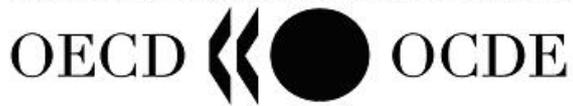


ORGANISATION DE COOPÉRATION ET DE DÉVELOPPEMENT ÉCONOMIQUES



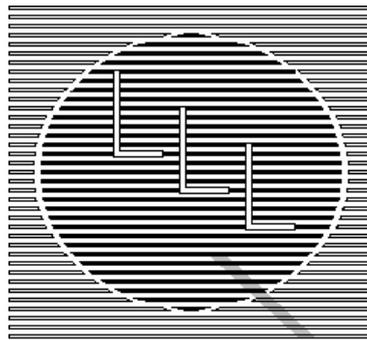
ORGANISATION FOR ECONOMIC CO-OPERATION AND DEVELOPMENT

DIRECTION DE L'ÉDUCATION
DIRECTORATE FOR EDUCATION



Ministério da Educação
Ministério da Segurança Social, da Família e da Criança

The Role of National Qualifications Systems in Promoting Lifelong Learning



Background Report for Portugal

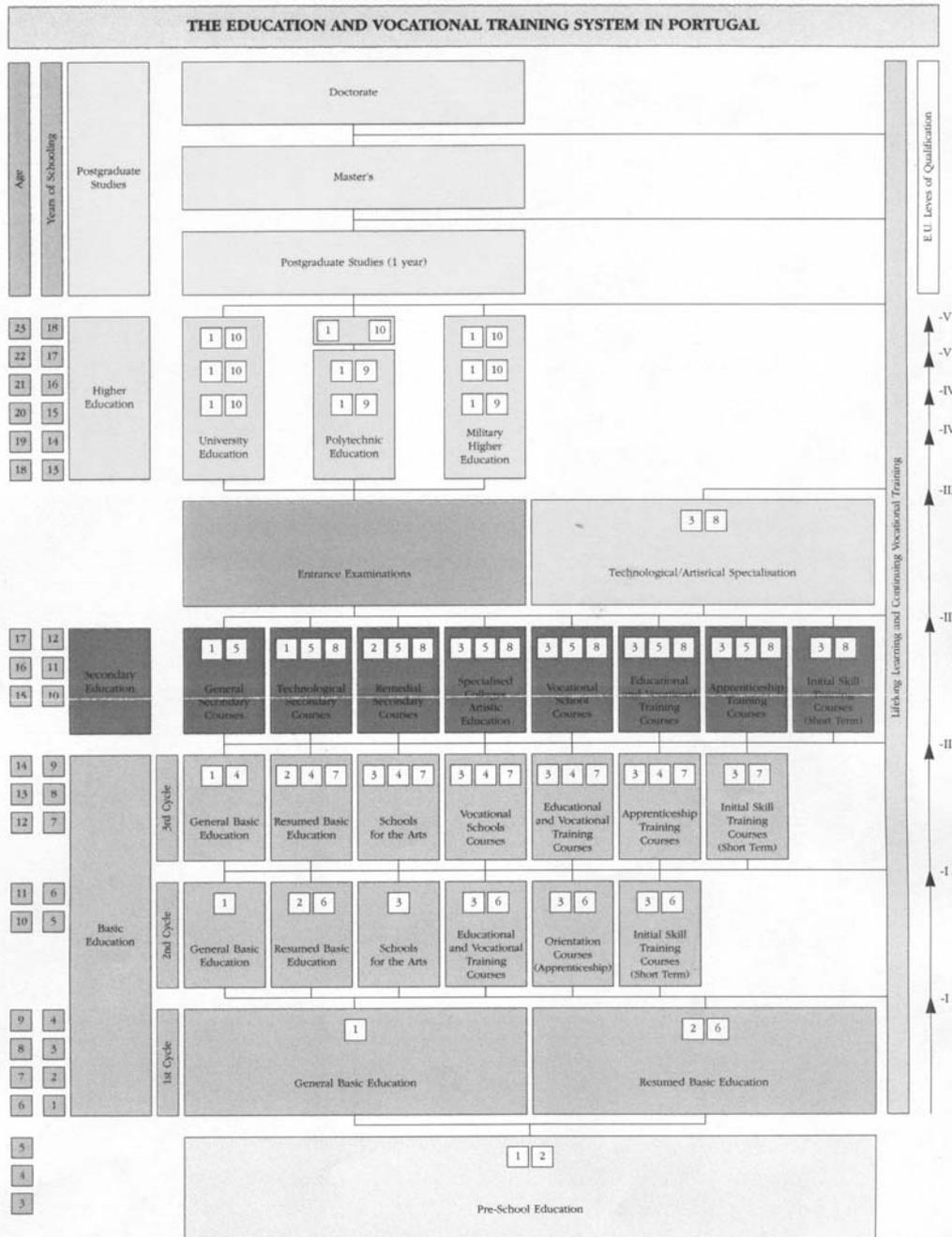
(ANNEXES)

