the same that concern private education.

Private and cooperative teaching institutions with pedagogic autonomy bear, however, the possibility of organising their own study plans and adapted programmatic contents, in response to their educational project. These must, nevertheless, be approved. As such, private and cooperative teaching institutions may, in principle, with greater flexibility adapt their educational offer to their surrounding environment. This is foremost the case of extra-curricular activities, which are supported by the families and, as such, depend mainly on options of financial resources' management.

The debate that is in fact present throughout the Portuguese society is centred on funding issues. Some sectors demand general public funding to private and cooperative teaching in the same terms as to state schools, i.e., a grant per pupil equivalent to the expense in public education, arguing that this is the only way to guarantee families the liberty of choosing what school and which type of education and teaching their children should follow. Such a situation exists in the cases where the State celebrates association agreements with private schools under the conditions defined by law.

5.19.3. Specific Legislative Framework

As follow-up of the above-mentioned Laws, the Government approved the Statute for Private and Co-operative Teaching, through the Decree-Law No. 583/80, 21st of November. The State recognises the liberty to learn and teach, including the parental right of choosing and guiding their children's educational process. The exercise of the liberty of teaching is only limited by the common good, by the general goals of education and by the agreements celebrated between the State and the private teaching establishments.

According to the above-mentioned diploma, private and co-operative teaching establishments are defined as institutions, created by single or collective persons, in which collective teaching is administered or in which regular educational activities are developed.

Furthermore, the State recognises each private school the right to its own educational project, as long as it provides, in each level, a global education equally worthy to the corresponding public education teaching levels.

Private schools can operate with a regime of pedagogic autonomy or of pedagogic parallelism, provided they respect the conditions approved in the law. These conditions concern: infrastructure; adequate didactic equipment and material; pedagogical body nominated by the holder of the permit; compliance with the law in what respects pupils and teachers; organised administrative services.

Pedagogic autonomy consists upon non-dependence in relation to public schools in what concerns the following:

- Methodological guidance and instrument adoption;
- Study plans and programmatic contents;
- Knowledge assessment;
- Enrolment, award of diplomas and enrolment certificates and of qualifications.

Pedagogic parallelism consists upon the non-dependence in relation to public schools in what concerns a) and c).

Generically, private and co-operative teaching establishments offer the same types of teaching as public establishments. Private and co-operative teaching establishments with pedagogic autonomy can organise their own, adapted programmatic contents according to their own educational project. These contents must, however, be approved by the Ministry of Education. But generally speaking, private schools do not supply a differentiated educational offer that can be considered an alternative to the public system network. Besides some rare exceptions, their educational offer incorporates the same courses and study plans as the public one.

The State celebrates association agreements with private schools located in places where public schools are lacking. Association contracts have the purpose of allowing attendance of private schools in the same conditions as in public schools, that is, for free. Thus, the State grants schools with association contracts a subsidy per pupil equal to the maintenance and operating cost of a public school of the equivalent level. In turn, the school is obliged to guarantee free attendance in the same conditions as in the public network.

According to the Statute for Private and Co-operative Teaching, the following are obligations of the State:

- Approve the creation of private teaching establishments, authorise and monitor their regular functioning;
- Provide technical and pedagogic support and monitor the pedagogic and scientific level of programs and study plans;
- Support private teaching establishments through celebration of contracts and subsidy grants, as well as other fiscal and financial benefits, ensuring their correct application;
- Promote access to private schools in equality to public ones;
- Foster the development of pedagogic innovation in private teaching establishments.

Legislation: Decree-Law n.º 553/80

Institutions: Ministry of Education

5.20. Organisational Variations and Alternative Structures

Beyond the described modalities of upper secondary education, which constitute the most commonly supplied education and training paths, there are still some less common organisational variations, even though some of them are already in place since many decades, such is the case of the specialised artistic education.

There is a variety of alternative secondary-level training, given in companies, schools or in vocational training centres that offer training paths in specific activity areas and they are the responsibility of the Ministries that oversee the respective sectors, such as secondary schools specialised in artistic education, in the areas of music and dance, overseen by the Ministry of Education.

The teaching of Music and Dance aims at the training of musicians and dancers, as well as a specific preparation for other similar professions. Completion of a course in any of these domains awards a diploma in the training area at stake, allowing for insertion in the artistic labour market and/or progression to higher education.

The general objectives are, among others:

- To provide artistic training, aiming at the preparation of professionals in different artistic areas;
- To foster individual and group artistic practices, aiming at a comprehension of their languages and at stimulating creativity.

Secondary courses of the artistic education last three years, corresponding to the 10th, 11th and 12th grades.

The artistic education in the areas of Music and Dance may be attended either in an integrated regime – all training components are taught at the same school – or in an coordinate regime, whereby general courses and some specific ones are taught in a regular secondary teaching establishment, whereas all technical/artistic training is carried out in a establishment of artistic education.

Music training may, furthermore, be carried out in a supplementary regime, that is, pupils attend technical/artistic training courses in a Music School, apart and in addition to a possible attendance of the regular upper secondary education and independently of their academic qualifications.

Hotel and Tourism Schools, overseen by the Ministry of Economy and Innovation and dependent on the National Institute for Training in Tourism (Instituto Nacional de Formação Turística), which are involved in and support initial training at a variety of levels of both qualifications and professional opportunities and aim to fulfil the qualification needs of the tourism sector. This type of training is aimed at young people who are unemployed or looking for their first job and its main aim is to confer professional certification to all who wish to enter the job market.

The Vocational Training Centre for the Fisheries Sector (O Centro de Formação Profissional para o Sector das Pescas), Forpescas, has 9 centres throughout the country, overseen by the Employment and Vocational Training Institute (Instituto do Emprego e Formação Profissional), a body that is part of the Ministry of Work and Social Solidarity.

Some Centres/companies, which also under the responsibility of the Employment and Vocational Training Institute (Instituto do Emprego e Formação Profissional), a body that is part of the Ministry of Work and Social Solidarity, give initial vocational training on an alternating basis – Apprenticeship Courses - that aim to qualify young people looking for their first job, in order to facilitate their working life, via three-fold training profiles: improving academic, personal, social and relational competencies, the acquisition of knowledge in the scientific—technological domain and solid work experience in companies.

The Agricultural Training centres (Centros de Formação Agrária), overseen by the Ministry of Agriculture, support young farmers by focussing on the management and organisation of agricultural companies, the aim being to ensure sustainable rural development, favouring and valuing "land resources", "human resources" and "knowledge resources".

The Ministry of Health guarantees the initial training of health professional. With the support of the 21st Operational Health Programme, the Directorate-General of Health (Direcção-Geral da Saúde) gives training in this area to support the National Health Plan.

Institutions: Institute of Employment and Vocational Training

Institutions: Tourism Training Institute

Institutions: Ministry of Education

Institutions: Ministry of Work and Social Solidarity

5.21. Statistics

Please refer to the subdivisions for more details.

5.21.1. Students, schools and teachers

Figure 1. Number of enrolments and schools in upper-secondary education, according to the type of education

Level and modality of education	2006/2007 (a) – Mainland	
	Schools	Students enrolled
Upper-secondary education	822	276 908
10 th , 11 th and 12 th grades		227 544
General courses (b)		185 309
Technological courses		40 397
Specialised artistic education (c)		1 838
Vocacional courses, level 3		44 466
CEF courses (Types 4,5, 6, 7 and Complementar training) (d)		4 898
Observed values in ensino básico and upper-secondary schools	610	243 705
10 th , 11 th and 12 th grades		227 544
General courses (b)		185 309
Technological courses		40 397
Specialised artistic education (c)		1 838
Vocacional courses, level 3		12 110
CEF courses (Types 4,5, 6, 7 and Complementar training)		4 051
Observed values in vocational schools	212	33 203
Vocational schools, level 3		32 356
CEF courses (Types 4,5, 6, 7 and Complementar training)		847

Notes:

(a) Preliminary datas.

(b) It includes information about schools providing foreign studies' plan.

(c) It includes information related to specialized artistic education.

(d) CEF are Education and Training Courses.

Source:

GEPE – Office for Education Statistics and Planning / ME

School Census 2006/2007

Figure 2. Number of enrolments and schools, in post-secondary education

	2005/2006 (a) – Mainland	
	Schools	Pupils enrolled
Technological especialisation courses	39	860
In compulsory and upper-secondary schools	12	288
In vocational schools	27	572

Notes:

(a) Preliminary data.

Source:

GEPE – Office for Education Statistics and Planning / ME

School Census 2005/2006.

Figure 3. Teaching staff, according to the level of education and age

Mainland Public and Private

Age	2004/2005	
	3 rd cycle ensino básico and upper-secondary education teachers	Teachers of vocational schools
Total	84 404	7 474
≤ 24 years old	3059	143
25 a 29 years old	9127	1 634
30 a 34 years old	13748	1 942
35 a 39 years old	14958	1 325
40 a 44 years old	14447	882
45 a 49 years old	12333	559
50 a 54 years old	9103	407
55 a 59 years old	5540	216
≥ 60 years old	2089	139

Source:

GEPE – Office for Education Statistics and Planning / ME

Statistics of Education 2004/2005.

Figure 4. Teachers, with teaching and non-teaching functions , by level and modality of education

Mainland Public and private

	2006/2007(a)
	Number of teachers
3 rd cycle of ensino básico and upper-secondary education teachers	83 387
With teaching functions	79 310
With non-teaching functions	4 077
Teachers / trainers of vocational education	x
(including vocational schools)	7 628(b)
Teachers in schools with foreign studies' plan	731
With teaching functions	711
With non-teaching functions	20

Notes:

(a) Preliminary data.

(b) It only includes the private education.

X – Not available.

Source:

GEPE – Office for Education Statistics and Planning /ME

School Census 2006/2007.

5.21.2. Schooling rates

Schooling rates – School year 2004/2005: See Figure [2.9.3](#).

5.21.3. Others

Figure 1. Retention and desistance rates, in upper-secondary education(%)

Portugal

Public and Private

Level of education	2004/2005
Upper-secondary education	32,1
General courses	28,7
Technological courses	44,0
10 th grade	29,5
11 th grade	15,9
12 th grade	49,4

Source:

GEPE – Office for Education Statistics and Planning / ME

Time Series – Pupils 1977-2006

Figure 2. Transition rates, by level of education (%)

Portugal Public and Private

Education Level	2004/2005
Upper-secondary education	67,9
General and Technological courses 10 th , 11 th and 12 th grades	67,8
General courses 10 th , 11 th and 12 th grades	71,3
Technological courses 10 th , 11 th and 12 th grades	56,0

Source:

GEPE – Office for Education Statistics and Planning / ME

Time Series – Pupils 1977-2006

Figure 3. Progression rates, by level of education

Portugal

Public and Private

Level of education	2004/2005
	Rate of Conclusion
Ensino Básico	
Regular	79,7
Specialised artistic education (1)	80,0
Vocational courses level 2	x
CEF (Types 2 e 3)	60,3
CEF (Types 3, 4, 5)	x
Upper-secondary education	
General courses	52,1
Technological courses	43,0
Specialised artistic education (1)(2)	60,1
Vocational courses level 3	x
CEF (Type 5)	x

Notes:

In an integrated regime.

It does'nt includes the recurrent education of visual arts. .

x – Not available.

Source:

GEPE – Office for Education Statistics and Planning / ME

Statistics of education 2004/2005.

Figure 4. Pupils and classes, by level and modality of teaching – Ratio Pupils/class

Mainland	Public and Private
Level and modality of education	2006/2007– (a)
	Ratio pupils/class
Upper-secondary education	20,8

Notes:

(a) Preliminary data.

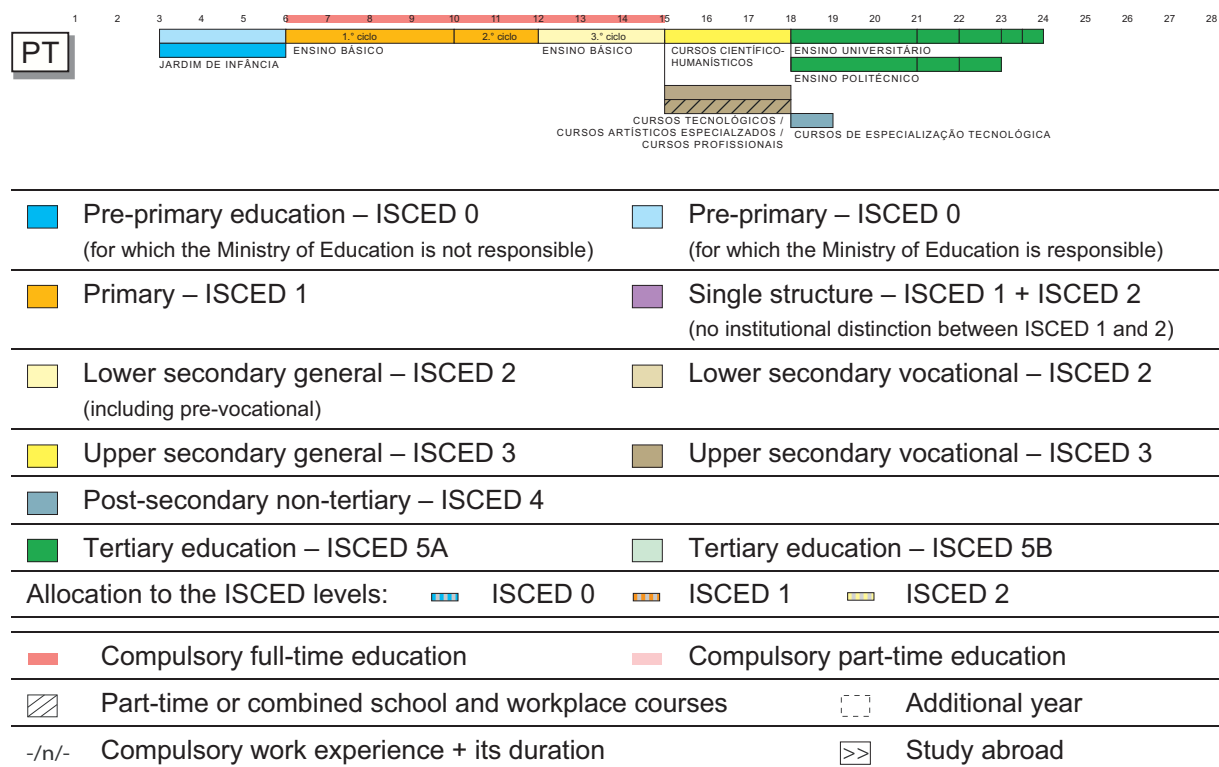
Source:

GEPE – Office for Education Statistics and Planning / ME

School Census 2006/2007.

6. TERTIARY EDUCATION

Organisation of the education system in Portugal, 2006/07



Source: Eurydice.

Please refer to the subdivisions for more details.

6.1. Historical overview

The first Portuguese university was founded by royal decree in 1290, issued by King Dinis, although there had been two large mediaeval-style religious schools in Coimbra and Alcobça since the twelfth century. See [2.1](#).

There are some important phases in the history of the university in Portugal.

From the twelfth to the fifteenth century, the university was essentially a guild supported by the main social and economic structures of the time: the Church and royal, noble or municipal patronage. It was a Corporate Guild of Masters and Scholars who met in groups regularly to study the major and minor disciplines.

From the fifteenth to the eighteenth century, the humanist style University coincided with the advent of the Renaissance, the first printing press overseas expansion and the mastering of empirical knowledge. Its interest in natural phenomena substantially increased as a result of information gleaned from experimental research and no longer from mere scholastic, philosophical or theological speculation based on Greek and Latin tradition. New areas of study were introduced, such as Mathematics, Astronomy, Physics, Medicine and Chemistry. This was a time when power was centralised in the monarch who, in controlling political power, also tried to control, or at least, pay close attention to knowledge.

In the eighteenth and nineteenth centuries, the state university was introduced. It was controlled by the State and was seen as a public service. In 1772, the Marquês de Pombal ordered the reform of the universities. The approach to teaching was changed; many foreign teachers came to Portugal, while many Portuguese teachers went to teach abroad. In 1837, in the reign of Queen Mary, polytechnic colleges were created in Lisbon and Porto and as well as medical schools in the same cities.

In the first half of the twentieth century, although the university was by this time more closely linked to economic and social life, and more areas addressed specialisation and research to meet the demands of industrialisation, little was invested in developing and expanding higher education. In the nineteen sixties there were still only four universities in Portugal: the Lisbon Technical and Classical Universities, and the Oporto and Coimbra Universities, consisting of several different colleges, institutes or faculties.

However, entrance to university became more democratic, driven by the pressing needs of economic, cultural and social development. The seventies saw a start to considerable growth in the Portuguese higher education system. Reform in 1973 was responsible for creating schools of higher education outside the traditional teaching centres, which contributed both to the decentralisation of this level of education and to the development of the regions where these new schools were opened. At the start of the seventies, 42 state and 37 private schools of higher education were operating.

From 1978 onwards, higher education in Portugal has been structured along binary lines, with ensino universitário and ensino politécnico (Law No. 61/78, 28th of July).

At the close of 1979, what until then had been known as short duration higher education, became known as ensino superior politécnico in the national system of higher education, and polytechnic colleges were set up to co-exist with the universities. The autonomy of the universities was defined in 1988 in the Law No. 108, 24th of September and that of the ensino superior politécnico is laid down in Law No. 54, of 5th September.

Between the second half of the eighties and the beginning of the nineties, this growth exceeded 50% in both state and private and co-operative teaching. By the early nineties there were 152 state and 81 private higher education establishments.

In 2000, the Law No. 26, 23rd of August, approved the organisation and running of higher education. This law was repealed by Law No. 1/03, 6th of January, which established the legal basis for the development and quality of higher education.

Legislation: Law n.º 1/03

Legislation: Law n.º 108/88

Legislation: Law n.º 26/00

Legislation: Law n.º 54/90

Legislation: Law n.º 61/78

6.2. Ongoing Debates and Future Developments

After Law No. 49/05, 30th of August, was approved by parliament and after subsequent legislative developments, the following issues are worth highlighting:

- Implementation of the Bologna Process;
- The alteration to the access system for higher education;
- The strengthening of the principle of equality among the various sub-systems of higher education in accordance with the value of educational, scientific and cultural projects;
- Growth of quality in education, research and experimentation;
- Reformulation of the School Social support policy in higher education.

The following structural questions regarding higher education are also being debated:

- Administration and legal status of higher education institutions (autonomy, management and regulation)
- Revision of the status of the university and polytechnic teaching profession;
- Reformulation and growth scientific research;

- Revision of the higher level assessment and accreditation system of competencies;
- Reformulation of researcher status;
- Revision of the assessment and accreditation system;
- Change in the status of Private and Cooperative Higher Education;
- Ensuring the mobility of students and graduates on a national and international basis in order to attract and retain qualified Portuguese and foreign human resources;
- Conjugation of formal qualifications with non-formal ones, from a lifelong learning perspective;
- Definition of the contractual system applicable to the public funding of institutions.

Legislation: Law n.º 49/05

6.3. Specific Legislative Framework

The Education Act (Law No. 46/86 14th of October, later with certain articles amended by Laws No. 115/97 19th of September and 49/05, 30th of August, the latter republished and renumbered in annex) established the general framework of the educational system:

- Law No. 108/88, 24th of September, covers the scheme for university autonomy;
- Law No. 54/90, 5th of September, defines the Statutes and autonomy of schools and colleges for ensino superior politécnico, amended by Laws No. 20/92, 14th of August, and No. 71/93, 26th of November and by Decree-Law No. 24/94, 27th of January;
- Decree-Law No. 16/94, 22nd of January, (later amended in some aspects by Law No. 37/94, 11th of November, and Decree-Law No. 94/99, 23rd of March), approves the Statutes of private and co-operative higher education;
- Decree-Law No. 296-A/98, 25th of September, lays down the conditions for entry to higher education, amended by Decree-Law No. 99/99, 30th of May, Decree-Law No. 26/03, 7th of February, Decree-Law No. 76/04, 27th of March, Decree-Law No. 158/04, 30th of June and Decree-Law No. 147-A/06, 31st of July;
- Decree-Law No. 64/06, 21st of March, that regulates the specially adapted tests that assess a student's capacity to enter higher education for those over 23, foreseen in n. 5 of article 12 of Law No. 46/86, 14th of October;
- Law No. 37/03, 22nd of August, that establishes the funding basis for higher education, some articles later amended by Law No. 49/05, 30th of August;
- Decree-Law No. 448/79, 13th of November, amended by Law No. 19/80, 16th of July, approves the legal statute of the university teaching career, amended by Decree-Law No. 381/85, 27th of September, Decree-Law No. 370/86, 4th of November, Decree-Law No. 392/86, 22nd of November, and Decree-Law No. 145/87, 24th of March;
- Decree-Law No. 185/81, 1st of July, approves the legal statute of the ensino superior politécnico teaching career;
- Law No. 38/94, 21st of November, Law of Assessment System in Higher education amended by No. 1/03, 6th of January;
- Law No. 1/03, 6th of January, that approves the Legal Regime for the Development and Quality of Higher Education;
- Order No. 484/06, 9th of January, which establishes the international assessment of the higher education system;
- Decree-Law No. 205/98, 11th of July, that creates the National Higher Education Assessment Council and establishes the general rules necessary for the achievement of the higher education assessment and monitoring system and the principles that constitutions of the representative bodies of public and private university and polytechnic higher education institutions must obey;
- Decree-Law No. 42/05, 22nd of February, which approves the regulating principles of instruments for the creation of European higher education;
- Decree-Law No. 67/05, 15th of March, which regulates the Portuguese State's recognition of academic degrees awarded by those passing a "Erasmus Mundus" course and its certification;
- Decree-Law No. 74/06, 24th of March, which approves the legal regime of higher education degrees and diplomas, laid out in articles 13 and 15 of Law No. 46/86, 14th of October (Education Act), as well as what is stipulated in No. 4 of article 16 of Law No. 37/03, 22nd of August (establishing the basis of higher education funding);
- Decree-Law No. 88/06, 23rd of March, which regulates technological specialisation courses;

- Ordinance No. 714-B/06, 14th of July, which regulates the national application process for Access and Entry into State Higher Education for enrolment in the 2006/2007 academic year;
- Ordinance No. 401/07, 5th of April, which approves the Regulation of Course Changes, Transfers and Re-Entry in Higher Education;
- Decree-Law No. 214/06, 27th of October, which approves the Structural Law of the Ministry of Science, Technology and Higher Education.

Institutions: Ministry of Science, Technology and Higher Education

6.4. General Objectives

As laid down in the Education Act, university education provides a solidly based scientific and cultural preparation and provides technical training to develop skills in professional and cultural work and also encourages the development of skills in idea forming, innovation and critical analysis.

The Education Act sees the objectives of higher education as:

- Stimulating cultural creation and the development of a scientific and entrepreneurial mind as well as reflective thought;
- Training graduates in the different areas of knowledge, prepared for professional sectors and for participation in the development of society and co-operating in ongoing training;
- Encouraging scientific research and investigation with a view to developing science and technology, the humanities and arts and the creation and spread of culture, so as to develop the understanding of man and his environment;
- Promoting the spread of cultural, scientific and technical knowledge, that constitutes the heritage of humanity, communicating know-how through teaching, publication and other forms of communication;
- Stimulating the desire for constant cultural and professional perfection and making it possible to apply it, integrating the knowledge that is going to be acquired in a systemising intellectual knowledge structure of each generation, from the perspective of lifelong learning and generational and intergenerational investment, with a view to achieving the unity of the formative process;
- Stimulating an understanding of the problems in today's world, from a global perspective, particularly national, regional and European problems, and providing specialised services to the community and in this way establishing a reciprocal relationship;
- Promoting and valuing Portuguese language and culture;
- Promoting a critical spirit and the freedom of expression and research.

6.5. Types of Institution

This teaching system is divided into:

- ensino superior universitário;
- ensino superior politécnico.

These two sub-systems have fairly different approaches, dynamics and underlying legislation.

Ensino superior politécnico in Portugal from 1979 was structured based on a binary model, covering both university education and polytechnic education.

The Education Act lays down a set of common objectives, but distinguishes between the two branches by underlining that the role of the university is "to develop the skills of design, innovation and critical analysis" (Art. 11, n. 3), while the role of the polytechnic institutes is "to teach theoretical and practical scientific knowledge and its application in future professional activities" (Art. 11, n. 4).

The consequence of a very specific historical context, in which the state network of universities and polytechnic institutes was unable to meet very high student demand, expansion of higher education was absorbed, to a large extent, by the mushrooming of private institutions, mainly universities, in

Portugal in the eighties and nineties. This gave rise to the two current subsystems, one state-owned and the other private and co-operative. In 1996-1997, private higher education covered 35.5% of all students. In 2002, 27% of students are registered in the private and cooperative higher education and in the Catholic University; this percentage decreases with the augmentation of the places in state higher education.

6.5.1. Ensino superior universitário

Ensino universitário is available in universities or non-integrated university colleges and institutes.

The ensino superior universitário is made up of:

- 14 universities and 1 non-integrated university;
- 4 military and police science university institutions, named the Air Force Academy (Academia da Força Aérea), Military Academy (Academia Militar), Naval College (Escola Naval) and Higher Institute of Police Sciences and Homeland Security (Instituto Superior de Ciências Policiais e Segurança Interna).

Some state universities, such as Algarve University and Aveiro University have, beside a university structure, other departments that offer polytechnic-like training in areas such as teacher training, administration and accounting, hotel management, tourism and health.

The private and cooperative ensino superior universitário is made up of 15 universities and 31 non-integrated university establishments.

Concordat higher education is made up of a university with 8 branches, made up of 18 teaching units, known as faculties, institutions or schools.

Distance learning at university level is offered via the Universidade Aberta (Open University).

Universities provide courses in practically all fields of study, from the more classic to the new fields of level 3 vocational training - Arts, Social and Behavioural Sciences, Corporate Business and Administration, Law, Sciences, Mathematics and Statistics, ICT, Sciences of Engineering and Technology, Manufacturing Industries, Medical Sciences, Sciences of Education and Teacher Training, Agriculture, Forestry Fisheries, Architecture and Town Planning, Physical Education and Sport, Social, Personal, Transport, Environmental Protection and Security Services.

Universities are organised into organic units, known as faculties, institutes, schools, departments or other names considered appropriate in the terms of the respective Statutes, and may be integrated in polytechnic education (as in the case of the Algarve and of Aveiro Universities).

6.5.2. Ensino superior politécnico

Ensino superior politécnico is taught in polytechnic institutes that have two escolas superiores, as well as sometimes having other structural units.

The Ordinance No. 413-A/98, 17th of July, created and regulated cursos bietápicos de licenciatura in state, private and co-operative ensino superior politécnico. This general regulation was altered by Ordinance No. 1359/04, 26th of October.

The Statutes and autonomy of ensino superior politécnico colleges, approved by Law No. 54/90, 5th of September, gives these colleges administrative, financial, scientific and teaching autonomy once the installation phase is over (providing they have been operating for a minimum number of and depending on the number of teaching staff in these schools).

In 2000, the network of state ensino superior politécnico was extended with the creation of new schools integrated into existing institutos politécnicos, in agreement with proposals made by the latter.

In 2001, the training network in the area of health was reorganised by the Decree-Law No. 99/01, 28th of March. However the Decree-Law No. 175/04, 21st of July, introduces a new logic to the network.

From this point on, the Nursing Colleges, Colleges of Higher Education of Health and Health Technology now become part of institutos politécnicos or universities in accordance with their location in the sphere of influence of those institutions. In the fusion processes the Coimbra, Lisbon and Oporto colleges of higher education acquire the Statute of non-integrated, Colleges of Higher Education.

The network of State ensino superior politécnico is made up of 15 institutos politécnicos which correspond to 103 teaching units designated as higher institution or higher institute, three non-integrated Nursing Colleges, two non-integrated colleges of higher education (in different areas), three polytechnic colleges of higher education (military and police), 10 ensino superior politécnico colleges into universities and three polytechnic branches or extensions.

The network of private and co-operative polytechnic colleges include two public institutes, one health polytechnic, three polytechnics integrated into universities and 61 mainly polytechnic teaching bodies, called higher schools, institutes or academies. These last ones include 10 higher schools, a higher school for colleges of higher education, 9 higher nursing schools, 4 higher health schools, as well as establishments teaching courses in areas such as the Arts, Administration and Management and Technology.

Legislation: Decree-Law n.º 175/04

Legislation: Decree-Law n.º 99/01

Legislation: Law n.º 54/90

Legislation: Ordinance n.º 1 359/04

Legislation: Ordinance n.º 413-A/98

6.6. Admission Requirements

Entrance to a school or course of higher education is subject to restrictions due to the maximum number of places available, which is fixed annually.

The places available for entrance to a state higher education course, controlled exclusively by the Ministry of Science, Technology and Higher Education, are fixed and published annually by the authorities of the institutions involved, accompanied by the respective justification. Reasons such as adapting education policy may mean that the number of vacancies proposed is changed after hearing the opinion of the respective school of higher education.

In the case of schools subject to dual control, authority to fix places lies with the ministers in control. In the case of private and co-operative teaching, authority to fix the number of places available lies with the Ministry of Science, Technology and Higher Education, at the proposal of the competent authorities in the institutions of higher education.

Within the scope of national tests for access to higher education, each school of higher education sets the tests it demands for entrance to each of its courses, for which it may use national upper secondary education exams. The final decision rests with the National Committee for Access to Higher Education – (Comissão Nacional de Acesso ao Ensino Superior - CNAES).

Pre-requisites are regulated for each school of higher education, and the CNAES is responsible for approval, as well as for co-ordinating the whole process.

The application system encompasses different stages: the admission, selection and ordering requirements of candidates and placement.

Each applicant may put forward six options in terms of school/course.

Pupils may apply for the entrance test providing they fulfil the following conditions:

- They have passed an upper secondary education course or have legally equivalent qualifications;
- They have done the national upper secondary education exams in the disciplines selected for the entrance test for each school/course, or the tests expressly selected for this purpose, and obtained the minimum mark fixed by law;

- They meet the pre-requisites if and when these are required for the school/course to which application is being made;
- They have an application mark equal to or higher than the minimum fixed mark.

The selection of applicants for each course in each school is based on:

- Entrance tests in which the minimum mark, fixed annually, must be obtained;
- Pre-requisites, if demanded;
- The application form, on which the minimum mark, fixed annually, must be obtained.

Applicants will be placed in the order of their marks which includes:

- Final classification in upper secondary education worth no less than 50%;
- Classification of entrance test or tests, with a percentage of no less than 35%;
- Classification of pre-requisites when demanded, with a proportion of no more than 15%.

The application mark is a classification on a scale of 0 to 200, calculated to the last tenth, a tenth being a figure no less than 0.05, by applying a specific formula.

Implementing the national competition for application to places vacant in higher education is the responsibility of the Ministry of Science, Technology and Higher Education and the Regional Directorates of Education.

The application process for higher education is monitored by the National Committee for Access to Higher Education (CNAES) responsible for the management and co-ordination of the whole process of assessing the capacity to attend a course, fixing the criteria for selection and placing applicants in higher education. CNAES has 7 members: 2 representing state universities, 2 representing state institutos politécnicos; 3 representing private and co-operative schools of higher education (Decree-Law n.º 296-A/98, 25th of September, amended by the Decree-Law n.º 45/07, 23rd of February) ;

Some places are reserved in each course for:

- Applicants from the autonomous regions of the Azores and Madeira;
- Portuguese emigrant applicants and members of their family living with them;
- Applicants who are in active military service either as volunteers or under contract;
- Applicants who are physically handicapped.

There are other application schemes, such as special contests, for applicants in special situations:

- Applicants over the age of 23;
- Applicants who have higher, post-secondary and intermediate courses;
- Applicants from other national or international systems of higher education.

Places for each of these contests are fixed by the reitor of each university, by the president of the institution, in institutos politécnicos, and in other schools by the chairman of the directive body or the director, this should be communicated to the Directorate-General of Higher Education.

Access to state higher education, covered by special schemes, covers students who are in the following situations:

- Portuguese civil servants on diplomatic missions abroad and their families, if they accompany them abroad;
- Portuguese citizens with a scholarship abroad or civil servants on an official mission and their families if they accompany them abroad;
- Permanent staff in the Armed Forces within the ambit of fulfilling the specific Armed Forces training;
- National scholarship holders from the Portuguese speaking African countries, within the framework of cooperation agreements signed by the Portuguese State;
- Foreign civil servants on diplomatic mission accredited in Portugal and their families resident in Portugal under a reciprocal regime;
- Athletes with an outstanding record in competition or integrated into preparation for high-level competition referred to by Decree-Law No. 125/95, 30th of May, amended by Decree-Law No. 123/93, 10th of August, regulated by Ordinance No. 947/95, 1st of August;
- Students who are nationals and children of nationals of East Timor.

Re-admittance, transfers and changes of course are permitted between public higher education establishments overseen by the Ministry of Science, Technology and Higher Education and private and cooperative higher education establishments and vice-versa, subject to limitations and in line with the

rules established by each higher education institution.

Legislation: Decree-Law n.º 123/96

Legislation: Decree-Law n.º 125/95

Legislation: Decree-Law n.º 296-A/98

Legislation: Decree-Law n.º 45/07

Legislation: Ordinance n.º 947/95

Institutions: Ministry of Science, Technology and Higher Education

6.7. Registration and/or Tuition Fees

Enrolment is the act in which the student enters the higher education institution, regardless of whether they have been at a higher education establishment the previous academic year. The enrolment in itself doesn't give the right of attendance. It is necessary to make the annual enrolment for subjects on the respective course.

Enrolment is allowed in the case of valid registration and allows the attendance of various class subjects of the course the student is enrolled on.

Those duly registered and enrolled on courses at the establishment are considered students of the institution. Each student can only register at one institution and enrol on one course in higher education.

The registration at a higher education establishment terminates when a student who duly registers and enrolls in one academic year, does not enrol in the following one.

Registration and/or enrolment are done in a fixed period in the calendar year of each establishment, via the presentation of identification.

The Law No. 37/03, 22nd of August reinforces the importance attributed to the policy of social support whose objective is to make access to Higher Education possible for all, regardless of economic circumstances. Although the State is financially responsible, each student is asked to make a contribution to the costs of the institution in order to improve the quality of the system. This contribution corresponds to the payment of a flat-rate fee.

The fee is paid irrespective of the socio-economic circumstance of the student. The amount is fixed depending on the course they attend and its quality with the amount being equal to 1.3 times the national minimum wage in force and a maximum amount to be established at the beginning of the academic year (n. 2 of the article 16 of Law n.º 37/03, 22nd of August, amended by article 3 of Law n.º. 49/05, 30th of August).

In general, students enrolled and registered in private and cooperative teaching establishments, apart from the cost of enrolment and registration, pay tuition fees (which correspond to the total of all monthly payments, the value of which varies according to the course and the institution that teaches it. In the case of late payments an extra fee is charged.

The funding from tuition fees belongs to the respective institutions themselves, who are responsible for defining the amount payable.

Legislation: Law n.º 37/03

Legislation: Law n.º 49/05

6.8. Financial Support for Students

Centrally no support measures are envisaged to give teaching or recovery support to students in higher education, apart from initiatives that may occur in any school covered by university autonomy.

The social services of higher education are responsible for school social support. These services have administrative and financial autonomy and can provide different types of assistance or services to needy students in higher education.

In the area social support, it is the National Board for Welfare on Higher Education - Conselho Nacional para a Acção Social Escolar no Ensino Superior (CNASES) - that is responsible, among other things, for monitoring general policy developments in this area and the respective work of the services involved, as well as the underlying criteria to attributing social benefits to students.

In the sense of improving the system of Social support in State higher, private and cooperative education, and concordate law, the Decree-Law No. 122/03, 18th of June, the Social support Fund was integrated into the Higher Education Department, with non-personal autonomous assets, having the objective of ensuring payment of scholarships to students, in legally defined terms and supersedes the Student Support Fund, created by the Law No.113/97, 16th of September.

The objective of social support is to allow all students, regardless of their economic situation, to attend Higher Education. It is in the execution of this objective that the Department of Higher Education is committed, through the funding given by the Social support Fund. In this sense the Higher Education Department takes on the following powers:

- To support the definition of social support policies for higher education;
- To monitor the improvement and suitability of premises and facilities of the social support network;
- To monitor the workings of social support school services;
- To propose that the money for social support be linked directly to social services;
- To manage the attribution of social benefits to students of non-State higher education;
- To develop activity, in the area of merit scholarships, that is the responsibility of the Ministry of Science, Technology and Higher Education.

The school social support in force includes both direct and indirect assistance. Study grants and emergency assistance are part of direct assistance, while meals, accommodation, health services and assistance in cultural and sports activities come under indirect assistance. Study grants, awarded annually; aim to contribute to supporting student in bearing the cost of being in higher education.

Legislation: Decree-Law n.º 122/03

Legislation: Resolution of the Council of Ministers n.º 39/06

Institutions: General-Directorate for Higher Education

Institutions: Ministry of Work and Social Solidarity

6.9. Organisation of the Academic Year

The Decree-Law No. 42/05, 22nd of February, when instituting the system of credit units, underlined the fundamental importance of the role that the student is called upon to play within the scope of the formative paradigm of higher education, imprinting new characteristics upon the organisation of the academic year.

The recently initiated offer of training after the publication of Decree-Law No. 74/06, 24th of March, which approved the legal basis of higher education degrees and diplomas, is organised according to the principle of flexibility, through the adoption of programmes offering alternative training paths.

The new study cycles leading to first degrees or mestrado degrees are predominantly organised into semesters, each one of which being a group of curriculum units.

Each one of these units corresponds to a certain number of curriculum credits (ECTS), which is calculated according to the principle of necessary work, on a full-time basis, that a student should put in to achieve the objectives and competencies of that unit.

As such, the academic year of two semesters is done full-time, between 36 to 40 weeks; it lasts between 1500 and 1680 hours, the work done by the student on the course corresponding to 60 credit units (ECTS).

Within the autonomy that higher education institutions enjoy they can therefore plan over the calendar year the start, the development and end of their educational activities and research, without this meaning closing for holidays on weekdays.

Legislation: Decree-Law n.º 42/05

6.10. Branches of Study, Specialisation

Portuguese higher education, in all its diversity and complexity, offers the following areas of study:

- General Programmes;
- Education;
- Arts, Humanities;
- Social Sciences, Commerce and Law;
- Sciences, Mathematics and ICT;
- Engineering, and Manufacturing Industries and Construction;
- Agriculture;
- Health and social protection;
- Services.

6.11. Curriculum

Under the umbrella of their own scientific and pedagogic autonomy, every year public higher education institutions create study cycles that lead to different degrees (first degrees and *mestrados* at *ensino universitário* and *ensino politécnico* and *doutoramento* solely at university) and other courses that don't give a degree qualification, normally with the purpose of meeting the needs of regional and national training needs.

As a result of the addition of new courses to existing courses, all of the training offered is renewed via the expansion of certain specific knowledge areas where graduate and *pós-graduação* largely disseminated as initial training, via the Higher Education Guide (*Guia do Ensino Superior*), published annually by the Ministry of Science, Technology and Higher Education.

The training offered by public higher education, whatever the degree of autonomy, obeys the norms established regarding degrees and diplomas (Decree-Law No. 74/06, 26th of March), and in terms of objectives, competencies, length and curriculum credits (ECTS).

In this context and in terms of duration and course credits, it is important to highlight that the study cycle leading to a first degree in *ensino politécnico* normally lasts 6 semesters, corresponding to 180 credits, while at university it lasts between 6 to 8 semesters, corresponding to 180 to 240 credit units.

Similarly, the cycle that leads to a *mestrado* degree normally lasts three to four semesters, which corresponds to 90 to 120 credits.

In *ensino universitário* a *mestrado* degree can also be awarded after an integrated study cycle of 300 to 360 credits and a normal duration of between 10 and 12 semesters, in the cases where the duration for access to a certain profession is stipulated by European Union legal norms or is the result of a stable and consoling practice in the European Union.

In the second study cycle of university or *institutos politécnicos*, a *mestrado* degree is awarded to those who pass all the units that make up the study plan of the *mestrado* course and the successful defence of their dissertation, project work or internship report, having obtained the stipulated number of credits.

A *doutoramento* is only awarded by universities and it is awarded to those who have passed all the curriculum units, where relevant and who have successfully defended their thesis.

On the other hand, training in the first study cycles (licenciatura) tends to be structured around a common core, in terms of curriculum, that later diversifies that can take on the configuration of branches making the learning opportunities more flexible.

Higher education institutions, when adopting this perspective of curriculum construction, not only favour the possibility of choice for students articulating compulsory and optional curriculum units but also they create space for the development of competencies related to the methods of university work, documentation sources, foreign languages and ICT.

Alongside this effort in terms of renewal, the state higher education institutions also develop coordination mechanisms (group, departmental and global) that reinforce the coherence of the training on offer, for example at the level of curriculum unit content that are generally published annually in the form of summaries, accompanied by a précis of the structure and workings of the course, classes and other activities in the curriculum.

All of these guidelines seem to lead to the organisation of the curriculum that the implementation of Decree-Law No. 74/06, 26th of March, aims to promote and that infers a formative paradigm characterised by progressive autonomy of study and learning management. This is based, to a large extent, on a new concept of student's work that includes "all of the forms of work foreseen, namely the contact hours and the hours dedicated to work placements, projects, field work, study and assessment" (paragraph b) of Decree-Law No. 42/05, 22nd of February).

Legislation: Decree-Law n.º 42/05

Legislation: Decree-Law n.º 74/06

6.12. Teaching Methods

Like in the area of the curriculum, in the field of teaching methodology higher education institutions enjoy broad pedagogic autonomy to decide which ones to choose, develop and experiment.

6.13. Student Assessment

Although the choice of assessment models and schemes is part of the pedagogic autonomy of higher education, the institutions follow a policy of responsibility governed by the principles of quality and transparency that corresponds to the demands of its mission and the expectations of the different stakeholders (students, professors, teaching establishments and the community).

The most general assessment practices in higher education at the 1st level use attendance as a basis for control and continuous and summative assessment with their respective instruments and techniques.

Generally, continuous assessment is carried out throughout the year, while summative assessment (exams) occurs twice a year (July and September), supplying qualitative and quantitative results, the latter being expressed on a scale of 0-20.

Meanwhile, also at this level but more common in the second study cycle, assessment can take the form of an assessment of individual or group research.

In the medium term, the implementation of the Bologna Process, which introduces a new training paradigm where a student's work plays a fundamental role, will change assessment schemes, integrating new practices that focus more on the student's effort regardless of their presence in traditional seats of learning.

6.14. Progression of Students

In line with recent legislation (Decree-Law No. 74/06, 26th of March), higher education institutions should approve norms regarding precedence and the forfeit of the right to enrolment.

With the former, higher education establishments define the rules for progression to the next year, such as the number of credit units necessary to make this transition and in which curriculum units it is compulsory in terms of the rules of precedence.

Legislation: Decree-Law n.º 74/06

6.15. Certification

After registering their study cycles, ensino superior universitário institutions can award first degrees, mestrado degrees and doutoramento with the attribution of these degrees being subject to certain conditions.

A first degree can only be awarded to the student that has accrued the stipulated number of credits for the respective course after passing all the curriculum units in their study plan.

Similarly, a mestrado degree will only be awarded to the student that has accrued the stipulated number of credits for the respective course after passing all the curriculum units in their study plan and has defended their dissertation.

A doutoramento is only awarded to candidates who have successfully defended their thesis.

Higher institutos politécnicos can confer licenciatura degrees and mestrado degrees, as long as the respective study cycles have been approved by the Ministry of Science, Technology and Higher Education under certain conditions.

From this perspective, awarding a first degree is dependent on student having accrued the stipulated number of credits for the respective course after passing all the curriculum units in their study plan, while a mestrado degree implies that the student has accrued the number of credits stipulated for the respective course after passing all the curriculum units in their study plan and has defended their project or internship report.

The Decree-Law No. 74/06, 24th of March, that instituted the legal basis of degrees and diploma in higher education, foresees that the institutions can award diplomas in the following cases: completing no less than 120 credits of a first degree course; conclusion of no less than 60 credits on a mestrado course; conclusion of a doutoramento course; giving other non-degree courses.

Apart from this, this legislation allows higher education institutions to award degrees and diploma in association under certain conditions.

Thus, all university and polytechnic institutions adhering to the principles of visibility and comparability of degrees and diploma and following what was established in Decree-Law No. 42/05, 22nd of February, regarding the regulating principles for instruments that create European higher education, all of these institutions emit a supplement to their diplomas, as foreseen in the respective legislation.

Legislation: Decree-Law n.º 42/05

Legislation: Decree-Law n.º 74/06

6.16. Educational/Vocational Guidance, Education/Employments Links

The University/Industry Offices and associations that include universities, companies, research organisations, other institutions and end users, are the best placed to organise practical training courses in companies and training projects in line with specified needs detected.

Some schools of higher education do provide advanced services to the community, organise practical courses, have practical courses integrated in core courses and/or sponsor practical courses promoted by student representative bodies. Organising pós-graduação research programmes is also a response to the needs of job finding.

6.17. Private Education

Private and cooperative higher education, for historical and political reasons, has taken on a different configuration to state higher education, which was typified by the legal classification of higher education.

The legislation recognises its specific nature, consolidated in the «expression of freedom to learn and teach and the right of the family to choose how to educate their children» (n. 1 of article 57 of Law No. 46/86, 14th of October, amended by Laws No. 115/97, 19th of September and 49/05, 30th of August), which translates into the fact that private and cooperative higher education is governed by its own legislation and Statutes and can choose to follow state curriculum or adopt their own, as long as they obey the goals of the higher education system.

Although recognising the specific nature of these institutions, the legislation includes private and cooperative higher education in the goals of the higher education system, considering it «an integral part of the teaching network». From this perspective the links with state teaching means a number of formal, procedural and substantive demands in terms of quality and in terms of development, in the assumption that private and cooperative initiatives and establishments must be taken into account for any expansion or changes to the network.

Within the framework of state intervention in private and cooperative higher education, the legal classification of higher education foresees a number of different possible actions, of which it is worth highlighting: inspection, technical and pedagogic support and financial support for initiatives directly related to public interest and educational development.

In this context, taking into consideration the legal framework of private and cooperative higher education, it is important to describe two dimensions upon which its development is based: recognition of public interest in educational establishments and the authorisation of courses and awarding of degrees.

The recognition of public interest in educational establishments is foreseen in the Private and Cooperative Higher Education Statute (Decree-Law No. 16/94, 22nd of January, with subsequent amendments), as well as the procedures that the respective processes should follow.

For a university or polytechnic institute to be created the following requirements have to be fulfilled: a qualified teaching staff in sufficient number; the necessary material resources to guarantee quality training, development in the areas of teaching and research: Apart from these requirements and in terms of the public interest in a university the teaching must offer six licenciatura courses in three different areas, two of which being techno-laboratory and in the case of the institutos politécnicos, two or more teaching schools.

From this perspective, the recognition of public interest for the different stakeholders means:

- The recognition of the value of its degrees and diplomas: licenciatura, mestrado and doutoramento;
- The inclusion of private and cooperative establishments in the teaching network;
- The guarantee of high pedagogic, scientific and cultural standards of the teaching establishment stemming from the qualifications of the teaching staff and respective teaching;
- The encouragement of scientific research and technological innovation;
- Gradual support for students in this sub sector of education, such as scholarships and social support;

- The demands of scientific and pedagogic assessment by criteria common to higher education.

Once the recognition of the public interest of the higher education establishment is obtained on the part of the instituting body, next is the process of implementation that culminates with the registration and subsequent publication of the Statutes, the document where the rules relating to structure, goals, internal organisation and running of the establishment are stipulated, namely:

- The objectives and the scientific, pedagogic and cultural project;
- The rules that the relationship between the instituting body and the structure adheres to;
- The regulations of the establishment;
- The staff and management structure and the organisation, with the staff structure necessarily having the following: A reitor (in the case of universities) and a president (in the case of institutos politécnicos); director or direction body, scientific body and the pedagogical body;
- A system of registration, enrolment, attendance and assessment of students;
- Rights and responsibility of teaching staff.

Private and cooperative higher education does not enjoy full autonomy in relation to the creation of courses; the authorisation to start new study cycles is the responsibility of the Ministry of Science, Technology and Higher Education.

Currently these requests for authorisation are subject to a transitory regime, instituted by the Decree-Law No. 74/06, of 24th March, that is in force until the creation and functioning of an accreditation agency, which in terms of this legislation will accredit study cycles that lead to licenciaturas, mestrados and doutoramentos.

That authorisation obeys general requirements that include: its own educational, scientific and cultural project, appropriate to the objectives of the study cycle; its own teaching staff properly qualified and in sufficient number; the necessary human and material resources to guarantee the standard and quality of training.

The authorisation for these study cycles leading to mestrado degrees and doutoramento obey not only the general requirements but also special requirements such as a greater number of professors with a doutoramento or greater recognised experience and professional competence, the necessary development of recognised training and research in specialised areas or high-level professional development.

Authorisation requests for course follow the following processes in the Directorate-General of Higher Education: process preparation; study of pre-requisite fulfilment with consultation with specialist commissions; decision of the Ministry of Science, Technology and Higher Education from a proposal from the Directorate-General; notification of the concession and publication in the 2nd series of the Diário da República by the General-Director.

The new process has simplified the previous procedures, speeding up decisions and making the transition more agile, making it more appropriate for the legal basis of accreditation of study cycles.

Legislation: Decree-Law n.º 74/06

Legislation: Law n.º 115/97

Legislation: Law n.º 46/86

Legislation: Law n.º 49/05

Institutions: General-Directorate for Higher Education

6.17.1. Portuguese Catholic University

The Portuguese Catholic University was created within the scope of the Agreement "*Concordata*" between Portugal and the Holy See and has been functioning since 1971. It currently teaches courses in the areas, of social sciences, commerce and law; teacher training; arts and humanities; engineering and technical courses and health. It has expanded greatly, currently with 8 branches, with 18 teaching units under the names of faculty, institute and school.

The Portuguese Catholic University is a non state-owned, private university, governed by Article XX of the Agreement "*Concordata*" and by the special regulations ensuing from this article and is not subject

to the provisions laid down for private and co-operative higher education. Under its own Statutes, the Portuguese Catholic University is governed under "a mixed governmental and higher administration system that combines Church and State responsibilities, the need for autonomy (...) while safeguarding the institution as an indivisible entity".

The Portuguese State recognises the Portuguese Catholic University as a free and autonomous institution of public utility on a par with public and private universities.

Students attending the Catholic University have access to study grants similar to those given to students attending public higher education.

The Portuguese Catholic University enjoys statutory, scientific, teaching, financial and disciplinary autonomy, as well as the autonomy to manage its own assets, and it is governed by principles as strict as those laid down for public universities, with regard to quality of teaching and hiring teaching staff.

Without prejudicing the specific institutional nature of the university, the Portuguese Catholic University is subject to the regime established by the Law No. 1/03, 6th of January, as well as the regime of study cycle adjustment, established by Decree-Law No. 74/06, 24th of March.

The Portuguese Catholic University may therefore organise courses, research programmes or projects, as well as permanent or on-going education activities, and provides several types of university service to the community. Although with statutory autonomy, the Catholic University is subject to legislation passed in 2000, which approves the organisation and planning of higher education, and the respective legal Statutes should be adapted as required.

Legislation: Decree-Law n.º 74/06

Legislation: Law n.º 1/03

6.18. Organisational Variations, Alternative Structures

Please refer to the subdivisions for more details.

6.18.1. Open University – "Universidade Aberta"

The Open University (Universidade Aberta) is a school of higher education with scientific, teaching, administrative and financial autonomy. It was created in 1988 to work according to its own methods, based on distance learning.

Distance learning is comprised of means, methods and techniques used to teach the adult population using written teaching material conveyed via the media and through regular correspondence between the student and the system responsible for this method.

The main objectives of the Open University (Universidade Aberta) are:

- To provide university education to adults who, for geographical, professional or other reasons, are unable to attend courses in other universities in Portugal;
- To co-operate with state universities and other schools of higher education regarding courses in training, upgrading or changing teacher careers, whenever these measures involve the use of distance learning methods or the production of multimedia material;
- To encourage scientific research and activities and to promote the provision of services to the community, in the areas of teaching, education technology, distance learning and training and multimedia educational communication;
- To disseminate culture through distance learning, both in Portugal and abroad, namely in Portuguese speaking countries and in those where there is a large Portuguese speaking community;
- To take measures to provide recurrent education, training and professional re-conversion courses in areas that are vital to development, co-operating whenever necessary with national or foreign entities with specific attributes in this area;

- To co-operate when requested by adopting general measures which involve the use of distance learning methods or multimedia technologies in the training and upgrading of teaching staff and of the executive staff in public, regional and local administration, as well as to co-operate in other actions of obvious national interest.

