



## Youth Wiki national description

# Youth policies in Portugal

2017

The Youth Wiki is Europe's online encyclopaedia in the area of national youth policies. The platform is a comprehensive database of national structures, policies and actions supporting young people. For the updated version of this national description, please visit <https://eacea.ec.europa.eu/national-policies/en/youthwiki>



**PORTUGAL**

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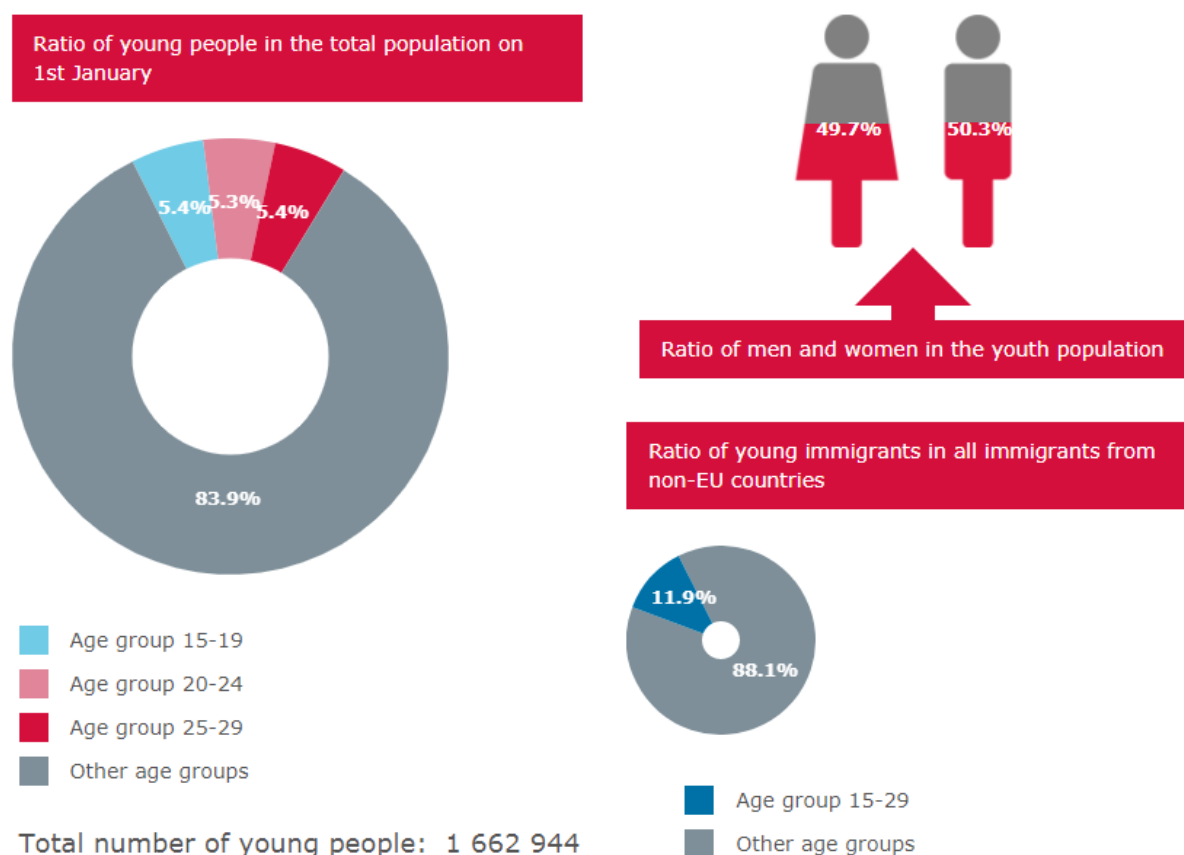
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## Overview

### Young People in Portugal



#### References:

Ratio (%) of young people in the total population (2016): Eurostat, yth\_demo\_020 [data extracted on 21/09/2017].

Absolute number of young people on 1 January for the age group 15-29 (2016): Eurostat, yth\_demo\_010 [data extracted on 21/09/2017].

Ratio (%) of men and women in the youth population (2016): Eurostat, yth\_demo\_020 [data extracted on 21/09/2017].

Young immigrants from non-EU countries (2015): Eurostat, yth\_demo\_070 [data extracted on 21/09/2017].

## Youth Policy in Portugal

The exercise of full citizenship demands knowledge and awareness of the rights and duties of citizens, as well as the conditions to exercise them. Therefore, it is essential to invest in the integral training and development of young people that creates conditions for their autonomy and enables them to make choices, actively participating in the strengthening of democracy.

In this perspective, the youth policy in Portugal has been designed and implemented in an integrated manner, so that it is possible to face the several challenges that young people encounter, counting on their own participation for the solution of the problems as people with rights, through youth organisations and representative structures. In the light of the high unemployment rates, risk of poverty or school failure, an inter-ministerial coordination and cross-cutting policy measures are essential, corresponding to the necessary transversality of the youth policies. On the other hand, in addition to working to address problems, youth policy now knows the ambition of enhancing the opportunities aimed at, and created by, young people and the opportunities that they

create, taking into account the energy, innovation and social transformation that young people have as strategic political actors for the development.

Because of the importance that young people have in the country's future, as actors of change and development, the youth policy sector has established and strengthened itself over the years, with the first National Youth Plan to be launched in 2018, framed in the European priorities and in the needs of young Portuguese, currently in the process of being sounded out.

The data collection work about policy measures targeted at young people developed in the framework of Youth Wiki has highlighted the intrinsic transversality of the this sector and has strengthen the inter-ministerial coordination.

## **1. Youth Policy Governance**

In Portugal, the highest authority responsible for Youth Policy is the Secretariat of State for Youth and Sports (SEJD), which is currently under the purview of the Ministry of Education. The executive and operational body of Youth Policies is the Portuguese Institute of Sports and Youth (IPDJ, IP). ([see section 1.4](#))

The cross-cutting approach to youth policies implies the involvement of a large number of actors, both public and private, from different fields related to the lives of young people. There is an identified need for cooperation between ministries for the design, implementation and evaluation of policy measures for young people, which also count on the participation of young people themselves, through their representative structures and youth organisations. For this purpose, the Interministerial Commission was created in 2007 to ensure the political coordination in this field ([see section 1.5](#)). The policy development in a participatory manner is also reflected in the existence of advisory bodies such as the Youth Advisory Council, the Advisory Council of the IPDJ, and, locally, the Youth City Councils, among others (see also sections [5.3](#) and [5.4](#)). The very existence of the National Youth Council (CNJ), whose legal status indicates that the State has the duty of consulting it "as an interlocutor on all matters affecting young people", emphasises the commitment for the joint and shared development of youth policies which has been further strengthened. Another cornerstone that is at the root of youth policies is the study and data research so that decision-making is substantiated in knowledge.

In 2012, a wide advisory procedure was initiated with the objective of defining the Strategic Guidelines for Youth Policy, which were approved in 2013. Currently, the Youth National Plan is being discussed, which will take into account the strategic fields of the European Youth Strategy, and intends to be a policy tool to ensure the transversality of youth at the national level, as well as envision and establish a perspective on youth policies (in its planning, implementation and evaluation) based on rights. ([see section 1.9](#))

Also, the strong presence of Portugal in the field of youth at the international level should be highlighted, be it in the European continent, Africa (CPLP) or South America (OIJ), regions where the instruments of policy, strategy and implementation in the youth field have the 2030 Sustainable Development Goals as a main reference. ([see section 1.8](#))

### **1.1 Target population of youth policy**

In Portugal, the age of youth policy's target population varies between **12 and 30 years**, although there are some specific programmes that go beyond the 30 year demographic.

There is no uniform legal definition as different laws, programmes and initiatives define lower and upper age limits differently, which vary according to the area of activity, the type of programme and the support rendered. However, the most commonly adopted age range is from **18 to 30 years**. Some examples are:



The [Law on Youth Associativism](#) states that youth organisations must have more than 75% of associate members aged under **30** and that 75% of the executive body should be comprised of young people aged **30 or under**. This Law defines informal youth groups as being exclusively composed by young people aged **30 or under**.

The [Youth Guarantee Initiative](#), for employment promotion, is intended for young people from **18 to 29** years old.

In the field of [Support to Entrepreneurship and Job Creation](#), there are programmes whose target audience is young people from **18 to 35** and others that target a population from **16 to 30** (e.g.: [RPGN| Rede de Percepção e Gestão de Negócios](#)).

The "[Porta 65](#)" Programme, for rental support, is intended for young people from **18 to 30** years old.

The "[Escolhas](#)" programme is a reference programme in the social inclusion of children and young people from vulnerable socio-economic contexts and its age limits are **6 and 30 years old**.

The [Youth Card](#), which provides access to discounts on a wide variety of products and services, is intended for youths from **12 to 29** years old.

Policies actions targeting [Young Farmers](#) cover an age range from **18 to 40 years**.

## **1.2 National youth law**

### **Existence of a National Youth Law**

There is no Portuguese youth law covering all rights and duties of young people.

Article 70th of the [Constitution of Portuguese Republic](#) assigns to the State the obligation of ensuring special protection for young people, in order to guarantee the enforcement of their economic, social and cultural rights.

Youth's needs and rights are incorporated into various pieces of legislation in several domains related to the lives of young people, such as:

- [Education and Training](#)
- [Employment and Entrepreneurship](#)
- [Associativism](#)
- [Health and Sexuality](#)
- [Housing](#)
- [Volunteering](#)
- [Citizenship](#)
- [Conscientious Objection](#)

The [Youth Observatory](#), from the University of Lisbon's Social Sciences Institute made a compilation of legislative measures in the youth sector taken by the Portuguese governments from 1974 until now.

### **Scope and contents**

Not applicable.

### **Revisions/updates**

Not applicable.

## **1.3 National youth strategy**

### **Existence of a National Youth Strategy**

The most recent Strategic Intervention Guidelines for youth policy were adopted by the resolution of the [Council of Ministers](#) no. 11/2013 and the results were presented in an e-book format.

### **Scope and contents**

The key political objectives of this Strategy were:

- To support the full development of young people.
- To create conditions for their effective inclusion in society
- To guarantee the realization of their economic, social and cultural rights.
- To collaborate with families, schools, businesses, local organisations, cultural associations and foundations and cultural and recreational collectives.
- To promote and support youth organisations

The Strategy is organised in 14 fields of action and puts forward some measures and activities in the following areas:

- Education and Training
- Employment and Entrepreneurship
- Citizenship and Participation
- Youth Emancipation
- Mobility and Portuguese youth in the world
- Sustained Mobility
- Health and Risk Behavior
- Environment and Sustainable development
- Culture, innovation and Creativity
- Volunteering
- Fight against inequality and Social inclusion
- Housing
- Intergenerational Solidarity
- Youth Associations/Youth Participation

There was specific target groups identified by the Strategy in situation of:

1. Early school leaving or school failure
2. Special educational needs
3. Minorities and disability groups
4. Unemployment
5. NEETS
6. Risk behaviour
7. Risk of exclusion
8. Young people involved in youth organisations

The Strategy was a result of the [White Paper on Youth](#) which collected contributes and recommendations from young people, youth organisations and other stakeholders to define the national youth strategy. It was developed in a broader context of consultation and structured dialogue with all platforms and representatives of young people and using several available instruments (web site, questionnaires, regional meetings and seminars, etc). The European Youth Strategy was also a conceptual framework for the project.

### **Responsible authority for the implementation of the Youth Strategy**

The National Youth Strategy is seen as a transversal instrument for conducting action plans regarding youth, which are common to all ministries and offices, and naturally, as an instrument to guide and outline the performance of the [Youth and Sport Secretary of State](#) and Portuguese Institute for Youth and Sport ([IPDJ, IP](#)).

## Revisions/updates

No revisions or updates were made to 2013 guidelines.

The drafting process of the **I National Youth Plan** is underway, to be concluded in 2018, which will establish a youth strategy for the next three years.

## 1.4 Youth policy decision-making

### Structure of Decision-making

Measures and programmes aimed at young people are framed in the Program of each Constitutional Government. The current XXI [Constitutional Government](#) (2015-2019) defines youth policies in accordance with its [Program of Government](#), the [Major Planning Options \(2016-2019\)](#) and the National Reform Plan, also framed in the European goals and guidelines, under the context of Europe 2020 and the European Youth Strategy.

Portugal has three levels of governance: central, regional (Autonomous Region of the Azores and Autonomous Region of Madeira) and local (municipalities and civil parishes).

In Continental Portugal, Youth governance has a centralized structure. The Secretariat of State for Youth and Sport is the member of the Government responsible for this field, which is part of the government area of Education (Ministry of Education) since 2015. Previously, the sector was under the supervision of the Presidency of the Council of Ministers, which was responsible for the Secretariat of State for Sports and Youth.

### Top level authority responsible for youth policy

The mission of the [Ministry of Education](#) is to conceive, conduct, implement and assess the national policy on the educational and vocational training system and on youth and sport. The [Secretariat of State for Youth and Sports](#) has the responsibility to define a youth policy in Portugal, in close cooperation with the Ministry of Education. As can be seen in the [chart](#) below, youth policy's development is made through a series of instances and organic units whose mission is to implement the guidelines, projects and programmes, these being the most relevant instruments of action.

In short, at the central level, the youth policy is design by the Secretariat of State, and then it is primarily implemented and assessed by the Portuguese Institute of Youth and Sports (IPDJ, I.P.).

In this context, we can emphasize the operational and executive role developed by the Portuguese Institute of Sports and Youth – [IPDJ, I.P.](#). Its mission is to implement an integrated and decentralized policy for sports and youth, in close collaboration with public and private entities, in particular with sports organisations, youth associations, student associations and local municipalities, favouring multi-level, shared and engaged governance practices.

Thus, the formulation and implementation of youth public policies are made through a structured dialogue with young people, specifically through representative platforms, such as National Youth Council – [CNJ](#), the National Federation of Youth Associations – [FNAJ](#), as well as through specific spaces for this purpose such as Youth Advisory Councils. Their role in defining youth policies is an advisory one, and sometimes an executive one, influencing its conception and implementation, as it is the case of youth mobility policies. For example, through the presence of CNJ (10%) and FNAJ (10%) in the share capital of Movijovem, and their participation, in equal number, in its Strategic Council (a body that supports the decision-making in Movijovem).

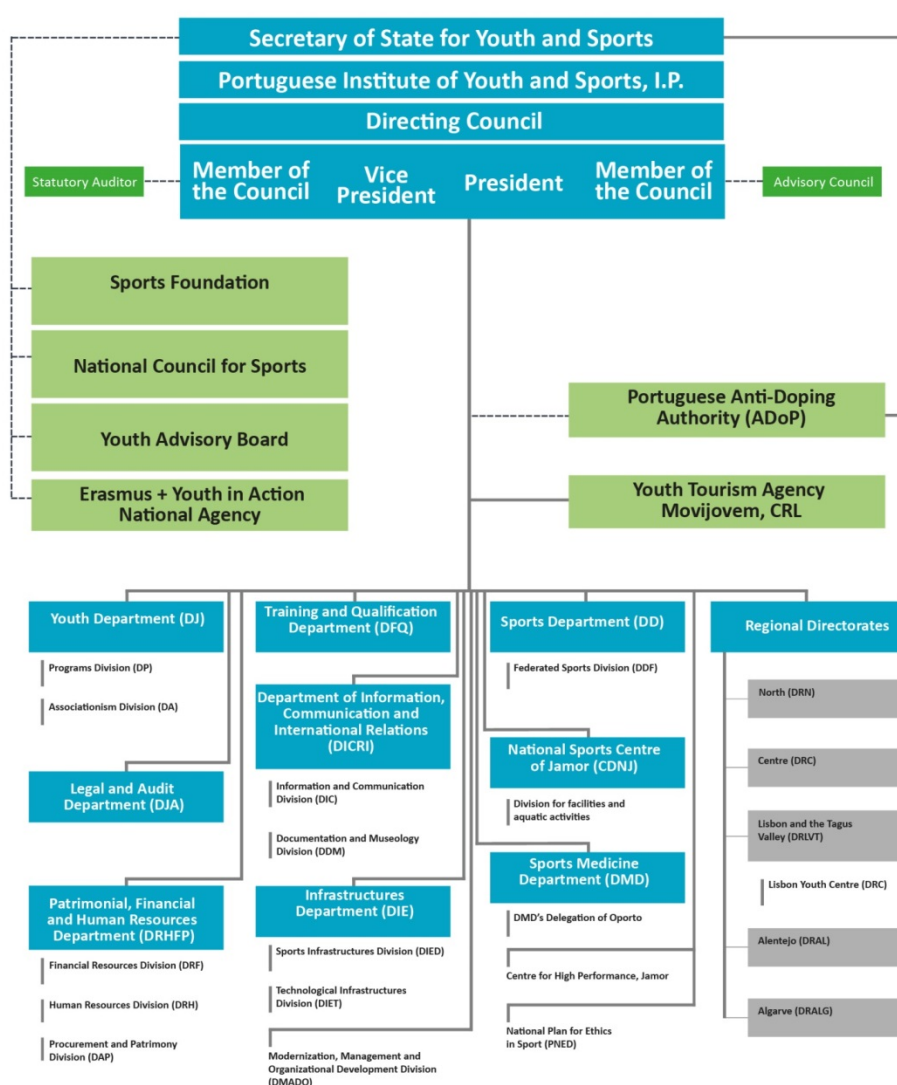
Movijovem is a cooperative society responsible for the national network of youth hostels and the youth card's management. The IPDJ holds 80% of Movijovem's share capital and the remaining 20%, under the Government's instruction, were opened to the participation of the FNAJ and the CNJ, ensuring that the civil society in the youth sector is

directly involved in the decision-making processes of the body responsible for the field of youth mobility in Portugal.

Young people and their representative structures are seen as partners in the implementation of various measures and activities.

At a regional level, the Autonomous Regions of [Azores](#) and [Madeira](#) have autonomy for the development, implementation and administration of youth policies, both having a regional directorate. In Azores there is a [Regional Directorate for Youth](#), as the executive service of the Deputy Regional Secretariat of the Presidency for Parliamentary Affairs, whose mission is the conception, implementation and assessment of youth policy. In Madeira there is a [Regional Directorate of Youth and Sports](#), under the tutelage of the Regional Secretariat of Education.

## Organisational Structure



## Other Institutional Actors involved in Youth Policy

Considering the transversal characteristic of youth public policies, this field of intervention is developed based on the cooperation between several public and private actors, also according to the implemented projects and programmes, in particular the [Ministry of Health](#), the [Ministry of Labour, Solidarity and Social Security](#) and the [Ministry of the Environment](#).

These ministries' mission is defined in the Organic Law of Government ([Decree-Law no. 251-A/2015, of 17<sup>th</sup> December](#)) and it includes "conceiving, conducting, implementing and assessing each sector's policies". Each one of these ministries has executive bodies to implement their policies, such as the [General Directorate of Health](#), the [Institute of Employment and Vocational Training](#), the [Portuguese Agency of Environment](#), that cooperate with the youth sector.

At the local level the cooperation is made with municipalities and third sector entities, with special emphasis on youth associative movement.

The [Portuguese Parliament](#) has specialised committees, such as the Committee on Culture, Communication, Youth and Sports, that began its activity in the 12<sup>th</sup> November, 2015. Among other responsibilities in the Youth field, this Committee is responsible for youth policies and it should maintain a dialogue and relate its work to the other specialised committees.

## Main Themes

The resolution of the Council of Ministers no. 11/2013 of 5<sup>th</sup> March defined the later [National Youth Strategy](#), as a result of the "[White Paper on Youth](#)" project, below mentioned and explained.

This resolution was developed according to recommendations, documents and resolutions included in [European youth policy](#), as, for example, the Resolution of the European Council of 27<sup>th</sup> November, 2009.

It is a guiding instrument for the activity plans of the different actors, so they can reach a common and complementary purpose in youth affairs, while naturally helping to align the activity of the Secretariat of State for Youth and IPDJ, I.P.

The strategic guidelines resulting from the White Paper on Youth are aligned in the following domains:

1. Education and training
2. Employment and entrepreneurship
3. Citizenship and participation.
4. Youth emancipation.
5. Mobility and Portuguese youth in the World.
6. Mobility and sustainability.
7. Health and risk behaviours.
8. Environment and sustainable development.
9. Culture, innovation and creativity.
10. Volunteering.
11. Combating inequality and promoting social inclusion.
12. Housing.
13. Intergenerational solidarity.
14. Youth associativism..

Ultimately, however, the conceptual basis to intervene in the youth sector is based on the [Constitution of the Portuguese Republic](#) which provides, in article 70<sup>th</sup> "Youth", the general framework for all youth policies.

The priorities of youth policies should be:

- the development of young people's personality,

- the creation of the conditions needed for their effective integration into the active life,
- the love for free creativity; and

In relation to the eight political fields specified by the European Union, the national public policy develops a series of programmes and projects converging with European objectives through the institute IPDJ or partners. We can point out some examples:

### **Employment and entrepreneurship**

The [Empreende Já - RPGN Programme](#) (an entrepreneurship programme) is intended to stimulate an entrepreneurial culture, focused on creativity and innovation and to support the creation and development of companies and social economy entities, as well as the creation of jobs by and for young people.

The “Encouraging Associative Development” Programme ([Programa IDA – Incentivo ao Desenvolvimento Associativo](#)) is directed at youth associations and federations which have an approved application for the Internship and Employment Programme carried out by the Employment and Vocational Training Institute (IEFP).

### **Education and Training**

The Formar Programme ([Programa Formar](#)) consists of training and financial support to leaders of youth associations registered in RNAJ, also providing training directed at youth workers and at young people or members of associations.

### **Participation and Citizenship**

The “Youth Parliament” Programme ([Parlamento dos Jovens](#)) aims to stimulate young people’s interest in civic and political participation.