September 2004

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ANNEXES

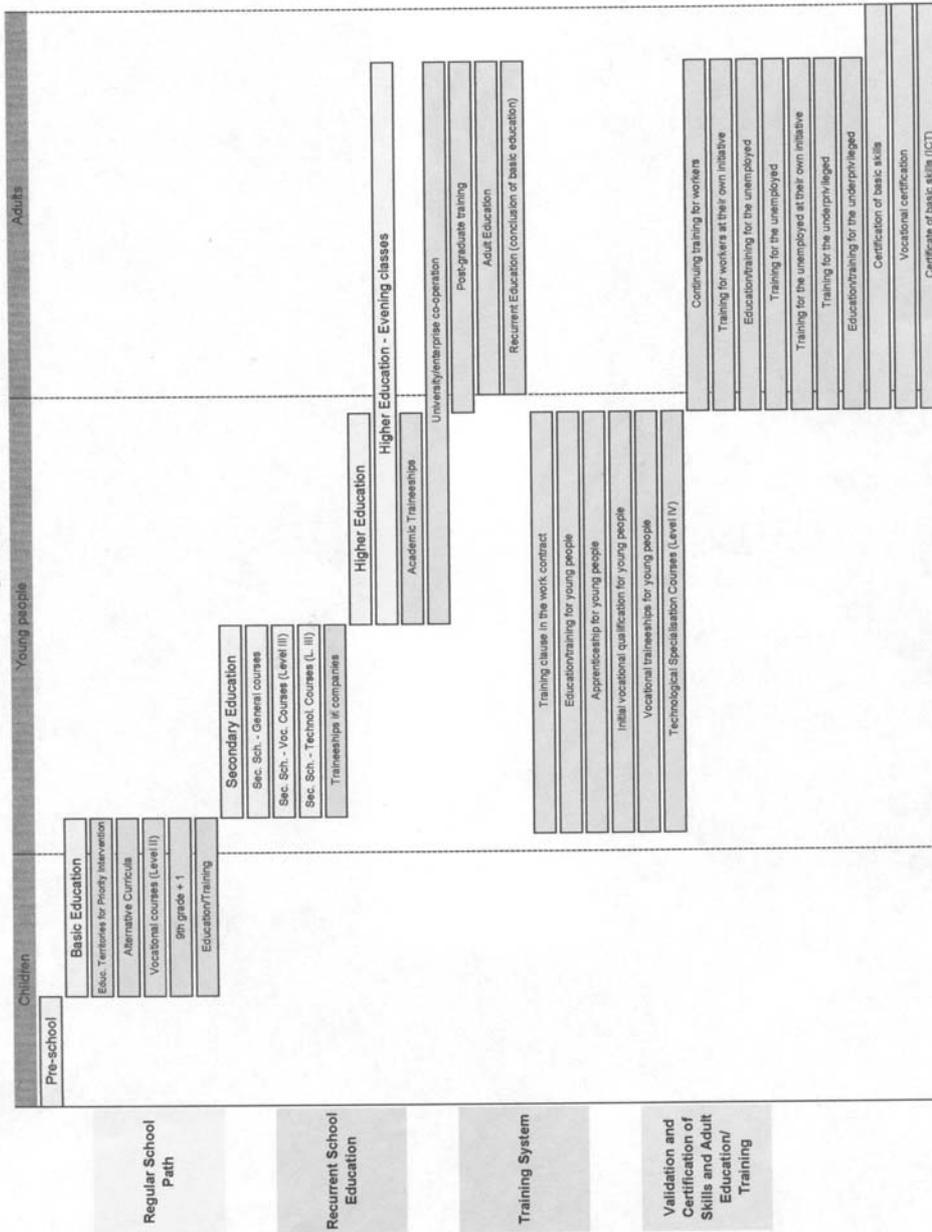
Table 1



1. Formal Education or Formal Systematic Training
2. Resumed Education or other form of special School Education or Systematic Training
3. Special form of School Education (Vocational Training within the Education System) or Special Systematic Training and/or Vocational Training within the Labour Market
4. Basic Education Diploma
5. Secondary Education Diploma
6. Level I Vocational Training Certificate
7. Level II Vocational Training Certificate
8. Level III Vocational Training Certificate
9. Baccalaureate
10. University First Degree or Diploma of Specialised Higher Studies (CESE)

Lifelong Learning

System, target groups and measures



Academic and Vocational Information and Guidance System

Chapter 2

2.1.2. Vocational Schools: a proposal for youth initial vocational training under the Ministry of Education

Growth in the number of Vocational Schools in accordance with the number of students enrolled

Academic Year	N° Vocational Schools	N° Students
1989-90	50	1 817
1992-93	167	17 095
1995-96	169	26 092
1998-99	155	26 139
2001-02	165	29 913

Source: Ministry of Education/Department of Secondary Education, 2002

2.1.2.1.

Example of a vocational school visited by the OECD experts, within the framework of the thematic review "Transition from Initial Education to Working life"

The Vocational School of Image (EPI), in Lisbon, is run by a private company (Technical School of Image and Applied Communication, Lda. – ETIC – established in 1991), which is connected to a similar organisation in Spain and offers courses in image and communication aimed at the audiovisual industry. These sectors underwent large growth in Portugal with the arrival of private operators in the television market in 1993. Before their arrival, almost all training in the audiovisual area was run by the public broadcasting system.

The ETIC has around 200 students attending a series of courses that last for up to three years. These courses, which are paid for by the students, are mainly aimed at those who, having completed their secondary education, wish to join the audiovisual industry and not enter higher education. Entrance to the school is highly competitive, given that there are three candidates for every place. The students are selected after undergoing tests, the presentation of their portfolios and an interview. The school does not intend to expand further in order not to spoil the atmosphere of learning and to avoid creating a glut of specialists in the market.

After the agreement of its contract-syllabus, in 1993, the EPI began to offer three-year courses aimed at younger students who have completed the 9th year of compulsory schooling. They pay fees but the school also receives financial support from the Ministry of Education and the European Union. There are scholarships for students with low-income backgrounds and around one third of the students receive some form of support. The aforementioned courses function as an alternative to the technological courses run by normal secondary education schools and qualify the students in order to enter the job market or to proceed with their studies into higher education. The normal education components on these courses are, as far as is possible, connected to a corresponding technical area; for example, the teaching of Physics is related to photography.

Taking into account the nature of the industry, it is important for the students to be able to work for themselves or become self-employed. Ex-students are authorized to use the premises for their activities due to the high cost of audiovisual equipment. The school intends to create an atmosphere of education that is as close as possible to the jobs that the students will occupy, maintaining, for this purpose, very close connections with the audiovisual industry. Companies are regularly consulted about the knowledge and skills profile of the students that graduate, also lending equipment and supplying real projects for the students to work on them. In addition to this, the majority of the teachers also work in the industry. The employment rate for graduates is very high and many students are recruited before they finish the course (in OECD, Thematic Review "Transition from Initial Education to Working Life." Note about Portugal. 1999).

Organisation of vocational courses and student assessment and certification

Vocational courses are organised in accordance with Decree-Law nº 4/98, of 8 January, into modules of varying length, which can be combined with each other, including three training components, the socio-cultural, the scientific and the technical. The latter must include a period of work experience, which may be in the form of an apprenticeship. They last for three academic years, corresponding to a minimum of 2900 hours and a maximum of 3600 hours.

Components	Total nr. hours
Socio-cultural	900 (25%)
Scientific	900 (25%)
Technical/Technological and Practical (Includes work experience)	1 800 (50%)
TOTAL	3 600 (100%)

Source: "Development of Education – National Report for Portugal", ME-GAERI, 1996

The socio-cultural component is the same on all vocational school courses, which is comprised of the following subjects:

Subjects	Total nr. hours
Portuguese	300
Foreign Language	300
Employment Studies	300
Physical Education (optional)	(240)
Religion and Moral (optional)	(120)

Source: "Development of Education – National Report for Portugal", ME-GAERI, 1996

Assessment of the students is based on a modular system and includes a *Professional Aptitude Test* (PAT) which takes the form of a personal multidisciplinary project, integrating all the knowledge, attitudes and skills developed throughout the training period, in close conjunction with the work experience undertaken.