The Open University began its work with the following courses:

- Licenciatura degree in modern languages and literature (option: Portuguese and French studies);
- Mestrados in multimedia educational communication;
- Initial and on-going training of pre-school education teachers and teachers of ensino básico and upper secondary education;

The syllabi for courses given in the Open University adhere to the credit system to be attributed to each teaching unit are due to the publication of Decree-Law No. 42/05, 22nd of February, adopting the curriculum credit system (ECTS), the same number of credits being given as curriculum units offered face-to-face and distance learning. Currently the Universidade Aberta offers courses in several areas, such as the humanities, Education, Applied Mathematics, Information Systems, Management, Social and Behavioural Sciences, leading to a licenciatura, Mestrado and some face-to-face courses.

Courses are also provided that do not lead to an academic degree, including the design and editing of multi-media teaching materials for higher education and for teaching the Portuguese language and culture, vocational training for the multi-media, teacher training and on-going education.

Legislation: Decree-Law n.º 42/05

6.18.2. Higher education accountable to other ministries

Higher education dependent on the armed forces and the police is taught at the Military Academy, Air Force Academy, the Naval College, the Higher Institute of Police Sciences and Homeland Security and in the higher education section of the Military Institute "Pupilos do Exército".

The state schools of higher education dependent on other ministries are usually under a system of dual control; general control by the ministry on which they depend administratively, and scientific control by the ministry on which they depend and the Ministry of Science, Technology and Higher Education. This later control is usually implemented through the approval of basic laws and the creation of courses and their regulation, and approval of the respective study plans.

The Military Academy, the Air Force Academy and the Naval College grant a licenciatura degree in their respective specialities. The Higher Institute of Police Sciences and Homeland Security provides courses in higher education in the speciality, also leading to a licenciatura. The higher education section of the Military Institute "Pupilos do Exército" leads to a licenciatura.

Institutions: Ministry of Science, Technology and Higher Education

6.19. Statistics

Please refer to the subdivisions for more details.

This information is being currently updated.

6.19.1. Teaching staff, establishments and teaching type

Figure 1. Number of teachers, by teaching type and age group (Corresponds to total of teachers in each teaching sub-system)

2004 – 2005

Type of Teaching	Age group	Number of teachers, on December 31 st 2004
State University	Less than 25 years	149
	25 - 29 years	874
	30 - 34 years	1 876
	35 - 39 years	2 568
	40 - 44 years	2 695
	45 - 49 years	2 470
	50 - 54 years	1 896
	55 - 59 years	1 345
	60 - 64 years	647
65 or more	338	
Total		14 858
State Polytechnic	Less than 25 years	158
	25 - 29 years	1 369
	30 - 34 years	1 918
	35 - 39 years	1 886
	40 - 44 years	1 736
	45 - 49 years	1 376
	50 - 54 years	974
	55 - 59 years	719
	60 - 64 years	251
65 or more	123	
Total		10 510

Source: OCES – Observatório da Ciência e do Ensino Superior (Science and Higher Education Observatory)

Figure 2. Number of teachers, by teaching type and age group.

(Corresponds to total of teachers in each teaching sub-system)

2004 - 2005

Type of Teaching	Age group	Number of teachers, on December 31st 2004
Private University	Less than 25 years	65
	25 - 29 years	652
	30 - 34 years	1 313
	35 - 39 years	1 304
	40 - 44 years	1 151
	45 - 49 years	866
	50 - 54 years	658
	55 - 59 years	503
	60 - 64 years	346
	65 or more	386
Total		7 244
Private Polytechnic	Less than 25 years	48
	25 - 29 years	538
	30 - 34 years	763
	35 - 39 years	795
	40 - 44 years	720
	45 - 49 years	477
	50 - 54 years	331
	55 - 59 years	209
	60 - 64 years	150
	65 or more	130
Total		4 161

Source: OCES – Observatório da Ciência e do Ensino Superior (Science and Higher Education Observatory)

Figure 3. Number of teaching staff, by teaching type

2004-2005

Type of teaching	Number of teachers, on December 31 st 2004
State ensino universitário	14 858
State ensino politécnico	10 510
Private ensino universitário	7 244
Private ensino politécnico	4 161
Total	36 773

Source: OCES – Observatório da Ciência e do Ensino Superior (Science and Higher Education Observatory)

Figure 4. Number of teachers and establishments of higher education

2004/2005

	Public	Private	Total
Teachers	25 368	11 405	36 773
%	69%	31%	100,0%
Establishments	169	135	304
%	55,6%	44,4%	100,0%

Source: OCES – Observatório da Ciência e do Ensino Superior (Science and Higher Education Observatory)

6.19.2. Students**Figure 1. Number of students enrolled in higher education**

2004 - 2005

	Public	Private	Students
Ensino universitário	173 897	67 157	241 054
Ensino politécnico	108 376	31 507	139 883
Total	282 273	98 664	380 937
%	74,1 %	25,9 %	100,0 %

Source: OCES – Observatório da Ciência e do Ensino Superior (Science and Higher Education Observatory)

Figure 2. Number of students enrolled, according to level of education and gender

2004 - 2005

Level of education	Female	Male	Total
ISCED 5A	199 017	158 622	357 639
ISCED 5B	2 724	2 164	4 888
ISCED 6	10 312	8 098	18 410
Total	212 053	168 884	380 937

Source: OCES – Observatório da Ciência e do Ensino Superior (Science and Higher Education Observatory)

Figure 3. Number of students registered by schooling level and gender

2004/2005

Schooling Level	Female	Male	Total
ISCED 5A	199 017	158 622	357 639
ISCED 5B	2 724	2 164	4 888
ISCED 6	10 312	8 098	18 410
Overall Total	212 053	168 884	380 937

Source: OCES – Observatório da Ciência e do Ensino Superior (Science and Higher Education Observatory)

Figure 4. Number of students enrolled, by gender, according to age and age group

2004 - 2005

Age	Female	Male	Total
17 years	559	389	948
18 years	13 688	8 432	22 120
19 years	19 984	12 565	32 549
20 years	24 693	16 131	40 824
21 years	26 407	17 532	43 939
22 years	24 627	17 714	42 341
23 years	18 752	15 464	34 216
24 years	13 983	13 194	27 177
25 years	10 492	10 821	21 313
26 years	8 144	8 921	17 065
27 years	6 859	7 370	14 229
28 years	5 523	5 877	11 400
29 years	4 686	4 843	9 529
30 to 34 years	14 531	14 216	28 747
35 to 39 years	8 088	6 658	14 746
40 and more	11 037	8 757	19 794
Total	212 053	168 884	380 937

Source: OCES – Observatório da Ciência e do Ensino Superior (Science and Higher Education Observatory)

Figure 5. Number of students enrolled by NUTS II and by gender

2004 – 2005

Nuts II	Female	Male	Total
Alentejo	12 313	7 747	20 060
Algarve	6 329	4 286	10 615
Centre	45 472	36 011	81 483
Lisbon	78 178	67 091	145 269
North	65 554	51 396	116 950
R. A. Açores	2 226	1 132	3 358
R. A. Madeira	1 981	1 221	3 202
Total	212 053	168 884	380 937

Figure 6. Number of graduated, according to scientific area

2004 – 2005

Scientific area	Total
Education	10246
Arts and Humanities	6144
Social Sciences, Commerce and Law	19638
Sciences, Maths and Computers	4675
Engineering, Manufacturing Industry and Construction	10021
Agriculture	1359
Health and Social Protection	13528
Services	4412
Total	70023

Source: OCES – Observatório da Ciência e do Ensino Superior (Science and Higher Education Observatory)

Figure 7. Number of graduated, according to scientific area

2005 - 2006

Scientific area	Total
Education	26277
Arts and Humanities	31494
Social Sciences, Commerce and Law	115808
Sciences, Maths and Computers	26833
Engineering, Manufacturing Industry and Construction	80597
Agriculture	7045
Health and Social Protection	58823
Services	20544
Overall Total	367421

Source: OCES – Observatório da Ciência e do Ensino Superior (Science and Higher Education Observatory)

6.19.3. Schooling rates

Schooling rates – School year 2004/2005: See the Figure [2.9.3.](#)

7. CONTINUING EDUCATION AND TRAINING FOR YOUNG SCHOOL LEAVERS AND ADULTS

Please refer to the subdivisions for more details.

7.1. Historical Overview

The first liberal reform of ensino básico of 15th November 1836 includes the first legal reference to adult education and introduces three evening classes for adults unable to attend daytime classes. Although government-sponsored evening and Sunday courses were created for adult literacy throughout the nineteenth century, it was civic society that developed adult education throughout the country. By the end of the 1800s the mobile schools using João de Deus's method played an important role.

Education under the 1st Republic (1910-1926) also covered adult education, the aim being to eradicate illiteracy. The Decree of 29th of March of 1911 addressed this issue (art. 31) and assigned responsibility for setting up courses and support in other initiatives to municipal authorities. Other measures followed, although as a whole no significant results were achieved.

In 1930, when the overall illiteracy rate was around 62%, mobile schools were closed down (Decree No. 18/b 724, 5th of August) and evening courses reinstated for individuals over the age of 14, of both sexes. It was in the post-war period that the Estado Novo (Salazar's regime) decided on a more intense campaign to improve a situation in which Portugal footed the list of European countries, and to address the problem of illiteracy as an "enemy of economic development". Between 1952 and 1956 the National Campaign for Adult Education was conducted which improved the situation slightly.

Political and social circumstances meant that until 1974 there was no system of adult education to speak of. There had been some literacy training campaigns, and some measures had been adopted to increase access to education: evening courses – complementary ensino primário for adults, general high school and technical courses; access examinations to university for people over the age of 25 and the volunteer system in ensino superior universitário (i.e., worker students who do not attend regular lectures and who do only final exams). In the early 1970s, concepts of adult education policy were changed, and more structural and pedagogic autonomy was granted. Decree-Law No. 408/71, 27th of September, established the General Department for Adult Education (Direcção-Geral de Educação Permanente), responsible for co-ordinating extracurricular education and activities for cultural and vocational promotion, with the adult population as their main target.

The major boost to adult education after the 1974 revolution came from numerous local groups who formed cultural committees and developed cultural and/or educational initiatives.

By the end of 1975, the services of the General Department for Adult Education were restructured and a framework for the national system of adult education was first outlined, which later became the Adult Education Plan. The first measures taken by its decision-making bodies gave support to educational initiatives promoted by local organisations: educational equipment and audio-visual material were provided, texts were photocopied, tutors and local group leaders were trained. The year after, a bridge was first officially established between local educational activities and the formal educational system, through innovative legislation concerning the design and application of assessment tests.

In 1976 the preamble to Ordinance No. 419/76, 13th of July, explains the new concept of adult education: "to encourage" a learning process for adults aimed at making them – individually or as members of a group – agents of their own education and creators of a true national culture, which implied the "definition of skills to be acquired and demonstrated by adults, depending on their interests or work."

Subsequent to legislation passed in 1979, preparatory work was done for the Adult Literacy Training Plan. The aim was to eradicate illiteracy in what was to be a binding reference document on adult

education, until the 1996 Education Act was passed, and which safeguarded fundamentally the inclusion of vocational training in the education system, in October 1986 (Law No. 46/86, 14th of October).

This legal document would come to define the organizing principles of the educational system, considering recurrent education as a special type of school education that ensures second chance education opportunities, with specific study plans and methods, awarding certificates and diplomas that regular school gives. It foresees the organization of recurrent professional training, considering extracurricular education as an integral part of the educational system, defining its objectives and activities within the scope of a multitude of formal and informal initiatives.

With regard to Apprenticeship, in 1980, official approval was given for an experiment on vocational training for young people based on an alternating system. This involved the Ministry of Work and Solidarity (then with a different name) through the Employment and Vocational Training Institute. This programme trained adolescents over the age of 14, who had just completed compulsory schooling, based on a 3-year curricular plan, providing 16 hours general and 24 hours technological training per week. At the end of this training period pupils received a certificado de aptidão profissional and a diploma attesting equivalence to 9th grade. This type of alternating vocational training involved both specific mainly in-house training and general education taught in state schools. Decree-Law No. 102/84, 29th of March, established the legal basis for this apprenticeship system aimed at ensuring the insertion of young people in working life.

Since then the apprenticeship system has been subject to a variety of reforms, although its legal basis is the Decree-Law No. 205/96, 25th of October. The regulations governing courses have been reviewed, as have training referential, with the inclusion of training modules aimed at the acquisition of basic Information and Communication Technology competencies.

After 1997, the historical development of adult education and training in Portugal is distinguished by the major protagonism of this theme on the political agenda and in public debates, with some changes within the institutional framework that, to some degree, authorize and institutionalise the tendency for cooperation between Education (the Ministry of Education) and Work/Employment/Vocational Training (the Ministry of Social Security and Work). This push for the renewal of adult education and training is not unlinked to the fact that from 1996 (the year that initiatives from the EC Commission like the White Paper and the European Year of Lifelong Learning or the OECD initiative to sponsor the Lifelong Learning movement), it has figured on the frontline of strategic directives, both on a level of national governments as well as international organisations.

In 1996 a National Committee for the Year of Lifelong Learning is created (Resolution of the Council of Ministers No. 15/96, 22nd of February), in which, in the culmination of its work on 26th of January of 1998, the Magna Carta for Lifelong Learning was presented.

In 1997, after the Portuguese government delegation's participation in the Hamburg Conference, the Portuguese government commissions a Strategic Document for the Development of Adult Education from a group of specialists (December 1997).

In May of 1998, the National Employment Plan (Resolution of the Council of Ministers No. 59/98, 6th of May) constitutes, in strategic and programming terms, the first legal frame for the subsequent developments in Adult Education and Training in Portugal. Among the new instruments foreseen in the National Employment Plan, Pilar 1 – "Improving Employability", referring to the launch of the Society Project: S@bER+ (Know More), with the view to the lifelong training and education of adults.

In the same year the Mission Group for the Development of Adult Education and Training is created, a body that is both the initiative and responsibility of the Ministry of Education and the Ministry of Work and Solidarity, whose job it is to launch and carry out the aforementioned Programme and the creation of the National Agency for Adult Education and Training (ANEFA).

The creation, in 1999, of the National Agency for Adult Education and Training (ANEFA) consolidates the links between education and training systems, promoting the cooperation of the Ministries of Education and Social Security and Work, and also between the public and private sectors, education and training establishments, educational bodies and main stakeholders. The importance given to the necessity of improving the qualifications of adults with low levels of schooling and qualifications is reinforced through valuing skills acquired throughout life, in formal and non-formal contexts, with a view to increasing the competitiveness of our businesses that are faced with the challenges created by

the process of globalisation of the economy and the constant speed of change and technological innovation.

The Decree-Law No. 208/02, 17th of October, that approves the new structure of the Ministry of Education, introduces major changes within the ambit of national policy regarding the education system and, namely, adult education and training. It defines, as one of its main objectives, the integration of policies and systems of education with the policies and systems of lifelong training. This integration policy envisages initial qualifications for young people that don't intend continuing their studies, to ease their entry into the world of work and the development of adult learning.

The birth of integrated education and training as the responsibility of the Ministry of Education led to the creation of General-Directorate for Vocational Education and Training (Direcção-Geral para a Formação Vocacional - DGFV) – whose broad sphere of action develops mechanisms that facilitate the lifelong qualification of young people and adults, along the lines of a training "continuum". This new body takes on the work of the now defunct ANEFA, taking on the functions and the jurisdiction that were bestowed upon it in the area of adult education and training.

In view of the shortcomings of the existing framework underpinning academic and vocational qualifications in Portugal, it is important to recognise all the knowledge and competencies acquired in non-formal or informal settings by workers, irrespective of their situation in the labour market. Within this context, the recognition and validation and certification of competencies take on a new dimension through the creation of personalised training itineraries, which the education-training systems seek to offer through a flexible curricular structure and arrangements that promote the personal, social and vocational development of citizens. In the fields of adult education/training and the further training of people of working age, the Government and stakeholders reached an agreement on the creation of Centres for the Recognition, Validation and Certification of Competencies (RVCC) also named "New Opportunities" Centres. The purpose of the development of this nationwide network is to enable candidates to obtain certification at a certain level of education, which is based on a list of key competencies for adult education and training.

Within the framework of adult education and training, the Ministry of Education and the Ministry of Labour and Social Solidarity share the recently created National Agency for Qualification (ANQ), ex-DGFV, which is responsible for a large range of integrated education and training intended for adults. Developed within a national network of public and private bodies, this involves combining a public service logic with a programme logic, and as such the Institute of Employment and Vocational Training (IEFP), through the network of training centres (under direct and joint management) assumes responsibility for the implementation of a series of adult education-training measures, in particular in connection with the relevant professional component.

Legislation: Decree-Law n.º 102/84

Legislation: Decree-Law n.º 205/96

Legislation: Law n.º 46/86

Legislation: Ordinance n.º 419/76

Legislation: Resolution of the Council of Ministers n.º 59/98

Institutions: Institute of Employment and Vocational Training

Institutions: Ministry of Education

Institutions: Ministry of Work and Social Solidarity

7.2. Ongoing Debates and Future Developments

In Portugal, in recent years, policies in the field of education and training have been characterized by a strengthening of the support for lifelong learning, not only with a view to the development of adaptability of individuals, groups and companies to structural changes in the economy, but also to new ways of circulating information, the production of knowledge and the relationships between people.

In this sense, it is already notable how much the value placed on human resources has, as a strategy for the country's development, made substantial progress. In particular the level of instruction of the

youngest population, in terms of a rise in schooling that translates fundamentally in higher net schooling rates.

The supply of education and training for young people and adults in Portugal offers great diversity be it at the level of promoters and frameworks or at the level of training options. It shows an effort to suit different people's contexts and training needs, at the same time stimulating demand. In the same way efforts are being made to make the different paths flexible and improving the coordination between different promoters and supplies of education and training.

According to the Portuguese Constitution, education is the path that leads to the awareness of individual rights and freedoms of human beings. The respect for human dignity means that every citizen - Portuguese or not – that lives in Portugal, has fundamental rights and freedoms regarding education, whose aim is personal education and social development from a perspective of lifelong learning.

The European Council meeting that took place in Lisbon in March 2000, under the aegis of the Portuguese presidency of the European Union Council, approved a new strategy for Europe based on innovation and knowledge. From the then named "Lisbon Strategy" came a list of objectives for education to be achieved by 2010. These objectives require the adoption of a work programme on education and training until 2010 that aims to create knowledge infrastructures, encourage innovation and modernise the educational system.

Education and training policies are at the centre of this new initiative and they act in synergy with other policies such as those in the areas of employment, economy and the information society.

One of the aspects of this work programme that is recognised as a key factor in Portugal's future is the development and coordination of an education and training system within the context of lifelong learning. The development of quality education and vocational training is a fundamental component of the "Lisbon strategy", especially when it promotes inclusion and social cohesion, mobility, employability and competitiveness, the prevention of all forms of discrimination and exclusion and the promotion of the respect for human rights.

Another innovative aspect, which highlights the inevitable contingencies surrounding changes and reforms, is the definition of a methodology – open coordination method – that is based on indicators, in the dissemination of good practice and assessment and that seeks to facilitate the progressive development of policies for this sector, respecting the principle of subsidies.

The current investment in adult education and training, aiming to qualify a million Portuguese adults is characterised by the following objectives defined by the government in the "New Opportunities Initiative":

- Increase the offer of professional training on the network of the Ministry of Education, Ministry of Work and Social Solidarity and on the private network;
- Guarantee integrated territorial management of courses and the establishment network;
- Create an Integrated System of School and Careers Information and Guidance (Sistema Integrado de Informação e Orientação Escolar e Profissional);
- Develop a Quality Assessment System;
- Extend the key-competencies reference framework applied to the RVCC system to the 12th grade;
- Promote a better adjustment of adult education and training to the expectations and conditions of participation of the working population;
- Increase the amount of after-work training;
- Negotiate the viability of employees doing training with stakeholders;
- Mobilize major companies and business associations to facilitate training for their workers.

At the moment, in order to achieve these aims, the following strategies are being developed, based on the very structure of both ministries in conjunction or on their own initiative and act as developmental vectors in the areas of adult and young people's education and training, which, in short, specify:

- the consolidation of new flexible education and training opportunities with academic and professional certification, namely in the area of recurrent education, education and training courses and vocational training in the job market;
- the reinforcement of continuous training as a strategy for general access to education and training, promoting training paths oriented for updating, recycling and perfecting of professional knowledge;

- the establishing of reference frameworks for key competencies (the common reference framework for key competencies for adult education and training that guarantee the capacity to (re) direct supply, prioritise investments and validate informal acquisition, from the perspective of the preservation and valuing of the existing knowledge of the working population;
- the continuation of the expansion of the process of recognition and validation of competencies acquired in different life contexts, both formal and non-formal, certifying them at a professional and academic level till 12th year of schooling, within the context of lifelong learning and consequent expansion of the RVCC (New Opportunities) centres network;
- the advantages of training approaches that highlight the promotion of minimum competencies in ICT, where the aim is to guarantee that at least 50% of further training has ICT content;
- the promotion of training contexts oriented towards vocational qualifications that confer professional certification, in order to both facilitate the adaptation of companies to socio-economic changes and promoting the employability of workers;
- the approximation of training to the business context, with a view to easing the transition from school to work, as is the objective of professional internships;
- the development and expansion not only of non-higher education, post-secondary training, but also the institutions which provide it, focusing more on middle-ranking professionals, as a demand of the growing needs of the economy and businesses;
- guaranteeing of adult training in ICT, via the introduction of ICT in the national curriculum and in all types of adult education, as a compulsory subject as well as the formation of a mission group that creates, develops and implements and assesses the use of computers, networks and Internet in schools and in the teaching/learning process.

Institutions: Ministry of Education

Institutions: Ministry of Work and Social Solidarity

7.3. Specific Legislative Framework

Law No. 46/86, 14th of October, amended by Law No. 115/97, 19th of September, and Law No. 49/05, 30th of August, called the Education Act, defines the organising principles of the educational system, focussing on literacy and ensino básico for adults, instituting a second opportunity in education via recurrent education, which is for individuals that didn't go to or didn't complete ensino básico and upper secondary education at the normal age. The same law considers extracurricular education (non-formal education) as an integral part of the educational system, defining its objectives and activities in the range of formal and non-formal multiple initiatives.

- The Implementing Order No. 58/88, 22th of July, establishes the curriculum plan of courses in the 2nd cycle of ensino básico of recurrent education;
- Ordinance No. 432/89, 14th of June, regulates the objectives, curriculum and assessment of courses in the 1st cycle of ensino básico of recurrent education; it revokes Ordinance N° 95/87, 10th of February;
- Decree-Law No. 344/90, 2nd of November, establishes the general basis of the organisation of pre-school, school and extra-curricular art education; recurrent education;
- Decree-Law No. 74/91, 9th of February, lays down the general framework for the organisation, development and goals of adult education in its recurrent education and extracurricular education approaches;
- Implementing Order 193/91, 5th of September, defines the process of generalisation of 3rd cycle ensino básico and upper secondary education of recurrent education, according to the system credit units;
- Decree-Law No. 401/91, 16th of October, establishes the legal framework of vocational training; Order No. 273/ME/92, 10th of November, establishes the creation of upper secondary education of recurrent education course by credit units on an experimental basis, of the respective curricula and the school network and organisational model;
- Order No. 189/93, 7th of July, defines the curricular plan and the conditions for organising and running 3rd cycle ensino básico of recurrent education into practical units;
- Order No. 37/SEEBS/93, 15th of September, approves the regulations that define the general organisational framework of extracurricular education courses, given by or in conjunction with the Ministry of Education in the area of basic adult education, which is for people with low levels of schooling who have passed normal school age;

- Order No. 41/SEED/94, 14th of June, regulates the expansion of the experimental regime and creates some technical courses in upper secondary education of recurrent education by credit units;
- Order No. 16/SEEI/96, 29th of April, expands the network of technical courses of recurrent education by credit units;
- Order No. 44/SEEI/96, 3rd of October, establishes the equivalence between past courses or courses that will disappear and subjects or subject unit groups of upper secondary education of recurrent education;
- Decree-Law No. 205/96, 25th of October, regulates the Apprenticeship System;
- In 1998, a Resolution passed by the Council of Ministers No. 92/98, of 14th July approved the start of work within the Mission Group for Adult Education and Training responsible for (i) the work of strategic and technical co-ordination, at all levels, in the area of adult education and training; (ii) creating a system of formal validation of knowledge and skills formally and informally acquired; (iii) opening national tender for funding and supporting adult education and training initiatives; and (iv) developing the process for creating a national Agency for Adult Education and Training, enshrined in legislation passed in 1999;
- Order No. 36/99, 22th of July, as a result of an external assessment of recurrent education done in 1998, with the aim of adapting the supply of recurrent education to the way it would function within the school network, introduces changes to the teaching and administrative organisation of recurrent education into practical units in the 3rd cycle of ensino básico and upper secondary education;
- The Decree-Law No. 387/99, 28th of September, launched the National Agency for Adult Education and Training (Agência Nacional de Educação e Formação de Adultos - ANEFA). This agency was designed to be a public institute under the dual control of the Ministries of Education and of Labour and Solidarity, a structure competent to design intervention methods, promote programmes and projects, and support the initiatives of civic society for adult training and education. It was also to create gradually a system for recognising and validating informal adult learning.
- Joint Order No. 1083/00, 20th of November, regulates the creation of Adult's Education and Training Courses (cursos EFA) with double academic and vocational certification;
- Joint Order No. 650/01, 20th of July, approves the model of the certificate given for the EFA courses and introduces amendments regarding curriculum design and the professional qualification training areas;
- Joint Order No. 261/01, 22nd of March, approves the regulation that defines the system of access to measure nº 4 " Lifelong Education and Training", action 4.2 "Short duration Courses" , within PRODEP III; Ordinance No. 1082-A/01, 5th of September, creates a national network of Centres for the Recognition, Validation and Certification of Competencies (Centros de Reconhecimento, Validação e Certificação de Competências - CRVCC); Ordinance No. 286-A/02, of 15th March, amends certain points of Ordinance No. 1082-A/01, 5th of September.
- Joint Order No. 279/02, 12th of April, ensures education and training that, through various flexible routes, confers level 1 or 2 qualification on young people between the ages of 15 and 18, who haven't finished the 1st, 2nd, or 3rd cycles of ensino básico, due to early school leaving or at risk of leaving early and want the respective diploma and professional qualification;
- Ordinance No. 394/02, 12th of April, establishes equivalence between the various courses in upper secondary education and upper secondary education recorrente by credit units;
- Order No. 393/02, 12th of April, introduces amendments to Order No. 989/ 99, 3rd of November, which creates the Technological Specialisation Courses (CET), non-higher education, post-secondary courses and foresee, among other goals, the promotion of training paths that include the objectives of qualification and professional placement, allowing for further study. The CET award a Technological Specialisation Diploma (Technological Specialisation Diploma - DET) and a level 4 vocational qualification certificate;
- Decree-Law No. 208/02, 17th of October, which approves the new organic structure of the Ministry of Education, defines as one of its major objectives, the integration of education policies and systems and the policies and systems of lifelong learning. This policy for integration not only aims at initial qualification for young people with the professional skills necessary to enter the working life, nevertheless preserving and encouraging the fulfilment of ensino básico and the continuation of their studies in order to buck the trend of early entry into the job market, but also the development of the acquisition of learning by adults in a lifelong learning model. The integrating concept of education and training adopted by the Ministry of Education led to creating a new service - the General-Directorate for Vocational Training (Direcção-Geral de Formação

Vocacional – DGFV) whose transversal action develops mechanisms to facilitate qualification throughout life for young people and adults. This new body, for the purposes of the legislation in question, succeeds ANEFA, which was abolished, and its duties and skills for adult education and training taken over by the DGFV. The undeniable tendency for coordination between the education and vocational training systems, aforementioned, becomes characterized by ongoing integration of the various offers in an education and training system, under the responsibility of the Ministry of Education in conjunction with the Ministry of Social Security and Work. In this context and put into this perspective the legal framework that governs education and initial and continuous vocational training in Portugal is in a state of transition, with the projects of a new Education Law and a Vocational Training Law already under discussion. Three areas in particular should be highlighted: (i) the extension of schooling to 12 years, from the perspective of both education and training; (ii) the matching of what is offered in education and training to what is necessities of demand, qualifying the Portuguese population; (iii) the development of a culture of learning, with the recognition, validation and certification of learning acquired in formal and informal contexts. The Major Plan Options for 2003-2006 - Law No. 32-A/02, 30th of December, consolidate the country's major priorities: "Qualify human resources from the perspective that lifelong learning demands a coordination of education and training policy with employment policy. (...). The creation of conditions that, in time, broaden access for all to education and training, disseminating that learning to all areas of life and promoting and integrating it into the new knowledge and innovation society (...)".

- The Decree-Law No. 74/04, 26th of March, establishes the guiding principles of learning assessment, organisation and management of the upper secondary education curriculum; recurrent education.
- Order No. 550-E/04, 21st of May, creates the scientific-humanistic courses, technological courses and specialised artistic courses, the respective study plans and defines the organisational, pedagogic and assessment system of upper secondary education of recurrent education e by credit units.
- Joint Order No. 453/04, 27th of July, creates the Education and Training Courses (CEF), giving an opportunity to young people of 15 or over, who not having completed 6, 9 or 12 years of schooling at school age, wish to obtain a school certificate and, at the same time, get a level 2 and 3 vocational qualification. These courses are also for those people that have completed 12 years of schooling but wish to get a vocational qualification to work.
- Ordinance No. 256/05, of 16th March, of the Ministry of Economic Activities and Labour where the Update of National Classification of Education and Training Areas (Classificação Nacional das Áreas de Educação e Formação - CNAEF).
- Decree-Law No. 64/06, of 21st March, regulates the specially designed tests that assess the ability to enter higher education for adults of 23 and over, foreseen in No. 5 of article 12 of the Education Act.
- Order No. 6741/06, of 24th March, approves the specific regulation that defines the system of access to support given within the "Recognition, validation and certification of competencies", part of the programme of development and modernisation of the support structures and services for employment and training policies.
- Order No. 26401/06, of 29th December, changes the structure of adult's education and training courses (EFA).
- Decree-Law No. 88/06, of 23rd May, regulates the technological specialisation courses (CET), non-higher, post-secondary training that aim to confer a Level 4 vocational qualification. It revokes Ordinance No. 989/99, of 3rd November, amended by Ordinance No. 698/01, of 11th July and Ordinance No. 393/02, of 12th April. It also modifies Joint Order N° 350/04, of 11th June;
- Order No. 15187/06, of 14th July, regulates the running of the RVCC ("New Opportunities" Centres) in educational establishments. It revokes Order No. 15795/03, of 14th August. It applies equally to cursos EFA, in relation to the qualifications of the pedagogic team.
- Ordinance No. 86/07, of 12th January, of the Ministry of Labour and Social Solidarity and the Ministry of Education, alters Ordinance No. 1082-A/01 and creates a national network of Centres for the Recognition, Validation and Certification of Competencies, with reference to the goals stipulated in the "New Opportunities" project.
- Order No. 9937/07, of 29th of May, regulates short training sessions, adjusted to the individual characteristics of each student, within the scope of the process of the recognition, validation and certification of competencies developed in the "New Opportunities" Centres.

- Order No. 11203/07, of 8th June, clarifies and gives greater detail regarding certain aspects related to the organisation and running of the "New Opportunities" Centres and cursos EFA.

Institutions: Ministry of Education

Institutions: Ministry of Work and Social Solidarity

7.4. General Objectives

General objectives are:

For recurrent education:

- ensure a second learning chance for adults and young people, of 15 and over, for ensino básico, or 18, for upper secondary education, who having attended school have dropped out without any certificate for whatever reason;
- favouring a second chance at school for those who want it for professional or cultural reasons;
- a first chance for those who never went to school, making up for the existing imbalances among the different age groups in terms of education level.

This type of adult education is organised and follows the curricula that lead to the same levels, certificates and diploma awarded by formal education. Apart from this it is organised autonomously with respect to access, curricula, programmes, and assessment and attendance models. The objective is to adapt this type of education to the profile of the trainees that seek it, taking into account their life experience and personal and professional knowledge. Different methodologies are used, taking into account the autonomy of the trainee, using an interdisciplinary approach, focussing on problem solving. Recurrent education covers all levels of education from the 1st cycle of ensino básico to upper secondary education. Ensino básico is divided into three cycles (1st, 2nd and 3rd cycles).

The prime objective of the 1st cycle of recurrent ensino básico is to eradicate illiteracy.

The 2nd and 3rd cycles of the same mode of teaching is to obtain a diploma the equivalent of compulsory schooling to be able to proceed to further study and/or develop vocational skills.

Those with a diploma from ensino básico or equivalent or individuals who pass the global diagnostic assessment test can progress to upper secondary education (10th, 11th and 12th grades). Upper secondary education gives access to higher education and in the cases of technological courses and specialised artistic courses, the award of a level 3 vocational qualification diploma.

For extracurricular education to promote:

- Learning and up-grade knowledge and skills to substitute or complement school education, from the perspective of lifelong learning.
- The specific purposes of extracurricular education r courses are:
 - Literacy training - aiming fundamentally to overcome literal and functional illiteracy;
 - Up-grading - aiming to combat regressive illiteracy and to up-grade school learning or other;
 - Social-educational courses - aiming fundamentally to provide cultural or civics;
 - Social-vocational courses - aiming fundamentally at training for entry into the job market.

For the apprenticeship system:

The objectives of these courses are to prepare young people and adults, applying for their 1st job, in order to facilitate their integration into working life via training profiles that encompass three important values: strengthening academic, personal, social and relational competencies, acquisition of scientific-technological know-how and solid, in-company experience.

For the education and training courses:

Ensuring the completion of compulsory schooling and fighting exclusion. These courses also allow access to the world of work with a certified vocational qualification and access to higher education.

For technological specialisation courses:

- to add scientific and technological knowledge to basic vocational training;
- to develop personal and professional skills suitable for the skilled practice of a profession;
- to promote learning that includes the objectives of qualification and a job and also lead to further study.

For the Process of Recognising, Validating and Certifying Competencies:

- to give all citizens, in particular those with fewer qualifications and the employed and unemployed of working age, the opportunity to have the competencies and knowledge that they have acquired throughout their life, recognised, validated and certified;
- to encourage and facilitate education and training paths;
- to encourage the (re) construction of major personal and vocational projects.

For adult's education and training courses

- to supply integrated education and training, with both school and vocational certification, for adults with few academic and vocational qualifications;
- to contribute to the increase in vocational and academic qualification for the Portuguese population, improving their employability;
- to promote the local network of Adult Education and Training;

For Acções S@bER + (short courses):

- to encourage the adult population to acquire, develop or perfect their personal, professional or school skills;
- to provide a range of education geared to adults;
- to create flexible solutions that can lead to certification and which help improve the academic and professional qualifications of the adult population.

7.5. Types of Institution

The state promotes extracurricular education and recurrent education that can be pursued by any public or private body, as long as its scientific and pedagogic quality is guaranteed and its respective official recognition assured.

Vocational training, the one in which apprenticeship system is included, can be carried out by various institutional forms, by public entities, from the private or cooperative sector (for or not for profit), that have the training capacity and adequate structure.

In the area of adult education and training, the following are considered training bodies:

- Upper secondary education or higher education institutions, vocational schools and other bodies that accept trainees and scholarship holders;
- Professional, business or trade union associations;
- Not-for-profit bodies working in areas of social economy or social support groups for the socially disadvantaged and at risk of social exclusion, as long as training is an integral part of the social mission;
- Public institutions that include training as part of their mission;
- Companies or company associations, as long as training done is for the job market and they have the respective accredited training centres;
- Public and Private bodies that at a council level encourage the creation of Centres for Recognising, Validating and Certifying Competencies (Centros RVCC);
- Public and Private bodies that promote Adult Education and Training Courses (Cursos EFA), as long as they are accredited by the appropriate bodies;
- Open University – distance learning for ensino básico and upper secondary education teachers;
- Pensioner universities that teach a wide variety of subjects in line with the public interest.
- Prisons also teach recurrent education courses at all teaching levels, via the protocols established with nearby school.
- Schools and some social solidarity institutions teach Portuguese language and culture to foreign adults.

Participation and consultation by social protagonists:

Among the partners in adult education and apprenticeship system are the local authorities, companies and employer associations, the unions and professional organisations, social solidarity institutions and local and regional cultural associations.

Some of the social partners are:

- The Economic and Social Council - Conselho Económico e Social (CES), responsible for giving an opinion on major options in economic and social policies;
- The Standing Commission for Social Dialogue - Conselho Permanente de Concertação Social (CPCS), body that participates in the definition and assessment of vocational training policy;
- The National Council for Education - Conselho Nacional de Educação (CNE), in which the social partners are represented, a body for dialogue and debate that make recommendations about all questions of education, including vocational training;
- The National Consultative Council for Vocational Training – Conselho Consultivo Nacional da Formação Profissional, the body that advises about strategy and presents proposals for measures in the area of training and makes the overall assessment of its workings;
- The National Apprenticeship Committee - Comissão Nacional de Aprendizagem (CNA), responsible for strategic guidance and monitoring the apprenticeship system, bearing in mind changes to education vocational training systems, and to the labour market;
- The Standing Committee for Certification - Comissão Permanente de Certificação (CPC), which co-ordinates the national vocational certification system, approves and makes proposals for the ratification of training and competency profiles, as well as the specific certification norms that lead to the recognition and validation of training acquired in non-formal contexts.

The Employment and Vocational Training Observatory - Observatório do Emprego e Formação Profissional (OEFP) works on a consultative basis with regard to educational policy and vocational training.

The General Directorates of the Ministry of Education - Direcções-Gerais do Ministério da Educação, at national level, and the Regional Education Departments - direcções regionais de educação, at national or local level, establish relationship of cooperation and joint-intervention with different institutions, working preferentially with the Employment and Vocational Institute - Instituto de Emprego e Formação Profissional, and the Health, Agriculture, Justice, Economy and Environment Ministries - Ministérios da Saúde, da Agricultura, da Justiça, da Economia e do Ambiente.

Institutions: National Council for Education

Institutions: Ministry of Education

Institutions: Employment and Vocational Training Observatory

7.6. Geographical Accessibility

In view of the recognised needs for a mass response to the high number of potential candidates for adult education and training and bearing in mind the heterogeneous nature and the disperse nature of their geographical location, nationally, an important measure is the emphasis placed on local learning centres, accessible and multi-faceted, using methodologies adapted to their target public.

Thus, the distribution of the training bodies (public, private and socially-based) seeks to cover the entire country in accordance with demographic density and geographic dispersion, attempting to correct regional imbalances.

7.7. Admission Requirements

Of recurrent education:

Access to ensino básico is open to adults or adolescents over the age of 15, and for upper secondary education recorrente for those over the age of 18.

The access to any level of recurrent education requires the following:

- A certificate proving the successful completion of the previous level;
- A general diagnostic assessment.

Whatever the case, knowledge acquired through formal or extracurricular education may be credited using a system of equivalence for credit units/blocks/modules or levels of recurrent education.

Of extracurricular education:

The courses of extracurricular education are primarily for individuals with a low level of schooling and who are no longer of an age to attend regular schooling (minimum age of 15 on the date of the start of the school year in which they enrol).

Access requirements and the pupil profile are defined by the institutions promoting extracurricular education activities, according to the nature and objectives of activities.

Of apprenticeship system:

The apprenticeship courses (apprenticeship system) are for young people who have completed the 1st, 2nd and 3rd cycles of ensino básico or upper secondary education. They aim to qualify candidates for their first job who have reached the age limit for compulsory schooling and, ideally, who are no older than 25 and can be integrated into working life via training profile that include three facets: improving academic, personal, social and relational competencies, acquisition of know-how in the scientific-technological field and solid work experience in a company.

Of the education and training courses:

These are primarily directed at young people of 15 or under who are at risk of leaving school or who have already left school before completing 12 years of schooling, as well as those who after 12 years of schooling have no vocational qualification and wish to acquire one to integrate in the job market.

Of the technological specialisation courses:

Those with an upper secondary education course or legally equivalent qualification; those who have passed all subjects in the 10th and 11th grade and those enrolled in the 12th year of an upper secondary education course or equivalent but who have yet to complete it; those who have a level 3 vocational qualification; those with a technological specialisation certificate or higher education degree or qualification that wish to re-train.

Candidates of 23 and over whose experience demonstrate that they possess the capacities and competencies for a CET course can enrol at a higher education establishment.

Of the Process of Recognising, Validating and Certifying Competencies:

The process for the recognition, validation and certification of competencies is available to adults over the age of 18 and without the 4, 6, 9 or 12 years of compulsory education that wish to improve the level of their school and vocational qualifications and follow other subsequent training paths within the realm of lifelong learning.

Only those adults with a minimum of 3 years professional experience or, in exceptional circumstances, those who have left their studies at upper secondary education level incomplete over three years ago can apply for upper secondary education.

Of the adult's education and training courses:

These courses are open to adults of 18 or over who do not have ensino básico of 4, 6, 9 or 12 years, with no vocational qualification, employed or unemployed, enrolled with the Employment Centres of the Employment and Vocational Training Institute (Instituto de Emprego e Formação Profissional - IEFP) or indicated by other bodies, such as companies, ministries, unions or other.

Of Acções S@bER +:

Adults over the age of 18 who want to develop or perfect their skill in specific areas, regardless of their school or vocational qualifications.

7.8. Registration and/or Tuition fees

Access to the state education and training and adult's education and training courses, vocational and professional training is free, which means free for the student. Payment for the exclusive enrolment, validation and certification forms from the Imprensa Nacional, Casa da Moeda, however, is charged to the student.

In upper secondary education of recurrent education - formal vocational and non - vocational education for adults - students also pay a small fee per subject. In private schools, students enrolled in recurrent education have to pay enrolment as well as monthly fees.

The adults and young adults enrolled in state establishments are monitored in exactly the same way as students in regular schools. Apart from this there is a centre called the Knowledge Resource Centre (Centro de Recursos em Conhecimento) in the DGFV, which supplies specific information and documentation on adult education and training, it promotes self-teaching and experience in new technologies based on the process of lifelong learning as well giving guidance and advice.

7.9. Financial Support for Learners

The exercise of legislative powers on this field rests exclusively with the State, although intervention on the part of other social partners in promoting measures is recognised.

When the new organic law of the Ministry of Education came into force funding policies for adult education and training were redefined.

Most adult education activities developed within the scope of the Ministry of Education are funded by State Budget.

Adult education activities conducted within the scope of the Educational Development Programme for Portugal (PRODEP) covered by the Sub-programme for Adult Education are partly funded by EU funds through the European Social Fund.

The National Agency for Qualification (Agência Nacional para a Qualificação, I.P), the ex-General-Directorate for Vocational Education (DGFV), is currently the main service of the Ministry of Education responsible for all types of adult education, such as: the National System of Recognising, Validating and Certifying Competencies (RVCC) acquired by people in various life situations; responsible for encouraging flexible offers that coordinate education and training – Adult Education and Training Courses (EFA), with double certification, academic and professional; short training courses – Acções S@bER +; Education and Training Courses (CEF) for young adults with double certification as well and recurrent education.

In developing its programme for intervention in this area, the National Agency for Qualification I. P. received a global budgetary sum from the State Budget, through the shares of the Ministries of Education and Work and Social Solidarity, and transfers from the European Union.

These EU transfers, subject to application and respective approval and cost justification, come mainly from PRODEP III - Educational Development Programme for Portugal, and co-fund Action 4.1 "Recognition, validation and certification of knowledge and competencies acquired throughout life" and Action 4.2 "Diversified short term offers".

The adult's education and training courses (EFA), and the education and training courses (CEF), set up at the initiative of several public and private bodies may use funding from the framework for the

Operational Programme for Employment, Training and Social Development (Programa Operacional para o Emprego, Formação e Desenvolvimento Social - POEFDS).

With regard to funding for the trainees themselves, there is no financial support given to students in recurrent education or on CEF courses for young people and acções S@bER + , while the trainees on the apprenticeship courses, and on the EFA courses receive training grant or other forms of socio-educational support from the Ministry of Education or the Ministry of Work and Social Solidarity. The central and regional services of each Ministry are responsible for establishing the number and value of grants to each training area, per year, as well as monitoring the academic progress of trainees.

Institutions: Educational Development Programme for Portugal

7.10. Main Areas of Specialisation

Of recurrent education

The recurrent education curricula are based on the definition of individual skills required for the different levels of education, and depend on the characteristics and needs of the pupils concerned. They should also include regional features and artistic or vocational aspects.

The 1st cycle curriculum includes a single area covering Portuguese, Mathematics and Current Affairs.

The timetable and duration of the course is agreed between teachers and pupils, but should last for a minimum of 150 hours or 60 days.

The 2nd cycle curriculum includes Portuguese, Mathematics and a foreign language (English or French) a "Man and the Environment" and "Further Studies," the latter involving multi-disciplinary work. The course lasts for one year, but adjustments can be made to suit pupil needs.

The curriculum of the 3rd cycle of recurrent education by credit units includes Portuguese, a foreign language, Mathematics and Social Studies, the curriculum also includes Information and Communication Technologies and the Natural Sciences.

The average length of the courses is 2 to 3 years, depending on the learning pace of each student.

Within the framework of the broad outline of the Curriculum Review and, later, the Reform of upper secondary education, the Decree-Law No. 74/04, 26th of March, establishes the guiding principles of the organisation and management of the curriculum, as well as the assessment of the learning at upper secondary education level, including recurrent education, the formal adult education. Due to this reorganisation an Ordinance No. 550-E/04, 21st of May, was published that created the specialised scientific-humanistic courses, technological courses and specialised artistic courses of recurrent education, that aim to give a second training opportunity, allowing the conciliation of study with working life.

At present, according to the Decree-Law No. 74/04, of 26th March, that establishes the guiding principles of organization and assessment of upper secondary education learning, the study plans of the upper secondary education of recurrent education courses are based on curricular outlines of scientific-humanistic courses and technological courses from regular upper secondary education, mainly at night school and appropriate to the students who are interested in them.

The syllabus for each course is organised by subject modules and lasts for 3 years but it can be shortened to suit pupil needs.

The weekly and annual timetable should be in line with the objectives of the recurrent education and adjusted to the way the course is given and who it is given to. In this context, an average weekly timetable of 14 units of 90 minutes was established.

Of extracurricular education:

Training plans should be devised according to each person's educational background and individual rate of learning, and they should also be linked with areas of vocational training.

The contents of each training plan are organised based on a prior diagnosis made with the group of pupils. Content is organised so as to be appropriate for the knowledge, interests and educational needs of pupils and the local contexts of which they are a part.

All courses should be part of local adult education projects, duly co-ordinated with the other activities involved.

The calendar and timetable of activities should be fixed bearing in mind the personal timetables of pupils involved, their working rhythm as well as the conditions granted by their employers to take these courses.

There are three types of extracurricular education:

- Courses not leading to any regular school equivalence;
- Courses with their own programmes, aimed at obtaining an equivalence to units, disciplines or levels of recurrent education;
- Courses developed in co-ordination with recurrent education and awarding the same certificates.

Of the apprenticeship system:

The training is based on an alternating system (an attempt at a constant interaction between theory and practice, the latter necessarily including increasing amounts of work distributed throughout the training process), in a broad range of professional areas. This training gives double academic and vocational certification from the different degrees of access in terms of different levels of schooling and qualification.

At the end of a training process that is structured from duly-regulated profile-types, taking into account the pre-knowledge and exit profiles envisaged, those successfully completing the apprenticeship system get a professional certificate on a par with level 1, 2, 3 or 4 training, in the latter, post-secondary training in technological specialisation that is associated with school progress, with equivalence to 2nd and 3rd cycle ensino básico or upper secondary education and the possibility of progressing to higher education. Apprenticeship system courses last from 970 hours to 4500 hours.

The apprenticeship course consist of an integrated training process with sociocultural, scientific-sociocultural and practical components in variable proportions and combinations, depending on the activity areas and the level of professional qualification conferred, with flexibility and coherence a given. The practical in-company training takes up a minimum of 30% of total time and is completed with simulated practical training.

The socio-cultural training component is made up of the domains that aim to allow for the acquisition of broad ranging competencies, as much in terms of academic knowledge as positive personal and relational attitudes, taking into account the rise in employability conditions and facilitating professional practice and the performance of various social roles in various life situations, namely that of work (Ordinance No. 433/02, 19th of April).

The scientific-technological training component is made up of the group of areas for the acquisition of the necessary knowledge for specific techniques and information technology, as well as the development of practical activities and test or experiments in the training context and the resolution of the inherent problems of work.

The practical training component carried out in the work context, under the guidance of a tutor, aims to consolidate competencies and the knowledge acquired in the training context, through activities needed for work and facilitating future occupational integration of young people.

Of education and training courses:

The goal of the Education and Training Courses (CEF) is to promote school success, as well as the different types of school drop outs, namely such as unqualified students, seeking to respond to the educational and training needs of young people of 15 or over, who are not immediately interested in further study but who wish to get a professional qualification more in line with their interests.

CEF confer:

- A level 1 or 2 qualification and equivalence to the 6th and 9th grade to young people who haven't completed the 9th grade or who are at risk of not completing it;

- A level 2 qualification to young people who have completed the 9th grade or who are attending upper secondary education, who may leave early and enter the job market unqualified;
- A level 3 qualification and equivalence to the 12th grade for young people who want a professional qualification at this level to enter the job market and fulfil the necessary conditions stipulated by the law: have completed 9th grade, have attended or completed years of schooling at an upper secondary education, vocational or technological level; or hold a certificate of upper secondary education courses specially for further study at higher education level.

The courses are taught by the network of state, private and cooperative schools, professional schools and centres managed wholly or partially by IEFP, or other formally accredited bodies, in conjunction with the community, such as local and regional authorities and associations, companies and other stakeholders.

A Monitoring Council (Conselho de Acompanhamento) is created to monitor and assess the workings of the CEF, which is made up of elements of the Ministry of Education and the Ministry of Work and Social Solidarity that presents a descriptive and evaluative report on the development of this training to the responsible entities on an annual basis.

The different training paths allow for a particularly professional curriculum structure, appropriate for each level of qualifications that respects the specific nature of the respective training areas.

There are four training components: socio-cultural; scientific; technological; practical.

- The purpose of the socio-cultural and scientific training components is to develop competencies in languages, culture and communication, citizenship and society and the different applied sciences and is organised by subject or area.
- The technological training component is organised into training units or modules that are associated by subject or area according to the competencies that define the respective professional qualification.
- Structured into an individual training plan or a set of activities in a work context, the practical training component is an internship and aims to teach technical, relational and organisational competencies that are relevant to professional qualification, entry into the job market and lifelong learning.

The length of the courses varies between 1200 and 2200 hours, depending on the organisation model and the development of the type of training adopted with the practical component in the shape of an internship that lasts between 1 and 6 months.

The successful completion of the CEF confers 6th, 9th and 12th grade certificates, which permits further study at post-secondary education and a higher level via national final exams, defined in the relevant legislation.

Of technological specialisation courses:

The technological specialisation courses are post-secondary courses of non-higher education and aim at individuals who wish a level 4 vocational qualification, in order to their integration in the specialised labour market.

Each course lasts for a minimum of 1 200 hours and a maximum of 1 560 hours.

- The study plan includes general and scientific training component, technological training component and work context training component. Excluding for the training in work context, the other components last globally from between 840 to 1 020 hours and each of them, respectively, occupies 15% and 85% of the total time.
- The training in a work context lasts between 360 and 720 hours and works in partnership. The body is responsible for the signing of protocols that, ensuring the development of this training with other entities, are best suited to the specific nature of the training area, as well as the characteristics of the job market.
- The assessment system includes formative assessment in all components and is systematic and continuous. Summative assessment is on a scale of 0 to 20.

Successful completion of the course requires a minimum grade of 10 in all subjects/components.

The technological specialisation courses are provided by the network of state, private and cooperative schools, professional schools and centres managed wholly or partially by IEFP, or other formally

accredited bodies , in conjunction with the community, such as local and regional authorities and associations, companies and other stakeholders, as well as higher education establishments.

Of Process of Recognising, Validating and Certifying Competencies

The process of recognition, validation and certification of the adult's competencies, structured from the Guidelines to Key Competencies for Adult Education and Training, is organised in the RVCC Centres, now called New Opportunities Centres (Centros Novas Oportunidades) around three axes of intervention – (i) Recognition, (ii) Validation and (iii) Certification, guaranteeing a variety of services.

Axis 1. Recognition of competencies

In this 1st cycle of the process adults will be given the opportunity to reflect on their experiences and the skills they have acquired throughout their lives, whether in formal learning or job contexts or in informal or non-formal contexts, and in this way form an Assessment of Competencies.

The demonstration of competencies allows the adult to construct a personal dossier, autonomously or with the help of a techno-pedagogic team, where the evidence of competencies of the applicable key competency framework are made explicit and organised in a structured form.

If after drawing up the Assessment of Competencies, it is clear that the adult does not have all the skills required for a certificate at a particular level of education, that person will then be advised to attend complementary training, for the recognition of competencies according to the areas in which the Guidelines to Key Competencies for each education level are structured, in order to obtain that certification.

When the adult does not demonstrate the necessary conditions for the RVCC process they should be advised to take another education and training path that meets their specific needs and circumstances better.

