COUNTRY POLICY REVIEW AND ANALYSIS

Portugal

European Agency for Special Needs and Inclusive Education

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The information in this document was current in September 2016.

Please note that legislation may have changed since the analysis grid was completed. Anyone using the grid should contact the Representative Board Member for more details.

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Section 1: Country priorities for education

The text below presents the main country priorities in the field of education, with special attention to the development of inclusive education.

Country priorities

According to current legislation (Decree-Law 3/2008):

- Pupils with special educational needs (SEN) have the right to attend their neighbourhood school or any other school that parents consider the most appropriate for their child.

- Pupils with SEN should not only receive their education in a mainstream school, but also fully join their peers in the curriculum and in school life.

- Pupils with very complex SEN also benefit from priority in enrolment in school.

- Schools cannot refuse the enrolment in school of pupils based on disability or educational needs.

In order to make schools accountable for all pupils, the law also stipulates that:

- the teacher responsible for the regular class is also responsible for monitoring and co-ordinating the Individual Education Plan (IEP);

- the decision-making progress regarding eligibility and IEP elaboration is carried out by multi-disciplinary teams that necessarily involve mainstream teachers and parents.

To support mainstream schools, two national networks of resource centres have been created:

- National Network composed of 90 Resource Centres for Inclusion (RCI) created from former special schools (Notice no. 5834-A/2013). These centres aim to support mainstream schools and have been a key lever for the development of inclusive schools.

National Network composed of 25 Information and Communication Technology (ICT) Resource Centres whose mission is to assess and prescribe assistive technology. They also have a key role in teaching the use of technology to teachers and parents.

Section 2: Analysis grid

Measure 1: To improve inclusive education and to ensure that good quality education is accessible for all

Agency recommendation	Findings
1.1 There is a clearly stated policy for the promotion of quality in inclusive education. *(Policy aims to widen access to education and to promote full participation and opportunities for all learners vulnerable to exclusion to realise their potential. Policy outlines how education policy-makers need to take responsibility for all learners.)*	1.1.1 Special education is guided by the principles enshrined in legislation – which comprises the Education Act, Law No. 46/86, 14 October; Decree-Law No. 35/90, 25 January; Decree-Law No. 3/2008, 7 January. The underlying philosophy is based on several international resolutions, such as the Salamanca Statement on Special Needs Education. These principles can be summarised under three fundamental rights: • The right to education (…) The right to equality (…) the right to be part of society (OoP, p. 2). 1.1.2 Publication of a new law on special needs education (SNE) (Decree-Law no. 3/2008); this law states that pupils with SEN should not only receive their education in a mainstream school, but also fully join their peers in the curriculum and in school life; that pupils with SEN should generally take part in the mainstream class rather than be isolated in separate units; that separate provision can occasionally be necessary for specific purposes; that schools should review and adapt their approaches in order to achieve greater inclusion. (TE, p. 1) 1.1.3 Publication of a new law (Decree no. 201-C/2015, 10 July) regarding transition of pupils with severe disabilities from education to a full and active life, including employment; this law establishes schools' role with regard to preparing youngsters for quality independent living.
1.2 Legislation and policy are consistent with the principles of the UNCRC and the UNCRPD. *(Legislation and policy and upholds the right of all learners to full participation in*	1.2.1 Decree-Law No. 35/90, 25 January, stipulates that learners with SEN, resulting from physical or intellectual disabilities, are obliged to attend compulsory schooling. (OoP, p. 3) 1.2.2 Law 46/2006, 28 August, outlaws and punishes discrimination concerning disability and severe health risk. (OoP, p. 3)

Agency recommendation	Findings
school with their own local peer group.)	1.2.3 The transformation of special schools into Resource Centres for Inclusion has become an essential tool for implementing Article 24 of the United Nations (UN) Convention on the Rights of Persons with Disabilities. (OoP, p. 4) 1.2.4 In light of the latest international standards and guidelines, including the Convention on the Rights of Persons with Disabilities, fundamental principles of disability policy govern practice in the present XVII Constitutional Government, the rights of people with impairments and disabilities are asserted and the creation of practical measures ensures respect for their inherent dignity, as well as non-discrimination and equal opportunities (Decree-Law 290/2009, 12 October) (VET, p. 13).
1.3 The concept of inclusion is clarified in education policy as an agenda that increases quality and equity for all learners. *(Policy aims to address underachievement of all vulnerable groups including children with disabilities.)*	1.3.1 Decree 13/2014, 15 September, establishes a set of measures to address underachievement and promote educational success, namely: support to study, co-teaching, integrated education and training programmes, etc.
1.4 Legislation and policy for inclusive education is cross-sectoral. *(Policy outlines procedures to ensure the efficient co-ordination of services, as well as clearly defining roles and responsibilities.)*	1.4.1 Decree-Law no. 93/2009, 16 April, has created the System Assignment Support Products (SASP), which aim to ensure the allocation of assistive technology to people with disabilities, carrying out a global, integrated and transversal policy (involving the Ministry of Education, the Ministry of Health and the Ministry of Work and Social Security) in order to reduce activity limitations and participation restrictions. 1.4.2 Decree no. 192/2014, 26 September, has created an electronic platform that allows interconnection among professionals from different sectors (Education, Health and Work and Social Security) involved in the allocation of assistive technologies, in order to ensure the effectiveness of the process.

Agency recommendation	Findings
	1.4.3 Decree no. 201-C/2015, 10 July, stresses that mainstream schools must seek support from existing organisations in the community (such as enterprises, municipalities, vocational training centres, etc.) in order to prepare the transition of pupils with disabilities from education to active life.
1.5 There is a long-term multi-level policy framework for implementing quality inclusive education at national, regional and / or organisational levels.	1.5.1 ICT plans and policies are centralised by the Ministry of Education. Schools are granted a certain level of autonomy, but are financially dependent on the state budget. Some responsibilities are delegated to municipalities, such as contracting assistant staff, pupils' transport, meals, school buildings and equipment. Municipalities support connectivity maintenance in primary schools. Schools have autonomy to create a culture of inclusion within schools. (ICT4l, p. 3)
	1.5.2 The strengthening of school autonomy is a priority of educational policy. To meet this goal, the Ministry of Education is expanding the network of schools with autonomy agreements. Ensuring equity in order to achieve citizenship, inclusion and social development is one of the principles underlying autonomy agreements (Decree no. 265/2012, 30 August, amended by Decree no. 44/2014, 20 February).
1.6 Policy outlines how education policy-makers need to take responsibility for all learners.	1.6.1 On 30 March 2007, Portugal signed the UN Convention on the Rights of Persons with Disabilities, as well as the Optional Protocol. On 30 July 2009, ratified the Convention and the Additional Protocol.
	1.6.2 Law no. 85/2009, 27 August, establishes free education of learners between 6 and 18 (compulsory education), as well as universality and free education for children aged 5 or more years old (pre-primary education).
	1.6.3 Decree-Law no. 176/2012, 2 August, establishes that the State must guarantee equal effective opportunities, establishing appropriate channels and necessary support for learners who need them.
1.7 Policy has the goal of supporting all teachers to have positive attitudes towards all learners.	–