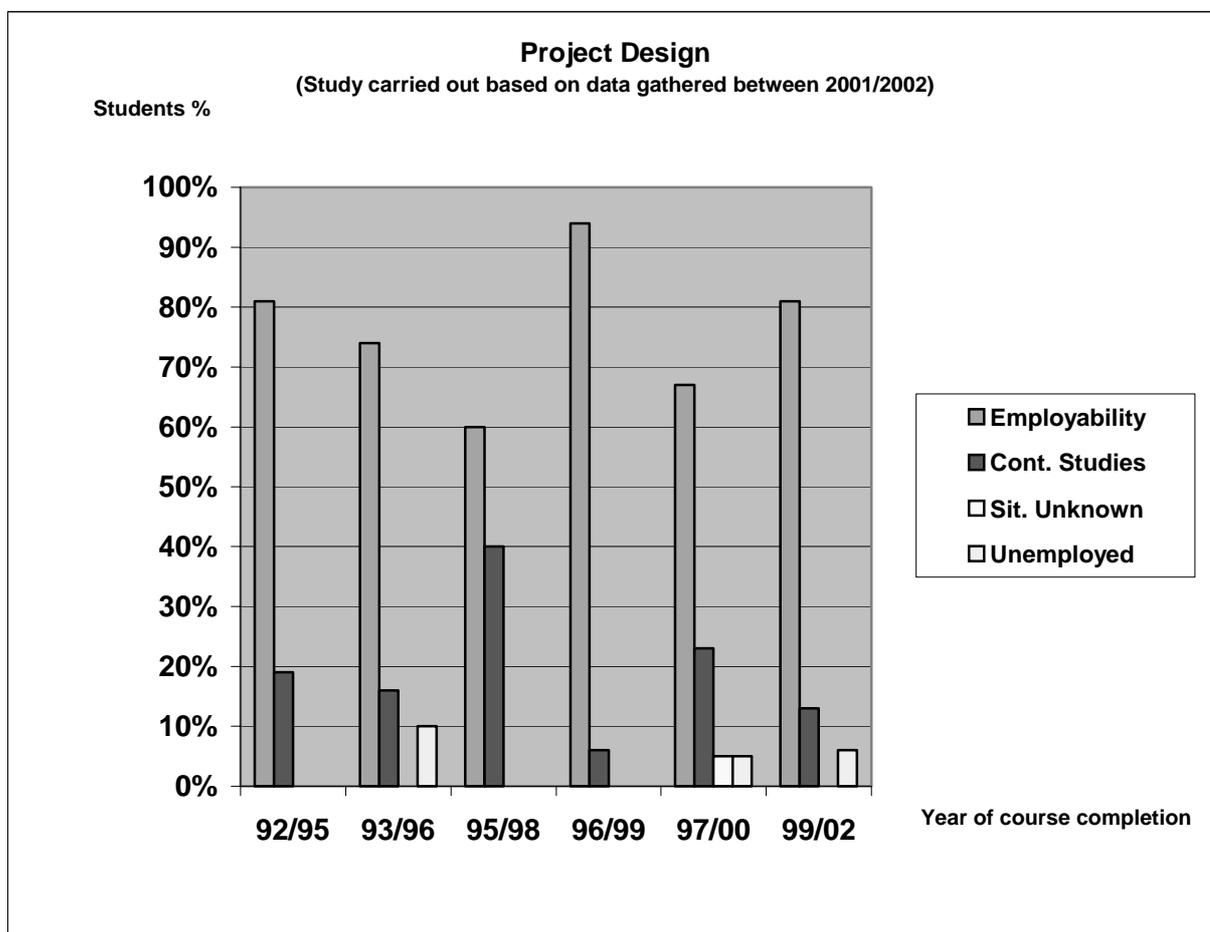
Training finishes when the student has successfully completed all subject modules of the three components and has defended the PAT before a jury made up of different individuals from the economic and social community of the region and the sector of economic activity in which it is incorporated. They are issued with a diploma that certifies them with vocational qualification level III, enabling them to join the labour market as an intermediate technician, and the equivalence of a completed secondary education, allowing them to pursue studies into higher education (immediately or after a period of work experience).

**Employability rates of the graduates from vocational schools by training area
1995 to 1999**

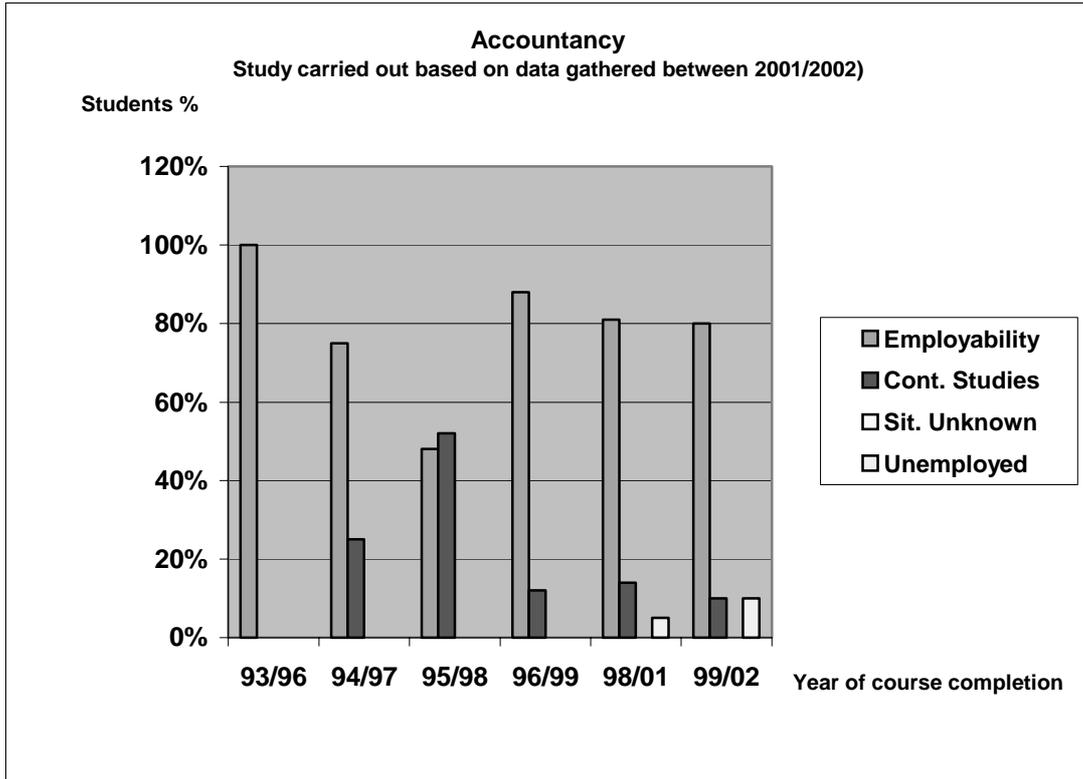
Training Areas	1995	1996	1997	1998	1999	Average
Administration, Services and Trade	70%	73%	73%	69%	66%	70.2%
Agriculture & Food	38%	56%	62%	71%	66%	58.6%
Environment and Natural Resources	64%	68%	61%	65%	68%	65.2%
Performing Arts	73%	61%	70%	61%	50%	63%
Graphic Arts	64%	70%	69%	49%	67%	63.8%
Civil Construction	78%	71%	69%	67%	67%	70.4%
Design and Technical Drawing	68%	77%	74%	64%	73%	71.2%
Electricity and Electronics	60%	68%	67%	74%	71%	68%
Hotel and Tourism	73%	73%	71%	72%	78%	73.4%
Information, Communication and Documentation	70%	63%	69%	65%	75%	68.4%
IT	65%	76%	77%	66%	70%	70.8%
Personal and Social Intervention	75%	75%	75%	74%	73%	74.4%
Metal mechanics	37%	50%	58%	63%	65%	54.6%
Cultural Heritage and Artistic Production	68%	73%	63%	68%	62%	66.8%
Chemistry	83%	76%	82%	78%	57%	75.2%
Textiles, Clothing and Footwear	81%	72%	74%	94%	80%	80.2%
Others	0%	0%	88%	67%	0%	31%