“EuroSchool” Contest ([Euroscola](#)) promotes the selection of schools that can participate in Strasbourg’s EuroSchool.

The “80 PROJECT” ([PROJECTO 80](#)) is a national programme for the promotion of the associative movement in schools and the promotion of an education for sustainability, entrepreneurship and democratic citizenship.

### **Social Inclusion**

The main actor in this field is the [High Commission for Migration](#) with the “Choices Programme” ([Programa Escolhas](#)).

### **Health and Well-Being**

The “[Take Care of Yourself](#)” Program ([CUIDA-TE](#)) aims the promotion of youth health and healthy lifestyles.

### **Volunteering**

The “[Now Us](#)” Program (“[Agora Nós](#)”) promotes and stimulates volunteer work practices as a way of acquiring new skills and competencies.

### **Creativity and Culture**

The [Young Artists Programme \(Programa Jovens Criadores\)](#) intends to create promotion opportunities for the work of the country’s young creators, who usually don't have access to cultural circuits, by stimulating and supporting the initiative, creativity and innovation of young nationals. It is comprised of two initiatives: Young Creators Competition and National Showcase of Young Creators.

### **What informs the choice of themes**

The devising of youth policies is based on structured dialogue procedures with the platforms representing young people ([National Youth Council](#), [National Federation of Youth Organisations](#)) and also public hearing procedures. For the [White Paper on Youth](#),

eight national seminars have been developed in each region of Portugal and in the autonomous regions as well as a final seminar. On the other hand, an online platform was developed to collect proposals. These instruments were developed with the help of the National Youth Council (CNJ) during seminars and with the intervention of the central and decentralized structure of the institute IPDJ.

In the current definition process of the National Youth Plan, a comprehensive and structured listening process is being carried out to establish strategic areas, including an online survey for young people between the ages of 15 and 30; the creation of a national forum with the participation of young people from different social contexts, resorting to activities in the non-formal education domain; the creation of a *focus group* and meetings of the Youth Advisory Council.

For specific projects, similar procedures are developed or mission groups are composed, including young people, technicians and decision-makers, for example, but regular spaces for hearing are also availed, such as the Advisory Council of the Secretariat of State for Youth and Sports or the municipal advisory councils.

Youth public policy also uses public studies on youth affairs and collaborates regularly with researchers or with the [Permanent Youth Observatory](#), located at the Institute of Social Sciences of the Technical University of Lisbon (ICS).

### **The National Agency for Youth**

The [Portuguese Institute of Sports and Youth – IPDJ, I.P.](#) was created in 2012 resulting from the merger between public institutes related to the youth and sports sectors. Its mission is to implement an integrated and decentralized policy for sports and youth, in close collaboration with public and private entities, in particular with sports organisations, youth associations, student associations and local municipalities. IPDJ is under the responsibility of the Secretariat of State for Youth and Sports which reports to the [Ministry of Education](#).

IPDJ's organics and statutes are defined in [Decree-Law no. 98/2011](#) and subsequent amendments introduced by [Decree-Law no. 132/2014](#) and [Ordinance nº 11/2012](#).

Specific assignments of this institute concerning the youth sector include:

- Supporting the formulation of public youth policies, particularly by adopting measures to stimulate civic participation of young people in social, economic, cultural and educational activities;
- Monitoring the implementation of public youth policies;
- Helping youth associative life, according to the law, continuously updating the National Register of Youth Associations (RNAJ);
- Providing technical and financial support to the programmes developed under the Youth Associationism Law;
- Promoting the implementation of programmes intended to meet the needs and specificities of the youth universe, particularly in the following fields: leisure activities, voluntary work, associationism, non-formal education and training;
- Promoting and implementing mechanisms to encourage and support initiative and the entrepreneurial spirit of young people;
- Promoting awareness-raising and counselling activities, specifically in health, risk behaviour, child protection and environment fields, in order to ensure the personal fulfilment and well-being of young people;
- Supporting youth mobility, by promoting the construction of housing infrastructures, particularly by stimulating the national youth hostels network, according to geographical and demographic rationality criteria and economical efficiency criteria;



- Encouraging youth exchanges and promoting the participation and integration in community and international organisations, as well as in projects of cooperation and social and economic development;
- Promoting the creation of partnerships with regional, national or international entities, public or private, in order to implement youth policies.

Within the context of its responsibilities, the IPDJ, I.P., can establish cooperation ties with other public, private, national or foreign entities, although this cooperation does not involve delegation or sharing of responsibilities and competencies.

### Policy Monitoring and Evaluation

In Portugal, the policies and programmes are usually evaluated and monitored on a regular basis, based on the evaluation data collected at the end of the projects, considering not only the data produced by the participants but also by the promoters. This is a comprehensive, annual evaluation that takes into account not only the pre-defined physical and financial performance indicators, but also the results of the consulting process carried out with the participants and the promoters/partners.

On the other hand, the IPDJ promotes regular project monitoring visits and audits, to ensure that these projects' implementation meets the programmatic objectives and the initial proposal.

Moreover, the regular meetings of the various levels of the advisory body (the IPDJ Advisory Board and the Youth Advisory Council, chaired by the Secretary of State for Youth and Sports) are used to hear partners on the same matters.

The IPDJ and the Secretariat of State for Youth and Sports take an active and leading role in the regular visits to the regions, to establish a direct contact with young people, youth associations and local authorities (Youth Itinerary), in order to provide a direct and on-site evaluation of the offers provided by the Government and the concerns, needs and interests of young people of the region and nationwide.

These interventions, with particular reference to the advisory bodies, allow not only to correct inequalities regarding the contents, but also regarding the resources allocated to each programme.

Lastly, a reference must be made to the monitoring and evaluation of the top political level, whose main exponent is the Assembly of the Republic. In this context, the monitoring and evaluation of youth policies mainly takes place in the Commission of Culture, Communication, Youth and Sports, where the parliament groups are represented. This commission is permanent and specialised in the subject it focuses on, having jurisdiction over said subject. Like the other permanent commissions, this commission can create sub-commissions to monitor specific issues and temporary work groups.

## 1.5 Cross-sectoral approach with other ministries

### Mechanisms and actors

Considering the transversal characteristic of Youth public policies, this field of intervention is developed based on the cooperation between several public and private actors.

To guarantee an effective cross-sectoral approach with other Ministries, in 2007 by the [Resolution of the Council of Ministers 77/2007](#) was created an **Interministerial Commission**. The main purpose of this Commission was to ensure at the political level the coordination, monitoring and evaluation of the youth policies.

The **Advisory Council on Youth** – which is an advisory body of the Government member responsible for youth affairs and concertation of youth policies ([Decree-Law no. 129/2015, 9 July](#)) - also contributes to promote the cross-sectoral approach within



several Ministries, since it includes representatives of different stake-holders in the field of youth policies.

At the level of the Portuguese Institute of Sports and Youth (IPDJ) also works another consultation body, the **IPDJ Advisory Council** ([Law-Decree nº 98/2001](#)), that includes representatives of different sports and youth sector entities.

The IPDJ also coordinates the 70 Now! Committee, which brings together bodies of the public administration, the government and youth organisations, in order to carry out a participatory management of the 70 Now! campaign on the promotion of young people's rights, involving a comprehensive coordination in the promotion of public policies programmes and initiatives targeted at young people.

Furthermore, several programs and actions are cross-sectorally developed and implemented in different ways, often with the use of variable geometry workgroups, depending on the specific purpose.

Some of the more relevant examples of programs and actions cross-sectorally developed are the following:

- Program “[Cuida-te](#)”: in the field of youth health and in promoting healthy lifestyles, in partnership with the [Regional Health Administrations](#), the [Directorate-General of Health](#), the [Directorate-General of Education](#) and the [Intervention Service in Addiction Behaviors and Dependencies](#);
- “[Garantia Jovem](#)”: program aimed at young people under 30 years of age with the purpose of giving them an opportunity for education and training, internship or employment, involving several entities with competences in the areas of education, training, employment, social security and youth;
- [Youth Parliament](#): developed in order to stimulate political and civic participation, in partnership with the [National Parliament](#), the [Ministry of Education](#), the [IPDJ](#), the [Directorate-General for Consular Affairs and Portuguese Communities](#) and the Regional Directorates responsible for education and youth in the [Azores](#) and [Madeira](#) Autonomous Regions;
- [Project 80](#): a national program to boost the associative movement in schools that seeks to promote education for sustainability, entrepreneurship and citizenship, developed in partnership with the [Directorate-General of Education](#), the [Directorate-General for Schools](#), the [Portuguese Environment Agency](#), the National Nature Conservation Association ([QUERCUS](#)), the [Green Project Awards](#) and the [IPDJ](#).

Bearing in mind the above exposed, it is accurate to say that there are mechanisms to ensure the cross-sectorial approach with other ministries (and other entities) in all levels of the decision making process.

## **1.6 Evidence-based youth policy**

### **Political Commitment to Evidence-Based Youth Policy**

The development of youth policies based on evidences and inputs from the different stakeholders in the youth sector has been a permanent concern.

The creation and implementation of several political instruments and strategic level documents has been usually preceded of auscultation processes.

One of these examples can be the “[White Paper on Youth](#)” that, in 2013, approved the Government’s strategic guidelines regarding youth policies. This process started in 2011 and encompassed a large debate between all main actors.

As mentioned earlier, in 2016, the drafting process of the **Youth National Plan** was launched, which succeeds the White Paper on Youth, a tool that is intended to be the result of a broad listening process and debate among young people and the main actors in the youth field.

In this sense, an [online listening process](#) of young people between the age of 14 and 30 took place since the 11th August 2017 until the 31st October 2017. This process will allow a quantitative and qualitative data analysis with the goal of understanding the priorities, desires and expectations of young people. In addition to the online listening process, other data collection techniques were used such as a national forum, a focus group and the discussion of the theme in several advisory councils. Also, a national diagnosis of the policies, programmes and activities implemented by the 308 Portuguese municipalities will be carried out, and the different Central Administration entities and respective governance areas will be listened.

The revision of the National Strategy for the Flagging of Young people who are not in education, employment or training (NEET), under the Youth Guarantee Programme, was publicly presented in 27th June 2017, with the goal of answering to the challenges pointed out by young NEET, through the implementation of different initiatives, being coordinated by the Institute for Employment and Vocational Training and based on the inputs presented by:

- Social Security Institute, IP (ISS, IP)
- General Directorate for Education and Science Statistics (DGEEC)
- General Directorate for Higher Education (DGES)
- Portuguese Institute of Sports and Youth (IPDJ, IP)
- INA – General Directorate for the Qualification of Public Sector's Employees
- Ministry of Foreign Affairs
- AICEP PORTUGAL GLOBAL, Portuguese Agency for the Investment and External Trade, E.P.E.
- General Directorate of Local Autarchies (DGAL)
- António Sérgio's Cooperative for Social Economy (CASES)
- National Agency for Qualification and Vocational Education (ANQEP)

In addition, all these partners provide sectoral data and statistics (and other type of feedback) in order to assess the current status of implementation status of the different actions and assess the need for adjustments.

In the Iberian-American context, in 2016, an online consultation process was developed, complemented with the holding of a National Forum prior to the drafting of the Youth Pact and the Action Plan for Youth for Iberian America.

### **Cooperation between policy-making and research**

Throughout the policy-making process, especially in the most recent years, various key experts in the youth field have been consulted.

The [Permanent Youth Observatory](#) (which is a department of Institute of Social Sciences of the University of Lisbon) is one of the usual research partners and played an important role in the process of the White Paper on Youth.

Furthermore, in the process of developing the Youth Worker professional profile and establishing a model for recognition and validation of skills, various experts and researchers were invited to give their contributions and share their expertise.

Also in the context of the Iberoamerican relations, in particular under the scope of the participation in the [International Youth Organization \(OIJ\)](#), it was recently carried out in 2013 and published in 2016 the study *Portuguese Youth in Iberoamerican Context*. This study was prepared by a series of researchers from the Institute of Social Sciences of the University of Lisbon, also being based on data from the national statistics system, among others.

### **National Statistics and available data sources**

Although there is no production of specific national youth statistics or specific youth indicators, it is possible to analyse and prepare reports on this matter based on the

existing national statistics, because the collected data also covers this demographic segment.

The Permanent Youth Observatory displays several reports and statistic data on youth issues and the IPDJ, I.P. normally uses data provided by the [National Statistics Institute \(INE\)](#), whose mission is to collect and process data at national level. INE is the main public entity that collects, processes, analyses and displays statistics at national level.

### **Budgetary Allocations supporting research in the youth field**

There is no specific budgetary allocation to support research in the youth field.

However, there are several funding possibilities available to support research in the youth field. The [Science and Technology Foundation](#) is the national public entity responsible for supporting scientific research and innovation in all fields of knowledge and it provides direct funding to researchers and research centres.

## **1.7 Funding youth policy**

### **How Youth policy is funded**

The specific budget for public Youth policies is gathered upon three sources; the Portuguese State Budget, Community Funds and the income of the organism that has executive power to run public youth policy – the Portuguese Institute of Youth and Sports IPDJ, I.P.

The specific budget for youth policy, managed by IPDJ,IP, and allocated to youth policies:

- 2015 Budget: nearly 8.187.250,00 euros
- 2016 Budget: nearly 9.757.922,09 euros
- 2017: nearly 11.763.070,00 euros

### **What is funded?**

The projects and programmes developed in the following scopes of action are funded: Associationism, Employment and Entrepreneurship, Volunteering, Creativity and Culture, Health, Leisure, Citizenship and Participation, Mobility, non-formal Education.

### **Financial accountability**

The IPDJ publicly provides information annually about the activity that it is developing. Through its Annual Report, all fields of youth policy, with quality and quantity indicators are provided and can be analysed. In addition, specific information is regularly made available and every financial support to youth organisations is published in the youth portal, as well as the list of members of the National Register of Youth Associations.

Within the scope of the [IPDJ Advisory Council's competences](#), the Plan and the Activity Report are subject to the dissemination, analysis and opinion of the members that form up the Council, including the National Youth Council, the National Federation of Youth Associations, one representative of the higher education students' associations and one representative of the basic and secondary education students' associations. The IPDJ Advisory Council gathers at least twice a year.

In turn, also it is in the [Youth Advisory Council](#), which is chaired by the Secretary of State for Youth and Sport and brings together youth organisations, youth parties, associations of municipalities and parishes, union associations, among others, that they can speak their mind regarding the establishment of youth policies, programmes, implemented projects and actions, and also issues regarding civic participation and the social and economic integration of young people. The body gathers on a quarterly basis, being part of the agenda and presentation of measures and results achieved in the previous quarter.

The presence among the youth and student associationism movement ensures a relationship of proximity, with the aim of improving the transparency and accountability of youth public policies, having been organised, between 2016 and 2017, an itinerary

through the several districts of the country to better know the territory and to organise district meetings with the association network of the district, local authorities and other relevant entities for the purpose of accountability and debate of youth public policies.

### Use of EU Funds

The institute IPDJ, I.P. has resorted to Community Funds for Employment and Entrepreneurship sectors and also for cross-border projects.

From 2013 to 2015, this was made resorting to the [ERDF - European Regional Development Fund](#) for the implementation of the "[Business Perception and Management Network](#)" Program (RPGN – Rede de Perceção e Gestão de Negócios). This program was one of the measures included in [Youth Impulse](#), which was a model extended to youth entrepreneurship, applied from the gestation of an idea until the creation of a sustainable associative or business initiative. The program was founded in 1.193.107,98 euros by the Operational Programmes (PO) of the North (ON2), Centre ([MaisCentro](#)) and Alentejo (INALentejo).

In 2016 the institute IPDJ, I.P. applied for European Social Fund, Youth Employment Initiative, through the [Operational Programme for Employment and Social Inclusion](#) (PO ISE – Programa Operacional Inclusão Social e Emprego) for the implementation of "[Business Perception and Management Network](#)" Program ([Programa Empreende Já – Rede de Perceção e Gestão de Negócios](#)).

This Program is intended to stimulate an entrepreneurial culture, focused on creativity and innovation and to support the creation and development of companies and social economy entities, as well as the creation of jobs by and for young people. It is estimated that this program will be supported in approximately 4.600.000,00 euros until 2018.

The European Regional Development Fund (ERDF) helped the support of cross-border projects from 2012 to 2015 involving partnerships between the following entities: [Portuguese Institute of Sports and Youth](#) (PT); [Youth Council of Extremadura](#) (ES); [Castela and Leão Government](#) (ES); [Directorate-General of Youth – Regional Government of Galicia](#) (ES); Huelva Provincial Council (ES); Braga (PT); [National Federation of Youth Associations – FNAJ](#). During the last four years the Regional Directorates of Alentejo, Centre and North have been involved in cross-border projects, through the Operational Program for Cross-border Cooperation Spain Portugal ([POCTEP](#)).

For the period between 2016 and 2020, through the Regional Directorate of North, the institute IPDJ applied for ERDF, under the Interregional Operational Program for Cross-border Cooperation SPAIN-PORTUGAL ([Programa Operacional INTERREG V A ESPANHA-PORTUGAL – POCTEP](#)), which aims to actively promote the participation of Iberian young people, through their associative movements and in collaboration with public organisms with responsibilities in youth sector, in the construction and implementation of regional, national and Iberian youth policies, in proposals for the improvement of youth policy in European Union (thus, contributing to improve European youth policy), as well as in the development of synergies and economies of scale, resorting to cross-border cooperation and seizing the opportunities created by this cooperation.

During the period between 2016 and 2020, the institute IPDJ will be involved in three projects: LIDERA; EUROCIDADE 2020 and JUVIBERIA, to stimulate the cooperation between the organisms responsible for youth policies, effectively implementing the opportunities to work in cooperation which will be identified in the first Iberian youth summit and in Juviberia agenda, taking into account the diverse domains for intervention and the transversality of both countries' youth policies. These projects' budget is approximately 1.420.703,12 euros

## **1.8 Cross-border cooperation**

### **Institutional framework: multilateral and bilateral cooperation with European countries**

The international intervention of Portugal in the youth field, both bilateral and multilateral, is mostly focused in Europe, namely at the **European Union**(EU) and the **Council of Europe** (CoE), in Africa, with the **Community of Portuguese Speaking Countries** (CPLP), which includes Brazil and East-Timor, and South America, through the **Youth International Organization for Iberoamerica** (OIJ).

Apart the presence in organizations resulting from international treaties, the Portuguese Institute of Sport and Youth is represented in other sub-sectorial spaces like **ERYICA**, the European Youth Information and Counselling Agency, by definition a NGO, registered in Luxembourg and the **SCI - Service Civile Internacional**, in the field of the international volunteering. On the other hand, it is as well present in **EYCA** – European Youth Card Association, through MOVIOJEM, the body that runs the Youth Card in Portugal.

#### **Cooperation with European countries**

##### **Council of Europe**

Portugal is represented in youth sector's statutory bodies, namely at the [European Steering Committee on Youth](#) (CDEJ) and the Programming Committee on Youth by the [Portuguese Institute of Sport and Youth \(IPDJ I.P.\)](#).

The Portuguese Institute of Sport and Youth is also participating in the CoE [No Hate Speech Movement Campaign](#), coordinating the [National Campaign Committee](#).

Portugal is a signing party of the **Partial Agreement on Youth Mobility through the Youth Card** for the purpose of facilitating Youth mobility in Europe.

In 2015, the CoE awarded, for the first time, **Quality Label** to the Portuguese Institute of Sport and Youth **Lisbon Youth Centre**.

##### **European Union**

Portugal participates in the events and meetings related to youth policies, namely those related to the structured dialogue process, as well as in thematic expert groups.

Bilaterally there is an intensive cooperation between Portuguese-Spanish border regions.

##### **ERYICA - European Youth Information and Counselling Agency**

Created in 1986, the European Youth Information and Counselling Agency (ERYICA) is an European organization, composed of national youth information networks.

The Portuguese Institute of Sport and Youth has adopted the ERYICA European Youth Information Charter as a reference document for the information services provided to young people.

##### **International cooperation**

Portugal, through the Portuguese Institute of Sport and Youth, has bilateral agreements on Youth with Algeria, Brazil, Cape Verde, Morocco, Mozambique, Sao Tome and Principe and East Timor.

These Protocols support and encourage the development of joint activities and direct contact with young people and promote the cooperation between youth organizations and policy actors.

##### **OIJ – Youth International Organization for Ibero-America**

The [OIJ](#) is an international intergovernmental organization gathering the Youth Ministries of the Ibero-American Community from Latin America and the Iberian

Peninsula countries. Its main goal is the inclusion and integration of young people through the promotion of youth public policies.

Portugal is member of this Intergovernmental international organization which aims to promote the development of youth policies in the Ibero-American region.

### **CPLP-CMJD –Conference of Ministers of Youth and Sport of the Community of Portuguese Speaking Countries**

The [Conference of Ministers of Youth and Sport of the Community of Portuguese Speaking Countries](#) (CMJD-CPLP), is based on the [Cooperation Agreement in the field of Youth Sport signed between the Member States of the CPLP](#).

The background of the Conference goes back to the first multilateral meeting of government officials in the area of sport, in 1990, and to the implementation of the first CPLP Summit of Youth Ministers, held in 1996. [CPLP](#) is a political project aimed at the consolidation of the special ties of friendship between the peoples of the countries where the Portuguese language is official. In 2007 (Mindelo, Cape Verde), the cooperation agreement was signed which establishing the merging of both the Sports and Youth sectors, creating the the Conference of Ministers Responsible for Youth and Sport.

Together with the [CPLP Youth Forum](#), that gathers the National Youth Councils of the CPLP members states, important documents have been produced, shaping the way the political co-operation in the field of Youth is established, namely:

- The Youth Charter
- The Strategic Plan for Youth the 2015 and beyond
- The Youth Action Plan.

Every two years the Conference organizes in a different hosting country a *Bienal de Jovens Criadores*, an event that brings together young artists and youth leaders from the member states.