Agency recommendation	Findings
1.8 Policy requires learning material to be accessible.	1.8.1 The Directorate-General for Education, through the Special Education Resource Centre, is in charge of providing accessible textbooks and other books (Braille and DAISY format). It also produces, in collaboration with non-government organisations, children's books in universal design.
1.9 Policy describes an effective framework of support for schools to implement inclusive education. *(Support structures focus on different forms of educational resource centres that are locally organised to offer support to individual or clusters of schools.)*	1.9.1 Mainstream schools are now supported by a national network of ICT Resources Centres for Special Education, which assesses pupils' needs for assistive technology (Order no. 5293/2015, 21 May), and by a network of Resource Centres for Inclusion (RCI). These Centres, which in the past were special schools, provide specialised support through partnerships with mainstream schools. (OoP, p. 3) 1.9.2 The Education Act (Decree-Law No. 46/86, 14 October) understands special education as a specific type of education that facilitates the socio-educational recuperation and integration of individuals with SEN caused by physical or intellectual disability. Including such pupils in the mainstream schooling system, as the educational strategy adopted for pupils with SEN, was enshrined in Law No. 9/89, 2 May, on Prevention and the Rehabilitation and Integration of Persons with Disabilities. (OoP, p. 3) 1.9.3 Mainstream schools are supported by a national network of Resource Centres for Inclusion (RCI) comprising 90 RCI (Notice no. 5834-A/2013, 30 April). The RCI are intended to support the inclusion of pupils with SEN in mainstream schools through technical experts, including psychologists and therapists.
1.10 Policies outline a continuum of support for children and young people in schools, to meet the full diversity of learners' needs.	1.10.1 The principle of permeability between the mainstream and special channels is guaranteed by the Education Act. It proclaims that special education should be organised according to various models of integration in mainstream schools. It can be instituted in specific institutions when children and young people with SEN require specialised and differentiated support that entail significant adjustments to the educational or teaching and learning process that are demonstrably unachievable in mainstream education with the correct integration or when this integration proves demonstrably

Agency recommendation	Findings
	insufficient. (OoP, p. 8)
1.11 Policy outlines strategies for awareness-raising with all stakeholders in inclusive education.	–
1.12 Policy outlines the development of the role of special schools as a resource to increase the capability of mainstream schools and improve support for all learners. *(The specialist knowledge and skills of special school / resource centre are maintained and further developed so as to enhance support for learners, such as those with low-incidence disabilities.)*	1.12.1 Special education schools have already begun a process of re-orientation for Resource Centres for Inclusion (RCI) (Notice no. 5834-A/2013, 30 April). In partnership with the community, these resource centres support the inclusion of children and young people with disabilities by facilitating access to education, training, work, leisure, social participation and an autonomous life, while promoting the full potential of the individual. The RCIs work in partnership with school clusters. (OoP, p. 11)

Measure 1 evaluative comments

In Portugal, all learners, regardless of their needs and abilities, have the right to attend mainstream schools. We acknowledge that there is still a lot of work to be done in order to ensure good quality education for all. Teacher education for inclusion, allocation of specialised resources and training/work opportunities after completion of compulsory education are some of the weak areas.

Measure 2: To support improved co-operation, including greater involvement of parents and local community

Agency recommendation	Findings
2.1 The full involvement of families in all educational processes is outlined in legislation and policy.	2.1.1 It is the responsibility of the early childhood intervention (ECI) team, together with the families (Decree-Law no. 281/2009, 6 October) to assess their needs, priorities and resources (ECI, p. 10).
	2.1.2 It is the responsibility of the school team, together with the families (Decree-Law no. 3/2008, 7 January), to assess pupils' educational needs and draw up the IEP.
	2.1.3 According to Decree-Law no. 75/2008, 22 April, in each cluster school there is a General Council, which includes representatives of teachers, other school staff, the municipality and local community. The General Council is responsible for setting the guidelines for school activity.
2.2 Policy for inclusive education places learners and their families at the centre of all actions.	2.2.1 The ECI Plan is prepared with the families and is based on a multi-disciplinary assessment of the child's and family's needs (Decree-Law no. 281/2009, 6 October). The ECI Plan can only be implemented with full acceptance by the family. (ECI, p. 11)
2.3 Sharing information among professionals and families is a policy priority.	2.3.1 Decree-Law no. 240/2001 defines the performance profile of mainstream teachers, according to the following dimensions and competencies: participation in school; promotes interactions with families, particularly in the context of live projects and training and of their learners (OoP, p. 3)
	2.3.2 Parents have the right to access all the information contained in the educational process of their children. However, the law protects the rights of learners with regard to personal data protection, compelling professionals who have access to information to maintain confidentiality.
2.4 Policy has the goal of supporting parental interaction and communication with professionals.	–

Agency recommendation	Findings
2.5 Schools are expected and supported to involve a wider range of partners and foster formal and informal networks that support their practice.	2.5.1 The IEP is drawn up by the class tutor or by the teacher responsible for the group or class, depending on the teaching or education level that the pupil is attending. It may also be drawn up by the special education teacher and parents or guardians, which means whoever knows the pupil best and whoever works directly with them. For it to be implemented, it has to be approved by the pedagogical council and have express agreement from parents or guardians. (OoP, pp. 12–13)

Measure 2 evaluative comments

The law fosters co-operation between schools, parents and the community. Schools have been developing increasingly collaborative practices. It is, however, an area in which we must further improve.

Measure 3: To develop monitoring strategies, establishing a comprehensive accountability and evaluation framework for inclusive education

Agency recommendation	Findings
3.1 Policy describes clear mechanisms to evaluate effectiveness and quality in inclusive education.	3.1.1 The law provides three levels for quality assurance implementation: at local level, by multi-disciplinary teams based on institutional partnerships; at regional level of co-ordination; and at national level of articulation with the whole system (Decree-Law no. 281/2009, 6 October). A bi-annual evaluation of ECI National System by a Co-ordination Commission with representation of the three Ministries is contemplated. (ECI, p. 4)
	3.1.2 In 2014, the study *Evaluation of Public Policy: the RCI* was published, commissioned by the Directorate-General for Education (DGE) to an external entity. The findings of the research allowed the identification of actions to be developed in order to improve the quality of the education provided to pupils with SEN. Following this study, quality indicators have been developed in order to support schools in their internal monitoring processes. Four publications were also produced, containing guidelines for schools.