Source: Ministry of Education/Department of Secondary Education, 2000

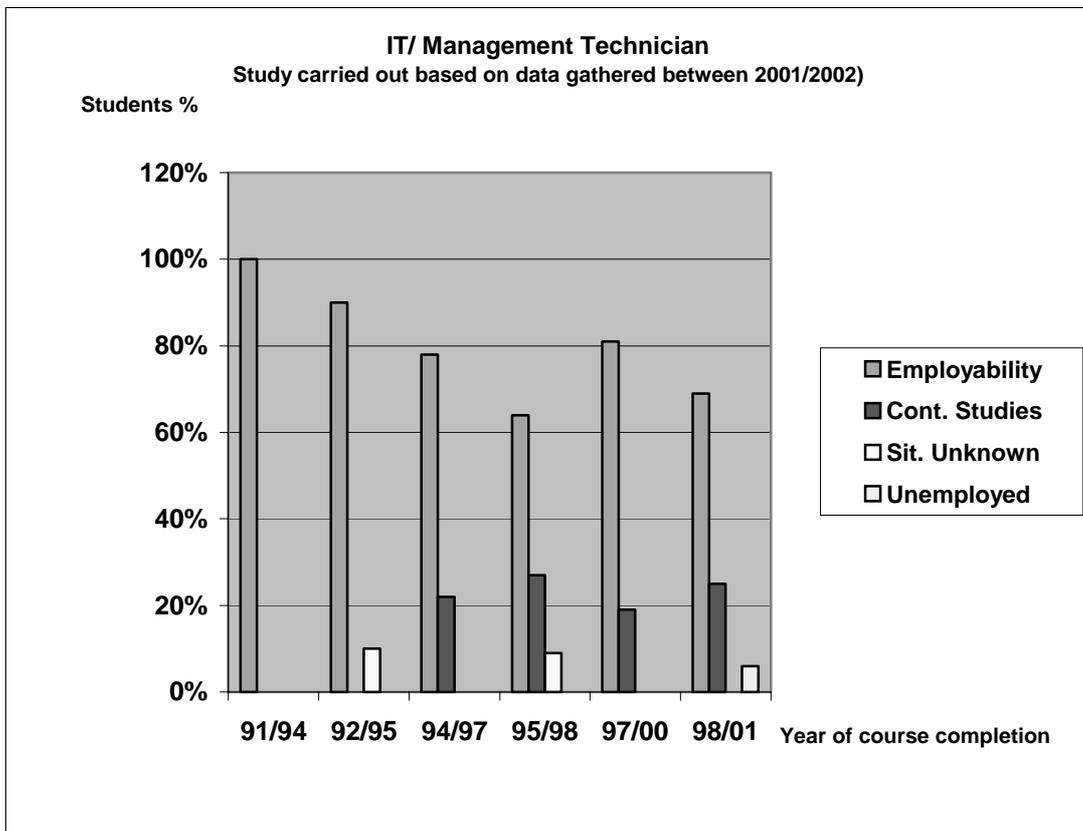
**Employability rate of the graduates from the Mealhada vocational school,
according to course typology
1994 to 2002**



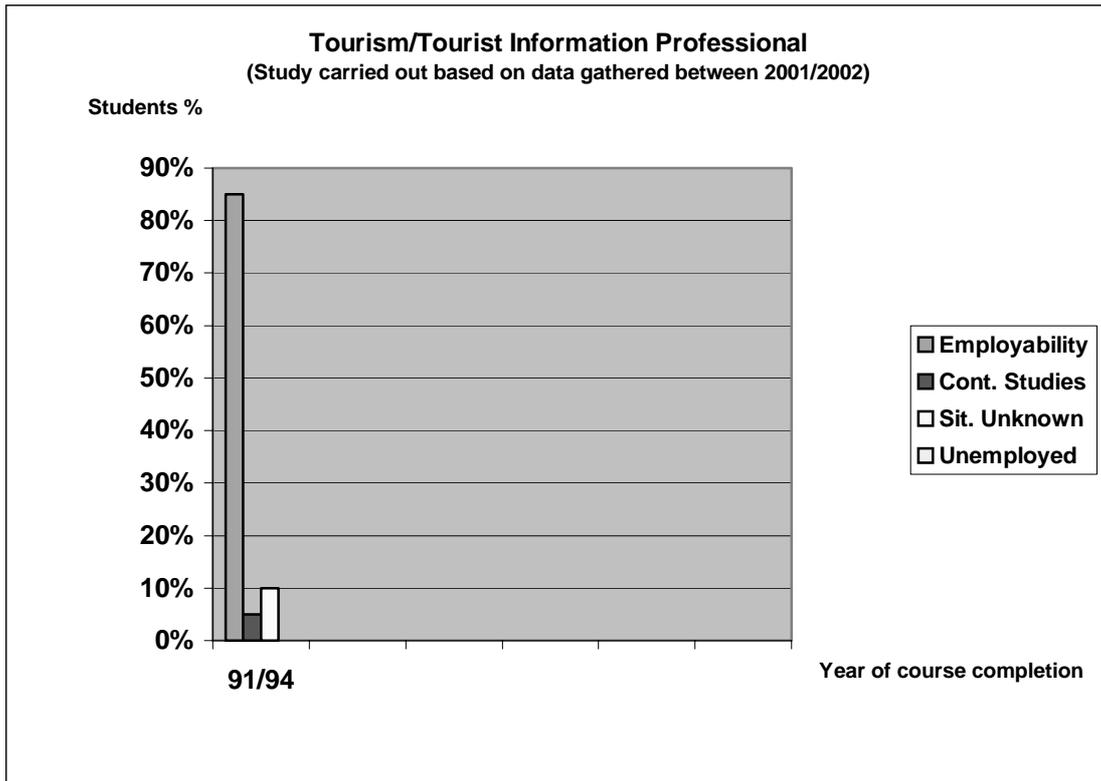
Source: Mealhada Vocational School, 2002