Axis 2. Validation of Competencies

This phase of the process RVCC aims to support the candidate during the assessment of demonstrated competencies in their personal dossier in relation to the key competency areas established in the respective frameworks.

The validation of competencies is done before a validation jury, made up of professionals that accompany the adult throughout the process.

The respective level of ensino básico is made up of four key competency areas:

- Language and Communication
- Mathematics for Everyday Life
- Information and Communication Technologies
- Citizenship and Employability
- The upper secondary education level covers three key competency areas:
 - Society, Technology and Science
 - Culture, Language and Communication
 - Citizenship and Professionality

Axis 3. Certification of Competencies

The phase of certifying skills requires the official, formal ratification of the competencies and qualifications acquired through training and/or experience, in general confirmed during the recognition and validation processes.

The certification obtained by the RVCC process is formalised via the issue of a certification for the 1st, 2nd or 3rd cycle of ensino básico and ensino básico or upper secondary education diploma.

The following bodies can issue the certification obtained via the RVCC process:

- Pedagogically autonomous state or private teaching establishments;
- The Employment and Vocational Training Institute through the professional training centre.

Of the adult's education and training courses:

The curricular plan for each adult education and training course is organised around two linked components:

- Basic training, structured according to the knowledge already acquired by adults (through the initial phase of identification of competencies previously acquired - Recognition and Validation of Competencies), defined for each education level.
- Professional training organised into the areas of professional competencies to be selected from the Vocational Training Frameworks of the Employment and Vocational Training Institute (IEFP).

Within the scope of EFA courses and regarding the recognition of competencies, it can be organised short training sessions, adjusted to the individual characteristics of each student, in order to include them in further training modules or in working life.

In this way training is built up based on knowledge already acquired by adults, from their personal and professional experience and their different social, economic and cultural contexts, and according to the three levels of complexity in the Guidelines to Key-Competencies defined for each level of education, and the correspondence between these and the three cycles of ensino básico and upper secondary education.

The teaching time of the adult's education and training courses varies according to the level of training.

The short training sessions are organized in modules, lasting for 50 hours each of them, divided into two units of 25 hours.

Of Acções S@bER

Acções S@ber + a form of flexible curricular organisation that varies according to the interests and needs of the adult group.

They are organised into three modules, according to difficulty: Beginners, Intermediate, Advanced. Each module lasts for 50 hours.

The most relevant areas are: Technological literacy, Internet for the Citizen, Portuguese as a second language, Euro, English, Management and Accounting.

Pupils may complete one or more modules depending on their own knowledge and their availability, which means that courses can vary widely and combine:

- Levels I, II and III Vocational qualifications;
- Foreign language learning and diploma;
- Differentiated technological literacy;
- Instrumental command of mother tongue;
- Instrumental command of mathematics;
- Pupils are channelled to attend a specific module according to what they know;
- Groups may have a minimum of 15 and a maximum of 20 pupils;
- Training activities take place daily or nightly, depending on the availability of the group of pupils.

Legislation: Decree-Law n.º 74/04

Legislation: Ordinance n.º 433/02

Legislation: Ordinance n.º 550-E/04

Institutions: Institute of Employment and Vocational Training

Institutions: Ministry of Education

Institutions: Ministry of Work and Social Solidarity

7.11. Teaching Methods

In recurrent education:

Teaching structures, organisation and processes should be flexible and meet the specific principles of adult education.

Methods used should encourage the student's self-education, by clarifying doubts in the use of manuals, negotiating individual learning and assessment strategies, and indicating materials for complementary or alternative information, giving added value to content and essential and structural competencies.

Students choosing the distance scheme have the right to support classes, which help guide and assist those students in subjects they have greater difficulty with. These classes can also be attended by students who are studying face-to-face, when they are available and it doesn't coincide with their class schedule.

In extracurricular education:

Structures, organisational methods and teaching processes should be flexible and governed by the specific principles of adult education.

In the apprenticeship system

The apprenticeship system is a rotating system, in that there is interaction between theoretical and practical training. On-the-job training is done throughout the entire training process as part of the practical training component.

Most of these courses are organised into different modules of different durations suited to each specific group, which diagnostic assessment helps to define.

The Apprenticeship Contract is agreed between the trainee and the training body (the coordinating body and the body supporting alternating training), where the training body is obliged to give the training on an apprenticeship basis and the trainee is obliged to accept it and perform all the activities involved, within the framework of rights and responsibilities stipulated in the relevant legislation. The Contract is governed by the following clauses: subject of contract; location of training; training schedule; assessment and certification criteria; rights and responsibilities of trainee, rights and responsibilities of the coordinating body and the body supporting alternating training; length of contract; end of contract; sanction; regulation; funding; applicable legislation.

This Contract does not imply any hierarchy of responsibility and terminates at the end of the course or training for which it was agreed.

In technological specialisation courses:

This training offer seeks to adjust the organisation of training to the desired objectives, safeguarding the necessary flexibility in the implementation of facilitative responses of approximating to the needs of the job market and the expectations of the target population.

According to the referential system of competencies to be achieved, the technological specialisation courses are organised into different types of alternating training: the general and scientific training include areas that aim to build on knowledge and foster appropriate attitudes and behaviours for high level professions and adaptable to the world of work and company life and improve knowledge in the scientific fields that are the basis of the technologies of the training area, where necessary; technological training focuses on the understanding of practical activities and problem solving at work; training in a work context aims to apply the knowledge and know-how acquired via the practical activities of the respective professional profile and includes guided activities, using the techniques, the equipment and the material that are involved in the process of goods production or service provision. Training in a work context can be done in a number of practical ways, such as work placement.

In the Process of Recognising, Validating and Certifying Competencies

The development of the processes of recognition, validation and certification of competencies achieved in the RVCC Centres demands the appropriation and knowledge of methodologies and the relevant areas of intervention for this function by the RVCC professionals:

Life stories (biographical approaches);

vocational guidance (exploration process of the investment relations of adults with the various dimensions of the world of work);

assessment of competencies (instigating intervention of exploration and assessment of competencies, capacities and interests of adults);

assessment (forms of appreciation of competencies identified by adults that can lead to their validation and certification).

In this process the learning acquired by the adult throughout their life are valued regardless of where and how.

In adult's education and training courses

Adult's Education and Training Courses are devised as models of adult education and training, namely through the application of mechanisms such as:

- The Guidelines to Key-Competencies for Adult Education and Training;
- The Training Referential of the Employment and Vocational Training Institute (IEFP);
- The Process of Recognising, Validating and Certifying competencies acquired in non-formal and informal learning situations, using the assessment of Key-Competencies methodology;
- Personalised, modular, flexible and integrated or complementary training paths using the recognition of acquired competencies.
- Short training sessions for adults in the RVCC process and resulting from diagnostic needs in relation to the defined key competencies, be it on a level of ensino básico or upper secondary education.

Distance learning

Distance learning is not very advanced in Portugal, although there are some experiences in adult education.

The Ministry of Science, Technology and Higher Education, via the Universidade Aberta (Decree-Law No. 444/88, 2nd of December), creates and produces materials and distance apprenticeship course in initial teacher training, further training or specialisation courses, like in adult education.

The Ministry of Education supports a distance learning project, of varying types and levels, including adult education taught in the Azores under Decree-Law No. 17/03, 27th of March.

With the publication of Joint Order No. 347/97, 6th of October, the Education Minister and the Defence Minister, guarantee distance learning for sailors/cadets enrolled in recurrent education via the distance learning Naval Centre.

Portuguese Language Learning for Immigrants

Portuguese schools can organise Portuguese and Portuguese Culture courses, after working time, for immigrants and emit a linguistic competence certificate.

Legislation: Decree-Law n.º 444/88

Institutions: Institute of Employment and Vocational Training

Institutions: Ministry of Education

7.12. Trainers

Of recurrent education:

The teachers of recurrent education schools should have the qualifications required for teachers in the respective discipline. Teachers of recurrent education– seconded teachers, technical and practical training monitors or voluntary trainers, should have the qualifications required by teachers of their teaching levels and meet the demands for this form of teaching.

There is no specific initial training to teach recurrent education, just a pós-graduação course of specialised training. Specialised training for recurrent education recurrent education teachers is

provided by higher education schools, with the resources required for the purpose, in the following ways:

Specialised components for initial training, specifically focused on adult education and leading to a certificate;

Specialised training courses complementary to initial training aimed at gradually changing the career of those teachers who are well suited to recurrent education.

Of extracurricular education:

Teachers and monitors of extracurricular education are hired by the respective promoting body, in agreement with criteria that ensure educational value and teaching quality in the actions adopted. Both the State and public and private bodies use many different types of teacher with the dual aim of responding to the needs of the target group and making the most of available local resources.

Of the apprenticeship system:

For training to function contracts for the provision of services are agreed with teachers, including teachers from state schools or those with recognised qualifications in socio-cultural training and with specific qualifications in the scientific and technological areas.

The teachers and trainers should have a Pedagogic Aptitude Certificate (Certificado de Aptidão Pedagógica - CAP), which requires attendance of a pedagogic training course for trainers that last for 90 hours or more, certified by the Employment and Vocational Training Institute (Instituto de Emprego e Formação Profissional - IEFP). The CAP is valid for 5 years and renovation requires up of pedagogic training.

The training team for these courses includes training co-ordinators, teachers and tutors as well as, whenever possible, an expert in vocational guidance and a social worker.

Of education and training courses:

The development of each course is assured for each pedagogic team, coordinated by the course director, to which the teachers of the various subjects, supervising professionals and others involved in the same preparation and delivery of services are integrated.

Of technological specialisation courses:

The development of each course is assured for each pedagogic team, to which the teachers of the various subjects and others involved in the same preparation and delivery of services are integrated.

Of the Process of Recognising, Validating and Certifying Competencies

Specialists in recognition, validation and certification of skills must have basic training at higher education level, establishing a preference for knowledge of methodologies and professional experience in adult education and training.

Teachers for complementary or short-term training must have the academic and professional skills required for access to teaching in the field of each key competencies area at básico or upper secondary education level.

Of adult's education and training courses

In Basic Training, teachers must have the academic and vocational skills required to teach, or those recognised as the equivalent for teaching basic education.

In Training for a Qualification, the teacher should have an academic qualification the same as or higher than pupils on completion of the course, as well as vocational training specific to the area they are going to instruct, or vocational practice of at least two years.

Trainers must have certificado de aptidão profissional - CAP, from the National System of Vocational Certification, except those who are trained teachers.

Of Acções S@bER +

The trainers for this diversified short-term teaching must have a teaching qualification or a certificate of competence for trainers.

Institutions: Institute of Employment and Vocational Training

7.13. Learner Assessment/ Progression

In recurrent education

In the 1st and 2nd cycles assessment is continuous, descriptive and qualitative. It is global in the 1st cycle and in the 2nd it is done according to disciplinary areas. If they wish, pupils may have a final mark.

In the 3rd cycle of ensino básico assessment allows the coordination of continuous assessment to be carried out in a class context, block-by-block and capitalising on knowledge and know-how. This assessment model allows for the possibility of double certification: one that aims at integration in the job market and the other facilitating the continuation of studies, this one being subject to the conditions of access identical to those required by regular education.

The face-to-face assessment covers all subjects and subject areas and is formative and summative. It is a continuous process and carried out on days agreed upon by the teacher and the class.

The assessment process varies according to whether the pupil has chosen regular or distance attendance. Assessment for regular attendance: there is progress and proficiency assessment of disciplines or areas. It is a continuous assessment process and summative assessment is done on dates agreed between the teacher and the pupil. The assessment instruments, providing they are adapted to the specific nature of each discipline, may be in the form of a practical test, written test or oral test in the case of languages.

Assessment for distance learning pupils: the tests on the credit units are given four times a year (January, April, July and October) on dates set by the school. Tests may be practical, written, and oral in the case of languages.

Assessment of learning in upper secondary education recorrente by credit modules includes the following forms: diagnostic, global diagnostic, formative, internal summative (face-to-face and non-face-to-face) and external summative.

Diagnostic assessment is the responsibility of teachers and aims to detect any problems the students are having and, as a result, to define recovery strategies to counter those difficulties.

Global diagnostic assessment aims to validate competencies and knowledge acquired in the school and non-school context and determines if the candidate has the necessary requirements to attend secondary level education.

The summative assessment consists of forming an overall judgement on the development of the student's learning and classifies and certifies. Summative assessment is given on a scale of 0 to 20, in each module, subject, non-subject area, technological aptitude test and artistic aptitude test. This type of assessment includes internal summative assessment, both face-to-face and non-face-to-face.

Internal summative assessment for face-to-face teaching is done module-by-module, for each subject and non-subject area and is done in conselho de turma, at the end of each term. Internal summative assessment for non-face-to-face teaching is applicable to students in each subject as with students on face-to-face courses as back up assessment for unfinished credit modules and is done in January, April, June or July on days that the school decides.

External summative assessment is done via national exams and these are taken in order to study at higher education level.

In extracurricular education

Assessment is continuous and qualitative, and teachers are responsible for preparing individual reports according to study area, stating progress made as well as any difficulties experienced by each pupil. A comparison is also made of results achieved against objectives.

At the end of each course, each student is given a "Pass" or "Fail" certificate.

Extracurricular education is not a process leading to an academic degree. However, knowledge acquired through extracurricular education can be recognised and credited as being the equivalent to units or levels of recurrent education .

Therefore all courses must award certificates that mention, among other things, the name of the course and training programme, the result of the assessment, the school equivalence and level of vocational qualification, where appropriate.

The transfer between extracurricular education and recurrent education is ensured by means of a system of curricular equivalencies. In those cases where extracurricular education courses are taken in conjunction with disciplines and areas of recurrent education, the organisation and certification of these courses is done according to the legal provisions for the respective cycle.

In the apprenticeship system

The assessment of trainees is continuous and formative, covering all aspects of the syllabus, through testes and exams at three levels: general, technological and practical.

It is supported by the systematic appreciation of activities done by the trainee in their work experience. The results are formalised in mid-year and end-of-year summative assessment.

The learning programme ends with a final exam. The final test is a professional performance test and involves one or two practical jobs based on the competency profile, with the most important capacities and knowledge being assessed.

In education and training courses

In the education and training courses (education and training courses) assessment is continuous and regulating, readjusting the teaching/learning process and the institution of a recovery plan that allows the students/trainees to pick up study and work methods and develop attitudes and capacities that favour greater independence when learning. This is done per subject or area and per training component, according to a defined scale for the respective level of schooling: (i) on courses that confer 6th and 9th grade schooling and level 2 vocational qualifications, on a scale of 1 to 5; (ii) on the courses that confer 12th grade schooling and level 3 vocational qualifications, on a scale of 0 to 20. Passing each training cycle allows the trainee to continue their studies and receive the training of the next levels. Passing the 9th grade and getting a level 2 vocational qualification lets the student/trainee study at upper secondary education level on the same basis as general education.

Assessment is continuous and regulating in character, allowing a readjustment of the teaching-learning process and the institution of a recovery plan that allows students/trainees to acquire study and work methods and develop attitudes and capacities that lead to greater learner autonomy. This is done by subject or area and by training component, in line with the defined scale for the respective level of schooling:

in the type 1 and type 2 courses, assessment is done by training component and is expressed on a scale of 1 to 5;

in the type 4, 5, 6 and 7 courses and the complementary training course, assessment is done by component and is expressed on a scale of 1 to 20.

The assessment is continuous and is carried out for each training component and is mark on a scale of 1 to 5. When the conditions of professional certification and specific assessment required by National System of Professional Certification are fulfilled, trainees have access to the respective certificado de aptidão profissional (CAP).

Those students/trainees that gain 12th grade certification via education and training courses and who wish to study at a higher education level, have to take national final exams in the specific subjects defined by each university.

In technological specialisation courses

The assessment system includes formative assessment, which covers all components that are systematic and continuous and involves descriptive and qualitative appreciation, and summative assessment leading to a mark from 0 to 20.

Passing the course requires a minimum mark of 10 in all training subjects/components.

The final grade corresponds to the arithmetical average of the grades in general, scientific, technological and work-context training, rounded up to the nearest unit.

Those who pass technological specialisation courses are given the possibility to enter higher education via a special application process, according to the applicable legislation. Training received on a CET can be credited within the scope of a higher education course where the holder of the technological specialisation diploma is admitted, regardless of the entry path used.

In the Process of Recognising, Validating and Certifying Competencies

After skills have been validated and registered in Personal Record of Key-Competencies, a certificate the equivalent of the diplomas of the 1st, 2nd and 3rd cycles of ensino básico will be issued, corresponding to the three levels on the Guidelines to Key-Competencies for Adult Education and Training – B1, B2 and B3 and a certificate of conclusion of secondary education.

In adult's education and training courses

The assessment process is based on continuous observation of the learning process. It acts as a guide, furnishing information to facilitate self-assessment, working as a regulating process of their own self-teaching, contributing to adult training.

The assessment process is qualitative and descriptive and involves the following stages:

- The recognition and validation of competencies that aims to identify previous competencies of trainees, placing them of a training path and informing decisions on curriculum development;
- formative assessment, on the training process, constituting a starting point from which the re-definition of strategies for recovery or greater understanding can be formed;
- summative assessment, serving as a basis for decisions regarding certification and indicates the grade achieved at the end of the training process. In order to pass the trainee must obtain a positive summative assessment in the respective components.

In Acções S@bER +

Assessment is formative and attending and passing one or more modules of acções S@bER + confers a Training Certificate (Certificado de Formação).

7.14. Certification

In recurrent education

Recurrent education awards diplomas and certificates equivalent, in all legal respects, to those issued by regular education.

The 1st cycle (ISCED 1), corresponds to four years schooling and confers 1st cycle certificate or diploma. In the 2nd and 3rd cycles (ISCED 1 and 2 respectively) can be passed, respectively, certified by subject area or unit, the diploma corresponding to the conclusion of the whole of each cycle.

The title of 3rd cycle (ISCED 2) of recurrent education recurrent education is, to all legal effects, the equivalent of compulsory schooling.

Completion of upper secondary education recorrente (ISCED 3) confers a upper secondary education studies diploma, allowing access to higher education, via national exams in specific subjects, defined by each university or polytechnic. Apart from an upper secondary education studies diploma, passing a technological course or specialised artistic course confers a level 3 vocational qualification diploma, which gives access to higher education within the established regulations.

In the apprenticeship system

The completion and passing of these courses confers a certificado de aptidão profissional via the issuing of a certificate that indicates the respective course and diploma, professional qualification level 1, 2 or 3, as well as a diploma, equivalent to that of a school for 6th, 9th, 12th year, or level 4 of professional qualification with the possibility of credits for higher education.

In education and training courses

Those trainees who have completed and passed the respective itineraries will be awarded equivalence certificates, corresponding to the 6th, 9th and 12th grade, as well as the respective completion of the 2nd and 3rd cycles of ensino básico or upper secondary education, respectively, and also a vocational qualification certified at Level 1, 2 or 3.

In technological specialisation courses:

The completion of the course confers a technological specialisation diploma (DET) and a level 4 professional qualification, after the completion of a training plan with between 60 and 90 ECTS credits.

The technological specialisation diploma gives access to a Professional Aptitude Certificate (CAP) issued within the scope of the National Vocational Certification System.

Those individuals over 25 and with at least 5 years proven work experience in the area of the CET can obtain a diploma based on the assessment of the professional competencies.

In adult's education and training courses

At the end of the training Adult Education and Training Certificates and Diplomas are awarded:

- Basic1 (B1) – a certificate equivalent to the 1st cycle of ensino básico and Level 1 vocational qualification.
- Basic2 (B2) – a certificate equivalent to the 2nd cycle of ensino básico and Level 1 vocational qualification.
- Basic3 (B3) – a certificate equivalent to the 3rd cycle of ensino básico and Level 2 vocational qualification as well as a compulsory education diploma.

Upper secondary education – a certificate equivalent to the 12th grade and a Level 3 professional qualification as well as an upper secondary education diploma.

In Acções S@bER +

The goal of these sessions is to encourage adults, member of the community, to acquire and improve their academic and professional competencies, preparing them for the continuous challenges that they face in different areas of life. Successive completion of one or more modules of Acções S@bER sessions can confer a training certificate with no school equivalent.

7.15. Education/Employment Links

On another level, information, educational and vocational guidance are services that facilitate pupils and trainees' knowledge of the world of work, the various sectors, companies and professions. These services, integrated in the school network, are essentially assured by the Ministry of Education and by the Ministry of Work and Social Solidarity via the regional services of the Employment and Vocational Training Institute.

Within the scope of joint operation between these two Ministries, it is fundamental that there be the development of information and vocational guidance in schools, in vocational training centres and in job centres, in order to support the study and career choices of young people and adults, motivating them towards the possibilities and opportunities for lifelong learning.

In this context, considering the different target populations, certain major necessities stand out, such as the approximation of information and vocational guidance to citizens, as well as the creation of mediation services for disadvantaged groups. This guidance aims to support people in the management of their training path, identifying opportunities and what help is available, supporting them in their choices and options within the framework of available offers at local, regional and national level. The guidance/advice procedures are adapted to the target population, be they working adults with a career, minorities or excluded groups or those at risk of exclusion.

Related to this theme, the involvement of Guidance and Psychology Services - GPS (Serviços de Psicologia e Orientação) of the Ministry of Education has a relevant role, namely in the identification and monitoring of problem-situations in the learning process; contributing to self-esteem to the trainees via psychological support and study orientation; implementing transition strategies for working life, encouraging pupils in training for qualifications in ensino básico and upper secondary education, pupils in recurrent education; in training trainers; in the development of "lifelong learning" attitudes.

The target group of the GPS are primary and upper secondary education pupils, but also the employed and unemployed who are given support in their study and work choices, encouraging an interest in updating knowledge, giving greater value to process of information and guidance, a fundamental contribution to the promoting academic and professional success and answering specific needs.

As the body responsible for carrying out employment and vocational training policies, the Employment and Vocational Training Institute (Instituto de Emprego e Formação Profissional - IEFP), via Careers Advisors - Conselheiros de Orientação Profissional (COP), implemented the job centre work methodology, within the ambit of the National Employment Plan. With a network of 86 centres, the Employment Centres (Centros de Emprego) are involved with training on some programmes, namely on the apprenticeship course, coordinating them when they function in conjunction with third parties, public or private and they aim to give new training, reconversion, work experience, job and/or careers guidance to all young people and adults before reaching 6 or 12 months unemployment, respectively.

Still in the field of the connection between education/employment, the Employment and Vocational Training Institute (Instituto de Emprego e Formação Profissional) does its work via Vocational Training Centres (directly or partially managed).

The directly managed Vocational Training Centres are responsible for the programming, preparation, implementation, support and evaluation of vocational training sessions. The directly managed network is made up of 33 centres distributed throughout the country and two professional rehabilitation centres.

The partially managed Vocational Training Centres, also called Protocol Centres, are created via agreements established between IEFP and sector business or trade union associations. Their objective is to promote vocational or sector-specific training. The network is made up of 29 centres, with regional nuclei and mobile units.

Within the area of vocational training there are other types of provision in the different sectors at different levels of qualification:

Training in the Tourism Sector:

Portugal's Hotel and Tourism Schools, which are overseen by the Ministry of Economy and Innovation's National Tourism Training Institute, provide and support initial training sessions at a number of qualification levels and with a variety of professional opportunities, in order to respond to the qualification needs of the tourist sector. The length of the training involved depends on the type of course in question (from 1 to 3 academic years). INFATUR initial training courses aim to qualify young people to work in the Tourism, Hotel and Restaurant Sector. It is designed for young people who are unemployed or who are looking for their first job, ideally with ages between 14 and 25 and with the main objective of giving vocational certification to all those who wish to enter the job market.

These courses last for 3 years and confer a Level 3 vocational qualification, which gives access to a profession or equivalency to the 12th year of schooling. Apart from the Qualificação Inicial courses,

there are also technological specialisation courses that confer an Especialização Tecnológica diploma and Level 4 vocational training certificate.

Agrarian Vocational Training:

The Ministry of Agriculture provides and promotes the training of young farmers on its courses, emphasising the management and organisation of agricultural companies, to this effect it has a network of Agrarian Training Centres. The Rural and Hydraulic Development Institute was created via the Decree-Law No. 246/02, of 8th November, one of whose objectives is to ensure sustainable rural development, favouring and promoting the resources of the territory, human resources and knowledge resources.

Training in the Area of Health:

The Ministry of Health provides initial training for health care professionals. In this field, the Directorate-General of Health, with the support of the Operational Health Programme XXI, provide training support for the National Health Plan 2004-2010. Within the context of the different national programmes it has invested in the competencies of health professionals, with the view to creating the fundamentally important conditions to achieve the strategic objectives of the NHP. The training acts as a fundamental strategic instrument to improve the competencies and qualifications of health professionals.

Institutions: Institute of Employment and Vocational Training

Institutions: Tourism Training Institute

7.16. Private Education

Please refer to the subdivisions for more details.

7.16.1. Historical Overview

The Constitution of the Republic recognises the freedom to learn and teach as fundamental rights of a citizen. The Education Act (Lei de Bases do Sistema Educativo - Law No. 46/86, 14th of October) also refers to the guaranteed right to the creation of private and cooperative schools.

From this perspective, the constitutional text attributes responsibility to the State for guaranteeing the freedom of access of all citizens to all levels of education, especially to university and other higher education institutions. The full enjoyment of the fundamental freedoms to learn and teach demands the right to found school and to teach as one of the conditions. The guarantee of the freedom to create private and cooperative schools, as an indispensable part of the freedom to teach and learn is not, however, dissociable from fiscal responsibility of the state in relation to private and cooperative teaching. Recognition of private and cooperative teaching is unequivocally demonstrated in the implementing value given by the state to the levels, degrees, certificates and diplomas given by higher and non-higher education establishments. This allows the global fit of the higher and non-higher education system and shows the public interest underlying private and cooperative education. Within the scope of their educational project, private schools can function on a basis of autonomy and pedagogic parallelism, as long as they satisfy the legal stipulations (premises, facilities, didactic material, services, methodology, study plans and programme content, assessment, enrolment, etc.), which can be given over for an unlimited or limited period of time.

With regard to adult education and training, what is offered should be organised in order to respond to the variety of existing profiles and the search for quality for all, as it is a permanent global process, via which people acquire and develop capacities, competencies and aptitudes with a view to taking up a profession, better responsiveness to technological and organisational change and improving employability. This new process implies the involvement of a multiplicity of agents and a sharing of responsibility, in a way that the available supply answers the needs of individuals and organisations. It is in this area that private and cooperative education fit, as a way of offering different options, specific

educational models and, in certain cases as a way of filling gaps in state provision, rebalancing local and regional imbalances, defined in Decree-Law No. 553/80, 21st of November and Decree-Law No. 16/94, 22nd of January, legislation that approves the Statutes of non-higher and higher private and cooperative education, respectively.

In situations where schools are part of the educational system's objectives, if they are located in areas poorly served by state schools or certain material is taught within the framework of pedagogic experiments or when courses with their own study plan are created, the State signs contracts where the same special benefits apply. These contracts between the State and private schools can be on an association, sponsorship or standard basis. The association contracts allow students to attend the teaching establishment under the same conditions as state ones. Standard contracts imply that, although the State subsidises each student, they still have to pay part of the fee. In sponsorship contracts the State covers a percentage of cost of no less than 50%. Whatever the model in force these schools are all subject to Inspectorate-General of Education inspection.

Private and cooperative teaching establishments teach a variety of different types and levels of education, including adult education. Adult education is treated no differently, be it in education in private institutions with contracts with the State, where the adult follows the same rules as the other students or in private schools where the adult pays the whole fee for the service provided. Private schools with no established contract need the State's authorisation to teach.

Legislation: Decree-Law n.º 16/94

Legislation: Decree-Law n.º 553/80

Legislation: Law n.º 46/86

7.16.2. Ongoing Debates

There are no specific debates regarding adult education and training in private education, the questions and challenges involved in the public ram being the same. (see [7.2.](#))

7.17. Statistics

Figure 1: Provision of courses with dual certification (in upper-secondary education)

	2005/2006	2006/2007
Apprenticeship	269	262
Technological	721	204
Professional	531	1054
Education and Training Courses	117	231
Total	1638	2723

*Preliminary data

Source: Office for Education Statistics and Planning ,2007

Figure2: New Opportunities Centres: number of adults registered and accumulated total

	2004	2005	2006
Number registered	37 500	54952	77246
Number registered (accumulated figures)	99 096	154048	231294

Source: National Agency for Qualification, 2007

Figure 3: Number of New Opportunities Centres

	2004	2005	2006
Number of New Opportunities Centers	72	98	270

Source: National Agency for Qualification, 2007

8. TEACHERS AND EDUCATION STAFF

Please refer to the subdivisions for more details.

8.1. Initial Training of Teachers

Please refer to the subdivisions for more details.

8.1.1. Historical Overview

Ensino superior politécnico initial training

Initial training for ensino primário (today known as 1st cycle) teachers, was first covered legally in the Decree issued on 15th November 1836, which approved the ensino básico Plan. It laid down that in district capitals there would be a school with a pyramid-like organisation, with a teacher at the top and several assistants working under his/her instruction, attended by a large number of pupils of different ages) which would also act as a teacher training school. A law passed on 20th September 1844 changed that situation and created schools specifically geared to teacher training, the escolas normais in Lisbon and Oporto, with courses lasting from one to three years. However, these schools never came into being. Only in 1862 was a primary Escola Normal for boys opened in Lisbon (Marvila) and, five years later, a primary Escola Normal in Lisbon (Calvário) for girls. In 1882 Primary Escola Normal opened in Oporto, one for boys and another for girls. At the end of the nineteenth century another two schools were opened in Coimbra and in each district capital Cursos de Habilitação para o Magistério were created at ensino primário complementar schools.

Ensino primário school teaching was the only type of teaching to demand initial training as a teaching requirement. During the 1st Republic five escolas normais were operating (in Lisbon, Oporto, Coimbra and Ponta Delgada). These were replaced in 1930 by courses for 1st cycle of compulsory education teachers, which continued the features of republican teaching. These schools were closed down between 1936 and 1942. Because of public demand for schooling they were reopened to provide two-year courses, a new shortened curriculum and learning contents altered in line with the ideology of the Estado Novo. This teacher training system lasted until the nineteen seventies the curriculum was slightly changed in 1960. The contents, introduced by Decree No. 32629, 16th of February, 1943, remained unchanged until October 1974, when the courses for 1st cycle of compulsory education teachers were provisionally restructured.

In 1977, colleges of higher education were created to replace these schools, as part of ensino superior politécnico (Decree-Law No. 427-B/77, 14th of October), which two years later was to become known as ensino superior politécnico (Decree-Law No. 513-T/78, 26th of December). The Colleges of higher education (i.e ESE) were therefore to become part of higher education, awarding first degree degrees to new teachers of the first two cycles of ensino básico and to pre-school teachers. The licenciatura degree was to be added in 1997.

Until the college of higher education were created, initial teacher training for the 2nd cycle of ensino básico was provided in a variety of models and schools.

Ensino superior universitário initial training

The first Higher escolas normais were created in 1911 in the Universities of Coimbra and Lisbon, attached to the respective Faculties of Arts and Sciences. They provided teacher training for post-primary teaching (Decree 21st of May) and training in a specific scientific field and in the education sciences and teaching practice.

They came into being in the 1915-1916 school year but were abolished in 1930 (Decree No. 18 973, 16th of October). From then on, a new structure was adopted that remained in place for almost three decades. This structure provided scientific training and teaching culture, in the Course on the Pedagogic Sciences, available in Faculty of Arts of the universities of Lisbon, Porto and Coimbra, and teaching practice, a practical course lasting 2 years, available in normal high schools in Lisbon, Porto and Coimbra, and in technical-vocational schools appointed for the purpose.

Entry to the practical course was by passing an admission exam and the few places available were not always filled. The unpaid 2 year practical training course ended with the State Exam.

The rise in demand for schooling led to other forms of initial post-primary teacher training being created. In 1971 Educational Training was introduced in the Faculties of Science which tried to include the three components of training and define new objectives for the practical teacher training of their students (Decree No. 443/71, of 11th October).

Other changes were introduced from 1974. The practical training course was reduced to 1 year and made available in many more centres. The Course in the Teaching Sciences and the State Exam were abolished and *profissionalização em exercício* qualification made available to teachers with the academic training legally required for the level of teaching they were practising as teaching staff.

A new *profissionalização em exercício* qualification scheme was created in 1979. Training components were centred on 3 areas: the class, the school and the education system. This model aimed to co-ordinate initial training with on-going training.

In 1985, another change was made to teacher training which was to affect the schools responsible for this training and the teachers seeking this training. In 1997, as laid down in an amendment to the Education Act, approval was given for initial teacher training for upper secondary education teachers to be given in university level colleges, while new teachers for the 3rd cycle of ensino básico were able to acquire this training in colleges of higher education.

Legislation: Decree n.º 18 973/30

Legislation: Decree-Law n.º 427-B/77

8.1.1.1. Pre-school education and ensino básico

Initial training for pre-school teachers, and for ensino básico and upper secondary education teachers, includes a scientific and pedagogic component required to obtain a specific professional qualification. This is acquired by attending a higher education course leading to a licenciatura degree as laid down in Law No. 115/97, 19th of September, which altered the previous stipulations in Education Act No. 46/86, of 14th October.

In line with a new wording of the Education Act in Law No. 49/05, 30th of August (Art. No. 34) "the training of pre-school education teachers and teachers of 1st, 2nd and 3rd cycles of ensino básico is done at colleges of higher education and universities."

Legislation: Law n.º 115/97

Legislation: Law n.º 46/86

Legislation: Law n.º 49/05

8.1.1.2. Upper secondary education

Training for upper secondary education teachers is administered only in universities. The professional qualification for teachers of upper secondary education can also be acquired through licenciatura that provide scientific training in the respective area of teaching, complemented by appropriate teacher training.

8.1.1.3. Teachers in special education

The professional qualification for teachers of ensino básico and upper secondary education in professional, vocational or artistic subjects can be acquired through licenciatura degree courses that ensure scientific training in the respective area of teaching, complemented by appropriate teacher training.

Pre-school education teachers and teachers of ensino básico and upper secondary education with working experience in regular education or special education, and who successfully complete courses specifically designed for this purpose and taught at schools of higher education, will be qualified to work as special education teachers. Decree-Law No. 95/97, of 23rd April, guarantees the specific training for special education teachers by the higher education institutions with the appropriate resources in this area. These courses qualify teachers "to give support, monitor and help socioeducational integration of individuals with special educational needs". Only fully qualified pre-school teachers, ensino básico and upper secondary education teachers with, at least, five years teaching experience can apply. These courses have to have at least 250 taught hours, including general educational sciences component (20%), a specific training component in the area of special education (60%) and a component geared towards the production, development and assessment of a special education project (20%).

Other specialised training courses can be given in higher education institutions:

Educational and School Administration; Socio-cultural Activities; Educational Guidance; Curriculum Organisation and Development; Pedagogic Supervision and Trainer Training; Training Management and Activities; Educational Communication and Information Management; Education Inspection.

Legislation: Decree-Law n.º 95/97

8.1.2. Ongoing Debates and Future Developments

Taking into consideration some of the testimony and interventions, the Bologna Process could bring major changes to the initial training courses for teachers, implying the introduction a common training model for all levels and stages of education.

Quality training should include the essential elements of general and specific education, practical training and initiation in educational research. Within the framework of Bologna the 1st cycle of higher studies represents an unspecialised training stage that should last around three years. The 2nd cycle should be two years and allow teachers to qualify for different education and teaching cycles. The objective of this model of initial training for teachers is to give the essential elements of general and specific education, practical training and initiation in educational research to facilitate any changes in options mid-way through.

8.1.3. Specific Legislative Framework

Initial teacher training for pre-school teachers and ensino básico and upper secondary education teachers falls within the following legal framework:

- Education Act (Law No. 46/86, of 14th October), amended by Law No. 115/97, of 19th September and Law No. 49/05, of 30th of August lays down the principles underlying the whole system of teacher training;
- Legislation on Initial and On-going training for pre-school education teachers and teachers of ensino básico and upper secondary education (Decree-Law No. 344/89, of 11th October);
- The National Institute for the Validation of Teacher Training (Instituto Nacional de Acreditação da Formação de Professores (INAFOP) created by Decree-Law No. 290/98, of 17th September.
- The aim of creating the National Institute for the Validation of Teacher Training – in 1998 was to introduce mechanisms for the external regulation of training processes, which until then had been the sole responsibility of schools of higher education, as part of their scientific and teaching

autonomy. Later INAFOP Decisions (e.g., Decision No. 1409/00, of 16th November, which defined the rules for validating initial teacher training, and Decision No. 1488/00, 15th of December, laying down the quality standards for initial teacher training) confirmed the important role this Institute would play in the future in defining the legal framework for initial teacher training.

INAFOP was abolished in n. 2 of article 2 of Law No. 16-A/02, 31st of May. With the publication of Decree-Law No. 208/02, 17th of October, which approves the organic structure of the Ministry of Education, the competencies of the National Institute for the Validation of Teacher Training (INAFOP) regarding the system for validating initial teacher training, were assumed by the General-Directorate for Education Human Resources - Direcção-Geral dos Recursos Humanos da Educação (DGRHE) -, as laid down in article 18 of the same law.

Legislation: Decree-Law n.º 290/98

Legislation: Decree-Law n.º 344/90

Legislation: Deliberation n.º 1 409/00

Legislation: Deliberation n.º 1 488/00

Legislation: Law n.º 115/97

Legislation: Law n.º 16-A/02

Legislation: Law n.º 46/86

Legislation: Law n.º 49/05

Institutions: General-Directorate for Human Resources in Education

Institutions: Ministry of Education

8.1.4. Institutions, Level and Models of Training

Exclusive responsibility for creating initial training courses for teachers lies with the state universities, through their own governing bodies (usually the Senate), in the terms laid down by law. The Ministry of Science, Technology and Higher Education is only responsible for registering the courses created and ascertaining that they comply with the law.

For private ensino universitário and state and private ensino superior politécnico, the final decision on whether a course can be created lies with the Ministry of Science Technology and Higher Education, through publication of an Ordinance. The creation of INAFOP in 1998 created a system of regular validation of all existing courses, whether ensino universitário or ensino politécnico), state or private, as well as the validation of all new courses prior to their creation. Non-validation of courses by INAFOP means that no authorisation is granted for the course to begin and courses already underway will be closed down once any problems have been dealt with.

The aim in this process is that only courses valid by INAFOP should lead to certification for teaching staff in pre-school education, ensino básico and upper secondary education. With the publication of Decree-Law No. 208/02, 17th of October, which approves the organic structure of the Ministry of Education, this responsibility is assumed by the General-Directorate for Education Human Resources - Direcção-Geral dos Recursos Humanos da Educação (DGRHE).

Institutions: General-Directorate for Human Resources in Education

Institutions: Ministry of Science, Technology and Higher Education

Institutions: Ministry of Education

8.1.4.1. Pre-school education and ensino básico

Ensino Superior Politécnico training

Colleges of higher education are schools that are part of ensino superior politécnico, generally integrated in institutos politécnicos that also include other schools or institutes from other learning areas and vocational training. Currently there are 14 public teacher-training colleges and 16 private.

8.1.4.2. Upper secondary education and higher education

Ensino superior universitário training

In Portugal there are 13 public universities and the Open University providing courses in initial teacher training. In the Catholic University and in 7 private universities initial teacher training courses are also available.

Models of training:

- The initial training of pre-school teachers, ensino básico and upper secondary education teachers is based on methodologies as close to those that they will use when actually teaching.
- The initial training in colleges of higher education is done via an integrated curriculum model of theoretical-practical and practical pedagogic components throughout the course.
- Decree-Law No. 121/05, 26th of July, stated certain guiding principles for teaching practice on the licenciaturas do ramo de formação educacional and teaching licenciaturas. With regard to this area, Ordinance No. 1097/05, 21st of October, states that teaching practice is done via supervised pedagogic practice, with the same classes that are given to the school supervisor themselves.

In the in-service professionalisation the Education Sciences component is done during the 1st year. In the 2nd year, those teachers without 6 full years of service do the pedagogic part made up of a training project and teaching practice, which is done in the school under the supervision of a teacher from an higher education institution and a teacher from the same school.

Legislation: Decree-Law n.º 121/05

Legislation: Ordinance n.º 1 097/05

8.1.5. Admission Requirements

Access to ensino superior universitário is open to all individuals with secondary school diplomas, or the equivalent, and who pass a test proving their ability to attend this type of school.

Ensino superior universitário courses are also open to individuals over the age of 23 who have no secondary school diploma but who take a specially designed test to prove their capacity to successfully take the course in question and duly recognised by the higher education institution.

8.1.6. Curriculum, Special Skills, Specialisation

Please refer to the subdivisions for more details.

8.1.6.1. Pre-school education and ensino básico

Ensino superior politécnico training

Colleges of higher education offer the following courses for initial teacher training, which are being rethought due to the Bologna process:

- Initial training courses for pre-school teachers ;
- Initial training courses for 1st cycle teachers of ensino básico ;
- Initial training courses for 2nd and 3rd cycle teachers of ensino básico , split into different options depending on the disciplines and curricular areas of these cycles.

College of higher education may also promote the following courses:

- Complementary training courses aimed at obtaining the degree of licenciatura, for pre-school education teachers and teachers having completed the teacher training course for the 1st cycle of ensino básico as well as for 2nd and 3rd cycle teachers of ensino básico and upper secondary

- education;
- Specialisation courses, at initial training level, to complement training or pósgraduação courses and mestrado.

Decree-Law No. 344/89, 11th of October, undergoing changes due to the Bologna process, provides the legal backing for teacher training and defines the components of the different initial training courses, in which the number of teaching hours varies according to course type:

- Personal, social, cultural, scientific, technological, technical or artistic training;
- Educational sciences;
- Teaching practice supervised by the training college, including different course
- activities and which, at the end of the course, may take the form of practical
- training.

Training courses for pre-school education teachers and 1st , 2nd and 3rd cycle teachers of ensino básico vary from 8 to 10 semesters. The pedagogic-didactic training component is greater in the training of pre-school education teachers and 1st cycle teachers of ensino básico. The theory and practice of teacher training together should not exceed 60% of the total timetable, and should be balanced with the cultural training component.

Courses for pre-school education teachers include teaching practice that occupies from 22.5% to 27.5% of the total timetable, while the educational sciences, excluding specific methodologies, take up from 20% to 25%. Teachers of the 1st cycle of ensino básico, spend from 20% to 25% of the total timetable on teaching practice, while 15% to 20% of the time is spent on the educational sciences.

A maximum of 70% of the total timetable is spent on cultural and scientific training in initial training for 1st, 2nd and 3rd cycle teachers of ensino básico. Teaching practice takes up from 22.5% to 27.5% of the total timetable, while the educational sciences, excluding specific methodologies, take up from 12.5% to 17.5%.

Initial teacher training courses for pre-school education teachers and teachers of ensino básico include initial training in special education.

The same legislation lays down that teacher-training courses (where professional qualifications are acquired after scientific qualifications) should be as a whole the equivalent to the pedagogic component of integrated training courses for the same level of teaching, and should include supervised teaching practice. Teacher training for teachers of vocational, professional or artistic disciplines is similar to that outlined above.

Legislation: Decree-Law n.º 344/89

8.1.6.2. Upper secondary education and higher education

Ensino superior universitário training

Cultural and scientific training in the respective speciality in initial teacher training for teachers of upper secondary education takes up 80% of the total timetable. The total time allotted to the disciplines, seminars and activities that are part of the syllabus for pre-school education teachers and teachers of ensino básico and upper secondary education are all covered in legislation applying to the creation of these courses.

The Ministry of Education provides teacher training for teachers with the required scientific, professional, vocational or artistic qualifications, who have not taken a teacher training course, and is legally viewed as initial training. Teachers who have been teaching for less than 6 years attend a two year training course which is divided into two parts (educational sciences + monitored teacher practice), provided by colleges of higher education , and known as in-service professional teacher qualification. These schools also train those grupos de docência not covered by the Open University, in the area of the educational sciences. Complementary scientific and teacher training courses leading to a licenciatura degree, defined in legislation passed in 1998 (Decree-Law No. 255/98, 11th of August), following the amendment made to the Education Act on qualifications required by pre-school education teachers and teachers of ensino básico and upper secondary education, include no less than 45 credit units.

These courses provide not only scientific and teacher training in areas directly related to teaching, but also a qualification to practise other educational functions. The syllabus of complementary scientific and teacher training courses includes three components: seminar, project or experimentation in the fields of the education system and the school; specific training in disciplines, covering at least 75% of total credit units; and a cultural and social training component. The syllabi of qualification courses for practising other educational functions, as laid down in Decree-Law No. 95/97, 23rd of April, which also lead to an licenciatura degree, include the following components:

- General training in the educational sciences, taking up no more than 20% of total credit units;
- Specific training in the respective specialisation area, taking up no less than 60% of total credit units;
- Training geared to project development in the area of specialisation.

Although the Education Act lays down that the syllabus for higher education is the responsibility of each school providing these courses, as stipulated in legislation dating from 1989, the curricular structure of initial teacher training courses for teachers of the 3rd cycle of ensino básico and upper secondary education includes:

- Personal, social, cultural, scientific, technological, technical or artistic training;
- Educational sciences;
- Teaching practice supervised by the training college.

Cultural and scientific training in the respective speciality is more important in the initial training of teachers of upper secondary education, but should not occupy more than 80% of the total timetable. A different proportion may occur in training models that demand a scientific licenciatura degree for entry to teacher training.

For practising teachers, without teacher training, but who have an appropriate scientific, professional, vocational or artistic qualification, the Ministry of Education provides the teacher training required to acquire a professional qualification, viewed in legislation as initial teacher training.

Legislation: Decree-Law n.º 255/98

Legislation: Decree-Law n.º 95/97

Institutions: Ministry of Education

8.1.7. Evaluation, Certificates

The assessment scheme is controlled by the appropriate body in each school, according to the teaching autonomy enjoyed by schools of higher education.

However, some principles are common to all institutions:

- Assessment will be adapted to suit each discipline and/or activity, as attendance and assessment is compulsory for all of them;
- Assessment in each discipline is the responsibility of the respective teacher;
- The assessment of teachers in their classroom performance throughout the year may be a quality assessment, with a global quality mark given at the end of the school year.

The Colleges of higher education award a licenciatura degree degrees to pre-school teachers and 1st, 2nd and 3rd cycle teachers of ensino básico that pass their respective initial teacher training course.

As laid down by law, the result of the 1997 amendment to the Education Act, in this area the universities award the following diplomas:

- Teaching licenciatura degree to 3rd cycle teachers of ensino básico ;
- Teaching licenciatura degree to teachers of upper secondary education;
- licenciaturas degrees of educational training branches (3rd cycle of ensino básico and upper secondary education).

Teaching licenciatura should mention the disciplinary areas, groups or disciplines that the teacher should teach.

8.1.8. Alternative Training Pathways

For those practising teachers who have not passed a training course, but who have an appropriate scientific, professional, vocational or artistic qualification, the Ministry of Education provides the teacher training required to acquire a professional qualification, and is legally viewed as initial training.

Teachers who have been teaching for less than 6 years attend a two year training course which is divided into two parts (educational sciences + monitored teacher practice), provided by Colleges of higher education, and known as in-service professional teaching qualification. These schools also train those grupos de docência not covered by the Open University, in the area of the educational sciences.

Complementary scientific and teacher training courses leading to licenciado degree, include no less than 45 credit units. These courses are defined in legislation passed in 1998 (Decree-Law No. 255/98, 11th of August), following the amendment made to the Education Act on qualifications required by pre-school education teachers and teachers of ensino básico and upper secondary education.

These courses provide not only scientific and teacher training in areas directly related to teaching, but also a qualification to practise other educational functions.

Legislation: Decree-Law n.º 255/98

8.2. Conditions of Service of Teachers

The conditions of service for teachers are determined by constitutional law and practice following the Portuguese Revolution in 1974, after negotiation with the respective unions.

The conditions of service for teachers of state ensino básico and upper secondary education and pre-school education are regulated as a whole by the Career Statute, legislation passed in the nineties after heated negotiations with the association of teachers' unions.

Conditions of service for higher education teaching staff are regulated as a whole by the respective Career Statutes, legislation passed in the eighties and nineties after heated negotiations with the teachers' unions. Higher education teaching staff in ensino politécnico and ensino universitário working in private or co-operative schools or under the agreement with the Catholic University have no instrument for collective regulation, and their respective conditions of service are determined by the schools themselves.

In higher education, staff management is part of the autonomous competency of the universities and institutos politécnicos.

In private and co-operative teaching, at all levels and in all sectors, staff management is handled by the respective schools themselves, although they are subject to dual inspection by the General Inspectorate of Education - Inspeccão-Geral de Educação - and the General Inspectorate of Labour - Inspeccão-Geral do Trabalho.

8.2.1. Historical Overview

Please refer to the subdivisions for more details.

8.2.1.1. Pre-school education, ensino básico and upper secondary education

In Portugal making teaching a professional activity was a very long process. The first stage in the process began in the second half of the eighteenth century in the shape of two major reforms in 1759 and 1772. These were the work of the Marquês de Pombal and were the first steps towards the State taking a hand in ensino básico and upper secondary education. Throughout the nineteenth century, in practice, although some legislation had been passed on the socio-professional status of teachers, these decisions were not applied. At the start of the twentieth century, with the implantation of the Republic, teachers were insistent in their demands for approval of a professional status for teachers. However, they did not achieve their aims. The teaching profession until the eighties was controlled by scattered legislation, which was altered frequently and likely to be interpreted and applied differently.

The Education Act of 1986 defines the underlying principles of teaching careers and the careers of other education professionals, recognising "pre-school teachers, teachers and other professionals in education (...) a salary and a career compatible with their qualifications and professional, social and cultural responsibilities".

The most relevant aspects laid down by law, regarding the conditions of service for teachers, are those defining new principles on promotion linked to an assessment of all activities - individually or in group - in the school and the community of which it is part, and also, taking into account the acquisition of vocational, teaching and scientific qualifications.

In 1989, indexing was approved as well as teachers' salaries, accompanied by the standards for the structure of the new career. In the meantime, the conditions of service for teachers of non-higher education were substantially altered with the publication of the Teaching Career Statutes for pre-school education teachers and teachers of ensino básico and upper secondary education in 1990.

In 1995, the need was seen to establish scientific qualifications for teaching without the vocational training component, to overcome temporary shortages in the training scheme for teachers of 2nd and 3rd cycle ensino básico and upper secondary education.

Minimum requirements were laid down for a higher education course to be recognised as a qualification for teaching at these levels, while in 1996, the number of qualifications was increased with the inclusion of new courses, and this is upgraded annually.

Legislation passed in the same year provides the conditions for reducing the weekly teaching timetable of teachers who do courses to complement their qualifications with a view to obtaining a licenciatura degree in teaching.

An Order in 1998, in its turn, lays down the administrative regulations for hiring staff to ensure short term teaching functions.

The conditions of service for pre-school education, ensino básico and upper secondary education teachers, teaching in schools under the supervision of the Ministry of Education, are regulated as a rule by the Career Statute, published in 1990 and amended in 1997, 1998 and 2005. The Career Statute for pre-school education teachers and teachers of ensino básico and upper secondary education was approved by Decree-Law No. 139-A/90, 28th of April, amended by Decree-Law No. 105/97, 29th of April, by Decree-Law No. 1/98, 2nd of January, by Decree-Law No. 121/05, 26th of July and by Decree-Law No. 229/05, 29th of December.

The conditions of service for pre-school education, ensino básico and upper secondary education teachers, teaching in private or co-operative schools are regulated by the Collective Labour Agreement negotiated between the associations representing employers and the teachers' unions which, as a rule, follow what is laid down for state teaching.

Legislation: Decree-Law n.º 1/98

Legislation: Decree-Law n.º 105/97

Legislation: Decree-Law n.º 121/05

Legislation: Decree-Law n.º 139-A/90

Legislation: Decree-Law n.º 229/05

8.2.1.2. Higher education

Looking only at recent developments, the conditions of service for state school teachers are, as a whole, regulated by Career Statutes, that is:

- Legal Career Statute for ensino superior politécnico, approved by Decree-Law No. 185/81, 1st of June.
- Legal Career Statute for university teachers approved by Decree-Law No. 448/79, 13th of November, amended by Law No.19/80, 16th of July.

In private and co-operative higher education, including the Catholic University, there is no general contracting instrument, so that conditions of service are defined by the schools in question.

Currently, the revision of the Career for Higher Education is being discussed with the parties involved, and there is concern for adjusting the new premises and challenges at this teaching level in view of European Union legislation.

Legislation: Decree-Law n.º 448/79

Legislation: Law n.º 19/80

8.2.2. Ongoing Debates and Future Developments

In the last two years there has been a considerable growth in the number of teachers without employment in schools. There is the question of reconsidering the employability of some initial training teacher courses.

