
KEY COMPETENCES
IN VOCATIONAL
EDUCATION AND TRAINING

PORTUGAL



Please cite this publication as:

Fernanda Ferreira (2016). *Key competences in vocational education and training – Portugal*. Cedefop ReferNet thematic perspectives series.

http://libserver.cedefop.europa.eu/vetelib/2016/ReferNet_PT_KC.pdf

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Reviewed by Cedefop

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This thematic perspective was prepared based on data/information from 2015.

The opinions expressed here do not necessarily reflect those of Cedefop.

Thematic perspectives are co-financed by the European Union and ReferNet national partners.

ReferNet is a network of institutions across Europe representing the 28 Member States, plus Iceland and Norway. The network provides Cedefop with information and analysis on national vocational education and training (VET). ReferNet also disseminates information on European VET and Cedefop's work to stakeholders in the EU Member States, Iceland and Norway.

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Introduction

In Portugal, key competences (*competências-chave*) are known as basic competences (*competências básicas* or *de base* or *essenciais*) or simply competences (¹). While they have been included in the national legislation on secondary general and vocational education and training (VET) already in 2001, more attention is paid to key competences since 2009. Several education reforms, including VET, took place since then, including updating VET curricula.

Most key competences, as defined in the 2006 EU framework, are implicitly present in VET curricula. Mother tongue, foreign languages, maths, science, technology, digital competences are called differently. Other competences such as learning to learn, interpersonal, intercultural, social, civic, entrepreneurship and cultural expression may be considered as partially included in curricula of some VET programmes, especially those for young people.

The structure of upper secondary VET curricula is similar for all initial VET programmes for young people. In the 1980's, all programmes were created under a common frame, organised in three training components: general (*geral*), specific (*específica*) and technical (*técnica*). While these programmes have undergone several revisions since then, the structure remained unchanged facilitating permeability between general education and VET.

Upper secondary VET programmes for young people are centrally designed by the education and labour ministries and the national VET agency (ANQEP), with the exception of the apprenticeship programmes which designed by the labour ministry and VET institute (IEFP).

Upper secondary VET for adults explicitly defines some key competences, for example, mother tongue, foreign languages, maths, science and digital competence. Technology, learning to learn and cultural expression care implicit. Interpersonal, intercultural and social competences, civic competence and entrepreneurship are not part of upper secondary VET for adults but in some modules. Recognition, validation and certification of competences (*Reconhecimento, validação e certificação de competências, RVCC*, launched in 2001) allows adults, who lack some competences, to complete education and training programmes for adults (EFA) and modular courses and obtain an officially recognised qualification.

(¹) Also known as 'competences in a lifelong learning perspective' and 'essential and structuring competences' (*competências numa perspetiva de formação ao longo da vida; competências essenciais e estruturantes*).

Referential for key competences is a document supporting upper secondary VET for adults has been adopted in 2006. It guides and structures the recognition, validation and certification and supports the design of learning pathways for adults based on key competences. It is based on ⁽¹⁾ citizenship and professionalism, ⁽²⁾ society, technology and science, and ⁽³⁾ culture, language and communication competences.

1. Key competence: communication in the mother tongue

The title(s) in the national context (if different)	<i>Comunicar na língua maternal</i> (varies by programme)
The acquisition of the key competence at upper secondary VET is promoted at national/regional level	Yes
How is it promoted?	
<ul style="list-style-type: none"> national/regional policy document(s) 	<p>The communication in the mother tongue is a compulsory subject for all VET programmes at upper secondary education for young people.</p> <p>The education ministry launched a guiding document called referential of key competences for the upper secondary VET for adults (2006) that applies to both EFA programmes and modular training.</p> <p>The mother tongue subject is included in this document and available once adults engage on recognition of prior learning (RVCC) process. It's not compulsory and depends on the needs of each adult.</p>
<ul style="list-style-type: none"> national/regional law(s), regulation(s) 	Communication in the mother tongue is regulated by each upper secondary VET programme.
<ul style="list-style-type: none"> national/regional curricula, standards and qualifications 	<p>In professional and specialised art programmes, the school-based Portuguese subject (<i>componente sociocultural da disciplina de Português</i>) comprise five study areas: speaking, reading, writing, literary education and grammar. Key competences are referred to as core competences.</p> <p>In education and training programmes for young people (type 5, 6 and 7), the Portuguese subject has the following core competences: listening comprehension, oral expression, written expression, reading, and language functioning. It aims at developing the competent use of the language, giving particular importance to its structure, functioning, providing the systematisation of knowledge and the development of a metalinguistic awareness.</p> <p>In apprenticeship programmes this subject is comprised by units with the specific objective of giving learners the cultural</p>