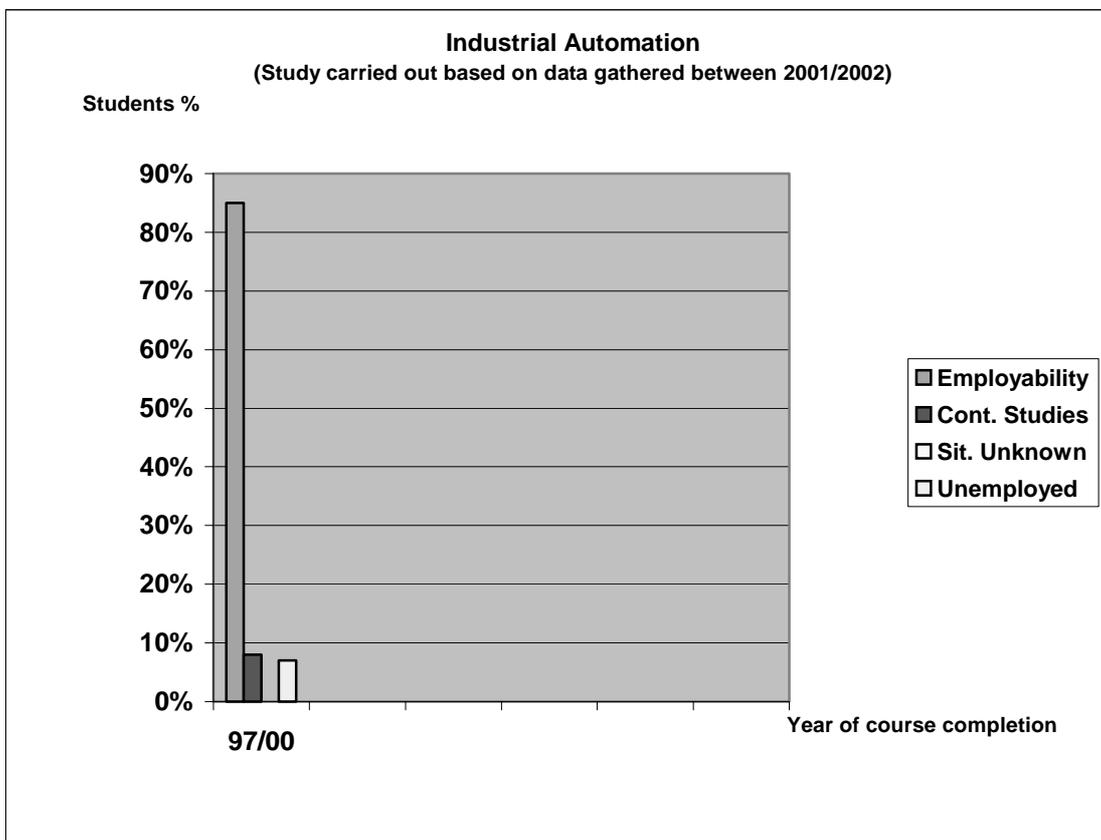
Source: Mealhada Vocational School, 2002



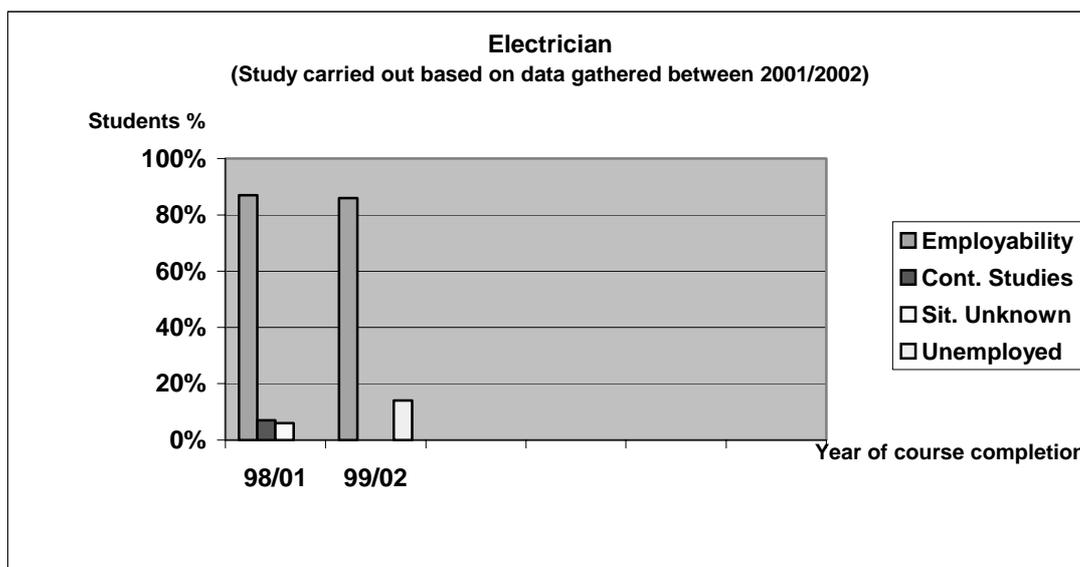
Source: Mealhada Vocational School, 2002



Source: Mealhada Vocational School, 2002



Source: Mealhada Vocational School, 2002



Source: Mealhada Vocational School, 2002

Mealhada Vocational School, a brief history

The qualified social and professional insertion of young people in the regions is a key structural aim of vocational schools. Thus, various schools develop monitoring and observation activities in terms of the situation of young graduates in the labour market. These Pathways to Working Life Observatories have allowed, in addition to a degree of direct support for young people, a continued adjustment of the training networks, of the activities undertaken and the operations for organising the qualified insertion of young graduates. (*DYNAMICS, RECORDS AND PROJECTS of vocational schools*. Department of Secondary Education/Ministry of Education. 1996)

An example of this professional monitoring of its graduates is the Mealhada Vocational School.

The Mealhada Vocational School, founded in 1991 as a civil society initiative, is governed by principles of pedagogical, administrative and financial independence.

It began its operations with 43 students, divided into two courses: Tourism/Tourist Information Professionals and IT/Management Technician, with a level III professional qualification and the equivalence of the 12th year of schooling.

Throughout its 10 years of existence, the School has always worked to approve courses whose nature is compatible with the local and regional socio-economic reality. Accordingly, approximately 90% of the students that complete their courses join the labour market. The remainder enrol in higher education establishments.

In close connection with its surroundings, through its Consultative Council, the School has managed to establish a good compatibility and articulation between the supply and demand of the employment market in the region, widening its training portfolio, in order to satisfy the market in the areas of greatest need and attain a high level of employability.

**Professional status of Mealhada Vocational School graduates, according to course completed
1994-2001**

Courses	Nº Graduates	Nº Employed	% Employed	Nº Higher Education	Nº Unemployed	Nº Others
Project Design	99	71	72%	25	2	1
Accountancy	97	73	75%	20	0	4
IT/Management Technician	118	92	78%	21	1	4
Tourism /Tourist Inf.	21	18	85%	1	0	2
Automation	13	12	92%	1	0	0
Electrician	15	15	100%	0	0	0

Source: Mealhada Vocational School, 2002, in "Reflexos" Magazine

Examples of success

In the May 2002 issue of the magazine "Reflexos", dedicated to the 10th anniversary of the Vocational School, there are brief testimonies from ex-students that indicate the level of satisfaction in light of the expectations created concerning the vocational course and access to the labour market.

Alda Miranda. Accountancy Course. Works for Cruzicarne, Lda.

"I did my internship at the company Cruzicarne and got a job (there) straight away. It was worth investing in vocational education."

Ivo Fernandes. Completed the Electrician Course. Works for Cine-Teatro Messias, Mealhada. *"It was at the school that I learned the basics, in terms of the theory and practice, of what I apply today at the cinema-theatre, as a maintenance and cinematographic technician."*

Julieta Simões. Tourism/Tourist Information Professional Course. Works at the Hotel das Termas da Curia (Anadia). *"The Tourism course was an essential condition to be here today, at Termas da Curia, in a position of great responsibility."*

Pedro Ferreira. Accountancy. He is a surveyor/valuer at the marble company Costa & Irmão, Mealhada. *"My time at the School was crucial in terms of my career. Besides the question of training, I would highlight the excellent human relationships that there are there."*

Tiago Lopes. Industrial Automation. Is a maintenance technician at the Mealhada municipal swimming pools.

"The School was extremely important for my employment opportunities. It was following the Professional Aptitude Test that I did at the School, in relation to the automatization of the various systems of a swimming pool, that I got my job."

Vassili Coelho. Industrial Automation.