Agency recommendation	Findings
3.2 Monitoring procedures ensure that inequalities in access to educational resources at regional or organisational levels are addressed.	3.2.1 A bi-annual evaluation of ECI National System by a Co-ordination Commission with representation from the three Ministries is contemplated (ECI example, p. 14)

3.2.2 For the development of quality study cycles, the higher education institutions ensure the contribution of other stakeholders including, among others, schools, teacher associations and scientific societies. Quality is also assured by the Accreditation Agency and the Ministry of Education through accreditation processes, in particular by verifying the conditions and arrangements for admission into respective cycles of study and the methodology of supervised teaching practice evaluation. The accreditation is conducted according to formal criteria. The placement of teachers in schools is done by the Ministry of Education using criteria such as the grade obtained at the end of the initial course. (TE, p. 7)

3.2.3 ICT in inclusion has been monitored every year as part of the activities of the ICT Resource Centres for Special Needs in schools. The Centres present annual activity reports that are analysed and a global report is produced with all relevant quantitative and qualitative data. Statistics on education are the responsibility of the Ministry of Education's central department of education statistics, including general ICT statistics in schools (ICT4l, p. 3)

3.2.4 A study on the implementation of SNE legislation (Decree-Law no. 3/2008) was produced in 2010; the Ministry of Education established a protocol with a higher education institution and an American consultant. Most of the measures stated in the National Strategy for Disability and in legislation on pupils with SEN have been implemented. However, there is a shortage of human, financial and equipment resources. (ICT4l, p. 3)

3.2.5 The General-Inspection of Education and Science (IGEC) performs, on a regular and on-going basis, actions aimed at monitoring and evaluating how schools have implemented special education support, and the quality of work done in each school organisation. |

Agency recommendation	Findings
3.3 Accountability measures that impact upon educational professionals' work reflect the importance of wider learner achievements.	–
3.4 Policy outlines common standards for service and provision evaluation for use across health, education and social services.	–
3.5 Policy outlines how to involve families in the process of evaluating quality of services.	3.5.1 The evaluation of the Action Plans of the partnership school/RCI foresees the evaluation of families' degree of satisfaction. 3.5.2 Parents are part of the team in charge of evaluating the IEP (Decree-Law no. 3/2008, 7 January).
3.6 Policy describes mechanisms to evaluate demand for services.	–
3.7 Policy supports opportunities for school teams to evaluate their practice through involvement in research and development activities.	–

Measure 3 evaluative comments

Accountability remains a weak area in the education system.

Measure 4: To improve the cost-effectiveness of the education system, combining efficiency, effectiveness, equity and inclusion

Agency recommendation	Findings
4.1 National level inclusive education strategies are linked to long-term financial support.	4.1.1 Specific legislation establishes the maximum amounts and the regulations of the monthly payments by co-operatives and education and special teaching associations, as well as for-profit education and special teaching establishments, overseen by the Ministry of Education, whose fees are reviewed annually (Ordinance No. 171/07 and Ordinance No. 172/07, 6 February). The financial contribution that families make to special education for children and young people, to determine the special education subsidies from social security, is also established annually via specific legislation. The system of funding is not tied to categories/types of disability. The Ministry of Education ensures the allocation of human resources (specialised teachers and other professionals) to regular schools. For special units in mainstream schools, the Ministry of Education also assigns a monthly allowance for operating funds. The Ministry of Education also allocates funds to support the partnerships between Resource Centres for Inclusion and regular schools. In parallel with other strategies, the transfer of funds from the former special schools to the Resource Centres encourages inclusion. (OoP, p. 5) 4.1.2 Important projects and programmes have taken place since 1986, while the latest Technological Plan invested significant financial resources in infrastructure and contents for all schools between 2008 and 2011. The developments include the following: • Connectivity in schools: 100% of primary and secondary schools (12th grade) have broadband internet connections (64 Mbps). • There is LAN and wireless in every classroom. • Pupils, teachers and adult learners have been provided with laptops with broadband connections at low prices through the New Opportunities Programme. By 2011, over 1,300,000 computers had been delivered.

Agency recommendation	Findings
	• More than 600,000 personal computers for primary school pupils have been delivered, at low cost or no cost. • Technological kit: one computer for every two pupils; one projector per classroom; one interactive whiteboard for every three classrooms. • Technical support centres for schools through contracts with companies. • School Portal with validated pedagogical contents. • The Web Accessibilities Programme has been carried out by '*Programa Acesso*'. (ICT4l example, p. 4)
4.2 Funding policies and structures provide flexible resourcing systems that promote inclusion.	–
4.3 There are long-term funding commitments to support collaborative initiatives between various school-based, resource centre and research teams.	4.3.1 There are long-term funding commitments to support ICT Resource Centres for Special Education and Resource Centres for Inclusion (Order No. 5291/2015, 21 May).
4.4 Policy outlines mechanisms for systematic data collection on expenditure and implementation that informs cost-effectiveness issues.	4.4.1 The Directorate-General for Education Statistics (GDES) has as its mission to ensure the production and analysis of educational statistics and observe and evaluate the overall results of the education system. Schools enter data on an online platform. This data is made available. This information is then available on an online database and in report form. On the basis of data collected, the GDES also publishes education indicators: learners – registration/enrolment and results; human resources; facilities and technological resources, etc.

Measure 4 evaluative comments

It was a decisive strategy to promote quality inclusive education.

Measure 5: To increase participation in good quality inclusive early childhood education and care and enrolment rates in pre-school education

Agency recommendation	Findings
5.1 Policy clearly respects the rights and the needs of children and their families.	5.1.1 The guidelines defined in the ECI legal framework (Decree-Law no. 281/2009, 6 October) address public service and there are no waiting lists. (ECI, p. 12) 5.1.2 Law 85/2009, 27 August (…) guarantees the universal right to pre-primary education for children aged five years and upwards (OoP, p. 3)
5.2 Support is available for families to recognise and understand the needs of their child. *(Support focuses upon and what is in the child's best interests.)*	5.2.1 ECI teams develop their work with the families, planning the intervention with them. The ECI Individual Plan is designed in close collaboration with the families with respect to their needs. The family is involved in the whole process up to the implementation of the ECI Plan. (ECI, pp. 12–13)
5.3 Policy outlines how ECI services should be provided for children and families as early as possible and as quickly as possible, following identification of need.	5.3.1 In the area of early intervention (support for children from 0 to 6 years old, preferably from 0 to 3), regulating guidelines for integrated support for children with disabilities or children and their families at high risk of impaired development were defined via Joint Order No. 891/99, 19 October. (OoP, p. 9)
5.4 Policy states that in risk situations, the child's rights should come first.	–
5.5 Policy measures and guidelines clearly define quality standards for early	–

