



Portugal

Education for All 2015 National Review

This report was prepared by the relevant national authorities in view of the World Education Forum (Incheon, Republic of Korea, 19-22 May 2015). It was submitted in response to UNESCO's invitation to its Member States to assess progress made since 2000 towards achieving Education for All (EFA).

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The paper can be cited with the following reference: "Education for All 2015 National Review Report: Portugal". For further information, please contact: efa2015reviews@unesco.org

**NATIONAL REPORT ON THE PROGRESS CONCERNING THE
EDUCATION FOR ALL (EFA) 2015 INITIATIVE**

December 2014

PORTUGAL

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Chapter 1 - INTRODUCTION

The Education for All (EFA) initiative is a global compromise to provide a quality basic education to all children, youth and adults. This movement was launched on the Education for All Global Conference, in Jomtien, in Thailand, in 1990, by UNESCO, PNUD, UNFPA, UNICEF and the World Bank. The participants approved an “expanded vision of learning” and committed themselves to provide universal primary education¹ and reduce illiteracy very significantly by the end of the decade.

In 2000, with many countries still far from having reached this goal, the international community met again in Dakar, Senegal, and affirmed their commitment to achieving the goal of Education for All by the year 2015. The participants identified six key goals for education, aiming to meet the learning needs of all children, youth and adults by 2015, commonly called the six EFA goals:

1. Expanding and improving the early childhood and preschool education and care, especially in regard to the most vulnerable and disadvantaged children.
2. Ensuring that, until 2015, all children, especially females, children in socially and economically disadvantaged backgrounds and those belonging to ethnic minorities, have access to a complete a good quality basic education (primary education), free and compulsory.
3. Ensuring that the special learning needs of all young people and adults are met through equitable access to appropriate learning programs and life skills.
4. To achieve, until 2015, a 50 percent improvement in the levels of adult literacy, particularly in regard to women, and equitable access to basic and continuing education for all adults.
5. Eliminate, until 2015, the gender inequalities in primary and upper secondary education, and achieving gender equality in education by 2015, with a focus on ensuring, for girls, a full, fair and successful good quality basic education.
6. Improving and ensuring excellence of all matters affecting the quality of education so that results, such as recognized and measurable learning for all, especially with regard to literacy, numeracy and essential skills and life essential skills, can be obtained.

As a member of UNESCO, Portugal committed to achieve by 2015 the six EFA goals, as contemplated in the policy measures implemented in our country in the education and training system.

In the context of each of the six goals, UNESCO has prepared some guidelines for the purpose of the national report take into account the formulated on the guiding questions. These guidelines don't exclude the possibility that each Member State use the methodology that considers adequate to the national assessment of EFA 2015.

¹ Within this report, the term "primary education" concerns the first six years of education, according to the *International Standard Classification of Education (ISCED 2011)*.

The National Report from Portugal follows the methodology proposed for UNESCO, and was written with the contributions of several organisms of the Ministry of Education and Science, other government departments, and other leading institutions in the educational field, which directly or indirectly have contributed to the implementation of policies and measures in the field of education and training that can be considered as a response to the commitment made in Dakar, the "Dakar Framework for Action".

Chapter 2 - MAJOR CHALLENGES IN 2000 AND GOALS FOR 2015

As already mentioned, the Education for All movement, launched in 1990, is a global commitment that aims one quality basic education for all children, youth and adults. Ten years later, given that in many countries it was found that this goal was far from being achieved, the international community, in Dakar, reaffirmed the need and commitment to achieving the objective of Education for All by the year 2015.

There are many challenges to achieving the six EFA goals. The answer to these challenges differs widely from country to country, as it depends on a lot of diversity of the respective education and training systems, the level of economic and social development of these, and the specific national situation starting point for each one of the goals.

On the other hand, this issue makes more difficult the transversal and transnational evaluation of the accomplished progress and how, at the national level, each country has been responding to the challenges of EFA.

The major challenges of EFA, as defined in 2000, are related to a strong investment in the strategies under the Dakar Framework for Action ranging from the mobilization of a strong political will to promote education for all; the development of action plans to increase significantly the investment in basic education; the promotion of EFA policies within a sustainable and well-integrated sectoral action, clearly articulated with the elimination of poverty and the monitoring of strategies for development; the participation of the civil society in the formulation, implementation and monitoring of strategies for educational development; the implementation of management systems and educational governance, participatory and measurable; the design of educational programs to promote peace, mutual tolerance and the prevention of violence and conflict; the implementation of integrated strategies for gender equality in education, taking into account the need for the development of attitudes, values and practices; the implementation of measures and programmes supporting the promotion of education for health, with special focus on the fight against HIV/AIDS; creating a safe and healthy learning environment, inclusive and resourced, to promote excellence in learning and performance levels, as well as measurable goals clearly defined for all; improving the status and social recognition, motivation and professionalism of teachers, the use of Information and Communication Technologies (ICT) at the service of education for the achievement of EFA goals; the systematic monitoring of progress in terms of goals and EFA strategies; to the strengthening of existing mechanisms for a quicker progress of Education for All.

These strategies are guidelines for achieving the defined goal (Education for All until 2015) and, at the same time, allow each country to make an assessment of the strengths and/or threats to achieve those goals.

Given the status of development of the Portuguese education and training system, as described in Chapter 3 of this report, the policy measures already implemented for some years have been able to respond effectively to the main challenges of EFA, as well as concerning the support for countries that, for specific reasons like their state of economic and social development, face difficulties, at the national level, in the effective implementation of the Dakar Framework for Action.

Therefore, it is considered that, in the Post-2015, there should be a more effective investment not only in the initial education system of young people but also in the vocational education and training system, on promoting people's access to higher education and to lifelong learning. This approach aims to promote diversity and interconnection among the offers of the education system, serving different audiences, a better management of available resources, the promotion of quality of education and school success, the establishment of an integrated and transversal approach of the education system, and the inclusion of a better link between the offers and the needs of the labour market.

Chapter 3 - PROGRESS TOWARDS EPT GOALS

3.1 Early childhood care and pre-school education (ECEC)

3.1.1. The right to pre-school education enshrined in legislation

In Portugal, the Law for Preschool Education (Law n.º 5/97 of 10 February), states that *the pre-school education is the first stage of basic education in the education process throughout life, with the complementary educational action of the family, with which it works in close relationship, favouring the formation and development of children, in order to foster their integration into society as autonomous, free and supportive human beings.*

On the other hand, the Basic Law on Education establishes that pre-school education is for *children aged between 3 years old and the age of access to primary education (paragraph 3 of article 5 of Law n.º 46/86 of 14 October), and should be provided in preschool establishments (article 3, Law n.º 5/97 of 10 February), i.e., kindergartens.*

The pedagogical supervision of kindergartens is the responsibility of the Ministry of Education and Science (MEC), a body responsible for this educational level in organisational, didactic and pedagogical, curricular and inspective matters.

Daycare centres are facilities designed to accommodate children aged between 0 and 3 years old, and the protection of these establishments within the jurisdiction of the Ministry of Solidarity, Employment and Social Security (MSESS).

3.1.2. Universality

The frequency of pre-school education is optional, recognizing the family as having the first role in childcare.

The universality of preschool education for children aged 5 years old is enshrined in Law n.º 85/2009 of 27 August, that offers the enrolment in preschool education, at least for one year. The provision of preschool education for children aged 5 years old was, in 2009/2010, of 92.7%. In 2012, the average length of preschool attendance in Portugal was 2.68 years - (Source DGEEC/MEC and PORDATA).

The number of children enrolled in pre-school education has increased: the data for the year 2012/2013 point to 266,666 children, a significant increase in the number of children who currently have access to preschool education, for example compared to the year 2000/2001, in which 253,610 children enrolled - cf. Table 1.

In 1996/1997, the rate of preschool at that age was 60.1%; in 2000-2001 it grew to 74.8%, and to 88.5% in 2012/2013, a significant increase in the provision of preschool education available at national level (see Table 2).

The Portuguese State has been making efforts aimed at increasing the enrolment rate of children from 3 to 5 years who attend preschool education. The pursuit of this objective implies a continued commitment to establishing partnerships and the involvement of all civil society.

3.1.3. Preschool education methods

A national network of preschool education consists on public and private network: part of the public network are the establishments of preschool education of the Ministry of Education and Science and those of the Ministry of Solidarity, Employment and Social Security; the private network comprises establishments with and without profit (institutions of private education in the first case, and in the second, the IPSS - private charities).

Preschool education has various educational modalities for the care of children from 3 years up to the age of entry into compulsory education in order to ensure all access to preschool education:

- *Kindergarten* is the prime institution for preschool and is the most frequented by children with 3, 4 and 5 years. Provides services aimed at child development, providing them educational activities, and may also offer family support activities. Under this legal designation there are different teaching modalities;
- *Itinerant Education for Children* is a form of education that enables access by children from 3 to 5 years of age, living in rural and remote areas, with preschool services, through the regular movement of a kindergarten educator to those locals where it is not possible to create a kindergarten for children (article 15 - Law n.º 5/97, February 10 - Law of Preschool Education) due to an insufficient number of children - less than 15.

Kindergartens ensure an operating system and a flexible schedule, which includes the daily period of 5h of education, under the kindergarten educator's responsibility, as well as the time dedicated to animation activities and family support, which ensures the provision of meals and the monitoring of children before and/or after the educational component.

The preschool establishments must remain open until 17h30m for a minimum of 8 hours daily. However, some kindergartens offer more extended hours of operation, adapted to the needs of families.

3.1.4. Facilitating measures of access to preschool education

The creation of a national network of preschool education has enabled the consolidation of partnerships between the MEC, the MCESS and several entities, including Social NGO such as: *Unões das Instituições Particulares de Solidariedade Social*, the *Mutualidades*, the *Misericórdias*, *Santa Casa da Misericórdia de Lisboa* and the National Association of Portuguese Municipalities.

The consolidation of these partnerships became possible due to the signing of Protocols of Cooperation between the various social partners, ensuring a cost-free educational component to all children regardless of age (article 16 of the Law of Preschool Education, Law n.º 5/97 of 10 February), through the financial support of the State, whether in the public or in the private non-profit network, as well as a State support for

the family support component (meal and time extension, according to the needs of families in addition to the education component).

Resulting from these protocols, the values of the two components per child/month are updated every year, in addendum, allowing for the signature of partnerships between the state and the institutions, in the case of the private non-profit network, and Local Authorities, in the case of public schools.

Therefore, on the 2012/2013 school year (Order n.º 1025/2014 of 22 January), the state funded directly establishments of preschool education from the private non-profit network that signed the agreement, with €110.81 per child/month for the educational component and €62.68 per child/month to the family support component. The caregivers must pay the remaining amount, calculated for each establishment according to the average cost of the children per month, according to the Joint Order n.º 300/97, of 4 September, that determines that the reimbursement of families is processed in accordance with the respective socio-economic conditions.

On the school year 2012/2013 (Order n.º 1026/2014 of 22 January), the State financially supported the establishments of the public network, if the Local Authorities signed the Agreement, with the following values:

- €62.91 per child/month for the component of family support, for both meals and time extension;
- €30.99 per child/month, when the family support component is limited to the time extension, including material childcare support;
- €31.99 per child/month, when this component is limited to the provision of meals.

The State financial support to the public preschool establishments for the acquisition of didactic material is determined annually through legal rules. An Ordinance also prescribes the amount of funding per pupil provided by the State to private and cooperative schools that signed contracts (for profit private network), taking into account the economic situation of each household.

3.1.5. Measures to ensure quality in preschool education

With the publication of the Law on Preschool Education, normative measures were defined which launched its pedagogical and technical rules, highlighting the following:

- Approval of *Curriculum Guidelines for Preschool Education*, a reference document defining a set of general principles for pedagogical and organizational support to the educational activity of kindergartens (Order n.º 5220/97, dated 4 August);
- Developing *Benchmarks for Education*, guidance documents for the implementation of several thematic areas of education in educational and training context, highlighting the following:

- *Financial education benchmark* for Preschool, Basic and Upper Secondary Education and the Adult Education and Training, in partnership with the National Council of Financial Supervisors, winner of the *2014 Country for Europe Award*, awarded by *Child and Youth Finance International (CyFi)*;
 - *Education benchmark for Media* for Preschool, Basic and Upper Secondary Education;
 - *Road education benchmark* for Preschool, Basic and Upper Secondary Education;
- Introduction of clear, rigorous and sequential curriculum goals in several subjects in basic and upper secondary education and, simultaneously, the training of teachers in these national goals, which may help significantly in increasing the objectivity of what is taught, what is expected of each pupil, and in implementing any of the provided measures when necessary;
 - Publication of supporting brochures on the development and management of the curriculum in several areas of the curriculum guidelines: oral language and writing; mathematics; experimental sciences; thespian and musical expression, as well as other publications that illustrate and document the development of the project work in kindergarten;
 - Production of guidelines on the management and curricular organization, as well as assessment in preschool education;
 - Establish standards and pedagogic criteria in the technical installation and/or adaptation of institutions of preschool education, as well as setting standards for equipment and materials;
 - Definition of the number of students per class, conditions for enrolment and renewal, setting priorities to be observed in enrolment;
 - Definition of criteria that can determine the maximum allocation of reference for non-teaching staff for the school clusters;
 - Establishing standards for planning of animation activities and family support, identifying stakeholders and establishing the responsibilities on this process.

Improving the quality of a preschool education is a current challenge and an external evaluation study is being conducted, sponsored by the MEC, about the effectiveness of Curriculum Guidelines on learning of children, and also as well as the quality of the contexts of preschool education.

3.1.6 Promotion measures of the school success

Education for Itinerancy

In order to combat the social exclusion of students/children of itinerant parents who, due to their work, are subject to frequent travel from their residence and attend a large number of schools throughout the school year, the General Directorate of Education (DGE) created a database of the children of work travellers.

The monitoring and evaluation of the schooling of these pupils from preschool education to the end of basic education aims, on one hand, to provide a more appropriate response to these families given the characteristics of their itinerant occupations (circus, marketer, street entertainment, seasonal work, peddling, etc.) and, on the other hand, contribute to the academic success of these students, ensuring sequential and educational continuity, to prevent early school leaving.

Through the database of children of travellers the schools can access all the information on the learning of students considered necessary to ensure the summative evaluation at the end of each school year, contributing to the academic success of these students.

Distance education

Considering the national imperative of finding answers that help access to education, knowledge and the development of skills to all young people, through the conclusion of compulsory education, Ordinance n.º 85/2014 was published, on 15 April, regulating distance education (ED).

ED is an educational and training offer for the 2nd and 3rd cycles of basic and upper secondary education, complementary to other existing curricular offerings in these levels of education. It functions on the *Fonseca Benevides* High School, in Lisbon.

ED intends to provide fair access to the curriculum and educational success of children and young people who, for different reasons, find themselves in situations, temporary or permanent, that prevents them from regularly attending school and, consequently, are subject to discontinuity in their learning, leading to failure and school dropout before the conclusion of compulsory schooling.

It works through a digital platform consisting of virtual classrooms, organized by audience and yearly cycle of schooling, using both synchronous and asynchronous work models.