	<p>'understanding' of the language, adjusted to their needs. It encourages speaking and writing adjusted to the different communicative purposes.</p> <p>In EFA programmes and modular training, the learning and communication of Portuguese takes place through linguistic activities in social life, such as family, professional, educational or public relations (administrative or business issues).</p> <p>Learners use a broad array of knowledge and skills, which outnumber the knowledge of this subject (grammatical, semantic, lexical, phonological, orthographic, orthoepy) included in language competence.</p>	
<ul style="list-style-type: none"> • training VET teachers trainers 	<p>Training of VET teachers is under the responsibility of the education ministry. 2014 legislation ⁽²⁾ supports the continuing training of teacher in general.</p> <p>Training of trainers is under the responsibility of the labour ministry, who established the referential for initial and continuing pedagogical development ⁽³⁾.</p> <p>Competences in mother tongue are a subject of the initial (academic) and continuing training of VET teachers and trainers.</p>	
<ul style="list-style-type: none"> • centralised assessment of the key competence in VET 	No	
<ul style="list-style-type: none"> • other instruments (e.g. ways of working, teaching/learning methods) 	No	
<p>The progress of improving key competence levels/learning outcomes among upper secondary VET students is monitored</p>		Yes
<p>How is it monitored?</p>		
<ul style="list-style-type: none"> • through international or national statistical data 	Both	
<ul style="list-style-type: none"> • survey(s) 	International PISA survey (literacy) includes VET. However, there is no separate data for upper secondary VET learners.	
<ul style="list-style-type: none"> • benchmark(s) 	No	
<ul style="list-style-type: none"> • other instrument(s) 	The national statistical data provides the results of the successful accomplishment of each VET programme through	

⁽²⁾ 2014 legislation establishes the legal regime of continuous training of teachers and sets the respective system of coordination, administration and support.

⁽³⁾ 2011 legislation establishes the legal regime and certification of pedagogical competences for trainers.

	the national examinations for young people at the last grade of secondary education.
Key competence level improved among upper secondary VET students since (+/-) 2010	<p>According to the 2015 OECD PISA results (literacy), young learners, including VET, at the 10th grade scored an average of 524.41.</p> <p>In general, Portugal had a better performance than OECD average and it is stable since 2006.</p>

2. Key competence: communication in foreign languages

The title(s) in the national context (if different)	<i>Comunicar numa língua estrangeira</i> (varies by programme)
The acquisition of the key competence at upper secondary VET is promoted at national/regional level	Yes
How is it promoted?	
<ul style="list-style-type: none"> national/regional policy document(s) 	<p>Communication in foreign languages is a compulsory subject for all VET programmes at upper secondary education for young people. Learners can choose which language to apply according to the field of study. If previously they had studied a foreign language, some programmes require learning a second foreign language.</p> <p>The education ministry launched a guiding document called referential of key competences for the upper secondary VET for adults (2006) that applies to both EFA programmes and modular training.</p> <p>Foreign languages are included in this document and available in these programmes once adults engage on recognition of prior learning (RVCC) process. It's not compulsory and depends on the needs of each adult.</p>
<ul style="list-style-type: none"> national/regional law(s), regulation(s) 	Communication in foreign languages is regulated by each upper secondary VET programme.
<ul style="list-style-type: none"> national/regional curricula, standards and qualifications 	<p>In professional programmes, specialised art programmes; and education and training programmes for young people (type 5, 6 and 7) foreign languages is part of the curricula (<i>componente de formação sociocultural</i>) and include initiation and continuation levels for English, French, German and Spanish. Training programmes for young people (CEF's) offer is reduced to English and French.</p> <p>In apprenticeship programmes, there are three levels of development for English, French and German. Learning these subjects combines the professional know-how to personal development, cultural events and social skills.</p>

