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Template 3: Educational System per Partner Country

Organization (full legal name):	Escola Profissional do Alto Lima, CIPRL
Country:	Portugal (PT)

Structure of the Educational System
- Scheme of the National Educational System

Structure of the Portuguese Educational System:

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Functioning of the National Educational System

Brief description regarding the functioning of the National Educational System.
Some aspects to take into account:

- Compulsory Education;
- Grade Levels / EQF Levels / Duration / Ages;
- Modalities to conclude each Grade Level;
- Legal organizations.

The Educational System in Portugal is regulated by the State through the Ministry of Education and the Ministry of Science, Technology and Higher Education.

There is a system of public education and also many private schools at all level of education, but the most common educational system is the public.

Education in Portugal is free and it is compulsory till the age of 18, when students complete the 12th grade, since the year of 2009.

The Portuguese Education System is organized into five study cycles:

► Pre-school Education

- Nursery – Up to the age of 3 years old, children may frequent a nursery, which are mostly private; a small part of them are partly financed by the state (Portuguese Social Services) and parents pay according to their income.
- Pre-school – Pre-school education is optional from the ages 3–5 years old, and it is provided by state pre-schools and private kindergartens.

► Basic Education

Basic education is compulsory and free of school fees, and lasts for nine academic years, beginning at the age of six and ending at the age of 15. It comprises three sequential and progressive cycles of education and its successful completion leads to a diploma certifying the completion of basic compulsory education.

The state-run schools are free of charge; private schools can be refunded by the state in part or fully, when state-run schools in area are filled to capacity. Since 2017, the school books for the 1st cycle were given by the state. But school materials and the school books for all other levels are not free, except for families which are available as poor families in accordance with the national social services criteria.

- 1st Cycle of Basic Education – consists of a cycle of four mandatory years of school (1st year, 2nd year, 3rd year, 4th year). Children aged 6 by 15 September must be enrolled in their first school year in that calendar year; children who reach the age of 6 between 16 September and 31 December may be authorized to attend the first stage of education, provided a request submitted by their parents or guardians to the school during the annual enrolment period. At state-run schools 1st Cycle students and pre-schools students get free mid-morning or mid-afternoon snacks, generally consisting of a 20cl milk package.
- 2nd Cycle of Basic Education – consists of a cycle of two mandatory years of school (5th year, 6th year).
- 3rd Cycle of Basic Education – consists of a cycle of three mandatory years of school (7th year, 8th year,

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9th year).

► Secondary Education

Secondary education in Portugal is compulsory (10th year, 11st year, 12nd year). This educational level enhances the knowledge and skills gained in basic educational level and additionally prepare students for higher education or job market. The secondary education lasts for 3 years and to gain admittance into this level, students must hold a certificate of basic school education. This educational level comprises of general courses, artistic and vocational or technical courses. The conclusion of secondary education (general, technological, artistic programmes, vocational education and training courses) with passing grades confers a diploma which will certificate the qualification thus obtained and, in the case of work-oriented programmes the qualification for specific jobs. Students can study in generic high schools or in vocational technical schools.

► Post-Secondary not Higher Education

After secondary education, there are technological specialization courses – EQF level V – provided by polytechnic institutes and by the Employment, Education and Training Institute (it is a national public employment service).

► Higher Education

Higher education is structured in accordance with the Bologna's principles and aims to ensure a thorough scientific preparation. Higher education is organized in university education and polytechnic education, administered by public, private or concordat higher education institutions. The university subsystem is intended to have a strong theoretical basis and to be highly research-oriented. The polytechnic subsystem is intended to provide a more practical training and is profession-oriented. Private higher education institutes cannot operate if they are not recognized by the Ministry of Education. Access is regulated by the same procedures as those for state higher education institutes. The two systems of higher education (universities and polytechnic institutes) are linked and it is possible to move from one to the other.

There are the following types of higher education qualifications:

- Degrees (EQF level VI): generally lasts for 3 years and are offered by both universities and polytechnic institutes.
- Master's degree (EQF level VII): generally lasts for 2 years and are offered by both universities and polytechnics in Portugal.
- Doctorate (EQF level VIII): awarded by universities after passing a doctorate exam and a public defense of a doctoral thesis. A title of doctor is given after the successful completion of this degree programme. Students must hold a degree of a master's degree or its equivalent to gain admittance into the doctorate programme.
- Aggregation: the highest qualification given to the candidates who possess the doctor degree. This qualification requires candidates to take up a research in a particular field. The academic qualification of aggregate is assigned in a branch of knowledge or specialization, by passing in public exams. It is titled by a letter of aggregation issued by the university that conferred it.

Vocational Education and Training

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Brief description regarding the national VET system, focused on Youths.

Some aspects to take into account:

- Modalities / Grade Levels / EQF Levels / Duration / Ages;
- Legal organizations.

VET – Basic Education:

Traditionally VET programmes in Portugal are a major option after the age of 15 at secondary education. However, education and training programmes for young people, targeting those who were under 15 years old at risk of early leaving were launched in 2004 at the 2nd and 3rd cycle of basic education.