Agency recommendation	Findings
childhood services and provision.	
5.6 Early childhood guidance is developed jointly by departments of health, education and social services.	5.6.1 The new ECI law (Law no. 281/2009) provides three levels of monitoring and assessment of the child's development and adequacy of the ECI Individual Plan: at local level, by multi-disciplinary teams based on institutional partnerships; at regional level of co-ordination; and at national level of articulation with the whole system. The ECI law defines the competencies of each Ministry (Education, Health and Social Security), the ECI structure and functioning. ECI is based on inter-sector articulation, also including non-government organisations (ECI, p. 14).
5.7 Policy for early childhood services supports cross sectoral, multi-disciplinary working at regional and local levels.	5.7.1 ECI guidelines (Decree-Law no. 281/2009, 6 October) establish the definition of a 'case co-ordinator' for implementation of the ECI Plan, which guarantees the articulation of the different supports provided to the child and family (ECI, p. 11).
	5.7.2 ECI teams are comprised of professionals with diversified training (pre-primary teachers, psychologists, therapists, nurses, social service officers). These professionals belong to the health, social security and education sectors. ECI teams tend to develop their work with an interdisciplinary approach. Work meetings are organised in order for the team to understand the family's needs and expectations and prepare and evaluate the ECI plan. (ECI, p. 13)
5.8 Policy ensures there are pre-school places offered to children coming from ECI services/provision.	5.8.1 SNE legislation states that children and young people with SEN have priority for enrolment in public schools. (ECI, p. 14)
5.9 Policy outlines how cost-free services/provision are made available for families.	5.9.1 The ECI public service made available by the national system is free of charge for families (Decree-Law no. 281/2009, 6 October). In a case where families choose private ECI services, the respective costs will be their own responsibility. (ECI, p. 12)
5.10 Policy ensures the same quality of	–

Agency recommendation	Findings
service irrespective of differences in geographical location. *(Such as isolated or rural areas).*	

Measure 5 evaluative comments

Not all ECI teams are at the same level of development in terms of organisational aspects or the quality of their practices. There are some barriers that hinder the constitution of ECI teams, such as: shortage of ECI training, mobility of professionals and traditional mono-disciplinary practices. Whenever one of these barriers occurs, it becomes difficult for the ECI professionals to create an identity as a team.

Measure 6: To improve student-focused measures such as mentoring, personalised learning approaches and improved guidance

Agency recommendation	Findings
6.1 High expectations for all learners' achievements underpin policy for inclusive education.	6.1.1 Decree-Law no. 240/2001 defines the performance profile of mainstream teachers, according to the following dimensions and competencies: • Professional and ethics: encourage the development of learners' autonomy and their full inclusion in society, taking into account the complex and differentiated learning process. • Development of teaching and learning: promote meaningful learning in the context of the objectives of the class curriculum, developing core competencies. (TE4I, p. 3) 6.1.2 Decree-Law No. 3/2008, 7 January, states that the school must respond to the diversity of characteristics and needs of all learners and promote their educational success. 6.1.3 Decree no. 201-C/2015, 10 July, stresses that the definition of goals, strategies and evaluation should always be directed towards making maximum use of the capabilities of the learner and their expectations, interests and preferences.

Agency recommendation	Findings
6.2 Policy outlines that learners' voices should be listened to in decision-making that affects them.	6.2.1 Decree no. 201-C/2015, 10 July, states that learners should participate in decision-making concerning them.
6.3 Teaching, support and guidance has the goal of empowering all learners.	–
6.4 Appropriate educational support is available as necessary and is fit for purpose in meeting personal learning needs.	6.4.1 With the implementation of Decree-Law No. 3/2008, the pupils covered by SEN were restricted to those with permanent needs, redirecting the available specialised resources to them (OoP, p. 3). 6.4.2 Decree-Law No. 3/2008, 7 January, defines the specialised support provided in state, private and co-operative pre-primary, compulsory and upper-secondary education, with the aim of creating the conditions to adjust the educational process to the SEN of pupils with major limitations in terms of activity and participation in one or more areas. (OoP, p. 3) 6.4.3 In Decree-Law No. 3/2008, 7 January, the specific types of education for the blind, partially sighted, deaf and those with multiple disabilities and autism include: • special schools for bilingual education of deaf learners and for the education of blind and partially sighted pupils; • structured teaching units for teaching pupils with autism and specialised support units for pupils with multiple disabilities and congenital deafness and blindness. Decree-Law No. 3/2008, 7 January, establishes, with regard to reference units and schools, the implementation conditions, the objectives, the human and material resources and the organisation and running of the above-mentioned units and schools. Ordinances 1102/97 and 1103/97 define the access conditions for pupils going to special education schools and requirements in order for schools to function. (OoP, p. 11)

Agency recommendation	Findings
	6.4.4 Children and young people with permanent SEN benefit from special access and attendance conditions:
	• They have priority in terms of enrolment and can attend nursery schools or mainstream schools regardless of their area of residence.
	• In exceptional and duly justified circumstances, they can postpone enrolment for the first year of compulsory education for one year (this is non-renewable).
	• They can sign up for individual subjects in the second and third cycle of basic education and upper-secondary education, as long as the sequence of mainstream education is maintained.
	In cases where the application of measures foreseen in Decree-Law No. 3/2008 prove to be insufficient, due to the type and degree of the pupil's disability, those involved in the assessment can suggest that the pupil attend a special school (OoP, p. 12).
6.5 The learning process is based on flexible curricula based on learner centred approaches and the development and implementation of individual learning plans as necessary.	6.5.1 Under school autonomy, measures should be adopted (Decree no. 13/2014, 15 September) to promote educational success: study support, co-teaching, personalised learning approaches, vocational tracks, etc.
	6.5.2 The number of pupils supported in each unit (teaching units structured for teaching pupils with autism and specialised support units for pupils with multiple disabilities or congenital deafness and blindness) should not exceed six (Guidelines, Directorate-General for Education, 2008). In special schools, classes may have no more than 15 pupils and must be set up depending on the teaching needs of the pupils. (OoP, p. 12)
	6.5.3 An IEP is defined for pupils with permanent SEN. The IEP documents the specific needs of each pupil and stipulates and justifies the educational response and the respective form of assessment. The application of any form of adjustment to the teaching and learning process is not permitted without one (Decree-Law No. 3/2008, 7 January). (OoP, p. 12)

Agency recommendation	Findings
	6.5.4 The specific individual curriculum (Decree-Law No. 3/2008, 7 January) presupposes significant changes in the common curriculum, which may mean: the prioritisation of curriculum areas or certain content over others; the elimination of objectives and content; the introduction of complementary content and objectives regarding very specific aspects (i.e. non-verbal communication, the use of support technology in communication, mobility, accessibility); or the elimination of curriculum areas. (OoP, p. 13)
	6.5.5 In the *Catálogo Nacional de Qualificações* (National Catalogue of Qualifications – CNQ), there are 22 courses adapted to learners with SEN that allow double certification of European Qualifications Framework (EQF) level 2.
	6.5.6 The content itself is always the same, but the teaching methods and method of evaluation are changed according to the characteristics of the learner with SEN. In *Guia Metodológico para o acesso de pessoas com deficiência e incapacidades ao processo de reconhecimento, validação e certificação de competências – nível básico* (published in 2009), specific adaptations can be found for learners with sight and hearing limitations, intellectual limitations, mental illnesses, neuro-musculoskeletal and movement-related limitations and voice and speech limitations. In addition to the adapted courses, there are special educational/vocational education and training (VET) individualised pathways in which the curricula are extra flexible and specific courses can be created using Short-Term Training Units (*Unidades de Formação de Curta Duração* – UFCD) from the CNQ that can be adapted to each learner with SEN. (VET example, pp. 10–11)
	6.5.7 The specific individual curriculum (Decree no. 201-C/2015) is designed based on a matrix made up of several curriculum components (home, community, employment, etc.). The curriculum components, objectives and strategies should be selected based on the characteristics of each learner.