	In EFA programmes and modular training other languages can be offered. For the non-native speaker the Portuguese language will assume the status of a second language.
• training VET teachers trainers	<p>Training of VET teachers is under the responsibility of the education ministry. 2014 legislation supports the continuing training of teacher in general.</p> <p>Training of trainers is under the responsibility of the labour ministry, who established the referential for initial and continuing pedagogical development.</p> <p>Competences in foreign languages are a subject of the initial (academic) and continuing training of VET teachers and trainers who taught this subject.</p>
• centralised assessment of the key competence in VET	No
• other instruments (e.g. ways of working, teaching/learning methods)	No
The progress of improving key competence levels/learning outcomes among upper secondary VET students is monitored	
	Yes
How is it monitored?	
• through international or national statistical data	National
• survey(s)	No
• benchmark(s)	No
• other instrument(s)	<p>The national statistical data provides the results of the successful accomplishment of each VET programme through the national examinations for young people at the last grade of secondary education.</p> <p>There is a study assessing the impact and with prospective measures for the offer of foreign languages in the Portuguese education system (<i>Avaliação de impacto e medidas prospetivas para a oferta do Português Língua Não Materna (PLNM) no Sistema Educativo Português</i>). However, it doesn't mention any particular VET offer.</p>
Key competence level improved among upper secondary VET students since (+/-) 2010	
	No

3. Key competence: competences in maths, science and technology

3.1. Key competence: competences in maths

The title(s) in the national context (if different)	<i>Matemática</i> (varies by programme)
The acquisition of the key competence at upper secondary VET is promoted at national/regional level	Yes
How is it promoted?	
<ul style="list-style-type: none"> national/regional policy document(s) 	<p>In Portugal, maths is a compulsory subject for all VET programmes at upper secondary education for young people. The education ministry launched a guiding document called referential of key competences for the upper secondary VET for adults (2006) that applies to both EFA programmes and modular training.</p> <p>Maths is included in this document and available in these programmes once adults engage on recognition of prior learning (RVCC) process. It's not compulsory and depends on the needs of each adult.</p>
<ul style="list-style-type: none"> national/regional law(s), regulation(s) 	Maths is regulated by each upper secondary VET programme.
<ul style="list-style-type: none"> national/regional curricula, standards and qualifications 	<p>In professional programmes, specialised art programmes, education and training programmes for young people (type 5, 6 and 7) and apprenticeship programmes maths is part the scientific training component and it is compulsory.</p> <p>In apprenticeship programmes maths, called as mathematic and reality, learners should be able to think critically and act in the daily life using mathematics; as professionals they should have the conceptual and operative tools which make possible to respond appropriately to the problems of the occupational practice.</p> <p>In EFA programmes and modular training it is considered one of the many subjects included, e.g. physics, chemistry, biology, medical science, mathematics.</p>
<ul style="list-style-type: none"> training VET teachers trainers 	<p>Training of VET teachers is under the responsibility of the education ministry. 2014 legislation supports the continuing training of teacher in general.</p> <p>Training of trainers is under the responsibility of the labour ministry, who established the referential for initial and continuing pedagogical development.</p> <p>Competences in maths are a subject of the initial (academic) and continuing training of VET teachers and trainers who</p>