"The Vocational School marked my personal journey as a student and as a man. It was a springboard to my job."

Victor Claro. Accountancy. Self-employed in the property sector, in Cantanhede.

"I have my own real-estate agents and am planning to build a hotel. The training acquired at the Mealhada school helped me to reach where I am today."

CHAPTER 3

3.1.1.

The National System for Recognising, Validating and Certifying Competencies : some data

Adult participation in the process of competences recognising and validating and number of RVCC Centres operating

Year	Nr. adults enrolled	Nr. adults actually participating in the recognition process	Nr. adults referred to short training	Nr. adults obtaining certification
2000 ¹	16	13	-	-
2001 ²	7 019	2 952	1 996	467
2002 ³	24 459	13 471	4 808	3 291
2003 ⁴	29 035	19 311	8 489	8 949
Total	60 529	35 747	15 293	12 707

Fonte: PRODEP III, Ministério da Educação. 2004.

¹ - 6 RVCC Centres operating (December 2000)

² - 28 RVCC Centres operating

³ - 42 RVCC Centres operating

⁴ - 56 RVCC Centres operating

3.1.2.

The S@bER+ Actions: a training model within a lifelong approach

Modules and Training areas from S@bER+ Actions

Modules	Aims	Hours of Training
Initiation	- Acquisition of basic theoretical and practical skills.	50h
	- How to apply the knowledge acquired to specific situations.	
Development	- Reinforcement of the theoretical and practical skills acquired	50h
	- Practical application of the knowledge and techniques acquired	
Consolidation	- Consolidation of the knowledge and techniques acquired	50h
	- Creative application in new situations	

The **Saber + Actions** cover the following training areas:

Priority Areas:

- Technological literacy
- Languages:
Portuguese (as a second language)
English
French
German
Spanish
- Internet
- Euro
- Reading and writing Workshops
- Mathematics for daily life
- Citizenship and environment

Other Areas

- Food Safety and Hygiene
- European Citizenship
- Electronics
- Mechanics
- Management and Accountancy
- Electricity
- Traditional Arts and Crafts
- Expression and Communication

CHAPTER 4

4.1.1.

Profile of the population that attends AET Courses ¹

At the beginning of 2001, 2460 adults were attending 197 AET Courses, accredited by ANEFA², on a basis of 10/15 trainees per Course.

Distribution by gender and age group

The distribution by gender of adults that attend AET Courses shows a group of trainees that is predominantly female. Accordingly, women represent more than five times the number of male trainees in this universe (Table 1).

TABLE 1 – PERCENTAGE DISTRIBUTION OF THE ADULTS THAT ATTEND AET COURSES, ACCORDING TO GENDER
2001 %

M		F		MF	
Nº	%	Nº	%	Nº	%
405	16.5	2 055	83.5	2 460	100.0

Source: ANEFA, 2002

In turn, the age distribution of the adults indicates that a majority (63.2 %) of the trainees are in the 25-44 age bracket. Interestingly, the age groups "up to 24" and "45-64", with significant numbers, show a very even distribution (Table 2).

Table 2 – PERCENTAGE DISTRIBUTION OF THE ADULTS THAT ATTEND AET COURSES ACCORDING TO AGE GROUP
2001 %

Up to 24	25-44	45-64	65 and over	Total
18.8	63.2	17.9	0.1	100.0

Source: ANEFA, 2002

The level of training attended

A careful analysis of Table 3, in accordance with the *Key* for the various levels of training and their equivalence in terms of schooling and vocational training levels, 'spotlights' two large groups of trainees: those that seek *Level B2* certification, equivalent to the 6th year of schooling and level I of vocational training (46.3%) and those that seek *Level B3* certification, equivalent to the 9th year of schooling and level II of vocational training (49.3%).

These two groups represent virtually the totality of the adults (95.6%) that attend AET Courses.

¹ Araújo, S. and FERNANDES, C. (2002). *Profile of the adult population involved in education, training and certification, run by or monitored by ANEFA (National Adult Education and Training Agency)*. In ANEFA, *S@BER Notebooks + S@BER MAGAZINE Supplement* +, Nº 13, April/June 2002.

² Public institute created in 1999, under the dual governance of the Ministries of Education and Employment and Solidarity, with the aim of contributing towards the raising of educational standards and the qualification of the adult population, namely through the recognition, validation and certification of skills acquired during the various life experiences and, also, through the increased flexibility of the supply of education and training of adults, facilitating their access to educational, technological, cultural and professional progress (Decree-Law nº 387/99, of 28 September). From October 2002, by force of Decree-Law n.º 208/2002, of 17 October, under the scope of the Ministry of Education, the 'Directorate-General of Vocational Training' is created, succeeding ANEFA, taking over all duties and tasks that were previously assigned to it.

**Table 3 – PERCENTAGE DISTRIBUTION OF ADULTS THAT ATTEND AET COURSES,
BY COURSE LEVEL**

2001					%
Level B1	Level B1 + B2	Level B2	Level B2 + B3	Level B3	Total
4.4	13.3	33.0	0.5	48.8	100.0

Source: ANEFA, 2002

Key to the Training Levels:

- B1 – equivalent to the 4th year of schooling and level I of vocational qualification
- B1 + B2 – equivalent to the 6th year of schooling and level I of vocational training
- B2 – equivalent to 6th year of schooling and level I of professional training
- B2 + B3 – equivalent to 9th year of schooling and level II of vocational training
- B3 – equivalent to 9th year of schooling and level II of professional training

We would state, in relation to an analysis of Table 3, that the flexible and modular organisation of the different learning routes meets the requirements of a wide universe of the active population that seeks to raise their levels of schooling and qualification.

Employment status

**Table 4 – PERCENTAGE DISTRIBUTION OF ADULTS ATTENDING AET COURSES,
BY MEANS OF FINANCE (EMPLOYMENT STATUS) AND GENDER**
2001 %

Gender	Means 1	Means 2	Decentralised measures	Means 5	Total
	Seeking 1 st job	Employed	Unemployed/ Risk of unemployment	At risk of social exclusion	
M	1.5	2.3	2.8	9.9	16.5
F	3.8	5.4	23.7	50.6	83.5
Total	5.3	7.7	26.5	60.5	100.0

Source: ANEFA, 2002

An analysis of the above table indicates the weight of the trainees “at risk of social exclusion” (60.5%) in the overall context of the employment statuses considered. Trainees who are “unemployed/at risk of unemployment” also represent a significant proportion in this universe (26.5%). Overall, they represent almost all (87%) of AET course trainees.

A cross-reference with ‘gender’ – confirming the overrepresentation of the female population in the trainee universe (See Table 1, shaded area) – reveals more women being in more underprivileged employment situations. Accordingly, the set of trainees “unemployed/at risk of unemployment” and “at risk of social exclusion” represents 74% of the population that attend these Courses.

A reading of the data presented in this Table should take into account that the majority of the training offers in 2001 are initiatives by private organisations that primarily intervene with more disadvantaged populations, with Means 5 (social development) being that with the best co-financing conditions.