The ED responds primarily to the educational needs of:

- Students children of occupational travellers in the 2nd and 3rd cycles of basic and upper secondary education that are subject to special conditions of school attendance, given the constant mobility of families;
- Students who have not completed compulsory education, integrated in IPSS establishing protocols with the *Fonseca Benevides* High School to ensure the fulfillment of that;

- Enrolled pupils who, for health or other reasons considered relevant, are prevented from personally attending school, during and within the limits of the school year they attend, after favourable opinion of the General Directorate of Education and, in the case of professional course, the National Agency for Qualification and Vocational Education, I.P.

The frequency of ED requires the conclusion of an educational agreement with the student's guardian, or with the student, when of age, and with schools and partner organisations, with a clear definition of the intervention areas, the mutual duty, and the objectives to be achieved by the student. The monitoring of students enrolled in ED is customized and provided by tutors, together with the teachers responsible for each subject, looking for specific answers, which contributes to the personal and social development of students.

The ED has as a reference the curriculum matrices described in Decree-Law n.º 139/2012, of 5 July, as amended by Decree-Law n.º 91/2013 of 10 July. The disciplines of the matrices in Ordinance n.º 85/2014, of 15 April, follows the programs and curriculum goals into force in the Portuguese educational system.

The evaluation of ED students are subject to the legal provisions relating to students of primary and upper secondary education and the proper legislation of the different educational and training offers.

If necessary, students of the ED are provided with several host schools of the geographical area of the country where they are, allowing:

- when presents, their socialization and integration;
- monitor their learning pathways;
- access to school resources within the planned activities;
- conducting external assessment.

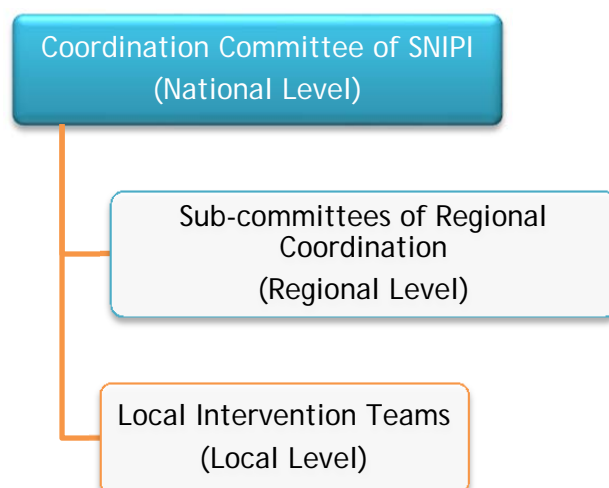
Early Childhood Intervention (IPI)

During the assessment of policy measures under the Early Childhood Intervention (IPI) and its implementation, was created in 2009 the National System of Early Childhood Intervention (Decree-Law n.º 281/2009 of 6 October) oriented to the exercise of children's rights and family and for their inclusion.

This system, by advocating an intervention model, nationwide, universal access and whose operation provides the joint action of the Ministries of Solidarity, Employment and Social Security, Health and Education and Science, integrates the principles of proximity, gratuity, interdisciplinary and variety services featuring best practices in IPI, recognized and adopted by most western countries.

To achieve the objectives set by the National System of Early Intervention in Childhood (SNIPI) were instituted three levels of monitoring and evaluation:

Fig. 1- Organization and Operation of SNIPI



Source: *DGE, August 2014*

In order to ensure national coverage and universal access to early intervention services, the Ministry of Education and Science has established a network of reference schools groups to IPI, as stipulated in Decree-Law 3/2008 of 7 January. These groups provide school and kindergarten teachers and educators to form Local Intervention Teams.

Measures to educational success and against early school leaving

To promote educational success and combat early school leaving, the Portuguese education system integrates measures and programs among which are the following:

- Measures to support the study, to ensure effective monitoring of the student overcome the difficulties detected and targeted to specific needs;
- Accompanied study, in the 1st cycle, in order to support students in the creation of study and work methods and aimed primarily at increasing support in the subjects of Portuguese and Mathematics, in particular the resolution of homework;
- Temporary constitution of relative homogeneity groups in terms of school performance in structural disciplines, taking into account the school's resources and the relevance of situations;
- Assistance in the classroom, valuing the experiences and collaborative practices that lead to the improvement of education;
- Adoption, in exceptional circumstances, duly justified by the school and approved by the relevant departments of educational administration, specific pathways, including curricular paths;
- Tracking to a vocational course of education after redefinition of their schooling, resulting the opinion of school psychologists and the commitment and the agreement of the guardian;
- Extraordinary monitoring of students in 1st and 2nd cycles, as established in the school calendar;

- Monitoring students that progress to the 2nd or 3rd cycle with final grade less than 3 at Portuguese or Mathematics in the previous school year;
- TEIP - Educational Territories of Priority Intervention;
- PCA - Course Curriculum Alternative;
- PIEF - Integrated Program for Education and Training;
- *More School Success* (includes *Fénix* and *Turma Mais* projects).

These measures must be consolidated so that they are implemented when detected their need. It is also noteworthy that within the training offer and taking into account studies on early school leaving and the impact of compulsory schooling, were created vocational courses of primary and upper secondary school, so far in pilot experience. These courses are intended to ensure the continuation of studies and the development of professional knowledges and technical skills of the students who attend them.

The conditions for its operation were set up in close cooperation with companies. Intended to create better conditions for the conclusion of compulsory education, extending the existing offer in order to reduce early school leaving and at the same time, foster the development of knowledge and skills, scientific, cultural and technical, practical and professional that allow better integration in the labour market and, at the same time, further studies for students who wish it.

Matching schools to enterprises, better suiting offers to the needs of students and the country and provide students with follow-up measures were the structuring principles in the creation of this offer. In this context, the process of monitoring each of the established programs was speeded up, creating a platform designed to collect data that will allow not only a characterization of courses and students who attend, but also a timely monitoring and establishment of measures to promote the success and dropout prevention throughout the schooling.

3.2. Implementation of a basic and universal Education

3.2.1. The right to Education

The right to education is in the Portuguese Constitution and national legislation.

➤ *Portuguese Constitution*

"Everyone has the right to education and culture" (Portuguese Constitution, paragraph 1 of article 73 of the Constitution of the Portuguese Republic, 7th constitutional review. Constitutional Law 1/2005, of 12 August);

➤ *Basic Law of Education*

"All Portuguese citizens have the right to education and culture, under the Constitution of the Republic" (Law n.º 46/1986, of 14 October, paragraph 1 of article 2 as written in Law n.º 49/2005 of 5 August).

Law n.º 85/2009 of 27 August (cf. paragraph 1 of article 1 and paragraph 1 of article 2) establishes the compulsory education for children and young people who are on school age (aged 6 to 18 years). This law establishes that in the context of compulsory education, education is universal and free (cf. paragraph 1 of article 3). The gratuity covers tuition, fees and charges related to enrolment, attendance and certification, including the support of students within the school social action, in accordance with applicable law (cf. paragraph 2 of article 3).

We should underline that with this law an increase in the number of years of compulsory education from nine to up to twelve years (i.e. up to 18 years of age, in accordance with the provisions of Law n.º 85/2009 of 27 August) was implemented. It should be noted in this regard that Law n.º 85/2009 does not establish the increase of the period of compulsory education to the twelfth grade unless the frequency that grade begins before the student reaches 18 years of age. Previous legislation (Constitutional Law on Education - Law n.º 46/86 of 14 October, in the wording of Law 49/2005 of 5 August) established the universality, gratuity and obligation of basic education (lasting nine years, or until the student reached 16 years of age).

As already mentioned in goal 1, Law 85/2009 also establishes that preschool education is universal for all children from the year they reach the age of 5.

To ensure that universality, the State must ensure the existence of a network of preschool education that allows the registration of all children covered by it and to ensure that this frequency shall be conducted in gratuity scheme of the educational component (cf. n.ºs 1 and 2 of article 4).

The principle of non-discrimination is guaranteed in legislation and policies on education.

➤ *Portuguese Constitution*

"1. All citizens have equal social dignity and are equal before the law. 2. No one shall be privileged, favoured, prejudiced, deprived of any right or exempted from any duty because of ancestry, sex, race, language, place of origin, religion, political or ideological convictions, education, economic status, social status or sexual orientation "(article 13 of the Portuguese Constitution, 7th constitutional review. Constitutional Law n.º 1/2005, of 12 August. Official Gazette n.º 155-I series).

➤ *Statute of Student and School Ethics* - The principle of non-discrimination is enshrined as a right and a duty of the student.

"The student has the right to be treated with respect and correction by any member of the educational community and cannot, in any way, be discriminated against on grounds of ethnic origin, health, sex, sexual orientation, age, gender identity, economic status, cultural or social or political, ideological, philosophical or religious "(cf. item a) of paragraph 1 of article 7 of Law n.º 51/2012, of 5 September).

The student has a duty to "treat with respect and politeness any member of the educational community and cannot, in any way, be discriminated against on grounds of ethnic origin, health, sex, sexual orientation, age, gender identity, economic status, cultural or social, or political, ideological, philosophical or religious beliefs "(item d) of article 10).

➤ *Teaching Career Statute (ECD)*

As a specific duty of teachers in relation to students, you can read: "Respect of personal dignity and cultural differences of students valuing different knowledge and cultures, preventing exclusion and discrimination" (item a) of article 10 of ECD - amended by Law n.º 41/2012 of 21 February).

3.2.2. Policies and measures facilitating the integration of children and young people from disadvantaged groups

The TEIP Program is an education policy that is intended to school clusters (AE) located in socially and economically disadvantaged areas, where educational success is often lower than the national level, where violence, indiscipline, dropout, school failure and child labour are some examples of how these situations are manifested.

Currently, the TEIP program includes 137 AE, where:

- more than 10% of students do not have Portuguese as their mother language. There are several groups with more than 100 students in this situation and with very different nationalities;
- the percentage of mothers with 12th grade or higher qualifications is less than 5%. In half of the AE that integrate the TEIP program this percentage does not reach 21% and in any group reaches 50% (data report from a study conducted in 2010);
- more than 10% of the students are ethnically gypsy. There are several groups with more than 100 students of Roma ethnicity - values that exceed, in some cases, two hundred - who often have an irregular attendance and/or are at risk of dropping out;
- students are in a constant in and out situation throughout the year, in which over 10% are in a transference situation;
- the percentage of students with support of school social action (ASE) is very significant - in half of TEIP groups the percentage of students receiving support from ASE is equal or more than 50%, reaching in some cases 77%, and in half of these groups the percentage of students receiving echelon A of the ASE is equal or superior than 40% (data of the school year 2011/12).

With this project (TEIP) and with the support of the Team of Inclusion Project and Promoting Educational Success (EPIPSE) of the DGE, the AE design an action plan based on substantiated diagnosis of problematic situations, in order to implement actions involving diversification strategies in the classroom. They are still developing actions with the use of specialist technicians, such as psychologists, social workers, community and civic leaders and mediators, developing a specific work with teachers, students,

families and community, intervening especially in developing personal and social skills and building partnerships, with the aim of reducing indiscipline, absenteeism and dropout and, therefore, school failure.

The law provides "For the prevention of failure and school dropout, (...) the adoption, in exceptional circumstances duly justified by the school and approved by the relevant departments of educational administration, different paths, including alternative curricular paths and integrated education programs and training, adapted to the profile and characteristics of students "(Implementing Order n.º 6/2014, May 26, Chapter IV, paragraph 9 of article 13).

Those classes, with alternative curriculum (PCA), on basic education, are for students up to 15 years of age, inclusive, who are in the following situations:

- a) Repeated school failure;
- b) Existence of integration problems in the school community;
- c) Marginalization risk, social exclusion or school leaving;
- d) Difficulties on learning like: strong demotivation, high absenteeism, low self-esteem and/or lack of expectations of learning and future as well as the mismatch between school culture and their culture of origin.

The Integrated Program for Education and Training (PIEF) is a socio-educational and formative extent, of temporary and exceptional character to youth at risk and danger of educational and social exclusion. This measure aims to help reduce early school leaving, through educational and social inclusion of young people, giving them a school certificate. This program is developed in the 2nd and 3rd cycles of basic education and its target audience is children and young people who need to be reintegrated socially for school path, are in a school dropout situation and/or showing a 3 or more years gap between the level of education they attend and their age.

3.2.3. Facilitating measures of integration of children and young people with different educational needs

As school for all, the public schools are based on the principle of equal opportunities, translated into a set of legal instruments that enable the creation of targeted educational responses to the diversity of characteristics of children and young people, for the different needs or problems and therefore for differentiating action.

In 1986, the Basic Law on Education (Law n.º 46/86 of 14 October) defined the organization and functioning of special education. In 1991, the publication of Decree-Law n.º 319/91 of 23 August, was the first step for the access of students with special needs to mainstream schools, to create a set of measures supporting their integration.

Later, as part of a broad process of reorganization of special education towards a more inclusive school, it creates a special education recruitment group (Decree-Law n.º 20/2006 of 31 January), and teachers definitely join the school team. Also during this process, the Decree-Law n.º 3/2008 of 7 January was published, framing the educational responses for pupils with special educational needs.

This legal document clearly establishes the right of children and young people with special educational needs to non-discrimination in access and frequency of regular schools, from preschool to upper secondary level, and the active participation of parents in decision-making throughout the whole educational process of their children. This Decree-Law also comprises, among others:

- the reference and evaluation procedures of students with special educational needs;
- the educational measures integrating the adequacy of the process of teaching and learning;
- the required development of an Individual Transition Plan for students who do not follow the mainstream curriculum, three years before the compulsory schooling age limit;
- the specific modalities of education, namely (i) reference schools for bilingual education of the deaf students; (ii) reference schools for the education of blind students and low vision; (iii) structured teaching units for the education of students with autism spectrum disorders and (iv) support units specialized for the education of students with multiple disabilities and deaf-blindness congenital;
- the goals that should guide the partnerships between AE and private social welfare institutions, specialized resource centres and others;
- the applicable penalties if the schools, in public and private education, don't respect the priority in enrolment of students with special educational needs, as well as the right to kindergarten or school attendance like the remaining children.

It should be noted that the specific modalities of education are a specialized educational response developed in clusters of upper secondary and public schools. To support the organization of educational quality for pupils with special educational needs the following measures were implemented:

- 90 Resource Centres for Inclusion (CRI) were appointed as a result of reorientation of special education schools, providing specialist support in mainstream schools, aimed at students with special educational needs, teachers and families;
- 25 Centres of Information and Communication Technology Resources (CRTIC) were created for special education, in order to evaluate and recommend support learning products;
- specialized technicians (therapists, Portuguese Sign Language interpreters and Orientation and Mobility technicians, among others) were allocated to mainstream schools

On its staff, all school groups have teachers and technical expertise, to support pupils with special educational needs. In 2012/2013, educational institutions integrated 5,652 special education teachers (to support children and youth with serious cognitive problems, with severe motor problems, with severe personality disorders or conduct or

with multiple disabilities, and support intervention early childhood, to support children and young people with moderate hearing loss, severe or profound, with serious communication problems, language or speech, and educational support to children and young people with blindness or low vision) and 1.626 technical expertise (occupational therapists, speech therapists, physiotherapists, psychologists, interpreters and trainers in Portuguese sign language, orientation and mobility technicians).