	taught this subject.	
• centralised assessment of the key competence in VET	No	
• other instruments (e.g. ways of working, teaching/learning methods)	No	
The progress of improving key competence levels/learning outcomes among upper secondary VET students is monitored		Yes
How is it monitored?		
• through international or national statistical data	Both	
• survey(s)	International PISA survey (mathematics) includes VET. However there is no separate data for upper secondary VET learners.	
• benchmark(s)	No	
• other instrument(s)	The national statistical data provides the results of the successful accomplishment of each VET programme through the national examinations for young people at the last grade of secondary education.	
Key competence level improved among upper secondary VET students since (+/-) 2010	According to the 2015 OECD PISA results (mathematics), all young learners, including VET, at the 10th grade scored an average of 503.55. In general, Portugal had a performance similar to the OECD average.	

3.2. Key competence: competences in science

The title(s) in the national context (if different)	<i>Literacia matemática e competências básicas em ciência e tecnologia</i> (varies by programme)	
The acquisition of the key competence at upper secondary VET is promoted at national/regional level		Yes
How is it promoted?		
• national/regional policy document(s)	In Portugal, science is not a compulsory subject in upper secondary VET for young people. The education ministry launched a guiding document called referential of key competences for the upper secondary VET for adults (2006) that applies to both EFA programmes and	

	<p>modular training.</p> <p>Science is included in this document and available in these programmes once adults engage on recognition of prior learning (RVCC) process. It's not compulsory and depends on the needs of each adult.</p>	
<ul style="list-style-type: none"> • national/regional law(s), regulation(s) 	<p>Science subject is regulated by each upper secondary VET programme where it is included.</p>	
<ul style="list-style-type: none"> • national/regional curricula, standards and qualifications 	<p>In professional programmes and specialised art programmes science subject is optional part of the curricula. In education and training programmes for young people (type 5, 6 and 7) science (called 'basic science' and 'natural science') subject, is part of scientific training component. In apprenticeship programmes science is offered through physics and chemistry classes in the scientific training component.</p> <p>In EFA programmes and modular training science is part of the area called as society, technology and science. It may include a wide range of options as social sciences and humanities (sociology, history, anthropology, geography) to natural and exact science (physics, chemistry, biology, medical science, mathematics) or to economics and management science (economics, finance, management, accounting and marketing). They are highly contextualised and integrated. They are driven by the daily practices of all citizens.</p>	
<ul style="list-style-type: none"> • training VET teachers trainers 	<p>Training of VET teachers is under the responsibility of the education ministry. 2014 legislation supports the continuing training of teacher in general.</p> <p>Training of trainers is under the responsibility of the labour ministry, who established the referential for initial and continuing pedagogical development.</p> <p>Competences in science are a subject of the initial (academic) and continuing training for VET teachers and trainers who taught this subject.</p>	
<ul style="list-style-type: none"> • centralised assessment of the key competence in VET 	No	
<ul style="list-style-type: none"> • other instruments (e.g. ways of working, teaching/learning methods) 	No	
<p>The progress of improving key competence levels/learning outcomes among upper secondary VET students is monitored</p>		Yes
<p>How is it monitored?</p>		
<ul style="list-style-type: none"> • through international or national statistical data 	Both	

• survey(s)	International PISA survey (science) includes VET. There is separate data for professional programmes
• benchmark(s)	No
• other instrument(s)	The national statistical data provides the results of the successful accomplishment of each VET programme through the national examinations for young people at the last grade of secondary education.
Key competence level improved among upper secondary VET students since (+/-) 2010	According to 2015 OECD PISA results (science), all young learners, including VET, at the 10th and 11th grade scored an average of 588 and learners of professional programmes scored 445, a lower level when compared to the national average. However, it is 90 points higher when compared with the same programmes scores in 2006.