Indications from teachers' unions point to an assessment of application and placement procedure for teachers. In relation to last year, it is estimated that there has been a 30% increase in the number of unemployed teachers, which corresponds to 40 thousand unemployed teachers. The plan is for an urgent change in initial and further training models, the implementation of performance management by peers and not by single or specially contracted bodies.

There is a standard, at the moment in the process of being published that considers a "New" Recruitment and Selection System for teaching staff for professional placement in education and teaching institutions, governed by the Ministry of Education that seeks to introduce significant changes to the current framework.

8.2.3. Specific Legislative Framework

Please refer to the subdivisions for more details.

8.2.3.1. Pre-school education, ensino básico and upper secondary education

The conditions of service for state pre-school education teachers and teachers of ensino básico and upper secondary education are, as a rule, regulated by the respective Legal Statute approved by Decree-Law No. 139-A/90, 28th of April, amended by Decree- Law No. 105/97, 29th of April and by Decree-Law No. 1/98, 2nd of January. The Career Statutes are complemented by specific legislation that regulates certain aspects of conditions of service (definition of qualifications for teachers, contracting scheme and staff teachers, performance assessment, absences, holidays and leaves of absence, etc.).

Teachers of ensino básico, upper secondary education and pre-school education teachers working in private or co-operative schools have their conditions of service controlled by the respective Collective Labour Agreement which, as a rule, follows legislation for state teaching.

In 2003, in line with the reforms introduced by Decree-Law No. 208/02, 17th of October, Decree-Law No. 35/03, 27th of February, amended by Decree-Laws No. 18/04, 17th of January and No. 209/04, 20th of August and No. 20/05, 19th of January, as well as by the Ordinance No. 1046/04, 16th of August, establishes a new legal regime of teacher selection.

The reform in teacher selection and recruitment for teachers in pre-school education, ensino básico and upper secondary education has five objectives:

- To promote the stability of teaching staff to make each academic year work normally;
- To stimulate those teachers already part of the educational system with greater value given to professional qualifications;
- To make the offer of employment and the processes of teacher selection in schools more transparent, promoting a fairer and more balanced selection system;
- To make selection procedures less bureaucratic and simpler, encouraging real autonomy of schools;
- To improve how the educational system is run, in particular the quality of learning.

Legislation: Decree-Law n.º 105/97

Legislation: Decree-Law n.º 139-A/90

Legislation: Decree-Law n.º 18/04

Legislation: Decree-Law n.º 209/04

8.2.3.2. Higher education

The conditions of service for teachers of state higher education are, as a whole, regulated by the respective Career Statutes, that is:

- Legal Career Statute for ensino superior politécnico, approved by Decree-Law No. 185/81, 1st of June.
- Legal Career Statute for university teachers approved by Decree-Law No. 448/79, 13th of November, amended by Law n.º 19/80, 16th of June.

As a rule, the Career Statutes are complemented by a variety of specific legislation that regulates particular aspects of conditions of service (definition of teaching qualifications, contracting scheme and teaching posts, performance assessment, absences, holiday and leave of absence, etc.).

In private and co-operative higher education, including the Catholic University, there is no general contracting instrument, so that conditions of service are defined by the schools in question.

Legislation: Decree-Law n.º 185/81

Legislation: Decree-Law n.º 448/79

Legislation: Law n.º 19/80

8.2.4. Planning Policy

For state teaching, the national administrative body determines the conditions of service for teachers of ensino básico and upper secondary education and pre-school education teachers was the Directorate General for the Administration of Education -Direcção-Geral da Administração Educativa (DGAE) -, responsible for the integrated management of human resources. With the publication of Decree-Law No. 208/02, 17th of October, which approves the organic structure of the Ministry of Education, this responsibility is assumed by the General-Directorate for Education Human Resources - Direcção-Geral dos Recursos Humanos da Educação (DGRHE). The latter designs policies for the development of teaching and non-teaching human resources for schools and gives its support in the technical and legislative formulation of the same. It is also responsible for the work of co-ordinating the implementation of these policies and the management of teaching and non-teaching staff in schools, without jeopardising the competencies in this same area attributed by law to the local authorities and school management. With the publication of Decree-Law No. 208/02, 17th of October, which approves the organic structure of the Ministry of Education, the regional education departments are responsible within their own territories, for managing the human resources of schools. This is done with respect for decentralising the competencies of the DGRHE at all times, and the delegation of competencies in the

respective regional education director, without jeopardising the competencies of school management and the local authority.

In private and co-operative teaching, at all levels and in all sectors, staff management is the work of the respective schools themselves, although subject to dual inspection by the General Inspectorate for Education - Inspeção-Geral de Educação and the General Inspectorate for Labour - Inspeção-Geral do Trabalho.

Institutions: General-Directorate for Human Resources in Education

Institutions: General-Inspectorate of Education

Institutions: Ministry of Education

8.2.5. Entry to the Profession

Please refer to the subdivisions for more details.

8.2.5.1. Pre-school education, ensino básico and upper secondary education

Admission to the teaching profession for ensino básico and upper secondary education and pre-school education is by national tender. The basic requirements for admission to the tender are:

- Be of Portuguese nationality or a national of a country which, due to European Community legislation, an international convention or a special law, has access to civil service employment in Portugal;
- Have the qualifications demanded by law;
- Have completed military duties or public service, when this is compulsory;
- Not be prevented from working for the state or prohibited in any way from exercising the work which is the object of the application;
- Have the physical fitness, health of mind and personality indispensable for the work in hand and have complied with compulsory vaccination laws.

The competition is organised with the view to filling the existing permanent posts in the school permanent staff or in the quadro de escola or quadros de zona pedagógica.

Staff teachers placed in quadros de zona pedagógica are not in the placement tender, which aims to place teachers in schools in the zone to meet needs expected to be annual.

Schools can contract teachers for certain vocational or professional areas, although they do this in close collaboration with the regional education departments.

In private and co-operative teaching, including schools covered by the Agreement with the Holy See, hiring is done according to the rules for each institution, but safeguarding qualifications demanded by law.

8.2.5.2. Higher education

Teaching staff are hired for higher education through a tender requiring the submission of papers.

The categories of teaching career in ensino superior universitário are: professor catedrático, professor associado, professor auxiliar, assistente and assistente estagiário.

Apart from these categories, teaching duties may go to contracted staff: professores convidados; professores visitantes; invited assistentes; leitores and monitores. The first four categories apply to nationals or foreigners, of recognised teaching or professional skills, whose work meets the interests and needs of the university in question.

Monitores are qualified professionals, who have completed an advanced course, or students from the last two years of their course.

Hiring the above categories of teaching staff must meet with the following procedures and requirements:

- Professores catedráticos and professores associados may be hired through transfer or tender with submission of papers. Candidates to the category of professors must submit a *agregação* on the scientific area of teaching and present a brief lecture, after discussion of the scientific curriculum;
- Assistentes who have a doutoramento or the equivalent, invited assistentes, professores auxiliares and individuals who have been assistentes or invited assistentes, providing they have been attached to the respective school for at least five years, have the right to be contracted as professores auxiliares. Assistentes are given a maximum of eight years to obtain their doutoramento, with the possibility of a two years addition, for which they can be dispensed from teaching duties for up to three years;
- Assistentes are hired from among assistentes estagiários or invited assistentes who hold a mestre degree or the equivalent, a diploma awarded by a Portuguese or foreign university that bears proof of in-depth knowledge in a scientific area and the capacity to conduct research, or who, after two years working in the category, have passed pedagogic aptitude and scientific capacity tests. Attainment by probationary assistente estagiário or invited assistentes of any of the aforementioned conditions gives them the right to immediate employment as assistente. Individuals may also be hired as assistentes if they hold a mestre degrees of the equivalent or diplomas issued by a Portuguese or foreign university, subject to deliberation by the Scientific Board or its Co-ordinating Committee, on a proposal put forward by the Scientific Board Committee of the group or department involved;
- assistentes estagiários are hired according to their curriculum. Licenciatura degree with a higher education or equivalent degree with a final classification of no less than "good" (14 marks), and who also meet the remaining requirements described in the respective notice to be published in two nation-wide daily newspapers and in the Official Journal - "Diário da República" - , may also apply for the post of assistentes estagiários.

As regards ensino superior politécnico, the mestre or equivalent degree is the minimum acceptable qualification for admission to the positions of professor coordenador and professor adjunto, but admission to these positions is only possible if a distinguished technical-professional "curriculum vitae" is submitted.

The teaching career categories in ensino superior politécnico are: professor coordenador, professor adjunto and assistente.

On admission, the first category is assistente do 1.º triénio, after this time rising to assistente do 2.º triénio. The must have the qualification required to rise to professor adjunto, and for this he may be dispensed from teaching for a period of no more than two years.

8.2.6. Professional Status

Please refer to the subdivisions for more details.

8.2.6.1. Pre-school education, ensino básico and upper secondary education

State schoolteachers are civil servants, with the rights and duties common to all members of the civil service.

Despite not being civil servants, teachers in private and co-operative schools can opt for health and retirement schemes which are the same as those enjoyed by civil servants.

8.2.6.2. Higher education

Teachers and non-teaching staff in state education are civil servants, with the same rights and responsibilities as the rest of the Civil Service, although with some specific exceptions regulated by Teaching Career Statute.

State schoolteachers are civil servants, with the rights and duties common to all members of the Civil Service.

Despite not being civil servants, teachers in private and co-operative schools can opt for health and retirement schemes which are the same as those enjoyed by civil servants.

8.2.7. Replacement Measures

Please refer to the subdivisions for more details.

8.2.7.1. Pre-school education, ensino básico and upper secondary education

In order to cover unexpected absences of 5 teaching days or fewer in pre-school education and in the 1st cycle of ensino básico or 10 days in the 2nd and 3rd cycles of ensino básico, teaching staff are obliged to guarantee educational activities for students. When the absence is longer than this and cannot be covered by the teachers of the establishment, the school must immediately contract a teacher for a minimum of 30 days.

8.2.7.2. Higher education

State schools of higher education, the universities and institutos politécnicos, have administrative and financial autonomy, and may because of this, and as laid down by law, hire teaching staff whenever the needs of replacement justify this. Teaching staff placement measures fall into this situation (Law No. 108/88, 24th of September, Decree-Law No. 252/97, 26th of September).

Legislation: Decree-Law n.º 252/97

Legislation: Law n.º 108/88

8.2.8. Supporting Measures for Teachers

Please refer to the subdivisions for more details.

8.2.8.1. Pre-school education, ensino básico and upper secondary education

The Legal Career Statute of pre-school education teachers and teachers of ensino básico and upper secondary education approved by Decree-Law No. 139-A/90, 28th of April with the wording given it by Decree-Law No. 1/98, 2nd of January No. 121/05, 26th of July and No. 229/05, 29th of December, lays down in the Chapter on rights and duties, the right to technical, material and documentary support, for the resources required for training and information for teaching staff, as well as in providing education. Included here is specific support for paying fees to teachers with a bachelor degree who enrol in approved licenciatura courses, according to law, to complement, or perfect their initial training.

Legislation: Decree-Law n.º 1/98

Legislation: Decree-Law n.º 121/05

Legislation: Decree-Law n.º 139-A/90

Legislation: Decree-Law n.º 229/05

8.2.8.2. Higher education

By law (Law No. 108/88, 24th of September) teachers may be asked to be dispensed from teaching service, without losing their rights, to do research or publish works. Teaching staff working full time may apply for study grants at home or abroad in the terms of legislation in force.

Legislation: Law n.º 108/88

8.2.9. Evaluation of Teachers

Please refer to the subdivisions for more details.

8.2.9.1. Pre-school education, ensino básico and upper secondary education

Promotion depends on performance evaluation, which takes several forms:

- Ordinary evaluation. This begins with the teacher submitting a critical reflection document on work done, during the period to which this work refers, accompanied by on-going training certificates for training done in the same period. Tenured teachers are subject to performance assessment after a certain number of years, as stipulated in their career scale point. Contracted teachers are assessed at the end of their respective contract. School management then assesses the critical reflection document and suggests to the teaching body that the assessment "Satisfactory" be attributed. Should the assessment be "Unsatisfactory", it is taken to the assessment committee. The evaluation committee is made up of the regional education director, who presides, a teacher appointed by the teaching body of the school where the teacher works, and a teacher or distinguished personality in education, appointed by the teacher being assessed. A teacher who gets "Satisfactory" may request that this be raised to "Good". The teacher will prepare a critical reflection document, which will be examined by the Evaluation Committee.
- avaliação extraordinária. This is done at the request of the teacher, providing that teacher has 15 years permanent service, has obtained "Good" and has never obtained "Unsatisfactory", and who submits a documento de reflexão crítica on work done, to be assessed by the Evaluation Committee. "Very Good" means a bonus of two years in counting years of service. This is not operational due to a lack of regulation of the parameters of the terms foreseen in the amendment of the Teaching Career Statute in 1998.
- Interim evaluation. Teachers who for the first time receive "Unsatisfactory" may request an interim evaluation after half the time has elapsed before a change in scale. The decision on interim evaluation lies with the Evaluation Committee, and the teacher may ask for a decision from the Minister of Education.

8.2.9.2. Higher education

Law No. 38/94, 21st of November, the law on Evaluation in Higher Education, lays down the bases for the evaluation and supervision system in state or private ensino universitário and ensino politécnico, and provides the framework for the evaluation model.

With Decree-Law No. 205/98, 11th of July, the National Council of Evaluation in Higher Education was created, establishing the necessary general rules for implementing the evaluation and supervision system for higher education and the scope of the same.

The evaluation and supervision system assesses and determines the quality of the scientific and teaching performance of schools of higher education, paying particular attention to teaching, qualification of teaching staff and research performed.

Legislation: Decree-Law n.º 205/98

Legislation: Law n.º 38/94

8.2.10. In-service Training

Considered a "specific professional right of teachers", as well as a duty, "the right to training and information for teaching is ensured by access to regular on-going training, geared to up-grade and increase the professional knowledge and skills of teachers, and may also cover professional reconversion as well as career mobility and progress". Schools of higher education are particularly well placed to give on-going training, although there are other entities that provide training. Among these entities, in particular, are the training centres associates with schools, resulting from school cluster in certain locations. Teacher associations may set up training centres in compliance with legislation in force. All entities that intend to provide training may only do so once they have been accredited. Accreditation may be requested from the scientific, teaching body known as the Scientific-teaching Council for On-going Training, which also has the authority to assess the on-going training system. For the purposes of career promotion, apart from accredited training, teachers may also attend pós-graduação courses with the possibility of benefiting from nonteaching via a sabbatical period or scholarship.

8.2.10.1. Historical background

Although attention was always paid to the on-going training of teachers, proof of which is legislation passed since 1936 ("teachers must undertake their own continuous improvement, at the risk of being subject to disciplinary action"), its impact only becomes visible with the demand for education felt during the sixties and seventies. Up to the seventies, there were very few fully *professores profissionalizados* and mass education made it necessary to recruit unqualified teachers. This situation led to the creation of both the initial training models to train the teachers required, and to in-service professional qualification. In this circumstances, on-going training served to make up for the lack of initial training, while also serving as a way of preparing teachers for innovation, particularly curricular innovation.

In view of such a wide range of needs, during the eighties there was a significant increase in on-going training provided by the central services of the Ministry of Education, by schools of higher education and by the trade unions and teacher associations.

At the end of the eighties and the start of the nineties, three laws brought some consistency to on-going teacher training and this system was further consolidated through legislation passed in 1997. In Decree-Law No. 344/89, 11th of October, a general definition was given for the legal regime for initial and on-going training for pre-school teachers, *ensino básico* and upper secondary education teachers. This legal framework was amended by Decree-Law No. 249/92, 9th of November, which established the legal regime for on-going training for teachers of pre-school education, *ensino básico* and upper secondary education, completing the previous legal framework for on-going teacher training, a condition for the stability of the education system, adding dignity to the teaching career and improving the quality of education and teaching as a whole. Later, in 1993, with Law No. 60/93, 20th of August, in 1994 with Decree-Law No. 274/94, 28th of October and in 1996 with Decree-Law No. 207/96, 2nd of November amendments were made to the regime in force, emphasising concern for quality training and centred on the school and its projects. Finally, importance was attached to funding for on-going teacher training using to great extent European funds made available in the Programme for the Development of Education in Portugal (PRODEP), particularly through the FOCO Programme (Ongoing Training for Teachers and those responsible for the Administration of Education).

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Legislation: Decree-Law n.º 207/96

Legislation: Decree-Law n.º 249/92

Legislation: Decree-Law n.º 274/94

Legislation: Decree-Law n.º 344/89

Legislation: Law n.º 60/93

8.2.10.2. Specific legislative framework

The Education Act recognises the right of all teachers to on-going training, intended to complement and update their knowledge and skills and to help with their career mobility and progress.

Within the scope of the teacher training legal system established by legislation passed in 1989 (Decree-Law No. 344/89, 11th of October), the aims, principles and types of on-going training for pre-school education teachers and teachers of ensino básico and upper secondary education are defined in Decree-Law No. 249/92, 9th of November and consolidated in 1996 (Decree-Law No. 207/96, 2nd of November).

In the same year, the system for teacher performance evaluation was regulated and the number of credit units fixed on-going training credits for career promotion. In 1999, with Decree-Law No. 155/99, 10th of May, the last amendments to the legal regime for on-going training were made, and a reference is made to how the Scientific Board for On-going teacher training functions.

The conditions in which the teaching staff may benefit from training were defined by implementing order, also passed in 1992 (Implementing Order No. 185/92, 8th of October), amended by the Implementing Order No. 8/05, 3rd of February.

8.2.10.3. Decision-making bodies

The legal regime for on-going teacher training introduces the Training Centres of Associations of Schools for improving teacher training in Portugal. These centres design and promote training plans and each course responds to teacher training needs. These Training Centres have teaching autonomy as laid down in the pertinent legislation although they still follow the guidelines of the Scientific and Teaching Council for On-going Teacher Training – Conselho Científico e Pedagógico da Formação Contínua (CCPFC). Every 3 years, these training institutions are accredited by the aforementioned council, which also approves the courses proposed by the Training Centres as well as the teacher trainers who have applied to teach.

Apart from the Training Centres of the School Associations, schools of higher education, central and regional services of the Ministry of Education and professional or scientific associations training

centres may conduct training courses. As training institutions, the first two training bodies mentioned do not need approval because they are already accredited for training. Higher education institutions and regional and central educational administration services do not need accreditation as training bodies.

Decree-Law No. 207/96, 2nd of November, amended by Decree-Law No. 155/99, 10th of May, defines the legal regime for on-going teacher training and lays down how it should be co-ordinated, administered and supported.

According to Decree-Law No. 155/99, 10th of May, it is the responsibility of the CCPFC "to accredit training institutions and on-going teacher training courses, monitor valuation of on-going teacher training and also accredit specialised training courses. Besides that, those on the board are also required to attend meetings, produce scientific studies, individual opinion papers and draw up regulations. The Ministry of Education intervenes in on-going teacher training by defining priorities, creating national programmes and co-ordinating, administering and assessing ongoing teacher training.

The Regional Directorates of Education in the administrative management of on-going training, register annually all the on-going training provided in the region, describing it and grouping it according to training institution. It is also their responsibility to grant leave of absence from work as laid down by law, promote and monitor the introduction of new training centres and encourage co-operation among centres, with a view to matching training supply and demand. It is the responsibility of the General Inspectorate for Education to control and inspect planned on-going teacher training activities.

The Institute for Innovation in Education, defunct in 2002, provided logistic, administrative and financial support to the Council for On-going Training – Conselho de Formação Contínua (CFC) - and supported experimental projects and programmes for on-going teacher training developed by training institutions. Resource centres created within ministerial and community programmes should link their activities with the training centres, by making their resources available for implementing training activity plans.

The Council for On-going Training is an advisory body dealing with issues related to on-going teacher training. The council has 23 members with the Minister of Education presiding. It is the Council's responsibility to monitor on-going teacher training, give opinions and make recommendations, help define the policy for ongoing teacher training, propose measures aimed at linking on-going teacher training with initial training and specialised teacher training, supervise the definition of financing criteria for training courses and suggest ways to improve the training system.

Publication of Decree-Law No. 208/02, 17th of October, approving the organic structure of the Ministry of Education, and those of the Institute for Innovation in Education were transferred to the General-Directorate of Curriculum Innovation and Development - Direcção-Geral de Inovação e Desenvolvimento Curricular.

Legislation: Decree-Law n.º 207/96

8.2.10.4. Type of institutions

In the current legal scheme for on-going teacher training, trainers are:

- Schools of higher education equipped for teacher training, training in the education sciences and speciality sciences;
- The training centres of associations of schools;
- The training centres of non-profit making professional or scientific associations, who can have a relevant impact in providing on-going teacher training.

Education central and regional administration services may promote training courses in areas considered to be important for developing the education system.

8.2.10.5. Admission conditions

The legal regime for on-going teacher training applies to:

- All qualified teachers in pre-school, ensino básico and upper secondary education who are permanent staff members in state schools;
- Qualified teachers working in areas of education catering to special or out-of-school education;
- Fully-qualified teachers of Portuguese working abroad and in European schools;
- Fully-qualified teachers working in private or co-operative schools;
- Situations legally equivalent to those of teaching duties.

Legislation passed in 1997 (Decree-Law No. 95/97, 23rd of April) and 1998, such as that which the legal basis of specialised training and that which introduces amendments to the Teaching Career Statute concerning qualifications required for other educational functions, complete the classification of the abovementioned training that is relevant to the development of the educational system.

Specialised training courses should be more concerned with scientific and teaching training than with technical and administrative training, and should also take into consideration the special needs of the level of education at which activities will be developed. They cover the following areas: Special Education; School and Education Administration; Socio-cultural Development; Counselling; Curricular Organisation and Development; Teaching Supervision and Teacher Instructor Training; Training Management and Development; Educational Communication and Information Management and Education Inspection. Courses include general training in the education sciences, occupying no more than 20% of the whole timetable; specific training in one of the specialised areas, occupying no less than 60% of the whole timetable, and training for preparing, developing and assessing a project in the chosen specialisation area.

After the legal framework was developed for specialised training, a reference list of the skills required by teachers, per training area, was drawn up in 1999, covering, among other fields, intervention, supervision and evaluation. Specialised training courses are available for fully of pre-school teachers, ensino básico and upper secondary education qualified teachers with at least five years teaching experience. The Minister of Education controls the provision of courses, after consulting with the Scientific-pedagogic body for Teacher Training and the training institutions.

The following qualifications are considered specialised training: a higher specialised studies diploma; a licenciado degree; a specialisation course post- licenciatura; a diploma for the taught part of a mestrado degree; a doutoramento degree.

Legislation: Decree-Law n.º 95/97

8.2.10.6. Methods

The on-going teacher training regime maintains that "training should ensure that scientific and teaching aspects are included in theory and practice, and encourage learning the different tasks required for a career in teaching".

On-going training should therefore be based on method and practices similar to those that pre-school education teachers and teachers will use in teaching. In-service training, whether centred on the school or on practices, includes hours that, apart from group class work, involve trainee teachers working autonomously in a true working context, in the classroom, school and in other spaces of the education community.

As laid down in the on-going teacher training scheme on-going training may take the following forms: training courses; training modules; seminars; training workshops; practical training courses; projects or study circles; attendance of single subjects in higher education institutions.

On-going training is geared to perfecting and up-grading the vocational skills of pre-school education teachers and ' ensino básico teachers through training centred preferably on content (courses, modules, seminars and single subjects in higher education), training essentially centred on the school (projects and study circles) and training centred mainly on practices (training workshops and practical training courses).

On-going training courses last for a minimum of 15 hours.

Certain forms of training will take place in the teacher's timetable space allotted to non-teaching activities, and may involve "attendance legally determined or duly authorised, at on-going training courses or at congresses, conferences, seminars and meetings for the study and discussion of issues and problems related to teaching work."

Credits are attributed for training according to the number of training hours, and this has an effect on career promotion.

8.2.10.7. Evaluation and certification

Final responsibility for assessing on-going teacher training lies with the training institute.

On-going training courses are assessed by the trainee and the instructor or training institute, preferably in writing and using in addition, or as an alternative, reports, work done, tests, observations or written appraisals.

Practical on-going training courses for teachers require the supervision of an instructor from the school or centre holding the course, responsible for performance evaluation of the teacher during the training course recorded in a report drawn up for the purpose. Teachers attending training courses should prepare an evaluation report of the course itself. The training institute should assess the participation of the teacher in the design, development and implementation of training measures in the project approach. The training institute should issue certificates for on-going training courses indicating the name of the course, the length and form of the training provided.

Credits are given for attending training courses for the purposes of career promotion. Since 1992, the number of credit units for on-going training was legally stipulated. Completion of such training is required for career promotion, and the number of credits should be the same as the number of years the teacher should remain on each scale.

Calculation of the number of credit units for each course depends on the number of hours the course lasts, and to this end the coefficients indicated in 1994 legislation are used, confirmed by legislation dating from 1996.

8.2.10.8. Training/employment ratio

On-going training is a condition of career promotion, and is also important for the purposes of curricular appreciation. Should the teacher, because of lack of a position, not be admitted to on going training courses required for career promotion, the teacher should prove and justify this fact. The on-going training regime defines the number of credit units that have to be completed for the purposes of promotion.

8.2.11. Salaries

Please refer to the subdivisions for more details.

8.2.11.1. Pre-school education, ensino básico and upper secondary education

Salary scales for state schoolteachers are based on specific indexing, approved by Decree-Law No. 312/99, 28th of July. Rules concerning the remunerative statute of pre-school teachers, ensino básico and upper secondary education teachers were established in 1989 and revised in 1999. The application of specific indexing is applied, starting at a 100-base index worth an amount defined in a Joint Ordinance from the Prime Minister and the Minister of Finance, after negotiation with teachers' unions.

The career of pre-school teachers, ensino básico and upper secondary education teachers has 10 scales legally established on 1st of October 2001:

Scale	Duration	Index	Payment in Euros
1 st scale	2 years	112	955,09
2 nd scale	3 years	125	1 065,95
3 rd scale	4 years	151	1 287,67
4 th scale	4 years	167	1 424,11
5 th scale	4 years	188	1 603,19
6 th scale	3 years	205	1 748,16
7 th – I scale	3 years	218	1 859,02
7 th – II scale	3 years	223	1 901,65
7 th – III scale	2 years	235	2 003,99
8 th scale	3 years	245	2 089,26
9 th scale	5 years	299	2 549,75
10 th scale	---	340	2 899,38

Note: Index 100 corresponds to € 852.76. Contracted teachers, not integrated into the career structure receive salaries according to the 1st or 3rd scale, depending on their qualifications (bachelor or licenciatura degree).

Entry into the profession is done according to the academic and professional qualifications of the teacher, under the following terms.

- Teachers in a teaching post who do not have the necessary professional qualifications to teach, remain in a pre-career position until these qualifications are acquired";
- Professores profissionalizados with a bachelor degree start on scale 1;
- Professores profissionalizados with a licenciatura degree start on scale 3;
- Professores profissionalizados with a mestre degree in the Educational.

Sciences or in areas directly related to their respective teaching groups start on scale 4.

The salaries of ensino básico and upper secondary education teachers and of pre-school teachers working in private and co-operative schools are laid down in their collective labour contract, and in some cases of state-subsidised private schools the state salary Statute applies.

Legislation: Decree-Law n.º 312/99

8.2.11.2. Higher education

The career of higher education teachers at ensino universitário and ensino politécnico may include up to 4 scales in each one of the existing categories. The salaries of teachers of higher education have their own indexed scales with 100 as the base rate, the values of which are annually established by a joint order from the Prime Minister and the Minister of Finance after negotiation with the unions. The indexed scales established for higher education teaching staff are those for the regime of exclusive career dedication. The monthly wage rate of teachers working on a full time basis is two thirds of the amount fixed for the exclusive dedication regime in the respective categories.

Progress in the career occurs by moving to the next level after three years on the immediately preceding scale, except in the case of assistentes estagiários, who change scale after two years on the immediately preceding scale.

The indexing brackets for each scale for each category in ensino superior politécnico are listed below:

Categories	Index 1		Index 2		Index 3		Index 4	
	Index	Value	Index	Value	Index	Value	Index	Value
Assistente do 1.º triénio	100*	1 534,96	-	-	-	-	-	-
Assistente do 2.º triénio (without mestrado or doutoramento)	135	2 072,20	140	2 148,94	150	2 302,44	-	-
Assistente do 2.º triénio (with mestrado or doutoramento)	140	2 148,94	140	2 225,69	155	2 379,19		
Professor adjunto	185	2 839,68	195	2 993,17,	210	3 223,42	225	
without agregação	220	3 376,91	230	3 530,41	250	3 837,40	260	3 990,90
Professor coordenador with agregação	245	3 760,65	255	3 914,15	265	4 067,64	285	4 374,64
President	365	5 602,60	-	-	-	-	-	-
Vice-President	350	5 372,36	-	-	-	-	-	-
Director in an initial regime	250	3 530,41	-	-	-	-	-	-
Sub-Director in an initial regime	220	3 376,91	-	-	-	-	-	-

* The 100 index corresponds in 2006, to 1,534.96 Euros.

The indexing brackets for each scale for each category of ensino universitário are listed below:

Categories	Index 1		Index 2		Index 3		Index 4	
	Index	Value	Index	Value	Index	Value	Index	Value
assistente estagiário	100*	1 534,96	110	1 688,46	-	-	-	-
assistente and leitor	140	2 148,94	145	2 225,69	155	2 379,19	-	-
professor auxiliar without agregação	195	2 993,17	210	3 223,42	230	3 530,41	245	3 760,65
professor associado without agregação and professor auxiliar with agregação	220	3 376,91	230	3 530,41	250	3 837,40	260	3 990,90
professor associado with agregação	245	3 760,65	255	3 914,15	265	4 067,64	285	4 374,64
professor catedrático	285	4 374,64	300	4 604,88	310	4 758,38	330	5 065,37
reitor	375	5 756,10	-	-	-	-	-	-
vice-reitor	360	5 525,86	-	-	-	-	-	-

* The 100 index corresponds in 2006 to 1 534, 96 Euros.

In private and co-operative teaching there is no instrument for collective regulation so that salaries are fixed by the respective school.

8.2.12. Working Time and Holidays

Please refer to the subdivisions for more details.

8.2.12.1. Pre-school education, ensino básico and upper secondary education

Teaching staff are obliged to work 35 hours and 5 days a week. The weekly schedule of teaching staff involves a teaching and non-teaching component. The teaching and non-teaching component and weekly teaching time differ depending on levels and grades of teaching. Teachers in non-colleges of higher education must work 35 hours a week. The weekly timetable of teachers consists of five working days and includes a teaching and a non-teaching component.

The teaching component in the work of pre-school education and 1st cycle teachers consists of 25 teaching hours a week. In the 2nd and 3rd cycles of ensino básico, 22 teaching hours a week is required. The teaching component in the work of upper secondary education schoolteachers consists of 20 teaching hours a week, provided all teaching is done in this level of education. Teachers are forbidden from teaching for more than 5 hours consecutively. The non-teaching component includes individual work and teaching and schoolwork.

The teaching component in the timetable of 2nd and 3rd cycle of ensino básico and upper secondary education schoolteachers is reduced by two hours every 5 years up to a maximum of 8 hours when teachers reach their 40th birthday and 10 years of teaching service, their 45th birthday and 15 years of teaching service, their 50th birthday and 20 years of teaching service, their 55th birthday and 21 years of teaching service. Teachers who complete 27 years of service are awarded the maximum reduction in the teaching component, regardless of their age. Non-higher education teaching staff is entitled to a period of 22 days holiday every year, with 1 more day for each 10 years of service, to be taken between the end of each school year and the start of the next school year. Teaching staff may benefit from the school breaks at the end of October and during Christmas, Carnival and Easter, bearing in mind the interests and available resources of schools.

The holidays of non-higher education teachers may be taken annually from 15th July until 31st of August. Higher education teaching staff takes their annual holidays between 1st of August and 30th of September, or they may divide their holidays between any other periods of school holidays.

8.2.12.2. Higher education

The teaching and non-teaching component and weekly teaching time differ depending on levels and grades of teaching. Teaching staff in higher education may work on a full time or part time basis. Full time means teaching the same number of hours weekly as that usually fixed for most civil servants.

Each ensino superior universitário teacher is subject to a regime for full time teaching - professores catedráticos, professores associados, professores auxiliares, assistentes and assistentes estagiários, and must teach a minimum of 6 and a maximum of 9 hours. The timetable for teachers also includes pupil assistance and as a rule it is half the time is spent on classes. Part time teachers have a timetable that varies between a minimum of 8 and a maximum of 22 hours a week. The scientific board of each school fixes the number of classroom hours. In ensino superior politécnico, professores coordenadores, professores adjuntos and assistentes must be full time, and they must spend a minimum of 6 and a maximum of 12 hours in classroom time. The teaching time for part time teachers is fixed on a case by case basis, and varies between a minimum of 4 and a maximum of 12 classroom hours a week.

Teachers in higher education take their holidays annually from 1st of August to 30th of September, or they may divide them between other school holiday periods.

8.2.13. Promotion, Advancement

Please refer to the subdivisions for more details.

8.2.13.1. Pre-school education, ensino básico and upper secondary education

Progress in the teaching career in state pre-school education, and upper secondary education is achieved taking into consideration length of service and performance evaluation. It may also depend on considering time duration and performance evaluation. It can also depend on:

- The acquisition of a licenciatura degree or specialised training diploma (i.e., the successful completion of specialised training courses which enable the teacher to perform other educational duties that make it compulsory for the teacher to perform such duties when elected or appointed to do so);
- Acquisition of academic degrees mestrado or doutoramento in the education sciences or in fields directly related to teaching groups being taught, which brings a bonus of a 4-6 years in length of service;
- avaliação extraordinária performance resulting in "Very Good", which brings a 2 year bonus. This can happen either as the result of the successful completion of at least one specialised training course, recognition of the superior quality of the teacher's methods and pupil results or of activities developed by the teacher within the school or the community.

The Collective Labour Agreement for teachers and pre-school education teachers in private and co-operative teaching for pre-school education, ensino básico and upper secondary education defines the actual standards negotiated between employer associations and the unions, adapted to the specific nature of the sector, but as a rule taking what is legislated for state education as a reference.

8.2.13.2. Higher education

Progress in a teaching career in higher education depends essentially on acquiring academic degrees although the scientific curriculum, or scientific and vocational curriculum are important, as well as the capacity for research and the value of teaching work.

8.2.14. Transfers

Please refer to the subdivisions for more details.

8.2.14.1. Pre-school education, ensino básico and upper secondary education

Professional mobility in state education for pre-school, ensino básico and upper secondary education takes the following forms:

- Transition between teaching levels and grupos de docência;
- Teachers may, upon application, change their teaching level or teaching groups, providing they have the appropriate qualifications for those levels or groups. These qualifications may be acquired by successfully completing complementary training courses.

The instruments for mobility are: the tender process, exchange, requisição; destacamento and comissão de serviço.

For the purposes of a career in state teaching, length of teaching service in private schools is counted, as long as the teacher has the appropriate qualifications for state teaching and the private or cooperative teaching establishment is duly legalised.

8.2.14.2. Higher education

The mobility of teachers in higher education may be by way of tender, transfer or invitation, in the case of nationals or foreigners of recognised skills, approved by a majority of the active members of the scientific board of the school involved. Teacher mobility in higher education may also, in certain cases, be at the request of the interested party for integration in a higher technical career. For the purposes of a career in state teaching, the length of service of the teacher in private teaching is counted.

8.2.15. Dismissal

Please refer to the subdivisions for more details.

8.2.15.1. Pre-school education, ensino básico and upper secondary education

Non-higher education teachers may apply for posts within the technical and higher technical civil service career categories. In a situation of total or partial dispensation from teaching, after a period of 18 successive or non-successive months, the teacher who is considered by the regional medical board to be unfit to teach but fit for other duties is subject to a process of reclassification or professional re-training for a different category of career.

Teachers qualified to teach in the 2nd and 3rd cycles of ensino básico and upper secondary education, tenured to the Ministry of Education, who do not pass the teaching licenciatura degree to complement their qualifications, will be integrated into the technical-professional career and the specialist technical-professional category.

The infringement of any general or specific duties, which are the responsibility of teaching staff, is an offence subject to disciplinary action to be taken by the school administration and management body or, should the accused be a member of this body, by the regional education director.

The person entrusted with the proceedings will be appointed by the General Inspectorate of Education - Inspeção-Geral da Educação. The accused may be suspended, as a preventive measure, at the suggestion of the school board or the person entrusted with the proceedings. If accused of professional incompetence, the accused may be invited to give the number of classes considered necessary to produce the required proof for the case, or to carry out any tasks related to management functions. This will all be agreed in a programme established by two specialists in education or in school management who will assess the work performed.

The applicable penalties are the following: written reprimand; fine; suspension from active service; temporary dismissal; expulsion. The Minister of Education is responsible for applying the expulsion penalty. In private and co-operative education, disciplinary authority belongs to the founding institutions, which must abide by the general labour laws on dismissal.

Institutions: General-Inspectorate of Education

Institutions: Ministry of Education

8.2.15.2. Higher education

In state higher education, the universities and polytechnic institutes themselves have disciplinary power.

The contracts of teaching staff specially contracted in higher education may be rescinded, by mutual accord, at any time. Termination may be by either party, up to 30 days before the expiry of the contract or prior notification, on the part of the contracted party, are the means by which contracts are rescinded.

The contracts of teaching staff specially contracted in higher education may be rescinded as a result of a disciplinary procedure and the respective decision, or on the justified proposal made by the scientific board, once the interested party has been heard.

In private and co-operative teaching disciplinary power lies with the schools themselves, as a rule, and these must abide by general labour laws on dismissal.

8.2.16. Retirement and Pensions

Please refer to the subdivisions for more details.

8.2.16.1. Pre-school education, ensino básico and upper secondary education

The age limit for teaching in both pre-school and the 1st cycle of ensino básico is 65 since 1st January 1992. For teachers in the 2nd and 3rd cycles of ensino básico and upper secondary education the age limit is the same for the rest of the civil service (70), the law foreseeing a transitory regime for pre-school education teachers and teachers in the 1st cycle, exclusively, teaching one subject only.

8.2.16.2. Higher education

In higher education, the age limit is what is laid down for most civil servants (70 years of age) and voluntary retirement after 36 years of service.

8.3. School Administrative and/or Management Staff

Pre-school education, ensino básico and upper secondary education

The Decree-Law No. 115-A/98, 4th of May (altered by Law No. 24/99, 22nd of April and by the Implementing Law No. 12/02, 29th of August), approves the new regime of autonomy, administration and management of state pre-school, ensino básico and upper secondary education institutions.

The administration and management of school institutions occurs with the involvement of various agents at varying levels of action: the teacher, at the micro level of the classroom, the heads of departments or form tutors at a meso level and those responsible for management of schools at a macro level.

The new system of autonomy, administration and management of schools that is applicable to regular and specialised state pre-school, primary and upper secondary education institutions and schools groupings, defines the collegial and singular organs of administration and management.

Collegial organs in administration and management at a macro level are:

- The school assembly or school cluster that involves the participation and representation of the educational community: the school assembly (with a maximum of 20 members) is made up of teaching staff, parents and legal guardians, pupils, non-teaching staff and members of the local authority. Others who can belong to the assembly are representatives of socio-economic, cultural, artistic, scientific and environmental activities in the area;
- The executive body, which governs and manages the school or school cluster: This can be made up of a director and two vicepresidents; in the case of school cluster the number of vicepresidents can be three or five. The executive body can be ensured by a executive board or by a director;
- The Pedagogical Body: It guarantees the coordination and educational guidance of the school or school cluster. Their make up is the responsibility of the school or school cluster, with a maximum of 20 group members;

- The Administrative body: It governs the matters of administrative finance of the school or school cluster. This is made up of the president of the executive board or by the director, the head of school administration services and the vice-presidents of the executive board, or one of the director's assistants. It is the president of the executive board or the director who is president of the administrative body.

The collegiate bodies at an administrative and management meso level are:

- The Curriculum Department, in the 2nd and 3rd cycles of ensino básico and upper secondary education, where all teachers of subjects, subject areas and courses are integrated. It is the duty of the coordinator of the curriculum department to encourage cooperation between all teaching staff and the link with other schools and their services as well as ensuring the coordination of curriculum guidelines and programmes and the respective adjustment to the situation of the school or amalgamation of schools;
- The teacher's council in pre-school education and the 1st cycle of ensino básico that is made up by all the pre-school teacher and teachers of the 1st cycle of ensino básico in each school or school cluster. It is up to the coordinator of the teacher's council to encourage cooperation between all teaching staff and the link with other schools and their services as well as ensuring the coordination of curriculum guidelines and programmes and the respective adjustment to the situation of the school or school cluster;
- The conselho de turma that is made up of the teachers of a class, a pupil delegate – only in the 3rd cycle of ensino básico and upper secondary education – and parent and legal guardian's representative. The council is coordinated by the form tutor, who ensures the coordination of the council's activities, the link with parents and encourages communication and cooperation between teachers and pupils. The collegiate bodies at an administrative and management micro level are the teachers of each class and each subject area, who are responsible for the management of the curriculum in conjunction with the aforementioned instances.

Individual bodies of school administration and management are:

- The Director or the president of the executive board (in the case of the school opting for collegiate management model) that represents the school or school cluster and coordinates all the activities of the executive board. It exercises hierarchical power over teaching staff, non-teaching staff and pupils, namely in the area of discipline. It is also involved in the evaluation of teaching and non-teaching staff. The director has to be a tenured member of the teaching body, who works in the institution in question, as well as having five years experience and a qualification in school administration and management. They are elected for three years by an electoral assembly made up of teaching and non-teaching staff, parents' representatives as well as pupil representatives in the case of upper secondary education schools;
- The president of the executive board, who can delegate their duties to one of the vice-presidents, designated by them; the director cannot do this but in their absence is substituted by one of their assistants, designated by him. In general that person has the same responsibilities as the director;
- The form tutor who is the teacher responsible for the coordination of the development of the work plan of the 2nd and 3rd cycles of ensino básico and upper secondary education, designated by the executive board of direction among its teachers and preferably trained;
- The Coordinator of the Institution, who is the teacher responsible for the coordination of educational activity in the educational or teaching institution integrated into the school cluster, under the guidance of the respective executive board. It is elected for 3 years by all the teaching staff working at the institution.

Ensino superior universitário

Ensino universitário is organised in basic units, each one autonomously responsible for the teaching of one or more courses. The principle of autonomy, decreed by Law No. 108/88, 24th of September, implies the institution of internal organisational norms. Without prejudicing what is already laid down in the Statutes of each university, the governing bodies of the faculties or the equivalent basic units must include:

- The Representative Assembly;
- The Board of Governors;
- Pedagogical body;
- Scientific body.

The activities of the faculty or equivalent unit management bodies should be carried out with the utmost transparency and in a democratic manner in order to that all their members participate fully and its management and its activities are efficiently checked and monitored.

With regard to ensino superior universitário , the Law 108/88, 24th of September, consecrates its statutory, scientific, pedagogic, administrative, financial and disciplinary autonomy. It is the duty of the Portuguese University Principals' Council to guarantee the global coordination and representation of the universities, without prejudicing the autonomy of each of them.

Universities are run by the following bodies:

- University Assembly: is made up of representatives elected by the teaching staff, researchers, students and non-teaching staff, respecting the equality between teaching staff and students as well as the balance of representation of the basic units, regardless of their size.
- The Assembly is made up of the reitor ; vice-reitores, pró-reitores (if they exist), the president(s) of the student association(s); by the administrator or their representative; the vice-president of Social Services. It is the responsibility of the University Assembly: to approve the university Statutes, and any changes to them; elect and put into office the reitor, and decide about any suspension and, after due legal process, any removal.
- Reitor: elected by the University Assembly, a definitive nomination among professor catedrático , in the terms established by each university Statute with a four-year mandate. The reitor nominates and can exonerate the vice-reitores.
- University Senate: its make-up is identical to that of the university Assembly, although cultural, social and economic representatives of the community can be part of it, in line with the Statutes of each individual university.
- Administrative body: its make-up is established by university Statutes, with the obligatory participation of the reitor, of the vice-reitor, of the administrator or their representative and the student representative. See [2.6.4.](#)

Ensino superior politécnico

The Law no. 54/90, 5th of September, complemented by the Decree-Law No. 24/94, 27th of January, approved the Statute for ensino superior politécnico institutions (institutos politécnicos and colleges of higher education not integrated into institutos politécnicos) as well as their administrative, financial, scientific and pedagogic autonomy. The specific administration bodies of institutos superiores politécnicos are the following:

- The President, who oversees the academic management and the administrative and financial management and presides over all the collegiate bodies of the institute;
- The General Body, which approves the activity plans, proposes the creation, alteration and closing of institutional units, gives opinions regarding annual performance reports, establishes the institutes working norms;
- The Administrative body, which, besides administrative functions, advances the carrying out of annual and more frequent financial, the production of budget projects, as well as their affectation, after approval, to the units and services of the institution.

The president is elected for a mandate of three years, renewed for up to a maximum of two consecutive mandates, from among the teachers, professores coordenadores or professores adjuntos , professores associados and assistentes or individuals or recognised merit and extensive professional experience. The president nominates, on the basis of requisition or comissão de serviço, one or two vice-presidents and still has a contracted or commissioned administrator who helps mainly in the areas of finance and administration.

The administrative autonomy of colleges of higher education integrated into the institutos politécnicos involves the capacity to: have an annual budget; recruit the teaching staff necessary to carry out its activities; propose the recruitment of non-teaching staff necessary for the execution of its objectives; attribute responsibility and tasks to the unit or school personnel and proceed in the distribution of its services, in accordance with the general applicable norms; guarantee the management and discipline of this staff without prejudice to the institute; acquire goods and services; authorise spending, within the established legal.

When using their financial and administrative autonomy, College of higher education can earn income from their own activities and use it to cover expenses, via private budgets.

Colleges of higher education bodies are:

- The Director or the Directive body;
- The scientific body and the Pedagogical body or the Pedagogical and scientific body;
- The Consultive Body.

One or two sub-directors assist the director; one acts as a substitute when the director is absent or whenever necessary and the director can delegate some of his powers to them. The Directive body is made up of the president and the two vicepresidents, a student representative and a non-teaching staff representative. The director, as well as president and the vice-presidents of the Directive body are elected from among the teachers working at the school in question, with a three-year mandate, which can be renewed up to maximum of two consecutive mandates.

The Scientific Board is made up of the director or the president of the school board of governors and the schoolteachers. Other elements that can be part of this body are: professors at other higher education institutions; researchers; other recognised individuals with knowledge in the areas of the school's activities.

The Pedagogical body is made up of teachers' representatives, assistente and students, elected by their respective groups. The Pedagogical body is presided over by a professor coordenador or professor adjunto, chosen from among the elected teachers.

The Administrative body is the administrative management body of the school and is made up of: the director or the president of the school board of governors; the sub-director or a vice-president of the board of governors; the secretary, who is there to assist the board in administrative and financial matters.

The composition of the Consultive Body and the length of its mandate will be, regarding each school, determined in the Statute of the respective instituto politécnico.

Those Colleges of higher education not integrated into institutos politécnicos enjoy scientific, pedagogic, administrative and financial autonomy.

The competencies of president and administrator of institutos politécnicos are given, with the necessary adaptations, to the directors or the presidents of the board of governors and to the secretaries of these schools.

Legislation: Implementing Law n.º 12/00

Legislation: Decree-Law n.º 115-A/98

Legislation: Decree-Law n.º 24/94

Legislation: Law n.º 108/88

Legislation: Law n.º 54/90

8.3.1. Requirements for Appointment as a School Head

Pre-school education, ensino básico and upper secondary education

As previously referred to, with the new regime of autonomy, administration and management of pre-school education, ensino básico and upper secondary education state schools, the institution management bodies can be run as a one person model, in the case of the nomination of a director, or collegiate, in the case of there being a president (of the executive board).

As much in one case as the other, the election for this position is done in electoral assembly, made up of teaching and non-teaching staff working at the school, pupil representatives in the case of upper secondary education, parents and guardians (Article 19. Decree-Law No. 115-A, 4th May). The candidates present themselves in the form of a list with a programme of action. The electoral assembly is called by the current president or director, when there is a secret ballot. The winning list is the one that obtains an absolute majority of votes. The results of the electoral process are communicated to the respective regional education director. The winners take office thirty days after the election. The mandate of the president of the board of governors or the director of the school or school cluster lasts for three years, except in the case of mismanagement, for disciplinary reasons or personal request of those in office.

The requirements that candidates must fulfil in order to be president of the executive board or director of the school or school cluster are the following:

- Be tenured teachers, presently working at the school, with at least five years service;
- Be qualified in school management administration, by being specifically qualified in the areas of school and educational administration (line b) and c) of Article 56 of Decree-Law No. 1/98, 2nd of January).

In accordance with number 1 stipulated in article 18 of Decree-Law No. 115-A/98, 4th of May, it is the duty of the executive board to:

- Represent the school;
- Coordinate the current activities of executive board itself;
- Exercise its power, namely in disciplinary matters, with regard to teaching and non-teaching staff;
- Exercise its disciplinary powers regarding pupils;
- Evaluate teaching and non-teaching staff.

Ensino superior universitário

The principal is responsible for the university and is elected for four years by the University Assembly from among the *professor catedrático*. The *vice-reitores* and *pró-reitores* assist the *reitor*. The principal is involved in academic, administrative and financial management.

Ensino superior politécnico

The individual that oversees the entire management body of the faculty or an institute is the president, who is elected 3 years from among teachers, *professores coordenadores* and *professor adjunto*. The position of director of college of higher education is responsible for a non-university higher education institution that opted for an individual management model. In the case of a collegiate management model, there is a board of governors.

Legislation: Decree-Law n.º 1/98

Legislation: Decree-Law n.º 115-A/98

8.3.2. Conditions of Service

Please refer to the subdivisions for more details.

8.3.2.1. Historical overview

At the end of the 19th Century, with Jaime Moniz's (1894/1895) upper secondary education reform, it is the responsibility of the principal to manage educational institutions. For the first time, the *reitor* is considered "chief" of the high school and can be nominated from among the teaching staff of upper secondary education and higher education, those not part of the teaching staff at the school, or non-teachers. The principal's power of decision depends on the policy guidelines of the government, and the principal has the support of *conselho de escola* (advisory body made up of teachers) and the class Director who coordinates teaching activities.

The position of *reitor* was defunct in 1905, after a series of controversies where the positions are occupied by non-teachers. During the time of the 1st Republic, *reitores* are dismissed and replaced with a teacher elected by the teacher's council (that continues to be made up only of teachers), and chosen from among the teachers tenured to the institution. This management and administration model was regulated in 1917, it defines that the director is elected (and re-elected) for 4 years. It is noteworthy that there is an expansion of *conselho de escola* responsibilities, in the areas of nominating of personnel, timetable approval, teacher and pupil evaluation and budget approval.

With the beginning of the dictatorship and the control of the *Estado Novo* regime, the position of *reitor* is re-established with management powers, chosen by the government from among the tenured teachers of official upper secondary education. The *conselho de escola* takes on a merely advisory

role. In 1968, with the approval of the Preparatory Cycle of upper secondary education Statute, the position of director reappears, who can be nominated from among teachers, Psychology and Pedagogy graduates.

From the 60's onwards, Education occupies an important place in national government policy; it starts to be seen as strategic means for economic and cultural development in society. With the Veiga Simão Reform (Law No. 5/73, 25th of July), the concept of "the democratisation of education" is born from a perspective of making education accessible to all, giving equality of opportunity. This new concept also promotes areas of participation for students and pupil, inside the school. These principals established in the Law go against the current regime, which doesn't include areas of participation. The Law comes out in a weakened form in the political context of the time, but it has the merit of having started the process of educational mobilization of the 1970's, where teacher movements and trade unions emerge, with greater impact after the 25th of April of 1974.

In this way, in the days after the Revolution of the 25th of April, there is a break with previous model. The management and administration of schools takes on the principles of openness and liberal ideas. The *reitores* and directors of the previous model are dismissed and are substituted by school commissions elected by teachers, school staff and pupils. The participation of the school community (teachers, staff and pupils) is achieved in reality and teacher and pupils' assemblies are put together.

This model gives the institutions the role of decision centres, through the development of processes of direct democracy and self-management. The construction of democracy and the will to change the society, in which one lives, meant that chaos reigned in schools. This climate of revolutionary transformation cannot be disassociated from social revolution. In this way, in 1974, with the intent of giving legal coverage to these manifestations, central government takes action with the publication of Decree-Law No. 221/74, 27th of May. The diploma regulates the running of schools and determines the choice of someone from the teaching staff for president, in a way as to perform the duties of representation and the control of carrying out of collective deliberations. In the same year, with Decree-Law No. 735-A/74, 1st of December, a standard management model emerges for all *escolas preparatórias* and *escolas secundárias*, which regulates the management bodies and creates a new organizational morphology with the *conselho directivo*, the Pedagogical Body and the Administrative Body.