### **UN – United Nations**

Since the approval of the [Youth International Day by the UN General Assembly in 1999](#), following the proposal which was made by the World Youth Forum to the 1<sup>st</sup> World Conference of Ministers Responsible for Youth organized by Portugal in Co-operation with the United Nations (Lisbon, Portugal, 1998), together with Moldova and Senegal, Portugal promotes the issuing and approval by the UN-GA of a Resolution on Youth every two years, with the participation of young people's representatives.

Portugal is fully committed to the Sustainable Development Goals, as approved by the UN- GA in 2015, having developed a national strategy with the participation of young people and their organizations.

### **SCI – Service Civile Internacional**

Portugal is represented in [SCI](#) by the Portuguese Institute of Sport and Youth. SCI promotes international volunteering.

## **1.9 Current debates and reforms**

### **Multilevel governance - participatory youth policy-making and the involvement of the civil society**

Fostering participatory policy-making practices in the field of youth policies is one of the current government's priorities. Far from only listening and taking into account youngsters' needs and expectations, the government is committed to deepen multilevel governance in youth policy, through:

- National Plan for Youth



The first National Plan for Youth is a political tool to assure youth mainstreaming at national level. It will be coordinated by the IPDJ (Portuguese Institute for Sports and Youth), involving other Public Administration stakeholders, as well as the civil society. The Plan will take into account several international commitments, especially the cooperation in the Youth field in the European Union, aligning with the objectives of the European Strategy, but also with the 2030 Agenda for Sustainable Development, the CPLP Action Plan for Youth and the Iberian-American Youth Pact. It is still in a preparatory phase, more specifically in the process of listening.

- Youth Participation and co-management

After the entry of the CNJ and FNAJ in MOVIMENTO's social share, thus strengthening the co-management mechanisms, the Government's intention is to carry on and enhance the youth's involvement in the decision-making process. To this end, under the Legal Regime of Youth Associationism, mechanisms to reinforce youth participation and co-management are being studied.

Local Autarchies – i.e., Municipalities – are the only entities entitled to conclude agreements devoted to Youth Hostels' management. The main goal is to share responsibilities in the management of one important asset to local development. The involvement of Municipalities intends to benefit the national network of Youth Hostels and youth mobility in general but also to foster local development through youth exchange and tourism. Keeping youth hostels open in low-density territories is a positive action leading to territorial cohesion and local autarchies are key actors in youth mobility governance.

- Consultation process in International Cooperation

The Iberoamerican Convention for Youngsters' Rights was signed by Portugal in 2005 but it is not ratified yet. The ratification process is going hand in hand with the signature of the Additional Protocol to the Convention. Being the only International Treaty specifically on youth rights (young people aged between 15 and 29), the members of the Advisory Council on Youth were asked to comment on the first version of the Additional Protocol.

The Iberoamerican Pact on Youth is a political agreement of the Iberoamerican countries that aims to reinforce the collaboration between the several political decision-making levels and private and third sector stakeholders, taking into account the regional common goals in the youth policy field. As a listening process of young people for the development of the Youth Pact, FNAJ and CNJ were involved in the organization of the National Forum of Youth, that took place in Braga, in 2016 - one and a half day event gathering together 50 youngsters, researchers and youth leaders for the purpose of defining the strategic fields of the future Iberoamerican Pact. Positive action was taken in order to assure the participation of young people in particularly vulnerable situation (due to discrimination, inequality or others), such as LGBTQIA+, Roma, rural inhabitants, disabled youngsters, etc. More than listening young people, this is a way of assuring the involvement of the Portuguese Republic on the conception and approval of international commitments that will have effects on national policy on youth, reinforcing global citizenship and political participation.

## **2. Voluntary Activities**

Youth Volunteering in Portugal is governed by the Law 71/98, which provides the legal framework for volunteering in general and aims to promote and ensure all citizens the participation in volunteering activities. This law defines volunteering as the "set of actions of social and community interest carried out unselfishly (...), within the framework of non-profit projects, programmes and other forms of assistance to individuals, families and the community (...)."

The tutelage of Volunteering is under purview of the Ministry of Employment, Solidarity and Social Security, however, the promotion of youth volunteering has been an inherent objective of the Youth Policy, as a tool that provides young people opportunities of civic and community intervention, which contribute to the acquisition of new skills in a non-formal manner. For such, the IPDJ, under the guidance of the Secretary of State for Sports, created a National Youth Volunteering Programme, named "Now Us (Agora Nós)", which provides for the execution of short-term or long-term volunteering projects. For their contemporaneity and dimension, the following long-term initiatives stand out: "Messages and Company (Recados e Companhia)", for the promotion of solidarity and intergenerational dialogue; "Dating with Fair Play (Namorar com Fair Play)", for the prevention of abuse in dating; "Generation Z (Geração Z)" and "Youth Volunteering for Nature and Forests (Voluntariado Jovem para a Natureza e as Florestas)", in the field of nature and forests preservation and prevention against fires (see section [2.5](#))

At the transnational level, the European Voluntary Service and the European Solidarity Corps (Erasmus +YA Programme) take on a particular importance in national panorama, providing unique and outstanding experiences to young people.

## **2.1 General context**

### **Historical developments**

Voluntary work in Portugal emerged in Santas Casas da Misericórdia (charitable organizations) in the fifteenth century, having then a strong catholic influence and a welfare character.

In the XIX century, given the social and economic changes as well as the separation of powers between the State and the Church, new volunteering profiles arise - cooperatives, mutualistic models, associations and unions. This voluntary work is connected to ideologies and intends to transform the existing political and social scene.

In the [Second Republic](#) period ("Estado Novo" 1924-1976), this perspective of social and political volunteer work suffers a strong retraction. Most activities are prohibited and the State interferes more pronouncedly in social sphere.

The period after the [Carnation Revolution](#) on 25th April, 1974 is a period of further expansion for volunteering, also intervening in sectors such as education (adult literacy campaigns) or health. In this period the associative youth movement gains a new relevance in society, and, consequently, youth volunteering does too.

### **Youth Policy and the promotion of Youth Volunteering**

The promotion of youth volunteering has always been an objective in national youth policies. Over the years, IPDJ and its predecessor organizations have developed a series of measures and programs for this purpose, such as:

In 1993, the Youth Institute created two programs in cooperation and solidarity sectors, which establish as keyword – youth volunteering, namely:

- Youth Volunteers for Cooperation (JVC) – establishing measures concerning the implementation of youth volunteering actions for cooperation to be established with PALOP countries (African Countries of Portuguese Official Language), by [Decree-law no.205/93](#)
- Youth Volunteers for Solidarity (JVS) – establishing measures concerning the implementation of youth volunteering actions for solidarity (by [Decree-Law 168/93](#)).

After enacting the legal framework of Volunteer Work ([Law 71/98 of 3rd November](#)), youth volunteering in Portugal as a public policy has been promoted through the following means by the Portuguese Youth Institute:

- 2001 – Launch of the Information System Youth Volunteering. This Information System, based on a [web-platform](#), aimed to promote, through the Internet, the



gathering of young people, entities promoting volunteer work, trainers and sponsors;

- 2003 - Establishment of partnerships with various entities to promote volunteer working in different sectors, such as sports, social solidarity, environment and culture; aimed to promote, through the Internet, the gathering of young people, entities promoting volunteer work, trainers and sponsors
- 2005 – Development of voluntary service activities in which the Youth Institute is the promoter;

In 2013 the institute [IPDJ](#) publishes the regulation of a **Volunteering Program “Agora Nós” – “Now Us”** ([Ordinance no. 242/2013, of 2nd August](#)), which aims to promote and encourage Youth Voluntary work as a mean of acquiring skills, through the participation in projects applying non formal education methodologies. This programme has led to the establishment of a registry of organisations that promote the youth volunteering.

### Main concepts

The concept of **volunteering and volunteer** is defined in [Law no. 71/98 of 3rd November](#):

- Article 2nd “Volunteering is the set of actions of social and community interest carried out selflessly by individuals, in the context of non-profit projects, programs and other forms of assistance to the persons, family and community developed by public or private entities.”
- Article 3rd “Volunteer is the individual who freely, selflessly and responsibly, according to his own skills and in his spare time undertakes to carry out voluntary activities under a promoting organization.”

Since in Portugal there is no definition of youth volunteering, the measures advanced by the institute IPDJ, I.P., have tried to reach a population aged between 14 and 30 and, simultaneously, help the population concerned to benefit of a voluntary service that intervenes in the community and is determinant, as practice, to acquire skills through non-formal education processes.

## 2.2 Administration and governance of youth volunteering

### Governance

The [Portuguese Institute of Sports and Youth](#), overseen by the Secretary of State for Youth and Sports, created and regulated in 2013 a Youth Volunteering Program [“Now Us”](#) (“Agora Nós”) which is an umbrella program aiming to:

1. Encourage and support youth volunteering practices in relevant fields both for society in general, as for young people;
2. Develop training processes along with volunteers;
3. Publicize the youth volunteer work carried out in the country;
4. Create a database of entities promoting youth volunteering activities;
5. Create a web-platform that includes a space for access and share of information, through the Internet, between promoters and young volunteers.

To promote voluntary service actions under this Program, the following entities can apply:

- National, regional or local legal public entities;
- Public-administrative interest entities;
- Public interest entities, including private charity organizations.

The programme's operating model is based on the following phases:

- Definition of the budget allocation by IPDJ;
- Opening of applications to entities promoting young volunteering (public and private non-profit organizations);

- Dissemination of Youth Volunteering Projects in the Youth Portal and other social networks;
- Registration / selection of young volunteers in projects.

The institute [IPDJ, I.P.](#) runs this Program and is responsible for the creation of a web-platform, to manage the program, gathering information on the promoters and the actions as well as a volunteer bank and ensures compliance with the provisions of the Ordinance.

In addition to actions occurring under this Program, non-profit organizations – whether they are Private Charity Organizations, Youth Associations or others – promote volunteering projects in which participation is open to youths.

The legislation concerning the rights and duties of volunteers and the management of the actions is the one resulting from the compliance with general legislation ([Law 71/98 of 3rd November](#) and [Decree-Law 389/99 of 30th September](#)).

### Main actors

#### Public Actors:

Public actors are responsible for the sector regulation as well as for the assessment of its compliance. Volunteering, as a whole, is supervised by the **Ministry of Labour, Solidarity and Social Security**. The [Ministry of Education](#) and the [Secretary for Youth and Sports](#), which is responsible for the [Portuguese Institute of Sports and Youth](#) are the public actors responsible for youth volunteering.

In April 2017, the composition and functioning of the advisory body for issues regarding volunteering, solidarity, family, rehabilitation and social security was promulgated - [decree-law 48/2017](#). The National Council for Solidarity and Social Security Policies (CNPSSS) is under the tutelage of the Ministry of Employment, Solidarity and Social Security, in coordination with the Deputy Minister regarding citizenship and equality. It is an advisory body that aims to ensure the participation of the social partners, the associationism movement and other entities of civil society, in coordination with public bodies legally responsible for the definition and monitoring of the implementation of social security policies, social and family policies, as well as the inclusion of people with disabilities and volunteering. Naturally, the composition of this council counts with stakeholders in the field of volunteering and youth volunteering.

#### Non Public Actors:

- [National Federation of Youth Associations](#) (representative of the associations at a national level) and its members;
- [National Youth Council](#) (National platform of youth organizations) and its members;
- National Council for Solidarity policies, Volunteering, Family, Rehabilitation and Social Security;
- [Portuguese Confederation of Volunteering](#) and its members (29 volunteering organizations and promoters with various fields of activity); its purpose is to represent the Portuguese volunteers and the respective organizations, regardless of their sectors of activity as well as contribute to the defence of the respective rights and interests.

## 2.3 National strategy on youth volunteering

### Existence of a National Strategy

There is no national strategy on youth volunteering, although in Portugal, during the past 16 years, the institute IPDJ, I.P. and private non-profit organizations have carried out a constant work to promote youth volunteering as a way of contributing for the acquisition of skills and intervention in the community.

In 2013, it was created the first National Volunteering Plan - 2013-2015 (not specifically targeting youth), established by the Resolution of the Council of Ministers [no. 29/2013](#). This Plan was a strategy to implement voluntary service and, although not referring exclusively to youth volunteering, it also provided measures affecting youth.

The Plan was structured in three axes:

Priority 1. «Raising awareness and Publicizing»

Making society commit to volunteering, promoting the fundamental values of volunteering and the participation of all citizens. It equally intends to acknowledge how indispensable that the dissemination of information and knowledge regarding volunteering is, as well as debate and publicise good practices instituted.

Priority 2 - «Promoting and Training»

Considering the State responsible for a transversal strategy that involves the different Ministries, according to strategic guidelines for the scope of action and innovation that lead to the involvement process of bodies of the State in volunteering.

Priority 3 - «Acting and Developing»

Supporting the modernisation of the social sector and contribute to the facilitation of the performance of its duties, through the growth and consolidation of the volunteering field - improve the quality and management of institutions and volunteers.

For each of these axis, a set of 13 intervention measures were implemented, properly scheduled and with the involved entities identified.

Stimulating the active sense of European citizenship through the promotion of the Youth in Action Programme, currently ERAMUS+ YA Programme, and the development of its initiatives.

### **Scope and contents**

Not applicable.

### **Responsible authority**

Not applicable.

### **Revisions/ Updates**

Not applicable.

## **2.4 Laws and regulations on youth volunteering**

### **Stand-alone law**

In Portugal there is no general stand-alone law on youth volunteering.

### **Other official documents containing guidelines on youth volunteering**

However there are several official documents guiding and regulating youth volunteering practices in Portugal, such as:

- “Now Us” Program (“Agora Nós”) established by the [Ordinance 242/2013](#), from Secretary of State for Youth and Sports. The goals of the programme are:
  - Promotion of volunteering actions developed by public or private entities for youths aged between 14 and 30.
  - Intervention sectors: Environment, Sports, Solidarity, Health, Culture and Associationism
  - Certification of conducted activities
  - Quality of the actions management and means to carry out the activities
  - Volunteers’ training

- Youth Volunteer Bank
- Youth Volunteering for Nature and Forests" Program ("Voluntariado Jovem para a Natureza e as Florestas") is established by the [Resolution of the Council of Ministers nº 166/2017](#). This Programme comes to replace the previous one - "Youth Volunteering for Forests" - and aims to promote practices of youth volunteering within the scope of preservation of nature, forests and respective ecosystems, through raising the awareness of the general populations. Also, it aims to prevent forest fires and other catastrophes with an environmental impact, monitor and restore affected territories.
- "School Volunteering Stamp" ("Programa Escola Voluntária") established by the [joint Ordinance nº 333/2012](#) of the Ministry of Education and Science and the Ministry of Solidarity and Labour. The goals of the programme are:
  - Recognizing and strengthening the school as the core of active citizenship
  - Encouraging the exchange of experiences and the articulation between schools with volunteering programs
  - Publicizing the actions and educational volunteering projects developed by these schools;
  - Encouraging the practice of educational volunteering;
  - Disseminating good practices and behaviours impacting school life and those involved, as well as enhancing active citizenship and dignifying school environment and society.
- The law that regulates the legal regime of Youth associations ([Law no 23/2006](#)) should also be considered because youth organizations are spaces where young people can experience the youth volunteering. The key contents of this law are:
  - It defines the type of Youth Associations in Portugal.
  - It establishes the mains Programs and support model
  - It establishes rights and duties
  - It defines the criteria to recognize and equate associations
  - It defines the model for the National Registry of Youth Associations (RNAJ).

### Regulations on standards of quality

In order to implement the quality of the developed actions in the framework of Program ["Now Us"](#) ("Agora Nós"), entities promoting this Program must respect the following specific requirements:

- Having human resources available for the coordination of actions, preferably with a background in social psychology or other fields allowing team management;
- Having the resources and materials needed to perform the volunteers' tasks.
- Presenting a document before the institute IPDJ, I.P. evidencing the compliance of the specific requirements mentioned in the previous paragraph: an express and written declaration together with the resumes of those responsible for coordinating the actions.

The institute IPDJ may audit, during the course of the projects, the compliance with what was previously declared in the application. The obligation of delivering a final report delivery, which is the responsibility of the promoters, also enables the assessment of projects by IPDJ. In case of non-compliance, the IPDJ can suspend the project or not approve future projects of that entity, under the "Nós" Programme.

### Target groups

"Youth Volunteering for Nature and Forests" Program (Programa Voluntariado Jovem para a Natureza e as Florestas") has the follow target groups:

1. Environmental associations

2. Public or private entities whose territorial coverage has representation in the intervention areas defined for the project;
3. Non-governmental organizations with regional and local structures that occasionally are available to participate actively in the program;
4. Other entities pursuing objectives covered by the scope of this program.
5. Youths aged between 18 and 30.

"Now Us Program" (Programa Agora Nós) is intended for:

- Entities with capacity to promote volunteer work;
- Youths aged between 14 and 30

"School Volunteering Program" ("Programa Escola Voluntária") is intended for:

- Public schools of pre-primary education
- Basic and secondary education
- Private and cooperative schools with association contracts.

## **2.5 Youth volunteering at national level**

### **National Programme for Youth Volunteering**

The Ordinance no. 242/2013 of 2nd August creates and regulates the **Program "Agora Nós ("Now Us")**. This national program, managed by Portuguese Institute for Sport and Youth, has the following purposes:

1. Encouraging and supporting youth volunteering practices in relevant fields both for society in general, as for young people;
2. Developing training processes along with volunteers;
3. Publicizing the youth volunteer work carried out in the country;
4. Creating a database of entities promoting youth volunteering activities;
5. Creating a web-platform that includes a space for access and share of information, through the Internet, between promoters and young volunteers.

### **The intervention sectors are:**

- Environment
- Health
- Culture
- Sports
- Charity Activities

### **Involved entities:**

- Portuguese Institute of Sports and Youth, I.P. (manager of the program)
- Non-profit public or private entities.
- Youths aged between 14 and 30.

### **Projects**

**Sports activities:** Short-term actions in which volunteers develop tasks at sports events, in particular those promoted by the [Portuguese Football Federation](#). In the the football matches, young volunteers conduct the public to their places, helping in particular those with reduced mobility.

**"Errands and Company"** ("[Recados e Companhia](#)") - action creating a youth volunteering net to support people aged over 65 socially isolated, where the young run errands for and keep company to elderly people..

**"Dating with Fair Play"** ("[Namorar com Fair Play](#)") - action creating a local database of Youth Workers who along with other youths – in high schools – work the issue of preventing dating violence. Volunteers-teams go into secondary schools to raise awareness about dating violence and they develop a project with the students that will be presented to the school community.

**Generation Z** - youth volunteering action promoted by the IPDJ I.P., whose activities are organised by private non-profit organisations.

**Youth Volunteering for Nature and Forests** - aims to promote practices of youth volunteering within the scope of preservation of nature, forests and respective ecosystems, through raising the awareness of the general populations. Also, it aims to prevent forest fires and other catastrophes with an environmental impact, monitor and restore affected territories.

Participating Data

<b>2013</b>	Number of young people	1672
	Number of projects	504
<b>2014</b>	Number of young people	2391
	Number of projects	2011
<b>2015</b>	Number of young people	1756
	Number of projects	279
<b>2016</b>	Number of young people	1574
	Number of projects	384
<b>2017</b>	Number of young people	2612
	Number of projects	503

This information is based on data collected by IPDJ's Regional Directorates.

### Funding

Since 2013 there is an amount of the annual budget of the institute IPDJ, I.P. for expenses in this sector. These funds are managed by the central services of the institute IPDJ, I.P.

In 2015 the available budget to manage the "Agora Nós" Programme (Now Us) was 158.150.000 euros, having been spent 123.477,97 euros. The difference between the budgeted and the implemented is due to the fact that there are variations in the reimbursements to the volunteers, in each project.

For the year 2016 there is a budget of 165,000.00 euros. The value performed was 135.725,61 euros.

There are no Community Funds applied to this Programme.

### Characteristics of youth volunteering

There is no statistical information on the profile of young volunteers in Portugal.

### Support to young volunteers

The Portuguese legal framework for Volunteering ([Law 71/98 of 3rd November](#)) provides for the reimbursement of volunteers.

According to the law, the volunteer must "be reimbursed of urgent and duly justified amounts expensed in the exercise of an activity programmed by the promoter and up to a maximum amount established by that entity".

Example: The young citizen is entitled to reimbursement of the expenses that he makes until he reaches the destination where the tasks will be developed. (Bus ticket). Depending on the duration of the task, the volunteer may be entitled to a meal. Young volunteers are also entitled to Personal Accident and Civil Liability Insurance.

## Quality Assurance (QA)

Under the scope of the “Agora Nós” Programme (Now Us), which is the responsibility of IPDJ, there is assessment of the selected/supported projects, according to the mentioned in section 2.4, point Regulations on standards of quality.

## 2.6 Cross-border mobility programmes

### EU programmes

Portugal participates in the European Voluntary Service (EVS), since 1996 when the European Commission launched the EVS pilot action. Currently, EVS is a volunteering program included in the [Erasmus + Program \(2014-2020\)](#) which enables youths aged between 17 and 30 to develop a volunteering project for a maximum period of 12 months in another country located inside or outside the EU. At national level, it is managed by [National Agency Erasmus + YA](#). It is an inclusive program and special attention is given to young people with fewer opportunities or special needs.

### Monitoring

Monitoring is carried out by the National Agency for the Erasmus + YA Program and, at an European level, by the European Commission.

It can be concluded that the number of Portuguese volunteers has been increasing.

### The number of volunteers going abroad on EVS from Portugal:

EVS in the Youth in Action Programme (2007-2013)

Years	Number of EVS volunteers
2007	66
2008	97
2009	107
2010	113
2011	173
2012	245
2013	296

The main destination countries were Italy, Romania, Poland, Spain, Turkey, United Kingdom, France and Greece.