3.3. Key competence: competences in technology

The title(s) in the national context (if different)	<i>Tecnologia</i> (varies by programme)
The acquisition of the key competence at upper secondary VET is promoted at national/regional level	Yes
How is it promoted?	
• national/regional policy document(s)	In Portugal, technology is not a compulsory subject for all VET programmes at upper secondary education for young people. The education ministry launched a guiding document called referential of key competences for the upper secondary VET for adults (2006) that applies to both EFA programmes and modular training. Technology is included in this document and available in these programmes once adults engage on recognition of prior learning (RVCC) process. It's not compulsory and depends of the needs of each adult.
• national/regional law(s), regulation(s)	Technology subject is regulated by each upper secondary VET programme where it is foreseen.
• national/regional curricula, standards and qualifications	In professional programmes, specialised art programmes, education and training programmes for young people (type 5, 6 and 7) and apprenticeship programmes technology is optional part of the curricula. In EFA programmes and modular training technology is part of the area called 'society, technology and science'. It may include a wide range of options as social sciences and humanities (sociology, history, anthropology, geography) natural and exact science (physics, chemistry, biology, medical science, mathematics) economics and management

	science (economics, finance, management, accounting and marketing). These programmes are highly contextualised, integrated and driven by the daily practices of all citizens.	
• training VET teachers trainers	<p>Training of VET teachers is under the responsibility of the education ministry. 2014 legislation supports the continuing training of teacher in general.</p> <p>Training of trainers is under the responsibility of the labour ministry, who established the referential for initial and continuing pedagogical development.</p> <p>Competences in technology are a subject of the initial (academic) continuing training for VET teachers and trainers who teach this subject.</p>	
• centralised assessment of the key competence in VET	No	
• other instruments (e.g. ways of working, teaching/learning methods)	No	
The progress of improving key competence levels/learning outcomes among upper secondary VET students is monitored		Yes
How is it monitored?		
• through international or national statistical data	No	
• survey(s)	No	
• benchmark(s)	No	
• other instrument(s)	The national statistical data provides the results of the successful accomplishment of each VET programme through the national examinations for young people at the last grade of secondary education..	
Key competence level improved among upper secondary VET students since (+/-) 2010		No data

4. Key competence: digital competence

The title(s) in the national context (if different)	<i>Competência digital / tecnologias de informação e comunicação – TIC (varies by programme)</i>	
The acquisition of the key competence at upper secondary VET is promoted at national/regional level		Yes

How is it promoted?	
<ul style="list-style-type: none"> • national/regional policy document(s) 	<p>In Portugal, digital competence is a compulsory subject for all VET programmes at upper secondary education for young people.</p> <p>The education ministry launched a guiding document called referential of key competences for the upper secondary VET for adults (2006) that applies to both EFA programmes and modular training.</p> <p>Digital competence is included in this document and available in these programmes once adults engage on recognition of prior learning (RVCC) process. It's not compulsory.</p>
<ul style="list-style-type: none"> • national/regional law(s), regulation(s) 	<p>Digital competence is regulated by each upper secondary VET programme.</p>
<ul style="list-style-type: none"> • national/regional curricula, standards and qualifications 	<p>In professional programmes the ICT subject is under the sociocultural training component. This programme results from an adjustment of the ICT programme of the general, technological and specialised art programmes ensuring learners a common training. It has a total duration of 100 hours for the 10th grade split by modules with the following contents: worksheet; database management; and creation of web pages.</p> <p>In specialised art programmes - visual arts and audio-visual, the ICT subject is under the sociocultural training component but only for the 10th grade.</p> <p>In education and training programmes for young people (type 5, 6 and 7) the ICT subject has a reduced duration (20 hours) and allows to choose one of the following options: Web page editing program: FrontPage; Web graphics animation program: Flash; or Web page editing program: Dreamweaver.</p> <p>In apprenticeship programmes the ICT subject is part of the scientific-technological training component, ruled by the specific legislation of each field of study.</p> <p>In EFA programmes and modular training this subject is considered as the understanding of the internet networks impacts in perceptual habits, developing a critical attitude regarding the content available.</p>
<ul style="list-style-type: none"> • training VET teachers trainers 	<p>Training of VET teachers is under the responsibility of the education ministry. 2014 legislation supports the continuing training of teacher in general.</p> <p>Training of trainers is under the responsibility of the labour ministry, who established the referential for initial and continuing pedagogical development.</p> <p>Digital competences are a subject of the initial (academic) and continuing training for VET teachers and trainers who taught this subject.</p>
<ul style="list-style-type: none"> • centralised assessment of the key 	<p>No</p>