On the other hand, is provided annually adaptation and distribution of textbooks, of primary and upper secondary education in accessible formats as well as the development of materials to support teaching practice.

It should be noted, finally, that Portugal is currently among the few countries where less than 1% of the school population with special educational needs makes their education in segregated special education establishments.

3.3. Ensure the learning needs of youngsters and adults

As established in the Portuguese Constitution, in article 73 of Chapter III, in Portugal "Everyone has the right to education and culture", and "The State shall promote the democratization of education and other conditions for the education, both at school and elsewhere, to contribute to equality of opportunities, overcoming the economic, social and cultural inequalities, the development of personality and the spirit of tolerance, mutual understanding, solidarity and responsibility, for social progress and democratic participation in collective life".

This document also establishes, as a fundamental principle, in its article 74 of Chapter III, that "Everyone has the right to education with the guarantee of the right to equal access and academic achievement", leaving to the state to "Ensure a universal, compulsory and free basic education".

Conversely, the Basic Law on Education, in article 1, paragraph 2 of Law 46/86 of 14 October, in its present form, has established that "the education system is the set of means by which the right to education materializes, expressed by the guarantee of a permanent targeted training action to promote the overall development of personality, social progress and the democratization of society".

It should be noted also, on the other hand, that the Basic Law on Education regulated the organization of the education system that, in addition to preschool and school education (1st, 2nd and 3rd cycles of basic education, upper secondary and higher education), provides special types of education, including most importantly special education, vocational training and recurrent adult education (articles 16 to 20), as well as out-of-school education (article 23). With the publication of the Basic Law on Education in 1986, compulsory education was extended from 6 to 9 years of schooling.

However, at the beginning of XXI century the standard of qualifications and education of the Portuguese was much lower than that of most other countries of the European Union and the OECD (e.g. in 2001, Portugal had 72% of the active population with

education levels below upper secondary education, compared to 25% average in the EU). Lifelong learning rates were the lowest in the EU and not more than about 15.000 adults completed, each year, a training course in one of the paths reserved for them, so the deficit is not reduced significantly.

On the other hand, the high and persistent school dropout rates (around 40% of students in upper secondary education throughout the 90s and until 2006) caused a significant annual increase of young people entering the labour market underqualified and swelled the labour force with low qualification rates.

In order to promote social, economic and cultural progress, Portugal proceeded to the consolidation of the extension of compulsory education up to 18 years, established by Law n.º 85/2009 of 27 August, through the publication of Decree-Law n.º 176/2012 of 2 August, which defined pedagogical measures: among others, promoting the full implementation of 12 years of schooling. This measure was accompanied by a set of actions to combat early school leaving, that resulted in a decline of the percentage of young people between 18 and 24 who dropped out the education system, that is currently (academic year 2012/13) in 18.9%, nearly 10 percentage points compared to 2009/10 (28.7%).

3.3.1. Diversity of the training offer

The diversity of the training offer is also conducive to Education for All, increasing equal opportunities. Existing offerings aim to provide to students appropriate and diverse options adapted to different routes that can respect differences, including guidance for pursuing higher education or professional qualification, taking into account the integral formation of students as well as their integration into the labour market (cf. Decree-Law n.º 139/2012, dated of 5 July, in its present form).

In this context, basic education, aiming to ensure a common general education for all citizens, provides the acquisition of basic knowledge that will allow further study and comprises:

- The general basic education;
- Artistic education courses (EAE);
- Vocational education courses;
- Basic education in recurrent education mode.

In addition to the above offers, there are also:

- Alternative curriculum pathways;
- Integrated program of education and training (PIEF);
- Double certification basic education courses, namely education and training courses (CEF), preferably designed for students at risk of dropping out, allowing an initial vocational education as a privileged mean of transition for an active life and simultaneously continued studies;

- Adult courses of education and training (EFA courses), geared towards education and training for adults who wish to improve their skill level.

Thus, it created the possibility of frequency and success to all students attending general basic education.

At the same time, it was guaranteed an effective equality of opportunities, establishing appropriate channels and necessary support to students who need them in order to improve their performance levels, combining the quality of education with equity in their performance, through the offers mentioned above:

- Specialized artistic education courses;
- Vocational education courses, whose target consists of young people over 13 years, particularly students directed to a more practical education, which express dissatisfaction with the studies of general basic education and seek an alternative to this type of education (launched as a pilot project in the school year 2012/2013. The positive results led to an exponential increase of students attending this offer in 2013/2014);
- Basic education in recurrent education system, which covers the three levels of education (1, 2 and 3) and is integrated in education and training pathways for young people aged from 16 years and adults.

The training offer diversifies also at the upper secondary level with the offer specifically for further studies and one that gives a professional qualification.

Regarding the former, we may number:

- Scientific-humanistic courses, for the pursuit of higher education studies;
- Courses with their own plans, offered by specific schools that suit their offering to the context of schools and local business offers;
- Artistic education courses (EAE), aimed depending on the artistic area for further study or integration into active life;
- Professional courses geared towards professional training to students, focusing entering the world of work, but allowing for further studies;
- Upper secondary education in recurrent education mode, integrated teaching model in adult education and training system, which can constitute as educational and training pathway, allowing the reconciling of study with personal or professional obligations and enabling the continuation of studies;
- Technology Specialization Courses (CET), post-secondary training courses non-superior that seeks to provide professional qualification level 5 according to the structure of the National Framework of Qualifications and a corresponding educational qualification to ISCED 4, taught in higher education institutions and non-superior (upper secondary schools, vocational training centers, technical schools and other training institutions accredited by the Ministry of Solidarity, Employment and Social Security).
- Vocational education courses, which allow to promote a methodologically directed education for a practical approach, ensuring the continuation of studies

and providing the development of professional skills within students (launched in the academic year 2013/2014, following the positive results obtained in basic education);

- Adult education and training courses (EFA), geared towards education and training for adults who wish to improve their skill levels.

Thus, universality, gratuity and the requirement that children under 18 attend upper secondary education system, as a minimum qualification level, was progressively reinforced.

Also, an offer of alternatives more closely related with vocational and professional interests of students and, at the same time, a vocational and professional guidance that allows to advice young people was also strengthened.

It should be noted that the development and diversity of training offer for adults, and in particular, education in recurrent education mode and Courses of Education and Adult Training, permits certifying and qualifying adults who did not complete their training in school age (cf. section 3.3.3).

3.3.2. Measures for the integration of students with Portuguese as a second language and other integration measures, at the non-higher education level

Under the different educational policy guidelines directed to the promotion of equal access to the curriculum of primary education (6 to 15 years) and upper secondary school (16 to 18 years), assigned in article 20 and article 21 of Decree-Law n.º 139/2012, dated 5 July , in its present form, and in articles 4 and 5 of Decree-Law n.º 176/2012 of 2nd August, stands out the measures defined for newly arrived migrant students to the education system.

In order to reduce school failure of students who do not have Portuguese as their mother tongue, the Ministry of Education and Science is now implementing education policies to support learning of Portuguese language as object of study and as language of instruction by offering Non Maternal Portuguese Language (PLNM) in primary and upper secondary education. The aim is thus to ensure that all students with another native language than Portuguese have fair access to the curriculum and the educational success, regardless of their language, culture, social status, origin and age.

This measure to support the education of students from minority groups embodied in the supply of Non Maternal Portuguese Language (PLNM), from the 1st cycle of basic education by the end of upper secondary education, in order to provide a rapid response and effective system to the pressing needs of these students, who are in disadvantage compared to students who are native speakers of Portuguese and who followed the national curriculum.

Support measures under the PLNM, which have as a reference document the Common European Framework of Reference for Languages, also contain specific measures in the context of external evaluation of PLNM students of starting levels (A1, A2) and

intermediate (B1), by conducting tests/exams of PLNM appropriate to their level of language proficiency.

In order to improve the educational offer in this area, was performed an impact assessment study and forward-looking measures to PLNM, in conjunction with the Faculty of Social and Human Sciences, *Universidade Nova de Lisboa*, where it was found that the rate of year transition of PLNM stood at 80%, for students of primary and upper secondary education, in the school year 2011/2012.

Aiming to eliminate some difficulties on the specific activities under the PLNM, the Ministry of Education and Science, through the General Directorate of Education, in conjunction with *Ciberdúvidas da Língua Portuguesa/Ciberescola* and some school clusters, is developing educational innovation projects focused on distance education, to children of PLNM attending 1st, 2nd and 3rd cycles of basic education.

To promote access to basic education for disadvantaged children, the Ministry of Education and Science provides support within school social action, as well as free school transport by the end of the 3rd cycle of basic education, for students in conditions for such.

In 2009, Law n.º 85/2009 of 27 August was published, which determines the extension of compulsory education to 12 years, to all students, without exception, including students with special educational needs.

None of educational establishment may refuse the registration or entry of a child or young person based on their disability or their special needs. The failure of this requirement, that denotes discrimination, can originate disciplinary proceedings in the case of public schools, or the withdrawal of the pedagogical parallel and termination of the co-financing, in the case of private and cooperative schools.

This compulsory schooling led to two major challenges to upper secondary schools, with regard to the education of students with individual educational needs by requiring resizing not only the curriculum but also the human and material resources. It is in this context that was published the Order n.º 275-A/2012, of 11 September, defining a curriculum of flexible character, oriented to students with special educational needs, progressing in their education with a specific individual curriculum (CEI). So, schools can ensure effective transition to post-school life of students by implementing the Individual Transition Plan (PIT), adapting it to the functionality profile and aspirations of students and families.

It is intended, therefore, to combat the exclusion of these students in social and labour contexts.

3.3.3. Specifics of education and training provision for youth and adults

With regard to education and training for youth and adults between 2000 and 2005 three different models coexisted.

The first model, oriented almost exclusively to continuing vocational training, focused its intervention on the vocational dimension of assets training.

In this model is also included the training of youngest manpower for a qualified entry into the labour market through longer actions, organized for the professional certification. Note that this training was not associated with any process of recognition or school certification.

The second model focuses on an intervention from the public and professionals schools that replied for adults, in evening classes, the existing offer in daytime for young people, at the same level of education and grade.

This was the applicant's teaching modality (with courses from the 1st cycle of basic education up to upper secondary education), which has undergone numerous changes throughout its existence towards a better adaptation to the target audience. The data in the statistics of Education of 2012/2013, show a completion rate of approximately 6.6% in the 3rd cycle of basic education.

As for young people, education policies aimed combating failure and early school dropout and thus have been created qualifying modalities such as:

- Education and Training Courses for Young People, for the conclusion of basic or upper secondary education and, simultaneously, to obtain a professional certification (Order n.º 19971/99 of 20 October, Joint Order n.º 665/2001 of 21 July 21, Joint Order n.º 279/2002 of 12 April and Joint Order n.º 453/2004 of 27 July).
- Professional Courses (Decree-Law n.º 4/98 of 4 January) developed in public and private vocational schools, with strong links to the business world, for the training of human resources contributing to economic and social development of the country.
- Learning Courses (Decree-Law n.º 205/97 of 25 October) that formed as the alternating initial vocational training system courses, to young people under 25 years that had passed the age limit of compulsory education, giving professional certification of levels 1, 2, 3 or 4 associated with equivalence to 2nd and 3rd cycles of basic education or upper secondary education.

The third model, developed only from 1999/2000, initiated an innovative way of experimentation and consolidation of pedagogical and methodological approaches tailored to adults.

It was a model whose perspective was based on diversity, based on the mobilization of individualized assessment and tools and has thus been created:

- The Adult Education and Training courses (EFA), who started the dual certification courses for adults, whose curriculum was based on a framework of

main skills - *Guidelines to Main Competencies - Adult Education and Training*, structured on Competences Units², modular and independently certifiable. These courses certifying the 4th, 6th or 9th grade, necessarily complemented by professional training itineraries of the level 1 or 2.

- The focal innovation in these pathways was in previous recognition and validation of main competences acquired by the students in formal and informal contexts, which allow its positioning in the course in order to complete only the competency units missing.
- The National System for Recognition, Validation and Certification (RVCC System) in 2000, based on the emphasis placed in Europe skills acquired in non-formal and informal contexts. These processes were developed in RVCC centres, promoted by diverse institutional entities and allowing the certification of skills equivalent to 4, 6 or 9 years of schooling based on *Guidelines to Main Competencies - Adult Education and Training*.
- The S@ber + actions consisting of short-term training activities associated with the Reference Main Skills, which could be mobilized with the recognition of skills, in order to fill specific gaps detected in adults.

From the educational and training experiences mentioned above that was outlined and defined the *Novas Oportunidades Initiative* in 2005. This program consisting of two axes - one devoted to more young people and reduce the dropout and failure and the other addressed the adult population with low qualifications. It set as its main objective to increase the Portuguese population qualification levels by 2010 through the implementation of measures to combat the high levels of school leavers, low levels of education of the labour force and low levels of participation in lifelong learning activities (*Novas Oportunidades - Aprender Compensa*, 2006).

With this program there was a significant enlargement of the offer of education modalities and training for youth and adults, its expansion to the upper secondary level of education and the level 3 of qualification and the extension of compulsory education to 12 years of schooling (Law n.º 85/2009 of 27 August), which was progressively implemented.

Thus, it significantly increased the offerings of Education and Training Courses (CEF) for young people in public and private network, widened the network offer of Professional Courses to public secondary schools and increased the offer of Learning Courses.

By the Decree-Law n.º 88/2006 of May 23, were created the technological specialization courses (CET) corresponding to a post-secondary education non-superior, aimed at the acquisition of the level 4 of vocational training (see table 8).

² The Key Competences Referential built for the basic level of education focuses on four areas of key competences: Language and Communication, Information and Communication Technologies, Mathematics for Life, Citizenship and Employability.

For adults there was an offer on wide range of modalities of education and adult education: RVCC Processes, EFA Courses and Training Modular (see table 5). Through RVCC processes it became possible to certificate also professional skills.

From the year 2007, the EFA courses lost the mandatory dual certification, allowing school certification, professional or double. The number of structures responsible for the RVCC process significantly increased from 6 RVCC centres in 2000 to 459 *Novas Oportunidades* Centres in 2008 (see figure 4).

On December 31 of 2007 is published Decree-Law n.º 396/2007, which regulates the National Qualifications System, which gives coherence to the whole education and training system described above, which includes a set of structures and instruments to ensure the relevance of training and learning for personal development and for the modernization of companies and the economy, which are:

- The National Qualifications Catalogue (CNQ), dynamic instrument of strategic management of non-superior qualifications, which is permanently open to upgrades or new skills on a proposal of any agent or citizen whose contribution is endorsed by the Advisory Councils for Qualification. Beyond integrate the professional profile, the benchmark for training and the references of RVCC (academic and professional) for each qualification, the CNCQ also makes available qualifications for people with disabilities, a training program for Entrepreneurs (Ordinance n.º 183/2010 of 29 March), a Portuguese program for Speakers of Other Languages (Ordinance n.º 1262/2009 of 15 October) and a training program in Basic Skills (Ordinance n.º 1100 /2010 of 22 October).
- A network of Sector Councils for Qualification to act as a technical and consultative discussion and reflection platforms organized on a sectoral logic and aimed at identifying the essential qualifications for the competitiveness and modernization of the productive sector and to the personal and social development of individuals.
- The National Qualifications Framework, approved by Order n.º 782/2009 of 23 July, which adopts the principles of the European Qualifications Framework with the description of the national qualifications in terms of learning outcomes, according to the descriptors associated with each level of qualification.
- The Individual Skills Handbook, a personal, non-transferable and optional electronic document, which contains the acquired skills and any training carried out by the citizen throughout life referenced to the National Qualifications Catalogue. It included also the vocational training activities not included in the National Qualifications Catalogue.