In summary,
the adult population that, in 2001, attended AET Courses :

- is predominantly female (83.5%);
- is mostly within the 25-44 age bracket (63.2%);
- almost all seek certification equivalent to the 9th year of schooling and level II of vocational qualification and 6th year and level I of vocational qualification (95.6%); and
- 60.5% are at ‘risk of social exclusion’.

Curricular organisation of AET Courses

The *training model* proposed for AET Courses is based on: (i) the aim of education and training throughout life; (ii) a medium-term training model organised into skills units (Key-Skills Reference System for the Education and Training of Adults), through which the skills previously acquired by adults are recognised and validated, throughout their life; (iii) the articulation of basic training (BT) and vocational training (VT).

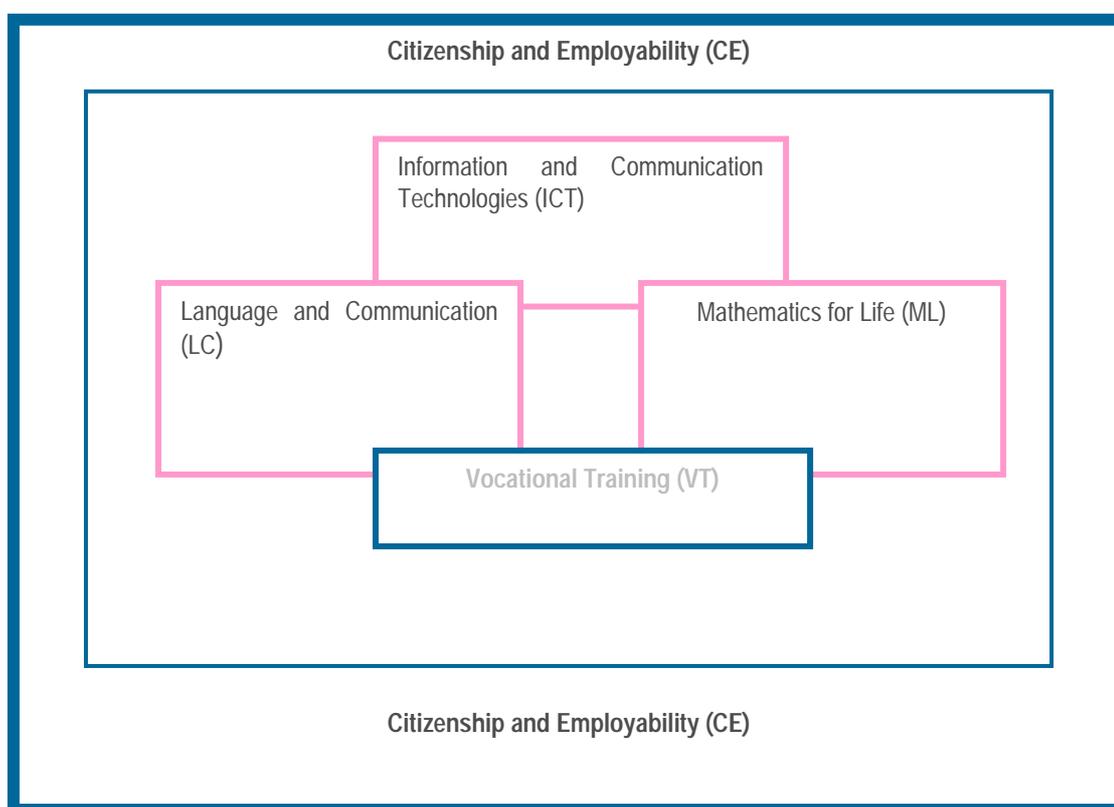
The *Curricular Plan* of each AET Course, which is the responsibility of the pedagogical team of the respective course, is constructed in accordance with two related components: basic training and vocational training.

Basic training takes place in the following key-skill areas:

- *Citizenship and Employability (CE);*
- *Language and Communication (LC)*
- *Mathematics for Life (ML);*
- *Information and Communication Technologies (ICT).*

The support and coherent basis of the different key-skill areas are cross-sectional themes called *Life Themes* (LT), which may become a working project that is incorporated by active learning and training methodologies.

Life Themes



Vocational training is selected from among the Training Reference Systems of the Institute of Employment and Vocational Training (IEFP) in one of the following areas:

- Administration and Management;
- Agriculture and Fishing;
- Agro-industries;
- Arts and Art Technologies;
- Human, Exact and Life Sciences;
- Trade;
- Civil Construction and Public Works;
- Electricity, Electronics and Telecommunications;
- Energy, Cold and Climatisation;
- Hotel/Restaurant and Tourism;
- Graphic and Paper Industries;
- Information, Communication and Documentation;
- IT;
- Wood, Cork and Furniture;
- Mechanics and Maintenance;
- Metallurgy and Metal mechanics;
- Quality;
- Personal and Community Services;
- Textiles and Clothing.

The proposed curricular design for **AET Courses** is as follows:

Percurso de formação	Reconhecimento e validação de competências	Formação de base (a)		Formação profissionalizante (b)	Total de horas
		Aprender com autonomia	Áreas de competências - chave		
Básico 1	Entre 25 H e 40 H	40 H	Entre 100H e 400H	Entre 220H e 360H	Entre 385H e 840H
Básico 2	Entre 25 H e 40 H	40 H	Entre 100H e 400H	Entre 220H e 360H	Entre 385H e 840H
Básico 1+2	Entre 25 H e 40 H	40 H	Entre 100H e 800H (c)	Entre 220H e 360H	Entre 385H e 1240H
Básico 3	Entre 25 H e 40 H	40 H	Entre 100H e 800H (c)	Entre 940H e 1200H (d)	Entre 1105H e 2080H
Básico 2+3	Entre 25 H e 40 H	40 H	Entre 100H e 1200H (c)	Entre 940H e 1200H (d)	Entre 1105H e 2480H

↑ TEMAS DE VIDA ↑

Área transversal no currículo cujos temas, seleccionados na interacção entre o mundo local e o global, informam e organizam a abordagem das diferentes áreas de competências-chave

- a) Independentemente do resultado do reconhecimento e validação de competências, e dado que o adulto entrou em processo de educação-formação, este terá sempre de efectuar um mínimo de 100 horas de formação de base.
 b) É desejável que a formação profissionalizante inclua formação em contexto real de trabalho.
 c) Sugere-se a inclusão da aprendizagem de uma língua estrangeira.
 d) Inclui obrigatoriamente 120 horas de formação em contexto real de trabalho.

Training Route	Recognition and validation of skills	Basic training (a)		Vocational training (b)	Total hours
		Independent learning	Key-skill areas		
Basic 1	Between 25 and 40 hours	40 hours	Between 100 and 400 hours	Between 220 and 360 hours	Between 385 and 840 hours
Basic 2	Between 25 and 40 hours	40 hours	Between 100 and 400 hours	Between 220 and 360 hours	Between 385 and 840 hours
Basic 1+2	Between 25 and 40 hours	40 hours	Between 100 and 800 hours (c)	Between 220 and 360 hours	Between 385 and 1240 hours
Basic 3	Between 25 and 40 hours	40 hours	Between 100 and 800 hours (c)	Between 940 and 1200 hours (d)	Between 1105 and 2080 hours
Basic 2+3	Between 25 and 40 hours	40 hours	Between 100 and 800 hours (c)	Between 940 and 1200 hours (d)	Between 1105 and 2080 hours

↑ LIFE THEMES ↑

Cross-sectional area on the curriculum whose themes, selected via the interaction between the local and global world, inform and organise the approach to the different key-skill areas

- a) Independently of the result of the recognition and validation of the skills, and given that the adult has undertaken a process of education-training, they will always have to complete a minimum of 100 hours basic training.
 b) It is desirable that vocational training include training in a real work environment.
 c) The inclusion of a foreign language is suggested.
 d) Compulsory 120 hours of training in a real work environment.