competence in VET	
• other instruments (e.g. ways of working, teaching/learning methods)	No
The progress of improving key competence levels/learning outcomes among upper secondary VET students is monitored	No
How is it monitored?	
• through international or national statistical data	No
• survey(s)	No
• benchmark(s)	No
• other instrument(s)	No
Key competence level improved among upper secondary VET students since (+/-) 2010	No data

5. Key competence: learning to learn

The title(s) in the national context (if different)	<i>Aprender a aprender</i> (varies by programme)
The acquisition of the key competence at upper secondary VET is promoted at national/regional level	No
How is it promoted?	
• national/regional policy document(s)	<p>In Portugal, learning to learn is not a compulsory subject in VET programmes at upper secondary education for young people.</p> <p>The education ministry launched a guiding document called referential of key competences for the upper secondary VET for adults (2006) that applies to both EFA programmes and modular training.</p> <p>Learning to learn is included in this document and available in these programmes once adults engage on recognition of prior learning (RVCC) process. It's not compulsory.</p>
• national/regional law(s), regulation(s)	Learning to learn is regulated by each upper secondary VET programme where this subject is available.
• national/regional curricula, standards and qualifications	In professional programmes this subject is not clearly expressed. However, the area of 'integration' included in the sociocultural training component broadly states competences such as initiative, autonomy, criticality, integration and creative

	<p>use of knowledge. It states that this area should be seen as an indivisible whole that are part the acquisition of cultural/scientific knowledge and research, selection procedures, organisation and dissemination of that knowledge. The same importance is given to learning objectives, to learning/assessment situations and the creation and selection of resources to use. It intends allowing parity between knowledge and procedures. For specialised art programmes; education and training programmes for young people (type 5, 6 and 7) and apprenticeship programmes there is no information about this subject in the curricula.</p> <p>In EFA programmes and modular training this subject is not clearly expressed.</p> <p>It is considered the dimension of LLL seen as to explain, understand, meet and socialise with various modes, styles, arts, techniques, and skills/ abilities throughout life. This holistic attitude towards learning allows adults flowing freely in situations where the complexity and diversity of solutions are included.</p>	
<ul style="list-style-type: none"> • training VET teachers trainers 	<p>Training of VET teachers is under the responsibility of the education ministry. 2014 legislation supports the continuing training of teacher in general.</p> <p>Training of trainers is under the responsibility of the labour ministry, who established the referential for initial and continuing pedagogical development.</p> <p>Learning to learn competence is not a stand-alone subject in the training for VET teachers and trainers. It is a transversal subject in the pedagogic competences.</p>	
<ul style="list-style-type: none"> • centralised assessment of the key competence in VET 	No	
<ul style="list-style-type: none"> • other instruments (e.g. ways of working, teaching/learning methods) 	No	
<p>The progress of improving key competence levels/learning outcomes among upper secondary VET students is monitored</p>		No
<p>How is it monitored?</p>		
<ul style="list-style-type: none"> • through international or national statistical data 	No	
<ul style="list-style-type: none"> • survey(s) 	No	
<ul style="list-style-type: none"> • benchmark(s) 	No	
<ul style="list-style-type: none"> • other instrument(s) 	No	

Key competence level improved among upper secondary VET students since (+/-) 2010	No data
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6. Key competence: interpersonal, intercultural and social competences, and civic competence