At the end of the " *Novas Oportunidades* Initiative" Portugal had a positive development of the levels of qualification achieved by young people, both in terms of access and quality and in terms of equity, which indicates good recovery capacity towards achieving the EU27 average.

Table 6 and figure 1 (see annex) show the evolution of educational levels of the resident population, between 2001 and 2011, most notably in the group with 25-64 years, the decline in the number of people without schooling complete, and the development of qualification levels in the 3rd cycle and upper secondary education and post-secondary.

There is a positive relationship between skill levels and the integration into the labour market in the period 2001-2011 (see figure 2), particularly with regard to secondary and post-secondary in Portugal.

However, in 2011 a qualification deficit persisted in the less young population, which got worse as age increased (see figure 3).

On the other hand, in Portugal, early school leaving is still at 23.2% (2012), 9.7 percentage points above the EU average (see table 7), although there was a massive recovery effort that allowed a recovery of 21 percentage points compared with the 2001 situation (44.3%).

There has been a redefinition of the curriculum of primary and upper secondary education (Decree-Law n.º 139/2012 of 5 July), from which the Vocational Courses of primary and secondary level were created (Ordinance n.º 292-A / 2012 of 26 September and n.º 276/2013 of 23 August, respectively).

The network of *Novas Oportunidades* Centres evolved into a network of Centres for Training and Vocational Education (CQEP), created by Ordinance n.º 135-A / 2013 of 28 March (see figure 4). The CQEP have a wider sphere of action than their predecessors, to include the information, guidance and referral also of young people, passing thus to adopt an approach of monitoring and encouraging Lifelong Learning.

Among its tasks is also the application of RVCC instrument, which includes references to key skills of basic and upper secondary level and professional RVCC references available on CNQ. In order to ensure quality at the level of qualification and employment policies and learning throughout life, the RVCC processes become part of a test evaluated by a certification jury.

The CNQ has been updated according to needs identified by stakeholders, so that in 2013 began to offer short training units (UFCD) for the development of entrepreneurship skills and in 2014, for the development of employability skills.

After a very positive evolution, reasonable levels of education among young people in terms of access and quality and equity were reached, indicating good resilience in almost all areas (see figure 5).

In recent years, there has been a significant increase in educational and vocational training. To host specific population's offers have diversified, thus helping to prevent early school leaving (see tables 8, 9 and 10). The recognition system, validation and certification of skills have contributed also to reduce underqualified population (see table 11).

Concerning to the rate of learning throughout life, i.e., the percentage of adults on working age that, in the last year, attended training, there was a significant

improvement, currently standing Portugal, on this benchmark, very close to the average the European Union (see table 12)

However, despite recent progress until 2013, levels of schooling and qualification of Portuguese people are still low compared to those of other citizens of EU countries, with a significant part of the population in Portugal, still far from retirement age, with low qualifications. Considering upper secondary education the minimum qualification of reference - current compulsory education up to 12 years - there are still, in the resident population aged 25 to 44, more than 1.5 million individuals who have not attained this level of education, i.e., more than 53% of the population of this age group (see table 13). It's a population for which access to more academic and professional training can be essential, whether professionally or for personal fulfilment, with expected on your well-being and economic development and competitiveness of the country.

This situation requires careful attention towards the recovery of the less skilled, without losing the educational gains made by younger in recent years.

Thus, it is necessary to invest in the efficiency of education and training system by streamlining the means and resources available, in particular in what concerns the provision of a network of different types of existing training, taking into account the quality of training processes and their professional relevance, with a the structure that should take into account:

- The geographical distribution of training opportunities in order to avoid waste-generating duplication;
- The needs of national and local productive and consequently their employability potential;
- The expectations and interests of the population, embodied in the demand for training.

3.4. Adult literacy and continued basic education

As reflected in items c) and d) of paragraph 2 of article 74 of Chapter III of the Portuguese Constitution, the State must not only "Guarantee continuing education and eliminate illiteracy," as well as "Ensuring to all citizens according to their capacities, access to higher levels of education, scientific research and artistic creation".

Note also that the right to literacy is guaranteed in article 23 of the Basic Law on Education, Law n.º 46/86 of 14 October.

For the right to literacy and learning throughout life as a prerequisite for raising the skill levels of its population, Portugal has made a significant effort to reducing the illiteracy rate.

In fact, Portugal had in 2001 a 9% illiteracy rate, with a higher incidence rate in women (see table 14) and in the age group 65 and over, still with a significant percentage of women aged age 45 to 64 years who have not completed the 1st cycle of basic education (see figure 6, pag.61).

In 2011 the illiteracy rate had decreased to 5.2%, continuing to be the female the most penalized. The percentage of the population that has not completed the 1st cycle of basic education decreased, residing mostly in people aged 65 and over.

Note that the illiteracy elimination process is a lengthy process that resides, along with the renovation of generation, on the increase of children schooling and on literacy active policies on other sections of the population. In Portugal compulsory education was gradually increased, from 9 years in 2000 to 12 years in 2011. Adult Literacy courses developed in this period also contributed to the decrease of illiteracy rates.

According to the Census 2011 and despite progress, Portugal still has about 500.000 people who cannot read or write, the vast majority belonging to the elderly population, and a small percentage of the population that is socially excluded individuals or at risk of exclusion and ethnic minorities.

On the other hand, and to increase the qualification of adults, the Portuguese State has been engaged in improving the educational offer in order to enable the still significant part of its population illiterate acquiring basic reading, writing and arithmetic and use of information and communication technologies, allowing them their continued training.

For this purpose, Ordinance 1100/2010 of October 22 was published and approved "the training program in basic skills for the acquisition, by adults, of basic skills on reading, writing, calculation and use of information and communication technologies and their subsequent integration, as trainees, in adult education and training courses (EFA courses) of level B1 or B1 + B2 or in recognition, validation and basic level skills certification". This strategy aims to contribute to the social integration of this population and thus increase their employability. This program consists of Short Term Training Units, part of the National Qualifications Catalogue, and promoting the development of basic skills on reading, writing, arithmetic and awareness on the use of information and communication technologies (table 15).

The above Ordinance repealed the Order 37/SEEBS/93, of 15 September, updating the training offer in this area and adapting it to the needs and characteristics of its target audience. Exceptionally, young people under the age of 18 may have access to the training program in basic skills, when this integration promotes access to training by the permission of the competent authorities.

The adequacy of education modalities and adult education, to increase the qualification of the adult population and provide a continuous basic education, was later substantiated by the publication of Ordinance nº. 283/2011, of 24 October, which amends Ordinance 230/2008, of 7 March, and defines the legal framework regulating education courses, adult education (EFA courses) and modular training. Exceptionally, the above courses can enrol young people aged below 18 years if needed in the job market. In addition to the Portuguese population, the training program in basic skills can integrate foreign adult citizens who cannot read or write.

Considering that the type of reference population is resilient to the qualification, the European Agenda for Adult Education in Portugal (2012-2014) that chose as priority groups adults at risk of social exclusion, adults with disabilities and Seniors, promoted in 2013/14 a project aiming to raise awareness and involve the responsibility of civil society (training institutions, social partners, entrepreneurs, municipalities, NGOs, ...) to the collective effort to improve the level of motivation and participation of this population learning activities throughout life, and consequently increase their qualification.

The information collected from the stakeholders during the implementation phase of this project, confirmed the existence of a significant number of adult population that does not have the basic skills needed to access the lifelong learning activities.

These adults have also little desire to look for ways to improve their qualifications, as well as other lifelong learning activities, an attitude that aggravates the already high unemployment rates, posing a threat to economic growth and future competitiveness.

Given this situation, and continuing the project of the European Agenda for Adult Education in Portugal, now for 2014-2015, it was considered important to adapt the existing program in the National Qualifications Catalogue on the development of basic skills in reading, writing, calculation and use of TIC for distance training, to facilitate access to a greater number of adults with a deficient on basic skills and thus combat functional illiteracy.

Finally, it should be noted that the implementation of Portuguese public policies in the area of youth and adult literacy and continuing basic education is supported by a partnership between the Ministry of Education and Science and the Ministry of Solidarity, Employment and Social Security, considering as a factor promoting access to such training programs to its proximity to the professional context of the target audience.

3.5. Parity and Gender Equity (in education)

For the implementation of the principle of equity, and in order to reduce feelings of discrimination or gender disparities, strategies have been implemented to promote gender equality in education, which recognize the need to change attitudes, values and practices, continuously striving to achieve Education for All.

Equality, in particular gender equality, figure in the Portuguese Constitution (7th constitutional review. Constitutional Law n.º 1/2005 of 12 August) and national legislation on education.

The Portuguese Constitution enshrines gender equality as a fundamental right. In its article 9 (Fundamental Principles), one of the state's fundamental tasks is even "To promote equality between men and women".

Equality between men and women consolidates also the principle of equality as a general principle of fundamental rights and duties, as set out in article 13 of Part I of the

Portuguese Constitution: "1. All citizens have equal social dignity and are equal before the law. 2. No one shall be privileged, favoured, prejudiced, deprived of any right or exempted from any duty because of ancestry, sex, race, language, place of origin, religion, political or ideological convictions, education, economic status, social status or sexual orientation".

The Portuguese Constitution also establishes as a fundamental principle, in its article 74 of Chapter III, that "Everyone has the right to education with the guarantee of the right to equal access and academic achievement".

In turn, the Basic Law on Education, in paragraph 1 of article 12 of Law n.º 46/86, of 14 October, in its present form, provides that "All the Portuguese have right to education and culture, under the Republic Constitution", particularizing gender equality in education in item j) of article 3 to establish that the education system must organize itself in order to "ensure equal opportunities for both sexes, in particular through the practices of coeducation and educational and vocational guidance, and raise awareness for this purpose, all players in the educational process. "

In establishing the compulsory education for children and young people at school age (between 6 and 18 years), Law n.º 85/2009 of 27 August, also enshrines the universal and free education as part of compulsory education (cf. paragraph 1 of article 3), promoting equality between children and young people of both sexes.

The Statute of Student and School Ethics (Law n.º 51/2012, of 5 September) established the principle of non-discrimination on grounds of sex, among others, highlighting here sexual orientation, either as right or as the duty of the student (cf. item a) of paragraph 1 of Article 7 and item d) of article 10 of Law n.º 51/2012, of 5 September).

Systematic gender inequalities cannot be pointed in the education system. Equality and non-discrimination, being safeguarded by law, are a constant of our system, based on mixed education and coeducation, which implements Education for All. In the absence of concrete data about cases of discrimination based on gender, the school has gained awareness of their role in the development of good practice of active and democratic citizenship, particularly with regard to the eradication of sexism and the promotion of gender equality.

Access to education guaranteed, there is still a need to encourage the participation of girls in education, thus enabling greater participation of women in civic life and in places of leadership and intervention in the future.

Despite numerous actions undertaken in this area, gender inequalities still remain between children that sometimes lead to gender based violence phenomena and sexual orientation discrimination. However, there is significant progress in addressing these issues, including the introduction of respect for sexual orientation in legislation on student status, establishing non-discrimination, for this reason, as a right and a duty.

There are still some gender-based divisions with regard to the choice of study and/or vocational areas, like in other European countries. Areas of science, technologies,

technological areas related to engineering, are sought by young men, while the humanities and Law are the mostly chosen by girls.

Enrolment rates of boys in vocational courses are higher, similar to what happens in many other countries, also reflecting roles traditionally assigned to boys and not girls.

3.5.1. Policies and strategies that promote gender equality

Concerning policies, strategies, plans and mechanisms to promote/ensure gender equality in education we must underline the National Plans and their measures for education, in which the Ministry of Education and Science is involved.

Recently, Resolution 103/2013 of the Council of Ministers, of 31 December - the *V National Plan for Gender Equality, Rights and Non-Discrimination 2014-2017 (V PNI)*, and Resolution of the Council of Ministers n.º 102/2013 of 31 December - the *V National Plan of Prevention and Combat Domestic Violence and Gender 2014-2017 (V PNPCVDG)*, were published.

The V PNI is a public policy instrument for the promotion of gender equality and the combat of discrimination based on sex and sexual orientation continuing the previous National Plans, including the *IV National Plan for Gender Equality Gender, Citizenship and Non-Discrimination 2011-2013* (Resolution of the Council of Ministers n.º 5/2011 of 18 January).

The document contains a number of measures and actions to tackle gender inequalities and to promote the construction of equality between men and women in education.

One of the strategic areas of this plan is the *Promotion of Equality between Women and Men in Public Policy* in which it operates the subarea *2.1 Education, Science and Culture*, with the following measures which have as the entity responsible MEC/DGE:

- Produce teaching materials, in all supports, promoters of gender equality and citizenship: a) Develop the Guidelines of Education, Gender and Citizenship for upper secondary education; b) Develop a Reference of Education for Gender Equality;
- Promote the dissemination and application of produced educational materials;
- Integrate the gender equality issue as one of the main principles in the guidelines for preschool, primary and upper secondary education;
- Encourage the introduction of the theme of gender equality in initial and in-service training of professionals of education;
- Integrate the equality between women and men in school organization and educational operation;
- Introduce the category of Gender Studies in the FCT, I.P. credit lines, to support research in Portugal.

Also in this area but in subarea *2.4 - Social Inclusion and Aging*, we highlight the following measures:

- Promote literacy and the empowerment of immigrant women and women of Roma communities, in conjunction with the Presidency of the Council of Ministers / Commission for Citizenship and Gender Equality (CIG) and the High Commissioner for Migration, I.P. (ACM, I.P.);
- Promote access to information and knowledge on the part of older women, in conjunction with local authorities, educational institutions and the Institute of Social Security, I.P. (ISS, IP).

The V PNPCVDG succeeds the *IV National Plan against Domestic Violence 2010-2013* (Resolution of the Council of Ministers n.º 100/2010 of 17 December), consolidating the work that has been developed in this area, taking in the most recent European and international guidelines in this area. The V PNPCVDG extends the scope of which was limited to domestic violence, to other types of gender-based violence, integrating the *II Programme of Action for the Prevention and Elimination of Genital Mutilation in Women 2014-2017* (IIIPAPEMGF).

On V PNPCVDG is foreseen a set of measures and actions to avoid and combat violence based on gender, including domestic violence and to spread a culture of equality and non-violence. Various measures are educational or with the intervention of the Ministry of Education and Science, namely:

- Implementation of awareness and information actions particularly aimed to educational community, about domestic and gender violence, especially addressing the bullying themes of violence through new technologies and dating violence;
- Development and dissemination of guidelines and other informative and educational materials tailored to the educational community;
- Promotion of prevention of various forms of violence and elimination of the exclusion situations in schools;
- Development of intervention programs for young offenders;
- Enlargement of training activities to professional, involved directly or indirectly, in the area of domestic violence and gender, including education professionals.