In 1976, with the legal consecration of the so-called "democratic management" (defined by Decree-Law No. 769-A/76, 23rd of October, to which the minister Sottomayor Cardia gave his name) a regulation of the collegiate management model emerges. The bodies at the top of the school remain the same: the *conselho directivo*, the Pedagogical Body and the Administrative Body.

A division of duties is established between the three bodies, with the decisionmaking and executive body, having the responsibility for the management and running of the school that is not the specific domain of the Pedagogical body (educational guidance body) or the Administrative body (financial and budget guidance body). The make up of the *conselho directivo* now means three or five teacher representatives, depending on whether the school has a thousand students or more, two student representatives (who should frequent complementary courses) and a representative of the non-teaching staff. The Education Act gives great emphasis to community participation in the life of the school and society in the administration of the system and, from this perspective, in 1987 the National Education Council is (re) created. Then, in a small number of schools, a Consultive Body is formed (with a representative from the Pedagogical Body, from the parents' association and from the local authority of the community in question).

The management model instituted in the Decree-Law No. 171/92, 10th of May, is used as an experiment in fifty schools. It defines the type of direction, administration and management of the pre-school education, *ensino básico* and upper secondary education institutions have, and regulate the school areas. The control, administration and management bodies of these educational institutions and school areas:

- The teacher's council (educational institution of the 2nd and 3rd cycle of *ensino básico* and upper secondary education or pre-school education institution or 1st cycle of *ensino básico* not integrated into school);
- The school area body (pre-school education and/or 1st cycle of *ensino básico* institutions group);
- The executive director;
- The administrative body;

- The pedagogical body and the core council, in institutions grouped by school area.

The main change that this new diploma introduces is regarding the nomination of a one-person body, elected by teacher's council that is the executive director.

This position is occupied is held by a teacher, who doesn't have to belong to the school, and is elected for 4 years and is assisted by two assistants and who can be renominated another time. They are designated via open recruitment by the school or school area council, to whom they are accountable. The executive director is responsible to the educational administration (central and regional services and organisms of the Ministry of Education) for school's cultural, pedagogic, administrative and heritage management. It is also responsible for compatibility of educational policy defined at national level, with the conselho de escola guidelines, taking into account the levels of teaching quality and meeting the aims of the educational community.

The second important alteration that the diploma brings is the increase in the participation of the educational community (parents, guardians and other elements of the community) apart from the school.

In the ambit of the new regime of administration and management of pre-school education, ensino básico and upper secondary education institutions, four fundamental aspects of a new organisation in Education are evident: the decentralisation, which transfers responsibility of administration of central government to regional and local authorities (Regional Directorate of Education and local authorities), the democratisation, which values equality of opportunity and quality of public service above all, autonomy, which consecrates the construction of a projecto educativo de escola in accordance with the educational community in which it finds itself, and the non-uniform model of management, that foresees a coherent and efficient policy of taking responsibility via the elaboration of Internal Regulation.

There is still the possibility of developing school cluster strategies as a result of local initiatives and a thorough survey of educational needs, namely via municipal school letters regulated by the Decree-Law No. 159/99, 14th of September (amended by Decree-Law No. 7/03, 31st of January).

This legal diploma proclaims autonomy as a recognised power for schools or school cluster, in the educational administration in the strategic, pedagogic, administrative, and financial and organisational domains. With Decree-Law No. 115-A/98, 4th of May, schools have an administration and management model made up of four bodies: the school assembly, the executive board or director, the Pedagogical body and the Administrative body. The analysis of historic evolution can be presented in a pragmatic form, in so far as the models of selecting and nominating the school director reveal dual characteristics, that on one hand we have the elected director and the director nominated by the government, teacher director belonging or not to the school and on the other the non-teacher director, the director as one-person body or a board as a collegiate body.

Legislation: Decree-Law n.º 172/91

Legislation: Decree-Law n.º 221/74

Legislation: Decree-Law n.º 7/03

Legislation: Decree-Law n.º 735-A/74

Legislation: Decree-Law n.º 769-A/76

Legislation: Law n.º 159/99

Legislation: Law n.º 5/73

8.3.2.2. Ongoing Debates and Future Developments

A political debate has recently emerged about the question of integrating specialised professionals in the area of management, in the positions of educational management and administration. The debate is based around the idea of getting qualified managers to solve the problems the school faces and achieve its objectives.

The Minister of Education proposed a transfer of responsibilities to local authorities, giving them more power to intervene in school matters. In this debate the idea of electing the board of governors not from among teachers but via open recruitment, in order to have managers or teachers qualified to be managers at the forefront of school management.

This question is still at the discussion phase in so far as the reaction of teacher's associations and trade unions has been unfavourable.

8.3.2.3. Salaries

Pre-school education, ensino básico and upper secondary education

For those in positions of management a supplement is paid on top of persons basic salary, whose value is fixed according to the amount stipulated for the 100 index scale for pre-school education, ensino básico and upper secondary education teaching staff according to the percentage in the following table:

Complementary Remuneration

Year	President of Executive board or Director		Vice-President of Executive board or Assistant	
	<1200 Pupils	>1200 Pupils	<1200 Pupils	> 1200 Pupils
	Euros		Euros	
1998	365,62	438,44	219,47	255,88
1999	376,59	451,91	225,96	263,86
2000	386,07	462,88	231,44	270,35
2001	400,04	480,84	240,42	280,32
2002	411,04	493,24	246,62	287,72

Source: Gabinete de Gestão Financeira (GGF) – Financial Management Bureau

- Decree-Law No. 355-A/98 13th of November: 50%, 60%, 30% and 35% of index 100 of teaching career

"The salary supplement is fixed depending on the school population or population of the school cluster and the position in question..." (Number 2 of article 1 of Decree-Law No. 355-A/98, 13th of November).

Ensino superior universitário

In ensino superior universitário, management positions mean the right to complementary remuneration. According to Decree-Law No. 244/85, 11th of July, complementary remuneration cannot exceed 50% of the corresponding salary. In this way the reitor receives 50% more than their salary, the vice-reitor 40%, the director 25%, the president of the Scientific Board 25% more, the president of the Pedagogical body 20% more and the sub-director 15% more.

Ensino superior politécnico

In ensino superior politécnico, the supplementary remuneration scheme is regulated by Decree-Law No. 388/90, 10th of December, and concerns the pró-reitor, the president of the institution or the director of the college of higher education, the president of the scientific body and the president of the pedagogical body. The first are attributed an increase of 28% on their basic salary and the last an increase of 23%.

Legislation: Decree-Law n.º 355-A/98

Legislation: Decree-Law n.º 388/90

8.3.2.4. Working time

Decree-Law No. 355-A/98, 13th of November, considered number 1 of article 80 of the Career Statute of pre-school teachers, ensino básico and upper secondary education teachers, according to which a management position gives the individual in question the right to a reduction in teaching load.

Those in positions of school administration and school management do so with no fixed timetable, exclusively, with the possibility of teaching one class. (Article 55 of Decree-Law No. 115-A/98, 4th of May). Schools or agrupamentos (number of pupils)

Schools or agrupamentos (number of pupils)	Reduction in hours for the positions of vice-president of executive board or assistant
Up to 300	Up to 12
From 301 to 500	Up to 18
From 501 to 1000	Up to 24
From 1001 to 1500	Up to 28
From 1501 to 2000	Up to 30
More than 2000	Up to 36

Source: Decree-Law No. 355-A/98, of 13th May

Legislation: Decree-Law n.º 115-A/98

Legislation: Decree-Law n.º 355-A/98

8.3.2.5. In-service training

The qualification of teachers for other educational duties, namely those foreseen in the areas of autonomy, administration and management, are foreseen in the article 33 of the Education Act. The legal basis for the frequency of specialised training sessions is regulated by the Decree-Law No. 95/97, 23rd of April. The specialised training courses give qualifications for performing specialised educational duties for positions, work and activities of a pedagogic or administrative nature which are directly applicable to the running of the educational and school system. In paragraph b) of article 3 of the aforementioned Decree, the area of educational and school administration is indicated as a specialised training that foresees qualification for pedagogic and administrative management duties in teaching and educational institutions.

Legislation: Decree-Law n.º 95/97

8.3.2.6. Transfer and professional mobility

As previously referred to, the different forms of mobility for all pre-school education, ensino básico and upper secondary education teaching staff are the following:

- Open recruitment;
- Exchange;
- a requisição ;
- o destacamento ;
- a comissão de serviço ;
- Transition between teaching levels and grupos de docência.

8.3.2.7. Dismissal/Career Change

In the case of dismissal, the same applies to the administration and management bodies of the school institutions, with the exception of where the disciplinary process is the responsibility of the Regional Director of Education.

8.3.2.8. Retirement and pensions

The same system of retirement that applies to civil servants applies to school administration and management bodies.

8.4. Staff involved in Monitoring Educational Quality

In 1986, with the Education Act (Law No. 46/86, 14th of October) the adoption of regulations that encouraged the decentralisation and diversion of services. The creation of *direcções regionais de educação* was put forward. In accordance with Article of paragraph g) the principle aspires to "decentralise, divert and diversify educational structures and actions, so as to allow for better adaptations to reality, an elevated sense of participation of the population, an appropriate integration in the community and efficient decisions."

The *direcções regionais de educação*, structured in accordance with Decree-Law No. 361/89, of 18th October, are defined as "decentralised regional services", "intermediate" processes between the school centres and peripheries, only endowed with administrative autonomy according to its "operational requirements". The *direcções regionais de educação* "perform decentralised administrative duties, within the scope of respective districts, regarding attribution of the Ministry of Education and the responsibilities of its central services, ensuring the support and information for end-users in the educational system, the guidance, coordination and support of schools, as well as the link with the local authorities in the responsibilities attributed to them in area of the education system." (Article 22 of Decree-Law No. 208/02, 17th of October).

The autonomy of schools promoted in the Education Act, in Decree-Law No. 115-A/98, 4th of May, also ascribes to a participative administration and management system where the local authorities are involved.

In Article 3, paragraph I) refers to the importance of "contributing to the development of the democratic spirit and practice, via the adoption of participative structures and processes in the defining of educational policy, in school administration and management and in the everyday pedagogic experience, where everyone in the educational process, pupils, teachers and families, are involved". The idea of creating flexible operational system capable of serving and support the different offers available at a local and national level comes about with Law No. 159/99, 14th of September, amended by Decree-Law No. 7/03, 15th of January and by Law No. 41/03, 11th of March. These diplomas establish a framework for transferring attributions and responsibilities to local authorities. Among others, they refer the constitution of the school distribution map that should describe all the contexts in which it is found.

It is the responsibility of the General Education Inspectorate to control and supervise teaching and technical support in institutions at all level of education.

Legislation: Decree-Law n.º 7/03

Legislation: Law n.º 159/99

Legislation: Law n.º 41/03

Legislation: Law n.º 46/86

Institutions: General-Inspectorate of Education

8.4.1. Requirements for Appointment as an Inspector

Recruitment is done via open invitation (with tests) organised by the General Education Inspectorate and, in order to be electable, candidates must have a minimum of an *licenciatura* degree. Those who obtain satisfactory results have to do a practical internship with a final mark of no less than "good".

Those who wish to work in technical-pedagogic inspection are recruited from among teachers that have at least five years experience, as well as a licenciatura degree and pedagogic training or an internship (professional, fully-qualified teachers). These inspectors are responsible for the evaluation and application of technical-pedagogic directives, as well as the monitoring of administrative, financial, property management of teaching institutions and education services. They are contracted by the State with the statute of civil servants.

Institutions: General-Inspectorate of Education

8.4.1.1. Historical Overview

In the 18th Century, at the request of Marquês de Pombal, D. José I minister, the first Royal Censorious Table inspections were carried out. It was understood that more information about the state of education and better knowledge of schools was needed. Until the 1st Republic was set up, inspections were the responsibility of General Department of Public Instruction (for ensino primário and upper secondary education) and the General Department of Commerce and Industry (for technical and professional education).

With the proclamation of the Republic, inspections, among other services, were dependent on the Ministry of Public Instruction.

In 1933, the inspection and pedagogic orientation services were reorganised, with those connected to ensino primário and upper secondary education integrated into the Generals Departments.

The control of private teaching institutions was the responsibility of the General Inspectorate of Private Education, a body that was created for that purpose by Decree No. 22 842, 18th of July.

After 1974, a new central services organization of the Ministry of Education was constructed, each with their own function and specific responsibility.

With Decree-Law No. 540/79, 31st of December, the General Inspectorate of Teaching is created, substituted by the General Inspectorate of Education via the Decree-Law No. 271/95, 23rd of October. While the first functioned at the level of pedagogic, administrative-financial and disciplinary control, the second is more concerned with the control and audit of schools and the educational system, in favour of a quality guarantee of public service ensino básico and upper secondary education, private and cooperative education.

Institutions: General-Inspectorate of Education

8.4.1.2. Ongoing Debates and Future Developments

The publication of Structural Law of the Ministry of Education, established by Decree-Law No. 208/02, 17th of October amends the responsibilities of the General-Inspectorate of Education (regulated by Decree-Law No. 271/95, 23rd of October). It is the main responsibility of the General-Inspectorate of Education to "audit and control the non-higher education system, with administrative and technical autonomy, pursuing the main aim of ensuring the quality of the education system and the protection of all those who are part of it." (Article 17th).

As the 15th Constitutional Government consolioted the creation of two distinct ministries, one for ensino básico and upper secondary education, and the other for higher education, the General-Inspectorate of Education was only involved in the first, with the General-Inspectorate of Science and Higher Education involved in auditing the second.

The separation of the ministries is regulated by the Decree-Laws No. 205/02, 7th of October (Ministry of Science and Higher Education) and No. 208/02, 17th of October (Ministry of Education).

Institutions: General-Inspectorate of Education

Institutions: Ministry of Science, Technology and Higher Education

Institutions: Ministry of Education

8.4.2. Conditions of Service

The conditions of service of the inspectors of the General-Inspectorate of Education (GIE) are regulated by Decree-Law No. 271/95, 23rd of October amended by Law No. 18/96, 20th of June and by Decree-Laws No. 233/97, 3rd of September. The GIE is involved in State Ensino básico and state upper secondary education, including the respective agrupamentos and school association training centres and private, cooperative, state-subsidised networks.

The GIE works together with coordinating bodies of Portuguese schools and teaching institutions teaching Portuguese abroad, alongside the central and regional bodies and services of the Ministry of Education and further training of teachers. It has the power to act at a central level, which works as a central and regional service of the Ministry of Education, with the creation of the five regional delegations divided between the North, Centre, Lisbon, Alentejo and South.

The organisation of the bodies and services of the GIE has the following structure:

- Technical-Pedagogic Inspection Nucleons (NITP – Núcleo de Inspeção Técnico-Pedagógica);
- Administrative-Financial Inspection Nucleus (NIAF – Núcleo de Inspeção Administrativo-Financeira);
- Legal Support Office (GAJ – Gabinete de Apoio Jurídico);
- General Support Office (GAG – Gabinete de Apoio Geral);
- Planning, Documentation and Training Office (GPDF – Gabinete de Planeamento, Documentação e Formação);
- ICT Office (GI – Gabinete de Informática).

There are also two technical teams that coordinate specific areas of action and support:

- International Relations Advisory Body (REI – Assessoria para as Relações Internacionais);
- GIE Information System Advisory Body (SISAI – Assessoria para o Sistema de Informação de Suporte à Actividade da IGE).

In accordance with article 31 of Decree-Law No. 271/95, 23rd of October, for "apart from the general duties inherent in the civil service, the workers of GIE are particularly bound to secrecy regarding all knowledge acquired while carrying out their work."

Legislation: Decree-Law n.º 233/97

Legislation: Decree-Law n.º 271/95

Institutions: General-Inspectorate of Education

8.4.2.1. Historical Overview

Until the 1st Republic (1910), the entities that ensured the monitoring of Education "laws", were the Church, the General Committee of the "Real Mesa" Court for Examination and Censorship of Books, Director General Council of Primary and Secondary and the "Mesa da Consciência e Ordens" in the case of the universities.

In 1911, the legalisation of periodic inspections is implemented, which checked and advised on teacher performance, school material, teaching methods, publishing statistics and reports on the educational situation in the country, district inspection, surveys on town councils, school councils, inspectors and teachers.

Later, the duties of the inspector change and are based on checking pedagogic processes and school procedures in educational practice. In the time of Salazar, the inspection body holds a decisive role in the system of control and the power of the State over education. Inspections increase and are divided into three main areas: the management and administration of services, pedagogic guidance and disciplinary attribution and inspection.

In 1986, with the publication of the Education Act, the concept of the evaluation of the education system as a natural process of involvement and the search for improvements in educational, pedagogic, organisational, economic and financial aspects comes to the fore.

The Department of Evaluation, Prospective and Planning (DAPP) guaranteed the publication of evaluative studies that described and characterised the Portuguese educational system.

In 1998, with the publication of the Legal System of School Autonomy, schools are allowed to do their own evaluations.

8.4.2.2. Ongoing Debates and Future Developments

Considering the principles of the new hierarchical structure of the Ministry of Education, the inspectors should develop new instruments and methodologies regarding school institutions and their respective agents.

The inspection should include educational action, not in its individual context but as a whole. The inspectors should encourage significant evaluation grounded in the contextual observation of schools, giving appropriate value to the environment they find themselves in.

Institutions: Ministry of Education

8.4.2.3. Salaries

The structure of basic remuneration of the General Inspectorate of Education is a specific case where education inspectors have their own Statute among civil servants, belonging to a special body in the civil service.

The salary scales vary according to the professional category of the inspector, in the case of the general inspectors, general sub-inspectors, delegates, director-inspectors and chief-inspectors, a monthly supplement is earned in relation to the work done in risky conditions (corresponding to 20% of respective salary).

Personnel in the career of inspector are paid according to the following table:

		Scales					
Category		1	2	3	4	5	6
General Inspectorate of Education	Superior Chief Inspector	700	720	760	820	-	-
	Superior Inspector	600	620	650	680	720	-
	Chief Inspector	500	520	550	580	610	640
	Inspector	440	450	465	-	510	535
	Trainee Inspector	300	-	-	-	-	-

Index 100 = €822, 07

Source: Decree-Law No. 271/95, of 23rd October

Legislation: Decree-Law n.º 271/95

Institutions: General-Inspectorate of Education

8.4.2.4. Working Time

The working week of inspectors of education is stipulated by Decree-Law No. 259/98, 18th of August, which establishes the rules and general principles in the areas of length and work hours of Public Administration.

The working week is the equivalent of 35 hours divided into a five-day week (7 hours a day). In the GIE the following timetable models exist:

- Flexible, where workers manage their own work time, choosing when they start and finish work, where this does not impinge on the effectiveness of services;
- Rigid, where workers start and finish at the same time every day;
- Phases, where there are differences between the timetables of workers in the same service areas or personnel groups;
- Continuous, where there is no interruption, except a rest period of no longer than 30 minutes, which is considered work time;
- Student-worker, where the worker has a reduction in work time to attend classes and time to travel to the educational institution;
- Child assistance, where workers have a timetable that is adjusted according to the necessities of child care;
- Part-time;
- No timetable, where the worker has no timetable, no working week or obligatory presence at the place of work but has to work according to task to be done.

In the case of GIE workers, the majority has no timetable; this includes managers and heads of department as well as personnel who have to travel for work, such as inspectors (graduate inspectors and teachers).

Legislation: Decree-Law n.º 259/98

Institutions: General-Inspectorate of Education

8.4.2.5. Transfers and Professional Mobility

Changes of situation, which occurs in GIE, such as promotions, progress in the respective career meaning a change of salary scale and change of professional category, or transfer to the General Inspectorate of Higher Education.

Professional mobility for inspectors is rare. The fact that the profession of inspector is very specific in various fields means there are not many options for moving to other entities or services.

Institutions: General-Inspectorate of Education

8.4.2.6. Dismissal/Career Change

In general, those leaving the General Inspectorate of Education leave because of changes in management, retirement, the end of time-limited contracts or contracts with the Employment Centre or transfer to other entities.

Institutions: General-Inspectorate of Education

8.4.2.7. Retirement

Inspectors of Education are covered by Civil Service Retirement and Pensions Statute, where voluntary retirement can be applied for after 36 years service.

8.5. Educational Staff Responsible for Support and Guidance

Psychology and Guidance Services

School and professional guidance is an important component of the whole education process. The role of these services is to monitor pupils throughout their schooling, helping to identify their interests and

aptitudes and intervene in areas of teaching /learning.

The Ministry of Education, through legislation passed in 1991 (Decree-Law No. 190/91, 17th of May), created the psychology and guidance services as part of the school network; their work is developed in pre-school, ensino básico and upper secondary education schools. There are psychologists and social workers involved in these services. In 1993 the network of these services was established; in 1996 it was expanded and in 1997 it was made official, prior to the legal statute of the career of psychologist being defined in legislation also dating from 1997 (Decree-Law No. 300/97, 31st of October).

These services work in integration, co-ordinating with educational support and health services.

Psychology and guidance services are organised in one of two ways, determined by the educational level they deal with:

- A predominantly psycho-pedagogical approach, in view of the global nature of 1st and 2nd cycles of ensino básico;
- An approach that includes school and vocational guidance, in the 3rd cycle of ensino básico and upper secondary education.

As part of school and vocational guidance, different types of activities are legally defined, according to the aims and demands of pupils: Programmes for School and Vocational Counselling Programmes; School and Vocational information measures, geared mainly to 9th, 10th, 11th and 12th grade students; individual sessions (interviews and psychological assessment tests); activities aimed at raising awareness of the world of work and jobs (study visits, on-the-job training periods, professional contacts...); training courses for teachers and other school personnel; monitoring on-the-job training in professional and technological courses that are part of the education system; psycho-pedagogical support measures.

The technical team co-operates with the administration and management bodies of the school, attends meetings of the teacher's council and, if necessary, meetings of the grade, cycle, course or conselho de turma .

The standing technical team for each service may include a varying number of members, among them psychologists, teachers qualified with a specialised course and known as "educational support experts," in pre-school, 1st and 2nd cycles of ensino básico; teachers qualified with specialised courses in school and vocational guidance, known as "guidance counsellors" in the 3rd cycle of ensino básico and by social service specialists in upper secondary education.

Educational Support Services

With the objective of guaranteeing full integration and educational success for all pupils, in 1997 (Joint Order 105/97, 1st of July) the government created the support services to be placed in schools and made responsible for finding solutions in diversified teaching and special education.

Teaching support services cover the whole educational system, up to, but excluding, higher education, and they work to co-ordinate specialised support resources and specialised support activities available in schools, in order to promote an integrated school. This support is provided by teachers with specialised training in specific areas, hired to work in schools on *destacamento*.

The responsibilities of these services include: providing all children and adolescents with an equal opportunity of school success; creating favourable conditions in schools for the social and educational integration of children and adolescents with special educational needs co-operating in promoting quality education, particularly in the areas of educational guidance, an intercultural approach, health and improvement of the educational environment; improving the response to special education by using other services and support available within the community.

The Specialised Educational Support Services work with schools or school cluster. They aim to integrate pupils and coordinate their activity with the educational orientation and with other services organised by school or school cluster, particularly with the social action school.

Other services

Other services may help schools, particularly in the areas of social services for pupils, organising study rooms and extra-curricular activities .

Legislation: Decree-Law n.º 190/91

Legislation: Law n.º 26/00

Legislation: Law n.º 61/78

8.6. Other Educational Staff or Staff working with Schools

With the publication of Decree-Law No. 184/04, 29th of July, the intention was to give priority to the re-jigging and re-organisation of the statutory regime of non-teaching staff in State pre-school education and ensino básico and upper secondary education.

Non-teaching staff lists are structured in a geographical way, made up of districts on the mainland, known as quadro concelho. Therefore, it is the responsibility of the General-Directorate for Human Resources in Education (Direcção-Geral dos Recursos Humanos da Educação) to set up the selection process for entry and access to these quadros de zona pedagógica, with the additional possibility of contracting people on individual contracts and on a freelance basis.

The various careers and categories of non-teaching staff are included in five staff groups:

- Senior officer
- Technician
- Administrative
- Educative support assistants
- Educative auxiliary

Those involved in special education and educational support, such as social workers and psychologists, are considered to be senior officers.

The following areas of training for non-teaching staff employed in education and schools were established in 1998, in the FOCO Programme (Programme for Ongoing Teacher Training and for those responsible for the Administration of Education): teaching and human relations; organisational development; school management and administration; specific areas of teaching; information and communication technologies.

Decree-Law No. 184/04, 29th of July, approved the legal regime for teaching staff in state schools and non-higher education, and dedicated one of its chapters to vocational training as a structuring element in the process of building a quality school where professionals in education play an important role.

Furthermore, Decree-Law No. 234-A/00, 25th of September created the career of educational assistant in the order of careers in local administration, determining that it was applicable to the regime in force for the non-teaching staff of the Ministry of Education for which it was created.

In this context, school organisation and its growing connection with the education community gave rise to even more complexity in the functions attributed to nonteaching staff. This made it necessary to regulate and develop vocational training systematically, to improve the performance of these professionals.

With Decree-Law No. 184/04, 29th of July, training for non-teaching staff includes initial and further training including training for heads of school administration services and initial training for educational assistants. The positions of the various careers and categories of non-teaching staff will disappear as staff leaves due to this law coming into effect.

Legislation: Decree-Law n.º 184/04

Legislation: Decree-Law n.º 234-A/00

8.7. Statistics

Figure 1. Teaching staff, according to level, modality of education and age

2004/2005 – Mainland

Public and Private

Age	Level and modality of education	Educadores de Infância	1st cycle teachers	2nd cycle teachers	3rd cycle of ensino básico and upper-secondary education teachers	Vocational schools teachers
Total		16 267	37 506	35 059	84 404	x
≤ 24 years old		4 96	1 355	789	3 059	x
25 a 29 years old		1 946	6 107	4 321	9 127	x
30 a 34 years old		2 299	5 360	4 503	13 748	x
35 a 39 years old		3 018	4 041	4 684	14 958	x
40 a 44 years old		3 946	4 475	4 868	14 447	x
45 a 49 years old		2 892	7 501	5 303	12 333	x
50 a 54 years old		1 135	7 163	5 755	9 103	x
55 a 59 years old		393	1 113	3 478	5 540	x
≥ 60 years old		142	391	1 358	2 089	x

Notes:

x – Not available.

Source:

GEPE – Office for Education Statistics and Planning / ME

Statistics of education 2004/2005.

Figure 2. Teaching staff, according to level and modality of education, with teaching or non-teaching functions.

Mainland

Public and Private

Level and modality of education	2006/2007(a)
	Number of teachers
Pre-school teachers	15 332
With teaching functions	14 139
With non-teaching functions	1 193
1 st cycle teachers	30 642
With teaching functions	28 654
With non-teaching functions	1 988
2 nd cycle teachers	32 302
With teaching functions	30 909
With non-teaching functions	1 393
3 rd cycle of ensino básico and upper-secondary education teachers	83 387
With teaching functions	79 310
With non-teaching functions	4 077
Teachers/trainers of vocational education	x
(including professional schools)	7 628 (c)
Teachers with foreign studies' plan	731
With teaching functions	711
With non-teaching functions	20

Notes:

(a) Preliminary data.

(b) It includes trainers working in public education establishments, during 2006/2007.

(c) It only includes the private education.

Source:

GEPE – Office for Education Statistics and Planning / ME

Figure 3. Number of teachers, by type of teaching

Type of teaching	2004/2005
	Number of teachers, on December 31 st 2004
State university	14 858
State polytechnic	10 510
Private university	7 244
Private polytechnic	4 161
Total	36 773

Source: OCES – Observatório da Ciência e do Ensino Superior / MCTES

Figure 4. Non-teaching staff

Mainland Public and private

Type of function	2005/2006(a)	2006/2007(a)
	Number	Number
Total	87 677	79 352

Notes:

(a) Preliminary data.

(b) It includes information about the pre-school education, ensino básico and upper-secondary education.

Source:

GEPE – Office for Education Statistics and Planning / ME

School Census 2006/2007.

9. EVALUATION OF EDUCATIONAL INSTITUTIONS AND THE EDUCATIONAL SYSTEM

9.1. Historical Overview

Because evaluation has been institutionalised in Portugal for more than two centuries, this overview closely follows the evolution of the political system itself, which undoubtedly determined the development of the evaluation processes.

Point 9.1.3. encapsulates a collection of contemporary school and education system evaluation processes.

9.1.1. From the early stage of the Education System to the 1986 Education Act

Evaluation in the Portuguese educational system has taken a variety of forms since the time when public education began in the mid-18th century. The most important periods were the Monarchy, the Republic, Estado Novo and what followed the passing of the Education Act in 1986.

9.1.1.1. The Monarchical period

For centuries, teaching was a mission assigned to the church, which was in charge of the evaluation and supervision of subjects and procedures, as well.

In 1759, the General Study Directory (Directoria-Geral de Estudos) was set up. It was submitted to multiple changes and had multiple names and responsibilities before the current designation as Ministry of Education. That directorate was responsible for the first public and state owned education system encompassing the "early ages", whose competences in supervision aimed at the compliance of education norms, namely:

- To analyse the state of the art of the studies and to report about them at the end of the school year;
- To propose the "adequate means for school progress";
- To warn and correct teachers who were not fulfilling their duties. In grave circumstances, a proposal in order to withdraw teachers from their jobs or even a punishment could be proposed to the hierarchies.

What higher education is concerned, the Conscious and Inspection Body (*Mesa da Consciência e Ordens*), a committee set up in 1532, had University "visitations" (inspections) among its competences.

9.1.1.2. The Republican period (1910-1925)

In 1911 there were two different levels of inspectorate: circle and circumscription. The circle inspectorate was aimed at examining the performance of teachers and to give them advice, examining school materials and teaching methods, building up annual circle statistics and writing a report. On the other hand, the circumscription inspectors undertook enquiries about the services and examined the minutes of the municipalities, which had a broad responsibility on education, the councils of school assistance, inspectors and teachers.

9.1.1.3. From the Estado Novo (1926) to the Education Act (1986)

The first year of the Estado Novo government (totalitarian regime 1926/1974) inspectors were overloaded with bureaucratic work.

The 1933 reform brought about a shift in ensino primário towards ideological-oriented principles, introducing a distinctly nationalistic ideology that lasted until the revolution of 1974. In parallel three different Inspectorate bodies were set up, each of them responsible for one of the following areas: management and administration of services, pedagogic orientation and improvement, and inspection and disciplinary proceedings.

9.1.2. From the 1986 Education Act to the Organic Laws of the Ministries of Education and Science and Higher Education Ministries in 2002

Since the 1986 Education Act, evaluation became compulsory. Article 49 states that "the education system must be under continuous evaluation, which might consider several aspects, such as pedagogic, psychological and sociological, organizational, economical and financial, as well as those of political-administrative and cultural nature".

The mechanism for the evaluation of the education system is made up of the following components: research in education, statistics in education, support framework and school inspection:

- The research in education aimed at "evaluating and scientifically interpreting the activity developed within the education system". Research is mainly assigned to higher education institutions;
- Statistics are considered as a "fundamental instrument for the evaluation and planning of the education system";

Finally, it is the duty of school inspectorate to be "in charge of the evaluation and supervision of school performance".

In 1989 it was released a juridical framework which gave evaluation competences to schools, in the scope of their autonomy. This evaluation focused on students' learning (definition of minimal requisites, evaluation criteria and appreciation of complaints) and staff appraisal.

The evaluation and supervision system of higher education institutions was launched in 1994. This law stated that self and external evaluation procedures would be complemented with the global institutional evaluation of higher education.

In 1996, it was set up the reflection and supervision group for the evaluation of higher education institutions, intended to build up support methodologies, which would be replaced in 1997 by the National Council of Evaluation of Higher Education (Conselho Nacional de Avaliação do Ensino Superior).

The National Council of Evaluation of Higher Education ensures the observance of these general principles and the promotion of the general coherence of the evaluation system. This council will intervene in domains such as the evolution of international co-operation, analysis of the performance of the institutions, as well as the contribution for economical, cultural, social development and for citizenship.

Institutions: National Council of Evaluation of Higher Education

9.1.3. Recent initiatives in the evaluation of schools and educational system

There are various initiatives that have surfaced in the evaluation of schools and the educational system in Portugal in the last decade. Founded on European projects, the School Quality Observatory (*Observatório da Qualidade da Escola*) and the Quality Project for 21st Century (*Projecto Qualidade XXI*) have been developed. The IGE carried out the Integrated Evaluation of schools, at international

level it is worth mentioning PISA, which is a study that had great political impact and, as such, has received considerable attention.

Institutions: General-Inspectorate of Education

9.1.3.1. Self-evaluation initiatives in schools

The School Quality Observatory (*Observatório da Qualidade da Escola*) and the Quality Project for 21st Century (*Projecto Qualidade XXI*) were two structured self-evaluation experiments tried out by Portuguese schools.

The School Quality Observatory - The *Guião Organizativo* allowed schools to build an information system based on fifteen indicators in four areas: family context, teaching process, stimulating school context and results.

The Quality Project for 21st Century led to various projects being carried out in Portugal within the scope of the European Pilot Scheme on the Evaluation of Quality in Schools. This international project involved 101 schools in 18 countries (including Portugal) that agreed to use a common methodology – building up a self-profile made up of twelve areas of school life grouped into four areas (results, processes at class level, processes at school level and climate) – involving various members of the educational community.

9.1.3.2. Integrated Evaluation of Schools

For four years the General-Inspectorate of Education (Inspecção-Geral de Educação) developed "Integrated Evaluation of Schools". This was a procedure of external evaluation of non-higher education state schools, carried out by teams of three or four inspectors and with the support of regulations focussing on four areas – Evaluation of results; Organisation and management; Education and learning; Climate.

Then they went on to the study of "added value", combining transition rates with age groups of students and with the percentage of students with socio-educational support. School flux – the time it takes the same generation of students to finish a stage of education – was also studied.

Each integrated evaluation lasted between twelve and sixteen days, depending on the size and complexity of the management unit (grouped or non-grouped schools). Various methodologies were used to collect information: document analysis, observation and interviews (management bodies, teachers, students, non-teaching staff and educational community representatives).

At the end, a report pointing out the school's strengths and weaknesses was produced and recommendations for improvements made.

Institutions: General-Inspectorate of Education

9.1.3.3. Programme for International Student Assessment (PISA)

The Programme for International Student Assessment study has been developed since 1998 by OCDE, and is there for governments to use it as an instrument to define educational policy. This study measures the capacity of 15 year-olds to use their knowledge, regardless of their school year. It is organised into three stages:

- 1997 – Project Launch;
- 2000 – Predominantly the assessment of reading;
- 2003 – Focus on Mathematics;
- 2006 – Focus on scientific literacy.

A document from the Ministry of Education regarding PISA 2003 presents conclusions from the respective data:

- Portugal is the country of the OECD that has fewer people monitoring classes;
- The quality of the physical infra-structures and the educational resources are on the same level as the OECD average and they are not related to the performance regarding numeracy;
- There are differences among the personal profiles of students with high and low levels of literacy (e.g. study strategies, self-concept, sense of belonging to the school);
- There are differences among the profiles of the families of students with high and low levels of literacy;
- On average boys scored better than girls in scientific and mathematic literacy, the opposite being the case with reading;
- The school year they attend is strongly linked to average results.

9.2. Ongoing Debates and Future Developments

There are several educational issues that are under public discussion. Some of these debates were brought about by governmental initiatives and measures, which are currently under discussion.

9.2.1. Current debates on the evaluation of schools and institutions

- The disclosure of school rankings in newspapers based on student's attainment, namely with the classifications of the 12th grade examinations;
- The demand that universities and institutos politécnicos create their own systems to guarantee certifiable quality.

9.2.2. Current debates on the evaluation of the educational system

Currently there are a number of issues being debated regarding the evaluation of the educational system, in general, and higher education and non-higher education, stemming from the government's own programme. Finally it is worth highlighting the discussion about the evaluation model of the civil service that covers the workers in the Ministry of Education, despite already having been implemented.

Institutions: Ministry of Education

9.2.2.1. Evaluation of the Educational System

- Inculcating evaluation and accountability in all aspect of the Educational System: student performance, evaluation of teaching staff, evaluation of the national curriculum, evaluation of schools and their support services;
- The perfecting of the national evaluation system making reference to standardised tests.

9.2.2.2. Evaluation of Non-Higher education

- OECD data published in PISA and Education at a Glance reports;
- The interpretation of the results of the national evaluation system via reference to standardised tests;
- The evaluation of teachers, in terms of the new Teaching Career Statute, and the regime of quotas for the levels Very Good and Excellent.

9.2.2.3. Evaluation of Higher Education

The evaluation of the higher education system by OECD, according to international criteria [9.4.2.2.](#)

9.2.2.4. Evaluation of the Civil Service

- The Integrated Performance Evaluation System in the Civil Service;
- A quota for the grades of merit and excellence in staff appraisal;
- The effects of evaluation in the career progress.

9.3. Administrative and Legislative Framework

Presented here is legislation that regulated evaluation of the Educational System and the Civil Service at the beginning of the academic year 2005/2006. The inclusion of the Civil Service is due to the fact that many evaluative processes in education come from the general law governing the Civil Service.

9.3.1. Non-Higher Education

- Decree-Law No. 125/82, 22nd of April, sets up the National Council for Education (Conselho Nacional de Educação);
- Law No. 46/86, 14th of October – Education Act – establishes the framework of the education system. Amended by Laws N° 115/97, 19th of September and N° 49/05, 30th of August;
- Decree-Law No. 139-A/90, 28th of April, amended by Decree-Laws N° 121/05, 26th of July, N° 229/05, 29th of December, N° 105/97, 19th of April and No. 1/98, 2nd of January, approves the Statute of the career of the pre-school education teachers and of ensino básico and upper secondary education teachers and its revision;
- Decree-Law No. 43/89, 3rd of February, establishes the juridical regime of school autonomy;
- Decree-Law No. 115-A/98, 4th of May, approves the regime of autonomy, administration and management of schools, from pre-school to upper secondary education.
- Decree-Law No. 271/95, 23rd of October, organisation of the General Inspectorate of Education;
- Law No. 18/96, 20th of June, reviews the Decree-Law No. 271/95, 23rd of October (organisation of the General Inspectorate of Education);
- Implementing Law No. 11/98, 15th of May, appraisal of school teaching staff and pre-school education teachers (from nursery to secondary schools);
- Implementing Order No. 21/02, 10th of April, regulates the principles and procedures to be accomplished when evaluating secondary students' learning;
- Law No. 31/02, 20th of December, approves the evaluation system of non-higher education;
- Ordinance No. 550-A/04, 21st of May – establishes evaluation guidelines and the certification of learning of technological courses at secondary level;
- Implementing Order No. 1/05, 9th of December, amended by Implementing Order No. 5/07, of 10th January - establishes the principles and the procedures in the evaluation of learning and competencies in the three cycles of regular ensino básico;
- Implementing Order No. 50/05, 9th of November – within the scope of internal summative assessment this legislation defines the principles and guiding norms for the implementation, monitoring and evaluation of recovery plans;
- Joint Order No. 370/06, 3rd of May – creates the working group to define and apply the reference systems for the external evaluation of schools.
- Law No. 47/06, 28th of August – defines the system of assessment, certification and adoption of school books.
- Decree-Law No. 213/06, 27th of October – approves the legislation governing the structure of the Ministry of Education.
- Decree-Law No. 15/07, 19th of January – introduces amendments to the Statute of the Teaching Profession.

- Implementing Order No. 25/07, 29th of March and Ordinance No. 356/07, 30th of March – missions, responsibilities and the organisation of the Office for Education Statistics and Planning (Gabinete de Estatística e Planeamento da Educação).
- Implementing Order No. 30/07, 29th of March and Ordinance No. 361/07, 30th of March – missions, responsibilities and the organisation of the Educational Evaluation Office (Gabinete de Avaliação Educacional).

Institutions: National Council for Education
Institutions: Office for Education Assessment
Institutions: Ministry of Education

9.3.2. Higher Education

- Law No. 46/86, 14th of October – Education Act – framework of the education system;
- Law No. 108/88, 24th of September – rules the autonomy of universities;
- Decree-Law No. 271/89, 19th of August – approves the Statute of Private and Cooperative Higher Education;
- Law No. 38/94, 21st of November – establishes the basic framework of the evaluation and supervision systems in the Higher Education (amended by Law N° 1/03, 6th of January);
- Decree-Law No. 205/98, 11th of July – creates the National Higher Education Evaluation Board (CNAVES);
- Law No. 1/03, 6th of January – approves the juridical regime for the development and quality in higher education; amends Law N° 38/94, 21st of November;
- Resolution of the Council of Ministers No. 95/03, 30th of July – defines the guidelines for the reform of public administration;
- Decree-Law No. 149/03, 11th of July – Organisation of the General Inspectorate of Sciences and Higher Education;
- Decree-Law No. 214/06, 27th of October – approves the Organic Law of the Ministry of Science, Technology and Higher Education;
- Implementing Law No. 60/07, 27th of April – approves the organic law of the Planning, Strategy, Evaluation and International Relations Office of the Ministry of Science, Technology and Higher Education (Gabinete de Planeamento, Estratégia, Avaliação e Relações Internacionais).

Institutions: National Council of Evaluation of Higher Education
Institutions: Ministry of Science, Technology and Higher Education

9.3.3. Public Administration

- Decree-Law N° 166-A/99, 13th of May – creates the System of Quality in Public Services;
- Decree-Law No. 7/03, 15th of January – regulates the competencies, composition and functioning of the conselhos municipais de educação;
- Law No. 2/04, 15th of January – approves the Statute for management staff in State services and units of central, regional and local administration;
- Law No. 3/04, 15th of January – approves the legislative framework Public Institutes;
- Law No. 4/04, 15th of January – establishes principles and norms underlying the state organization;
- Law No. ° 10/04, 22nd of March – Creates an integrated evaluation system of performance in the Civil Service;
- Resolution of the Council of Ministers No. 53/04, 21st of April – approves the operationalisation of the Civil Service reform;
- Implementing Law No. 19-A/04, 14th of May – Regulate the Law No. 10/04, 22nd of March, with regard to the performance evaluation of middle managers and civil servants;
- Resolution of the Council of Ministers No. 124/05, 4 th of August – deals with the restructuring of State central administration;
- Law No. 52/05, 31st of August– approves the Major Plan Options 2005-2009.

9.4. Evaluation of schools/institutions

The article 49 of the 1986 Education Act refers that the education system must be "object of continuous evaluation", while it defines a range of aspects that should be focused: from educational and pedagogic aspects to economical and financial ones.

Law No. 31/02, 20th of December, consists in an evaluation system of non-higher education is concerned.

Among other objectives, we can find:

- "To provide the educational administration at local, regional and national levels and society in general a set of information about the functioning of the education system";
- "To ensure the educational attainment;
- "To ensure a credible performance of education institutions";
- "To value the role of the different members of the education community;
- The evaluation of schools is structured in two categories: internal and external. Internal evaluation is developed by the school itself. External assessment, in most cases, is institutional in character and contributes to the evaluation of the educational system.

Legislation: Law n.º 31/02

9.4.1. Internal Evaluation

The legislation on autonomy, administration and management, gives schools competences on evaluation. The Decree-Law mentions, "Autonomy should be in line with a culture of responsibility". Three management and administration bodies at school share these responsibilities: the Pedagogical body, executive board and the school assembly.

The Pedagogical body is entitled to:

- Give opinions about structuring documents (school education project, internal regulations and annual activity plan);
- Monitor and evaluate "the way its deliberations and recommendations are put into practice".

The Executive Body or its Head have the following competences:

- Report at regular intervals and at the end of the school year about the accomplishment of the annual activity plan;
- Evaluate the school staff (teaching and non-teaching)

The School assembly is responsible for:

- Providing an opinion about the development of the annual activity plan;
- Appreciating the periodical and final reports on the execution of the annual activity plan;
- Appreciating the school internal evaluation processes.

The process of school internal evaluation takes place, regularly, in the assessment of students, evaluation of teaching and non-teaching staff and in school self-evaluation:

Self-evaluation in Schools

The evaluation system of non-higher education regulates and makes compulsory self-evaluation, which has a permanent character and counts on the support provided by educational administration. Self-evaluation makes reference to the following aspects:

- Degree of implementation of the school education project;
- Degree of implementation of activities that contribute to the development of the school;
- Performance of the boards responsible for the administration and management of schools;
- School success;
- Effective collaboration culture between the members of the education community.

The General-Inspectorate of Education (Inspeção-Geral de Educação) provides a database on school success for students from the 4th to the 12th year within the purview of "School Performance of Students". This is a user-friendly system that allows each school to compare the academic success of its students with national reference figures and with schools located in areas with the same degree of social development.

Assessment of Students in ensino básico and upper secondary education

The assessment of students in ensino básico aims to:

- Support the educational process;
- Certify the different learning and competencies acquired by the student at the end of each cycle and on leaving ensino básico;
- Contribute to improving the quality of the educational system, making better decision-making possible to perfect it.

The assessment focuses on the learning and competencies defined in the national curriculum for the different and subjects of each cycle. There are three types of assessment: diagnostic, formative assessment and summative assessment.

- Diagnostic assessment leads to the development of pedagogic strategies and contributes to the adaptation of the projecto curricular de turma.
- The formative assessment is continuous and systematic and aims to regulate teaching and learning.
- The summative assessment can be internal or external.

The internal assessment can happen at the end of every term, year or cycle, and aims to inform the student and the parent or guardian about the learning development of the student, on one hand, and take decisions about the educational path of the student, on the other. School can also give overall exams or a final individual piece of work for those subjects that do not have external summative assessment.

External summative assessment is the responsibility of the Central Services of the Ministry of Education and includes the taking of 9th grade national exams in the subjects Mathematics and Portuguese.

Those involved in the assessment process are: the teacher, the student, the teacher or conselho de turma (teacher's council or conselho de turma), school governors, the parent or guardian, educational support services and educational administration.

The assessment of secondary students can be used to:

- Enable a selection of approaches and educational resources and the necessary curricular adaptation;
- Enable teachers' guidance in their interaction with students;
- Support students in making their decisions when preparing themselves either to enter the labour world or to pursue their studies
- Improve the quality of teaching and learning at every school.

Assessment can be formative assessment, diagnostic or summative assessment, internal or external (national examinations).

- Formative assessment allows for the adoption of measures of pedagogic differentiation.
- The summative assessment aims to individually classify performance in different subjects and areas of the curriculum, determining the progress of each person and decides passing the year.

In cases, the student, the conselho de turma, the school management bodies, the parent or guardian and the educational administration can be called upon in the assessment process.

Evaluation of Teachers

With the amendments to the Teaching Profession Statute the situation in which teacher evaluation is done changes considerably in comparison to the previous regulation.

The objectives of teacher performance evaluation are not only to contribute to improved performance but also to detect training needs, factors that influence their personal performance and facilitate management indicators for teaching.

Performance evaluation has an effect on access and progress in the profession, contract renewal and the attainment of performance bonuses.

Teacher evaluation is done every two years and is related to the work done over that period. There are 4 aspects: Professional and ethical, teaching and learning development, school participation and relationship with the educational community, and professional development.

There are a large number of diverse items that are classified, only some are enumerated: preparation, organisation and teaching activities (which involves lesson observation by the assessing teacher); attendance; distributed service; completed in-service training session; lesson observations; teacher self-assessment.

Evaluation of Non-teaching staff

Non-teaching staff are evaluated by the Principal and by their immediate superior. Such evaluation focuses on staff knowledge and other competencies and seeks to contribute to diagnose work situations that need to be corrected and to identifying training needs. For the staff, the appraisal has effects in the career progression. The ordinary evaluation takes place once in a year.

Institutions: General-Inspectorate of Education

9.4.2. External evaluation

Please refer to the subdivisions for more details.

9.4.2.1. Non-higher education

The external evaluation undertaken both at national or regional level, is structured on the basis of the following:

- Learning Evaluation Systems;
- Current learning evaluation system;
- Certification system of the self-evaluation process;
- Actions developed by the General Inspectorate of Education;
- Evaluation processes, general or specialized, undertaken by other services of the Ministry of Education;
- Specialized studies developed by individuals or institutions /.../ with recognized merit".
- This system comprises the National Council for Education (Conselho Nacional de Educação - CNE) and the services of the Ministry of Education with direct responsibilities on evaluation.
- Services of the Ministry of Education

The Ministry of Education (ME)

The Ministry of Education (ME) is the governmental department that defines, coordinates, implements and assesses national policy in relation to the educational system; pre-school education, ensino básico and upper secondary education and extracurricular education, European and the activities of cooperation involved in the educational system.

The purposes of the evaluation of the educational system and school are currently being undertaken by the following services: Inspectorate-General of Education (Inspeção-Geral da Educação), Educational Evaluation Office (Gabinete de Avaliação), Office for Education Statistics and Planning (Gabinete de Estatísticas e Planeamento da Educação).

General-Inspectorate of Education (Inspeção-Geral de Educação - IGE) – has the mission of guaranteeing the control, audit and inspection of the running of the educational system within the levels that are the responsibility of the ME, as well as its other services.

The IGE is responsible for external assessment of schools, which is the process that precedes the signing of autonomy agreements with teaching establishments. This process identifies the strengths and weaknesses, as well as the development opportunities for each school. These factors can

contribute to the construction improvement plans for schools. From this position come the classifications and recommendations for schools that allow them to prepare autonomy agreements.

- Assessment areas (and some examples of contributing factors for those areas):
- results (academic success, civic participation, behaviour and discipline and valorisation);
- educational service provision (coordination, sequentiality, monitoring of teaching practice in the classroom, support);
- school organisation and management (resource management, participation of the educational community, equity);
- leadership (vision and strategy, motivation, openness to innovation, partnerships);
- ability to self-regulate (self-assessment, sustainability of the process).

Educational Evaluation Office (Gabinete de Avaliação Educacional - GAVE) – has the responsibility for the planning, coordination, construction, validation, application and control of internal learning assessment tools. It works on the implementation process for the external assessment of learning and supervises their correction. It participates in international studies and projects for learning assessment.

Office for Education Statistics and Planning (Gabinete de Estatística e Planeamento da Educação - GEPE) – responsible for the production and analysis of educational statistics, giving technical support for policy formation and strategic planning and an appropriate coordination with the financial programme, as well as the overall observation and evaluation of the educational system's results.

Assessment of School Books

The Ministry of Education created evaluation commissions to assess and certify schoolbooks. These commissions are made up of specialists, are autonomous and are generally organised by school year and subject.

Evaluation criteria are: scientific and linguistic rigour, conformity to the objectives and content of the syllabus, pedagogic quality and the quality of the material. Evaluation also takes into account issues such as gender equality.

National Council for Education (CNE)

The CNE has responsibilities in the appreciation of norms related to the process of self-evaluation, annual planning, external evaluation and outcomes of internal and external evaluation through a specialized commission for the evaluation of the education system.

Conselho Científico para a Avaliação de Professores – CCAP (Scientific Board for Teacher Assessment)

The CCAP is foreseen in the new Teaching Profession Statute. The board is dependent on the Ministry of Education, whose mission is to implement and maintain the new performance evaluation system for teachers in non-higher education. How it is constituted, its objectives and how it is run is currently in a stage of regulation.

Institutions: National Council for Education
Institutions: Office for Education Assessment
Institutions: Office for Education Statistics and Planning
Institutions: General-Inspectorate of Education
Institutions: Ministry of Education

9.4.2.2. Higher Education

This Ministry was set up in October 2002, importing the responsibilities and competencies that belonged to the Ministries of Education and of Science and Technology. Its organic law launched the General Inspectorate of Science and Higher Education, as an inspection and audit service, and the Conselho Nacional de Avaliação do Ensino Superior (National Council of Evaluation of Higher Education), which is an independent organism with competencies in the evaluation and supervision of higher education institutions.

According to the Juridical Regime of Development and Quality in Higher Education, the State has to ensure:

- That institutions provide information about the quality indicators;
- The existence of a system of evaluation and supervising the higher education institutions;
- A supervision system supported by the General Inspectorate of Science and Higher Education.

There are three kinds of evaluation of higher education institutions:

- Self-evaluation;
- External evaluation – developed by external entities, certified by MCES – whose objective is to complete and certify the process and self-evaluation outcomes;
- Global institutional evaluation, which is supposed to provide the information necessary to planning and development of education sub-systems.

Higher education institutions are under the obligation to co-operate with evaluation structures, providing the necessary evaluation elements.

In April 2007 the Planning, Strategy, Evaluation and International Relations Office was set up. Its responsibilities, amongst others, include:

- Monitoring and evaluating the implementation of Ministry policies and programmes;
- Ensuring the development of the assessment systems of Ministry services.

The Inspectorate-General of Science and Higher Education (Inspeção-Geral da Ciência e do Ensino Superior) is a service with administrative and technical autonomy, with audit and control competences on the functioning of higher education institutions and the scientific and technological system, as well as on the functioning of other services of the Ministry of Higher Education and in the protection of the interests of the costumers. Among other duties, the Inspectorate of Science and Higher Education has the following responsibilities;

- Analyse the work of the MCTES from a legal perspective and assess its performance and management, via inspections and audits;
- To control the effective, efficient and economical applications of public money in accordance with the objectives defined by the government and assess the results achieved in relation to the resources available;
- Draw up, plan and implement inspections, audits and questionnaires in relation to higher education establishments in technical-pedagogic and scientific areas and matters of organisation and administrative, financial and asset management;

In 2005, the Portuguese government asked a number of international bodies for independent assessments on higher education.