EVS in the Erasmus+ Programme (2014-2015)

Years	Number of EVS volunteers
2014	267
2015	376

The main destination countries were Poland, Romania, Italy, Turkey, Bulgaria and Spain.

### The number of EVS volunteers received in Portugal:

EVS under the Youth in Action Programme (2007-2013)

Years	Number of EVS volunteers
2007	96
2008	165
2009	201
2010	220
2011	188



<b>2012</b>	291
<b>2013</b>	284

The main countries of origin were Turkey, France, Italy, Spain, Germany, Poland and Hungary.

EVS in the Erasmus+ Programme (**2014-2015**)

<b>Years</b>	<b>Number of EVS volunteers</b>
<b>2014</b>	296
<b>2015</b>	491

The main countries of origin were Turkey, France, Italy, Poland, Spain and Germany.

### Other Programmes

There are no other international programs supported in part or entirely by the State.

### Legal framework applying to foreign volunteers

Portugal is a member of the Schengen Agreement, so only EVS youth volunteers from Erasmus + YA Programme non-European partner countries need VISAS and residence permit.

The legal framework of entry, permanence, exist and removal of foreigners into and out of national territory is regulated by law 23/2007 and subsequent amendments, as the Immigration and Borders Service ([SEF](#)) explains. Nationals from the EU, Switzerland, Andorra, and Liechtenstein will only need their identity cards. For everyone else, a passport must be valid for at least six months after entry into Portugal.

For entry into Portuguese territory foreigners must:

- Carry a travel document, valid for a period at least three months longer than the length of the intended stay.
- Hold a valid entry visa appropriate for the purpose of the stay. This visa must always be requested in a diplomatic mission or Portuguese consular officer outside of Portugal.
- Have sufficient means of subsistence for the period of stay.
- Not be registered with alerts in SEF's Integrated Information System nor in the Schengen Information System.

Issuance of a residence permit for the purpose of volunteering:

A third-country national who requires visa for a residence permit in order to take part in a program for voluntary service should:

1. Have the minimum age defined by ordinance of the Minister of Internal Affairs;
2. Have been admitted in an organization officially recognized in Portugal responsible for the volunteering program in which he takes part.

## 2.7 Raising awareness about youth volunteering opportunities

### Information providers

The institute IPDJ, I.P. is responsible, through the Department of Information, Communication and International Relations, for managing information and communication of the programs and campaigns concerning youth volunteering, as well as the programs and volunteering actions promoted, encouraged and/ or supported by the institute or organized in partnership with the institute.

To that effect, the institute publicizes all volunteer work activities through its multi-channel communication system with young people, through:

1. on site information and counselling, available at the 47 Ponto JA Stores - 19 in points of the institute IPDJ spread throughout the country (Youth Information



Centres, one in each district capital and two in Lisbon), and also 28 Ponto JA Stores in partnership with City Halls and Youth Associations;

2. online information, available on the [National Youth Portal](#) through:
  1. specific web pages devoted to each one of the volunteering programs it manages, such as: [Youth Volunteering Micro site](#); [Agora Nós](#) (Now us) umbrella program.
  2. Schedule News, at the international, national and five regional agendas.
  3. Youth Portal's monthly Newsletter
  4. Social networks: [Facebook](#), [Twitter](#), [Youtube](#) and [Sapovídeos](#)

In respect to European Voluntary Service (EVS), National Agency for the Erasmus + Youth in Action Program is responsible for its dissemination in Portugal, though training actions, websites, guides and support to the sending and hosting organizations established in Portugal. The [European Youth Portal](#) publicizes several EVS opportunities.

### Key initiatives

Between 2010 and 2015, several specific promotion actions of the Program "Agora Nós" ("Now Us") have been carried out, as well as campaigns for Program the "Recados e Companhia" (Errands and Company" to support isolated people aged over 65) , and for the Volunteering Program "Namorar com Fair Play" ("Dating with Fair Play"), namely: 5 promotional films for social networks and audio-visual media:

- Agora Nós (Now Us) [youtube film](#)
- International Volunteer Day [film](#)
- 2 films for the Campaign Promoting Volunteer Work named "[Namorar com Fair Play](#)" ("Dating with Fair Play") and "[Quem te ama não te agride](#)" ("A person who loves you does not harm you")

To that effect, specific campaigns for different target groups have been developed, through *mailing lists*, launching actions and specific campaigns on social networks such as Facebook, twitter and Youtube social networks, as well as through the Youth Portal's newsletter directly to approximately 60.000 subscribers:

- "Namorar com Fair play" ("Dating with fair play"), at third cycle - Basic Schools because those are the voluntary actions taking place in these schools.
- "Recados e Companhia" ("Errands and Company"), mostly to young college/university students up to the age of 30.
- "Voluntariado Associativo" ("Associative Volunteering"), next to Youth Associations hosting young volunteers and next to youths attending Secondary Education and Higher Education.
- Volunteering in Sports – Developed in partnership with the institute IPDJ and the Portuguese Football, Rowing, Water Motorsports and Sailing Federations.

All these actions were specifically directed for youths aged between 16 and 30 years because they have more availability and interest in these fields of action. These campaigns and projects were publicized on the youth portal and on Facebook and Twitter since 2010.

### Stimulated volunteering sectors and number of actions 2010-16

From 2010 to 2016, 94 volunteering actions were promoted and disseminated on the youth portal, in the following sectors:

- Volunteering in Sports – In matches organized by the Portuguese Football, Rowing, Korfball, Rugby and Gymnastics Federations.
- Intergenerational Volunteering – Program Recados e Companhia
- Volunteering for Animal Protection (Municipality of Évora – Dog Kennel of Évora)
- Volunteering for Road Safety
- Ecological Volunteering (lamps and batteries collection)

- Associative Volunteering – With the Youth Associations registered in RNAJ (National Registry of Youth Associations)
- Volunteering for Internet Security (awareness raising sessions organised by youth volunteers with the support of the institute IPDJ)
- Environmental Volunteering – Forest Protection

## Web Communication

The Role of Web Communication through the Youth portal was essential to achieve the objectives of these actions and reach out to potential volunteers. Thus, in the period between 2010 and 2016:

- 94 news for National and International Agendas have been published on the Youth Portal;
- 282 Facebook posts have been promoted on the social networks
- 282 tweets have been posted on Facebook
- Youth Portal's Newsletter – youth volunteering contents were inserted in nearly 6 numbers per year, representing a total of nearly 32 entries. If we consider that the Newsletter reaches out to approximately 60.000 subscribers, we may conclude that youth volunteering actions were disseminated sending directly 1.920.000 emails.

## 2.8 Skills recognition

### Policy Framework

Currently there is no political framework for the recognition of skills acquired specifically in the context of youth volunteering activities.

### Existing arrangements

For the benefit and recognition of the youths engaged in non-formal education activities, it is being developed a national model of recognition and validation of skills, also including this youth volunteering dimension.

## 2.9 Current debates and reforms

Currently, the recognition process of the learnings acquired in a Non-Formal Education is underway, in a close connection with the Formal Education sector.

In this process, which will start with a pilot study, youth volunteering is included, in particular the initiatives developed under the "Now Us" Programme (Programa Nós).

This project, named **Youth Pass**, consists of a free record instrument of participation, recognition and validation of the learnings developed by Young People (between the age of 12 and 18) in processes and activities in the field of non-formal educational, outside of the school context. The IPDJ, I.P., appreciates, recognises, registers and certifies in the Youth Pass the learning profile of young participants in non-formal education activities, outside of the school context. Access to the recognition and validation process is optional and must be required and authorized by young people participating in the programmes covered.

The Youth Pass results in a certificate, with the seal of the IPDJ, I.P., composed of four segments:

- a) Essential personal data of the young person in question;
- b) Participation record;
- c) Learnings record;
- d) Issue date of the certificate.

The list of competencies for the purposes of recognition and validation of learnings is organised by the following areas:

- a) Area A - Communication in the mother tongue (ability to express and understand ideas and facts, in writing and orally, to have appropriate linguistic interactions in the social and cultural life);
- b) Area B - Communication in one or more languages (identical abilities to the ones identified in the mother tongue, but adapted to a foreign language according to the needs, plus positive attitudes in the face of cultural differences and a curiosity regarding languages and intercultural communication);
- c) Area C - Math competency and base competencies in sciences and technologies (aptitude to use a mathematical reasoning in the daily life; knowledge and understanding of the contributions of social and human sciences);
- d) Area D - Digital competency (safe and critical use of the technologies of the society of information, awareness of its challenges, command of information and communication technologies);
- e) Area E - Learn to learn (ability to organise and being responsible for their own learnings, manage obstacles, assess the results of their learnings);
- f) area F – Social and Civic Competency (personal, interpersonal and intercultural competencies, attitudes that allow a civic participation in the social and professional life);
- g) Area G - Initiative and Entrepreneurial Spirit/ability to go from "ideas to actions" (ability to create, innovate, take risks, plan and manage projects in order to achieve the goal. Awareness of the ethical values of entrepreneurship in a democratic society);
- h) Area H - Awareness/cultural expressions/creativity (awareness of the importance of the creative expression of ideas, experiences and emotions in various forms, such as music, arts, literature, visual arts).

The participant can, at his/her discretion, interconnect the Youth Pass with the completion diploma of his/her compulsory education.

The **regulation of the Youth Volunteering for Nature and Forests Programme**, recently created by the RCM 166/2017, is being worked on the base of the the previous Youth Volunteering for Forests Programme, updating and giving continuity to the previous programme. Volunteering in the environmental field fits the need to raise the awareness and education of young people regarding sustainability, promoting opportunities for them to intervene in the community for the preservation of biodiversity and local economies, thus contributing to the sustainable development, which is in line with the country's scope of action within the framework of the 2030 Agenda.

### **3. Employment & Entrepreneurship**

#### **Introduction**

Under the framework of the austerity policies resulting from the bailout that Portugal received and the economic crisis after 2008, young people were the most affected by the economic and political changes in the last decade (2005-2015).

There is a concerted effort and a series of programmes and policy measures to promote employment and entrepreneurship among young people, with particular attention to policies to combat youth unemployment, the precarity of hiring and types of employment relationships, and policies to answer to the significant number of young NEET (not in education, employment, or training). Under the scope of the Ministry of Labour, Employment and Social Security, there is a public services network that implements the policies in this field. The inter-ministerial collaboration is crucial to combat youth unemployment. For example, within the scope of action of the Youth Guarantee

Programme, and according to the type of measures, there must be a coordination between the sectors of education, economy, youth, the Ministry of Foreign Affairs (for international mobility) and the Presidency of Council of Ministries, which integrates the Directorate General for Local Authorities. Also, the involvement of the representatives of workers and employers in the creation of policies and search for solutions through a social dialogue must be highlighted. This involvement takes place through the Standing Council for the Social Dialogue. Non-government Organisation are also active participants, contributing in various areas. For example, the National Association of Young Entrepreneurs and the Youth Foundation are active in the field of entrepreneurship. The Commission for Equality in Labour and Employment (CITE) acts as a national mechanism for non-discrimination (see section [3.2](#))

The political commitment and the national efforts count on the support of the European Structural and Investment Funds (ESIF). Under the Portugal 2020, the Operational Programme for Social Inclusion and Employment (POISE) aims to improve the qualifications and increase the employment rate, promoting paid internships, education and training, and entrepreneurship programmes mainly integrated in the Youth Guarantee Programme, which are targeted at young NEET and framed in the national employment policies. In addition, incentives to hiring young people looking for their first job are also planned, decreasing the contributory rate for a period of 5 years.

The existing initiatives and programmes focused on education for entrepreneurship are developed at a national, regional and local scale. Entrepreneurship is promoted by the State and, in addition, at a local scale. The current national strategy of the Government of the Portuguese Republic for Entrepreneurship - StartUP Portugal - aims to encourage the entrepreneurial spirit by highlighting the entrepreneurial ecosystem of the city of Lisbon, which has been considered the European Entrepreneurial City, and the entrepreneurial culture that the country is currently living in. This entrepreneurial culture is the result of several events such as the Web Summit Lisbon, with influences in the entrepreneurship policies targeted at young people, encouraging technological entrepreneurship in the creative industries and in the fields of green and blue economy (see section [3.10](#))

### **3.1 General context**

#### **Labour market situation in the country**

In the last decade (2005-2015) Portugal has undergone profound political and economic changes which had a strong impact on the patterns and dynamics of the Portuguese labour market.

As a consequence of the post-2008 economic and financial crisis, on 6 April 2011 Portugal requested external assistance from the International Monetary Fund, the European Commission and the European Central Bank. Between April 2011 and May 2014, through a tripartite cooperation between these entities, Portugal was under an austerity program imposed in exchange for a credit/financial assistance plan.

The austerity policies and the economic crisis had an impact on the structure and patterns of labour market: the job insecurity and the unemployment rate increased significantly, especially among young people.

In addition to the impact of the crisis, the Portuguese labour market has a series of structural characteristics that make it vulnerable to adverse political and economic conditions. These include the low level of education of the active population, and a productive structure mostly composed by micro, small and medium-sized enterprises. According to data from the Portuguese National Statistics Institute ([INE](#)), in 2013, this kind of companies represented 99.9% of the Portuguese business fabric. (INE, PORDATA, 2015).

## Labour system

The Portuguese legislative framework has undergone some changes and adjustments in recent years and has become more flexible, particularly in matters related to the organisation of working time.

In terms of regulation, the main law is the Labour Code, [Law no. 7/2009](#), of 12th February, several times amended in recent years, mainly due to the reforms carried out by the Portuguese Government in the context of the Memorandum of Economic and Financial Policies ([MEFP](#)).

In addition to the Labour Code, there are instruments of collective labour regulation, the most common of which is the collective labour agreement (CCT), a convention concluded between unions and employers' associations, whose purpose is to regulate the activities of production sectors.

## Main trends in the Portuguese labour market

According to data from the [EU's labour force survey \(EU LFS\)](#), in the third quarter of 2015 Portugal had an activity rate (73.5%) higher than the EU28 average (72.4%), with a feminization rate of 70.4%, also higher than the European average (66.9%).

The employment rate reached its highest value in 2008 with 68%, and then declined until 2013 when it was 60.6%, observing a slight increasing in 2015 (63.9%).

Over the last few years, the proportion of women in the labour market has increased, thus reducing the gap between employment rates by sex: in 2005 it was 11 pp; ten years later it is 5.8 pp.

The Portuguese labour market is also characterized by an increasing tertiarization, with the services sector absorbing most of the workforce. This increase is accompanied by a continuous decrease of employment in the primary sector and also by a fall in the secondary sector.

In the last decade, the unemployment rate has transversely increased in European countries, particularly since 2008, following the global economic and financial crisis, whose effects are still felt today. In fact, despite the reduction registered from 2014 forward, unemployment remains high in all 28 countries of the European Union (EU28), with an unemployment rate of 9.4%, in 2015, (Eurostat, Labour Force Survey - [unemployment rate by age group and sex](#) – Eurostat. In Portugal, the unemployment rate rose from 7.7% (in 2005) to 12.6% (in 2015), even reaching 16.4%, in 2013.

Unemployment particularly affects young people, older workers and less qualified workers.

Long-term unemployment has increased significantly over the past 10 years and it affects more than half of the unemployed population (57.4% in 2015), resulting in increased employability difficulties. In 2015, according to data from the EU's labour force survey (INE), 63.5% of the unemployed were long-term unemployed (12 or more months)

## Young people and the labour market

In Portugal, the young population aged between 15 and 29 represents 16.2% of the population.

In the context of the austerity programs imposed by the financial rescue to Portugal and the post-2008 economic crisis, young people were the most affected by the economic and political changes of the last decade (2005-2015). The integration of young people into the labour market is characterized by precarious working conditions, with a significant percentage of young people in temporary work or part-time work.

Young unemployment levels have remained high in recent years, with **youth unemployment rate** (15-29 years) standing at 22.8% in 2015, that is, 10,2 pp higher than the total unemployment rate (12.6%).

In 2005 the youth unemployment rate was 13,2%. With the financial and economic crisis, from 2008 forward, the rate gradually increased, reaching its peak in 2013, with 28.9% of the youths unemployed.

The **level of education** is a differentiating factor in the analysis of youth unemployment levels. The higher the education level is, the lower tends to be the unemployment rate.

Even among young people, long-term unemployment has been increasing. In 2015, 8.1% of young people were unemployed for 1 year or more (Eurostat [yuth empl 120](#)).

The difficulty of integration in the labour market in Portugal's current socio-economic situation has also increased the percentage of young people who are neither working, studying nor training NEET), which was 13,2% in 2015.

The data for Portugal contradict the idea that the NEET situation is a voluntary and individual choice. Between 2004 and 2013 the percentage of youths NEET who 'would like to work' has increased considerably. Less qualified young people are more vulnerable to the NEET situation. ([Rowland et al 2014](#)).

In view of the difficulties of integration in the labour market, there has been a migratory flow of qualified young people in recent years, especially to other European countries ([Lopes, 2014; Gomes et al 2015](#)).

### Future trends

In the Great Options of the Plan for 2017, the [XXI Constitutional Government \(2015-2019\)](#) emphasized the need to develop a strategy to promote employment and combat labour precariousness, reinforcing the importance of social consultation through collective labour agreements at sectoral level and dialogue with social partners.

In this context, the Government defined, among others, a series of key priority challenges:

Among young people, the promotion of measures to combat:

- early school dropout;
- high levels of school failure;
- low qualifications of those graduating from the education system;
- the growth in the youth rate neither working, studying nor training (NEET);
- the growth of young emigration;

Among the general population, to combat:

- the long-term and very long-term unemployment;
- the low average qualifications of the population;

In 2016 the Ministry of Labour, Solidarity and Social Security carried out a preliminary assessment of the active labour market policies, having foreseen a series of changes and the development of new measures to promote the integration in the labour market and to combat job insecurity (see 3.11 Current Debates and Reforms).

### Definitions and concepts

The [legal minimum age to work is 16 years](#): youths aged under 16 years can only work if they already completed education or if they are attending secondary education but the work doesn't jeopardize their physical integrity, safety and health, school attendance, participation in orientation or training programs, ability to benefit from the education received, or their physical, psychological, moral, intellectual and cultural development..

The [normal age for access to old-age pension](#): under the general social security scheme in 2016, the minimum age is 66 years and 2 months. According to the same ordinance,



this age changes annually, depending on the sustainability factor that is based on the evolution of the average life expectancy.

Compulsory education ends at 18 years: compulsory education ends when the student gets his/her diploma graduating from high school (secondary education) or at the time of the school year when he/she reaches 18, regardless the cycle or level of education.

Great Options of the Plan (GOP) – these are reference instruments for Government's action on subjects such as economic and social planning for the country. The document lists the main lines for the economic and social development strategy concerning the legislative period for which the Government was elected.

Social support index (IAS) – it is the basic amount that serves as reference to calculate and update contributions, pensions and other social benefits given by Social Security.

Work regulation:

Term contract: the duration and regime of the term employment contract, which can be renewed up to three times and it can not exceed 18 months, in case of someone seeking for his/her first job.

Part-time work: part-time work corresponds to a normal weekly working period lower than the full-time work provided in similar conditions.

## **3.2 Administration and Governance**

### **Governance**

In 2016 the XXI Portuguese Constitutional Government defined *More growth, Better jobs, Greater equality*, as goals included in the National Reforms Plan.

In order to address labour market issues, the Government emphasizes the need to give priority respond primarily to a set of structural blockages to activate the unemployed persons furthest from the labour market (those in a NEET situation and the Long-term Unemployed) and to combat the segmentation and precariousness in the labour market.

At the level of entrepreneurship, the Government launched in 2016 the National Strategy for Entrepreneurship - StartUP Portugal with a series of measures and initiatives to promote the entrepreneurial ecosystem, some of them aimed at young people (3.9 Start-up Funding for Young Entrepreneurs and 3.10 Promotion of Entrepreneurship Culture).

In Portugal the entity that oversees labour is the Ministry of Labour, Solidarity and Social Security.

Under the tutelage of this ministry there are direct administration services, which include the Authority for Labour Conditions (ACT) and the General-Directorate for Employment and Labour Relations, and indirect administration services among which the Social Security Institute, P.I. (ISS, P.I.) and the Institute for Employment and Vocational Training, P.I. (IEFP, P.I.). There are also joint supervisory entities such as the National Agency for Qualification and Vocational Education, P.I.

Most employment policies are implemented by the public employment services (SPE) which intervene at national, regional and local level (Continental Portugal).

IEFP, P.I. is the public entity that implements employment and vocational training policies. Its mission is to promote the creation and quality of employment and to combat unemployment through the implementation of active employment policies, in particular vocational training policies.

Control of compliance with labour standards is the responsibility of ACT, which is also responsible for safety and health at work.

Unemployment protection policies are promoted by the public social security services (SPSS) that intervene at the national, regional and local levels (Continental Portugal) and

at the level of the autonomous regions of Azores and Madeira through the Social Security Institute (ISS).

The Act ruling the Social Security system ([Law no. 4/2007, of 16th January](#)) defines the ground rules of the Portuguese welfare system. Its funding comes from the contributions paid by employers and workers, within the framework of the mandatory social security's welfare system.

There is also a national mechanism to promote equality and non-discrimination between men and women in the working, employment and vocational training life, the [Commission for Equality in Labour and Employment \(CITE\)](#).

With regard to funding, employment policies are partly financed by the European Structural and Investment Funds (FEEI) for the period between 2014 and 2020, in particular the European Social Fund (ESF) which is the main instrument to promote employment in the context of the [Europe 2020](#) strategy.