Measure 6 evaluative comments

To improve learner-focused measures has been a clear concern visible in the legislation produced.

Measure 7: To improve the school ethos (such as the creation of supportive learning environments, adapting learning environments to specific learning needs)

Agency recommendation	Findings
7.1 Policy supports school leaders to value diversity among staff as well as learners, encourage collegiality and support innovation.	–
7.2 Policy outlines the responsibility of school leaders to effectively communicate their vision for inclusive education to the school teaching team and wider school community.	–
7.3 Policy aims to ensure the recruitment of teaching staff from diverse backgrounds, including those with disabilities.	–
7.4 Policy supports schools to ensure teaching staff are able to meet diverse learning needs. *(Teaching staff have competence and*	–

Agency recommendation	Findings
expertise to develop individual plans, implement learner-centred approaches and support learners in personalised learning.)	
7.5 The school ethos and culture is guided by school strategic plans that have high expectations for the academic and social achievements of all learners.	–
7.6 School strategic plans describe how universal design for learning approaches are used to provide individualised learning tools and opportunities.	–
7.7 School strategic plans stipulate that all learners are entitled to be active participants in the life of the school and community.	–
7.8 School strategic plans have clear statements on the value of diversity.	–
7.9 School strategic plans describe mechanisms for shared leadership, teamwork and collaborative problem solving.	–

Measure 7 evaluative comments

In the exercise of their autonomy, schools should develop their educational project respecting, among others, the following principles:

- to promote success and prevent dropout of learners and develop the quality of learning;

- to promote social equity, creating conditions to realise equal opportunities for all. (Decree-Law No. 75/2008, 22 April).

However, the policy level's influence on the individual school is on a general level. We are not able to comment on the individual school's strategic plan.

Measure 8: To reduce the negative effects of early tracking (the early streaming of pupils by ability into different types of provision or schools) and to reduce the extensive use of grade retention[1]

Agency recommendation	Findings
8.1 Legislation across relevant public sectors has the goal of ensuring educational services enhance developments and processes working towards equity in inclusive education.	8.1.1 Children shall start to attend compulsory school at six years old. The postponement for one year of entry into compulsory school may be authorised, exceptionally, if the parents request it and a psychological report advises it (Dispatch 5048-B/2013, 12 April). 8.1.2 The right and obligation to attend school lasts until the learner has completed 12 years of schooling or has reached 18 years old. (Law 85/2009, 27 August, and Decree-Law 176/2012, 2 August)
8.2 Policy outlines how support structures that impact upon inclusive education are diverse and easily available. *(Support structures prevent early tracking*	8.2.1 The ICT Resource Centres for Special Needs provide advice and recommend appropriate technology to meet pupils' specific needs. A general law, involving the Ministry of Health and the Ministry of Employment and Social Security, grants assistive products to people with disabilities; this initiative is co-ordinated by the National

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[1] Early tracking means the early streaming of pupils by abilities into different types of provision or school; this includes placing children into separate schools.

The extensive use of grade retention means holding students back to repeat school years, instead of providing flexible individual support.

Agency recommendation	Findings
and streaming of pupils at an early age).	Rehabilitation Institute, while the Ministry of Education is also linked with these entities. (ICT4I example, p. 2)
	8.2.2 The Integrated Programme for Education and Training (PIEF) is a socio-educational and formative extent of inclusion, of a temporary and exceptional character, aimed at young people aged 15 to 18 who are at risk and/or danger of educational and social exclusion. Aimed at combating early school leaving, it promotes the development and certification of skills for the first, second and third cycles of basic education. It encourages the completion of compulsory schooling and/or dual academic and vocational certification to transition and integration in the work environment through school re-entry and the definition of alternative routes of education and or training. Every young person is accompanied by a teacher-tutor or trainer-tutor, who promotes the co-ordinated intervention of the entities involved in implementing the plan, regularly informs the authorities responsible for assessing the evolution of the plan and proposes review and amendment as necessary.
	8.2.3 The Programme Educational Territories of Priority Intervention (PETPI) is aimed at schools that are located in economically and socially disadvantaged territories, marked by poverty and social exclusion, where violence, indiscipline, abandonment and school failure are prominent. The central goals of the programme are to prevent and reduce early school leaving and absenteeism, reduce indiscipline and promote the educational success of all learners. (Decree 272/2012, 4 September).
	8.2.4 The Alternative Curriculum Pathway is intended for primary school learners with learning difficulties, repeated academic failure, risk of social exclusion and/or dropout. It consists of a general training component, additional training component and a vocational training component, which should include schools offering courses in accordance with the educational project of the school cluster, and favouring practical training in technical or artistic areas, in partnership with community organisations. (Decree-Law 139/2012, 5 July)
	8.2.5 Education and Training Courses (CEF) are training courses for young people aged less than 15 years at risk of dropping out or who have dropped out of school. These courses provide academic and

Agency recommendation	Findings
	professional certification (Joint Decree 453/2004, 27 July).
8.3 Assessment mechanisms are in place to identify the support needs of learners at an early stage.	8.3.1 The transfer of children and young people who need special educational support is done by school and school cluster administration and management. After referral, the executive council requests that the special education department assesses the referred children and young people. The objective of the assessment is to collect information that permits: • verification that it is a permanent SEN situation; • guidance for drawing up an IEP. (OoP, p. 6)
8.4 Data is available relating to learners' rights to age appropriate education.	8.4.4 According to the 2011 Census, there were 10,561,614 inhabitants in Portugal, 10.8% of whom were older than 15 but younger than 25. In the same year, there were 341,347 learners with SEN in regular VET pathways, 25% of whom were aged between 15 and 25. That represents 7.5% of all Portuguese young people doing VET pathways. In 2011, there were 12,529 learners with SEN in special VET pathways, 50% of whom were aged between 15 and 25. That represents 0.5% of all Portuguese young people (15 to 25 years old) doing VET pathways and at least 15% of all Portuguese young people with disabilities. (VET, pp. 11–12)

Measure 8 evaluative comments

There is a wide range of measures for preventing school failure and dropout. Learners are not usually sent to special schools or similar placements.

Measure 9: To support improvement in schools with lower educational outcomes

Agency recommendation	Findings
9.1 Clear mechanisms exist to identify schools with lower educational outcomes.[2]	9.1.1 The ranking of schools is published annually. It averages the results of the examinations of each school, taking into account socio-economic context as a correction factor.
9.2 Policy outlines how methods of assessment, inspections and other accountability measures contribute to school improvement processes. *(Accountability measures support inclusive practice and inform further improvement of provision for all learners.)*	9.2.1 According to Decree-Law No. 3/2008, 7 January, pupils with permanent SEN can benefit from changes to the assessment process that can consist of a change in the types of test, the assessment and certification mechanisms, as well as assessment conditions regarding, among other aspects, the ways and means of communication and how often they occur, their duration and location. With the exception of pupils with specific individual curriculums, all pupils with SEN are subject to the system of transition of year common in mainstream education, as defined in Implementing Order 1/05, 5 January. Pupils with specific individual curriculums are subject to specific assessment criteria defined in their respective IEP. (OoP, p. 13) 9.2.2 Schools are required to perform self-assessment processes (Law 31/2002, 20 December) and to promote the improvement of efficiency, effectiveness and accountability. External evaluation is the responsibility of the General Inspection of Education, seeking to support the capacity-building of schools, self-evaluation practices and the participation of the educational community and the local society.
9.3 Policy aims to increase the capacity of all schools to meet a greater diversity of needs and support learners within their	9.3.1 The national network of ICT Resource Centres for Special Needs (CRTIC) was created in the framework of the inclusion policy for pupils with permanent special needs in mainstream schools, dating back to 2007/2008.