In the area of education these actions, and under national plans, have had and continue to have the same goal: to become common, in education, gender issues, to sensitize, inform and educate, integrating this dimension of equality and implementing integrated strategies, including those tailored to youth.

In the context of Education for Citizenship, Education for Gender Equality is one of the thematic areas set out in document *Education for Citizenship - Guidelines*, adopted in December 2012, which is defined as the dimension "for the promotion of equal rights and duties of pupils and students, through an education free of prejudice and gender stereotypes, in order to guarantee the same educational opportunities and professional and social options. This process sets up from a progressive awareness of the reality experienced by pupils and students, taking into account its historical evolution, from the perspective of a change in attitudes and behaviour "(cf. *Education for Citizenship -*

Guidelines.

Accessed at

<http://www.dge.mec.pt/educacaocidadania/index.php?s=directorio&pid=71>, on 20 August 2014).

As a transversal issue in society, gender equality, like other dimensions of Education for Citizenship, is subject of a transversal approach in areas and subjects, as well as in activities and projects, from preschool to upper secondary education in accordance with the principles set out in Decree-Law n.º 139/2012, dated 5 July, as amended by Decree-Law n.º 91/2013 of 10 July. Along with the Education for Gender Equality there is a conviction of the importance of the school's role for the elimination of inequalities between men and women and the acceptance of difference between people, to lead to good practice of active and democratic citizenship.

The work under the theme of Education for Gender Equality, that has been done by the DGE, follows largely of the commitments made by MEC in successive National Plans for Equality, and has been developed in close collaboration with the CIG.

Thus, in the context of Education for Citizenship and the fundamental objective of promoting gender equality among children and young people in school age, DGE has developed the following actions:

- **Microsite “Education for Gender Equality”**, on the DGE website: <http://www.dge.mec.pt/educacaocidadania/index.php?s=directorio&pid=175>
- **Education guidelines “Gender and Citizenship”**
 - Education guideline “Gender and Citizenship” – preschool (2010)*
 - Education guideline “Gender and Citizenship” – 1.º cycle (2011)*
 - Education guideline “Gender and Citizenship” – 2.º cycle (2012)*
 - Education guideline “Gender and Citizenship” – 3.º cycle (2010)*

The four guidelines were published by the CIG, with the support of MEC that validated it, through the DGE. These Guides are an innovative proposal to integrate gender dimension in educational practices and organizational dynamics of education and teaching establishments.
- **Online Questionnaire** (December 2012 - January 2013) - designed with the collaboration of the CIG, the questionnaire was sent to all schools, from preschool to upper secondary education, and aimed to collect data on the initiatives in educational establishments under the theme of Gender Equality, knowledge of Guides of Education "Gender and Citizenship" and the training needs for teachers in this area.
- **Webinar Sessions**
 - The day that recalls the violence against women (7-11-2013)*
 - <http://webinar.dge.mec.pt/2013/11/07/o-dia-que-record-a-violencia-sobre-as-mulheres/>

<http://webinar.dge.mec.pt/2014/03/08/dia-internacional-da-mulher-genero-e-cidadania/>

- **In-service training of teachers**

Training action accredited by the Scientific and Pedagogical Council for Further Education (CCPFC), in the form of training workshop (30 hours) held by the DGE, in cooperation with the CIG, called Gender and Citizenship, for teachers of all levels of education and training, preschool education and 3rd cycle of basic education.

This training workshop had as main objectives the promotion and implementation of Education Guides "Gender and Citizenship", to raise awareness of the fight against stereotypes and lead to the integration of the gender dimension in education in schools.

In 2011 this action had five groups, involving seven groups of schools, from north to south of the country, having been certified 59 teachers.

In 2013, the DGE training workshop was held in ten classes involving eleven school clusters (three in the northern region, two from the central region, three in the Lisbon and Tagus Valley region, one of the Alentejo region and two of the Algarve region), certifying 156 teachers (132 women and 24 men).

Guides were distributed to each of the trainees, according to their teaching group, and a copy of each Script was given to each of the ten school clusters involved, for the record of their School Library or resources centre.

Also as part of this goal on gender equality, it should be noted that the assessment, certification and adoption of textbooks also supports the integration of gender equality in schools, since the analysis of textbooks is done according to several criteria, namely constitutional values, including non-discrimination and gender equality, in accordance with paragraph 2, of item 11º, of Law n.º 47/2006, of 28 August.

3.6. Quality in Education

The XIX Constitutional Government Programme considers education as determinant for the future of the country, with the main objective of increasing the quality and success at school. To improve the quality of what is taught and what is learned, has proceeded, under the Decree-Law n.º 139/2012, 5 July (as amended by Decree n.º 91/2013, of 10 July), the introduction of a number of amendments intended at creating a culture of rigour and excellence through the implementation of curricular measures for primary and upper secondary education.

The need to promote the quality of education and school success, explained in the XIX Constitutional Government Program as a determining factor for the future of the country, was consolidated into several strands of action set out below.

3.6.1. Structure of Curriculum

Following a review process of the curriculum, in order to raise the performance standards of students in Portugal, the Ministry of Education and Science, through the publication of Decree-Law n.º 139/2012, of 5 July, in its present form, created the conditions for all students to focus on learning the main subjects, reducing the dispersion curriculum and strengthening class time on fundamental matters such as Portuguese, Mathematics, History, Geography, Physical Chemistry, Natural Sciences and English.

3.6.2. Reformulation of curricular reference documents and establishments of Curricular Goals

In parallel to the above process, and based on rigorous and demanding standards, new Curriculum Goals were proposed for primary and upper secondary education, which came to define objectively the knowledges and essential skills that students should acquire at each subject in different school years or cycles, becoming as fundamental references for the development of education together with the programmes.

The curriculum standardization by defining the Curricular Goals organizes and facilitate the teaching as it delivers a more objective view of that which is to be achieved, thereby facilitating the work of teachers in defining the best teaching strategies. Representing a normative document of progressively mandatory use by teachers, the Curricular Goals are an excellent way to support the planning and organization of teaching, becoming also as a reference for the internal and external evaluation, with particular relevance to the End Cycle assessment of basic education and for the National Exams of upper secondary education.

The preparation of Curriculum Goals was based on scientific studies as well as international curricular trends of countries seeking an approximation of educational policies, in particular as regards the evaluation of education systems through international programs such as the *Programme for International Student Assessment (PISA)*, the *Trends in International Mathematics and Science Study (TIMSS)* and the *Progress in International Reading Literacy Study (PIRLS)*.

3.6.3. Strengthening school autonomy

In order to ensure improved quality of teaching and student learning outcomes, was given to school clusters and non-grouped schools more pedagogical and organizational autonomy, allowing, among other things, management and implementation of curriculum tailored to the characteristics of their students and their educational settings.

It is intended, therefore, to encourage the freedom of schools to achieve the promotion of academic success of students and fundamental educational goals, progressively

becoming more demanding in their decisions and establishing an accountability of the choices made and the results obtained.

Normative Order n.º 6/2014 of 26 May, strengthens the possibility of each school, within the established limits and provided the necessary unity at national level, to decide the length of academic time, the management of curricular loads of each discipline, the options in the mandatory or complementary curricular offerings, the management of its human resources and the implementation of educational activities that are necessary throughout the school year.

3.6.4. Mechanisms for assessment of the education and training system

It is considered that regular and systematic evaluation of the education and training system, integrating all its dimensions (self-assessment, internal and external evaluation and review international) and with its focus on the performance of pupils / students, teachers and schools, is structuring for the quality and effectiveness of the system. Evaluation is a reliable indicator of quality of the whole system, contributing effectively for the establishment of necessary adjustments and the implementation or adequacy of education and training projects, improving the response of the education system to the needs of students and society as well as their effectiveness.

The success of children and youth in acquiring knowledge and skills is crucial to their personal development and a successful professional future. For the success of the individual project (student and teacher) and collective (school and education system) it is essential that there is a regular and frequent evaluation of learning that enables students, teachers and tutors to know the level reached by the former, and to allow the school and the respective education and training system to know the state of education and improve it. It is also recognized that evaluation has an incentive role on the improvement of learning and development of key capabilities for the future life of the students.

Internal evaluation is a practice in education systems and the external evaluation plays a key role, for the fact that introduce comparability at various periods in education, including formative and summative assessment internal of school, either by equity that enables to promote in the valuation the knowledge and skills developed in schools. This role of the external evaluation and assessment in general has been recognized and highlighted in countries that have more success obtained in comparisons of international results (international dimension of evaluation).

It is believed therefore that the evaluation of the education and training system in all its dimensions (self-assessment, internal and external evaluation as well as international), particularly at the level of performance of all actors (students, teachers and schools) is beneficial for the system and contributes to the improvement of educational services. The regular and systematic monitoring of the results of that evaluation and the impact assessment in the education and training system should be seen as an area to develop.

As part of a wider action in terms of promoting a culture of evaluation at all levels of the education system, the Portuguese educational policies considers that the assessment of knowledge and skills developed by students as a regulator process of teaching and guiding their schooling, to improve the quality of education, Portugal has extended in recent years the external evaluation of the scope of the results of student learning, which extended to the 1st cycle from 2013, since this provides achievement indicators, that permits to know the general state of education, triggering any correctional procedures and adjustments in the teaching of various subjects as a function of the established curriculum goals.

We should highlight the positive evolution of Portugal in the context of international studies with the evaluating of the knowledge and abilities of students, such as the PISA 2012, in which an improvement in the performance of students in terms of Mathematics, Reading and Science was registered.

3.6.5. Education for citizenship

With regard to education for citizenship, understood as part of the right to education, the current curriculum has strengthened its transversal nature, understanding it as likely to be addressed in all components of the curriculum/subjects from preschool education to upper secondary education, establishing content and program guidelines. Although education for citizenship is not separated as a mandatory subject, schools are given the opportunity to decide on its offer as a separate subject (the 1st, 2nd and 3rd cycles of basic education). The curricular approach to citizenship education can also be assumed by developing projects and activities within the school autonomy and its relationship between school and the community.

The definition of content and program of education guidelines for citizenship is embodied in the document *Education for Citizenship – Guidelines*, adopted in December of 2012. This document sets out dimensions (thematic areas) of education for citizenship, in which the DGE/MEC has developed an intense work highlighting the production of education benchmarks. These documents, as a support framers instruments for the practices developed by schools, have been developed in partnership with other public bodies and civil society organizations, giving it a participated character.

Following this line of action, and for the importance of teachers professional development to improve the quality of education, special attention must be given to the design and implementation of continuous training activities accredited for some of the thematic areas of education for citizenship and, gradually, in conjunction with education benchmarks that are being produced.

Added to this is the promotion by the MEC/DGE of multiple initiatives (seminars, conferences, awareness actions for teachers and for students, ...) in various thematic areas of education for citizenship.

The performance of MEC/DGE in education for citizenship is assumed also by participating in national and international networks and working groups (in some cases associated with Plans/National Strategies). In this context, we highlight:

- For the Intercultural Education:
 - Plans for the Integration of Immigrants;
 - The *National Strategy for the Integration of Roma, 2013-2020*, in which education is one of the sectoral areas of intervention in order to "ensure effective quality education, the end of compulsory education and access to vocational training and training throughout life".
- For the Human Rights Education:
 - The *III National Plan for Prevention and Combating Trafficking in Human Beings, 2014-2017* (Resolution of the Council of Ministers n.º 101/2013, December 31).

One of the strategic areas of this plan is to *Educate, Train and Qualify*, consisting of 13 measures with the following strategic objectives: develop actions to the educational level, from children, teenagers and adults; qualifying and training professionals who intervene in preventing and combating trafficking in human beings. The MEC is responsible for the following measures, notwithstanding any other that its execution is involved: to encourage the development of projects on the different forms of trafficking in human beings; encourage the integration of subject matter on human trafficking in the academic curricula of cycles of study of social sciences and humanities.
- For the Education for Development
 - The *National Strategy for Education for Development, 2010-2015* (Order n.º 25931/2009 of 26 November), which has as one of its objectives the promotion of consolidation of Education Development in the formal education sector at all levels of education, teaching and training, including the participation of educational communities.

3.6.6. Assessment, certification and adoption of textbooks

The quality of education is provided in regulatory documents of textbooks policy which is the responsibility of the Ministry of Education and Science.

The Law n.º 47/2006 of 28 August, which includes the policy of textbooks, defines "the evaluation system, certification and adoption of textbooks of primary and upper secondary education, and the principles and objectives which must obey the childcare support for the acquisition and the loan of textbooks" (article 1).

Indeed, the system for the evaluation and certification of textbooks, promoted by the competent bodies of the Ministry of Education and Science, in conjunction with the guidelines for the education policy of our country, contributed to improving the quality of textbooks and, as such, improving the quality of learning and, consequently, of the quality of the Portuguese education system.

To achieve what is set on Law 47/2006 of 28 August, institutional and organizational conditions have been created within the Ministry of Education and Science, proceeding along this process, the publication of complementary standards.

Thus, the respective technical, logistical and human resources were available.

Likewise, the procedures and criteria of evaluation and certification of textbooks (accreditation of evaluator entities and certification bodies or establishment of assessment committees; submission of textbooks to the assessment and certification by publishers and/or authors; evaluation criteria for certification textbooks) have been subject to regulation, for updating and improving of processes.

According to the provisions of Law 47/2006 of 28 August, and several regulations that regulate it, the General Directorate of the Ministry of Education and Science has promoted and monitored the processes of:

- Accreditation of entities as evaluators and certification of textbooks or the creation of evaluation committees;
- Evaluation and certification of textbooks to be submitted by publishers to accredited bodies for this purpose;
- Adoption of textbooks.

The adoption of textbooks is the responsibility of the teaching council of each school or group of schools, on proposals from the teachers of the subjects, respecting the freedom and autonomy of educational agents, in particular in the assessment, selection and use of didactic and pedagogical resources. Thus, the process calls for judicious intervention of teachers who, as part of its educational activities, carrying out analysis and assessment of textbooks, object of adoption in the light of assessment criteria to its scientific and pedagogical quality.

Similarly, the system of evaluation and certification of schoolbooks provides the principle of equity. Law 47/2006 of 28 August, mentioned above, which "defines the system of assessment, certification and adoption of textbooks of primary and upper secondary education", also defines "the principles and objectives that should obey the childcare support for the acquisition and loan of textbooks".

In this connection, taking into account the economic and social situation of families, and the conditions of children and young people who attend the public schools, the Ministry of Education and Science has promoted the publication of norms within the school social action, including through the establishment of a stock of textbooks in each school or group of schools, as set out in Order 11886-A/2012, of 6 September.

It is considered that the assessment and certification of textbooks are a valuable contribution for *Quality in Education*, promoting the quality of textbooks, contributing to the improvement of learning and, globally, to improve the Portuguese education system. Thus, and as set out in Decree-Law n.º 5/2014 of 14 January, it will be desirable to "ensure, each year, the evaluation and certification of a growing number of textbooks, to cover gradually the universe of textbooks to adopt in each school year".

3.6.7. Other measures to improve the quality of education

The already mentioned programs and measures aim to improve the quality of education through the prevention of indiscipline (TEIP, PCA, PIEF), reduced absenteeism and dropout (TEIP, PCA, PIEF) and improving learning (TEIP, PCA, PIEF, *Mais Sucesso Escolar* methodologies).