It asked European Association for Quality Assurance in Higher Education to name a panel of international experts with two missions: to assess the quality certification performed by CNAVES; present recommendations to the Portuguese government regarding the organisation, processes and methods for the creation of a national accreditation system based on Standards and Guidelines for Quality Assurance in the European Higher Education Area.

OECD was asked to make an evaluation according to international criteria with the aim of advising and orienting the reorganisation and rationalisation of the system. The evaluation and recommendations were organised into six areas: coordination and management of the system, governance and legal status, funding and efficiency of the system, access and equity, quality and excellence, the openness of institutions towards society.

An international voluntary evaluation programme of institutions was launched and led by the European University Association (EUA) in conjunction with the European Association of Higher Education (Eurashe).

Institutions: National Council of Evaluation of Higher Education

Institutions: Planning, Strategy, Assessment and International Relations Office

Institutions: Ministry of Science, Technology and Higher Education

9.5. Evaluation of the Education System

To ensure the integrating character of the administration of the education system, coordinating structures at central and regional level were set up.

The organic framework of the evaluation system is responsible for the planning, co-ordination, definition of processes implementation, development, appraisal, interpretation and disclosure functions, as stated in the law. The organic framework of the evaluation system comprises the National Council for Education (Conselho Nacional de Educação – CNE), and the services of the Ministry of Education that have competencies in the scope of the evaluation of the education system.

The CNE is competent to provide opinions and to give recommendations on:

- Norms about the self-evaluation process;
- The annual action plan of external evaluation;
- The outcomes of internal and external evaluation.

In order to use the above-mentioned competences, the National Council for Education can ask the Ministry of Education for all the necessary information and can recommend the use of specific evaluation procedures.

The services of the Ministry of Education 9.4. are responsible for the planning, co-ordination, definition of processes, execution and development of the evaluation of the education system at national level, identifying the relevant information, defining and making operational the procedures and the means to collect it, working out and interpreting the information, supporting each evaluation process with documentation and its outcomes.

The services of the Ministry of Education must prepare an annual report, encompassing a quantitative and qualitative analysis of the education system, as well as a report every three years with a diagnosis of the education system and its prospective analysis. Besides the already mentioned reports, other evaluation documents can be prepared.

After being analysed, the evaluation results should permit the formulation of concrete proposals, in terms of (examples): organisation of the educational system; curriculum structure; initial, in-service and specialized teacher training; autonomy, school administration and management; diversified school incentives and support; school network; student assessment system.

The assessment results at school level should permit the improvement of: the school educational project; the medium and long-term development plans; the activity plan; interaction with the educational community; training programme; the organization of teaching activities; the management of resources.

The integrated analysis of school and educational system results, when contextualised and compared, should be disseminated to educational communities and the public in general.

Institutions: National Council for Education

Institutions: Ministry of Education

9.6. Research in Education linked to the Evaluation of the Education System

The 1986 Education Act defines the role of research: "evaluate and interpret scientifically the activity developed in the education system", to be run by higher education institutions. It also proposes to set up an adequate framework to ensure and to support curricular development activities, the enhancement of innovation and evaluation of the school system and education activities.

The work done by higher education institutions in the field of research in education is extensive, as much in pós-graduação training in Educational Sciences as well as participation in national and international projects and partnerships.

In terms of ministerial structures created for this effect, two are referred to here: DGIDC, Foundation for Science and Technology (Fundação para a Ciência e Tecnologia) and System of Observation of Insertion Tracks for Graduates (Sistema de Observação de Percursos de Inserção dos Diplomados do Ensino).

The Foundation for Science and Technology is a public institute reporting to the Ministry of Science and Higher Education that promotes, monitors and evaluates the institutions and programmes, focusing on research on education.

Also, there is a System of Observation of Insertion Tracks for Graduates designed to collect, deliver and analyse information about the transition period between the moment students leave the higher education system and the insertion in the labour market.

There are three aspects to analyse:

- Higher education graduates looking for a job;
- Job supply (employers);
- The relationship between higher education institutions and the Industry.

Institutions: Directorate of Curriculum Innovation and Development

Institutions: Ministry of Science, Technology and Higher Education

9.7. Statistics

Here there is statistical data relating to IGE, to a control activity carried out in the academic year 2005/2006 – Organização do Ano Lectivo (OAL) – and to the external assessment of schools.

9.7.1. General Information

Figure 1. General-Inspectorate of Education (IGE)

Staff	Number of people
Inspectors	197
Requested teachers	19
Total	216

Source: IGE, Balanço Social - 2006

Figure 2. General Data for Academic Year 2006/07

Seconded Inspectors/Teachers	Students: state and private education	State Teaching Establishments
216	1 699 470 (81,5% - state 18,5% - private)	12 593 (1 292 Management Units)

* Source: IGE, Balanço Social – 2006

Source: School Census 06/07, GIASE

Figure 3. IGE Assessment Programmes and Activities

(Only the Programmes and Activities generally associated with the processes of external assessment of teaching establishments are mentioned. These only constitute a part of the overall activity of the General-Inspectorate of Education).

Programmes	Activities	Inspection days
Monitoring	Observation of Educational Action, Observation of Preparation for National Exams – 3 rd cycle of ensino básico	1 940,5
Control	Organisation of the Academic Year, National Exams for Ensino Básico and Upper secondary education, Pedagogic autonomy and parallelism, Private Social Solidarity Institutions for Pre-school Education, Portuguese Language and Culture Teaching Abroad	5 081,5
Audits	Financial Administration of Schools – School Social Support, Financial Administration of Schools – Budget and HR management, Private schools funding contracts, National Control System of QCA III	2 910,5
Standardisation	Effectiveness of ensino básico in the First Years, Students school performance, Safety and well-being of students, effectiveness of self-assessment in schools	3 771

9.7.2. Organisation of the Academic Year (2005-2006)

The data resulting from inspections of a sample of schools does not permit the extrapolation of figures above and beyond the scope of the inspections themselves. They simply constitute a stage of a cycle of programmed evaluation and contribute to a greater understanding of the degree of efficiency of the educational system.

Figure 1. Sample of the intervention (*)

	Number	Percentage of national total
Integrated establishments in the inspected management units (Unidades de Gestão - UG)	3 244 (304 UG)	22.6%
Students of sample school	288 028	22.4%
Teachers of sample schools	31 248	22%

Figure 2. Percentage of children enrolled in pre-school education and age

Age	Percentage of children enrolled
3 years old	71.1%
4 years old	80.2%
5 years old	91.5%

Source: Inspeção-Geral de Educação (IGE) – (General-Inspectorate of Education)

Figure 3. Number of children per class, in pre-school education

Number of children	Percentage
< /= 10	7.8%
11 to 15	13.3%
16 to 19	12.7%
20 to 25	66.1%
> 25	0.1%

Organisation of Academic Year 2004/2005 – National Report, 2005.

The objective of this activity is to discover how resources are organised and managed. Other objectives are guarantee and encourage best practice in the areas of good management of resources from the perspective of rationalisation and the elimination of waste.

Figure 4. 1st cycle – Data analysed in the sample

Dimension	Intervals	%
Schools by students	<=10	23,3
	11 to 25	25,2
	26 to 50	19,1
	51 to 100	15,2
	> 100	17,1
Schools by teaching places	1 teacher	37
	2 to 4	41,4
	5 to 8	13,5
	> 8	8,1
Classes by students	<15 students	23,6
	15 a 18	21,5
	19 a 23	42,1
	24	10,7
	>25 students	2,1

Figure 5. Teachers' timetables of all levels of education

	Characteristics	%
Shifts	Day	88.2
	Evening	1.1
	Mixed	10.7
Full/Part- time	Complete	92.4
	Incomplete	7.4
Schedule components	Teaching	73.2
	Reductions	26.8
Other situations	Overtime	0.9
	Teaching time in other schools	0.4

9.7.3. External assessment of Schools

Figure 1. Assessments performed and predicted

Year	2005/06	2006/07	2007/08 (forecast)
Number of Management Units	24	100	350

10. SPECIAL EDUCATIONAL SUPPORT

Please refer to the subdivisions for more details.

10.1. Historical Overview

As the education system has evolved in Portugal over the years, government initiatives have been taken to deal with individuals and/or groups identified as requiring special education.

Some initiatives, no less important from the chronological point of view, will be omitted because they involved no specific, organised social or educational intervention. But an important landmark was the creation in 1946 of the first special classes in primary schools. Initially these were for children with a physical or mental handicap, but later children with learning difficulties and minor disabilities were included. The António Aurélio da Costa Ferreira Institute was the state institute responsible for giving guidance to these classes and for training the teachers involved.

In the sixties, under the Ministry of Health and Assistance, the Institute for providing Assistance for Minors was created and centres for special education, as well as centres for observation and assessment, were set up. They adopted a medical pedagogic approach and were responsible for detecting, observing and channelling children to schools providing special education or similar. The first courses were also organised to give specialist training to teachers.

With the revolution in 1974, which replaced the dictatorship by democracy, the parent associations' movement, aided by specialists and teaching staff, was important in developing many socio-educational activities and in organising and creating schools for handicapped children, particularly the mentally handicapped. At the time the state already provided some organised response to other types of disability (sensory), although this was neither sufficient nor effective from the educational and social point of view. Therefore it was through these associations and co-operatives being created that the first schools for mentally handicapped children were introduced throughout the country. The most important centres were the Co-operatives for the Education and Rehabilitation of Children with Learning Difficulties, which are still an important partner today in finding solutions for the disabled and, in some cases, a specialised resource serving the educational community.

In the early seventies the Ministry of Education began to pass legislation specifically addressing educational structures for "the handicapped and those with learning difficulties". To this end it created, within the Ministry itself, the Department for Special Education (Divisão de Ensino Especial) to cover Basic Education (Ensino Básico) and the Department of Special and Vocational Education (Divisão de Ensino Especial e Profissional) for upper secondary education. Among other attributions and competencies, the Ministry decided to give its support to the schools mentioned above and to assume responsibility for providing teacher training to specialise those working with handicapped children, and the courses until then administered by the António Aurélio da Costa Ferreira Institute were restructured. Similarly, in the mid seventies, regional support structures were organised, Special Education Teams, which were only to be recognised in 1988 with the publication of Joint Order No. 36/SEAM/SERE/88, which aimed to develop integrated teaching for handicapped children and adolescents with sight, hearing or physical impairment. Some time later this was also approved for the mentally handicapped.

Education for all, underlain by the protection of individual rights by applying the principle of equal opportunity to education, and based on the criteria of pedagogic and social justice, is expressed clearly through the full participation and co-operation among all those involved in education.

Special Education is guided by the principles enshrined in legislation, which is the Education Act, Law No. 46/86, of 14th October, Decree-Law No. 35/90, 25th of January; Decree-Law No. 319/91, 23rd of August – and the underlying philosophy is based on several international resolutions such as the Salamanca Declaration for Special Education Needs.

These principles can be summarised under three fundamental rights:

- The right to education: all children with special education needs, even when the result of a problem (or problems) in a particular area of development, have the right to education. At compulsory school age education for children and adolescents with special educational needs, no matter how complex they are, should be provided within the education system.
- The right to equality: the inalienable right of all children to equal opportunity in gaining access to and achieving success in education, without any type of discrimination, and with educational resources and support adequate to the individual needs of each one.
- The right to be part of society: it is a principle that they have the right, to attend regular schools of education, which from the perspective of school for all, find the right solutions for the needs of each one. The rule is that preferably these handicapped children should be included in the regular teaching system, with the solution of special schools being the exception, only when all means for keeping pupils in the normal school alongside their peers have been exhausted.

To attempt to enshrine the right, duty and responsibility of the state and civic society in dealing with persons who are handicapped and/or have special learning needs, to develop ideas and scientific and pedagogic research, at national and international level, related to special education. No less important was the contribution of reformist attitudes that brought about change to the education system from the end of the eighties and expressed in the Education Act. Also important were recommendations made by international bodies on access for handicapped pupils to the regular system of education and the experience gleaned over a number of years in which handicapped pupils have attended regular schooling.

Legislation: Decree-Law n.º 319/91

Legislation: Decree-Law n.º 35/90

Legislation: Law n.º 46/86

Institutions: Ministry of Education

Institutions: Ministry of Work and Social Solidarity

10.2. Ongoing Debates

The current government's programme (XVII Constitutional Government) includes educational priorities such as: (i) investment in quality education for all, creating conditions for the integration of all children and young people at school and giving them a motivating, demanding and satisfying learning environment that facilitates personal and civic development and promotes science and culture; (ii) advances down the path of inclusion and equality of opportunity, defending and improving state education and state schools open to all; (iii) the guarantee of support for children and young people with special educational needs and special teaching and the offer of educational complement and social support programmes in all school clusters.

The programme of this government, which was elected 2005, includes the «guarantee of support for children and young people with specific educational and special teaching needs» among its educational priorities.

In September 2006 the 1st Action Plan for the Integration of People with Disabilities or Incapacities (Resolution of the Council of Ministers No. 120/06, 21st of September) which included five measures that are being implemented by the Ministry of Education:

- Creation of a new legislative framework
- Making digital school books available for the blind/sight impaired
- Extension of specialised units for multi-deficiency and problems of autism
- Bilingual teaching for the deaf – Portuguese sign language
- Creation of an ICT resource centre for Special Education
- The Ministry of Education is also involved in ten other measures that are coordinated by the Ministry of Work and Social Security.
- Creation of the Braille Commission
- Assessment of the programme for the transition from school to working life
- Revision of the supplementary system of funding, prescription and technical help

- School Alert Project
- Assessment and development of early intervention
- New model of funding, prescription and technical help
- Making the attribution of technical help uniform and compatible
- Creation of Centres for the Recognition and Validation of Competencies for the disabled
- Creation of a National Table, in accordance with the International Functionality Classification
- Improvement and consolidation of the Early Intervention model

In the academic year 2006-2007 significant changes were made to the organisation of special education. On one hand, a new group of specific illness for special education was created, which demand specialisation. On the other, a new census of students was launched with stricter criteria in order to select students with long-term special educational needs, the focus of Special Educational support.

In order to assess students with prolonged special educational needs, the International Functionality classification has been adopted (CIF/OMS, 2001).

10.3. Definition and Diagnosis of the Target Group(s)

The target groups for special education:

- Students with long-term special educational needs, ones that demonstrate incapacity or incapacities that are seen in one or more learning areas, the result of sensory, motor or mental deficiencies, speech and language impediments, serious personality or behaviour disorders or serious health problems;
- Students that have special educational needs, that need educational support in a variety of areas, organised in the terms of Order No. 105/97, 1st of July.

It is the responsibility of the pre-school teacher in pre-school education, the class teacher in the 1st cycle of ensino básico, and the teachers of the respective classes in the 2nd and 3rd cycles of ensino básico and upper secondary education, to identify the students that need resources or adjustments to the teaching/learning process and indicate what type of support is the most appropriate, informing the administration and management body of the teaching establishment, which in turn passes on the information to the respective educational support team.

10.4. Financial Support for Pupils' Families

The criteria for financial support, foreseen for pupils with special educational needs and indirectly benefiting their families, guarantee the attendance and the conclusion of compulsory education.

The attribution of funds for the acquisition and/or the maintenance of technical assistance necessary to ensure the right conditions for access to the curriculum are also considered.

Specific legislation establishes the maximum amounts and the regulations of the monthly payments by cooperatives and education and special teaching associations, as well as for-profit education and special teaching establishments, overseen by the Ministry of Education, whose fees are reviewed annually (Ordinance No. 171/07 and Ordinance No. 172/07, 6th of February). The financial contribution that families make for special education for children and young people, to determine the special education subsidies from social security, is also established annually via specific legislation.

Legislation: Ordinance n.º 171/07

Legislation: Ordinance n.º 172/07

10.5. Special Provision within Mainstream Education

The principle of permeability between the regular and special channels is guaranteed by the Education Act proclaiming that special education should be organised according to various models of integration in regular schools, also it can be instituted in specific institutions 10.6. where the type and degree of special educational need of the student demands it and there are no appropriate educational resources in the regular teaching establishments.

10.5.1. Specific Legislative Framework

The Education Act (Decree-Law No. 46/86, 14th of October), assumes special education as a specific modality of education, which aims at socio-educational recuperation and integration for individuals with special educational needs caused by physical or mental disability:

- Including such pupils in the regular schooling system, as the educational strategy adopted for pupils with special educational needs, was enshrined in Law No. 9/89, 2nd of May, Law on the Prevention, Rehabilitation and Integration of Disabled Persons;
- Decree-Law No. 35/90, 25th of January, stipulates that students with special educational needs, resulting from physical or mental disabilities, are obliged to attend compulsory schooling;
- Decree-Law No. 190/91, 17th of May, creates the Psychology and Guidance Services (Serviços de Psicologia e Orientação), that identify, evaluate and support e/or psychological and pedagogic guidance to the variety of people involved in the educational process or to support the transition to another training system, collaborating in the drafting of an individual education plan and in the building a life and the projecto educativo de escola. Later, the career of psychologist in the Ministry of Education was created by Decree-Law No. 300/97, 31st of October;
- Decree-Law No. 319/91, 23rd of August, and Implementing Order No. 173/91, 23rd of November, assured the integration of students with special educational needs into regular schools, guided by the following principles: adjustment of measures to be applied to individual educational needs; participation of parents in the educational process; making the school responsible for action taken with regard to these students; individual and flexible educational planning; opening up the school to its community. This legislation is currently being revised;
- Decree-Law No. 301/93, 31st of August, consecrates the obligation of attendance of ensino básico by students with special educational needs;
- Decree-Law No. 115-A/98, 4th of May, which authorises school autonomy, establishing specialised services of educational support, which ensures full school integration for students: (1) Psychology and Guidance Services; (2) the Educational Support Nucleus; (3) other services organised by the school, such as social school services, organisation of study rooms and complementary curricular activities;
- Decree-Law No. 95/97, 23rd of April, was amended by the Joint Order No. 198/99, of 3rd March, defines the legal regime of specialised training of nursery, primary and secondary teachers;
- Joint Order No. 495/02, 7th of May, identifies the organisation of the teaching component for teachers in special education and teaching, as well as teachers working in other educational support at the pre-school and ensino básico levels;
- The Decree-Law No. 20/06, 31st of January, defines the procedures regarding the teacher placement application system, creating the special education recruitment group for the first time. It repeals the Decree-Law N° 35/03, 7th of February.

10.5.2. General Objectives

As laid down in the Education Act (Decree-Law No. 46/86, 14th of October), special education aims at socio-educational recuperation and integration for individuals with special educational needs caused by physical or mental handicap.

Within the scope of the objectives of the educational system the following are particularly important in special education:

- Development of physical and intellectual potential;
- Assistance in acquiring emotional stability;
- Developing communication possibilities;
- Reducing limitations caused by handicap;
- Support for family, school and social insertion;
- Developing independence at all levels;
- Preparing for adequate vocational training and integration in working life.

10.5.3. Specific Support Measures

The Decree-Law No. 319/91, 23rd of August, regulated by Implementing Order No. 173/91, 23rd of November, authorises the adjustment of conditions of the teaching/learning process of students with special educational needs, who attend state ensino básico and upper secondary schools, operational via the following measures:

- Special compensation equipment (special teaching aids: books in Braille, audio-visual material, special materials for reading, writing and arithmetic);
- Compensation devices (optic and acoustic aids, Braille machines, artificial prostheses, wheel chairs and computer equipment);
- Material adaptations (barrier fixtures, facilities and fittings);
- Curricular adaptations (partial reduction of curriculum and/or dispensation from activity);
- Special enrolment conditions (in schools out of the home area, dispensation from age limit for disciplines);
- Special attendance conditions (per discipline);
- Special assessment conditions (type of test, means of expression, frequency of testing, duration and location);
- Adaptation in organisation of classroom and class (maximum 20 pupils);
- Added teaching support (individual lessons or in small groups, timing);
- Special teaching (individual syllabus or alternative curriculum).

In the area of early intervention (support for children from 0 to 6 years old, preferably from 0 to 3) regulating guidelines for integrated support for disabled children or children and their families at high risk of backwardness were defined via the Joint Order No. 891/99, 19th of October. Early intervention is an integrated support measure focussed on the child and the family and involves a variety of services in the areas of education, health, social and other community services.

Special education covers the entire non-higher educational and teaching system and is developed based on the co-ordination of existing resources and specialised support activities in schools, aiming to promote the "inclusive school". Within the framework of educational projects in educational and teaching establishments, this support aims to: a) encourage a variety of pedagogic response that suit the specific needs and overall development of students, contributing to equality of opportunity for educational success for all; b) promote the socio-educational inclusion of all children and young people with special educational needs; c) co-operate in the promotion of educational quality; d) co-ordinate the existing resources in the existing structures and services.

Teachers from the special education recruitment group with specialised training in specific areas are placed in schools to promote support activities for students with long-term special educational needs.

Decree-Law No. 115-A/98, 4th of May, which authorises school autonomy, establishing specialised services of educational support, which ensures full school integration for students: (1) Psychology and Guidance Services; (2) the Educational Support Nucleus; (3) other services organised by the school, such as social school services, organisation of study rooms and complementary curricular activities.

The best placed agents to provide educational support to students with long-term special educational needs are the bodies responsible for managing and co-ordinating the school/school groupings (school cluster), class teacher or teachers, the special education teachers, the education auxiliary, the families of pupils, the specialized units, resource centres, other community structures and services: local authorities, health, social security, employment, vocational training, cultural and sports associations;

In working with pupils with special educational needs, support preferably should be given by the class teacher, direct with the pupil, or by the special education teacher, after prior consultation with the

teacher responsible, at times and in cases when specific teaching strategies justify this. Also, in situations where intensive support is of benefit outside pupil teaching time for pupils with transitory learning difficulties in reading, writing and arithmetic, added support will give practical cover to syllabus content as a whole. This should be planned and seen as an exceptional approach, justified only when all other solutions that cause fewer breaks up of the class have been tried. When access to the syllabus implies introducing alternative languages or special equipment (pupils with physical, sight, hearing or multiple disabilities) the special education teacher may also help the pupil directly.

Special Education Staff

From 2006 onwards a specific recruitment group was created for Special Education teachers, which was made operational by Decree-Law No. 20/06, 31st of January.

The organisation of educational provision in the area should focus on a limited group of students whose needs demand a specialisation of material and human resources and it is the responsibility of the school to manage those resources in such away that it meets the needs of all students.

The school is involved in a set of activities based around the curriculum and curriculum enhancement, aiming to create the conditions for the expression and development of exceptional capacities and the resolution of any problems. This development plan is applicable to those students who reveal exceptional learning capacities and can include the following methods, among others: 1) differentiated pedagogy in the classroom; 2) tutoring programmes for study strategies, guidance and advice for the student; 3) enhancement activities at any point in the academic year or at the beginning of a cycle (Implementing Order No. 50/05, 9th of November).

Special education approaches are also organised with a view to the professional integration of handicapped adolescents.

To this end, within the Ministry of Work and Social Solidarity, also an authority in social and socio-professional integration, there are official schools, residences and centres for occupational support. Similarly, this Ministry funds individuals through subsidies, and also finances private institutes for social solidarity with socio-educational schools. The major group in this sector is the Portuguese Associations of Parents of Pupils who are Mentally Handicapped, and to which the Ministry of Education contributes significantly through the detachment of teachers, support for school social action and co-funding with families.

The Employment and Vocational Training Institute (Instituto de Emprego e Formação Profissional - IEFP), through support given to the vocational training units of the institutions, has incentives for practical vocational training courses in industry and for job adaptation. The Institute also gives support for self-employment and protected job centres.

Legislation: Decree-Law n.º 115-A/98

Legislation: Decree-Law n.º 20/06

Legislation: Decree-Law n.º 319/91

Legislation: Implementing Order n.º 50/05

Institutions: Institute of Employment and Vocational Training

Institutions: Ministry of Work and Social Solidarity

10.6. Separate Special Provision

The only legislative initiatives in the Portuguese educational system that consider specific service of groups with special educational needs, in the regular schooling context, are in the areas of hearing and multi-disability.

With the publication of the Resolution of the Council of Ministers No. 120/06, 21st of September, specific measures for the blind, partially sighted, deaf and those with multiple disabilities and problems of autism were included

Legislation: Resolution of the Concil of Ministers n.º 120/06

10.6.1. Specific Legislative Framework

For the deaf population the Order No. 7520/98, 6th of May creates the Support Units for the Education of Deaf Children and Young People and defines the competencies, equipment and the organisation of the education on offer. For the others with multi-disability, there are some community partnership projects, involving the educational, health and social security services whose aim is to reduce the effects of those identified special needs, improving the quality of life of those involved.

10.6.2. General Objectives

The general objectives to be fulfilled are those legally consecrated for all pupils, with the law not discriminating against pupils with special educational needs.

10.6.3. Geographical Accessibility

Pupils whose type and level of disability require attendance at special schools should enrol initially at the school in their home area. They will then be channelled to a special school by the management and administration of the school.

Students with special educational needs that attend regular school follow the same academic calendar as the other students. In most cases the timetable per subject is the same as for other students, with extra help individually or in small groups. Apart from this, they benefit from school social work. A significant number of local authorities provide school transport for children in the 1st cycle as do many special education schools.

10.6.4. Admission Requirements and Choice of School

Students with special educational needs attending state schools for ensino básico and upper secondary education, benefit from the following special access conditions:

- They can enrol in the appropriate school, regardless of home location;
- They are not subject to the age limits laid down for normal schooling;
- They can enrol per discipline in the 2nd and 3rd cycles of ensino básico and upper secondary education, provided they follow the correct order stipulated for regular courses.

It falls to the pre-school teacher in pre-school education and to the teacher in the 1st cycle of ensino básico to identify pupils with special education needs and channel them to the special education teacher. In the 2nd and 3rd cycles of ensino básico and upper secondary education any teacher can do this, or the situation can be reported by any guidance structure in the school.

More complex situations, requiring the support of specific institutions, are examined by the Specialised Services for Educational Support/ Educational Support Co-ordination Teams.

The formal proposal for the transfer of a pupil to a special school will include:

- The proposal of the management and administration body of the school where the pupil enrolled;
- A document certifying the pupil's disability, signed by a doctor of the speciality in question;
- A declaration from the special education school accepting the pupil;
- A declaration stating the agreement of parents or guardian;
- An official report from the Educational Support Co-ordination Team including an individual education plan.

10.6.5. Age Levels and Grouping of Pupils

Students with special education needs may be dispensed from the age limits stipulated for normal schooling.

No more than 20 pupils may attend a class that includes pupils with special needs. Furthermore, such classes may have no more than 2 pupils with special educational needs, except in duly justified exceptional cases.

In special schools classes may have no more than 15 pupils and must be set up depending on the teaching needs of the pupils.

10.6.6. Organisation of the School Year

The school year is defined annually by ministerial order and takes into account all the pupils that attend the regular school system, including the pupils with special educational needs. In the same way for pupils with special educational needs that attend private special education establishments, a school year is defined.

10.6.7. Curriculum, Subjects

There are no particular curricula for special education in Portugal, and it lies with each school or teacher, depending on the circumstances, to adapt the curricula of the regular system when this is necessary.

However, any adaptation of normal curricula to the learning requirements of a pupil with special educational needs, does not alter the fact that the general objectives of the cycle and teaching levels have to be met, and such adaptations will only be applicable when the use of special compensation equipment is not sufficient.

Adaptations to curricula may not imply a partial reduction in the curriculum or dispense the pupil from activities that are impossible to put into practice because of the disability.

The development of *projecto educativo* for the pupil with special educational needs is the responsibility of specialised services for educational support/educational co-ordination support teams, together with other community services, and two types of curriculum may be adopted:

- The curriculum of the school itself, which being a standard curriculum will have to be adjusted to the type and level of disability;
- *Currículo alternativo* providing learning with specific content.

Both the school curricula and the *currículo alternativo* should form an individual education plan including identification, a summary of school history, a description of potentials, the medical diagnosis, the assessment system as well as the date and signature of those drawing up the plan and "general guidance on the special syllabus areas and content suitable for the pupil" and "school and other services from which the pupil should benefit".

From the individual education plan the annual education syllabus is prepared, which implements planned learning, taking account of the aptitude and skills of the pupil, the objectives to be achieved, methods to be adopted, assessment process and criteria, pupils participation level in school activities, the distribution of tasks and activities, date of start, conclusion and assessment of syllabus and the signature of the specialists involved.

The special education teacher is responsible for preparing the syllabus and should submit it to the approval of school administration and management.

The parent or guardian should be convened to help in the preparation and revision of the individual education plan and educational syllabi.

10.6.8. Teaching Methods and Materials

Adapting curricula and syllabi to the characteristics of each type and degree of disability means adopting teaching methods established according to the specific needs of pupils.

From the nineties on, the move was away from teaching centred on the pupil to teaching centred on the school and on curricula prepared for a class or group, the approach now is on varied teaching and co-operative learning based on significant activities and experiences for the pupil, with the teacher the best placed guide for these learning activities and experiences.

The educational response may, among others, adopt the following models:

- Permanently assisted study room, centred or not on the syllabi of the regular teaching system;
- Temporarily assisted study room for individual or small groups;
- Educational support to children at home, jardim-de-infância or regular classes, involving the use of special materials and/or specialised help to parents, teachers and other educators.

It is the support teacher responsibility, backed by the educational support co-ordinating team, to give direct support to children and adolescents with special educational needs, and to encourage the active participation of mainstream education teachers and parents in preparing, implementing and assessing individual syllabi.

It is also the educational support teacher's responsibility to take part in school, class or teaching councils whenever there is a need to explain matters and to find solutions to problems related to pupils with special educational needs.

10.6.9. Progression of Pupils

Specialised Services for Educational Support, defined in Decree-Law No. 115-A/98, 4th of May, which include the Centre for Educational Support and Psychology and Guidance Services examine, at the request of the management body of the school, any exceptional situations requiring specialised attention, channelling or better social/educational attention.

Applying the measures required lies with school management, after a proposal has been made by Specialised Services for Educational Support. In several state schools there are Psychology and Guidance Services, created by Decree-Law No. 190/91, 17th of May, and at a later date the career of psychologist was created, within the Ministry of Education, by Decree-Law 300/97, 31st of October. These psychologists help identify, assess and provide psychological and teaching support and/or supervision to the different protagonists involved in the education process or in the transition to a different training system. These services help to prepare the individual educational plan and to build the life plan of pupils and the *projecto educativo de escola*.

According to the Implementing Order No. 1/05, 5th of January, which establishes the principles and procedures in assessing learning and competencies, the students involved in special education are assessed according to a common assessment system defined that Order. Those students that have explicit and justified assessment conditions on their individual educational plans are exempt and are assessed in the terms defined in the said plan. The students study a *currículo alternativo* under Decree-Law No. 319/91, 23rd of August; do not take national exams in the 9th grade.

In the field of internal summative assessment in *ensino básico*, the Implementing Order No. 50/05, 9th of November, defines a set of measures that promote educational success of students: the recovery plan, applicable to students that demonstrate learning difficulties in any subject, curriculum subject or non-subject area, which can include specific teaching of Portuguese for foreign students; the monitoring plan, applicable to students that have been held back; the development plan, applicable to students who demonstrate exceptional learning capacities.

Assessment of pupils in special education schools is the responsibility of the school itself, and specifically of its teaching co-ordination.

Legislation: Decree-Law n.º 115-A/98
Legislation: Decree-Law n.º 190/91
Legislation: Decree-Law n.º 300/97
Legislation: Decree-Law n.º 319/91
Legislation: Implementing Order n.º 1/05
Legislation: Implementing Order n.º 50/05

10.6.10. Educational/ Vocational Guidance, Education/Employment Links

There are two types of syllabus designed to help disabled pupils move from school to working life:

- Syllabi for adolescents who attended integrated schooling in regular schools co-ordinated by the Ministry of Education;
- Syllabi for adolescents who attended special private schools, dependent on associations or co-operatives, co-ordinated by the Ministry for Work and Social Solidarity.

These syllabi to prepare for the transition from school to working life, backed by local support teams including those responsible for vocational training and employment experts, cover in the final school years:

- A "Transition Plan" - prepared based on the pupil's interests, and the opinions of family and teachers, and on the vocational training resources and jobs available in the community;
- A "functional curriculum" encouraging the development of the skills required for the pupil's social and professional integration;
- Organisation of training periods to help the pupil become part of working life.

The following types of co-operation can be implemented:

- Co-operation between schools and vocational training centres specialised in dealing with the handicapped;
- Community programmes to help adolescents with professional integration;
- Agreements with corporations;
- Different types of co-operation with job centres;
- In-job training for students from schools of basic education;
- Information sharing among schools on this subject in partnerships.

Institutions: Ministry of Education

Institutions: Ministry of Work and Social Solidarity

10.6.11. Certification

For the purpose of vocational training and entry to the labour market, the pupil learning curriculum receives at the end of schooling a certificate in the skills achieved.

Pupils who studied under other forms of special education receive the same certificates as pupils completing the regular system.

10.6.12. Private Education

After the political change in 1974 and the appearance of the new Constitution of the Portuguese Republic, which enshrined some general principles on education, covering State and private schooling, there was an upsurge in private and co-operative education.

The number of co-operative schools increased, particularly in the area of special education and the Ministry of Education began to give them funding.

In line with the Education Act, special education is preferably organised according to various models, taking into account specific service needs in regular schools, with special education initiatives

belonging to central, regional and local authorities.

Other collective bodies, namely parents and residents associations, civic and religious groups, trade union and company organisations, as well as social groups can also be involved in creating special teaching and education initiatives.

It is the sole responsibility of the Ministry of Education to "define norms for special education, namely its pedagogic and technical aspects, and support and check the fulfilment and application of them." When the type and degree special educational need of the pupil demonstrably demands it, special education can be given in specific institutions. Attending a specific institution is supplementary in nature, due to the principle of school integration, being justified when there are no adequate resources in regular schools.

These specific institutions – private and cooperative special education schools – that can function as semi-boardings, boarding or have annexed homes, are for children and teenagers of school age, with special educational needs resulting from:

- Serious communication difficulties in access to the normal curriculum, namely in the areas of motor skills, language, sight or hearing;
- Serious difficulties in understanding the curriculum;
- Serious emotional and behavioural difficulties.

In 1993, the criteria was established for financial support of private special education establishments, those that were supplementary in nature in line with the principles of school integration, and the following year the family allowances of children and young people with disabilities attending special education establishments was stipulated. In this year diplomas were published that define the types and pedagogic support strategies for children at jardins-de-infância, for pupils at ensino básico and ensino básico via distance learning (Ordinances No. 611/93 and No. 613/93, 29th of June).

The principle of free education is extended to private special education establishments in 1995, establishing the type of funding given by the Ministry of Education as well as the techno-pedagogic measures given to the pupils with special educational needs that attend such establishments. The consolidation of the principles and the updating of options and measures in this field are regulated in 1997, with the amount of financial support for pupils and their families being reviewed and up of annually.

Legislation: Ordinance n.º 611/93

Legislation: Ordinance n.º 613/93

Institutions: Ministry of Education

10.7. Special measures for the benefit of immigrant children/pupils and those from ethnic minorities

All children, regardless of their legal situation in the host country, have the right to education and, therefore, the right to go to school. No school, where parents are resident, can refuse to enrol a child unless there are no vacancies. When this situation occurs, the establishment normally would direct the child to another school in the area.

The first enrolment is done in the year that the child is six, between the month of January and the 15th September. Teaching establishments accept enrolments outside of these dates, as long as the person legally responsible for the child request to the teaching establishment.

In Portugal there is an equivalence attribution system regulated by the Decree-Law No. 227/05, 28th of December, that regulates the granting of equivalence of foreign qualifications with Portuguese qualifications for ensino básico and upper secondary education.

Immigrant children that have already started school in their own country and wish to ask for recognition of equivalent studies can present documentation that proves the schooling they have already had. This documentation has to be authenticated by the Portuguese embassy or consulate or the embassy or consulate of its own country.

Children that do not possess the necessary documentation for the process, they should go to the General - Directorate of Curriculum Innovation and Development (Direcção-Geral de Inovação e Desenvolvimento Curricular - DGIDC) to do a test that will determine where they will be placed based on what they already know.

National educational policies that insist on giving value to schooling based on respect for the values and differences of each pupil, has its foundation in national curriculum. Cultural pluralism is encouraged, favouring inclusion adapted to educational reality and community. Immigrant students are integrated directly into classes in mainstream education .

At both Pre-school and ensino básico level, curriculum projects are focused on the principle of inclusion. This consists of adapting and adjusting teaching and learning to the different needs of each pupil and each school context.

Four measures to help integrate these students stand out: support in Portuguese as a Foreign Language, projects, mediators and tutors.

Decree-Law No. 6/01, 18th of January, foresees that schools supply "specific curriculum activities for learning Portuguese as a second language for pupils whose mother tongue is not Portuguese". More recently, the Implementing Order No. 7/06, of 6th February, establishes guiding principles and norms for the implementation, monitoring and assessment of the specific curricular activities and extra-curricular activities in teaching institutions for Portuguese as a foreign language for students in the three cycles of ensino básico in the national educational system whose mother tongue is not Portuguese. After a diagnostic test of Portuguese in the school, students can benefit from activities in Portuguese as a foreign language for 90 minutes a week in the non-subject curricular area of Supervised Study (estudo acompanhado).

The projects can be included in the area of literacy or inter-culturality, or in other complementary areas defined by the school. At the pre-school level as well as the ensino básico level, the curriculum projects are focussed on the principle of inclusion. It consists of adjusting and adapting the teaching and learning to the different needs of each student and each school context.

The function of the socio-cultural mediator, created via the Law No. 105/01, of 17th July, consists of collaborating in the integration of immigrants and ethnic minorities in order to strengthen inter-cultural dialogue and social cohesion and their work depends on a protocol between the State or the local authorities and ethnic or immigrant groups, or via individual work contracts or freelance work. The socio-cultural mediators can fulfil their duties in a variety of public or private bodies, such as schools, health or social security institutions, in the Serviço de Estrangeiros e Fronteiras (SEF) – Foreign and Frontiers Affairs, in the General-Directorate of Social Reinsertion (Direcção-Geral de Reinserção Social – IRS), in the local authorities, etc.

Lastly, in line with the contractual autonomy of the school or school grouping, the school board can appoint tutors that are responsible for the individual monitoring of the educational process of a group of students (in accordance with Implementing Law No. 10/99, of 21st July).

It is worth underlining the concern that the Primary Education National Curriculum has in integrating Intercultural Education in teaching:

- In Portuguese (respecting the linguistic varieties of Portuguese and the languages spoken by linguistic minorities in the country);
- In Foreign Languages (creating spaces receptive to other languages and cultures);
- In History (making exchanges with pupils/young people from other communities, cultures, religions, ethnic groups and countries);
- In Geography (encouraging Citizenship Education).

All pupils, regardless of their cultural or religious origins, benefit from financial help to buy books and school material, for meals and school transport.

The High Commission for Immigration and Ethnic Minorities (O Alto Comissariado para a Imigração e para as Minorias Étnicas - ACIME), in collaboration with the National Centre for Immigrant Support (o Centro Nacional de Apoio ao Imigrante - CNAI) and with the Local Centre for Immigrant Support (o Centro Local do Apoio ao Imigrante - CLAI) publishes information brochures in the most popular languages, such as English, Portuguese and Russian. The High Commission for Immigration and Ethnic Minorities makes it possible for all non-Portuguese speaking immigrants to have free

Portuguese classes. There are also Portuguese courses for immigrants organised by the Training and Employment Centres (Centros de Formação e de Emprego).

Legislation: Implementing Law n.º 10/99

Legislation: Decree-Law n.º 227/05

Legislation: Decree-Law n.º 6/01

Legislation: Implementing Order n.º 7/06

Legislation: Law n.º 105/01

Institutions: High Commission for Immigration and Intercultural Dialogue minorities

Institutions: National Centre for Immigrant Support

Institutions: Directorate of Curriculum Innovation and Development

Institutions: General-Directorate of Social Reinsertion

Institutions: Foreign and Frontiers Affairs

10.8. Statistics

Information is being currently updated.

11. THE EUROPEAN AND INTERNATIONAL DIMENSION IN EDUCATION

Please refer to the subdivisions for more details.

11.1. Historical Overview

Portugal has a considerable tradition for co-operation in education, and currently is active in some major international initiatives through:

- The development of bilateral relations with a variety of countries through specific programmes for cultural agreements that in some cases date back to the fifties (an important one being the Fulbright Programme);
- Participation in educational programmes defined by the international organisations of which the country is a member, and through the many Portuguese specialists who are part of the respective work groups (a founding member of the OECD, and has been a member of the Council of Europe since 1976, and of UNESCO since 1965) accompanying the major developments in multi-lateral international co-operation in education;
- Promoting the significant work of public aid for development, particularly in those countries whose official language is Portuguese, after the decolonisation process.
- Involvement in European Union activities, initiatives and projects as a member state, since 1986, participating in the first Community programmes (ERASMUS, ARION, LINGUA, COMMET, PETRA...), as well as in networks which, in promoting co-operation and exchange, have contributed greatly to increasing national involvement with an impact on opening up the Portuguese education system.

Naturally this work has contributed towards promoting the European and international dimension of the Portuguese education system. The major options in education policy, given substance in study programmes, reflect the impact of major international issues and trends on national strategy, which are the result of the challenges currently facing education systems. Also contributing to the European and international dimension has been the exchange of pupils, students and teachers and the co-operation between schools at different teaching levels, particularly within the framework of Community programmes.

In 1992 the National Council for Education, the advisory body, issued a Recommendation (Recommendation No. 2/92) on the European Dimension of Education. In this Recommendation it is recognised that to be European at the start of the twenty first century is to belong in a vast multi-cultural area in which mobility, exchange, dialogue among peoples, cultures and persons are all powerful factors for innovation and creativity. Apart from the incentives to mobility, the Recommendation also makes an appeal to include the country in information networks and databases in the fields of Education, Science and Culture, as a way of ensuring interactive participation. In this co-ordinated way the maximum number of agents involved in education can benefit. . In Recommendation No. 2/01, 4th of July, on the Mobility of Young People in Europe, mention is made of the need to include in the priorities of education policy the development of trans-national mobility for young people, for students in secondary and higher education as well as for trainees and trainers. It was also recognised that there was a need to remove obstacles in the way of candidates seeking mobility.

Recently the National Council of Education has been looking into other issues related to the European dimension. One such issue is the Recommendation on Future Specific Objectives of Education Systems (Recommendation No. 2/02), the Report of the Bologna Declaration and the System of Levels of Higher Education in Portugal (Statement No. 3/02) and the statement No. 2/2004 regard the implementation of the Bologna Process.

Legislation: Advice n.º 2/02

11.2. Ongoing Debates and future developments

Similar to her European partners, Portugal is involved in promoting the strategic objective of Europe for the coming decade, as defined in the Lisbon Council of Europe (March 2000: "making the knowledge-based economy more dynamic and more competitive in the world, able to guarantee sustainable economic growth, with more and better jobs, and with more social cohesion". Education and training are priority key-areas in the Lisbon strategy. As a result of the mandates of the Lisbon and Stockholm Councils of Europe, the detailed Work Programme to follow-up on the objectives of the Europe 1 education and training schemes was adopted jointly by the Council (Education) and by the European Commission on 14th February 2002. This Work Programme is the core of the European political agenda on these matters, and around which all efforts must be concentrated and co-ordinated.

The Council of Europe of March 2005 re-launched the Lisbon Strategy, inviting each Member-state to prepare their operational programme for the strategic objectives defined in four areas: knowledge, business, social and environmental.

Two major focuses of the XVII Constitutional Government's programme are a major investment in knowledge, qualifications for the Portuguese, in technology and innovation, and raising the international profile of the country, be it in the priority plan of the European Union, be it in the global plan, re-launching external cooperation and boosting Portuguese culture and language. With this objective in mind, a new system of Portuguese teaching abroad was created.

As a major goal for national qualifications, the current legislature aims:

- to make practical experiments compulsory in scientific and technological subjects and double the number of young people on secondary-level technological courses and vocational courses;
- to reduce school failure in ensino básico and upper secondary education by half;
- make the teaching of English part and parcel of the 1st cycle of ensino básico;
- to make education or vocational training compulsory for all young people up to the age of 18;
- to re-launch the application of the "training clause for young people" and the "annual training minimum";
- to increase the number of graduates and advanced training in higher education.

Another facet of the government's investment is the creation of a broad and diverse system of lifelong learning that offers a wide range of possibilities of updating and improving competencies and matching the challenges inherent to employment flexibility. From this perspective, what stand out are the definition of professional profiles that are lacking in the job market and the development of a competency recognition and validation system. Above all, it is a democratisation of access to knowledge as a major lever of economic and social development.

In the areas of pre-school education, ensino básico and upper secondary education the Government's priorities are:

- Quality education for all, progressively extending to all children of pre-school age and consolidating the universality of nine years of ensino básico ;
- A change in the structure and organisation of the educational system and resources from the point of view of general public interest and, specifically, that of students and families, for example in the recruitment and placement of teachers and the timetables of teaching establishments;
- To inculcate the culture of assessment and accountability in all of the aspects of the education and training system according to results, efficiency and equity: assessment of performance of students and the national curriculum; assessment of teaching staff; assessment of schools and technical support services.

The four essential priorities in higher education are:

- To ensure that the Portuguese are qualified within Europe, implementing the Bologna process, an opportunity to encourage people to go on to higher education, improve the quality and relevance of training given, making education more international and encouraging mobility among students and graduates;
- To consolidate the higher education system with autonomous institutions, facilitating the government's reform of those institutions in order to develop a culture of and making the organisation and management more flexible, reducing the government's role in the system and

- encouraging partnerships between national and foreign institutions;
- To promote the quality of the system, emphasising the need to serve different needs, which implies the construction of an internationally-recognised quality guarantee system and the demand that universities and polytechnics do the same and that they are subject to certification;
- Promote equality of opportunity of access to higher education, improving attendance and success levels on courses, attracting new students within the scope of lifelong learning and school social work.

11.3. National Policy Guidelines/Specific Legislative Framework

Among the exclusively strategic national objectives, the major educational options reflected in national legislation on education reveal the main paradigms of the policies of international organisations, and in particular of the European Union.

As laid down in the Constitution of the Portuguese Republic, Portugal is dedicated to reinforcing a European identity (article 7, sub-paragraph 5).

In the terms of the Education Act (Law No. 46/86, 14th of October), the Portuguese education system is organised in such a way as to contribute towards defending national identity and reinforcing loyalty to the historic past of the country, by making people aware of the cultural heritage of the Portuguese people, within the framework of a European universal tradition and growing interdependence, and the necessary solidarity among the peoples of the world; (sub-paragraph a) of article 3), and guarantees the right to difference, with respect for personalities and individual projects for existence, as well as consideration and value attached to different forms of knowledge and cultures (sub-paragraph d) of article 3). This idea is expressed in objectives established at each teaching level: ensino básico has among other objectives the aim of promoting a national awareness that will be open to reality with a view to universal humanism, solidarity and international co-operation (sub-paragraph f) of article 7) and upper secondary education aims to train young people interested in solving the country's problems, making them aware of the problems facing the international community, and basing this on the specific reality of regional and national life, and on respect for society's permanent values, as a whole, and Portuguese culture, in particular, (sub-paragraph d) of article 9).

The Organic Law of the Ministry of Education, approved by Decree-Law No. 208/02, 17th of October, aimed to meet the challenge of the qualification of human resources in terms of Portugal's role in the European Union and the world and the competitive demands of the global economy. One of the aspects worth highlighting is the creation of the Direcção-Geral de Formação Vocacional (General-Directorate for Vocational Education), whose purpose is to achieve internationally gauged standards for qualifications for young people and adults and an education open to the world that prepares young people the challenges of globalisation.

The current Organic Law, Decree-Law No. 213/06, 27th of October, creates the National Qualification Agency (Agência Nacional para a Qualificação, I. P.), absorbing the Directorate-General of Vocational Training (Direcção-Geral de Formação Vocacional) to achieve these goals.

Decree-Law No. 79/05, of 15th April, creates the Ministry of Science, Technology and Higher Education, which is responsible for governmental policy in this area within the terms of the government's agenda 11.1. and 11.2. .

Law No. 49/05, 30th of August, which amended the Education Act, authorising the adoption of ECTS – European Credit Transfer and Accumulation System, based on students' work.

Decree-Law No. 74/06, 24th of March, regulates the amendments introduced by the Education Act regarding the new organisation model of higher education into three study cycles within the framework of the Bologna Process.

The Resolution of Council of Minister No. 38/05, 19th of July, nominates a National Coordinator for the Lisbon Strategy and set up a network of personal representatives for all the Ministries and those responsible for the policy coordination units, with a view to drawing up a National Plan for Reforms for the promotion of economic growth and employment, contributing to the development of a more cohesive and inclusive society for macroeconomic balance and the sustainability of the environment.

The Resolution of Council of Minister No. 183/05, 28th of November, approves the National Action Programme for Growth and Employment 2005-2008, which in point 7, Qualification, Employment and Social Cohesion, proclaims that the educational system should encourage the natural creativity of students from the very start of school, promoting the critical spirit and rigorous thinking necessary for the development of a culture of lifelong learning and the knowledge society. It considers the increased participation of adults in lifelong, on-going training as crucial factor of progress, stimulating the search for learning by people and organisations and extended what's on offer and making it more varied.

Order No. 484/06, 9th of January, establishes the national system quality guarantee in higher education via transparent and demanding independent international assessment by experienced and competent international organisations, such as the Organisation for Economic Cooperation and development (OECD), the European Network for Quality Assurance (ENQA), the Association of European Universities (AEU) and the European Association of Institution in Higher Education (EURASHE).

Decree-Law No. 67/05, 15th of March, and Ordinance No. 577/05, 4th of July, regulate the Portuguese State's recognition of academic degrees awarded in the successful conclusion of the Mestrado course "Erasmus Mundus".

Decree-Law No. 183/06, 6th of September, creates the Escola Portuguesa de Luanda-Centro de Ensino e Língua Portuguesa (Luanda Portuguese School – Portuguese Language and Teaching Centre), on the same basis as the state teaching and educational establishments in the Portuguese educational system and that provide pre-school education and ensino básico and upper secondary education.

Decree-Law No. 165/06, 11th of August, establishes the Legal Basis of the Portuguese Teaching and the Ordinance No. 1396/06, 14th of December, defines the coordination structures of this teaching.

Institutions: National Agency for Qualification

Institutions: Ministry of Science, Technology and Higher Education

Institutions: Ministry of Education

11.4. National Programmes and Initiatives

Please refer to the subdivisions for more details.

11.4.1. Bilateral Programmes and Initiatives

Portugal has cultural agreements with sixty-six countries, in which a general framework for co-operation is set out for each sector, including education. Specific action programmes resulting from these agreements, usually lasting for 3 years, are defined by Joint Committees. As a rule the following areas of co-operation for Education are included in these programmes:

- Regular exchange of documents and information on education, to provide a better understanding of the respective education systems;
- Exchange of education specialists to help keep abreast of reforms and innovation in both education and pedagogic areas;
- The teaching of the languages and cultures of the respective countries;
- Recognition and equivalence of studies;
- Setting up partnerships between schools.

Within this context, public assistance measures for development in education are promoted bilaterally to contribute towards developing education systems in those African countries where Portuguese is the official language, and, eventually, in other developing countries where co-operation agreements for education have been signed. Those education agreements that are bilateral, multi-annual and integrated in Indicative Co-operation Programmes, proposed and approved through bilateral agreements, are part of different areas and teaching levels:

- In higher education, priority is given to training for technical management and institutional skills improvement;
- In non-higher education, priority is given to teaching the Portuguese language, distance learning, support in producing curricular materials, support for improving skills in schools of non-higher education and financial support in certain circumstances.

Naturally the five African countries where the official language is Portuguese (Angola, Cape-Verde, Guiné-Bissau, Mozambique and S. Tomé e Príncipe) and East Timor are the countries in which Portuguese public aid for development is concentrated. It is worth noting that the Escola Portuguesa de Luanda-Centro de Ensino e Língua Portuguesa (Luanda Portuguese School – Portuguese Language and Teaching Centre) was created on 6th of September, 2006.

Also important here is the Fulbright programme (within the framework of the Luso-American Cultural Commission - Fulbright Commission), which is involved in teaching, through the exchange of individuals and technical knowledge. In the past forty years, the Fulbright Commission has funded Portuguese and North American students, pupils and teachers, involved in different study areas, but in particular in research projects, curricular development or planning.