In July, 2014, the Portuguese State and the European Commission signed the [Portugal 2020](#) Agreement, which includes funds until 2020 equal to 25 thousand million euros. The programming and implementation of Portugal 2020 is organized in various domains, including Social Inclusion and Employment. This last field of action is operationalized through the [Thematic Operational Programme for Social Inclusion and Employment](#) (PO ISE).

PO ISE mission is to promote greater social inclusion and better jobs in Portugal by improving skills and qualifications and raising the employment rate through the implementation of structured measures in 4 thematic axes.

Thematic axis 2 aims to increase the qualification and integration of young people in a NEET situation into the labour market.

## **The main Actors**

### **Government authorities**

#### [Ministry of Labour, Solidarity and Social Security](#)

Ministry responsible for approving and implementing policies related to employment and vocational training and for regulating matters concerning workers' welfare through the Institute of Social Security, P.I.

#### [Institute for Employment and Vocational Training, P.I.](#) (IEFP, I.P.)

It is a public entity, under the supervision of the Ministry of Social Security and Labour, which is responsible for the implementation of employment and training policies, being the national public employment service.

Among its competences is the promotion and creation of measures to combat unemployment, through the implementation of active employment policies, in particular vocational training policies.

Under the Youth Guarantee Programme, IEFP, I.P. is the responsible for the implementation, execution and management of a series of measures related to employment, in particular internships and support for hiring and entrepreneurship.

#### [General-Directorate for Employment and Labour Relations \(DGERT\)](#)

It is responsible for supporting the conception of policies concerning employment, vocational training, certification of training entities, regulation of the access to professions, regulation of labour relations and working conditions, including safety and health at work.



### [Authority for Labour Conditions](#) (ACT)

It is responsible for promoting the improvement of working conditions, through the enforcement of labour regulations in the context of private labour relations and through the promotion of safety and health at work in all public and private sectors of activity.

### [Institute of Social Security, P.I.](#) (ISS, I.P.)

It is a public institute, integrated in the indirect administration of the State, pursuing the duties of the Ministry of Solidarity, Employment and Social Security (MSESS), under superintendence and tutelage of the respective Minister.

Its mission is guarantee and promote welfare and social inclusion in the context of the social security system, recognizing rights and ensuring compliance with obligations.

It is responsible for the implementation and monitoring of some measures to integrate the youths in the labour market in cooperation with employers.

### [Ministry of Economy](#)

Ministry responsible for the Portuguese economy, especially in sectors of industry, energy, commerce, tourism and services.

### [IAPMEI — Agency for Competitiveness and Innovation, P.I.](#)

It is a public institution under the tutelage of the Ministry of Economy, whose mission is to promote competitiveness and business growth. In the context of [StartUP Portugal](#) – strategy of the Portuguese Government for Entrepreneurship, the institute IAPMEI, P.I. is responsible for guarantying support to the conception, implementation and assessment of a series of measures and policies intended for young people.

### [Ministry of Education](#)

It is the Ministry in which the Secretariat of State for Youth and Sports is integrated, which, in turn, oversees the Portuguese Institute of Sports and Youth, P.I.

It has an intervention in the definition, implementation and monitoring of the measures and initiatives in the domain of employment and entrepreneurship, directly or indirectly, according to the tipology of the measures.

### [General Directorate for Education](#) (DGE)

It is the entity responsible for implementing the policies concerning the pedagogical and didactic components of preschool, basic, secondary and extra-curricular education, as well as technical support for their formulation.

Through the Ministry of Education, DGE has a role in the monitoring of measures and initiatives in the domain of employment and entrepreneurship that have an inter-sectoral relation with educational affairs.

### [National Agency for Qualification and Vocational Education, P.I.](#) (ANQEP, I.P.)

It is a public institute integrated in the indirect administration of the State, under the tutelage of the Ministries of Education and the Ministry of Labour, Solidarity and Social Security, in articulation with the Ministry of Economy.

Its mission is to implement and coordinate education and vocational training policies for youths and adults and to ensure the development and management of the system for skills' recognition, validation and certification.

### [Portuguese Institute of Sports and Youth, P.I.](#) (IPDJ, I.P)

It is the public institute integrated in the indirect administration of the State, endowed with administrative and financial autonomy and an autonomous patrimony developing work in the sector of youth.

It is responsible for the implementation of some initiatives and measures in the domain of employment and entrepreneurship, in particular the “Empreende Já” (Start Right Now) Programme and the IDA – Associative Development Incentive Programme.

#### [Standing Committee on Social Dialogue \(CPCS\)](#)

It is the tripartite entity for social consultation, regulated by law and organized in consultation and negotiation mechanisms. It is responsible for the mediation of social dialogue and for the negotiation between the Government and the **Social Partners - Trade Union Confederations and Confederations of Employers**.

Its main responsibility is the promotion of social dialogue, in order to facilitate the conclusion of agreements. In addition to commenting on legislation and policies in the fields of socio-economic development, it is also responsible for proposing solutions. In recent years it has been responsible for the conclusion of several agreements concerning policies and legislation on employment.

Besides the Standing Committee for Social Dialogue, CPCS, the main organisations that make part of this entity of intersectoral dialogue for the definition of employment policies are the following:

On the **employers'** side::

- [Confederation of Portuguese Farmers](#) (CAP);
- [Portuguese Commerce and Services Confederation](#) (CCP);
- [Confederation of Portuguese Business](#) (CIP);
- [Confederation of Portuguese Tourism](#) (CTP)

On the **employees'** side:

- [General Confederation of Portuguese Workers - National Intersindical](#) (CGTP-IN): Is a trade union confederation made up of national trade union associations that voluntarily join the CGTP. Within the scope of the CGTP-IN there are organisations endowed with their own specific bodies, such as [Interjovem](#) – organisation of young workers, composed by young trade union officials;;
- [General Union of Workers](#) (UGT): It is a trade union confederation composed by democratic trade unions that voluntarily join the UGT. One of its organs is an [Youth Committee](#).

#### **Non-governmental organisations**

##### [National Association of Young Entrepreneurs](#) (ANJE)

It is a private association of public utility which institutionally represents the young Portuguese entrepreneurs and supports them in their business activity.

It is one of the most important institutions for the promotion of young entrepreneurship, developing initiatives to promote employment and young entrepreneurship based on innovation, research and development.

Some of their initiatives and programs develop a close cooperation with public entities, in particular the IEF, P.I. that has supported the Academy of Entrepreneurs, created by ANJE, whose mission is to promote a culture of initiative and risk in the Portuguese youth.

##### [National Youth Council](#) (CNJ)

It is the representative platform of national youth organisations, covering the most diverse expressions of youth associations (cultural, environmental, scouting, partisans, students, trade unionists and confessional).

The CNJ promotes the discussion of the situation of the Portuguese youth, and is responsible for mediation with governmental institutions, either as advisor, or as a representative of young people.

### Federation of Local Youth Associations (FNAJ)

It is the official network, representative of local youth associations and their Regional Federations.

Due to its activities to promote youth associationism, it is involved in a diversity of initiatives and measures in the domain of Employment and Entrepreneurship, developing a close work with the local public administration, particularly at a local level.

### Youth Foundation (FJ)

It is a private non-profit institution, of public interest, focused on Training, Entrepreneurship and support to Youth Employment.

It is responsible, among others, for implementing the PEJENE - Program of Internships for Young College and University Students i in Companies and by Company Nests.

### **Cross -sectorial cooperation**

In some initiatives and measures in the field of Employment and Entrepreneurship - where the "Youth Guarantee" Programme stands out - there is an interministerial collaboration, namely between the Ministry of Labour, Solidarity and the Ministry of Education and other Ministries in respective areas of competence, according to the typologies of the programs and measures.

The mission of the Ministry of Labour, Solidarity and Social Security is formulating, conducting, implementing and assessing employment, vocational training, labour relations and working conditions, solidarity and social security policies. ([Organic Law of the XXI Government](#))

[IEFP, I.P.](#) coordinates some measures and programs in the domain of Employment and Entrepreneurship intended for young people and is under the supervision of the Ministry of Labour, Solidarity and Social Security.

Some measures regarding employment and entrepreneurship in youth domain also involve the articulation between the Ministry of Education, through the [General Directorate of Education](#) (DGE) and the National Agency for Qualification and Vocational Education (ANQEP, IP), under the tutelage of the Ministry of Education and the Ministry of Labour, Solidarity and Social Security, in articulation with the Ministry of Economy

In the domain of Entrepreneurship there is inter-ministerial collaboration with the Ministry of Economy through the [IAPMEI — Agency for Competitiveness and Innovation, I. P.](#)

Some of the measures are also implemented by sectoral bodies.

In the context of measures to integrate young people into the labour market, particularly in the domain of Internships and International Mobility, there is inter-ministerial cooperation with the Ministry of Foreign Affairs.

The program of professional internships in Public Administration, framed in the measures of the National Plan for the Implementation of a Youth Guarantee, at central level, includes the involvement of various ministries and public entities, such as the Portuguese Institute of Sports and Youth. At the local level, it is coordinated through the Presidency of the Council of Ministers, and is part of the [General Directorate of Local Autarchies](#) (DGAL).

### **Parliamentary level**

The [Portuguese Parliament](#) has specialized Committees, as the [Committee on Culture, Communication, Youth and Sport](#), in activity since 12th November, 2015.

Among other competences in the field of Youth, the Committee is responsible for dealing with youth policies, in particular with regard to employment and entrepreneurship. It

should maintain a dialogue and relate its work to the other specialized committees, in particular the 10th Parliamentary Committee on Employment.

### **Regional level**

At the regional level, the Autonomous Regions of Madeira and Azores have autonomy with regard to development, implementation and administration of youth policies, both having a regional office. With regard to employment and vocational training policy, they also have autonomy, with regional public services autonomous from IEFP, IP, which only has jurisdiction over the continent. These services are the Regional Directorate for Employment and Professional Qualification in Azores and the Employment Institute in Madeira. Also at the level of the Youth Guarantee the measures presented are only applied in the continent, but there are specific regional plans of the Youth Guarantee in Azores and Madeira, managed by those entities.

In Azores there is the [Regional Directorate for Youth](#) such as the executive service of the Regional Deputy-Secretary of the Presidency for Parliamentary Affairs, whose mission is the conception, implementation and assessment of youth policy.

In Madeira there is the [Regional Directorate for Youth and Sports](#), under the tutelage of the Regional Secretariat of Education, with initiatives and programs in the domain of employment and entrepreneurship.

## **3.3 Skills Forecasting**

### **Forecasting system(s)**

In order to articulate the supply of skills and the needs of the labour market, Portugal has been developing measures for the adequacy of training skills to demand.

The [National Qualifications System](#) (SNQ) was established in 2007, under which were developed instruments such as the National Qualifications Framework (NQF) and the National Qualifications Catalogue (CNQ).

In this context, it became possible to anticipate the training needs and subsequent planning of educational and training offerings, according to the European Qualifications Framework (EQF) guidelines adopted by the European Parliament and the Council in 2008.

### **National Qualifications Framework (QNQ)**

The [National Qualifications Framework \(QNQ\)](#) includes all levels of education: basic, secondary and higher education, vocational training and non-formal and informal procedures of recognition, validation and certification of competences.

It is structured in 8 levels of qualification characterized according to 3 domains for the definition of the learning outcomes:

- Knowledge;
- Skills;
- Attitudes

### **National Qualifications Catalogue (CNQ)**

The [National Qualifications Catalogue](#) (CNQ) is an instrument for the strategic management of basic qualifications (not corresponding to a higher education), managed by the [National Agency for Qualification and Vocational Education, P.I.](#) (ANQEP, P.I.).

This is an open instrument, which is constantly updated.

CNQ is updated through the '[Open Model of Consultation for the Update of the National Qualifications Catalogue](#)' where the various entities of the SNQ have to submit proposals to update the CNQ.

## System to Anticipate Needs of Qualifications (SANQ)

The [System to Anticipate Needs of Qualifications \(SANQ\)](#) is implemented by the [National Agency for Qualification and Vocational Education, P.I.](#) and is available at the [Qualifications Portal](#). The purpose of the SANQ is planning the network of offers, as well as providing information and support to other procedures of planning and management of skills development strategies.

### Skills development

The [National Agency for Qualification and Vocational Education, P.I.](#) (ANQEP, I.P.) defines the planning criteria of the network of professional courses for [each school year](#), by crossing the evolution of the educational offer for young people (vocational courses and training courses) and the relevance obtained for each qualification, as foreseen in article 30 of the [Ordinance no. 74-A/2013, of 15th February](#).

ANQEP, P.I. is also responsible for establishing the terms of application and operation of the professional courses taught in public, private and cooperative educational establishments (Ordinance no. 74-A/2013, of 15th February), through the [Integrated System of Information and Management of Educational and Training Offers](#) (SIGO).

### Secondary Education

The [Observatory of the Paths of Secondary Education Students](#) is a project integrated in the [General-Directorate of Education and Science Statistics](#) of the Ministry of Education that monitors the paths of the Portuguese youths attending secondary education levels, in order to provide diagnosis, monitoring and assessment tools to support local and central decision-making in the education subsystem.

### Higher Education

At the higher education level, [the General-Directorate of Education and Science Statistics \(DGEEC\)](#) provides annually the list of courses and schools in the state examination for the access to higher education. The annual quota of admissions to university and polytechnic higher education is defined by areas of expertise, courses, regions and institutions.

The information about the university places available is defined by the higher education institutions, following the guidelines established by the Ministry of Science, Technology and Higher Education, whose objective is to regulate the number of available places according to employability and effective demand.

At the higher education level the [Agency for Assessment and Accreditation of Higher Education](#) (A3ES) also plays an important role, having the responsibility to assess and accredit the higher education institutions and their study cycles.

### Studies and dissemination

Among the various initiatives, studies and presentation/clarification sessions have also been promoted, especially at the regional level.

In order to promote the reflexion between the different actors of various ministries and the national/ international experts, diffusion and dissemination sessions were developed.

## 3.4 Career Guidance and Counselling

### Career guidance and counselling services

Career guidance and counselling services are provided by several entities in different contexts, according to the target group.

Information, career guidance and counselling services are mostly organized under the supervision of the Ministry of Education and the Ministry of Labour, Solidarity and Social Security.

The purpose of career guidance and counselling services is enabling citizens of all ages to identify their abilities, skills and interests throughout their lives, make decisions on education, training and employment and to manage their individual learning, work or other paths where these skills and competences can be acquired and/or used.

### **Basic and secondary education**

School and career guidance is developed by the [Psychology and Guidance Services](#) (SPO) in order to act in an integrated manner, in full coordination with the different actors of the educational community: teaching and non-teaching staff, parents and educational responsables (guardians) and students.

The Psychology and Guidance Services (SPO) must develop mechanisms of articulation between its service network and the network of the Centres for Qualification and Vocational Education in order to coordinate the responses required for youths' school and career guidance.

The [General Directorate for Education](#) (DGE) is the competent entity that develops and establishes guidelines and instruments to support the activity of psychologists.

### **Higher education**

Higher education institutions have decision-making autonomy in counselling services. They are usually developed by services and students associations, as well as Support Offices for Professional Insertion (GAIP).

These offices different denominations according to the respective institution of higher education.

The coordination and administrative management of these services is the responsibility of universities and higher education institutions.

### **Public employment service**

Information, career guidance and counselling services are directed for unemployed or and employees looking for a new job or a new professional occupation. The entity responsible for employment services in Continental Portugal is the [Institute for Employment and Vocational Training, P.I.](#) (IEFP, P.I.). In addition to face-to-face services, there is telephonic and online support through the portal [Via@s-The guidance portal](#).

### **Vocational education and training institutions**

Information, career guidance and counselling services are provided by teachers and counsellors.

The administrative management of these services is the responsibility of the training centres under the supervision of the [National Agency for Qualification and Vocational Education, P.I.](#) (ANQEP, P.I.) and IEFP, P.I.

### **Youth Guarantee**

In the context of the Youth Guarantee, the development of an Integrated Information and Guidance System for Qualification and Employment is foreseen, this one including information and guidance activities.

There is a network of support partners in the definition of the professional path and active job search, composed of several entities with educational, training, employment, social, security and youth competences that allows the identification, support and referral of young people in a NEET situation.

The reform of the school and professional guidance system, foreseen in the Youth Guarantee, has the purpose of facilitating the articulation between school and professional guidance, the insertion in education and vocational training courses, through



an articulated intervention of the Qualification Centres, the Psychology and Guidance Services (SPO) of the educational establishments, the public employment services and other entities that carry out activities of information and guidance recognized by the State.

The dissemination of the Youth Guarantee Programme at the level of guidance and professional support services at non-higher and higher education establishments is ensured by the involvement of the General Directorate for Education and the General Directorate for Higher Education.

The involvement as partner of the [Institute for Employment and Vocational Training, P.I.](#) (IEFP, P.I.) and the [National Agency for Qualification and Vocational Education, P.I.](#) (ANQEP, P.I.) guarantees its dissemination in the services of guidance and professional counselling integrated in the services of public employment and vocational training.

The [partner's network](#) of the Youth Guarantee is identified in the Programme's online portal.

### Funding

The [Operational Programme for Human Capital](#) (POCH) foresees €176,5M for the axis 4- Quality and innovation of the education and training system. Of these amounts, € 175M are financed by the European Social Fund and €26,5M are the national counterpart.

Until 2020, under the tutelage of the Ministry of Education, nearly €30M are programmed for Professional Guidance Services in a school context, within the framework of the action of Development of Psychology and Guidance Services (SPO) for Psychologists and psychology technicians in BASIC and secondary schools.

These funds are intended for the training and acquisition of support materials, as well as for the recruitment of psychologists, in order to achieve the goal of one psychologist for every 1,140 students, according to the goals set for 2023.

Nationally, the State Budget for the Ministry of Education in 2016 foresaw an allocation of funds of €13,786,610 for psychology and guidance services, distributed as follows: €9,676,360 for basic and secondary schools and €4.110.250 for local autarchies - under delegated powers.

### Quality assurance

Career guidance and counselling services are assessed according to the respective context.

The services within the education system, under the tutelage of the Ministry of Education, are assessed by the assessment system of the preschool education and basic and secondary education establishments, through self and external assessment.

[Self-assessment of schools is mandatory](#), constituting as an instrument in which each school assesses its activities, and presents its financial management.

External assessment is the responsibility of [General Inspection of Education and Science](#) (IGEC) according to the framework documents [Schools' external assessment 2016-2017](#).

The assessment is made taking into account the analysis of the fundamental documents of the school group: the self-assessment, the students' academic success indicators, the answers to the community satisfaction survey questions and the interviews made to the community.

The reports identify the strongpoints, those that need improvement, and provide indications for the improvement of of each school's plans, in coordination with the administration and educational community.

Recently it was created a [Working Group on Schools' External Assessment](#) was created, whose mission is to analyse the references and methodologies of the current Programme for Schools' External Assessment in order to propose a new model for the external

assessment of educational and teaching establishments from the 2017-18 academic year forward.

In the framework of the funding made by the European Social Fund, the Operational Programme for Human Capital (POCH), axis 4-Quality and innovation of education and training system, in particular, schedules assessments of measures to promote the quality of education and training, including the assessment of interventions to improve the quality of the education and training system and the development of Psychology and Guidance Services (SPO).

### **3.5 Traineeships and Apprenticeships**

#### **Official guidelines on traineeships and apprenticeships**

In the context of active employment policies, trainee programs have been promoted for graduates and for young people holding vocational and technological courses and other qualifying courses at the secondary and post-secondary non-superior level.

There are several internship programs for different purposes:

- Curricular internships, for learning in work context, included in a study plan of a degree (1st, 2nd or 3rd cycle of higher education) or in a training;
- Extracurricular and professional internships, as first work experience, to facilitate the access to the labour market;
- Internships for access to professional orders and to obtain a professional certificate.

These internships can be performed exclusively in the national territory, include a period of stay abroad or, in the context of international mobility programs, they are fully performed abroad. The internship location depends on the type and framework of the measure/programme applied to it.

The legislative framework and respective regulations vary according to the type and purpose of each internship.

#### **Curricular internships**

The curricular internships are integrated in the plan of studies of a given education cycle and are part of the students' evaluation. These internships are regulated and authorized by educational and training institutions. Normally they are not remunerated.

In Degrees such as Medicine, Nursing or Teaching (1st, 2nd or 3rd cycle), these internships are mandatory.

#### **Curricular Internships Programme of the Ministry of Foreign Affairs (PECMNE)**

The Ministry of Foreign Affairs, through the Diplomatic Institute, coordinates the [PECMNE-Curricular Internships Programme of the Ministry of Foreign Affairs](#) (PECMNE see section 3.7 Programmes and schemes for cross-border mobility) that enables internships in Portuguese diplomatic missions.

#### **Training/Vocational Courses**

Vocational training courses, which are the responsibility of IEFP, intended for young people, to favour their access to the labour market, allowing, in some cases, proceed to higher studies. Young people can be supported, by receive scholarship, a meal and expenses allowance/transportation allowance.

Learning Courses

- [Technological Specialization Courses](#) (CET)
- Active Life and EFA courses (covering a slice of the youth in a NEET situation, from the age of 18 to 29)
- Professional courses, under the responsibility of the Ministry of Education



- Technological Specialization Courses, developed by Technological Schools, supervised by the Ministry of Economy.

### Extracurricular internships

Extracurricular internships are not mandatory in the curriculum of a course. They can be done during or at the end of a course/training. They are organized on the initiative of companies or institutions, and they may or may not be remunerated. They are regulated by the [Decree-Law no. 66/2011](#), of 1<sup>st</sup> June, 2011.

### PEJENE

The [Programme of Internships in Companies for Young Students in Higher Education](#) (PEJENE) is an internship program promoted by the [Youth Foundation](#), having as copromotors the [Institute for Employment and Vocational Training, P.I.](#) (IEFP, P.I.), the [Portuguese Institute of Sports and Youth, P.I.](#) (IPDJ, I.P.) and the "Tranquilidade" Insurance Company.