The title(s) in the national context (if different)	<i>Competências cívicas e interpessoais</i> (varies by programme)
The acquisition of the key competence at upper secondary VET is promoted at national/regional level	Implicitly in some VET programmes
How is it promoted?	
<ul style="list-style-type: none"> national/regional policy document(s) 	<p>Interpersonal, intercultural and social competences and civic competence are not a compulsory subject in VET programmes at upper secondary education for young people.</p> <p>The education ministry launched a guiding document called referential of key competences for the upper secondary VET for adults (2006) that applies to both EFA programmes and modular training.</p> <p>Interpersonal, intercultural and social competences, and civic competence are included in this document and available in these programmes once adults engage on recognition of prior learning (RVCC) process. It's not compulsory.</p>
<ul style="list-style-type: none"> national/regional law(s), regulation(s) 	<p>Interpersonal, intercultural and social competences, and civic competence are regulated by each upper secondary VET programme where this subject is available.</p>
<ul style="list-style-type: none"> national/regional curricula, standards and qualifications 	<p>In professional programmes, namely in the integration area subject included in the sociocultural component, it simultaneously facilitates the acquisition of knowledge from the social sciences and philosophical reflection and the development of capacities for inclusion into the social life and into an evolving and transforming labour market. It intends to provide learners a background, based on scientific and cultural contexts, develop their curiosity, initiative and creativity to find solutions, responsibility in the projects' implementation, sense of cooperation through the sharing of processes and products. Given the diversity of programmes for which it was intended, the curriculum had to be highly adaptable.</p> <p>In specialised art programmes there is no information available.</p> <p>Education and training programmes for young people (type 5, 6 and 7) offer a citizenship and society subject. This subject is also partially integrated in the sociocultural training component.</p> <p>In apprenticeship programmes it's partially offer the</p>

	interpersonal, intercultural and social competences, and civic competence subjects under the personal and social domain of the sociocultural training component. In EFA programmes and modular training there is no information available.
• training VET teachers trainers	Training of VET teachers is under the responsibility of the education ministry. 2014 legislation supports the continuing training of teacher in general. Training of trainers is under the responsibility of the labour ministry, who established the referential for initial and continuing pedagogical development. Interpersonal, intercultural and social competences, and civic competence is not an isolated/single subject in the training for VET teachers and trainers.
• centralised assessment of the key competence in VET	No
• other instruments (e.g. ways of working, teaching/learning methods)	No
The progress of improving key competence levels/learning outcomes among upper secondary VET students is monitored	No
How is it monitored?	
• through international or national statistical data	No
• survey(s)	No
• benchmark(s)	No
• other instrument(s)	No
Key competence level improved among upper secondary VET students since (+/-) 2010	No data

7. Key competence: entrepreneurship

The title(s) in the national context (if different)	<i>Empreendedorismo</i> (varies by programme)
The acquisition of the key competence at upper secondary VET is promoted at national/regional level	No
How is it promoted?	

<ul style="list-style-type: none"> • national/regional policy document(s) 	<p>Portugal has no current relevant strategy concerning entrepreneurship. However, it can be partially found in transversal subjects of the VET curricula but not easily identified as such.</p> <p>'There is a well-established network of government departments and external organisations that work collaboratively on this policy area, as well as high profile European policy experimentations led by Portugal, such as 'Youth start – entrepreneurial challenges' coordinated by the Portugal Entrepreneurship Education Platform (PEEP). There is also a government-led action called the Strategic programme for entrepreneurship and innovation, a support programme with a focus on business and start-ups rather than actions in the area of education. Also, the 'Youth Start – Entrepreneurial Challenges' aims at creating a new method of teaching entrepreneurial skills, to scale it up and implement it in (...) upper secondary schools. The second project, 'innovation cluster for entrepreneurship education', led by Junior Achievement-Europe, aims at analysing the impact of entrepreneurship education and understand what is needed to reach the European goal of every young person having a practical entrepreneurial experience before leaving compulsory education. Curriculum guidelines and teaching materials for entrepreneurship education are currently under development' ⁽⁴⁾.</p>
<ul style="list-style-type: none"> • national/regional law(s), regulation(s) 	No
<ul style="list-style-type: none"> • national/regional curricula, standards and qualifications 	No
<ul style="list-style-type: none"> • training VET teachers trainers 	<p>No information available.</p> <p>There are several events about this subject but they are isolated workshops and they grant credits to get a promotion in the teaching career.</p>
<ul style="list-style-type: none"> • centralised assessment of the key competence in VET 	No
<ul style="list-style-type: none"> • other instruments (e.g. ways of working, teaching/learning methods) 	No

⁽⁴⁾ Information available in the Eurydice report: Entrepreneurship Education (in EN; pp. 55, 74, 99 and 182); Educação para o Empreendedorismo (in PT; pp. 55, 75, 99 and 182).