11.4.2. Multilateral Programmes and Initiatives

In the multi-lateral framework, although the specific characteristics of the framework are important, Portuguese involvement in Community education and training programmes is also relevant. The experience gleaned in the first phase of the SOCRATES Programme (1995-1999) is a valuable instrument for national involvement in the second phase of the Programme, introduced at the time of the Portuguese Presidency, which covers the period from 1st January to 31st December and which was adopted by the Decision No. 253/00/CE of the European Parliament and Council on 24th January, 2000.

All information on Portuguese involvement in these programmes is available at the National Agency web site for the SOCRATES and LEONARDO DA VINCI Community Programmes, which ensures the management of the second phase of the Socrates and Leonardo da Vinci programmes, as well as the Tempus III programme and the document "Europass - Formação", on <http://www.socleo.pt/>.

The Resolution of the Council of Ministers No. 67/07, 9th of May, designated the Ministries of Work and Social Solidarity, Education and Science, Technology and Higher Education as national authorities for the implementation and management of the Lifelong Learning Programme 2007-2013 and created a mission group called the Agência Nacional para a Gestão do Programa de Aprendizagem ao Longo da Vida (National Agency for the Management of the Lifelong Learning Programme) of TEMPUS IV and the second stage of the SOCRATES and LEONARDO DA VINCI programmes. This programme focusses on the specific aspects of school teaching, higher education, vocational training and adult education and is divided into four basic sector programmes – Comenius, Erasmus, Leonardo da Vinci and Grundtvig – that is transversal and encompasses the promotion of language learning and e-learning activities and the Jean Monnet programme, which focuses on teaching and research in the field of European integration studies.

After joining the European Community, Portugal joined the Convention on creating the European University Institute in Florence, and national representatives became members of the Institute's higher council. In this context, Portugal is involved in promoting the objective of this institute, which is "to encourage the development of Europe's cultural and academic heritage in its unity and diversity". Consequently, the doutor granted by the Institute was received in the national juridical order. In the terms of Decree-Law No. 93/96, 16th of July, the holder of the doutor granted by the European University of Florence "(...) has all the effects and purposes of the same degree granted by Portuguese universities".

Portugal is involved in the Organisation for Economic Co-operation and Development (OECD), and takes part in the reflections and joint work of finding solutions to difficulties currently facing education systems, within the wide framework of human resources development. Portugal is represented on the Education Committee, on the Managing Council of the Centre for Research and Innovation in Teaching, on the Council of Countries Participating in the Programme for International Student Assessment (PISA) and on the Pilot Committee for the Decentralised Programme for Construction and

Facilities for Education. Important in Portugal's most recent participation in these activities is the involvement in work done within PISA and collaboration in preparing the indicators on teaching and the results of learning, as well as developing a data base of statistics that are internationally comparable (as part of the "Statistics and Indicators of teaching systems" project).

It is worth highlighting the following activities:

- The examination of "The Education and Care Policies in Early Childhood, between 1998 and 2005, covering 20 countries, which resulted in the national report entitled "Pre-School Education and Care for Children in Portugal";
- The examination of Adult learning, between 1999 and 2004, which resulted in the publication of "Adult Learning in Portugal";
- The Project on "National Qualification Systems in the Promotion of Lifelong Learning, concluding in October 2005 with an International Conference in Dublin on the different national devices for the validation and certification of competencies, with regard to formal and non-formal learning;
- The Project on "Teacher Policy", which analysed trends and developments in 25 countries between 2000 and 2004;
- The Programme for the International Assessment of Adult Competencies (PIAAC), currently being prepared and soon to be launched.

Among the initiatives and activities of the Council of Europe (CE), is Portuguese participation in the Education Project for Democratic Citizenship, in the programme for on-going training for education staff, as part of the CE's Linguistic Policies and training in languages and the European Dimension Project in the teaching of History. Also important in the work being done by this European organisation are the Projects "Teaching to remember: Education for the prevention of crimes against humanity", "The new intercultural challenge of Education: religious diversity and dialogue in Europe" and "Education of Roma children/ Gypsies in Europe".

Portugal collaborates in a variety of ways from direct intervention in meetings and work groups linked to the activities of the CE, participation in specialised committees, studies done and meetings held in Portugal or in innovative initiatives in the work done by the CE on Education. By way of example, the Portuguese took part in the Education Project for Democratic Citizenship that has been giving rise to reflection and discussion on this subject. This has also enhanced several experiments within the formal education system as well as in other contexts linked to active citizenship.

As a member state of the United Nations Organisation for Education, Science and Culture (UNESCO), Portugal has been involved in the major initiatives of the Organisation, attending the General Conference and all activities related to education, in particular the International Conference on Education, held every two years, at which the National Report on the Development of Education was presented. During the general Conference in 2001 Portugal was elected to the Council of the International Bureau of Education (IBE).

Since then the Ministry of Education has been represented in the vice-presidency of that organisation. Portugal's attendance at the Dakar Forum and at several meetings organised within the European Union and UNESCO reflect the country's interest, through the Ministry of Education, in supporting world efforts to promote education for all. Nationally, measures are adopted for looking into the topics included in Dakar from two main angles. The first is in preparing National Education Plans in the Portuguese Speaking African Countries and to develop projects for bilateral and multi-lateral co-operation in Education for All.

Portugal has also been part of the Decade launched by the United Nations for Literacy, and joined the System of Member Schools in 1981. Currently around fifty Portuguese schools are members.

Portugal is a founding member of the Community of Portuguese Speaking Countries, an international organisation created on 17th of July of 1996, with its head office in Lisbon. In this role Portugal participates in initiatives and projects resulting from decisions taken at the Conferences of Ministers of Education of this organisation, particularly in the areas of educational assessment, technical-vocational training, distance learning, teaching of history and literature (and is responsible for co-ordinating some of these projects).

In 2002, Portugal became a member of the Organisation of Iberian-American States for Education, Science and Culture (OIS), where in recent years the country attended as an observer. Portugal was involved in an Education Project, in the University Programme of Iberian-American History, in the Iberian-American Reading Plan and the Teacher Status and Training Programme.

Institutions: Ministry of Science, Technology and Higher Education

Institutions: Ministry of Education

Institutions: Ministry of Work and Social Solidarity

11.4.3. Other National Programmes and Initiatives

Since the start of the eighties, Portugal has been involved in the European dimension in education.

After Portugal joined the European Community, and following the resolution passed by the Council of Ministers of the EEC on a European dimension in education on 24th May 1988 (88/C 177/02) and the resolution on the European dimension on the school adopted on 20th November 1987 by the European Parliament, the Programme for the European Dimension in Education was created in Portugal in a ministerial order on 28th of March of 1989.

Until 1996, when the Co-ordination Unit for European Clubs was created, the Programme tried to implement measures designed by international bodies and entities and co-ordinated the action of the Ministry of Education with that of other governmental or non-governmental bodies or organisations specifically geared to build up the European dimension of education (case of the European Education Centre). The following are some of the more important measures adopted as part of the Programme for the European Dimension in Education:

- Helping to create European Clubs and their activities (Portuguese initiative), as the driving centres for European education, at national and European level;
- Design and preparation of teaching materials to address the European dimension;
- Commemoration of Europe Week (5-9 May);
- Co-ordination of courses for schools of non-higher education, namely "Europe in the School";
- Collaboration in co-ordinating initiatives as part of the European dimension of education, such as "Spring of Europe";
- Collaboration in the initiatives of other institutions working in the same area, such as the Office of the European Parliament in Portugal, Representation of the European Commission, Jacques Delors Centre for Information on Europe; National Agency for the Socrates and Leonardo da Vinci Programmes and the National Centre for Culture.

Order No. 61/SEAE/96, 2nd of July, merged the Programme for a European Dimension in Education with another new structure created for the purpose. This was the Co-ordination Unit for European Clubs (since September 2000 part of the Office for European Affairs and International Relations of the Ministry of Education), which co-ordinates the national and international network of clubs.

The European Clubs, a Portuguese initiative in full development since 1986, open to students, teachers and others involved in the education community, are formed voluntarily when schools for pre-school, ensino básico and upper secondary education want a club.

The general objectives are:

- To create and make known a true European spirit;
- To promote with the support of those competent, dynamic measures to spread information on: Europe, the European institutions; the member states of the EU and the Council of Europe; the cultural and natural heritage of Europe, the problems that contemporary Europe faces; the role of Europe in the world; the process of European enlargement and its implications;
- To contribute towards a comprehension of European pluralism, European and world interdependence and the need for co-operation;
- To contribute towards reciprocal comprehension and tolerance as well as creating a sense of responsibility in pupils, as young European citizens.

There is a wide variety of work and initiatives promoted by the European Clubs to address organisational models and products. This variety is the result of the age of pupils, the objectives of each Club and the characteristics of the school and local educational community.

Currently the European Club movement begun in Portugal covers more than 500 Portuguese schools teaching pre-school, ensino básico and upper secondary education, both State and private. From 1994 the initiative was extended to other European countries. The international network of European clubs today covers 23 European countries (Germany, Austria, Belgium, Bulgaria, Croatia, Spain, Estonia,

Finland, France, Hungary, Ireland, Italy, Latvia, Lithuania, Luxembourg, the Netherlands, Norway, Poland, the United Kingdom, Slovakia, Russia, Sweden and the Ukraine).

In 2006 the European Clubs celebrated 20 years of existence with a series of activities at national level.

Institutions: National Agency for Lifelong Learning Programme

11.5. European/ International dimension through the National Curriculum

Please refer to the subdivisions for more details.

11.5.1. Pre-school education

Among the guidelines enshrined in the Framework Law for Pre-school Education (Law No. 5/97, 10th of February), the objectives of pre-school education are to promote the personal and social development of the child based on experiences of democratic life with a view to education for citizenship "and (...) encourage the child to become part of different social groups, with respect for different cultures and gradually developing an awareness of being a member of society (...)".

In Curricular Guidelines for Pre-school Education, the European and international dimension of education is developed globally and transversally in all educational action, in the three major areas of learning (Personal and Social Training, Expression and Communication and an Understanding of the World). Consequently in principles and objectives, as well as in content, the dimension of Education for Citizenship is well expressed, particularly in social training.

Legislation: Law n.º 5/97

11.5.2. Ensino básico

In agreement with the guidelines laid down in the Portuguese Education Act, and with the reorganisation of ensino básico (in force since the 2001/2002 school year), the European and international dimension in the ensino básico curricula found a greater expression in a new curricular component, introduced transversally, in all cycles of teaching. This component is Education for Citizenship. The core objective is to contribute towards identity building and an awareness of civic responsibility in pupils. This curricular component is not the responsibility of one teacher or one discipline. It is taught using a plan that covers the work to be done by the different disciplines and curricular areas.

Furthermore, aspects such as a European dimension in education, among others, are included in the work done in non-disciplinary curricular areas, as part of the different disciplines, and also in the area of curriculum enrichment activities in the 1st cycle of ensino básico.

In the disciplinary curricular areas, the European and international dimension is more significant in the following disciplines/disciplinary areas:

- Study of the Environment – 1st cycle of ensino básico ;
- Languages and Social Studies – 2nd cycle of ensino básico (Foreign Languages, History and Geography of Portugal);
- Foreign Languages – 3rd cycle of ensino básico ;
- Human and Social Sciences – 3rd cycle of ensino básico (History and Geography).

11.5.3. Upper secondary education

A European and international dimension is present in the syllabi of some disciplines included in the curricula of upper secondary education. There are several disciplines for which the objectives and ends include the development of attitudes and values leading to creating a European awareness, as well as to acquiring fundamental international values such as tolerance, solidarity, respect for others, cooperation and citizenship.

A European and international dimension is found more significantly in the national curricula in the following disciplines:

- Portuguese Language – in the syllabus for Portuguese the study of prose is seen as a way of developing a critical identification with cultural events held regionally, nationally and universally;
- History – in the History syllabus co-ordinating the History of Portugal/History of Europe/World History expresses in its very nature a European and international dimension. Furthermore, the syllabus aims, among other things, to promote the capacity to make a critical interpretation founded on the current world and the development of an awareness of citizenship in its national and universal dimension;
- Foreign languages (English, French, German and Spanish) – given the nature of these disciplines, Foreign Languages are a highly appropriate platform from which to look into topics related to European and international citizenship. Bearing in mind syllabus content, those disciplines linked to learning foreign languages, apart from promoting skills for communicating in other languages, contribute towards promoting education in communication as a form of social interaction, as a way of increasing universal values such as respect for others, feelings of solidarity, co-operation and citizenship;
- Geography – the geography syllabus aims as a whole at an understanding of the structure of the home country through different levels of analysis, as well as that country's place and inter-relationship with other European or world spaces;
- Economy – the syllabus content for economy promotes, particularly at levels 10 and 11 of schooling, the economic and social reality of Portugal and the European Union through applying what is learnt and giving examples of this reality, with a view to helping the pupil develop an identity as a citizen of Europe and the world;
- Philosophy – the philosophy syllabus is designed in terms of ends and objectives, and with regard to skills acquisition, assuming "Education for Democratic Citizenship".

11.5.4. On-going Education and training for young people who drop out of school early and for adults

In the curricula of the three teaching levels of recurrent education, formal adult education, subjects related to European and international dimensions are included in the purposes, objectives and content to be taught. This involves:

- 1st cycle topics such as the Building of Europe, European citizenship, the Portuguese Speaking African Countries, different cultural identities;
- 2nd cycle Multi-disciplinary Area Discipline Man and the Environment, Complementary Training (Suggested topic: Portugal in the European Union);
- 3rd cycle Discipline Social Sciences and Civics.

Among the different approaches to adult education and training, including adult's education and training courses, the National System for the Recognition, Validation and Certification of Skills acquired in the formal and non-formal context, the guideline throughout is the Key-Competencies Reference Framework in Adult Education and Training.

The areas Citizenship and Employability and Citizenship and Professionalism (one of the 4 areas considered in that strategic document) aims to develop in adults the skills for group work, adaptability and flexibility, skills for lifelong education and training, relationship skills, intercultural learning, all indispensable for interacting in national, European or international contexts.

Among the initiatives promoted in European or international style adult education are acções S@bER +. This initiative involves a series of short-term measures that aim to motivate the adult population to improve their school or vocational qualifications and to find adequate solutions to the new demands of a constantly changing world.

Acções S@bER +, which aim to facilitate and encourage mobility and the integration of adults in European and international areas.

There are also + Clubs, designed by Direcção-Geral de Formação Vocacional (General-Directorate for Vocational Education), under the SOCRATES/ Grundtvig Programme. These are true areas where people are welcomed and provided with information and guidance, and where they can share experience and knowledge. National and emigrant adults with few skills and less schooling can participate in educational, cultural and social activities with a view to having more active citizenship and to promoting true inclusion.

11.5.5. Higher Education

The process of internationalising schools of higher education naturally has an impact on study plans. Since 1997, the schools of higher education prepare within the framework of the SOCRATES Programme, a policy statement on European co-operation (European Policy Statement). Some examples of the instruments that have contributed towards this dimension in Portuguese higher education are involvement in Intensive Programmes, Projects for Joint Curricular Development and Theme Networks within the framework of ERASMUS Action in the SOCRATES Programme, of the Lifelong Learning Programme and the Jean Monnet Professorials, among others, are examples of instruments that have contributed to this aspect of Portuguese higher education.

Portugal's integration into the European system for quality assurance in higher education will soon be guaranteed by the Assessment and Accreditation Agency for Quality Assurance in Higher Education (Agência de Avaliação e Acreditação para a Garantia da Qualidade do Ensino Superior). The Decree-Law that institutes the abovementioned Agency has been approved for public consultation and its structure follows the international recommendations of the recent European Association for Quality Assurance in High Education (ENQA) evaluation. The Agency will take on the responsibilities of the defunct National Higher Education Assessment Council (Conselho Nacional de Avaliação do Ensino Superior – CNAVES).

The adjustment of higher education courses to the Bologna Process should be applied by the end of the academic year 2008-2009.

Institutions: National Council of Evaluation of Higher Education

11.5.6. Teacher Training

Currently in Portugal, national curricula for teachers do to some extent have a European approach, and in some cases an international approach, reflected in the job description and qualification of teaching staff. In addition, an impact has been felt from the growing number of training opportunities and teaching practice available in other member states of the European Union for limited periods.

This European dimension to teacher training, at initial training level, but also at on-going training level, the international mobility of teachers, the ever more important advantage of understanding teacher training policies not only in the other EU member states but also in other countries, have all had repercussions on the way teacher training in Portugal is structured nowadays.

By way of example:

- The process for regulating recognition of the professional qualifications of teachers acquired in the European Union or in other countries;
- The implications of the Bologna process in initial teacher training courses;
- Increasing encouragement of teacher mobility through participation in Community programmes;

- The participation of institutions working in the area of initial and on-going training for teachers in trans-national projects.

11.6. Mobility and Exchange

Please refer to the subdivisions for more details.

11.6.1. Mobility and Exchange of Pupils/ Students

The Portuguese education system promotes transnational mobility by sending Portuguese pupils/students abroad and receiving foreign pupils/students. Apart from individual or 'spontaneous' mobility, there is also, of course, the mobility that is part of Community programmes, namely the SOCRATES Programme.

At higher education level exchange takes place within the partnerships of the COMENIUS school, in the Language Projects, where student exchange is one of the components of the project. As part of the 2nd phase of the programme, contrary to what happened in the first phase, the mobility of pupils in Comenius 1 Action is funded, regardless of the type of the school partnership (School Project or School Development Project).

In higher education and in the terms of Law no. 1/03, 6th of January, approving the Legal Regime for Development and Quality in Higher Education, cultural, scientific and technical exchange with similar national and foreign institutions should take place, and co-operation agreements can be signed between public and non-public schools and colleges of higher education, universities and polytechnic colleges (art. 4, No. 4).

At this level exchanges take place as part of ERASMUS mobility, based on European inter-university co-operation. In agreement with the rules of the programme, for all students who are involved in ERASMUS mobility national assistance/loans are maintained as granted under Social Action. Currently, there are several Portuguese schools of higher education that, within the framework of that programme, fund mobility for their students and/or complement their ERASMUS grants from their own funds. Portugal also co-ordinated as part of the Complementary Measures SOCRATES Programme, a project for a feasibility study for a financial assistance scheme for transnational mobility in education, the conclusions of which were submitted to the European Commission in the first half of 2000.

It is worth highlighting that via Decision No. 2317/2003/CE, that the European Parliament created the «Erasmus Mundus» Programme. This programme intends to strengthen European cooperation and international relations in the field of higher education, supporting the creation of master's degree recognised quality in Europe, creating better access to pós-graduação courses in European universities for students and researchers from other countries in the sense of studying in other countries.

Also as part of the Fulbright Programme, many Portuguese students have benefited from grants to study in the USA.

Finally, and based on a common heritage and the Portuguese language, Portugal is the host country for many students from the Portuguese speaking countries.

In promoting the conditions required for trans-national mobility in education in general, and to meet the essential principle of free movement in the Community space in particular, national legislation envisages recognising studies, diplomas and other qualifications obtained abroad.

Recognition in ensino básico and upper secondary education

In the terms of the actual Education Act, the Government defines the model of equivalence between the studies, degrees and diplomas of the Portuguese education system and those of other countries (Law No. 46/86, 14th of October, article 63, no. 3). Decree-Law No. 227/05, 28th of December, defines the scheme for granting equivalence for qualifications of foreign education systems to Portuguese

qualifications in ensino básico and upper secondary education, partially revoking Decree-Law No. 219/97, 20th of August. Having the criteria to obey when granting equivalence of studies, the competent bodies have to have operative instruments that allow them to respond, thoroughly, objectively and equitably to the request made. In this area, Ordinances No. 224/06, 8th of March and No. 669/06, of 12th July, approve the comparative tables between the Portuguese education system and other educational systems.

Recognition in higher education

Equivalence or recognition of foreign qualifications at higher level to equate them to corresponding Portuguese qualifications is regulated by Decree-Law No. 283/83, 21st of June. In the terms of that law, applications are examined on a case-by-case basis by schools of higher education where similar courses are administered, and there is no automatic equivalence. Equivalence granted as laid down in this law has the same worth and produces the effects of corresponding degrees or diplomas. Granting equivalence does not dispense the holder of the same from, for professional purposes, meeting all other conditions demanded by the professional competent authorities to be able exercise the respective profession.

Portugal hosted in Lisbon on 11th April 1997, the Diplomatic Conference attended by 44 countries for the adoption of the Convention of the Council of Europe/UNESCO on the recognition of higher education qualifications in the European Region. The Convention in force since 1st February 1999 was ratified by Portugal on 15th of October of 2001.

An active party in the Bologna Process, Portugal belongs to the group of countries that undersigned the Declaration in Bologna in 1999.

Among the four strategic benchmarks for higher education (Major Options of the Plan) is the universal approach to higher education, a system that should be open to the international community and in line with the strategic priorities of the country. Mechanisms for co-operation will be planned with foreign schools and colleges of higher education, in the Portuguese Speaking African Countries with a view to promoting co-operation in the Portuguese speaking world and to creating the environment for a more international approach to learning and teaching and to increasing the link between the Portuguese higher education system and similar systems throughout Europe. All of this is part of the Bologna Process to consolidate the European Higher Education Area and the complete integration and international acceptance of graduates.

Although requiring the necessary legislation, Law No. 1/03, 6th of January, is an important step to adopting a new structure for study, a guarantee of quality, a credits system compatible with the European Credit Transfer System (ECTS), better quality and accreditation of schools and the provision of Lifelong Learning.

With regard to ERASMUS mobility, the recognition of study periods abroad, within the framework of the SOCRATES Programme, is based on agreements established between Portuguese schools of higher education and their European partners, through the increasing application of the European System for the Transfer of Academic Credits (ECTS).

The recognition of academic degrees in the successful completion of Mestrado courses on «Erasmus Mundus» by the Portuguese State is foreseen by Decree-Law No. 67/05, of 15th March and in the Ordinance No. 577/05, 4th of July.

Vocational recognition of qualifications

Within the European Union, recognition of diplomas, certificates and other titles that attest to vocational training, acquired by nationals of the member states of the European Union and the states undersigning the Agreement on the European Economic Space who wish to practice their profession in Portugal, is regulated by Community directives that lay down the general systems for recognising professional qualifications and by specific directives (sectoral directives) for certain professional areas, as well as by national legislation through transposing these Community provisions.

A fundamental condition of recognition is the fact that the profession in question is regulated in the country.

Directive 89/48/CEE, 21st of December, regarding the first general system for recognising higher education diplomas, sanctions vocational training lasting a minimum of three years and was transposed to the Portuguese internal juridical order by Decree-Law No. 289/91, 10th of August, amended and completed by Decree-Law no. 396/99 of 13th October and by Ordinance No. 325/00, 8th of June. This law defines the applicants, lists the professions it covers, specifies the competent authority for each one of them and lays down the juridical procedure of applications submitted. The coordination of this directive is the competency of the Ministry of Science, Technology and Higher Education.

Directive 92/51/CEE, 18th of June, on a second general system for recognising vocational training which completes the first, is applied to those who are the holders of diplomas, certificates or attestations of skills not covered by Decree-Law no. 289/91, of 10th August, and who wish to practice a profession in Portugal, covered as a regulated profession, as independent or salaried workers. This was transposed to the Portuguese juridical order by Decree-Law no. 242/96, 18th of December. The Ministry of Education assures this directive.

The 1999/42/CE Directive, of 7th June, that established a mechanism for the recognition of certificates for professional activities covered by the directives for liberalisation and transitory measures, completed the general system for recognition of certificates. This directive was made law by the Decree-Law no. 48/03, 20th of March, and the respective national coordination the responsibility of the Ministry of Work and Social Solidarity.

The national co-ordinators of Directives 89/48/CEE and 92/51/CEE are responsible for promoting the uniform application of these directives in all the professions covered, in co-ordination with the competent authorities, and they are part of an Advisory Group of the European Commission.

With the fundamental principle being the harmonisation of different types of training, there are sector directives regarding the professions of general nurse, dentist, midwife, pharmacist, doctor, vet and architect, the first five being the responsibility of the Ministry of Health and the last two the Ministry of Agriculture, Rural Development and Fisheries and the Ministry of Public Work, Transport and Communications, respectively.

Within the framework of the Initiative to Simplify the Legislation of the Internal Market Directive 2001/19/CE of the European Parliament and of the Council of 14 May was adopted. It introduced amendments to the directives of the general system and to the sectoral directives. This is now being transposed to the internal juridical order: Decree-Law No. 71/03, 10th of April (Directive 89/48/CEE), Decree-Law No. 170/03, 1st of August (Midwife), Decree-Law No. 171/03, 1st of August (Pharmacist), Decree-Law No. 174/03, 2nd of August (Dentist), Decree-Law No. 175/03, 2nd of August (Nurse responsible for general care), Decree-Law No. 177/03, 5th of August (Doctor), Decree-Law No. 179/03, 14th of August (Directive 92/51/CEE), Decree-Law No. 241/03, 4th of October (Architect) and Decree-Law No. 242/03, 7th of October (Veterinary surgeon).

On 3rd July of 2002, the Commission, at the European Council of Stockholm, in March of 2001, has introduced a Directive Proposal of the European Parliament and of the Council with respect to the professional recognition of qualifications, which reassemble in an only one document the directives of the general system and the sectoral directives, where principles aims are the contribution for the work market and service flexibilisation, the consolidation and the simplification and the management and administration improvement.

NARIC, created in 1986 and part of the Directorate General for Higher Education of the Ministry of Science, Technology and Higher Education, is the centre for information of particular interest to those who want to know more about recognition of foreign diplomas and titles.

Legislation: Decree-Law n.º 170/03

Legislation: Decree-Law n.º 170/03

Legislation: Decree-Law n.º 171/03

Legislation: Decree-Law n.º 174/03

Legislation: Decree-Law n.º 175/04

Legislation: Decree-Law n.º 219/97

Legislation: Decree-Law n.º 227/05

Legislation: Decree-Law n.º 241/03

Legislation: Decree-Law n.º 242/03

Legislation: Decree-Law n.º 242/96

Legislation: Decree-Law n.º 283/83
Legislation: Decree-Law n.º 289/91
Legislation: Decree-Law n.º 396/99
Legislation: Decree-Law n.º 67/05
Legislation: Decree-Law n.º 71/03
Legislation: Law n.º 1/03
Legislation: Law n.º 46/86
Legislation: Ordinance n.º 577/05

11.6.2. Mobility and Exchange of Teaching and Academic Staff

Similar to what happens with pupils/students, teaching staff also takes part in trans-national mobility. Mobility is also part of the programmes of international organisations such as the Council of Europe and the European Union.

With regard to the Council of Europe, Portugal has taken part in the programme for on-going training for education staff. Many teachers and other categories of Portuguese educational staff (inspectors, teacher trainers, guidance specialists, psychologists, etc.) have benefited from funding to attend continuous, short term seminars or courses organised by the contracting States of the European Cultural Convention, or by the Council of Europe. The Bureau for European Affairs and International Relations, responsible nationally for co-ordinating the Programme being appraised, has been organising a European seminar as part of the Programme for on-going Training. The seminar is open to national and European participants, and deals always with one of the priority themes of the Council of Europe. By way of example, GAERI organised in October 2003 the seminar: "Communities with Education for Democratic Citizenship", attended by 30 participants (20 national and 10 foreign).

In the European Country there is mobility of teaching staff within the SOCRATES Programme.

In non-higher education, mobility activities for educational staff are provided in two ways in the Programme. There is mobility in association with the work of trans-national projects (Comenius 1 – partnerships between schools), and mobility linked to on-going training activities (Comenius 2.2 – individual grants for on-going training for education staff). Portuguese participation has been highly positive and there has been constant, growing demand by Portuguese teaching staff and other categories of staff working in education.

In their internationalisation policies, schools of higher education have developed an important network for international links to promote teacher mobility. Bilateral protocols or agreements exist for co-operation with foreign schools and participation in international networks and programmes. In these there is SOCRATES/ERASMUS mobility through which teaching staff from Portuguese schools have been taking part since 1987, either through individual mobility or through involvement in intensive programmes. Hosting teachers who spend time teaching in partner schools contributes towards promoting a European dimension in higher education, providing virtual mobility for those students who do not benefit directly from physical mobility. The involvement of teachers and schools in projects for joint curricular development with an impact on study syllabi has also added to this dimension.

Mobility has also been provided through the Fulbright Programme with the USA.

The European Commission proclaimed 2006 the European Year of Worker Mobility with the aim of raising awareness of the advantages of geographic and professional mobility. Already in March 2005, the Heads of State and Government, meeting at the European Council, defended the development of European Education, via the promotion of geographic and professional mobility. Mobility comes about via the free circulation of people and the principle of non-discrimination for reasons of nationality, it promotes active citizenship, contributing to the creation of a knowledge Europe, responding to economic imperatives, promoting employability and European competitiveness.

11.7. Statistics

Please refer to the subdivisions for more details.

This information is being currently updated.

11.7.1. Students

A statistical analysis of ERASMUS mobility is relevant due to its importance in the internationalisation of Portuguese institutions of higher education, particularly bearing in mind its contribution towards the European dimension of the Portuguese education system. Participation in the ERASMUS Programme and in the ERASMUS Action of the SOCRATES Programme, since 2000-2001, brought about the mobility of 12,216 students of higher education in Portugal, and the increase has been practically constant over these four years.

Figure 1 – Number of Portuguese students in Erasmus mobility

Year	Total number of students
2000-2001	2570
2001-2002	2825
2002-2003	3172
2003-2004	3649

Source: SOCRATES National Agency for the Community Programmes SOCRATES and LEONARDO DA VINCI

Mobility participation over the years reveals a clear concentration in certain countries, a trend presented in the first phase of the SOCRATES Programme (1995-1999). At this moment, the countries most in demand are without doubt, in descending order, Spain, Italy, France, and Germany, with the United Kingdom increasingly in less demand by these students. Among the new destinations there has been greater mobility in the Netherlands and Poland.

Figure 2. Total number of Portuguese students of higher education in Erasmus mobility, according to country of destination

Country of Destination	2000/2001	2001/2002	2002/2003	2003/2004
Belgium	138	58	182	247
Denmark	65	46	53	67
Germany	274	303	300	308
Greece	42	51	48	44
Spain	548	619	728	883
France	410	373	357	320
Ireland	18	28	25	20
Italy	420	498	593	638
Luxembourg	0	0	0	0
Netherlands	147	148	184	243
Austria	49	38	60	49
Finland	63	70	79	97
Sweden	1	60	76	71
United Kingdom	261	209	198	169
Switzerland	0	0	0	0
Liechtenstein	0	0	0	0
Iceland	5	1	0	4
Norway	20	26	35	36
Subtotal EU+EEE	2461	2628	2918	3196
Bulgaria	2	2	5	10
Czech republic	15	44	53	112
Estonia	0	2	2	5
Cyprus	0	2	1	5
Latvia	1	4	14	31
Lithuania	0	0	0	0
Hungary	19	27	35	63
Poland	39	62	81	131
Romania	30	31	37	63
Slovenia	0	13	13	15
Slovakia	0	8	9	10
Sub-total Associated countries	106	195	250	445
TOTAL	2567	2823	3168	3641

Source: SOCRATES National Agency for the Community Programmes SOCRATES and LEONARDO DA VINCI

11.7.2. Teachers

The mobility of teachers of non-higher education, particularly within Europe, has been increasing significantly in the past decade, the result mainly of Portuguese participation in European programmes.

With regard to the SOCRATES Programme, the significant volume of grants to teachers for on-going training and project development assistance for transnational co-operation illustrate this new reality.

To a lesser extent, but still representative of participation in mobility activities, is attendance of courses/seminars organised as part of the on-going training programme for education staff by the Council of Europe.

Figure 1. Number of Portuguese teachers in Socrates mobility

Year	Number of teachers
1997	675
1998	683
1999	645
2000	234
2001	236
2002	121*
TOTAL	2594

Source: SOCRATES National Agency for the Community programmes SOCRATES and LEONARDO DA VINCI

To a lesser extent, but still representative of participation in mobility, is attendance at courses/seminars organised as part of the on-going training programme for education staff by the Council of Europe.

Figure 2. Number of Portuguese teachers taking part in the on-going training programme of the Council of Europe

Year	Number of teachers
2000	27
2001	9
2002	21
2003	34
2004	19
2005	18

Source: - *Gabinete de Assuntos Europeus e Relações Internacionais (GAERI)* – (The Bureau for European Affairs and International Relations)

There has also been more involvement in SOCRATES/ERASMUS teaching missions for teachers of higher education.

Figure 3. Number of Portuguese teachers in mobility with the Erasmus Program

Year	Number of teachers
2000-2001	400
2001-2002	449
2002-2003	484
2003-2004	531

Source: SOCRATES National Agency for the Community programmes SOCRATES and LEONARDO DA VINCI

Glossary

acções S@bER + (*acções S@bER +*): Short training courses for people over 18, who wish to acquire or consolidate professional and personal skills. Intended for those adults that want to develop or perfect competencies in specific areas, regardless of their school and professional qualifications.

agregação (*agregação*): Degree of the university and polytechnic teaching careers obtained after successfully defending the scientific curriculum, submitting a report on the corresponding scientific area of teaching and giving a summarised viva voce lesson.

área de projecto (*áreas de projecto*): At basic education level, it constitutes a compulsory curriculum component. It aims at involving students in devising, developing and evaluating projects which allow them to interlink information acquired in the different disciplinary areas about research or intervention topics/problems, according to their needs and interests. In basic education, it is a non-disciplinary area that students must attend and its development is linked with the disciplinary areas, supervised study and civics, and it should include a component of students' work with information and communication technologies, which should be an explicit item of the class curricular project. It is taught by teams of two teachers, preferably from different scientific curricular areas. At the secondary level, it is a compulsory curricular area, of the 12th grade which involves and integrates competencies gained in all subjects of this level.

área tecnológica integrada (*área tecnológica integrada*): Compulsory curricular area of the 12th grade of secondary education which integrates a specification subject, a technological project and a internship.

assistente do 1.º triénio (*assistentes do 1.º triénio*): A category of access to the polytechnic teaching career, in which the candidate is hired for three years. It is being restructured.

assistente do 2.º triénio (*assistentes do 2.º triénio*): A category of access to the polytechnic teaching career, in which the candidate's contract is renewed for another three years. It is being restructured.

assistente estagiário (*assistentes estagiários*): A category in the university teaching career. (S)he is responsible for giving practical or theoretical-practical lectures and conducting laboratory or field work in disciplines of the Master's courses. Recruitment is done through contest backed up by documentation among people holding a Master's degree with a final mark of, at least, Good.

assistente (*assistentes*): A category common to university and polytechnic teaching careers. They are expected to give practical and theoretical-practical lectures, do laboratory and field work, both in Master's and post-graduation courses, under professors' supervision. In universities they are recruited among probationary assistant lecturers with a minimum of two years' experience, or among other people holding an M-PhD degree or having passed a pedagogical aptitude and scientific capacity exam. In the polytechnic teaching career, recruiting is done through contest backed up by documentation among people holding a Master's degree and s relevant CV.

avaliação extraordinária (*avaliação extraordinária*): Exceptional assessment of teacher Method of assessing teachers that occurs only once, at the request of the teacher, by reason of his/her exceptional merit or because he/she has concluded at least one specialized course, that may render him a bonus of 2 years in time of service, if the final evaluation is "Excellent".

comissão de serviço (*comissão de serviço*): An instrument for teachers' mobility whenever it is necessary to perform tasks related to special education, supervision or others for which it is legally necessary to resort to this kind of appointment.

conselho de turma (*conselhos de turma*): Collegiate body made up of a form tutor, class teachers, two student representatives, in lower and upper secondary (3º ciclo do ensino básico and ensino secundário), one of them designated by the student union and the other elected by the class, two representatives of parents and guardians, designated by the parent association, one being the representative of the parents and guardians of the class and the other from the board of the parents association.

conselho municipal de educação (*conselhos municipais de educação*): A consultation and coordination body, whose job it is to promote the coordination of educational policy at municipal level. It articulates the work of those working in education and their social partners, analyzing and monitoring the operation of the system and making appropriate proposals for greater efficiency.

creche (*creches*): Institutions that provide day-care for children under three years old.

currículo alternativo (*currículos alternativos*): A school-defined curriculum for regular and recurrent basic education students, aimed at achieving a differentiated pedagogy for students with learning difficulties, repeated failure and problems in integration in school life. The adaptation to the target

group translates into flexible curricula, weekly timetable and course duration.

curso bietápico de licenciatura (*cursos bietápicos de licenciatura, licenciatura bietápica*): Degree offered at non-university higher education institution (<I>Polytechnic higher education course, organised in two cycles, the lower leading to a first-cycle higher education degree ("bacharelato" 3 years of study), and the higher to a second-cycle degree (2 years of further study after the "bacharelato" degree).

destacamento (*destacamentos*): A possibility for a teacher to move to a different establishment (school or any other) on a temporary basis in order to teach or perform other technical activities. Expenses derived from this situation are supported by the institution of origin.

documento de reflexão crítica (*documento de reflexão crítica*): Report written by the teacher and presented to the managing body of the educational or teaching establishment with the objective of starting the performance evaluation process. The critical reflection document should include the activity of the teacher in the teaching and non-teaching component during the period on which the evaluation is based. The critical reflection document is put on the individual teacher's file.

doutoramento (*doutor*): An academic degree granted by a university after approval of an original thesis in a public discussion. It attests that an innovative and original contribution has been made to the advancement of knowledge and that a capacity exists for independent scientific work.

ensino básico (*ensino básico*): Educational level which usually starts around the age of six and lasts for nine years. It aims at granting a general preparation common to all individuals, allowing students to pursue their studies or to enter specific programmes geared to a preparation for active life. It has three sequenced cycles, the first lasting for years, the second for two years and the third for three years. It is universal, compulsory and cost free.

ensino liceal (*ensino secundário liceal*): Level of education that until 1969 came after primary education. It suffered several changes until 1947 a permanent structure was established that comprised three cycles: the first lasting for two years, the second for three years and the third for two years. In the present system, it corresponds to the 2nd and 3rd cycles of basic education and to the first two years of secondary education.

ensino primário (*ensino primário*): Prior to the new system introduced by the Basic Law of the Educational System, Law No. 46/86, it was the first school level and lasted for four years. It now corresponds to the 1st cycle of basic education.

ensino superior politécnico (*ensino politécnico, ensino superior*): Higher education provided by a Polytechnic Institute, aimed at giving students a solid cultural and technical preparation, developing capacities of innovation and critical analysis and imparting scientific knowledge of a theoretical and practical kind, as well as its application, with a view to the exercising of professional activities. It has a three-year duration (bachelor's degree) or four years (diploma of specialised higher education studies).

ensino universitário (*ensino superior universitário, ensino superior*): Education provided by universities. It aims at granting a solid scientific and cultural preparation and to provide a technical expertise which permit those who acquire them to perform professional and cultural activities and to foster the development of creative and innovative capacities. It grants the following degrees: Bachelor's (3 years), Master's (4, 5 or 6 years), M-PhD and PhD.

escola básica integrada (*escolas básicas integradas*): A school providing the three cycles of basic education in an integrated form.

escolas normais (*escola normal*): Primary teacher-training establishments created in regional centers during the First Republic with the alterations to the educational system. In the nineties they gave way to teacher training colleges.

escola preparatória/secundária (*escolas preparatórias, escolas secundárias*): A school where the preparatory cycle of secondary education and unified secondary education used to be taught. It corresponds to the basic school for 2nd and 3rd cycles.

Estado Novo (*Estado Novo*): Non-Democratic political regime in Portugal between 1926 and 1974.

estudo acompanhado (*estudo acompanhado*): A compulsory, non-disciplinary curricular area in basic education. It is taught by a team of two teachers, preferably from different curricular scientific areas, in close interaction with the disciplinary areas, the project area and civics. It should include a component of students' work with information and communication technologies. It constitutes an essential part of the class curriculum

grupo de docência (*grupos de docência*): Organisation of specific qualifications required for teaching the disciplines and disciplinary areas of 2nd and 3rd cycles of basic education and secondary education.

instituto superior politécnico (*institutos superiores politécnicos, institutos politécnicos, instituto politécnico*): A higher education institution including two or more colleges and other organic units globally oriented to the fulfilment of the objectives of polytechnic higher education in a given geographic area.

jardim-de-infância (*jardins-de-infância, jardins escolas*): Institution offering 3 years of full or part-time pre-primary education to children aged 3 to 6. Admission is based on age.

leitor (*leitores*): A Portuguese or foreign lecturer especially hired by a university to teach a foreign language or, if at all necessary, to teach other subjects in Master's degree courses.

licenciatura (*licenciaturas, licenciado, licenciados*): A course ministered by a higher education institution, awarding to a First (licentiate) degree. It grants a proof of solid scientific, technical and cultural qualification in a specific knowledge area, and allows an adequate professional performance. It corresponds to the 1st cycle of studies and lasts for between six and eight curricular semesters

licenciatura do ramo de formação educacional (*licenciaturas do ramo de formação educacional*): Degree conferring qualification for teaching the 3rd cycle of "ensino básico" and "ensino secundário", after completion of five years of study in faculties of sciences in the areas of mathematics, physics, chemistry, geology or biology. In the last two years, studies strongly focus on pedagogic education/training. Besides subject matters included in the curriculum of the 4th year of studies, the student is supposed to write scientific monographies on the main theme of his chosen course (4th and 5th years). The plan of studies includes a practice period (5th years).

mestrado (*mestrado, mestrados, mestre*): A course ministered by a higher education institution, awarding to a Master's degree. It grants a proof of solid knowledge in a specific area as well as scientific competencies to investigation, and allows an adequate professional performance. To a Master's degree can apply candidates who have a first degree or equivalent, or those who own an excellent scientific or professional curriculum, proving their competencies to achieve this cycle. It corresponds to the 2nd cycle of studies and lasts for between three and four curricular semesters.

monitor (*monitor, monitores*): In recurring studies, this is a qualified professional with recognised competence but without the academic qualification essential to teachers. His/her work is limited to practical instruction in technical training. In higher education a monitor is a professional with a higher education degree or a student frequenting one of the last two years of his/her course who helps, but does not replace, lecturers, in giving practical or theoretical-practical lectures or in monitoring laboratory or field work.

pós-graduação (*pós-graduações*): Post-degree training, of varying length, given in higher education establishments. This qualification is not an academic degree but, if successfully completed, a diploma is awarded.

professor auxiliar (*professor auxiliar, professores auxiliares*): A category of the university teaching career. They are expected to give lectures in Master's and post-graduation courses, give practical or theoretical-practical lectures, participate in laboratory and field work. They are recruited among assistant lecturers or other people holding a PhD degree.

professor catedrático (*professor catedrático, professores catedráticos*): A category of the university teaching career. They are responsible for the pedagogical and scientific co-ordination of a discipline, a group of disciplines or a department, besides giving lectures in Master's and post-graduation courses, conducting seminars, giving practical or theoretical-practical lectures, directing laboratory and field work. They also supervise the other professors' pedagogical and scientific activity, co-ordinate programmes and conduct and supervise research work. They are appointed either through contest backed up by documentation among associate professors, invited associate professors and invited full professors with agregação and at least three years' experience as university professors in those categories.

professor adjunto (*professor adjunto, professores adjuntos*): A category of the polytechnic teaching career. They are responsible for the following: theoretical, practical and theoretical-practical lectures, teacher training, seminars and laboratory and field work, organising and monitoring scientific investigation, co-operating in the co-ordination of their subjects or scientific areas. They are recruited among assistant lecturers with a minimum of three years' experience and holding an M-PhD, or an equivalent degree, after a contest backed up by documentation.

professor associado (*professor associado, professores associados*): A category of the university teaching career. They are expected to assist full professors, give lectures in Master's and post-graduation courses, conduct seminars, give practical or theoretical-practical lectures, direct laboratory and field work and supervise research work. They are appointed either through transfer or contest backed up by documentation and must hold a PhD degree and have at least five years' experience as university professors.

professor convidado (*professor convidado, professores convidados*): A person of recognised scientific, pedagogical or professional competence, appointed to work as a university professor. Recruitment is done through an invitation supported by a majority of two thirds of the university's scientific board.

professor coordenador (*professor coordenador, professores coordenadores*): A category in polytechnic higher education. The co-ordinating professor's responsibility covers the pedagogical, scientific and technical co-ordination of teaching and research activities within a specific discipline or scientific area, the monitoring of assistant professors' and assistant lecturers' work in his discipline or area, lecturing (theoretical, theoretical-practical and practical lectures) and supervision of training, laboratory and field work. Recruitment is done through public exams among assistant professors with a minimum of three years' experience, or other candidates holding a PhD, or an equivalent degree, in that area.

professor profissionalizado (*professores profissionalizados, docente profissionalizado, docentes profissionalizados*): A teacher of the basic or secondary education who has the required professional qualification, acquired either through an initial training course or through in-service-training.

professor visitante (*professor visitante, professores visitantes*): Teacher from a foreign tertiary education institution, who is recruited by invitation from among teachers of recognised merit and prestige, to teach in Portuguese tertiary education establishments in the same areas as in his/her home institution. The precise duties of teachers in this category are specified in their contract which is valid for 1 year renewable subject to a decision by the academic council of the institution concerned.

profissionalização em exercício (*profissionalização em situação, profissionalização em serviço*): System aimed at ensuring professional training equivalent to that given in initial training teachers who became teachers of the 2nd and 3rd cycles of "ensino básico" and "ensino secundário" without the necessary qualifications to teach.

projecto curricular de escola (*projecto curricular de escola*): A curriculum organisation document devised, sanctioned and evaluated by the school administration and management organs. It should contain the strategies for the development of the national curriculum, by adapting it to the school context.

projecto curricular de turma (*projecto curricular de turma*): A document of curricular organisation designed, sanctioned and evaluated by those responsible for the organisation of the class's work (head teacher in 1st cycle and class board in 2nd and 3rd cycles of basic education and in secondary education). It contains strategies for developing the national curriculum and the school curricular project and aims at adapting them to each class's context.

projecto educativo de escola (*projecto educativo de estabelecimento, projecto educativo*): A document establishing the educational framework of the school, or group of schools. It is devised and sanctioned by the school administration and management organs and should contain the principles, values, goals and strategies which will be observed by the school in the development of its educational activity. It is implemented through the school curricular project, the annual scholastic activity plan and the school internal regulation.

pró-reitor (*pró-reitores*): This person is chosen by the principal to perform specific tasks for a limited time.

quadro de escola: School staff lists are there to satisfy the permanent teaching needs of educational or teaching institutions.

quadro de zona pedagógica (*quadros de zona pedagógica, QZP*): This satisfies the non-permanent needs of the educational or teaching institutions: substitution of permanent teaching staff, out of school educational activities, support for establishments that teach specific areas of the curriculum as well as guaranteeing the promotion of educational success.

regiões autónomas (*regiões autónomas, região autónoma*): Portuguese islands of Madeira and Azores.

reitor (*reitores*): Highest post in a university. The rector officially represents the institution and is co-responsible for its policies and administration/ management.

requisição (*requisições*): A process whereby a teacher temporarily performs teaching or technical-pedagogical activities in another school or institution. The requisitioning institution supports the expenses resulting from this situation.

telescola (*telescolas*): A system used to teach the preparatory cycle to secondary education. It started in 1968 and aimed at reaching areas of difficult geographic access and with a shortage of human resources. Since 1991 it has been renamed as basic education through media.

vice-reitor (*vice-reitores*): Has the duty of assisting the principal and, if necessary, substituting the principal if there is any prolonged period of incapacity. The position of vice-principal is exclusive and involves no teaching. The contractual period is for four years and can be renewed under the terms of

the statutes in existence.

Legislation

Advice n.º 2/02 (Advice): 21/03/2002, 2/02, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>
The National Council of Education (CNE) makes a reflexion about the future concrete goals of the educational systems.

Advice n.º 4/02 (Advice): 31/1/2002, 4/02, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>
Advice from the National Council of Education about the Higher Education Degree System in Portugal, within the framework about the Bologna Declaration.

Advice n.º 6/04 (Advice): 25/8/2004, 6/04, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>
Advice from the National Council of education about the implementation of the Bologna Process.

Constitutional Law of Portuguese Republic (Constitutional Law): 02/04/1976, 1/76, Diário da República, Lisboa, <http://dre.pt/gratis/historico/diplomasmenu.asp>
Fundamental Law of the Portuguese Republic.

Decree-Law n.º 1/98 (Decree-Law): 20/01/1998, 1/98, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>
Approves the Career structure Statute of Nursery School and Primary and Secondary School teachers.

Decree-Law n.º 102/84 (Decree-Law): 29/03/1984, 102/84, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>
Establishes the legal basis for the apprenticeship system aimed at ensuring the insertion of young people in working life.

Decree-Law n.º 105/97 (Decree-Law): 29/04/97, 105/97, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>
Amends the Statute of the careers of Nursery, primary and secondary Teachers.

Decree-Law n.º 115-A/98 (Decree-Law): 04/05/1998, 115-A/98, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>
Approves the regime for administrative and management autonomy of state schools introduced in pre-school, basic and secondary education.

Decree-Law n.º 119/83 (Decree-Law): 25/02/1983, 119/83, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>
Statute of Private Institutions of Social Solidarity.

Decree-Law n.º 121/05 (Decree-Law): 26/07/2005, 121/05, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>
Terceira alteração ao Estatuto da Carreira dos Educadores de Infância e dos Professores dos Ensinos Básico e Secundário, aprovado pelo Decreto-Lei n.º 139-A/90, de 28 de Abril, e estabelece medidas destinadas a enquadrar alguns aspectos estatutários ligados ao exercício da função docente.

Decree-Law n.º 122/03 (Decree-Law): 18/06/2003, 122/03, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>
Approves the constitution of the Higher Education Directorate.

Decree-Law n.º 123/96 (Decree-Law): 10/08/1996, 123/96, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>
Amends the Decree-Law No. 125/95, of 31st May (which regulates the support measures for higher competition of sport practice)

Decree-Law n.º 125/82 (Decree-Law): 22/04/1982, 125/82, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>
Creates and regulates the running of the National Education Council (Conselho Nacional de Educação - CNE).

Decree-Law n.º 125/95 (Decree-Law): 31/05/1995, 125/95, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>
Establishes measures for athletes with an outstanding record in competition or integrated into preparation for high-level competition.

Decree-Law n.º 139-A/90 (Decree-Law): 28/4/90, 139-A/90, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>
Approves the statute of nursery teachers and primary and secondary education teachers.

Decree-Law n.º 145/87 (Decree-Law): 24/03/1987, 145/87, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>
Review the Decree-Law n.º 448/79, of 13th November.

Decree-Law n.º 147/97 (Decree-Law): 11/07/1997, 147/97, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>
Legal system governing the development and expansion of pre-school education and respective organisational and funding system.

Decree-Law n.º 147-A/06 (Decree-Law): 31/07/2006, 147-A/06, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>
Amends the Decree-Law No. 296-A/98, of 25th April (access to higher education regime).

Decree-Law n.º 149/03 (Decree-Law): 11/07/2003, 149/03, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>
Approves the Organic Law of the General Inspectorate.

Decree-Law n.º 15/07 (Decree-Law): 19/01/2007, 15/07, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>
Sétima alteração do Estatuto da Carreira dos Educadores de Infância e dos Professores dos Ensinos Básico e Secundário, aprovado pelo Decreto-Lei n.º 139-A/90, de 28 de Abril, e altera o regime jurídico da formação contínua de professores, aprovado pelo Decreto-Lei n.º 249/92, de 9 de Novembro.

Decree-Law n.º 155/99 (Decree-Law): 10/5/1999, 155/99, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>
Amends the legal framework of continuing vocational training for teachers and defines the respective coordination, administration and support system, creating the Scientific and Pedagogic Council for Continuing Vocational Training of Teachers (Conselho Científico e Pedagógico da Formação Contínua de Professores /CCPFPC).

Decree-Law n.º 158/04 (Decree-Law): 30/06/2004, 158/04, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>
Amends the juridic regime of the access and admission to higher education, introduced by the Decree-Law n.º 296-A/98 of 25 September.

Decree-Law n.º 16/94 (Decree-Law): 22/01/94, 16/94, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>
Approves the Statute of Private and Cooperative Higher Education.

Decree-Law n.º 165/06 (Decree-Law): 11/08/2006, 165/06, Diário da República
Establishes the legal framework of portuguese teaching in the foreigner.

Decree-Law n.º 166-A/99 (Decree-Law): 13/05/1999, 166-A, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>
Creates the Quality System for Public Services.

Decree-Law n.º 170/03 (Decree-Law): 01/08/2003, 170/03, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>
Transposition to the internal juridic of the Directive 2001/19/CE.

Decree-Law n.º 171/03 (Decree-Law): 1/08/2003, 171/03, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>
Transposition to the internal juridic order of the Directive 2001/19/CE.

Decree-Law n.º 172/91 (Decree-Law): 10/08/1991, 172/91, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>
Primary and secondary school grouping.

Decree-Law n.º 174/03 (Decree-Law): 02/08/2003, 174/03, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>
Transposition to the internal juridic order of the Directive 2001/19/CE.

Decree-Law n.º 175/03 (Decree-Law): 02/08/2003, 175/03, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>
Transposition to the internal juridic order of the Directive 2001/19/CE.