Internships have a duration of 2 to 3 months, take place during summer holidays (between July and September), and are not paid.

Trainees receive at least the food allowance and the transport allowance, which are monthly paid by the host company/entity.

Trainees also benefit from Personal Accident Insurance.

### Remunerated Internships

The remunerated internships are internships financed by Community funds and managed by public institutions, each one of them with specific regulations. The main programs are part of the [Youth Guarantee Programme](#) within the scope of the National Plan for the Implementation of a Youth Guarantee (PNI-GJ) aimed at young people in a NEET situation with less than or 29 years. There are several internship programs offered by the Youth Guarantee:

- [Employment and Active Youth Employment Internships](#), both promoted by [IEFP, P.I.](#);
- [Central Administration Internship Programme](#);
- [Professional Internships Programme in Local Administration](#);
- [Internships Programme in External Peripheral Services of the Ministry of Foreign Affairs](#);
- INOV Contact promoted by the [Agency for Investment and Foreign Trade of Portugal, E.P.E.](#)

### Erasmus + Programme

The programme promotes the Mobility for Higher Education Students, allowing students, regardless their academic degree, to attend a curricular or extracurricular internship in a foreign company or university.

### Unfunded Internships

Employers may organize and promote professional internships without public funding.

The [Decree-Law no. 66/2011, of 1st June](#) regulates the professional internships which are not included in a specific regulatory program, defining their framework, terms and conditions for the execution of the internships. This regime excludes curricular internships or internships with public funding.

The present decree-law was the subject of public appreciation and all social partners in the Standing Committee for Social Dialogue were heard.

### Complementary funding programs

Incentive to Associative Development (IDA)

It is a program that complements IEF's internships support, in particular the measure [Internships-Employment](#), that helps the integration of young people in Youth Associations. It is the responsibility of IPDJ, P.I., in coordination with [IEFP, I.P. - Institute for Employment and Vocational Training](#).

### **Professional Orders' Internships**

In Portugal there are Professional Orders that regulate the access to the exercise of the professions that they supervise, through the accomplishment of an admission examination and a professional internship so that the candidate becomes an effective member and, consequently, obtains the professional certificate for exercise of the profession.

### **List of rights and duties**

In case of remunerated internships, a training/ internship contract is signed between the promoter and the trainee. The duration of the internship varies according to the regulations of each internship program.

They are subject to the rules applicable to the respective services and organisations, particularly the rules concerning the work duration and the working hours, the daily and weekly breaks and the absences regime.

### **Taxes and social security**

Internships are subject to taxation and social security contributions, under the scheme of dependent workers, employees.

### **Promoting traineeships and apprenticeships**

The participation of young people in internships and apprenticeships programs is promoted through the several management and promoting entities and their various channels of communication: online portal, social networks, brochures and other informative documentation, according to the strategies of dissemination of each program.

Other initiatives

1. [Public sector employment exchange](#) - base of information that aggregates the dissemination of all recruitment and mobility processes of the Public Administration's human resources. The programs of internships in public administration (PEPAC, PEPAL and PEPAC-MNE) are published in this portal
2. [NETemprego](#): Portal of the Employment Public Service – IEF, P.I., where all measures Internships-Employment and Active Youth Employment are published
3. Service network of IPDJ, I.P. in a multichannel logic that includes the [Youth Portal](#) ; Youth Line (707 20 30 30) and “[Ponto Já](#)” Offices which provide information about the different measures and programs
4. [Futurália](#) – National Education, Training and Educational Guidance Fair that takes place annually during 3 days. In the same area young people can find information on different offers of education, training and employment in all areas of expertise and levels of qualification

### **Recognition of learning outcomes**

In the different Portuguese internship programs and measures , the model of recognition and validation of acquired knowledges varies according to the typology and nature of the program/ measure.

### **Curricular Internships**

A person responsible for the internship is appointed who guides and follows the work of the trainee, according to the institutional framework of each internship.

Trainees are evaluated according to the Internships Plan. If the internship takes place within a Curricular Unit, the obtainment of credits (ECTS) is validated. A certificate proving the completion of the internship is issued.

In the case of curricular internships in the 2nd cycle of higher education (Master level), the internship report may replace the master's dissertation, according to a specific regulation of the Academic Institution that assigns the degree and studies plan of the respective course.

### **Remunerated Internships**

The assessment, supervision and follow-up of the internships is defined according to the regulations of each internship program.

In case of internships promoted by the public employment system - IEFP, I.P., trainees are evaluated by the internship's counsellor and receive a certification issued by the promoter.

In the public administration's internships (PEPAC; PEPAL and PEPAC-MNE) trainees are evaluated according to the rules, components and assessment criteria approved and defined in the respective regulations and they receive a certificate of attendance and final approval in the internship.

The completion of the internship does not imply the establishment of a legal work relationship with the entity that promoted the internship; but in the case of PEPAC, trainees with a final classification of at least 14 have some benefits.

In the internships of [Erasmus+ Programme](#) the attendance and completion of the internship allow to obtain equivalences in credits, thus allowing the progression of the student in the university course.

### **Professional Orders' Internships**

The recognition, assessment and certification of the internships developed as requirement of admission means an effective member of the professional orders are defined according to the regulations of the respective Professional Orders.

### **Funding**

The Operational Programme for Social Inclusion and Employment (PO ISE) frames the [Priority Axis 2 – Youth Employment Initiative](#), which integrates the majority of programs and measures concerning the internships developed in Portugal

The [funding](#) foreseen by this priority axis is nearly €350 million, of which €321.544.338 are financed by European Funds (European Social Fund) and €28.371.559 are a national public counterpart.

With respect to the funding relationships between promoters/beneficiaries and managing entities, each measure/programme has specificities and rules for the allocation of funds to the promoting entity.

In Programs of Internships in Public Administration, the underlying expenditure to the implementation of internships is supported by the budget of services/entities submitting their application to the program, without prejudice to the possibility of obtaining co-funding from structural and investment European funds.

### **Quality assurance**

The implementation of internship and apprenticeship programs by the several managing and promoting entities is monitored by a series of mechanisms and assessing instruments.

In their regulation, programs foresee the assessment performed by the target young group and promoters, as well as some external audits/assessments.

The quality of the implementation of the measures/programs is also monitored and assured by the definition of rules applicable in case of discontinuance or total or partial breach of the requirements foreseen in the cooperation protocols.

The measures managed by IEFP, P.I., in particular the [Measure "Active Youth Employment"](#) and the [Measure "Internships-Employment"](#) (which is currently under revision) define, in their regulations, the assessment of internships by their beneficiaries and promoters. IEFP, P.I. publishes online, in its portal, statistical data on the employability of the beneficiaries of the main employment and training measures.

Regarding the discontinuance/ breach of obligations – by the promoters – concerning the allocation of financial support, IEFP, P.I. is responsible for judging and deciding if the funds attributed should continue or if they should be refunded.

In all Programs of Internships in Public Administration, it is prepared a final report concerning the implementation of each edition.

In the [InovContact](#) Programme, the trainee is expected to provide information on the internship and on his professional development, as well as relevant economic information to the knowledge network, during a period of five years after the date of its completion.

In the Programme [IDA](#), the institute IPDJ, P.I. can monitor how these funds are applied, by conducting inspections and surveys at any stage of the internship, or determine the undertaking of an audit by an external entity.

### **3.6 Integration of Young People in the Labour Market**

#### **Youth employment measures**

##### **Youth Guarantee**

In the context of increasing structural unemployment within young people in Portugal, in recent years a series of measures have been implemented. In 2012 it was implemented the Strategic Plan of Incentives Promoting Youth Employability and Support to Small and Medium Sized Enterprises – [Impulso Jovem](#), adopting in 2013 the denomination of [Strategic Plan of Incentives Promoting Youth Employability](#) – 'Impulso Jovem'.

In December, 2013, under the Council of the European Union [Recommendation of a Youth Guarantee](#) for young people in a NEET situation, with or under 25 years, the Portuguese Government decided to create the [National Plan for the Implementation of a Youth Guarantee](#) (PNI -GJ), comprising specific axis of intervention, purposes and measures.

The Portuguese Government acknowledged that the Youth Guarantee in Portugal should be extended to Youths with or under 29 years, given the extension and complexity of the transitional paths between education, work and adult life in the Portuguese social and economic context.

The Youth Guarantee Programme has been included in the active employment policies foreseen in the Constitutional Government Program, and in articulation with the Social Partners.

The implementation of the National Plan for the Implementation of a Youth Guarantee (PNI-GJ) requires a coordinated inter-ministerial response that ensures appropriate multidimensional responses, including the involvement of a network of public education and training providers, reporting to the Ministry of Education, the Ministry of Labour, Solidarity and Social Security and other ministries that have their own training structures, accessible to the external public, under the National Qualifications System.

There are several entities involved in the Youth Guarantee, with competencies in the fields of education, training, labour, social security and youth, which are considered core partners.

The implementation of the Youth Guarantee also counts on the participation of other strategic partners to work with young people.

For the implementation of the Youth Guarantee also the participation of other strategic partners working with young people is essential.

Measures for the integration of young people in the Portuguese labour market are developed under the context of the Youth Guarantee Programme, including measures related with job offers; internships, education and training.

### **Support to Hiring**

Aiming to facilitate young people's integration in the labour market and to provide employment opportunities, the Youth Guarantee includes financial support measures intended for the employing entities.

### **Employment Stimulus**

It is a measure comprised in IEFP, P.I.'s hiring support program, which consists in granting financial support to companies that conclude work agreements with unemployed citizens enrolled in the employment services, particularly young people aged between 18 and 29, enrolled in IEFP, P.I. for, at least, 60 consecutive days.

This is not a measure exclusively developed for young people, but youth is the main target public.

### **Self Employment Measures**

The measures to support entrepreneurship for young people with a business idea and who wish to start a business in a small scale are:

1. [Youth Investment \(Investe Jovem\)](#) (see section 3.9 Start Up Funding for Young Entrepreneurs)
2. [Support to Entrepreneurship and Self-Employment](#) (see section 3.9 Start Up Funding for Young Entrepreneurs)
3. [EMPREENDE JÁ- Perception and Business Management Network](#) (see section 3.9 Start Up Funding for Young Entrepreneurs)
4. [Youth COOP](#) (COOP Jovem) (see section 3.9 Start Up Funding for Young Entrepreneurs)

### **Working Abroad**

The Youth Guarantee supports international mobility in Europe through the [EURES](#) Network

- Your first EURES job; (see section 3.7 Cross Border Mobility in Employment, entrepreneurship and Vocational Opportunities)
- The job of my life (see section 3.7 Cross Border Mobility in Employment, entrepreneurship and Vocational Opportunities)

### **Other Employment support measures**

#### **"Contrato Geração" Programme: employment support**

Initiative foreseen in the "National Reforms Programme – More Growth, Better Jobs, Greater Equality". It has not yet been legislated and implemented. It is aimed at young unemployed or young people looking for first job and long term unemployed, especially older workers.

### **Outreach strategies**

In compliance with the outreach strategy of Youth Guarantee, a Youth Guarantee Platform (plus facebook, google and twitter) was set up advertising employment/entrepreneurship opportunities.

There are also plans of sessions to publicise the Youth Guarantee among partners and promoters.

The different measures included in the Youth Guarantee Programme are also presented and disseminated in the online Portal of the Portuguese Institute of Sports and Youth, P.I. and disseminated in its regional offices and youth information centres - "Ponto Já" Offices, throughout the country.

The Institute for Employment and Vocational Training, P.I., entity responsible for implementing the programme, publicises the different measures in its online portal and during its various activities of dissemination.

The programme is also published and disseminated in the services of guidance and professional counselling integrated in schools and centres for vocational training.

### **Flexicurity measures focusing on young people**

#### **Mobility in Labour market**

Support Measure for Geographic Mobility in Labour Market

The [Support Measure for Geographic Mobility in Labour Market](#) regulates incentives for geographical mobility of human resources in the labour market, in order to promote these resources and respond to job offers, as well as redistribute occupationally and geographically the work forces.

The beneficiaries of the "Investe Jovem" Programme and the Support to Entrepreneurship and Self-Employment Programme can accumulate the incentives and supports of the respective programs and the supports included in the Support Measure for Geographic Mobility in Labour Market.

#### **Supports to Hiring**

The IEFP, P.I. and the Social Security Institute, P.I. (ISS, P.I.) provide support to hiring unemployed citizens and disadvantaged groups in the labour market.

#### **Exemption from payment of Social security contributions**

Employers may benefit from an [exemption from payment of their share of contributions](#) if they hire young people looking for the first job.

#### **"Employment Stimulus" Measure**

IEFP, P.I. provides financial support to employers that conclude full-time or part-time work contracts for a period equal to or greater than 6 months or permanent work contracts with unemployed citizens enrolled in the employment services. If they hire unemployed aged under 30, with a fixed-term, the financial support granted to the employer will be 100%, during 6 months (maximum). In case of a permanent contract, the monthly amount of the support is 110%, processed for 12 months.

In case of hiring young people aged under 30 and looking for the first job, this support can be cumulated with the temporary exemption from payment of the share of social security contributions due by the employer that will be the responsibility of [Social Security](#).

In order to promote more stable and permanent entry into the labour market, in particular by increasing the selectivity and proportionality of the measures, the "Employment Stimulus" is under revision and the rules and supports mentioned might be modified.

#### **Student Worker Statute**

The employees simultaneously working and studying have the rights and duties established in the Student Worker Statute, regulated by the Labour Code ([article 89](#)). It

foresees benefits in terms of working hours, absence of service and absence at work to complete assessment exams.

## Reconciliation of private and working life for young people

### Promotion of Gender Equality in Labour Market

There is a financial support under the scope of the "Employment Stimulus" Measure, provided by IEFP, P.I.

The purpose of the support is the [promotion of gender equality in the labour market](#), encouraging the recruitment of unemployed persons of the underrepresented gender in a particular profession, that is, the gender in which there is representation of less than 33.3%.

Among others, the objective of the measure is to encourage unemployed young people to choose a particular profession or function according to their vocation, without constraints motivated by gender stereotypes.

This measure is funded by [Portugal 2020](#).

### Social Support for parents (fahers and mothers) who study

It defines social and school support measures [for parents \(fathers and mothers\) who study](#), whose priority purpose is combating school drop-out and failure, as well as promoting the education of young people.

### Funding of existing schemes/initiatives

The Youth Employment Initiative, under the scope of the Social Inclusion and Employment Operational Programme (PO ISE) aims the allocation of funds alocar to reinforce and accelerate the measures defined in December, 2012 in the context of the Youth Employment Package and to implement mechanisms of the Youth Guarantee in different fields of action.

Funding foreseen for Portugal iis 321.544.338 €, financed by the European Social Fund and 28.371.559€ is a National Counterpart, this corresponding to 15% of POISE's budget (Social Inclusion and Employment Operational Programme).

The goals for 2018 are: 135.500 Participants in a NEEF situation attending qualification/education sessions; 43.100 Participants in a NEEF situation that benefit from vocational/ professional internships and 32.800 Participants in a NEEF situation that benefit from support to employment.

## Quality assurance

### At European Level

In March 2016, one of the conclusions of the European Commission Report - [Employment, Social Affairs and Inclusion](#), that assesses the implementation of the Youth Guarantee programme in Portugal, highlighted the need to improve the monitoring system and the follow-up of participants, and the future monitoring of the results of activities developed under the youth guarantee.

### At National Level

Nationally, the Youth Guarantee is assessed and monitored by the institution that coordinates its implementation, the IEFP, P.I., which has at its disposal monitoring and assessment tools of its performance through indicators of effectiveness, efficiency and quality.

The IEFP, P.I., as a public entity, is still evaluated in the Assessment and Accountability Framework (QUAR), which shows the objectives, performance indicators, achieved results, available resources and the final evaluation of the service's performance.



All public entities involved as core partners in the implementation of the measures of the Youth Guarantee programme in the different intervention areas - employment, education, internships and training - are also monitored and evaluated in its annual Assessment and Accountability Framework (QUAR). In the performance assessment of each service, it is also evaluated the measures incorporated in the Youth Guarantee programme.

Each measure implemented under the Youth Guarantee has monitoring, assessment and control instruments and procedures in accordance with the respective regulations and responsibility of the promoting and partnering entities.

In the Implementation Plan for the Youth Guarantee it is expected to be established the Coordination and Monitoring Commission, headed by the Minister of Labour, Solidarity and Social Security and with the participation of various public and private entities at a national and regional level in the field of employment and education.

### **Assesment Plan POISE**

The implementation of the measures incorporated in the Youth Guarantee are still assessed and monitored by the general regulation of the European Structural and Investment Funds (ESIF) of the European Union (EU) for the programming period of 2014-2020 ([Regulation \(EU\) No 1303/2013](#) of the European Parliament and of the Council of 17 December 2013) through the regulations of the respective [Operational Plans of Portugal 2020](#)

Financially, it is expected the audit and control of IGF-Finance General Inspection which is the only auditing authority for the European Social Fund.

## **3.7 Cross-Border Mobility in Employment, Entrepreneurship and Vocational Opportunities**

### **Programmes and schemes for cross-border mobility**

In Portugal there is a set of programmes of cross-border mobility that make possible for young people to work, to intern or to acquire enterprising experience abroad. The main programmes/schemes for cross-border mobility are presented by typology: internship, work, undertaking a business.

#### **Internship**

##### **Inov Contact - International Internship for young Executives**

The program is managed and coordinated by the [Portuguese Business Development Agency, E.P.E..](#) (AICEP). It is inserted in the [National Implementation Plan of One Guarantee for Youth](#) (PNI-GJ), and it is supported by the European Union through the European Social Fund and the [Social Inclusion and Employment Operational Programme](#) (PO ISE).

The programme provides support for training in an international context. And it is aimed at young NEET (who do not work, do not study and are not in training); under the age of 30 and with a higher education - ISCED 5.

##### **Erasmus + Programme**

It is an European Union programme for education, training, youth and sport. In Portugal it is managed by two National Agencies (Erasmus+ Education and Training NA and Erasmus + Youth in Action NA).

The objective is to promote mobility within and beyond the European borders, and the appreciation of non-formal education and intercultural dialogue. In the framework of Action 1 - Learning mobility of individuals, the programme promotes individual mobility, making available to young people opportunities to study, work, teach, training or develop

professional skills in another country with the purpose of helping them to adapt to the European labour market requirements.

#### Curricular Internships of the Ministry of Foreign Affairs (Diplomatic Institute) Programme

It is coordinated by the Ministry of Foreign Affairs (MFA), through the Diplomatic Institute and enables the creation of internships in the Portuguese diplomatic representations.

The internship programme aims to promote the interest and acquisition of skills of young people in matters related to International Relations and Portuguese Foreign Policy.

#### **Undertaking a business**

##### Erasmus for young entrepreneurs

It is a programme for young entrepreneurs who want to start their own business. The programme is funded by the European Commission.

The programme encourages the acquisition of skills abroad, and the sharing of knowledge and business ideas with experienced entrepreneurs in another participant country of the programme.

Young people have the opportunity to travel to another participant country of the programme for a period of 1 to 6 months, partially funded by the European Commission. Young people have the opportunity to come into contact with experienced entrepreneurs with whom they can exchange knowledge and business ideas.

#### **Working**

##### Your First Euro Job

The programme is funded under the [EURES](#) axis of the European Programme for Employment and Social Innovation ([EaSI](#)) 2014-2020, therefore partnerships constituted of public and private services of European employment may apply.

The programme provides support to young people under the age of 35 who wish to find a job or an internship or take on a course of learning in a country of the European Union, in Norway and in Iceland, by financing the travel expenses to attend an interview and / or resulting costs from the move to another country for professional reasons, as well as the expenses with language training and recognition of academic and / or professional qualifications.

The Programme is also incorporated in the Youth Guarantee Programme

##### The Job of my Life

As part of the Youth Guarantee programme, it is a programme of the German Government managed nationally by the [Employment and Vocational Training Institute, P.I.](#) (IEFP, P.I) and aims to promote the mobility of young people between the age of 18 and 27 interested in vocational training (MobiPro-EU).

It lasts for about 3 years and includes a course of dual vocational training in Germany, alternating theoretical training in a school and practical training in the company, especially in the areas of hospitality, catering and tourism, construction and personal services.

In Portugal there are several partner organisations including the IEFP, IP, under the EURES network. (Note: the German Government is changing the program, which will be more steered towards refugees residing in Germany and not for young people from other European countries).

Learning Programme IPDJ, I.P.

### International Work Fields

There is an exchange programme under the responsibility of the Portuguese Youth Institute, aimed at young Portuguese and foreign people between the ages of 18 and 30.

The goal is, through mobility and exchanges, promote the sharing of experiences and knowledge of new socio-cultural realities and training through non-formal and intercultural educational processes.

### **Information**

Databases and information about mobility

Young people can find information on all programmes / schemes in the different typologies and on the legal and administrative services and processes necessary for the preparation of an international mobility period in different distribution channels headed by different entities:

- [The Portuguese Communities Portal](#) of the responsibility of the Ministry of Foreign Affairs;
- The [Netemprego](#) Portal of the IEFP, P.I.
- The national [EURES](#) portal of the responsibility of the IEFP, I.P.;
- The sharing opportunities for young people portal - [Drop'pin](#);
- In the [Direct Social Security portal](#), of the responsibility of the Social Security Institute, I.P.

### **Legal framework**

The majority of the legal framework for international mobility is directed at the general population.

There is, however, some [agreement memorandums about young mobility](#) between the Portuguese Republic Government and some foreign governments.

The established bilateral agreements in these memorandums regulate the issuing of visas. These visas allow young people between the ages of 18 and 30 to travel and work for a definitive period of time in another country. Currently Portugal has bilateral agreements with the [Republic of South Korea](#), [Australia](#) and [Japan](#).