It should be noted in particular that the TEIP program has focused on further improving the quality of education through the allocation of funding for the training of human resources of the School Groups (according to the training benchmark created by the DGE) and the hiring scientific support of higher education institutions. In addition, the dissemination and sharing of good practices, with impact on quality of education, have also been promoted through the promotion of sharing moments, in National and Regional Meetings, and by encouraging the establishment of networks consisted of AE of the TEIP program.

With reference to the *Fénix* and *Turma Mais* organizational models, developed under the *Mais Sucesso Escolar* (2009-2013) Program, the implementation of *Mais Sucesso Escolar* methodologies aims to promote the quality of educational success through the setting up of groups of students, temporary and flexible according to their performance.

The extension of measures of success to establishments and disadvantaged students can be achieved through:

- Dissemination of best practices;
- Training of teaching and non-teaching staff;
- Constitution of school networks;
- Strategies and successes of its intervention.

Chapter 4 - IMPLEMENTATION OF NATIONAL STRATEGIES TO ACHIEVE THE SIX EFA GOALS

The work carried out in Portugal are moving towards an evolution, with regard to the provision of a basic quality education for all children, youth and adults, as recommended in the global commitment of the movement "education for all" (cf. Chapter 3).

Regarding **Goal 1**, "Care for the childhood and preschool education (ECEC)", it should be noted that:

- The diversity of childhood education modalities (including the itinerant childhood education), with financial support granted by the State and the establishment and updating of specific legislation (p. ex. the Order n.º 1025/2014 of 22 January) were factors that facilitated access to preschool education, which resulted in increasing preschool enrolment and universality, in the period between 1990 and 2010;
- The partnerships established with other bodies (Ministry of Solidarity, Employment and Social Security, Ministry of Health), the different plans of action (p. ex. Early childhood intervention) and measures for the promotion of educational success and the fight against early school leaving, which aim to a close monitoring of children in order to detect any "deviations" early, and to intervene at the right time, promoting academic success.

Regarding **Goal 2**, "Universal basic education" it should be noted:

- The importance of the legal framework defined by the Portuguese Constitution, supplemented by varied and unanimous legislation towards universal, gratuitous and compulsory education (up to age 18), taking into account the non-discrimination of the student, of any kind;
- The set of various support measures towards integration and inclusion in education of all children and young people: the less economically, those who manifest repeated academic failure, vulnerable and young people with different educational needs, which implies a differentiated educational and organizational response (the case of Resource Centres for Inclusion in Educational Territories of Priority Intervention - TEIP);
- The National Plan of Integration for the Gypsy Community integrating educational measures and supports the "universal view of learning."

Regarding **Goal 3**, "Answering the educational needs of youth and adults." it should be noted:

- The legislation, from the most general (like the Constitution of the Portuguese Republic) to more specific (of the Ministry of Education and Science), which includes the democratization of education and equal opportunities for access to education, the training of a global development of personality, oriented to social progress;
- The extended gamut of offer, so that no student is left out of the education system;
- Besides other measures for the integration, training diversity also presents measures for learners of Portuguese like second language, in order to facilitate their integration in the Portuguese educational system;
- The diversity of different models aimed at education and training of young people and adults between 2000 and 2005, with a special focus on the model started in 1999/2000, whose perspective was also based on the mobilization of assessment tools and individualized work;
- Law n.º 85/2009 of 27 August, on the extension of compulsory education up to age 18, combined with other measures and initiatives, in particular those focused on combating early school leaving, congregating as a set of policy measures organized to increase the skill levels of the Portuguese population;
- The broad legal framework established under the National Qualifications System which enabled other measures, which indicted a good resilience towards achieving and eventually overcome the average skill levels of the existing labour force in developing economic and social countries similar to Portugal;
- The optimization of scarce resources, given the state of economic and financial crisis.

Regarding **Goal 4**, "Literacy of adult and continuing basic education", it should be noted:

- Successive enhancements on legislation to a more appropriate adjustment to the needs of the adult population (like Ordinance nº1100/2010 of 22 October), to increase their qualifications that is, at this moment, the residual illiteracy rate;
- The basic skills program and the qualification offers (EFA courses, RVCC and Modular formations), established in order to increase the employability levels and consequent social inclusion;
- The increased participation of the population of adults in learning activities throughout life.

Regarding **Goal 5**, "Parity and Gender Equality" in education, it should be noted:

- The existence of a "National Plan for Gender equality, citizenship and non-discrimination", established by a Council of Ministers Resolution, with the participation of various institutions of public administration, evidence of a strong political will;
- The diversity of partnerships that the MEC established to contribute to the implementation of the National Plan, implementing several strategies for the young adult population - teaching materials for schools, sites, reference framework in *Education for Citizenship - Guidelines* - as facilitator instruments and as evidence of a growing awareness of gender equality and its consequences in a democratic society.

Regarding **Goal 6**, "Quality education", it should be noted:

- The implementation of curricular measures for primary and upper secondary education, through specific legislation, for a culture of rigor and excellence;
- The definition of a set of core subjects (Portuguese, Mathematics, History, etc.), reducing the dispersion curriculum and refocusing students on the essentials;
- The establishment of Curriculum Goals that define the knowledge and essential skills in each grade;
- The establishment of a regular evaluation and systematic policy of all education and training system, integrating all its dimensions;
- The strengthening of school autonomy, as a guarantor of quality, as it allows, among other things, a curriculum management adapted to the educational context;
- The implementation of other dynamic curricular (manual certification, the transversal integration of education for citizenship, stock of textbooks) and a set of other measures to promote educational success (TEIP, PCA, PIEF).

Chapter 5 - PERSPECTIVES FOR POST-2015

It has been a long way until 2015: there was an improvement in results in the area of "EPT" that are proven by the description, qualitative assessment and evaluation of different strategies applied to achieve the 6 pre-defined goals.

Furthermore, the evaluation mechanism of student learning and the entire education system, that Government instituted, is one of the strategies defined by the Dakar Framework: *monitoring systematically the progress*. Indeed, in the last three years, Portugal has extended the action of the evaluation of educational system, since this provides achievement of indicators to know the general state of education, raising any corrections procedures and adjustments in the teaching of different subjects, according the established curriculum goals.

Note also, as already mentioned, the positive development of Portugal within the framework of international studies evaluating the knowledge and abilities of students, such as the PISA 2012, in which there has been an improvement in students' performance on Mathematics, Reading and Science.

However, some aspects need to be strengthened, so as not to jeopardize the work already done, namely:

- Improving the quality of preschool establishments is a challenge that is currently emerging, so it is being carried out an external evaluation study, sponsored by MEC, on the effectiveness of Curriculum Guidelines in the learning of children and the quality of preschool education contexts (ob1);
- In the period of 2001-2011 and with regard to the relationship between skill levels and the insertion in the labour market, there is a positive relationship, particularly with regard to upper secondary and post-secondary, in Portugal. Although, in 2011, still persist qualification deficits of less young population, which worsened as they progressed to superior age groups. Considering upper secondary education the minimum qualification of reference - current compulsory education of 12 years - there are, in the resident population aged between 25 to 44 years more than 1.5 million individuals who have not attained this level of education, i.e. more than 53% of the population in this age group;
- The education and qualification levels of the Portuguese are still low compared to those of other citizens of other countries with similar economic and social development levels, and there is a significant part of the population in Portugal still far from reaching the retirement age, which are low-skilled.

Annex I – DATA AND STATISTICAL INFORMATIONS

Chapter 3 -

Item 3.1.

Table 1 - Students and teachers of preschool education - Portugal (Evolution 2000/01 - 2012/13)

	2000/01	2001/02	2002/03	2003/04	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13
Students	235 610	241 288	247 521	253 635	259 788	262 002	263 887	266 158	274 628	274 387	276 125	272 547	266 666
Teachers	16 007	16 194	16 666	16 708	17 797	18 213	18 352	17 682	18 242	18 380	18 284	17 628	17 139

Source: DGEEC, October 2014

Table 2 - Actual enrolment rate at the level of preschool Education - Portugal (Evolution 2000/01 - 2012/13)

2000/01	2001/02	2002/03	2003/04	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13
74,8%	76,3%	76,4%	77,1%	77,4%	77,7%	77,7%	79,0%	82,3%	83,9%	85,7%	89,3%	88,5%

Source: DGEEC, October 2014

Item 3.2.

Table 3 - Students and teachers of "primary education" - 1st and 2nd cycles of Basic Education - Portugal (Evolution 2000/01 - 2012/13)

	2000/01	2001/02	2002/03	2003/04	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12	2011/12
Students													
1st Cycle of Basic	535 580	520 211	508 472	506 121	504 412	495 628	500 823	498 592	488 114	479 519	464 620	454 003	440 378
2nd Cycle of Basic	271 793	270 825	274 169	274 123	267 742	256 252	255 766	263 324	271 924	273 248	278 263	266 095	252 667
Teachers													
1st Cycle of Basic	39 243	40 308	39 853	40 077	40 619	39 396	34 499	35 228	34 361	34 572	33 044	30 692	30 200
2nd Cycle of Basic	35 250	36 742	36 108	36 887	37 164	34 754	32 871	34 057	34 069	35 629	34 086	31 330	26 871

Source: DGEEC, October 2014

Table 4 - Actual enrolment rate at the level of "primary education" - 1st and 2nd cycles of Basic Education - Portugal (Evolution 2000/01 - 2012/13)

Level	2000/01	2001/02	2002/03	2003/04	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13
1st Cycle of Basic Educ.	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%
2nd Cycle of Basic Educ.	87,0%	86,0%	86,8%	86,9%	86,4%	84,4%	88,0%	92,0%	94,9%	93,8%	95,4%	92,3%	91,9%

Source: DGEEC, October 2014

Item 3.3.3.

Table 5 - Number of registrations, total and partial certifications in Adults Axis Novas Oportunidades Initiative, by period/calendar year/school year and by type of education and training

Type of Education and Training	Period/Calendar Year/School Year							
	2001/05	2006	2007	2008	2009	2010	2011	Total
Novas Oportunidades Centers ¹⁾								
N.º of registrations	-	77 246	282 038	283 485	277 626	243 908	255 203	1 419 506
N.º of total certifications	44 192	25 079	55 111	74 470	112 491	99 123	89 996	500 462
N.º of partial certifications	-	-	893	2 943	4 932	6 824	8 944	24 536
EFA Courses ¹⁾								
N.º of registrations	-	11 389	26 710	52 324	51 097	51 775	13 942	207 237
N.º of total certifications	15 305	7 267	9 317	794	13 626	40 834	27 382	114 525
N.º of partial certifications	n.d.	n.d.	n.d.	613	4 416	8 908	6 102	20 039
Certified Modular Training ¹⁾								
N.º of registrations	-	-	-	19 294	79 614	313 892	269 045	681 845
N.º of total certifications	-	-	-	0	81	922	2 337	3 340
N.º of partial certifications	-	-	-	17 284	72 942	285 132	232 348	607 706
Secondary Completion routes ¹⁾								
N.º of registrations	-	-	0	110	373	452	1815	2 750
N.º of certifications	-	-	0	72	258	318	1584	2 232
Recurrent Education ²⁾								
N.º of enrolled students	-	73 317	34 393	19 684	13 424	4 645		-
N.º of students who completed	-	15 661	9 178	5 894	5 139	n.d.		-

Sources:

¹⁾ Monthly reports sent to DGFV (until 2006) and SIGO platform (since 2007, provisional data of December 31, 2011). Registration: GEPE/Ministry of Education + IEFP (2006) and SIGO platform (2007, provisional data updated December 31, 2009; since 2008, provisional data updated December 31, 2011). Certifications: skills Portfolios approved by DGFV (2001-2005); IEFP + Portfolio competence issued by training organizations located outside the IEFP network and approved by DGFV (2006); IEFP + Portfolio competence issued by training organizations located outside the IEFP network and approved by DGFV + certificates issued in SIGO platform for training providers outside the network IEFP (2007); Platform SIGO (since 2008, provisional data of December 31, 2011). Platform SIGO, provisional data of December 31, 2011.

²⁾ Data up to 2009/10 come from the Education Statistics (GEPE/ME), covering the public and private sectors of education. The information relating to the school year 2010/11 is provisional, comes from MISI/ME and relates solely to public schools (September 2011 report).

Table 6 - Resident population (n.º) with 15 or more years old and the age group 25-64 years, by highest completed educational level

	15 or more		25 - 64 years	
	2001	2011	2001	2011
With no educational level completed (*)	1 568 250	934 129	621 737 (11.25%)	270 321 (4.63%)
1st Cycle of Basic Education	2 625 865	2 444 206	1 982 393 (35.87%)	1 409 099 (24.15%)
2nd Cycle of Basic Education	1 203 798	1 152 362	833 167 (15.07%)	897 066 (15.38%)
3rd Cycle of Basic Education	1 417 095	1 714 586	741 346 (13.41%)	1 114 791 (19.11%)
Upper secondary and post-secondary education	1 210 413	1 499 824	761 867 (13.79%)	1 066 420 (18.28%)
High Education	674 094	1 244 742	585 925 (10.60%)	1 074 773 (18.43%)
TOTAL	8 699 515	8 989 849	5 526 435	5 832 470

Source: Censos (2001; 2011)

Note: (*) In the age groups under consideration are included individuals who have never attended school: on group 15 or more years old: 831.695 (in 2001) and 541.871 (in 2011); in the group 25-64 years 240.472 (in 2001) and 122.551 (in 2011).