The training architecture of each course must be designed in accordance with the knowledge that has already been acquired by the trainees, from their personal and work experience and from the different socioeconomic and cultural contexts of which they are a part.

For such, the "localisation" of the trainee is done based on the Key-Skills Reference System that leads to a process of Recognition and Validation of Skills, which is comprised of practical activities that are carried out individually and in groups with the trainees, co-ordinated by personal and social assessors.

Using the Key-Skill Balance methodology – for which an Intervention Support Manual exists, under the scope of the Recognition and Validation of Skills – the results are registered in a *Personal Skills Portfolio*.

The validation of these skills is the responsibility of a jury made up of the assessor and the trainers of the four abovementioned key-skill areas (LC, CE, ML, ICT).

Certification takes place at the end of the course. The *Adult Education and Training Certificate* corresponds to a particular level, specifically:

- Basic 3 (B3) - equivalent to Lower Secondary School and to Level II of vocational qualification;
- Basic 2 (B2) - equivalent to Preparatory School and to Level I of vocational qualification;
- Basic 1 (B1) - equivalent to Primary School and to Level I of vocational qualification.

The length of the *Recognition and Validation of Skills* process varies between 25 and 40 hours.

The key-skill areas include the basic training component, which may last between 100 and 800 hours, in accordance with the B 1, B2, B3 development levels.

The basic training component also includes a module of 40 hours called *Independent Learning* (IL) which is organised into three skill units: integration, interpersonal relationships and learning to learn. This module should be developed throughout the whole training period.

The modular training design is as follows:

Áreas de competências-chave	Níveis	B1	B2	B3	T E M A S D E V I D A							
	Cidadania e Empregabilidade (CE)	25 H A	25 H B	25 H C		25 H D	25 H A	25 H B	25 H C	25 H D	50 H A	50 H B
Linguagem e Comunicação (LC)	25 H A	25 H B	25 H C	25 H D	25 H A	25 H B	25 H C	25 H D	50 H A	50 H B	50 H C	50 H D
Matemática para a Vida (MV)	25 H A	25 H B	25 H C	25 H D	25 H A	25 H B	25 H C	25 H D	50 H A	50 H B	50 H C	50 H D
Tecnologias da Inf. e Comunicação (TIC)	25 H A	25 H B	25 H C	25 H D	25 H A	25 H B	25 H C	25 H D	50 H A	50 H B	50 H C	50 H D
Unidades Capitalizáveis (deve incluir formação em contexto real de trabalho)		Unidades Capitalizáveis (deve incluir formação em contexto real de trabalho)				Unidades Capitalizáveis + Formação em Contexto Real de Trabalho						

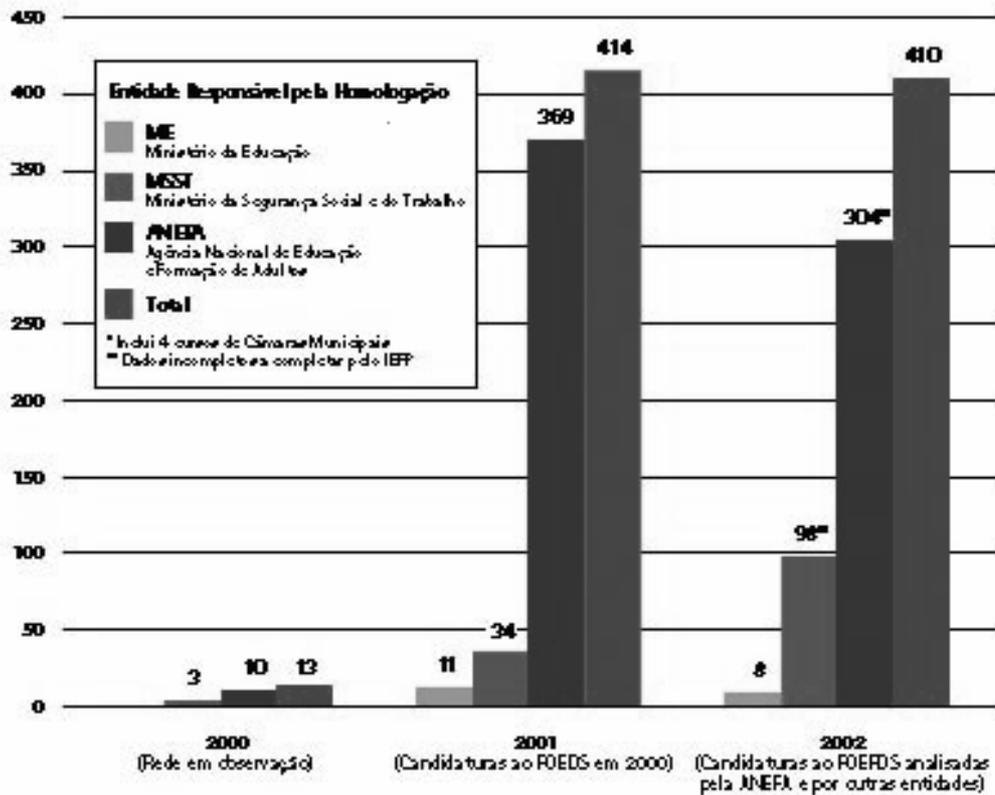
In summary, in relation to the *assessment* of trainees, there are three significant stages: (i) recognition and validation of previous skills; (ii) formative assessment for progress in learning and possible redefinition of recovery or further study strategies; (iii) summative assessment.

In principle, individual work plans should be carried out for the trainees that, on a same level of development, may have different frameworks.

All organisations running courses must agree a contract with an *external assessor* for the monitoring of the same, who act in a supervisory and regulatory capacity in the organisation and development of the activities.

Growth of the National AET Course Network

In 2000, 13 Adult Education and Training Courses (AET Course) began, within a framework of "observation". At the end of 2002, a year of consolidation and strategic expansion for the Network, including the AET Courses that had already been completed and those still ongoing, the total in the whole country was 800.



Organisation Responsible for Accreditation

ME – Ministry of Education

MSST – Ministry of Social Security and Labour

ANEFA – National Adult Education and Training Agency

Total

*Includes 4 Local Authority courses

**Incomplete data – to be completed by the IEFP

Legend:

2001 – Observation Network

2001 - POEDS Candidatures in 2000)

2002 – POEDS Candidatures analysed by Anefa and by other organisation

Number of Adult Education and Training Courses (AET Courses) run and number of adults covered
2000, 2001, 2002

Year	N° Courses	Adults covered
2000	13	181
2001	414	4 140 / 6 210 *
2002	410	4 100 / 6 150 *

Source: Directorate-General of Vocational Training/Ministry of Education, 2002