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[2] This recommendation does not directly come from the Agency work covered in the CPRA activities. A number of project recommendations have implicitly, but not explicitly referred to this issue. However, the piloting work and detailed discussions with PG countries showed it is necessary to have this explicit recommendation linked to this measure.

Agency recommendation	Findings
local communities. *(Schools are supported to use innovative teaching methods, practical learning approaches and individual plans, focusing on learners' capabilities.)*	CRTICs aim to assess pupils with permanent special needs with regard to assistive technology and the use of ICT. The Ministry of Education finances part of the products and technologies they recommend. CRTICs also have an important role in disseminating information and training teachers, staff and families in using the devices they recommend, as well as in dealing with different kinds of disabilities. There are 25 CRTICs distributed across the country, located in schools. Each CRTIC supports a large group of schools at district level. CRTICs carry out their activity according to central guidelines, presenting annual activity plans and activity reports to the central department that co-ordinates them (Directorate-General for Education). (OoP, pp. 9–10) 9.3.2 Policies on ICT for inclusion in compulsory schooling are stated in the current National Strategy for Disability (ENDEF), which contains measures within the scope of education. The Technological Plan/Digital Agenda (2015) includes educational measures, namely: to promote the use of next-generation networks by the educational community with services and contents, using the infrastructure and equipment already available in public schools. (ICT4I example, p. 1) 9.3.3 The Educational Projects Services/Educational Resources and Technology Unit (DGE, www.erte.dge.mec.pt/index.php?section=1) is responsible for ICT projects for schools. (ICT4I, p. 1) 9.3.4 Technological Plan for Education (PTE/*Plano Tecnológico da Educação*) has been implemented, with a view to increase school access to ICT. This includes, for example, the e-school programme, an international application in order to switch schools to broadband internet. This programme was extended to young people with SEN, enabling more than 250,000 individuals to have access to a computer with internet connection. (VET, p. 5) 9.3.5 Decree-Law No. 3/2008, 7 January, defines the specialised support given to pupils with permanent SEN. It is implemented via the following measures: • Personalised pedagogical support

Agency recommendation	Findings
	- Individual curriculum adjustment - Adjustment to the enrolment process - Adjustment to the assessment process - Individual specific curriculum - Support technology (OoP, p. 9).
9.4 Policy outlines clear incentives for schools to take all learners from their local community.	–
9.5 Policy requires school strategic plans to outline preventive educational action against dropouts. *(Including necessary measures so that learners who become disengaged find new educational alternatives.)*	–

Measure 9 evaluative comments

According to statistics collected by the National Institute of Statistics, dropout has been declining (data for 2012, 2013 and 2014). Nevertheless, the values are still high (17.4 in 2014).

Measure 10: To improve the quality of school staff, focusing on the quality of teachers, quality in continuing professional development, developing teacher competences and reinforcing school leadership

Agency recommendation	Findings
10.1 Policy outlines how all school staff develops the skills to meet the diverse needs of all learners. *(Appropriate training and professional development is provided to all school staff including teachers, support and administrative staff, counsellors, etc.).*	10.1.1 Kindergarten/pre-primary, primary and secondary education teachers can specialise in some areas (e.g. special education, counselling, pedagogical supervision, school administration, curriculum development, and so on). This type of training lasts for one or two years and takes place at public or private colleges of higher education. It is equivalent to a post-graduate degree and awards professional qualifications to teachers, allowing them to work in specialised areas. (OoP, p. 17) 10.1.2 Kindergarten/pre-primary, primary and secondary education teachers may apply to additional different training modalities to update and broaden their knowledge as well as their skills – training courses, action programmes, workshops, studies circle, conferences, etc. The duration depends on the type of training modality chosen. In-service training can be implemented by higher education institutions, by school clusters in training centres, by training centres of scientific or professional associations, and by central or local administration centres, all of them accredited by the Scientific Pedagogical Council for Teacher Training. Training boards are either of a public or private nature and teachers or others (with relevant experience in a particular area and suitable accreditation) can be chosen as trainers. Lifelong training modalities entitle those who attend them to a certificate and to some credits vital to progress in their teaching careers. (OoP, p. 17) 10.1.3 All teachers should do some training in their area of intervention regularly. (Decree-Law 22/2014, 11 February) 10.1.4 VET teachers and regular school teachers need the same academic qualifications: a Master's degree (following the Bologna process). Trainers need to have completed a specific VET course that provides them with a Pedagogic Certificate (CAP – *Certificado de Aptidão Pedagógica de Formador* or CCP – *Certificado de Competências Pedagógicas de Formador*) and at least the same academic grade that learners will achieve at the end of the VET course. Career counsellors and transition officers

Agency recommendation	Findings
	usually have at least a Bachelor's degree. All of them must have 35 hours per year of in-service training. (VET, p. 14)
10.2 Policy supports the development of high quality and appropriately trained teacher educators. *(With improvements in recruitment, induction and continuing professional development.)*	10.2.1 Decree-Law no. 43/2007, from 22 February, establishes the general components: a) General education: • relate to knowledge, skills, attitudes and capabilities in the education domain for all teachers in relation to the community and analysis and participation in development of the politics of education and teaching methodologies. b) Specific didactics: • relate to knowledge, attitudes and skills in the teaching of curricular areas or disciplines related to qualification for teaching. c) Teaching practice (initiation): • include observation and collaboration in supervised practice; • provide trainees with planning experiences, teaching and assessment in accordance with the powers and duties assigned to teachers inside and outside the classroom; • according to a perspective of professional development, seek good performance as future teachers and encourage critical and reflective attitudes. d) Cultural, social and ethical e) Training in educational research methodologies f) Training in teaching. Aim to ensure appropriate academic training requirements of teaching in subject areas or disciplines falling within their area of qualification for teaching.