Table 7 Population (%) between 18 and 24 who is not attending the system of education and training and obtained, at most, the 3rd cycle of basic education - Portugal

	Men and Women				
	2001	2008	2009	2010	2011
EU 27	17,2 ^(e)	14,9	14,4	14,1	13,5
Portugal	44,2	35,4	31,2	28,7	23,2

Source: Eurostat (database) - Update 25/06/2012

Notes: ^(e) estimated value

Table 8 - Enrolled young people in qualifying modalities in Portugal (2000/01 - 2012/13)

Teaching Modalitie	School Year												
	2000/01	2001/02	2002/03	2003/04	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13
2nd Cycle of Basic Education													
Vocational Courses													32
CEF Courses			573	923	668	689	774	1077	731	739	536	499	396
3rd Cycle of Basic Education													
Professional Courses	1113	946	885	1472	2081	2194	952	1037	611	545	537	393	377
Learning Courses									996	501			
Vocational Courses													243
CEF Courses	3028	2549	2582	4234	7061	14147	25925	45820	41586	37959	35188	35395	26692
Upper secondary education													
Technological Courses	64944	58264	53973	52850	59474	52228	42820	25673	20212	14577	13315	10145	5976
Specialised artistic	2077	2156	2098	2196	2184	2063	2256	2264	2527	2348	2283	2341	2462
Professional Courses	30668	33799	33587	34399	36765	36943	47709	70177	93438	107266	110462	113749	115885
Learning Courses									13584	17619	18669	21056	33366
CEF Courses			2353	2877	2832	3422	5224	8425	4388	2320	2117	2012	3025

Source: *Educação em Números*, General Directorate of Education and Science Statistics, 2014

Table 9 - Total Certifications Courses EFA, by certification year, by level of education and way of qualification

Nível de ensino	2001/05		2006		2007		2008		2009		2010		2011		2012		2013	
	N.º	%	N.º	%	N.º	%	N.º	%	N.º	%	N.º	%	N.º	%	N.º	%	N.º	%
Básico	15 305	100	7 267	100	9 317	100	535	58,2	6 298	42,2	19 368	46,1	14 088	41,8	8 995	39,3	6 756	41,7
Secundário	0	0	0	0	0	0	384	41,8	8 643	57,8	22 675	53,9	19 647	58,2	13 899	60,7	9 434	58,3
Total	15 305	100	7 267	100	9 317	100	919	100	14 941	100	42 043	100	33 735	100	22 894	100	16 190	100
Nível de qualificação	N.º	%	N.º	%	N.º	%	N.º	%	N.º	%	N.º	%	N.º	%	N.º	%	N.º	%
Escolar	0	0	0	0	n.d.	n.d.	243	26,4	4 838	32,4	11 203	26,6	11 062	32,8	8 574	37,5	3 680	22,7
Profissional	0	0	0	0	n.d.	n.d.	0	0,0	364	2,4	701	1,7	973	2,9	1 513	6,6	3 338	20,6
Dupla Certificação	15 305	100	7 267	100	n.d.	n.d.	676	73,6	9 739	65,2	30 139	71,7	21 700	64,3	12 807	55,9	9 172	56,7
Total	15 305	100	7 267	100	9 317	100	919	100	14 941	100	42 043	100	33 735	100	22 894	100	16 190	100

Sources: skills Portfolios approved by DGFV (2001-2005); IEFP + Portfolio competence issued by training organizations located outside the IEFP network and approved by DGFV (2006); IEFP + Portfolio competence issued by training organizations located outside the IEFP network and approved by DGFV + certificates issued in SIGO platform for training providers outside the network IEFP (2007); platform SIGO (since 2008, provisional data of July 31, 2014).

Table 10 - Total Certifications in Modular Training Certified, by level of education and way of qualification

	2008		2009		2010		2011		2012		2013	
Education level	N.º	%	N.º	%	N.º	%	N.º	%	N.º	%	N.º	%
Basic	0	-	42	48,3	579	62,6	1 499	62,5	1 722	60,6	388	38,8
Upper secondary	0	-	45	51,7	346	37,4	898	37,5	1 119	39,4	611	61,2
Total	0	-	87	100	925	100	2 397	100	2 841	100	999	100
Qualification	N.º	%	N.º	%	N.º	%	N.º	%	N.º	%	N.º	%
Educational	0	-	87	100	860	93,0	1 552	64,7	1 882	66,2	461	46,1
Professional	0	-	0	0,0	62	6,7	802	33,5	936	32,9	533	53,4
Double Certification	0	-	0	0,0	3	0,3	43	1,8	23	0,8	5	0,5
Total	0	-	87	100	925	100	2 397	100	2 841	100	999	100

Sources: Plataforma SIGO (since 2007, provisional data of July 31, 2014)

Table 11 - Total certifications in *Novas Oportunidades* Centers, by the certification year, level of education and way of qualification

	2006		2007		2008		2009		2010		2011		2012		2013	
Nível de ensino	N.º	%	N.º	%	N.º	%	N.º	%	N.º	%	N.º	%	N.º	%	N.º	%
Básico	25 079	100,0	54 885	99,6	59 904	80,3	73 783	65,5	62 507	63,0	59 101	63,0	40 170	57,0	1 442	42,2
Secundário	0	0,0	248	0,4	14 655	19,7	38 830	34,5	36 734	37,0	34 698	37,0	30 360	43,0	1 972	57,8
Total	25 079	100	55 133	100	74 559	100	112 613	100	99 241	100	93 799	100	70 530	100	3 414	100
Nível de qualif.	N.º	%	N.º	%	N.º	%	N.º	%	N.º	%	N.º	%	N.º	%	N.º	%
Escolar	25 079	100,0	55 124	100,0	74 333	99,7	111 053	98,6	97 165	97,9	91 083	97,1	69 625	98,7	3 157	92,5
Profissional	0	0,0	9	0,0	226	0,3	1 459	1,3	1 838	1,9	2 478	2,6	749	1,1	250	7,3
Dupla Certificação	0	0,0	0	0,0	0	0,0	101	0,1	238	0,2	238	0,3	156	0,2	7	0,2
Total	25 079	100	55 133	100	74 559	100	112 613	100	99 241	100	93 799	100	70 530	100	3 414	100

Sources: Monthly reports sent to DGFV (2001-2006) and SIGO (since 2007, provisional data of July 31, 2014)

Table 12 - Percentage of participation in learning actions over the life learning of individuals in the age group of 25-64 years in the EU 27 (Portugal)

	Men and Women									
	2005	2006	2007	2008	2009	2010	2011	2012	2013	
EU 27	9,6	9,5	9,3	9,4	9,3	9,2	8,9	9,1	10,5	
Portugal	4,1	4,2	4,4	5,3	6,5	5,8	11,6	10,6	9,8	

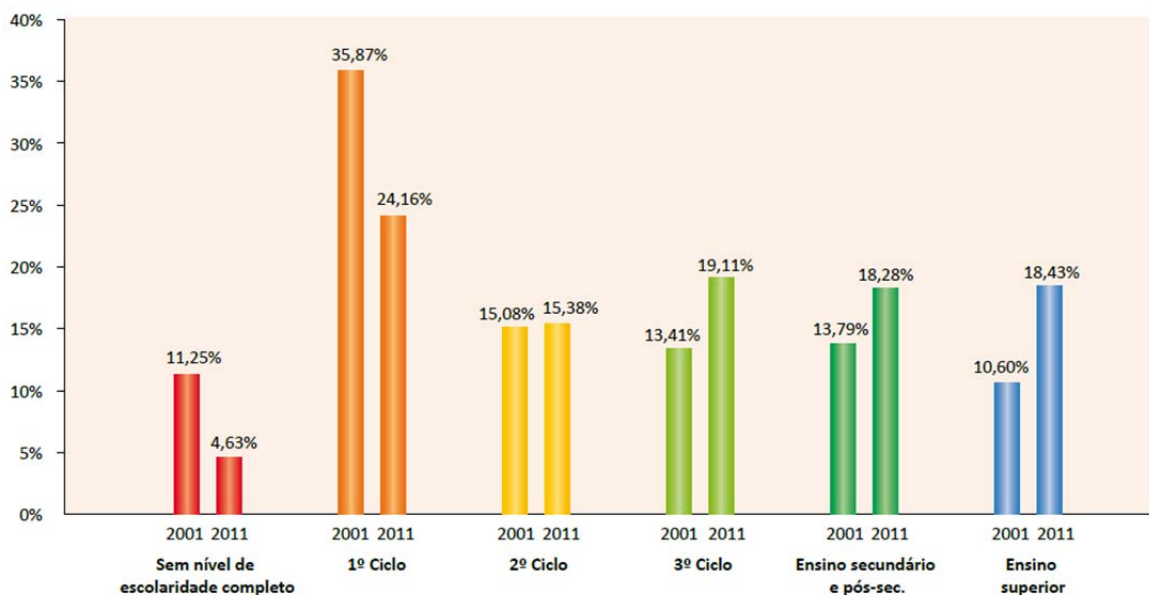
Source: Eurostat

Table13 - Resident population with 15 and more years old, by age group and highest educational level - Portugal - 2011

	15-24 years	25-34 years	35-44 years	45-54 years	55-64 years	65 years and more	Total	
							N.º	%
With no educational level completed (*)	13 649	30 681	55 614	75 347	108 679	650 159	934 129	
1st cycle of basic education	26 088	53 479	196 548	451 028	708 044	1 009 019	2 444 206	
2nd cycle of basic education	175 044	175 542	343 750	271 211	106 563	80 252	1 152 362	
3rd Cycle of Basic Education	492 318	349 183	331 359	279 396	154 853	107 477	1 714 586	
Basic, upper secondary and post-secondary education	363 694	408 168	337 415	219 684	101 153	69 710	1 499 824	
Higher education	76 522	412 590	333 095	195 988	133 100	93 447	1 244 742	
TOTAL	1 147 315	1 429 643	1 597 781	1 492 654	1 312 392	2 010 064	8 989 849	100%

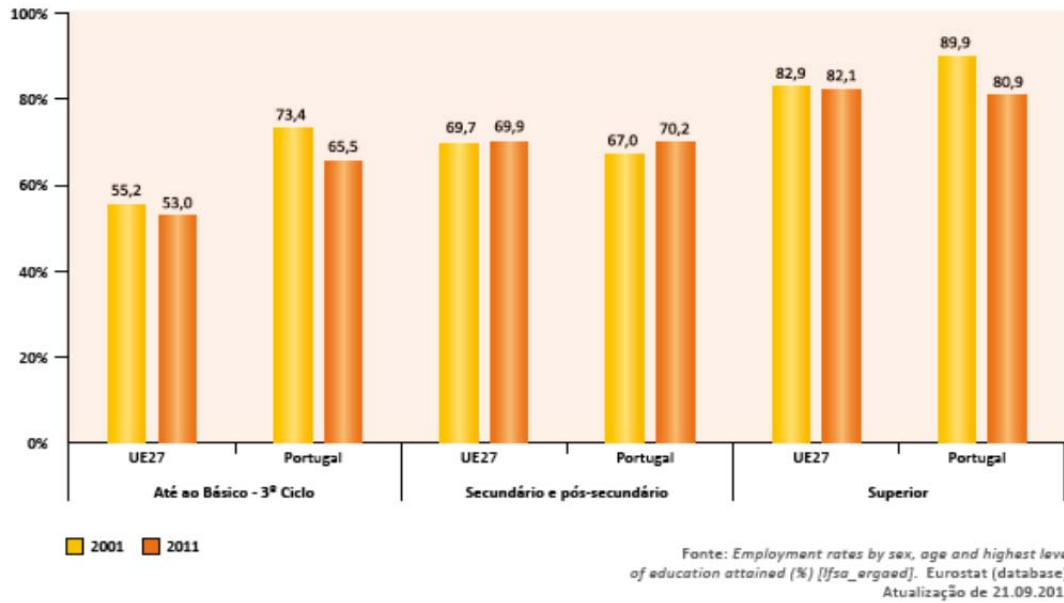
Source: Censos 2011

Figure 1 - Resident population (%) of 25-64 years-old by highest educational level



Source: Censos 2001 and 2011

Figure 2 - Employment rate (%) in the age group 20-64 years, by level of education - Portugal and EU27



Source: Estado da Educação 2012 – National Education Council

Figure 3 - Resident Population (%) with 15 and more years of age, by age group and more highest education level - Portugal

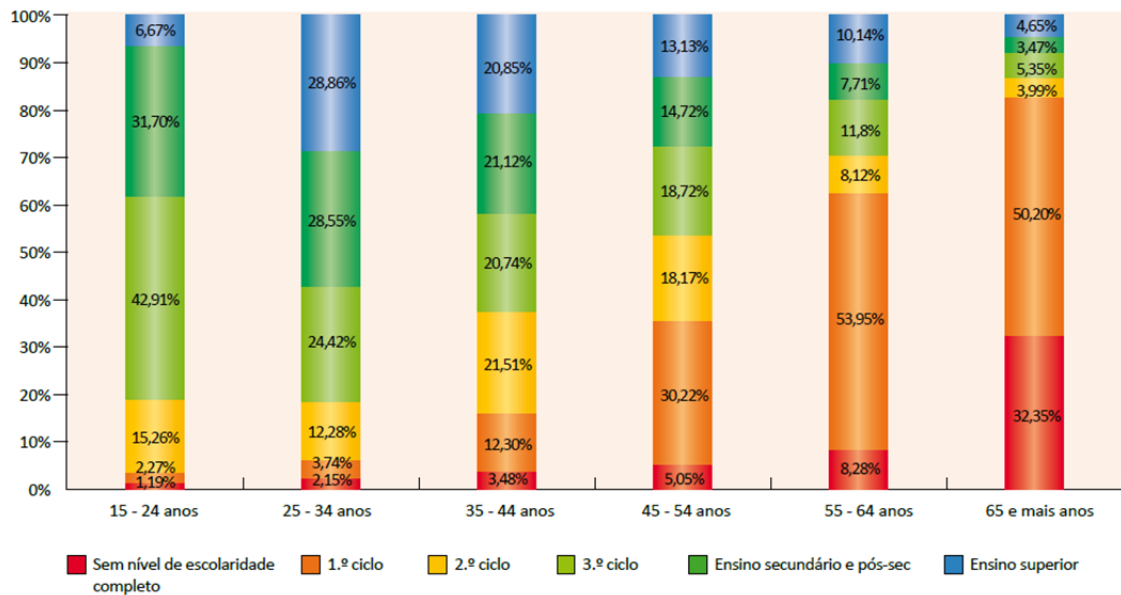
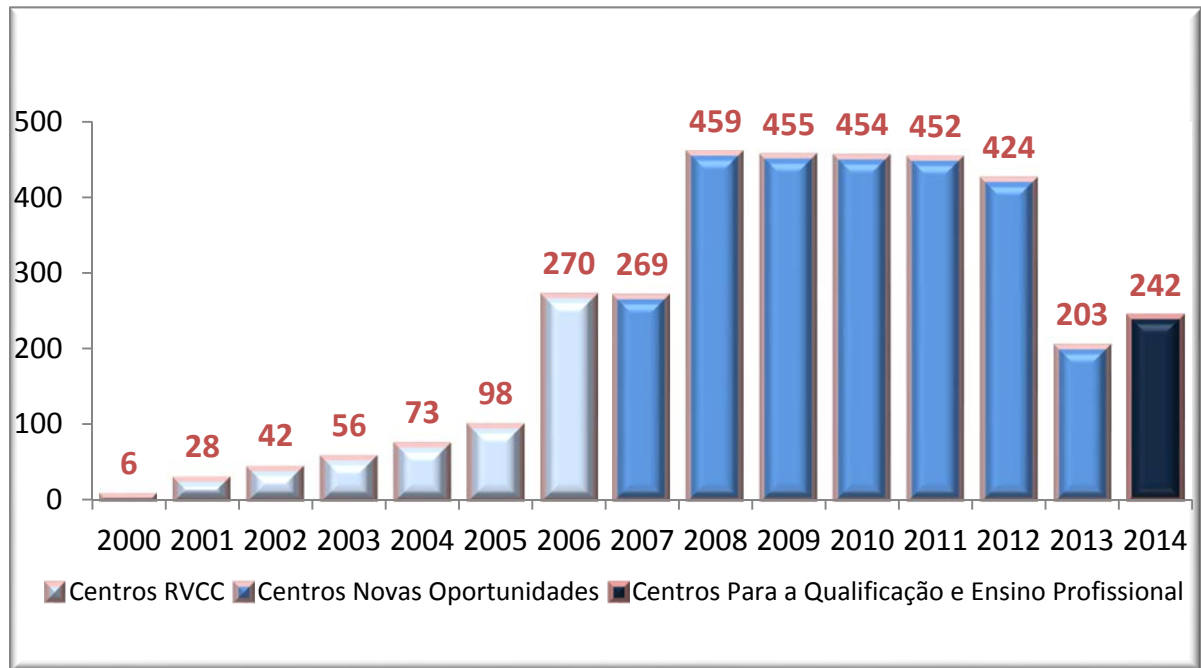
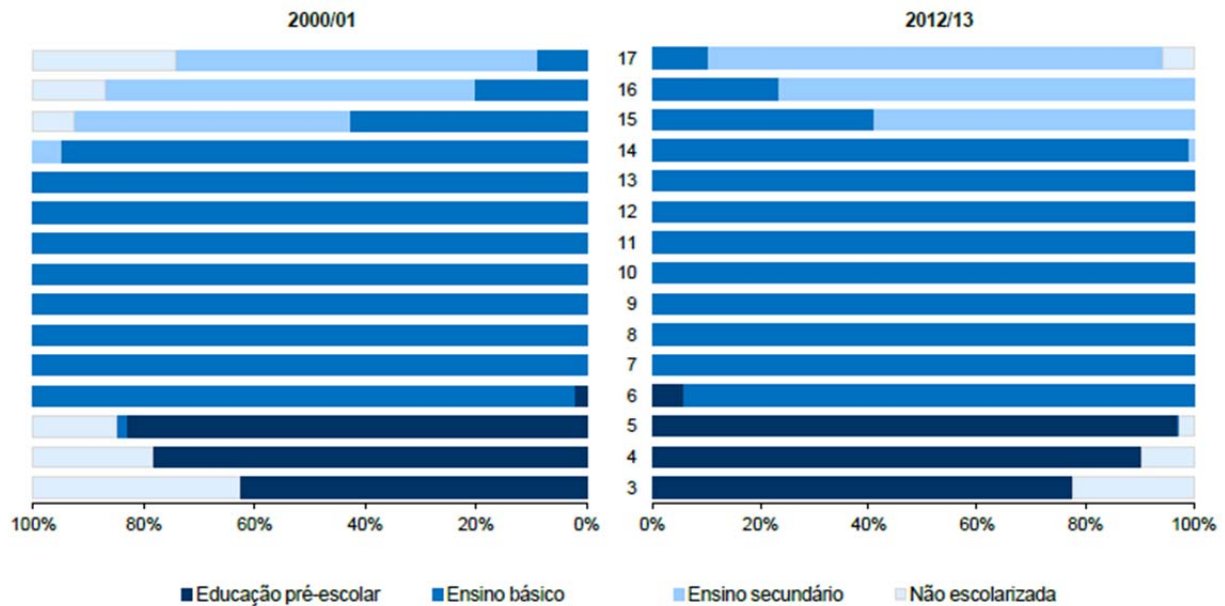