In 2012/13 , the government launched the vocational programmes in basic education for young learners aged 13+ who had two retentions/failures in the same cycle of study or three (or more) in different cycles throughout their educational path. The programmes aimed at raising the quality in education and improving educational success; and allowing a first contact of learners with vocational activities. After a pilot period the programmes were gradually extended to schools that gathered technical and pedagogical conditions recognised by the Ministry of Education. However, they do not have national coverage. They are organized into modules and based on the involvement of enterprises and partner institutions set in the geographical area of the school. The involvement of enterprises ranges from the contribution to the modular subjects of the vocational component to the simulated practice suitable to the age of learners. There is a diagnostic evaluation that includes vocational guidance at the beginning of each programme to assess the prior knowledge of the learners, their needs and interests.

VET – Secondary Education:

Secondary education is characterized by subject specialization and is organized in different paths, leading to either further studies and/or vocational qualifications. Permeability has been ensured between general/academic paths (leading to further studies) and VET paths (leading to the labour market). Qualifications are provided within the National Qualifications Catalogue.
VET programmes at secondary education follow the structure set by legislation:

• General component (in scientific-humanistic programmes, specialized art programmes) and socio-cultural component (in vocational education and training programmes) – aimed at building and developing the personal, social and cultural identity of learners;

• Specific training component (in scientific-humanistic programmes) – aimed at providing a solid scientific training in the area of the respective programme;

• Scientific training component (in specialized art courses, vocational education and training programmes) – aimed at acquiring and developing a set of knowledge and basic skills in the respective area;

• Technical-artistic and technical training components (in specialized art programmes and vocational education and training programmes) – aimed at acquiring and developing a set of knowledge and basic skills on the respective course, and integrate specific forms of work-based learning.

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• The common characteristic of all VET programmes is the technological and practical field that may include practical training held in a simulated or in a real work environment

VET programmes at secondary level:

- Vocational Education and Training Courses – "cursos profissionais" – aimed at providing learners with the required vocational education and training to develop personal and professional skills to perform a job and to pursue further studies and/or training (at post-secondary or higher education). They are also aimed at adjusting training offer to local and regional working needs. These courses are structured into three training components: socio-cultural; scientific; and technical.

The programmes last for three years (10th–12th) and have approximately 3200 hours. Work-based learning is mandatory and lasts 600–840 hours corresponding to 19-24% of the overall programme. These programmes are offered both by high schools and vocational training schools.

Upon successful completion, vocational training courses allow a double certification – diploma of secondary education and diploma of a professional qualification.

- Apprenticeship Courses – "cursos de aprendizagem" – aimed at providing learners with the adequate knowledge and competences to enter the labour market by providing them a combination of work experience and training. Apprenticeship Programmes are aimed at learners between 15–24 years of age who have reached at least the 9th year of schooling but have not completed secondary education. Curricula are organized in training components: socio-cultural, scientific, technological, and practice in the workplace. The programmes last about 2.5 years and have approximately 2800–3700 hours, including a mandatory workplace training (40% of the programme duration). Apprenticeship Programmes are provided by the Employment, Education and Training Institute (IEFP).
- Specialized Art Courses – "cursos artísticos especializados" – aimed at providing learners with the specific vocational education and training they need to enter a career in the artistic field of their choice by developing their capacities and talent or to take further studies/training in one of the fields. Specialized Art Programmes are organized in three learning areas (general, scientific and technical/artistic). Workplace learning is mandatory in the 3rd year of the programme (12th year of schooling). Programmes are offered by public, private or cooperative schools. Successful conclusion of a specialized art programme leads to a double certification.

VET programmes at Post-Secondary not Higher Education:

- Technological Specialization Courses – "cursos de especialização tecnológica - CET" – aimed at learners with the secondary education. These courses comprise general, scientific and technological components in school with work-based learning and are composed by 60 ECTS. Usually a CET last approximately one year (1 200 to 1 560 hours) and award a QNQ level 5 and a technological specialization diploma. These programmes are developed in collaboration with the training institution and

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enterprises, other employment organizations, associations of enterprises or socio-professional associations, amongst others, and can adopt different types/methodologies of training, including traineeships. The CET diploma allows learners to apply to higher education through a separate admission procedure determined by a broader regulatory framework, and following the requirements for entry set by each academic institution. Training held at the CET will be credited in the higher education programme.

- Higher Professional Technical Courses – "cursos técnicos superiores profissionais - CTSP" – aimed at learners with the secondary education. Launched in 2014, these courses comprise the following components: general and scientific, technical, and on-the-job training, which takes place through an internship (lasting at least one semester and granting 30 ECTS). These courses run for four academic semesters, with 120 ECTS and award a diploma of higher professional technicians. Only polytechnic institutions provide these courses. Each institution provides programmes in the areas that should meet the region's needs. Holders of these diplomas can access the 1st cycle of higher education programmes or integrated master programmes through specific application procedures, leading to a high education degree.

Sources:	http://www.dge.mec.pt/ https://www.eqavet.eu/what-we-do/implementing-the-framework/portugal DGERT (2016). *Vocational education and training in Europe – Portugal.* Cedefop ReferNet VET in Europe reports; 2016. http://libserver.cedefop.europa.eu/vetelib/2016/2016_CR_PT.pdf

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