Agency recommendation	Findings
	These are general components that all teachers' courses have to fulfil. After this, each teacher training college or university defines the curricular areas that will constitute the study plan. Superior courses are validated by the Science and Technology Ministry. (TE4l, p. 4) 10.2.2 Profile of kindergarten teacher: a) The kindergarten teacher observes each child, as well as small and large groups, according to planned activities and projects and according to the group and child's needs and the objectives of development and learning. b) When planning and developing the process of teaching and learning, the teacher has to take into consideration the skills and knowledge that the children already have. Primary teacher (professor first cycle): • The teacher develops the curriculum in an inclusive setting, integrating the scientific knowledge and skills necessary to promote pupils' learning. • The teacher organises, develops and evaluates the teaching process based on the concrete analyses of each situation, namely the knowledge diversity, skills and experiences that each learner has when they initiate or continue learning. • The teacher develops interest and respect in learners, other people and cultures, and promotes the learning of other languages, mobilising the available resources. • The teacher promotes the active participation of learners and promotes collaboration, solidarity and respect for a democratic education. For all the other levels, teaching is the same. The biggest difference is that more importance is given to scientific knowledge. (TE4l, p. 7)

Agency recommendation	Findings
10.3 Policy supports flexible training opportunities in initial and continuing professional development, for all teachers. *(Schools and teacher education institutions will work together to ensure good models in practice schools and appropriate placements for teaching practice.)*	10.3.1 The network of teacher training centres (about 90 associations of schools) has provided in-service training on ICT use for teachers in general. Educational Project Services/Educational Resources and Technology Unit (DGE) have also promoted several accredited ICT courses. SNE Services at the DGE have also promoted teacher training on inclusion and technology. Peer training in assistive technology has been guaranteed by the ICT Resource Centres for Special Needs and some courses on assistive technology have been organised in partnership with the teacher training centres and assistive technology companies. (ICT4I example, p. 2) 10.3.2 ICT training has been offered by teacher training centres. The ICT Resource Centres for Special Needs have provided training in assistive technology on a peer-training basis and in partnership with teacher training centres and specialist companies. (ICT4I example, p. 5)
10.4 All teaching staff are supported and develop a clear understanding of effective learning strategies. *(Such as learning to learn and active learning approaches.)*	10.4.1 For the development of practical classroom supervised activity, including academic practice, protocols are established between academic institutions and co-operating schools (…) The teachers from co-operating schools who collaborate in the training as mentors are chosen according to the following requirements: having appropriate skills and teaching practice in their subject areas or disciplines, for no less than five years. The programme has given preference to teachers with specialised training in educational supervision and training of trainers and/or supervisory experience. (TE4I, p. 7)
10.5 Policy supports schools to develop strategic plans of staff training in inclusive education.	–
10.6 Policy outlines the specialised training pathways for specialists who support school communities to implement	10.6.1 In 2006, a specific recruitment group was created for special education teachers, which was made operational by Decree-Law No. 20/06, 31 January. (OoP, p. 10) 10.6.2 Decree 212/2009, 23 February, establishes two conditions to become a special education

Agency recommendation	Findings
inclusive education.	teacher: • Professional qualification • Specialisation training (implies at least five years of previous experience in mainstream education). 10.6.3 Decree 95/97 establishes the basis for specialised training in special education (among other areas). It must be a programme of at least 250 hours with general training in educational sciences (20%), specific training (at least 60%) and research training.
10.7 Policy supports research into the effectiveness of different routes into teaching. *(Including course organisation, content and pedagogy to best develop the competence of teachers to meet the diverse needs of all learners.)*	10.7.1 The four figures above show the results found relating to the courses with and without credit units, in subjects related to teaching for inclusion. We can see in the first level of education – Bachelor (in Portugal the option is *Licenciatura*) that inclusion is almost non-existent in the course plan. In a greater part of the courses, those subjects are optional. In the Master's degree, of our sample for the third cycle and secondary teachers, only three have this credit unit (mentioned above). In the Master's degree for kindergarten teachers, first and second cycle teachers, we can see that there are 18 courses out of 33 (55%) of our sample that includes those credit units (optional or compulsory). (TE4I, p. 6)

Measure 10 evaluative comments

Matters relating to special education and inclusion have a low incidence in the curriculum of most initial training courses. The teacher training model should be rethought.

Measure 11: To improve transition from education to work by increasing the coherence between employment incentives, education and VET; improving the quality and accessibility of apprenticeships; promoting cross-sector co-operation; simplifying the systems of qualifications

Agency recommendation	Findings
11.1 Policy ensures that VET programmes should address labour market skill requirements.	11.1.1 Via support given to the vocational training units of the institutions, the Employment and Vocational Training Institute has incentives for practical vocational training courses in industry and for job adaptation. The Institute also gives support for self-employment and protected job centres. (OoP, p. 11)
	11.1.2 The legislation creating the National Qualifications System (SNQ) states that 'vocational education and training' or 'vocational training' are training activities that aim to provide individuals with skills for the performance of one or more occupational activities (VET, p. 1).
	11.1.3 The institutional framework of the skills needs anticipation policy is under the responsibility of both the Ministry of Labour, Solidarity and Social Security and the Ministry of Education, namely through the development and management of the CNQ under the responsibility of the National Agency for Qualification (ANQ), which aims to improve the relevance and quality of VET and decisively contribute to the experience of a full citizenship, the competitiveness of enterprises and employability. (VET, p. 7)
	11.1.4 The curriculum is determined at national level. Each school provides courses from the list of courses proposed nationally. The double certification training offer also constitutes a practice to match VET provision with skill, needs since it aims to qualify the population with the secondary level of education and training and do so within the framework of double certification (both academic and vocational). (VET, p. 8)
	11.1.5 A comprehensive national qualifications framework (*Quadro Nacional de Qualificações* – QNQ) has been in force since October 2010 as a single reference for classifying all the qualifications obtainable in Portuguese education and training. Established by Decree Law No. 396/2007, the framework (including eight levels and level descriptors of learning outcomes) was published in July 2009 (*Portaria* No. 782/2009). Higher education qualifications have been included in the more detailed

Agency recommendation	Findings
	framework of higher education qualifications (FHEQ-Portugal), which is part of the national qualifications framework. Portugal has referenced its national qualifications levels according to the EQF and self-certified according to the Qualifications Frameworks in the European Higher Education Area (QF-EHEA) in June 2011. (VET, p. 9)
	11.1.6 When submitted for legal approval, VET courses must be based on a study of local labour market needs (Decree-Law 290/2009, 12 October, and Order no. 8376-B/2015, 30 July). VET programmes must be adapted to local/regional job market characteristics. (VET, p. 11)
	11.1.7 Learners with SEN can choose any mainstream educational/VET pathway, with support teachers and/or technical adaptations. Given the large number of young people leaving school (with and without SEN), there are Education and Training Courses (CEF) for young people aimed at compensating for skills deficits, through the acquisition of educational, professional, social and relational skills, allowing them to enter an increasingly demanding and competitive labour market. These courses are aimed at young, first-time or new jobseekers, between 15 and 23, who are at risk of leaving school or have already left school, who hold academic qualifications ranging from the sixth grade of basic education, or lower, up to secondary education. (VET, p. 10)
11.2 Policy aims at matching labour market skill requirements and learners' skills, wishes and expectations.	11.2.1 Special CNQ to learners with SEN who are older than 15 (there is no upper age limit) can be found in three VET pathways: • Pathway based on the CNQ – National Catalogue of Qualifications – with courses lasting 2,900 hours • Pathway based on the adapted CNQ with courses lasting 3,600 hours • Individualised pathways based on courses not integrated in the CNQ, with a maximum of 2,900 hours. Special educational/VET has a curriculum structure aimed at professional skills, which includes four training components: skills for integration; basic education; technological skills; and practices in the