Decree-Law n.º 175/04 (Decree-Law): 21/07/2004, 175/04, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>
Reorgainsation of the polytechnic teaching in the health area.

Decree-Law n.º 176/02 (Decree-Law): 31/07/2002, 176/02, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>
Creates the procedures for the placement of Portuguese teachers abroad in the quadrennium 2002-2006.

Decree-Law n.º 177/03 (Decree-Law): 05/08/2003, 177/03, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>
Transposition to the internal juridic order of the Directive 2001/19/CE.

Decree-Law n.º 179/03 (Decree-Law): 14/08/2003, 179/03, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>
Transposition to the internal juridic order oh the Directive n.º 2001/19/CE, of 14 of May.

Decree-Law n.º 18/04 (Decree-Law): 17/01/2004, 18/04, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>
New rules for the selection and admission of pre-school, basic and secondary education teaching staff (amends the Decree-Law No. 35/03, February 27th).

Decree-Law n.º 183/06 (Decree-Law): 06/09/2006, 183/06, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>
It creates the Portuguese School of Luanda - Center of Education and Portuguese Language.

Decree-Law n.º 184/04 (Decree-Law): 29/07/2004, 184/04, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>
Establishes the specific regime of the non-teachers working in state establishments of pre-school, basic and secondary education.

Decree-Law n.º 185/81 (Decree-Law): 07/01/1981, 185/81, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>
Statute of the Career structure of Teaching Staff in Polytechnics.

Decree-Law n.º 190/91 (Decree-Law): 17/05/1991, 190/91, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>
Approves psychology and guidance services.

Decree-Law n.º 194/99 (Decree-Law): 7/6/99, 194/99, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>
Creates and regulates the accreditation system of initial training courses of nursery, primary and secondary teachers.

Decree-Law n.º 20/06 (Decree-Law): 31/01/2006, 20/06, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>
It reviews the legal regime of the competition for selecting teaching staff of the pres-school, compulsory and secondary education, amends the Decree-Law No.º 35/03, of 27th February.

Decree-Law n.º 205/96 (Decree-Law): 25/10/1996, 205/96, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>
Establishes the legal system governing apprenticeship.

Decree-Law n.º 205/98 (Decree-Law): 11/7/98, 205/98, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>
Creates the National Council for the Assessment of Higher Education (Conselho Nacional de Avaliação do Ensino Superior) and lays down the general rules or the implementation o the global assessment system as well as the general principles ensuring the harmony, consistency and reliability of the assessment system.

Decree-Law n.º 207/96 (Decree-Law): 2/11/96, 207/96, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>
Amends the legal system governing continuing vocational training of teachers.

Decree-Law n.º 208/02 (Decree-Law): 17/10/2002, 208/02, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>
Approves the constitution of the Ministry of Education.

Decree-Law n.º 209/02 (Decree-Law): 17/10/2002, 209/02, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>
Amends the article 13.º and the annexes I, II and III of the Decree-Law n.º 6/2001 of January 18th, that establishes the guiding principles for the organisation and running of the curriculum of primary education, as well as assessment of learning and the development process of the national curriculum.

Decree-Law n.º 209/04 (Decree-Law): 31/08/2004, 209/04, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>

Amended the Decree-Law n.º 35/03, of 27 February.

Decree-Law n.º 213/06 (Decree-Law): 27/10/2006, 213/06, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>
It approves the Organic Law of Ministry of Education.

Decree-Law n.º 214/06 (Decree-Law): 27/10/2006, 214/06, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>
It approves the Organic Law of Ministry of Science, Technology and Higher Education.

Decree-Law n.º 219/97 (Decree-Law): 20/08/1997, 219/97, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>
Regulates the equivalence and recognition of qualifications acquired in foreign educational systems, at the higher education level.

Decree-Law n.º 221/74 (Decree-Law): 27/05/1974, 221/74, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>
Regulates the working schools and determines the choice of one teacher as the president, in order to exercise representative, control functions.

Decree-Law n.º 227/05 (Decree-Law): 28/12/2005, 227/05, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>
Regulates foreign qualification equivalence in basic and secondary education.

Decree-Law n.º 229/05 (Decree-Law): 29/12/2005, 229/05, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>
Reviews the Law n.º 139-A/90, of 28th April.

Decree-Law n.º 233/97 (Decree-Law): 03/09/1997, 233/97, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>
Reviews the Organic Law of the Inspectorate of Education (Law n.º 18/96, of June 20th).

Decree-Law n.º 234-A/00 (Decree-Law): 25/09/2000, 234-A/00, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>
Creates the career of educational assistant in the order of careers in local administration, determining that it was applicable to the regime in force for the non-teaching staff of the Ministry of Education.

Decree-Law n.º 24/94 (Decree-Law): 27/1/94, 24/94, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>
Complements the Statute of Polytechnic teaching.

Decree-Law n.º 241/01 (Decree-Law): 30/08/2001, 241/01, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>
Defines the general profile of the pre-school and basic education teachers.

Decree-Law n.º 241/03 (Decree-Law): 4/10/2003, 241/03, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>
Transposition of the Directive 2001/19/CE to the national juridic order.

Decree-Law n.º 241/96 (Decree-Law): 17/12/1996, 241/96, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>
Organic law of the National Council for Education (Conselho Nacional da Educação – CNE), introducing changes to certain articles of the current legislation regulating the membership and functions of this council.

Decree-Law n.º 242/03 (Decree-Law): 07/10/2003, 242/03, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>
It transposes for the national jurisprudence the Directive No. 2001/19/CE of 14th May, of the European Parliament and Council, relative to the profession of medical veterinarian.

Decree-Law n.º 242/96 (Decree-Law): 18/12/1996, 242/96, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>
Transposes the Directive of the Council of June 18th to National Law regarding the general system of recognition of vocational training.

Decree-Law n.º 244/85 (Decree-Law): 11/07/1985, 244/85, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>
Establishes complementary worth for having a high position in university institutions.

Decree-Law n.º 244/91 (Decree-Law): 06/07/1991, 244/91, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>
Regulation of the National Council for Education (Conselho Nacional de Educação – CNE).

Decree-Law n.º 249/92 (Decree-Law): 09/11/92, 249/92, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>
Establishes the legal regime governing the further training of nursery teachers and primary and secondary education teachers.

Decree-Law n.º 252/97 (Decree-Law): 26/09/1997, 252/97, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>
Establishes measures aimed at the development and enhancement of the law on the autonomy of universities.

Decree-Law n.º 255/98 (Decree-Law): 11/08/98, 255/98, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>
Regulates the conditions under which pre-school teachers and primary and secondary education teachers holding a bachelor's degree or any legally equivalent certification for the purposes of pursuing their studies, may obtain a licentiate degree.

Decree-Law n.º 259/98 (Decree-Law): 18/08/1998, 259/98, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>
Establishes working time in Public Services.

Decree-Law n.º 26/03 (Decree-Law): 07/02/2003, 26/03, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>
Amends the regime of access and entry into higher education, regulated by Decree-Law n.º 296-A/98, of September 25th.

Decree-Law n.º 26/89 (Decree-Law): 21/01/89, 26/89, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>
Creates vocational schools.

Decree-Law n.º 271/89 (Decree-Law): 19/08/1989, 271/89, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>
Approves the statute of Private and Cooperative Education.

Decree-Law n.º 271/95 (Decree-Law): 23/10/1995, 271/95, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>
Organic Law of the General Inspectorates of Education

Decree-Law n.º 274/94 (Decree-Law): 28/10/94, 274/94, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>
Amends the legal system governing continuing vocational training of teachers.

Decree-Law n.º 283/83 (Decree-Law): 21/06/1983, 283/83, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>
Regulates equivalence or recognition of foreign qualifications at higher level to equate them to corresponding Portuguese qualifications

Decree-Law n.º 286/89 (Decree-Law): 29/08/1989, 286/89, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>
Establishes the general principles that form the restructuring of the curriculum of primary and secondary education and approves their respective curriculum.

Decree-Law n.º 289/91 (Decree-Law): 10/08/1991, 289/91, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>
Transposition to the Portuguese internal juridical order of the Directive 89/48/CEE, of 21 December.

Decree-Law n.º 290/98 (Decree-Law): 17/09/1998, 290/98, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>
Creates the National Institute for the Accreditation of Training Teacher.

Decree-Law n.º 296-A/98 (Decree-Law): 25/09/98, 296-A/98, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>
Establishes the system of access and entry to Higher Education.

Decree-Law n.º 300/97 (Decree-Law): 31/10/97, 300/97, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>
Creates the career structure structure of psychologist in the area of the Ministry of Education.

Decree-Law n.º 301/93 (Decree-Law): 31/08/1993, 301/93, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>
Approves the system of attendance of pupils covered by compulsory schooling.

Decree-Law n.º 312/99 (Decree-Law): 10/08/99, 312/99, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>

Approves the career structure of the teaching staff in pre-school, primary and secondary education and establishes the rules governing the respective salaries (revokes Decree-Law n.º 209/89 of 18 November).

Decree-Law n.º 319/91 (Decree-Law): 23/08/1991, 319/91, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>

Approves the system of support for pupils with special educational needs in primary and secondary education.

Decree-Law n.º 328/97 (Decree-Law): 27/11/1997, 328/97, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>

Defines the status of association youth leader.

Decree-Law n.º 344/89 (Decree-Law): 11/10/89, 344/89, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>

Authorises administrative contracts, by schools and for three years, for various careers for non-teaching staff.

Decree-Law n.º 344/90 (Decree-Law): 02/11/1990, 344/90, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>

Establishes the general organisational basis for artistic education.

Decree-Law n.º 35/90 (Decree-Law): 25/01/1990, 35/90, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>

Establishes the principle of non-payment for compulsory schooling, defines and characterises socio-educational support.

Decree-Law n.º 355-A/98 (Decree-Law): 13/11/98, 355-A/98, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>

Approves the system governing the exercise of functions in the following posts: chairman or manager and vice-chairman of the executive board, or assistant to the manager of the administration and management body of public pre-school, primary and secondary education establishments and respective groupings (revokes: Decree-Law n.º 312/83 of 1 July; Decree-Law n.º 142/92 of 29 October).

Decree-Law n.º 370/86 (Decree-Law): 04/11/1986, 370/86, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>

Review the Decree-Law n.º 448/79, of November 13th.

Decree-Law n.º 372/90 (Decree-Law): 27/11/1990, 372/90, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>

Controls the regime of constitution of rights and duties of which parents and guardians associations are subject.

Decree-Law n.º 381/85 (Decree-Law): 27/09/1985, 381/85, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>

Review the Decree-Law n.º 448/79, of 13th November.

Decree-Law n.º 387/99 (Decree-Law): 28/09/99, 387/99, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>

Creates the National Agency for Adult Education and Training "Agência Nacional de Educação e Formação de Adultos".

Decree-Law n.º 388/90 (Decree-Law): 10/12/1990, 388/90, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>

Establishes the increase for exercising management functions.

Decree-Law n.º 39/06 (Decree-Law): 20/02/2006, 39/06, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>

Creates the National Council for Professional Training.

Decree-Law n.º 392/86 (Decree-Law): 22/11/1986, 392/86, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>

Review the Decree-Law n.º 448/79, of 13th November.

Decree-Law n.º 396/99 (Decree-Law): 13/10/1999, 396/99, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>

Alteration of the Decree-Law n.º 289/91 of 10 of August.

Decree-Law n.º 4/98 (Decree-Law): 08/01/1998, 4/98, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>
Establishes the statutory basic for the creation, organisation and operation of non-higher education professional schools and courses.

Decree-Law n.º 40/07 (Decree-Law): 20/02/2007, 40/07, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>
It institutes and regulates a special competition for access to the course of Medicine for bearers of the licenciado degree, proceeding to the sixth alteration to the Decree n.º 296-A/98, of the 25 of September, which fixes areas that must obligatorily integrate the tests of ingress in the course of Medicine.

Decree-Law n.º 401/91 (Decree-Law): 16/10/1991, 401/91, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>
Regulates vocational training activities either within the education system or provided by the labour market.

Decree-Law n.º 405/91 (Decree-Law): 16/10/1991, 405/91, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>
It establishes the legal framework of the professional training integrated in the labour market.

Decree-Law n.º 42/05 (Decree-Law): 22/02/2005, 42/05, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>
Approves the principles for the creation of an european system of higher education.

Decree-Law n.º 427-B/77 (Decree-Law): 14/10/1977, 427-B/77, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>
It creates the Higher Education short time.

Decree-Law n.º 43/89 (Decree-Law): 03/02/1989, 43/89, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>
Legal basis of school autonomy.

Decree-Law n.º 444/88 (Decree-Law): 02/12/1988, 444/88, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>
Creates the Open University.

Decree-Law n.º 448/79 (Decree-Law): 13/11/79, 448/79, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>
It approves the University Teaching Career structure Statute.

Decree-Law n.º 45/07 (Decree-Law): 23/02/2007, 45/07, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>
7th alteration to the Decree-Law No. 296-A/98, of 25 of September that regulates the access in higher education.

Decree-Law n.º 48/03 (Decree-Law): 20/03/2003, 48/03, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>
Transposition to the internal juridic order of the Directive 1999/42/Ce of 7 of June.

Decree-Law n.º 484/88 (Decree-Law): 29/12/1988, 484/88, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>
Coordinating Council of Private and Cooperative Education.

Decree-Law n.º 542/79 (Decree-Law): 31/12/1979, 542/79, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>
Statute of Nursery Schools.

Decree-Law n.º 553/80 (Decree-Law): 21/11/80, 553/80, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>
Approves the Statute of Private and Cooperative Education.

Decree-Law n.º 6/01 (Decree-Law): 18/1/2001, 6/01, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>
Approves the curricular reorganization of basic education.

Decree-Law n.º 64/06 (Decree-Law): 21/03/2006, 64/06, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>
Regulates special conditions for entry in higher education.

Decree-Law n.º 67/05 (Decree-Law): 15/03/2005, 67/05, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>

Regulates the recognition by the Portuguese State of the academic levels of the “Erasmus Mundus”.

Decree-Law n.º 7/03 (Decree-Law): 15/1/2003, 7/03, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>

Regulates the municipal education councils and approves the process of school distribution, transferring competencies to local authorities.

Decree-Law n.º 70/93 (Decree-Law): 10/03/1993, 70/93, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>

Legal framework establishing the creation, organisation and working of vocational schools.

Decree-Law n.º 71/03 (Decree-Law): 10/4/2003, 71/03, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>

General system of Vocational Training Recognition.

Decree-Law n.º 735-A/74 (Decree-Law): 21/12/1974, 735-A/74, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>

Regulates a uniform model of management for all preparatory and secondary schools, which regulates the management organs by creating a new organizational morphology with a Directive, Pedagogical and Administrative Council.

Decree-Law n.º 74/04 (Decree-Law): 26/03/2004, 74/04, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>

Establishes the principles of the organisation and management of the curriculum, as well as the assessment of learning at a secondary education level.

Decree-Law n.º 74/06 (Decree-Law): 24/03/2006, 74/06, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>

Approves the legal regime of higher education degrees and diplomas according to the Bologna process.

Decree-Law n.º 74/91 (Decree-Law): 09/02/1991, 74/91, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>

Regulates recurrent education and out-of-school education.

Decree-Law n.º 76/04 (Decree-Law): 27/03/2004, 76/04, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>

Amends the juridic regime of the access and admission to higher education, introduced by the Decree-Law n.º 296-A/98 of 25 September.

Decree-Law n.º 769-A/76 (Decree-Law): 24/10/1976, 769-A/76, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>

Legal consecration of the so-called “democratic management” in schools.

Decree-Law n.º 79/05 (Decree-Law): 15/04/2005, 79/05, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>

Approves the Organic Law of the XVII Constitutional Government.

Decree-Law n.º 80/99 (Decree-Law): 16/03/1999, 80/99, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>

Review the Decree-Law n.º 372/90, of November 27th.

Decree-Law n.º 88/06 (Decree-Law): 25/05/2006, 88/06, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>

It regulates the technological specialization courses, non-higher and post-secondary trainings which aim is to confer a professional level 4 qualification.

Decree-Law n.º 93/96 (Decree-Law): 16/07/1996, 93/96, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>

Establishes that the holder of the doutor granted by the European University of Florence “[...] has all the effects and purposes of the same degree granted by Portuguese universities”.

Decree-Law n.º 94/99 (Decree-Law): 23/03/99, 94/99, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>

Changes, by adding new rules, the Statute of Private and Co-operative Higher Education (approved by Decree-law n.º 16/94 of 22 January and subsequently amended by Law n.º 37/94 of 11 November), in what concerns the operation of establishments and courses aimed at the award of higher education degrees lacking prior recognition and authorisation.

Decree-Law n.º 95/97 (Decree-Law): 23/4/97, 95/97, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>

Establishes the legal system governing specialised training: training profiles, general principles of the

courses and respective methodology for accreditation.

Decree-Law n.º 99/01 (Decree-Law): 28/03/2001, 99/01, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>
Reorganisation of the training health.

Decree-Law n.º 99/99 (Decree-Law): 30/03/99, 99/99, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>
Introduces changes in Decree-law nº 296-A/98 of 25 September, which establishes the system of access and admission to higher education.

Decree n.º 18 973/30 (Decree): 16/10/1930, 18 973/30, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>
Suppresses "Regular Higher Education schools" (Escolas Normais Superiores).

Decree n.º 19 244/31 (Decree): 16/01/1931, 19 244/31, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>
Establishes the juridic regime of private education.

Decree n.º 22 842/33 (Decree): 18/07/1933, 22 842/33, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>
Creates the General Inspectorate of Private Education.

Decree n.º 36 507/47 (Decree): 17/09/1947, 36 507/47, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>
Reorganisation of the technical courses.

Decree n.º 37 029/48 (Decree): 25/08/1948, 37 029/48, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>
Reorganisation of the technical courses.

Decree n.º 37 545/49 (Decree): 08/09/1949, 37 545/49, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>
Defines the Private Education Statute.

Decree n.º 443/71 (Decree): 23/10/1971, 443/71, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>
Revê os elencos das disciplinas e a orgânica dos bacharelatos e licenciaturas que se professam nas Faculdades de Ciências, bem como o respectivo regime de frequência e exames.

Deliberation n.º 1 409/00 (Deliberation): 16/11/2000, 1 409/00, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>
It regulates the process of acreditação of the initial training courses for teachers.

Deliberation n.º 1 488/00 (Deliberation): 15/12/2000, 1 488/00, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>
Regulates the quality of the initial training teacher.

Implementing Law n.º 10/99 (Implementing): 21/07/1999, 10/99, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>
Establishes the scope of structural educational guidelines for pre-school, compulsory and secondary education and coordination regime.

Implementing Law n.º 11/98 (Implementing Law): 15/05/1998, 11/98, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>
Estipulates the evaluation process of pre-school, basic and secondary education teachers.

Implementing Law n.º 12/00 (Implementing Law): 29/8/2000, 12/00, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>
Determines the necessary requirements for the constitution of pre-school and primary school educational establishment groupings, as well as the procedures for their creation and running. Alteration to the regime of autonomy and management of state pre-school, primary and secondary education establishments.

Implementing Law n.º 173/91 (Implementing Law): 23/10/91, 173/91, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>
Establishes the conditions and the procedures necessary to the application of several measures aimed to support students with special educational needs.

Implementing Law n.º 19-A/04 (Implementing Law): 14/05/2004, 19-A/04, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>
Regulamenta a Lei n.º 10/2004, de 22 de Março, no que se refere ao sistema de avaliação do

desempenho dos dirigentes de nível intermédio, funcionários, agentes e demais trabalhadores da administração directa do Estado e dos institutos públicos.

Implementing Law n.º 25/07 (Implementing Law): 29/03/2007, 25/07, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>
Approves the Organic Law of the Office for Education Statistics and Planning.

Implementing Law n.º 30/07 (Implementing Law): 29/03/2007, 30/07, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>
Organic Law of Educational Assessment Office.

Implementing Law n.º 32/07 (Implementing Law): 29/03/2007, 32/07, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>
Composition and working progress of the School Councils of the Ministry of Education.

Implementing Law n.º 60/07 (Implementing Law): 27/04/2007, 60/07, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>
Approves the Organic Law of the Planning, Strategy, Assessment and International Relations Office.

Implementing Order n.º 1/05 (Implementing Order): 05/01/2005, 1/05, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>
Approves the evaluation of the pupils apprenticeships and competencies of basic education.

Implementing Order n.º 1/06 (Implementing Order): 06/01/2006, 1/06, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>
Regulates the constitution, working and evaluation of class with alternative curriculum.

Implementing Order n.º 140-A/78 (Implementing Order): 22/06/1978, 140-A/78, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>
Restructures complementary courses in secondary education.

Implementing Order n.º 18/06 (Implementing Order): 14/03/2006, 18/06, Diário da República
Amends the Implementing Order No. 1/05, of 5th January.

Implementing Order n.º 185/92 (Implementing Order): 08/10/1992, 185/92, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>
It establishes the conditions where dismissals can be granted for the training of teaching staff in pre-school, compulsory and secondary education (modified the Implementing Order No. 8/05, of 3th February).

Implementing Order n.º 189/93 (Implementing Order): 07/08/93, 189/93, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>
Approves the curriculum for the 3rd cycle of recurrent primary education.

Implementing Order n.º 193/91 (Implementing Order): 05/09/1991, 193/91, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>
Recurrent education' courses of 3rd cycle of basic education and secondary education) in the capitalizable unit system.

Implementing Order n.º 194-A/83 (Implementing Order): 21/10/83, 194-A/83, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>
Creates the technical-vocational courses at the level of 10th, 11th and 12th grade schooling and establishes structuring and functioning' norms for each course.

Implementing Order n.º 21/02 (Implementing Order): 10/4/2002, 21/02, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>
Approves the rules governing the assessment of pupils learning in regular secondary education, general and technological courses.

Implementing Order n.º 24/00 (Implementing Order): 11/05/2000, 24/00, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>
Defines the general parametres of the organisation of the academic year, which will be developed by each school and each school grouping, in the ambit of the respective educational projecta and annual activity plans

Implementing Order n.º 338/93 (Implementing Order): 21/10/1993, 338/93, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>
Approves the rules governing assessment of pupils in secondary education.

Implementing Order n.º 36/02 (Implementing Order): 4/6/2002, 36/02, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>
Establishes the rules related to the organisation and calendarisation of the school year in for all

establishments of non higher education.

Implementing Order n.º 36/99 (Implementing Order): 22/7/99, 36/99, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>
Introduces the pedagogic and administrative organisation of credits in recurrent education in the 3rd cycle of primary and secondary education.

Implementing Order n.º 50/05 (Implementing Order): 09/11/2005, 50/05, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>
Defines, within the spectrum of internal summative assessment, the guiding executive principles and rules for the implementation, follow-up and evaluation of the recovery and development plans, as an intervention strategy that seeks the educational success of the students of ensino básico.

Implementing Order n.º 58/88 (Implementing Order): 22/07/1988, 58/88, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>
Defines the curricular plan of evening courses for the 2nd cycle of primary education. Revokes the dispositions about the evening courses constant in the Despacho Normativo n.º 73/86, de 25 de Agosto.

Implementing Order n.º 7/06 (Implementing Order): 06/02/2006, 7/06, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>
Establishes, within the spectrum of management and organisation of the national curriculum, the guiding principles and rules to the implementation, follow-up and evaluation of curricular and extra-curricular specific activities to be developed by the schools and school clusters in the dominium of the teaching of portuguese language as a non mother language.

Implementing Order n.º 8/05 (Implementing Order): 03/02/2005, 8/05, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>
Changes the numbers 1 and 4 of Despacho Normativo n.º 185/92, de 8 de Outubro, that establishes the conditions in which pre-school education teacher staff can be allowed to attend training actions.

Joint Order n.º 105-A/05 (Joint Order): 02/02/2005, 105-A/05, Diário da República – II série, <http://dre.pt/gratis/historico/diplomasmenu.asp>
Approves the regulamentation of the Safty School Programme, wich aim is to prevent, avoid and reduce the violence and the unsafey in school.

Joint Order n.º 1 083/00 (Joint Order): 20/11/2000, 1 083/00, Diário da República – II série, <http://dre.pt/gratis/historico/diplomasmenu.asp>
Regulates the education and training courses for adults.

Joint Order n.º 24/05 (Joint Order): 10/01/2005, 24/05, Diário da República – II série, <http://dre.pt/gratis/historico/diplomasmenu.asp>
Regulates the PRODEP III Action 4.1 - "Recognition, Validation and Certification of Knowledge and Competencies during lifelong" and Action 4.2 "Short duration Offers".

Joint Order n.º 261/01 (Joint Order): 22/03/2001, 261/01, Diário da República – II série, <http://dre.pt/gratis/historico/diplomasmenu.asp>
Defines the access regime of supports conceded in short duration offers.

Joint Order n.º 279/02 (Joint Order): 12/04/2002, 279/02, Diário da República – II série, <http://dre.pt/gratis/historico/diplomasmenu.asp>
Aims to raise levels of school and vocational qualifications of young people.

Joint Order n.º 350/04 (Joint Order): 11/06/2004, 350/04, Diário da República, II série, <http://dre.pt/gratis/historico/diplomasmenu.asp>
It creates the Council for Monitorisation of Technological Specialisation Courses (CET).

Joint Order n.º 370/06 (Joint Order): 03/05/2006, 370/06, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>
Constituição de um grupo de trabalho com o objectivo de estudar e propor os modelos de auto-avaliação e de avaliação externa dos estabelecimentos de educação pré-escolar e dos ensinos básico e secundário, e definir os procedimentos e condições necessários à sua generalização, tendo em vista a melhoria da qualidade da educação e a criação de condições para o aprofundamento da autonomia das escolas.

Joint Order n.º 373/02 (Joint Order): 23/04/2002, 373/02, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>
Estabelece as normas a observar na matrícula e sua renovação, na distribuição dos alunos, no período de funcionamento dos cursos e na constituição das turmas pelas escolas e agrupamentos de escolas do ensino básico e secundário, públicas, particulares e cooperativas, com contratos de associação e às diferentes modalidades de ensino nelas ministradas (alterado pelo Despacho n.º 13765/04, de 13 de Julho).

Joint Order n.º 453/04 (Joint Order): 27/07/2004, 453/04, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>
Creation of Education and Training Courses and an attendance council with competencies in attending and evaluating, at the national level, the courses working.

Joint Order n.º 495/02 (Joint Order): 07/05/2002, 495/02, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>
Defines teaching component of teaching staff in Special education.

Joint Order n.º 650/01 (Joint Order): 20/07/2001, 650/01, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>
Changes the professional training areas of Education and Training Courses for adults.

Law n.º 1/03 (Law): 6/1/2003, 1/03, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>
Approves the Legal Basis of Development and Quality in Higher Education (changes Lei n.º 38/94, de 21 de Novembro).

Law n.º 1/96 (Law): 09/01/1996, 1/96, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>
Establishes the fees' system of public higher education.

Law n.º 10/04 (Law): 22/03/2004, 10/04, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>
Creates the integrated system of evaluation of performance within Civil Service Workers.

Law n.º 105/01 (Law): 31/08/2001, 105/01, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>
Establishes the legal statute of the socio-cultural mediator.

Law n.º 108/88 (Law): 24/9/88, 108/88, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>
Autonomy of University higher education.

Law n.º 115/97 (Law): 19/9/97, 115/97, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>
Amends the Education Act (Law n.º 46/86, of 14 of October).

Law n.º 159/99 (Law): 14/09/1999, 159/99, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>
Establishes a framework for the transfer of attributions and skills to the local authorities.

Law n.º 16-A/02 (Law): 31/05/2002, 16-A/02, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>
Suppression of the National Institute of training teachers accreditation (Instituto Nacional de Acreditação da Formação de Professores - INAFOP), the Education Institute of Innovation (Instituto de Inovação Educacional - IIE) and the Institute of Education History (Instituto Histórico de Educação - IHE).

Law n.º 18/96 (Law): 20/06/1996, 18/96, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>
Changes the wording of several articles of Decree-Law n.º 271/95 of 23/19/95, thus consolidating the IGE's organic law.

Law n.º 19/80 (Law): 16/7/80, 19/80, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>
Introduces amendments to Statute of the University Teaching Career.

Law n.º 2/04 (Law): 15/01/2004, 2/04, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>
Approves the Statute of Director Personnel of the Central, regional and local State Administration Services and Organism.

Law n.º 20/92 (Law): 14/08/1992, 20/92, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>
Establishes norms on the fees system (revokes the alínea j) do nº2 do artº. 7º. da Lei nº54/90, de 5 de Setembro)

Law n.º 24/99 (Law): 22/4/99, 24/99, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>
First amend of the Decree-Law n.º 115-A/98, 4 May. Approves the autonomy, administration and management' regime in public education' establishments.

Law n.º 26/00 (Law): 23/8/2000, 26/00, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>
Approves the organisation and classification of higher education.

Law n.º 3/04 (Law): 15/01/2004, 3/04, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>
Approves the public institute framework law.

Law n.º 30/02 (Law): 20/12/2002, 30/02, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>
Approves the Statute of the non-higher Education Students.

Law n.º 31/02 (Law): 20/12/2002, 31/02, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>
Approves the assessment system of non-higher education, developing the system foreseen in the Law n.º 46/86, of 14th October (Educational System Base Law).

Law n.º 31/87 (Law): 9/7/1987, 31/87, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>
Creation of the National Council of Education.

Law n.º 32-A /02 (Law): 30/12/2002, 32-A/02, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>
Major options of the 2003 plan.

Law n.º 37/03 (Law): 22/8/2003, 37/03, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>
Establishes basis for higher education funding.

Law n.º 37/94 (Law): 11/11/94, 37/94, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>
Amends Decree-Law n.º 16/94, which approved the Statute of Private and Co-operative Higher Education.

Law n.º 38/94 (Law): 21/11/94, 38/94, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>
Establishes the objectives and assessment methods for higher education.

Law n.º 4/04 (Law): 15/01/2004, 4/04, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>
Establishes the principles and norms that should be obeyed by State organisation.

Law n.º 41/03 (Law): 22/8/2003, 41/03, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>
First amendment to the Decree-Law n.º 7/2003, of 15th January. Regulates the local councils of education and approves the process of elaboration of the educational charter, transferring competencies to the local authorities

Law n.º 46/86 (Law): 14/10/1986, 46/86, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>
Approves the Educational System Base Law.

Law n.º 47/06 (Law): 28/08/2006, 47/06, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>
Defines the regime for evaluation, certification and adoption of school books at the ensino básico and upper secondary education level, as well as the principles and goals to which is submitted the social and economic support given to the acquisition and lending of this books.

Law n.º 49/05 (Law): 30/08/2005, 49/05, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>
Adoption of the European Credits Transfer System Consagrou (ECTS), review the Law n.º 46/86, of October 14th.

Law n.º 5/73 (Law): 25/7/1973, 5/73, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>
Approves the Educational System Reform, from which compulsory education is extended to 8 years, covering poorly adapted, handicapped and precocious children, and considers pre-school education as an integral part of the educational system.

Law n.º 5/77 (Law): 1/02/1977, 5/77, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>
Creates a public system of pre-school education

Law n.º 5/97 (Law): 10/02/1997, 5/97, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>
Framework law of pre-school education, consecrates pre-school education as the first stage of the education process of lifelong learning.

Law n.º 52/05 (Law): 31/08/2005, 52/05, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>
Approves the Major Options of the Plan for 2005-2009.

Law n.º 54/90 (Law): 5/9/90, 54/90, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>
Defines the statute and autonomy of higher education polytechnic establishments.

Law n.º 60/93 (Law): 20/08/1993, 60/93, Diário da República, Lisboa, <http://dre.pt/gratis/historico/diplomasmenu.asp>
Amends certain articles of Dec.-Law n.º 249/92, about the legal basis of further training of preschool teachers and ensino básico and upper secondary education' teachers

Law n.º 61/78 (Law): 28/7/1978, 61/78, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>
Restructuring of higher education, with a university education route and a higher education polytechnic route.

Law n.º 65/79 (Law): 4/10/1979, 65/79, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>
Establishes the teaching liberty.

Law n.º 7/99 (Law): 29/01/1999, 7/99, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>
The Portuguese state recognize the right to promote the mirandese language, as a cultural property, communication instrument and reinforce the mirandese identity (Locality of Portugal, Miranda).

Law n.º 71/93 (Law): 25/11/1993, 71/93, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>
Establishes the statute of autonomy of the politechnic education establishments.

Law n.º 9/79 (Law): 19/03/1979, 9/79, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>
Base Law of Cooperative and Private Education.

Law n.º 9/89 (Law): 2/05/1989, 9/89, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>
Basic law of prevention and rehabilitation and integration of handicapped persons.

Law n.º 90/01 (Law): 20/08/1990, 90/01, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>
Defines the support measures for students' mothers and fathers.

Order n.º 10 319/99 (Order): 26/05/99, 10 319/99, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>
Defines pre-school itinerant education as a pre-school category governed in general by the guidelines in force for pre-school education.

Order n.º 11 203/07 (Order): 08/06/2007, 11 203/07, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>
It clarifies some aspects relative to the organization and functioning of the New Opportunities Centers and the courses Adult Education and Training.

Order n.º 12 591/06 (Order): 16/06/2006, 12 591/06, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>
Adaptes the functional time of the pre-school, primary and secondary establishments to the parents needs.

Order n.º 13 599/06 (Order): 28/06/2006, 13 599/06, Diário da República – II série, <http://dre.pt/gratis/historico/diplomasmenu.asp>
It determines the organization of the weekly work schedule of teaching staff in pre-school, compulsory and secondary education.

Order n.º 13 765/04 (Order): 13/07/2004, 13 765/04, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>
Establishes rules for the school inscription, amends the Joint Order n.º 373/02, of March 27th.

Order n.º 14 753/05 (Order): 05/07/2005, 14 753/05, Diário da República – II série, <http://dre.pt/gratis/historico/diplomasmenu.asp>
Creates the program for the generalization of english class in the 1st cycle of the public primary education.

Order n.º 14 758/04 (Order): 23/07/2004, 14 858/04, Diário da República – II série, <http://dre.pt/gratis/historico/diplomasmenu.asp>
Defines the essentials conditions of the pedagogical and organisational management in the state schools which provide vocational courses of secondary education for the 2004-2005 school year.

Order n.º 15 187/06 (Order): 14/07/2006, 15 187/06, Diário da República – II série, <http://dre.pt/gratis/historico/diplomasmenu.asp>
It regulates the Recognition, Validation and Certification Competencies Centres.

Order n.º 15 458/06 (Order): 18/07/2006, 15 458/06, Diário da República – II série, <http://dre.pt/gratis/historico/diplomasmenu.asp>
School calendar for the year 2006/2007.

Order n.º 15 797/03 (Order): 14/08/2003, 15 797/03, Diário da República – II série, <http://dre.pt/gratis/historico/diplomasmenu.asp>
Functioning of RVCC centers, promoted for schools, schools clusters or Training Centres of School's Association. Amends the Order No. 15187/06.

Order n.º 19 575/06 (Order): 25/09/2006, 19 575/06, Diário da República – II série, <http://dre.pt/gratis/historico/diplomasmenu.asp>
Minimum times for teaching the 1st cycle program in Portuguese Language, Mathematics, and remains curricular areas.

Order n.º 19 737/05 (Order): 13/09/2005, 19 737/05, Diário da República – II série, <http://dre.pt/gratis/historico/diplomasmenu.asp>
A charged work group has been created for proceeding to consider the general parameters of the sexual education programs in school environment, in the perspective to promoting school health.

Order n.º 21 974/02 (Order): 11/10/2002, 21 974/02, Diário da República – II série, <http://dre.pt/gratis/historico/diplomasmenu.asp>
Suppresses the installation of the National Agency for Adult Education and Training (ANEFA).

Order n.º 2 351/07 (Order): 14/02/2007, 2 351/07, Diário da República – II série, <http://dre.pt/gratis/historico/diplomasmenu.asp>
It determines, under the cover of the Decree nº 6/2001 of 18 of January, the annual application to pupils of 1.º and 2.º cycles of compulsory education, in the public and private schools.

Order n.º 25 650/06 (Order): 07/11/2002, 25 156/06, Diário da República – II série, <http://dre.pt/gratis/historico/diplomasmenu.asp>
It approves the "Safing School" Program.

Order n.º 26 401/06 (Order): 29/12/2006, 26 401/06, Diário da República – II série, <http://dre.pt/gratis/historico/diplomasmenu.asp>
Estrutura dos cursos de Educação e Formação de Adultos (EFA) e alargamento desta oferta às escolas e agrupamentos de escolas, no sentido de melhor dar resposta aos interesses e carências da população adulta, possibilitando a certificação escolar, a par da dupla certificação já existente (altera o despacho conjunto nº 1083/2000 de 20 de Novembro, alterado pelo despacho conjunto nº 650/2001 de 20 de Julho, com a rectificação nº 2145/2001 de 21 de Setembro).

Order n.º 484/06 (Order): 09/01/2006, 484/06, Diário da República – II série, <http://dre.pt/gratis/historico/diplomasmenu.asp>
Establishes the national system for guaranteeing the higher education quality.

Order n.º 5 002/06 (Order): 03/03/2006, 5 002/06, Diário da República – II série, <http://dre.pt/gratis/historico/diplomasmenu.asp>
Establishes the diagnostic assessment in primary and lower secondary education.

Order n.º 5 208/05 (Order): 10/03/2005, 5 208/05, Diário da República – II série, <http://dre.pt/gratis/historico/diplomasmenu.asp>
Approves an evaluation at the end of the 1st and 2nd cycle of basic education.

Order n.º 546/07 (Order): 11/01/2007, 546/07, Diário da República – II série, <http://dre.pt/gratis/historico/diplomasmenu.asp>
It creates the National Program of Portuguese Teaching for the 1st cycle of compulsory education.

Order n.º 6 741/06 (Order): 24/03/2006, 6 741/06, Diário da República – II série, <http://dre.pt/gratis/historico/diplomasmenu.asp>

It approves the regime of the supports granted in the scope of "Recognition, Validation and Certification Competencies" project.

Order n.º 8 493/04 (Order): 27/04/2004, 8493/04, Diário da República – II série, <http://dre.pt/gratis/historico/diplomasmenu.asp>
Defines the admission priority for children in nursery schools.

Order n.º 9 937/07 (Order): 29/05/2007, 9 937/07, Diário da República – II série, <http://dre.pt/gratis/historico/diplomasmenu.asp>
It regulates, in the scope of RVCC process, developed in the New Opportunities Centers.

Ordinance n.º 1 082-A/01 (Ordinance): 05/09/2001, 1 082-A/01, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>
Creates a national network of centres of Recognition, Validation and Certification of Competencies (RVCC Centres).

Ordinance n.º 1 097/05 (Ordinance): 21/10/2005, 1 097/05, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>
Defines oriented principles for pedagogic traineeship for teachers of the 3rd cycle of ensino básico and upper secondary education, in ensino básico and upper secondary education establishments, being public, private or cooperative.

Ordinance n.º 1 329/05 (Ordinance): 22/12/2005, 1 329/05, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>
Establishes the arrangement of the educational network for 2005-2006, assuming the creation, extinction and transformation of schools.

Ordinance n.º 1 359/04 (Ordinance): 26/10/2004, 1 359/04, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>
Amends the Administrative Rule n.º 413-A/98, 17 July, therefore changing general regulations of the licenciatura courses in higher education polytechnical establishments.

Ordinance n.º 1 396/06 (Ordinance): 14/12/2006, 1 396/06, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>
Constitutes the coordination structures of the teaching of Portuguese language in foreign countries

Ordinance n.º 171/07: 06/02/2007, 171/07, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>
Establishes the maximum values and the regulation norms of the monthly payments practiced by cooperatives and associations of special education, in order to tribute the special education subsidy and to determine the financial participation to tribute to the non profitable special education establishments.

Ordinance n.º 172/07 (Ordinance): 06/02/2007, 172/07, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>
Establishes the maximum values and the regulative norms of the monthly payments practiced by profitable special education establishments, usually called colégios, under the guard of the ministry of education, in order to tribute the special education subsidy and to determine the financial participations of profitable special education establishments.

Ordinance n.º 256/05 (Ordinance): 16/03/2005, 256/05, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>
Approves the updating of the National Classification of Education and Training Areas (CNAEF)

Ordinance n.º 286-A/02 (Ordinance): 15/3/2002, 286-A/02, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>
Amends Portaria n.º 1082-A/2001 of 5 September, that creates a national network of centres for the recognition, validation and certification of competencies of competencies (centros RVCC).

Ordinance n.º 325/00 (Ordinance): 8/06/2000, 325/00, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>
Completes the Decree-Law n.º 289/91 of 10 of August, approving the list of regulated professions, as well as the list of the authorities that for each profession, have competencies to receive, evaluate and decide about issues related to them.

Ordinance n.º 356/07 (Ordinance): 30/03/2007, 361/07, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>
Establishes the nuclear structure for the Bureau of Educational Evaluation and the competencies for its organic units.

Ordinance n.º 393/02 (Ordinance): 12/4/2002, 393/02, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>

Amends the Regulation of Special Competition for Admission to Higher Education.

Ordinance n.º 413-A/98 (Ordinance): 17/07/98, 413-A/98, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>

Establishes the general regulations governing the organisation and operation of two-stage licentiate courses of public, private and co-operative Higher Education Polytechnic Schools courses taught at public, private and cooperative higher education polytechnic schools, organised into two cycles, the first conferring the right to a bachelor's degree and the second to an honours degree.

Ordinance n.º 419/76 (Ordinance): 13/07/1976, 419/76, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>

Rules the educational process of adult education.

Ordinance n.º 423/92 (Ordinance): 22/05/1992, 423/92, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>

Rules governing assessment of pupils in vocational schools.

Ordinance n.º 432/89 (Ordinance): 14/06/1989, 432/89, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>

Regulates goals, curricular plan, and evaluation forms in courses of the recurrent basic education (1st cycle).

Ordinance n.º 433/02 (Ordinance): 19/04/2002, 433/02, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>

Approves the curricular guidelines in the sociocultural and mathematic training component.

Ordinance n.º 550-A/04 (Ordinance): 21/05/2004, 550-A/04, Diário da Republica, <http://dre.pt/gratis/historico/diplomasmenu.asp>

It approves the organization, functioning and evaluation regime of the technological courses of upper-secondary education level .

Ordinance n.º 550-B/04 (Ordinance): 21/05/2004, 550-B/04, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>

It approves the organization, functioning and evaluation of the specialised artistic courses upper-secondary education level.

Ordinance n.º 550-C/04 (Ordinance): 21/05/2004, 550-C/04, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>

It approves the organization, functioning and evaluation of the vocational courses of upper-secondary education level.

Ordinance n.º 550-D/04 (Ordinance): 21/05/2004, 550-D/04, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>

It approves the organization, functioning and evaluation of the scientific-humanistic courses of upper-secondary education level.

Ordinance n.º 550-E/04 (Ordinance): 21/05/04, 550-E/04, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>

It creates diverse courses of the recurrent education for upper-secondary level and approves the respective studies' plans. It approves the administrative and pedagogical organization and the applicable evaluation of scientific-humanistic, technological and the specialized artistic courses.

Ordinance n.º 554/04 (Ordinance): 22/05/2004, 554/04, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>

It creates courses of Communication Design, Product Design, Artistic Production and Audiovisual Communication and approves the respective studies' plans.

Ordinance n.º 577/05 (Ordinance): 04/07/2005, 577/05, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>

Recognition by the Portuguese State of the academic degrees in the "Erasmus Mundus" course.

Ordinance n.º 583/97 (Ordinance): 01/08/1997, 583/97, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>

Defines the conditions under which the timetable may be extended beyond the normal 40 hours per week.

Ordinance n.º 611/93 (Ordinance): 29/06/1993, 611/93, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>

It defines special education measures for children enrolled in pre-school and compulsory schools.

Ordinance n.º 613/93 (Ordinance): 29/06/1993, 613/93, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>

It establishes norms for special education to pupils with special education needs that are enrolled in mediated basic education.

Ordinance n.º 698/01 (Ordinance): 12/04/2001, 698/01, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>

It determines that to the students, between of 31st December of 1999 and of 30th June of 2001, can initiate specialization technological courses.

Ordinance n.º 699/06 (Ordinance): 12/07/2006, 699/06, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>

It approves the comparative tables between Portuguese Education system and other systems, as well as tables of conversion of the evaluation systems corresponding to diverse countries. N.º 27249/2004 revokes the forwarding, of 9 of December.

Ordinance n.º 714-B/06 (Ordinance): 14/07/2006, 714-B/06, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>

It approves the legal framework of access public higher education for the school year of 2006/2007.

Ordinance n.º 86/07 (Ordinance): 12/01/2007, 86/07, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>

Amends the Ordinance No. 1 082-A/01, of 5th September, which creates the Recognition, Validation and Certification Competencies Centers.

Ordinance n.º 860/91 (Ordinance): 20/08/1991, 860/91, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>

It creates the legal framework of the Private Institutions of Social Solidarity in the aim of Ministry of Education.

Ordinance n.º 947/95 (Ordinance): 01/08/1995, 947/95, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>

Defines the qualification criterias for the high competition athlete.

Ordinance n.º 989/99 (Ordinance): 03/11/1999, 989/99, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>

Creates the technological specialisation courses (review the Order n.º 1 227/95, of 10th October).

Recommendation n.º 2/01 (Recommendation): 04/07/2001, 2/01, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>

Defines the mobility of young people in Europe - recommendation of National Council for Education.

Resolution n.º 38/05 (Resolution): 19/07/2005, 38/05, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>

Nomeia um Coordenador Nacional da Estratégia de Lisboa e constituiu uma rede de responsáveis sectoriais no âmbito das políticas envolvidas, com vista à elaboração de um Plano Nacional de Reformas para a promoção do crescimento económico e do emprego, contribuindo igualmente para o desenvolvimento de uma sociedade mais coesa e inclusiva, para o equilíbrio macroeconómico e para a sustentabilidade do meio ambiente.

Resolution of the Concil of Ministers n.º 120/06 (Resolution of the Concil of Ministers): 21/09/2006, 120/06, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>

It approves the 1st Plan of Share for the Integration of the People with Deficiencies or Incapacity for the perido of 2006-2009.

Resolution of the Concil of Ministers n.º 124/05 (Resolution of the Concil of Ministers): 04/08/2005, 124/05, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>

It determines the reorganization of the central administration, establishing its goals, principles, programs and methodology.

Resolution of the Council of Ministers n.º 183/05 (Resolution of the Council of Ministers): 28/11/2005, 183/05, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>

Approves the National Action Plan for the Growth and Employment 2005-2008.

Resolution of the Council of Ministers n.º 39/06 (Resolution of the Council of Ministers): 21/04/2006, 39/06, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>

Approves a Programm for restructuring the Central Administration.

Resolution of the Council of Ministers n.º 53/04 (Resolution of the Council of Ministers): 21/04/2004, 53/04, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>

It approves the reform of the Public Administration, regarding its areas and methodologies.

Resolution of the Council of Ministers n.º 59/98 (Resolution of the Council of Ministers): 06/05/1998, 59/98, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>

Approves the National Plan of Employment.

Resolution of the Council of Ministers n.º 92/98 (Resolution of the Council of Ministers): 14/07/1998, 92/98, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>
It creates the working group for Adult Education and Training.

Resolution of the Council of Ministers n.º 95/03 (Resolution of the Council of Ministers): 30/07/2003, 95/03, Diário da República, <http://dre.pt/gratis/historico/diplomasmenu.asp>
It approves the principles of Public administration reform.

Institutions

Coordinating Council for Private and Cooperative Education

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1050-050 LISBOA
Tel:+351 21 797 29 10/42
Fax:+351 21 397 71 81
E-mail:ccepc@mail.telepac.pt
Website:<http://www.sg.min-edu.pt/ccepc> (10/08/2007)

Council of Rectors for Portuguese Universities

Edifício O Campus do INETI Estrada do Paço do Lumiar
1649-038 LISBOA
Tel:+351 21 360 29 50/2
Fax:+351 21 364 00 11
E-mail:crup@crup.pt
Website:<http://www.crup.pt> (10/08/2007)

Direcção Regional de Educação de Lisboa

Praça de Alvalade, 11 a 13
1749-070 LISBOA
Tel:+351 21 843 39 00
Fax:+351 21 846 57 85
E-mail:info.drel@drel.min-edu.pt
Website:<http://www.drel.min-edu.pt> (10/08/2007)

Direcção Regional de Educação do Alentejo

Alcáçova de Baixo, 6 Apartado 125
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Tel:+351 266 757 900
Fax:+351 266 757 901
E-mail:atendimento@drealentejo.pt
Website:<http://www.drealentejo.pt> (10/08/2007)

Direcção Regional de Educação do Algarve

Edifício Feira Nova, 2.º andar, Estrada Nacional 125, Sítio das Figuras 8000-761 FARO
Tel:+351 289 893 900
Fax:+351 289 893 929
E-mail:direccao@drealg.min-edu.pt
Website:<http://www.drealg.min-edu.pt> (10/08/2007)

Direcção Regional de Educação do Centro

Rua General Humberto Delgado, 319
3030-327 COIMBRA
Tel:+351 239 798 800
Fax:+351 239 402 977
E-mail:webmaster@drec.min-edu.pt
Website:<http://www.drec.min-edu.pt> (10/08/2007)

Direcção Regional de Educação do Norte

Rua António Carneiro, 8
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Tel:+351 22 519 11 00
Fax:+351 22 510 31 51
E-mail:dren@dren.min-edu.pt
Website:<http://www.dren.min-edu.pt> (10/08/2007)

Directorate of Curriculum Innovation and Development

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Tel:+351 21 393 45 00
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E-mail:dgdic@dgdic.min-edu.pt
Website:<http://www.dgdc.min-edu.pt> (10/08/2007)

Educational Development Programme for Portugal

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1399-029 LISBOA
Tel:+351 21 394 48 00

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Website:<http://www.prodep.min-edu.pt> (10/08/2007)

Employment and Vocational Training Observatory

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1250-069 LISBOA
Tel:+351 21 310 87 69
Fax:+351 21 310 87 67
E-mail:secretariado.oefp@iefp.pt
Website:<http://www.oefp.iefp.pt> (10/08/2007)

Financial Management Office

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1399-029 LISBOA
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Website:<http://www.gef.min-edu.pt> (10/08/2007)

Foreign and Frontiers Affairs

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E-mail:sef@sef.pt
Website:<http://www.sef.pt> (10/08/2007)

General-Directorate for Higher Education

Av. Duque D'Ávila, 137
1069-016 LISBOA
Tel:+351 21 312 60 00
Fax:+351 21 312 60 01
E-mail:dges@dges.mctes.pt
Website:<http://www.dges.mctes.pt> (10/08/2007)

General-Directorate for Human Resources in Education

Av. 24 de Julho, 142
1399 - 024 LISBOA
Tel:+351 21 393 86 00
Fax:+351 21 397 03 10
E-mail:correio@dgrhe.min-edu.pt
Website:<http://www.dgrhe.min-edu.pt> (10/08/2007)

General-Directorate of Social Reinsertion

Avenida Almirante Reis
1150-013 LISBOA
Tel:+351 21 317 61 00
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E-mail:correio.irs@irsocial.mj.pt
Website:<http://www.mj.gov.pt/sections/o-ministerio/instituto-de-reinsercao> (10/08/2007)

General-Inspectorate of Education

Av. 24 de Julho, 138
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Tel:+351 21 392 48 00
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E-mail:ige@ige.min-edu.pt
Website:<http://www.ige.min-edu-pt> (10/08/2007)

General-Secretariat of Ministry of Education

Av. 5 de Outubro, 107
1000 LISBOA
Tel:+351 21 793 13 31
Fax:+351 21 796 41 19
E-mail:cirep@min-edu.pt
Website:<http://www.sg.min-edu.pt> (10/08/2007)

High Commission for Immigration and Intercultural Dialogue inorities

Rua Álvaro Coutinho, 14
1150-025 LISBOA

Tel:+351 21 810 61 00
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E-mail:acidi@acidi.gov.pt/
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Information System Coordinating Office

Av. 24 de Julho, 134 - 5º andar
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Website:<http://www.misi.min-edu.pt/> (10/08/2007)

Institute of Employment and Vocational Training

Avenida José Malhoa, 11
1099-018 LISBOA
Tel:+351 21 861 41 00
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Lisbon Science Academy

R. da Academia das Ciências, 19
1249-122 LISBOA
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Macau Scientific and Cultural Centre

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1300-343 LISBOA
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Meteorological Institute

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Ministry of Education

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Ministry of Science, Technology and Higher Education

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Ministry of Work and Social Solidarity

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National Agency for Lifelong Learning Programme

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National Agency for Qualification

Av. 24 de Julho, 138
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National Centre for Immigrant Support

Rua Álvaro Coutinho, 14.
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National Commission for Higher Education Welfare

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National Council for Education

R. Florbela Espanca (Bairro de Alvalade)
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National Council of Evaluation of Higher Education

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Tourism Training Institute

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