## **3.8 Development of Entrepreneurship Competence**

### **Policy Framework**

The European Union has recognized 'the spirit of initiative and entrepreneurship' as one of eight key competences for lifelong learning ([Official Journal L 394, 30.12.2006](#)), being fundamental for personal fulfilment and development, to the promotion of social inclusion, active citizenship and employment.

One of the strategic political objectives of the European Union is to promote Education for Entrepreneurship and an entrepreneurial learning model, having been underlined its importance in different European documents such as in the communication [Rethinking Education](#) (European Commission, 2012a) [and in the Action Plan 'Entrepreneurship 2020](#) (European Commission, 2012b).

Different Member States are at different stages in terms of development and public investment in the policies on Education for Entrepreneurship.

Historically, in Portugal, the first programme of Education for Entrepreneurship - the National Plan of Education for Entrepreneurship (PNEE) - arose in 2006 under the authority of the General Directorate of Curriculum Innovation and Development of the Ministry of Education. The objective of this project was to promote entrepreneurial

activities in primary and secondary schools. It was first implemented in the academic year of 2006/2007, and in the following three academic years.

In 2012, the Assembly of the Republic issued a recommendation to the Government ([Assembly of the Republic Resolution No 58/2012](#), May 3) to promote incentives for youth entrepreneurship, especially in schools, adapted to different levels of education.

According to the 2016 [Eurydice Network](#) report about [Education for Entrepreneurship](#), where data about 38 educational systems are presented, there is no explicit/relevant national strategy regarding Education for Entrepreneurship in Portugal. This assessment took into account the initiatives and measures implemented under [Strategic Programme for Entrepreneurship and Innovation \(+e+i\)](#), created in 2011.

The current national strategy of the Government of the Portuguese Republic for Entrepreneurship - [StartUP Portugal](#), that follows the previous Strategic Programme for Entrepreneurship and Innovation (+e+i), aims to encourage the entrepreneurial spirit. However, the measures and initiatives of the [programme](#) have a primary focus on business and startups development, with no strategies and direct measures at this time in the field of education and entrepreneurship skills.

In May 2016, it was created a [Working Group of Education for Citizenship](#) was established, for the creation of a Strategy of Education for Citizenship which started to be implemented in the school year 2017/2018. The goal is to integrate in school curriculum of all level of education a set of skills and knowledge in the field of citizenship, including the field of Education for Entrepreneurship.

## Implementation

The existing initiatives and programmes are developed mainly at regional level, where entrepreneurship is promoted as a basis of a local economy ([Eurydice, 2016](#)).

At regional level, partnerships are established between universities, research and educational institutions, and small and medium-sized companies. It is encouraged the investment in the promotion of innovation, research and entrepreneurial skills among students through the cooperation with regional companies is encouraged.

Some of the strategies developed locally to promote young entrepreneurship are ran through campaigns in schools, competitions, training workshops and business counselling.

Alongside the development of strategies locally, Portugal has a network of governmental entities and non governmental organisations of public utility that work in a collaborative manner in this field of activity.

Some entities take on a particular importance in the development of projects, many with the financing of European funds and with collaborative partnerships with Public Entities of the Local and Central Public Administration.

Examples:

- [National Association of Young Entrepreneurs](#) (ANJE);
- [Platform for Entrepreneurship Education in Portugal](#) (PEEP);
- [Junior Achievement Portugal Foundation](#)

Despite the lack of an established strategy for the Education for Entrepreneurship, Portugal participates and leads some policy experiences in the field of the Education for Entrepreneurship at European level. The majority results from candidacies elaborated by the entities/organisations previously mentioned. One example is the project:

- [Youth Start-Entrepreneurial Challenges](#) Project, led by PEEP with the involvement of Public Authorities from the field of education, such as the Ministry of Education.

## Formal learning

### In the School Curriculum

In Portugal the Education for Entrepreneurship is not incorporated in the school curriculum in a direct manner, nor is taught as an independent class. It is included in the curriculum '[Education for Citizenship](#)'.

The Education for Citizenship curriculum is defined as a non-mandatory autonomous class, in the 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> Cycles of primary education and the Education for Entrepreneurship is only one of its subjects.

Its implementation is managed and adapted independently by each school in accordance with their educational projects, and can be achieved through several activities and may involve partnerships with other entities or with families.

In **Secondary School** (ISCED 3), the Education for Entrepreneurship is not integrated in the curriculum of any of the classes of Scientific-Humanistic Courses.

In **Vocational Education Courses**, incorporated in the formative offer of the secondary education in Portugal, in the **Professional Courses**, in the **Learning Courses** and in the **Technological Specialization Courses**, all level 4 in the National Qualifications Framework [QNQ] and ISCED 3, entrepreneurship isn't a separate class, however, it can be integrated and developed as a theme in a module, a unit of training or class, in accordance with the objectives and skills of each course.

The syllabus includes a technical training component, with a strong component of training held in the context of a company, including a component of Practical Training in the Workplace (FPCT); where the goal is to develop working habits, entrepreneurial spirit and a sense of professional responsibility.

In terms of formal education, in **Higher Education**, and according to the data of the Directorate General of the Public Higher Education, in the 3 cycles of Higher Education the classes in the field of entrepreneurship are taught mainly in courses in the fields of management and economy.

### Partnerships with other entities – Practical entrepreneurship experiences

In Portugal, practical experiences of entrepreneurship are not yet part of the school curriculum; However, they can be offered in extracurricular activities, national programmes or initiatives that involve the participation of external partners.

### Youth Start-Entrepreneurial Challenges

In collaboration with the [Ministry of the Education](#) and the Directorate General of Education, [the Platform for the Education of Entrepreneurship in Portugal](#) (PEEP) leads the European project - Youth Start - Entrepreneurial Challenges. In the project, a pilot test is developed for the introduction of practical experiences of entrepreneurship in the compulsory schooling, in the primary and secondary education.

The program is guided by a framework of enterprising skills and by a theory of experiential learning, and is aligned with the *Europe Entrepreneurship 2020 Action Plan*.

One of the purposes of the project is to assess its impact on students, through the use of the assessment tool "[ASTEE](#)", for the evaluation of entrepreneurial skills of the students attending the 2<sup>nd</sup> and 3<sup>rd</sup> cycles of primary and secondary education.

The project was funded with 2 million euros for a period of 3 years.

### Non-formal and informal learning

Regarding the non-formal Education there is a series of initiatives that promote the education for entrepreneurship, in particular, the practical experiences of entrepreneurship, in accordance with the guidelines of the European Union Memorandum - Rethinking Education (European Commission, 2012).

## **Youth Programme for Green Entrepreneurship and Employability (JEVE)**

The [Youth Programme for Green Entrepreneurship and Employability \(JEVE\)](#) project intends to promote among young people between the age of 18 and 30 years the development of skills, knowledge and entrepreneurial attitudes in the scope of Green Economy. It is coordinated by PEEP and with the participation of different public and private entities, one of them being the [High Commissariat for Migrations, P.I.](#) (ACM). From this strategic partnership results a strengthening of the action of ACM in the scope of the Choices Programme, directed both to technicians, and especially to young NEET.

### **Choices Programme**

It is a nationwide governmental [programme](#), promoted by the Presidency of the Council of Ministers and part of the ACM which was created to promote social inclusion of children and young people from the most vulnerable communities, especially for immigrants and ethnic minorities. One of the priority areas of intervention is entrepreneurship and empowerment of young people.

In the scope of its intervention for entrepreneurship the Choices programme developed an electronic portal – [entrepreneurship, a choice with a future](#), with an area for trainers and one for young people between the ages of 14 and 24, where manuals in the field of entrepreneurship are available.

### **Assessment tools of entrepreneurial skills in non-formal education**

#### [Assessment Tools and Indicators for Entrepreneurship Education \(ASTEE\)](#)

It is a project developed within the framework of a partnership established between various European countries, with the objective of developing a set of common tools, structured in order to allow the identification and the systematization of learning results acquired by the students of the primary, secondary and higher education in the field of Education for Entrepreneurship.

In Portugal, the project was coordinated by PEEP, in partnership with the Ministry of education, through the Directorate General of Education.

### **Educators support in entrepreneurship education**

#### **Initial and continuing training**

Education for Entrepreneurship is not included in most of teacher training nor continuing training.

In the Vocational Courses the curricular programs offer guidelines, pedagogical strategies and resources in the field of education for entrepreneurship. However, teachers have the autonomy to adapt the learning materials and methodologies.

The continuing professional training in the field of entrepreneurship for teachers is one of the planned contents in the Curriculum Guide in Education for the Entrepreneurship that is in development at this point in time, foreseeing training sessions for teachers of the primary and secondary education.

#### **Training of other entities**

In the scope of the entrepreneurship programme [Youth Start Entrepreneurial Challenges](#) there are training activities and training for teachers planned in all countries involved.

#### **Teaching materials**

At the level of the Central Public Administration, the Directorate General of Education offers on its [website](#) educational resources about Education for Entrepreneurship, particularly educational and interactive manuals, including some videos.

In Portugal it is being developed by GTREE - an inter-governmental working group constituted of members of the Ministry of Education and Economy - a basic document

regarding Education for Entrepreneurship for the Primary and Secondary Education. This document will contain guidelines for entrepreneurial knowledge, as well as skills and attitudes to promote in that field.

### **3.9 Start-up Funding for Young Entrepreneurs**

#### **Access to information**

The national business ecosystem possesses infrastructures that offer support to the development of business projects.

This support is given in [three basic functional fields](#):

- Facilitation/Networking;
- Qualification/Training;
- Development/Financing

Nationally, along with the public framework it is highlighted the role of [IAPMEI](#)-Competitiveness and Innovation Agency, P.I.; Employment and Vocational Training Institute, P.I. ([IEFP, I.P.](#)) and the Portuguese Institute of Sport and Youth, P.I. ([IPDJ, I.P.](#)).

IAPMEI, I.P. is the indirect administration body of the State responsible for promoting and providing support to entrepreneurship. In the manuals available online there is no specific information directed to young people. In the website, the information on funding programmes for young people coordinated by IAPMEI, P.I., is available in the menu related to incentives and financing.

The [IEFP, P.I.](#) offers on its website information about the various programmes and measures of which it is a promoter of youth entrepreneurship. They are programmes/measures incorporated in the Youth Guarantee Program.

The [IPDJ, P.I.](#) provides information about youth entrepreneurship in the various information channels: [Youth Portal website](#), in [information centres "Ponto já"](#) and a call centre "Youth Line".

The information about measures and programmes related to the Young Entrepreneurship is spread mainly through non-governmental organisations that streamline projects and initiatives financed by European Funds and/or in partnership with public entities, namely the IAPMEI, P.I. and IEFP, P.I.

Among them the [National Association of Young Entrepreneurs \(ANJE\)](#) stands out. It is an association, of private law and of public utility that promotes entrepreneurship and supports entrepreneurs through a series of initiatives:

- [Entrepreneur's Store](#)
- [WE' BIZ- Entrepreneurship Magazine](#), financed by the Competitiveness and Internationalization Operational Programme (COMPETE 2020).
- [Entrepreneurs Academy](#) with the support of the IEFP, P.I. Among the projects developed by the Entrepreneurs Academy the following are highlighted: The Young Entrepreneur Award, the Entrepreneur Fair, the Competition of Ideas and the road-shows "Entrepreneurship in Motion".

In the scope of partnerships between ANJE and some municipalities, it has been developed various business centres, aimed for the incubation of businesses, designed for young people between the ages of 18 and 40, who wish to start or continue a professional activity.

#### **An Enterprising Portugal**

Another service of the ANJE is [An Enterprising Portugal](#). This is a portal for entrepreneurship and incubation, whose mission is to promote the qualified entrepreneurship, especially in two specific target audiences: the female and the young.



The portal is the product of a project that involves the following entities: ANJE, the Union of Business Associations of the Northern Region (UERN) and the Central Business Council (CEC/CCIC) / Chamber of Commerce and Industry of the Centre in the scope of an application to COMPETE - Support System for Collective Actions (SIAC).

Beside the role of non-governmental organisations, the promoting programmes and initiatives of youth entrepreneurship mainly work at the regional level.

Regionally the [Portuguese Business and Innovation Centres Associations](#) (BICS) are structures for promotion and development of entrepreneurial activities. The Business and Innovation Centre (BIC), also known by European Business and Innovation Centres (CEEI), is incorporated in the [European Business and Innovation Centre Network](#) (EBN) of the European Commission.

At the regional level it is still highlighted the role of the local public administration: many Municipalities developed programmes and measures in partnership with non-governmental organisations and private companies in order to promote young entrepreneurship. The dissemination of information is mainly done either through centres and support offices, or through initiatives such as workshops and seminars.

## Access to capital

The main sources of public funding of support to youth entrepreneurship are incorporated in different programmes/measures that are promoted through public strategic plans at a national level, or by non-governmental organisations with national or European public co-financing.

### StartUP Portugal

Under the National Strategy for Entrepreneurship, the XVI Constitutional Government of the Portuguese Republic launched the [StartUP Portugal](#) programme. The program is structured in three lines of action: Ecosystem, Financing and Internationalization and consists of a set of 15 measures of support to entrepreneurship.

The objective is to encourage the entrepreneurial spirit, to support entrepreneurs and companies, by promoting its longevity and its capacity of job creation.

In the framework of the line of action to promote the investment, the Start up programme aims at to develop 9 measures financed by Portugal 2020, some of which targeted to young people:

[Startup Voucher](#) is one measure incorporated in the Startup Portugal programme, in the field of action - financing.

It is a support measure for new business ideas still in an embryonic phase, whose objective is the attribution of a monthly grant, for one year, so that young people can develop their project.

It is foreseen a 10 million euros' budget.

[Momentum Programme](#) is one measure incorporated in the Startup Portugal programme, in the field of action - financing.

It is a support measure for newly-graduates or finalists of the higher education, that have benefited of some social support during the course, and intend to develop a business idea and have entrepreneurial spirit, but do not possess the financial resources to be able to devote full-time to the creation of their startup.

### Youth Guarantee

Under the Youth Guarantee Programme, a set of support measures for entrepreneurship for young people with a business idea that wish to start a small-sized business activity.

## **Youth Investing**

The measure was launched in 2014 by [Employment and Vocational Training Institute, P.I. \(IEFP, I.P.\)](#) with the objective of encouraging entrepreneurship. Promotes the creation of companies by young unemployed people between the ages of 18 and 30 registered as unemployed, with a project or viable business idea and adequate training for its creation.

## **Support Programme for Entrepreneurship and the Creation of Self-Employment (PAECPE)**

It is a support programme for business creation and self-employment that aims to encourage job creation and entrepreneurship among populations with greater difficulties in accessing the labour market. It is coordinated by the IEFP, I.P..

The following measures have been established:

- Support for business creation, targeted, among others, to young people looking for their 1st job between the ages of 18 and 35 years;
- National Microcredit Programme, designed for people with special difficulties in accessing the labour market and that are at risk of exclusion, priority being given to those between the ages of 16 and 34 and a registered unemployed in the employment centre or in the employment and vocational training centre for at least 4 months;
- Support for the creation of self-employment for beneficiaries of unemployment benefits.

## **Start a Business Now - Perception and Business Management Network**

These are support measures for entrepreneurship through the support of self-employment and microbusinesses, with funding from the European Social Fund. It is coordinated by [the Portuguese Institute of Sport and Youth, P.I. \(IPDJ, I.P.\)](#).

It is aimed at young NEET between the ages of 18 and 29.

It was first implemented in 2012 under the name RPGN - Perception and Business Management Network. In the [Edition of 2015](#) the name was changed to Start a Business Now - Perception Network and Business Management.

## **Youth COOP**

It is a measure in the field of Cooperative entrepreneurship, implemented in 2015, with António Sérgio Cooperative for Social Economy (CASES) - Public Interest of Limited Liability Cooperative - and the IEFP, P.I..

It is intended for young people between the ages of 18 and 29 who wish to create a new cooperative.

It is funded by Portugal 2020; [Social Inclusion and Employment Operational Programme \(PO ISE\)](#).

## **Other Financing sources**

### **Youth FINICIA**

It is incorporated in the FINICIA support programme for entrepreneurs and promotion of entrepreneurship, developed by [IAPMEI, I.P.](#) and the Ministry of Economy.

It is aimed at young NEET between the ages of 18 and 35.

The State shares the risk of these operations with venture capital companies, banks, mutual guarantee societies and "Business Angels".

## **Setting up of Young Farmers**

The measure is part of the program of support to the initial setting-up of the young farmer, under Measure No. 3 "Valorisation of Agricultural Production", referred in

the [Rural Development Programme 2020](#) (PDR 2020), which aims to support the initial setting-up of young farmers between the ages of 18 and 40.

Activity Start-up Support for Young Fishermen

It is a measure under the Operational Sea Programme 2020 to facilitate the initial activity establishment in the fisheries sector for young people till the age of 40.

### **PEPEI - Entrepreneurship for International Students Project**

Promoted by the [High Commissioner for Migration](#) (ACM) aims to empower international students for the structuring and implementation of a business idea, considering that entrepreneurship training and qualification is an increasingly basic tool in the active life insertion.

## **3.10 Promotion of Entrepreneurship Culture**

### **Special events and activities**

#### **Fairs and events**

##### **Lisbon-Startup City**

Lisbon received in Brussels on 25 June 2014, the European Entrepreneurial City 2015 award (EER2015).

Lisbon was still considered as a promoter and executor of European policies for entrepreneurship, such as the Small Business Act (Small Business Act for Europe - SBA) and the [Europe Strategy 2020](#) for growth and employment.

Among these initiatives is the Startup Lisboa, founded in 2012, which developed the Youth Entrepreneurship Programme of Lisbon, providing education and training to young people in fields such as citizenship and ethics, career development, entrepreneurship and financial literacy.

It is under the Startup Lisbon that there has taken place in Lisbon most of the events in recent years in the field of entrepreneurship.

Among them:

1. [Lisbon Investment Summit](#) is an European conference about Startups that intends to gather investors, entrepreneurs and executives at the national and international level, whose objective is to create opportunities of *networking* and real opportunities of investment. Already on its 5th edition.
2. Lisbon's Entrepreneurship Week is held every year, and includes a series of initiatives, ranging from conferences, workshops to round tables, where investors, financial institutions, incubators and universities participate.

### **Strategical plan for entrepreneurship - StartUP Portugal**

Under [the National Strategy for Entrepreneurship](#), the Government stressed that *young Portuguese people are among the European citizens that show more initiative, whether it is taking a risk for the creation of their projects, or looking for opportunities in other markets.*

One of objectives of action of the StartUP Portugal is Internationalization, namely promoting startups, incubators and Portuguese investors in foreign markets, but also attracting to Portugal more startups, incubators, accelerators, clients and foreign investors.

Between the different initiatives, it is foreseen the participation in the biggest events and technological fairs of the world, some of them held in Portugal, among them:

## Web Summit Programme

The biggest technological entrepreneurship event of the world took place in Lisbon in 2016 and more editions are planned in the following 3 years.

As a result of an agreement between the organisation of the event and the Portuguese Government – Portugal initiative - 600 young people between the ages of 16 and 23 had the opportunity to buy tickets to the event for 1% of its value.

The goal of the Startup Portugal is maximizing the value created by the presence of the Web Summit in Portugal, not only during the event, but throughout the year and across the country.

In this way, the following initiatives are foreseen:

- Road 2 Web Summit - national contest where 65 Portuguese start-ups were selected to be present on the Web Summit;
- [Born from Knowledge](#): is a set of initiatives targeted to higher education students and post-doctoral researchers promoted by the Ministry of Science, Technology and Higher Education in conjunction with the Ministry of Economy and in partnership with private and public Higher Education Institutions, and public and private institutions in the field of education and economy: [Summit.Students.pt](#) and the [Web Summit.Ideas.pt](#).

## Entrepreneurs Academy

The Entrepreneurs Academy was created by the Young Entrepreneurs Association in 1997 with the aim of developing activities to promote entrepreneurship and a culture of risk-taking and initiative.

In the scope of the Entrepreneurs Academy there has been developed a series of initiatives with the support of the Employment and Vocational Training Institute, P.I.:

- [The Entrepreneur Fair](#) is held annually by the ANJE with the co-financing of [Employment and Vocational Training Institute, P.I.](#) (IEFP, I.P.), where companies in various sectors of activity, public and private entities in the industrial and entrepreneurial field participate and where young people can find business opportunities and *network*.
- The "Entrepreneurship Integrated" Road-Show is a promoting script for entrepreneurship in the secondary, professional and higher education
- institutions, in partnership with the IEFP, I.P., where seminars, exhibits and informative support sessions to young people are offered;
- The competition of ideas aims to motivate young people to develop a business idea. The goal is to promote the creativity and entrepreneurial initiative of young people. It was established around 59 agreements with educational institutions. The young winners are awarded the young entrepreneur of the year certificate.

## Promotion activities

In the scope of promoting an entrepreneurial culture there has been developed various dissemination activities of programmes and measures in the field of youth entrepreneurship, particularly in the context of the Youth Guarantee Programme and the StartUP Portugal.

In this sense there has been collaborations between the various public entities responsible for the implementation of the programme and other non-governmental entities such as ANJE, [Local Youth Federation of Associations](#), [the National Youth Council](#), etc.

At the local level, there has also been developed a number of dissemination and awareness activities of the respective programmes, in particular with the local administration bodies – city councils and locals, and non-governmental organisations that work at a local level.

In regard to the promotion for the general public, information campaigns have been developed, with promotional videos available in the respective portals of the different programmes/measures, and in the media. For example, recently informative billboards of the Youth Guarantee Programme were set in Lisbon's subway.