Figure 4 - Recognition, Validation and Certification - Centers network evolution



Source: ANQEP

Figure 5 - Population enrolment from 3 to 17 years old, in Portugal (2000/01 and 2012/13) - Percentage of educated population (by level of education) and non-enrolled, by age



Source: *Educação em Números*, General Directorate of Education and Science Statistics, 2014

Item 3.4.

Table 10 - Rate of illiteracy, total and for gender - Portugal - 2001 and 2011

Years	Gender					
	Total N°	Total %	Male N°	Male %	Female N°	Female %
2001	838 140	9,0	281889	6,3	556 251	11,5
2011	499 936	5,2	159 705	3,5	340 231	6,8

Source: Censos 2001; 2011

Table 11 - Registration and certification in Training Program on Basic Skills

	2010	2011	2012	2013
	N.º	N.º	N.º	N.º
Registrations	403	5 614	8 775	239
Certifications	0	3 325	7 056	1 156

Source: Plataforma SIGO (since 2007, provisional data of July 31, 2014).

Graphic 6 - Qualifications of the active population (%), by age group and gender



Source: *Inquérito ao Emprego*, INE, Feb 2011.

Annex II - STATISTICAL INFORMATION ON THE EFA GOALS

Goal 1 –

Table 1 - Percentage of children enrolled in preschool education, by type of establishment of education and training - Portugal - Academic year 2012/2013

Nature of the educational establishment and education	%
Public education	53,8
Private education under the State	30,2
Independent private education	15,9

Source: *Estatísticas da Educação* - General Directorate of Education and Science Statistics - Sept. 2014

Table 2 - Gross rate of preschool education, by gender - Portugal - Academic year 2012/2013

Gender	%
Men and women	90,6
Men	92,2
Women	88,8

Source: *Estatísticas da Educação* - General Directorate of Education and Science Statistics - Sept. 2014

Goal 2 –

Table 1 - Gross rate of pre-enrolment in primary education (a) by gender - Portugal - Academic year 2012/2013

Gender	%
Men and women	110,0
Men	111,7
Women	108,3

Source: *Estatísticas da Educação* - General Directorate of Education and Science Statistics - Sept. 2014

(a) 1st and 2nd cycles of basic education

Table 2 - Real rate of pre-enrolment in primary education (b) by gender - Portugal - Academic year 2012/2013

Gender	%
Men and women	97,0
Men	96,2
Women	97,7

Source: *Estatísticas da Educação* - General Directorate of Education and Science Statistics - Sept. 2014

(b) 1st and 2nd cycles of basic education

Table 3 - Rate of transition/completion in regular primary education (c), by academic year and gender - Portugal

Curricular Year	Men and Women (%)	Men (%)	Women (%)
1.º year	100,0	100,0	100,0
2.º year	90,5	89,5	91,6
3.º year	94,8	94,2	95,4
4.º year	95,7	95,2	96,3
5.º year	89,9	87,3	92,8
6.º year	85,2	81,6	89,1

Source: *Estatísticas da Educação* - General Directorate of Education and Science Statistics - Sept. 2014

(c) 1st and 2nd cycles of basic education

Table 4 - Number and percentage of primary school teachers (d), by education level and gender - Portugal

Qualifications	Men and Women		Men		Women	
	n	%	n	%	n	%
Total	57.071	100,0	12.002	100,0	45.069	100,0
Doctoral and Masters	3.106	5,4	926	7,7	2.180	4,8
Degree or equivalent	48.333	84,7	9.750	81,2	38.583	85,6
Bachelor or others	5.632	9,9	1.326	11,0	4.306	9,6

Source: *Estatísticas da Educação* - General Directorate of Education and Science Statistics - Sept. 2014

(d) 1st and 2nd cycles of basic education

Table 5 - Public expenditure indicators in education with primary school - Portugal - Year 2011

Indicator	Valor (ano 2011)
Public expenditure on education (percentage of Gross Domestic Product)	5,3%
Public expenditure on primary education (percentage of Gross Domestic Product)	1,4%
Public expenditure on education (percentage of total public expenditure)	10,7%
Public expenditure on primary education (percentage of total public expenditure on education)	3,0%

Source: General Directorate on Planning and Financial Management - Sept. 2014

Goal 3 –

Table 1 - Gross rate of pre-enrolment in upper secondary education (a) by gender - Portugal - Academic year 2012/2013

Gender	%
Men and Women	119,2
Men	118,9
Women	119,4

Source: *Estatísticas da Educação* - General Directorate of Education and Science Statistics - Sept. 2014
(a) 3rd cycle of primary and upper secondary education

Table 2 - Real rate of pre-enrolment in upper secondary education (b) by gender - Portugal Academic year - 2012/2013

Gender	%
Men and Women	80,7
Men	76,9
Women	84,7

Source: *Estatísticas da Educação* - General Directorate of Education and Science Statistics - Sept. 2014
(b) 3rd cycle of primary and upper secondary education

Table 3 - Number and percentage of young people and adults enrolled in upper secondary education (c) by gender - Portugal - Academic year 2012/2013

	Total		Registrations			
			Young People		Adults	
	n	%	n	%	n	%
Men and Women	798.925		743.668		55.257	
General Modalities	579.305	72,5	555.819	74,7	23.486	42,5
Vocational Modalities	219.620	27,5	187.849	25,3	31.771	57,5
Men	407.763		379.570		28.193	
General Modalities	281.908	69,1	269.336	71,0	12.572	44,6
Vocational Modalities	125.855	30,9	110.234	29,0	15.621	55,4
Women	391.162		364.098		27.064	
General Modalities	297.397	76,0	286.483	78,7	10.914	40,3
Vocational Modalities	93.765	24,0	77.615	21,3	16.150	59,7

Source: *Estatísticas da Educação* - General Directorate of Education and Science Statistics - Sept. 2014
(c) 3rd cycle of primary and upper secondary education

Table 4 - Number and percentage of young people and adults with the upper secondary education (d) by gender - Portugal - Academic year 2012/2013

	Total		Conclusions			
			Young		Adults	
	n	%	n	%	n	%
Men and Women	241.366		204.726		36.640	
General Modalities	152.801	63,3	131.324	64,1	21.477	58,6
Vocational Modalities	88.565	36,7	73.402	35,9	15.163	41,4
Men	121.281		103.031		18.250	
General Modalities	72.349	59,7	60.970	59,2	11.379	62,4
Vocational Modalities	48.932	40,3	42.061	40,8	6.871	37,6
Women	120.085		101.695		18.390	
General Modalities	80.452	67,0	70.354	69,2	10.098	54,9
Vocational Modalities	39.633	33,0	31.341	30,8	8.292	45,1

Source: *Estatísticas da Educação* - General Directorate of Education and Science Statistics - Sept. 2014

(d) 3rd cycle of primary and upper secondary education

Goal 5 –

Table 1 - Percentage of female children/students by level of education and teaching Portugal - Academic year 2012/2013

	Registrations		
	Total	Women	% women
Preschoolar education	266.666	127.737	47,9
Primary Education (a)	693.045	332.052	47,9
Inferior secondary education (b)	400.478	193.380	48,3
Upper secondary education (c)	398.447	197.782	49,6

Source: *Estatísticas da Educação* - General Directorate of Education and Science Statistics - Sept. 2014

(a) 1st and 2nd cycles of basic education

(b) 3rd cycle of basic education

(c) upper secondary education

Table 2 - Percentage of female teachers by level of teaching - Portugal - Academic year 2012/2013

	Teachers		
	Total	Women	% Women
Primary Education (a)	57.071	45.069	79,0
Secondary Education (b)	76.101	54.032	71,0

Source: *Estatísticas da Educação* - General Directorate of Education and Science Statistics - Sept. 2014

(a) 1st and 2nd cycles of basic education

(b) 3rd cycle of basic education and upper secondary education

Table 3 - Education indicators - gender parity index (a) - Portugal - Academic year 2012/2013

	Homens	Mulheres	Índice
Gross enrolment rate in preschool education	92,2	88,8	0,963
Real rate of enrolment in preschool education	89,9	87,1	0,969
Gross enrolment rate in primary education	111,7	108,3	0,969
Real rate of enrolment primary education	96,2	97,7	1,016
Gross enrolment rate in inferior secondary education (b)	118,7	116,0	0,977
Real rate of enrolment inferior secondary education (b)	84,6	90,5	1,070
Gross enrolment rate in upper secondary education (c)	119,1	123,0	1,033
Real rate of enrolment in upper secondary education (c)	68,8	78,7	1,143

Source: *Estatísticas da Educação* - General Directorate of Education and Science Statistics - Sept. 2014

(a) Quotient between the values observed in "women" and "men"

(b) 3rd cycle of basic education

(c) upper secondary education

Table 4 - Percentage of teachers with initial training for teachers, by level of teaching - Portugal - Academic year 2012/2013

	Total	Men	Women
Primary Education (a)	88,6	87,7	88,8
Secondary Education (inferior and upper) (b)	89,1	87,3	89,8

Source: *Estatísticas da Educação* - General Directorate of Education and Science Statistics - Sept. 2014

(a) 1st and 2nd cycles of basic education

(b) 3rd cycle of basic education and upper secondary education

Goal 6 –

Table 1 - Distribution, in number and percentage, of teachers by academic qualifications, by level of education (preschool, primary, lower secondary and higher) and gender - Portugal - Academic year 2012/2013

	Total		Academic Qualifications					
			Doctoral or Master		Degree or equivalent		Bachelor or others	
	n	%	n	%	n	%	n	%
Men and Women								
Preschool Education	17.139	100,0	607	3,5	14.492	84,6	2.040	11,9
Primary Education (a)	57.071	100,0	3.106	5,4	48.333	84,7	5.632	9,9
Secondary Education (b)	76.101	100,0	8.032	10,6	64.932	85,3	3.137	4,1
Men								
Preschool Education	182	100,0	10	5,5	140	76,9	32	17,6
Primary Education (a)	12.002	100,0	926	7,7	9.750	81,2	1.326	11,0
Secondary Education (b)	22.069	100,0	2.722	12,3	17.925	81,2	1.422	6,4
Women								
Preschool Education	16.957	100,0	597	3,5	14.352	84,6	2.008	11,8
Primary Education (a)	45.069	100,0	2.180	4,8	38.583	85,6	4.306	9,6
Secondary Education (b)	54.032	100,0	5.310	9,8	47.007	87,0	1.715	3,2

Source: Estatísticas da Educação - General Directorate of Education and Science Statistics - Sept. 2014

Observations: (a) 1st and 2nd cycles of basic education and (b) 3rd cycle of basic and upper secondary education

Note: All teachers in preschool education (kindergarden teachers) have the academic training necessary to perform their functions holding, at least, a Bachelor's Degree.

Table 2 - Relationship student/teacher, by level of education and teaching and nature - Portugal - Academic year 2012/2013

	Global	Public Education	Private Education
Preschool Education	15,6	15,0	16,2
Primary Education (a)	12,1	11,9	13,4
Secondary Education (b)	8,8	8,7	10,1

Source: Estatísticas da Educação - General Directorate of Education and Science Statistics - Sept. 2014

Observations: (a) 1st and 2nd cycles of basic education and (b) 3rd cycle of basic and upper secondary education

Table 3 - School life hope (in years), by gender (a) - Portugal - Academic year 2011/2012

Education Level	Men and Women	Men	Women
Global (primary education to higher education)	17,2	17,0	17,4
on primary education	6,6	6,7	6,5
on inferior secondary education	3,8	3,9	3,7
on upper secondary education	3,6	3,5	3,7
on post-secondary, non-superior	0,1	0,1	0,1
on higher education	3,1	2,9	3,4

Source: *Estatísticas da Educação* - General Directorate of Education and Science Statistics - Sept. 2014

Observations: (a) Hope of permanence on the education and training system

Table 4 - Percentage of pupils reaching the level of basic skills (proficiency level 2 or higher) - Portugal - Results of PISA 2012

Area	%
Mathematics	75,1
Literacy	81,2
Sciences	81,0

Source: OECD

Table 5 - Rate literacy (%) from individuals with 10 or more years old at the time of the 2011 Census, by gender - Portugal

Gender	%
Men and Women	94,8
Men	96,5
Women	93,2
Gender parity index (a)	0,97

Source: INE

Observations: (a) Quotient between the values observed in "women" and "men"

Table 6 - Wage remuneration of teachers (percentage of current public expenditure on each level of education) - Portugal - Year 2011

Education Level	%
on primary education (a)	85,2
on inferior secondary education (b)	89,4
on upper secondary education (c)	88,2

Source: General Directorate on Planning and Financial Management - Sept. 2014

Observations: (a) 1st and 2nd cycles of basic education, (b) 3rd cycle of basic and (c) upper secondary education