Agency recommendation	Findings
	workplace context.
	The public and private sectors are both free to develop all the VET pathways, but legal certification is needed to develop a VET pathway. (VET, p. 10)
11.3 Policy outlines the development of partnerships and networking structures. *(Partnerships with a pool of local employers to ensure close co-operation with regard to learners' supervised practical training and finding employment after graduation.)*	11.3.1 The Psychology and Guidance Services (*Serviços de Psicologia e Orientação* – SPO) provide access to specialised educational support services that ensure an individual or group pedagogic intervention which supports young people in their choices along the school path, facilitating the identification of their own life-project construction. Each SPO is responsible for a particular geographical area, which may include several schools. Both school guidance specialists and teachers/head of class play a fundamental role in the pupils' follow-up, clarifying possible paths, co-ordinating with other socio-educational support services and proposing and signing protocols between schools and different services, enterprises and other community agents at the local level. (VET, p. 8)
11.4 Policy outlines how transition from education to employment is supported by adequate provision.	11.4.1 Decree-Law 290/2009, 12 October, establishes supports for employment (integration, maintenance and re-integration) for people with disabilities.
11.5 Policy supports the availability of meaningful VET options for learners to choose from.	11.5.1 Training programmes for learners with SEN require partnerships with local employers (reference: *Lisboa 2020: Concurso para apresentação de candidaturas – Qualificação de PCDI*).
11.6 Policy supports the availability of supervised practical training.	11.6.1 Teachers can also adapt programmes to the labour context in the way they teach, for instance by choosing relevant study visits for their VET learners. Finally, and most importantly, all VET programmes for people with SEN usually include practical training in the workplace context. This training, and teacher-employer meetings, help adjust the VET programmes in order to provide learners with the right working and social skills. (VET, p. 11)

Agency recommendation	Findings
	11.6.2 In the VET adapted curricula for learners with SEN, there are specific thematic UFCD (Short-Term Training Units) that focus on careers/employment guidance and counselling, for example, 'entrepreneurship' or 'active job search'. In addition, in the VET adapted curricula for learners with SEN, one third of the time is spent doing practical training in the labour market context. The firms where this training takes place are usually chosen by the participants themselves, who actively participate in all steps of searching for a placement. In so doing, they are training for their future job search. If, following completion of their VET programme, learners cannot find a job, there is the possibility of an extra six-month programme on job searching. (VET, p. 14)
11.7 Policy outlines how sustainable employment opportunities are supported through the availability of appropriate, on-going support.	11.7 Decree-Law 290/2009, 12 October, establishes technical support to workers and employers at the following levels: • Adapting to the labour tasks • Integration in the company environment • Development of personal and social behaviour • Accessibilities.
11.8 Policy outlines how VET programmes are reviewed periodically. *(Both internally and/or externally in order to adapt to current and future skill needs.)*	11.8.1 The development and updating of the CNQ (National Qualifications Catalogue) is done in co-operation with the CSQ (Sectoral Council for Qualifications), technical and consultative platforms for reflection and discussion, consisting of experts nominated by employers' associations and trade unions, reference companies and training institutions, among others, to identify the skills essential to individual development and competitiveness and modernisation of the business sector. The qualifications that make up the catalogue are subject to comprehensive evaluation and approval at least every two years by the National Council of Vocational Training, whose tripartite membership includes representatives from the government and employer associations and unions with seats on

Agency recommendation	Findings
	the Permanent Committee for Social Dialogue (CPCS). (VET, p. 7)
	11.8.2 According to a national study conducted in 2003, approximately 22% of learners with SEN in special VET programmes find a job (CRPG, 2003, *Os impactos do FSE na Reabilitação Profissional de Pessoas com Deficiência em Portugal*). In Portugal, the unemployment rate for all young people aged between 15–25 years old is 35% (INE, *Boletim Estatístico*, Abr. 2012). (VET, p. 12)
	11.8.3 All the partners are involved in improving standards and evaluating the VET programmes on offer for learners with SEN. In relation to the job market in particular, the Institute of Employment and Professional Training (IEFP) has a major role as a result of Decree-Law 290/2009, 12 October. (VET, p. 14)

Measure 11 evaluative comments

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Measure 12: To improve educational and career guidance across all phases of inclusive education

Agency recommendation	Findings
12.1 Policy outlines the mechanisms for ensuring effective transition across educational sectors and phases. *(There are well-organised transition processes among services to ensure continuity in the support required when learners move from one form of provision*	12.1.1 Introducing Short-Term Training Units (UFCD), learning units, autonomously certifiable and capitalisable, for the attainment of one or more qualifications (VET, p. 6).

Agency recommendation	Findings
to another.)	
12.2 Policy outlines how career counsellors/officers support learners and employers regarding employment possibilities. *(Support is provided with job applications, inform and support employers and facilitate contact between both parties.)*	12.2.1 In addition to the Psychology and Guidance Services (SPO), which support public school learners in the transition between the various cycles of the education and training system and establish, in parallel, bridges between them and the labour market, there are also Centres for Education and Vocational Training (CQEP) whose assignments at this level are (Ordinance no. 135-A/2013): • the information, orientation and guidance of young people aged 15 years or, regardless of age, attending the last grade of primary education, based on the different offers of education and vocational training, the chances of further education and employment opportunities, looking for options to suit the profiles, the needs, motivations, expectations and individual capacities; • Information, guidance and referral of young adults aged more than 18 years of age, based on the different forms of qualification, namely the recognition of skills or education and training opportunities, employment opportunities or professional development, looking to match options to the profiles, the needs, motivations, expectations and individual capacities; • the development of information and dissemination activities within schools of basic and secondary education centres of the Institute of Employment and Professional Training, IP (IEFP, IP) for training organisations certified in the legally prescribed terms and companies and other employers, on education and vocational training offers available and or on the relevance of learning throughout life. 12.2.2 There are also at the level of the Public Employment Service (PES), the Resource Centres created by Dispatch No. 8376-B/2015, which aims to promote activities aimed at the acquisition and development of targeted professional skills for the exercise of an activity in the labour market with a view to enhancing the employability of people with disabilities, providing them with adjusted skills that promote enrolling in, re-entering or remaining in the labour world. The PES, through the IEFP, since 2009 has promoted and driven forward a Professional Insertion

Agency recommendation	Findings
	Offices network (GIP), promoted by public and private non-profit organisations accredited to support the unemployed in their journey towards re-integration into the labour market.

The GIP is constituted as a network to support the intervention of the employment services, by developing complementarily to them a proximity approach to the unemployed and activities that will ensure faster and more sustained integration of the PES's different audiences (Ordinance no. 140/2015, 20 May). |

Measure 12 evaluative comments

A great deal of material regarding career guidance has been published. Portugal is also part of the Euroguidance network.