The progress of improving key competence levels/learning outcomes among upper secondary VET students is monitored		No
How is it monitored?		
• through international or national statistical data	No	
• survey(s)	No	
• benchmark(s)	No	
• other instrument(s)	No	
Key competence level improved among upper secondary VET students since (+/-) 2010		No data

8. Key competence: cultural expression

The title(s) in the national context (if different)	<i>Expressão cultural</i> (varies by programme)	
The acquisition of the key competence at upper secondary VET is promoted at national/regional level		No
How is it promoted?		
• national/regional policy document(s)	<p>In Portugal, cultural expression is not a compulsory subject in VET programmes at upper secondary education for young people.</p> <p>The education ministry launched a guiding document called referential of key competences for the upper secondary VET for adults (2006) that applies to both EFA programmes and modular training.</p> <p>Cultural expression is included in this document and available in these programmes once adults engage on recognition of prior learning (RVCC) process. It's not compulsory.</p>	
• national/regional law(s), regulation(s)	<p>Cultural expression is regulated by each upper secondary VET programme where this subject is available.</p>	
• national/regional curricula, standards and qualifications	<p>In professional programmes and specialised art programmes under the technical training component are specific fields of study where we can find key competences related with cultural expression but it cannot be generalised.</p> <p>In education and training programmes for young people (type 5, 6 and 7) there is no information</p>	

	<p>available.</p> <p>In apprenticeship programmes it is partially offered under the personal and social domain of the sociocultural training component.</p> <p>In EFA programmes and modular training there is no information available on cultural expression. However, 'culture' by itself is included in the key competence area called 'culture, language and communication'. It refers to practices and responses in several fields, commonly referred as 'classics' - music, visual arts, dance, theatre, book, heritage - the other socio-cultural activities, media and cultural industries.</p>	
<ul style="list-style-type: none"> • training VET teachers trainers 	<p>No information available.</p> <p>There are several events about this subject but they are isolated workshops and they grant credits to get a promotion in the teaching career.</p>	
<ul style="list-style-type: none"> • centralised assessment of the key competence in VET 	No	
<ul style="list-style-type: none"> • other instruments (e.g. ways of working, teaching/learning methods) 	No	
The progress of improving key competence levels/learning outcomes among upper secondary VET students is monitored		No
How is it monitored?		
<ul style="list-style-type: none"> • through international or national statistical data 	No	
<ul style="list-style-type: none"> • survey(s) 	No	
<ul style="list-style-type: none"> • benchmark(s) 	No	
<ul style="list-style-type: none"> • other instrument(s) 	No	
Key competence level improved among upper secondary VET students since (+/-) 2010		No data

Conclusion

Key competences are broadly described in the national policy documents, government agendas and included in the national curricula. However, in the curricula, they assume different designations as of the established by the EU and do not give any specific guidelines on how to implement them.

Upper secondary VET for young people lack national regulations with clear rules for implementation of the eight key competences. Nevertheless, most of them are acquired through the subjects. National examinations assess knowledge and competences. Graduates for upper secondary VET need to sit exams related to their field of study. OECD PISA results also demonstrate the level of competences of young people in Portuguese, maths and sciences.

Key competences for adults' in upper secondary VET are also part of the curricula. However, they do not include all eight key competences. The modular structure of the programmes and pathways allow adult learners identify and target the missing competences in their studies. A validation and recognition process supports this.

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