### **Social Entrepreneurship**

The support initiatives of promotion activities of the young entrepreneurship in the field of social entrepreneurship are mainly developed at the regional level, through the local and regional public administration. Examples:

- The Regional Government of the Azores, with the [Youth+ Programme](#) encouraging social entrepreneurship among young people.
- The [Municipality of Cascais](#), with the IES - Social Business School, a business school focused on Innovation and Social Entrepreneurship;

### **Networks and partnerships**

#### **Start a Business Now - Perception and Business Management Network**

In the scope of the Start a Business Now Programme there is a Fostering of Businesses Network. The network is incorporated in the action 1 of the Programme - support for the development of projects with goal of creating companies and entities of social economy.

In the [website](#) of the programme, public or private entities can offer, free of charge, business ideas or projects, under the social responsibility.

### **Incubators**

In recent years have witness the development of an entrepreneurial ecosystem, based on accelerators and incubators. In these spaces networks and partnerships are developed.

Within the framework of the strategy of StartUP Portugal, the government created an Incubators National Network, with the future goal of turning these incubators into branches of StartUP Portugal.

The goal is that this incubators national network merges with incubators with a scientific base, linked to universities, as well as others linked to local authorities and business associations.

In the scope of the StartUP Portugal, incubators are also responsible for the implementation and monitoring of a number of measures developed under StartUP Portugal, collaborating on the selection of the start-ups that will have access to financial support such as the Startup Voucher or the Incubation Voucher, in the allocation of support in the Start a Business Now Programme of the [Portuguese Institute of Sport and Youth](#) and in the Momentum Startup Portugal Programme, in collaboration with the Ministry of Science, Technology and Higher Education and with the Deans Council of Portuguese Universities.

### **Business and Innovation Centre**

The Business and Innovation Centre (BIC) are support institutions for Innovating Entrepreneurs and to Small and Medium-sized Companies (PME's), recognized for the European Commission and coordinated by the European Business Centre Network (EBN). The BIC promote Entrepreneurship and the Entrepreneurial Innovation, through the support to the creation and modernization of the PME's. They are centres of knowledge and skills, and assume the role of boosters of the regional development.

### **Initiatives of entrepreneurship promotion that involve private, public organisations and the civil society**

#### **National Mentors Network**

The [National Mentors Network \(RNM\)](#) is an initiative managed by IAPMEI, P.I. whose goal is to support entrepreneurs to develop their ideas and business projects, through

mentoring. It involves those who share their experiences (mentors) and aspiring entrepreneurs.

This initiative is not aimed directly at young people, but they can benefit from it as well.

### **Mentors of the StartUP Voucher Network**

Mentor Network within the framework of the StartUP Voucher, is one of the StartUP Portugal measures that offers young people guidance and mentoring by experienced managers\entrepreneurs.

### **Promotion initiatives of entrepreneurship that involve organisations in the youth field.**

There are also initiatives to promote entrepreneurship developed by organisations in the field of youth such as the [Youth Foundation](#), a private institution, of public interest.

### **Nests of Companies**

[Nests of Companies \(NIDE\)](#) are physical incubation spaces that exist since 1992, providing technical, material and logistical support, that allow entrepreneurial activities.

The objective is to stimulate the creative and enterprising capacity of young people, between the ages of 18 and 35, and to contribute to the reinforcement of self-employment, in particular of young newly-graduates, and to stimulate the creation of micro companies.

They are managed by the Foundation of Youth and promoted by Ministries and organisms of the Portuguese Government taking action in the field of economy, education, science and youth, as well as for the IAPMEI, P.I.

## **3.11 Current Debates and Reforms**

The XXI Constitutional Government integrates in its [Government Programme \(2015-2019\)](#) a series of initiatives/programmes in the field of employment and young entrepreneurship that have not been yet legislated/regulated.

In the [Great Options Plan \(GOP\) for 2017](#), sent to the Economic and Social Council, the Government defined courses of action for the creation of quality employment and against the precariousness, directed to the segments and groups more affected by the unemployment and with special difficulties of entrance or re-entry in the labour market, in particular young people.

In the document, the Government considers that the labour market continues to present worrying levels of precariousness, especially among young people, therefore one of the objectives being to implement active employment policies that are more effective, selective and effective.

Between the foreseen measures, it currently being revoked the norm in the Labour Code that allows the fixed-term hiring for permanent jobs for young people looking for their first job and long-term unemployed, being assessed at the moment new mechanisms to increase their employability.

It also includes the development of a youth employment support programme – Generation Contract. This program aims to ensure the replacement of generations in the labour market responsibly. In this way, it promotes incentives for hiring young unemployed or young people looking for their first job and, in another way, it develops support mechanisms for part-time retirements. The programme will still have another source of support to companies that hire both young people and long-term unemployed people.

In the scope of the incentive to the cooperation between the scientific and technological system and the companies, it is highlighted the objective of creating Collaborative Laboratories in the foreseen terms in the National Reforms Programme. Initiatives that

encourage the creation of companies with a scientific and technological base by young scientists, diplomats, especially doctorates, will be given priority.

Still in relation to Entrepreneurship, under the [national entrepreneurship strategy](#), StartUP Portugal, it is foreseen a series of actions to promote the entrepreneurship initiative and culture.

In regard to funding, it is foreseen, for example the release of the Seed Programme in January 2017, which allows those who want to invest in start-ups to deduct up to 40% on the IRS.

Finally, the Government Programme of the XXI Constitutional Government, concerning to youth policy, it advocates a holistic and inter-ministerial strategy for youth. In this sense, it is foreseen the development of the first National Plan for Youth, with the inclusion of cross-cutting policies in different fields, in particular regarding to employment and entrepreneurship.

## **4. Social Inclusion**

The main policies in the field of Social Inclusion for young people are framed in the [Social Inclusion and Employment Operational Programme](#) (POISE), in coordination with the Europe 2020 Strategy. In this context, in a logic of multi-level governance and subsidiarity, tools and models of organisation and operation that allow for tailored and flexible interventions were created, based on a proximity approach and with knowledge of the local realities, such as [CLSD+](#), [RLIS](#), [GIP](#), [CNAIM](#) or [CLAIM Network](#), promoting the articulation between levels of central, regional and local administration (see section [4.2](#)).

At the institutional level, an intersectoral coordination between the different Ministries and structures of the State is promoted, which work with a wide network of social partners. The coordinated joint efforts are reflected on the articulation between different national plans, programmes and strategies in the fields of Youth Employment, Sports, Gender Equality, Citizenship, Health, Migrations and Disabilities. There is also a coordination with the National Reform Plan (PNR) and the Major Planning Options 2017/2018 that provide for the development of a national strategy to combat poverty. Only in this way is it possible to combat the risk of social exclusion and poverty that young Portuguese are subject to due to the low levels of education, high unemployment rates and incidence of NEETs. The children of immigrants, young people of Roma communities, children and young people living in single-parent families, or large families as well as households where unemployment is present require special attention from social inclusion policies.

By its national and European success and recognition, [Choices Programme](#) should be highlighted. It aims to promote the social inclusion of children and young people from the most vulnerable socio-economic contexts, on the basis of a local initiatives and resorting to youth workers. Created in 2001, it is an initiative of the [High Commissariat for Migrations](#) (ACM), which develops several activities for the promotion of cultural, ethnic and religious diversity (see section [4.4](#))

### **4.1 General context**

#### **Main challenges to social inclusion**

In the last decades Portugal has shown improvements in the living conditions of citizens, in part as a result of the implementation of a set of public policies in the area of poverty and social inclusion and the consequent improvement of the social protection system, in accordance to the Social Inclusion and Employment Operational Programme ([PO ISE 2014](#)).



It is important to highlight the importance of the progressive extension of the educational system, the expansion of compulsory education until the twelfth year of secondary education in 2009, the increase in the supply of equipment and services for social support, and the development of the National Health System, among others.

However, Portugal has faced in recent years a strong economic recession. As a result of the economic and financial post-2008 crisis, in 2011 the country needed to resort to external assistance from the International Monetary Fund, the European Commission and the European Central Bank. The austerity program imposed contributed to an escalation in social inequality and social exclusion, which are felt even today.

This cyclical instability, together with some structural weaknesses of the Portuguese labour market, particularly the low qualifications of the active population, increased the risk of exposure to situations of poverty and social exclusion.

### Poverty

In 2015, 26.6% of the Portuguese population was living at **risk of poverty or social exclusion**, which was particularly high among youngsters ([Rodrigues 2016](#)). In the last decade there has been a sharp rise in young people aged between 15 and 29 at **risk of poverty or social exclusion**: in 2005 these were 24.3% and, in 2015, 30.7% (Eurostat [[ilc\\_peps01](#)]).

One essential factor for the full inclusion in society is access to education and participation in the labour market.

### Education

Many young people leave the education system with a low level of education, which puts them at a disadvantage in terms of access to the labour market.

Portugal presents one of the lowest indices in the European Union in terms of qualifications of the active population and also among young people, the levels of education are still low compared to the European average. In 2015, 33.3% of the population aged between 25 and 34 had a level of education (ISCED 0-2) below mandatory education, compared to 16.6% among the EU28 ([edat\\_ifs\\_9903](#)).

The levels of school failure and early drop-out from the educational system are also high compared to the European average. In 2015, in Portugal, the rate of young people aged between 18 and 24 who stopped studying without completing the secondary school level was 13.7% (Eurostat [[t2020\\_40](#)]).

### Unemployment

At the level of the Labour Market the last decade was characterized by an **increase of the unemployment rate** and, in spite of its reduction since 2014, it continues to be one of the highest rates in the 28 countries of the European Union (EU28) - 12.6% in 2015 (Eurostat [[une\\_rt\\_a](#)]).

Unemployment affects particularly young and older workers. In 2015 the **unemployment rate of youngsters (15-29 years)** stood at 14.8% in the EU28, reaching, in Portugal, the value of 22.8%.

The **conditions for the insertion of young people into the labour market** have been characterized by precariousness, particularly by the increase of part-time and temporary work.

### Young NEET

The difficulty of integration into the labour market has been accompanied by an increase in the percentage of young people who are not working, studying, nor training (Neither working, studying, nor training - NEET). In 2015, 13.2% of young people aged between 15 and 29 years was in a NEET situation.

The least qualified youngsters are those most vulnerable to the NEET situation. (Rowland *et al* 2014).

The NEET situation, increases considerably with age, thus young people aged between 15 and 19 in a NEET situation are only 5.2%, increasing to 17.5% of young people aged between 20 and 24 in a NEET situation (Eurostat [\[yth\\_empl\\_150\]](#)).

### Young people from vulnerable socio-economic context

In recent years the policies for youth social inclusion have been directed to sectors of the youth population living in more vulnerable socio-economic contexts which makes them more susceptible to structural conditions of poverty, unemployment and education, with effects on their safety, health, training, education or development.

Among these groups, we can find children of immigrants, young people from Roma communities, children and young people who live in households of single-parent families or large families. Another particularly vulnerable group is children and young people who live in households where there is a low intensity of work or where unemployment is present. These situations increase the reproduction of intergenerational poverty, making school and professional paths of youth more complex ([Cerdeira et al 2013](#)).

### Definitions and concepts

**Descendants of immigrants:** In Portugal, from the 1980s and until the end of the 1990s intense migratory flows were witnessed that led to a significant increase of the foreign population residing in the country between the years 2000 and 2010. As a result of processes of family reunion or constitution of new families in Portugal, most immigrants have children. These are children (aged between 0 and 14) and young people (aged between 15 and 30) who were born and/or grew up in Portugal (Machado and Matias 2006). Although it is difficult to calculate the proportion of descendants of immigrants, the Portuguese population data from the 2011 Census allows us to gauge that 92 700 citizens of Portuguese nationality had at least one parent of foreign nationality (2011 Census; [Strategic Plan for Migrations, ACM, I.P. 2015](#)).

**Nationality Law:** in 2006 a new [Nationality Law](#) was introduced which marks the change of principle for granting the nationality: this one was based on the principle of *ius sanguinis* and now is based in the principle of *ius solis*. Under this amendment, the number of descendants of immigrants born in Portugal that have acquired the Portuguese nationality increased, that until then were subject to limitations on access to citizenship (Ferreira 2014).

## 4.2 Administration and Governance

### Governance

#### Main Actors:

#### Governmental Authorities

##### [Ministry of Labour, Solidarity and Social Security](#)

The Ministry responsible for the approval and implementation of policies related to employment and vocational training through the Institute of Employment and Vocational Training, I.P., for regulating the issues related to the protection and social action through the [Social Security Institute, I.P.](#). It also includes the [National Commission for the Promotion of Children and Young People at Risk \(CPCJR\)](#), where the commissions for the protection of children and young people (CPCJ) are also included.

For detailed information on the different entities and actors in the field of employment and entrepreneurship that promote the Youth Guarantee Programme, please see Chapter 3 - Employment and Entrepreneurship (sub-section 3.2 Administration and Governance).

### Ministry of Justice

The Ministry responsible for the approval and implementation of policies related to the protection of citizens' rights and duties. It integrates the [General Directorate for Social Reinsertion](#), which is responsible for public policies of crime prevention and social reintegration of young people and adults, particularly through the promotion and implementation of educational governance measures and alternative measures to imprisonment.

### Ministry of Education

It is the Ministry in which the Secretary of State of Youth and Sports is integrated who, in its turn, governs the Portuguese Institute of Sports and Youth, I.P.

It has a direct or indirect intervention in the definition, implementation and monitoring of the measures and initiatives in 4 key fields of the Youth Guarantee Programme: Education, Training, Employment and Entrepreneurship, according to the typology of the measures, through the [General Directorate of Education](#) (DGE) and the [National Agency for Qualification and Vocational Training, I.P.](#) (ANQEP, I.P.).

### Portuguese Institute of Sports and Youth, I.P. (IPDJ, I.P.)

In the domain of Social Inclusion, the Portuguese Institute of Sports and Youth, I.P. (IPDJ, I.P.) develops an intersection role in different domains and in conjunction with various Ministries, both in its capacity as coordinator and as partner in various measures and programs to combat poverty and exclusion among young people.

### Presidency of the Council of Ministers

It is the central department whose mission is to provide support to the Council of Ministers, the Prime Minister, and promote inter-ministerial coordination of several government departments.

Integrated in the Presidency of the Council of Ministers, under the supervision of the Secretary of State for Citizenship and Equality, there are a series of entities which promote social inclusion of young people:

- [Commission for Citizenship and Equality of Gender \(CIG\)](#) with a focus on promoting citizenship and gender equality, responsible for coordinating the [V National Plan for Equality – Gender, Citizenship and Non Discrimination 2014-2017](#); [V National Plan to Prevent and Combat Domestic and Gender-based Violence, 2014-2017](#); by [III National Plan for the Prevention and Combat to Trafficking in Human Beings, 2014-2017](#) and by the [III Action Programme for the Prevention and Elimination of Female Genital Mutilation 2014-2017](#).
- The [High Commissioner for Migrations, P.I.](#) (ACM, I.P.) is the public institute which intervenes in the implementation of public policies on migrations. It is responsible for the coordination of the [Strategic Plan for Migrations \(2015-2020\)](#) and for the implementation and coordination of the Choices Programme.

The Secretary of State for Citizenship and Equality also coordinates the overview of the [Commission for Equality in Labour and Employment](#) (CITE), as well as the coordination of the supervision of the National Council for Solidarity, Volunteering, Family, Rehabilitation and Social Security Policies.

The [General Directorate of Local Autarchies \(DGAL\)](#) is also part of the Presidency of the Council of Ministers (PCM) under the direction of the Secretary of State for Local Autarchies and it is an entity that incorporates the municipalities, civil parishes and their associations, metropolitan areas and the inter-municipal communities, entities which are important for an integrated and proximity policy in the promotion of youth social inclusion public policies.

## Ministry of Health

The Ministry responsible for the formulation and implementation of policies in the domain of health, regulating the management of resources, services and equipment in the health care sector. The [General Directorate of Health](#) (DGS) is the entity under its governance which is responsible for the coordination of the [National Health Plan](#). The DGS promotes and participates as a partner in some programs/measures of youth health promotion such as the TAKE CARE OF YOURSELF Programme.

Other organizations and public entities are also involved in the implementation of youth inclusion policies, such as for instance, in the domain of housing, the [Institute of Housing and Urban Rehabilitation, I.P.](#) (IHRU), under the tutelage of the Ministry of Environment; or, in the domain of citizenship, the [Service of Borders and Foreigners \(SEF\)](#), under the supervision of the Ministry of Internal Affairs.

The implementation of youth social inclusion policies also encompasses a broad series of non-governmental organizations, private entities and Private Institutions of Social Solidarity (IPSS).

The complexity of the social problems requires effective responses, adapted to reality. In Portugal in recent years public policies are increasingly adopting the **logic of integration and partnership in network, in place of a structured central and hierarchical governance**.

The main policies in the domain of Youth Social Inclusion are integrated in the **Social Inclusion and Employment Operational Programme** (PO ISE) in coordination with the **2020 Europe Strategy**.

The mission of the PO ISE is to strengthen the integration of people at risk of poverty and fighting social exclusion, through the development of social intervention measures and direct support to the most disadvantaged and vulnerable population groups.

Thus, being a program included in Portugal 2020, the PO ISE follows a logic of governance based on **the principle of multilevel governance and subsidiarity**, promoting the articulation between central, regional and local government levels.

The principle of partnership implies a close cooperation between national, regional and local authorities, but also with the **private sector** and the **third sector**.

The work of proximity between different entities enables them to have a comprehensive knowledge of reality and populations, which could then be a source of information for the monitoring role in the development of public policies.

According to the logic of this management and implementation model, employment incentive programs were created in partnership with and developed by the Social Security Institute, I.P., which have particular importance in the work developed among children and young people.

[Local Contracts for Social+ Development \(CLDS+\)](#) – social policy instruments aimed at an intervention of proximity, flexible and adaptable to the specific needs of the territory and the population for which it is intended. Among its missions we can find the combat against critical poverty situations, especially of children and young people, through actions of family and parental intervention, preventive measures of child poverty/youth.

[Local Network for Social Intervention \(RLIS\)](#) – it is an organisation and operational model of social intervention on a local basis, which promotes decentralization. The goal is the coordination between the various institutions, actors, means and resources that integrate the network, in close collaboration with Social Security Services

Within the framework of cooperation and coordination of the RLIS with other bodies, partnerships are developed with the Commission for the Protection of Children and Young People (CPCJ), in the scope of the territories that the National Commission for the Promotion of the Rights and Protection of Children and Young People (CNPCJR) set as priorities in its intervention.

In the context of policies to combat unemployment, the Career Offices (GIP) are of particular importance.

[Career Offices \(GIP\)](#) - aim to fight unemployment and precarious employment as an enabler of poverty risk situations. These are support services for the development of a course of (re) insertion into the labour market for young people and unemployed adults, and to work in collaboration with the various local centres in the network of the Institute of Employment and Vocational Training, I.P.

In the field of policies intended for immigrants, Portugal has developed a set of public policies aiming at their inclusion and the inclusion of their descendants.

The integrated responses on the part of Public Administration services in this field are provided by the High Commissioner for Migrations, I.P. under the governance of the the Secretary of State for Citizenship and Equality.

In conjunction with civil society, the [National Centres for the Support of Integration of Migrants \(CNAIM\)](#) have assumed particular importance. Created in 2004, these are centres which concentrate in the same space different services, institutions and support offices for the immigrant. Currently there are centres in Lisbon, Oporto and Faro.

The CNAIMs are complemented by the [CLAIM Network](#) - Local Centres for the Support of Integration of Migrants - which promote a close service and articulation with various local structures. There are currently 58 CLAIM's that involve partnerships with 49 bodies and 45 municipalities throughout the country.

The operations in the field of social inclusion and employment, in the program period of 2014-2020, are co-financed by the European Social Fund (ESF) and the European Regional Development Fund (ERDF).

### Cross-sectoral cooperation

There is a coordination of policies at the institutional level and at the level of definition of the various programmes and measures to promote social inclusion.

At an institutional level an intersectoral coordination is promoted between different Ministries and State structures involved in the conception, implementation and monitoring of policies and of the respective entities with competence in these fields. The PO ISE also foresees the participation of:

- Social partners through the Standing Committee for Social Dialogue ([CPCS](#)), involving the trade unions and business organisations
- Solidarity Sector Partners, covering the members of the Solidarity Sector Standing Committee (CPSS), which involves the [National Confederation of Solidarity Institutions](#), the [Union of Portuguese Mercies](#) and the [Union of Mutual Societies in Portugal](#)
- António Sérgio's Cooperative for Social Economy ([CASES](#)), whose primary mission is to promote the strengthening of social economy sector, and the National Council for the Social Economy ([CNES](#))
- European Anti-Poverty Network ([EAPN](#))

In the context of the national strategy for social inclusion, the PO ISE, there are links with other national plans, programs and strategies, particularly at the level of the definition and conception of different measures and programs:

1. National Plan for the Implementation of a Youth Guarantee ([PNI-GJ](#))
2. National Plan for Ethics in Sport ([PNED](#))
3. [V National Plan for Gender Equality, Citizenship and non-discrimination](#)

The Government is implementing an agenda for equality in labour market and equality in enterprises, whose priority areas the following: the combat against inequalities and wage disparities; the combat against occupational segregation, in particular through girls' greater participation in areas related to Information, Communication and Electronic

Technologies; parenting and reconciliation of personal, family and professional life; and parity in decision-making positions.

Under the scope of this point, a bill has recently been approved in the Council of Ministers, which establishes minimum quotas for balanced representation between women and men in the administration and supervisory bodies of public companies in the public sector, as well as in listed companies.

- [V National Plan to Prevent and Combat Domestic and Gender-based Violence](#);

In the context of policies to combat domestic and gender-based violence, Portugal has also invested in a territorialisation strategy, operationalized by the Commission for Citizenship and Gender Equality by creating partnerships between the different actors involved, in particular the Commissions for the Protection of Children and Young People, thus ensuring more adequate and effective responses. Measures to support civil society organizations acting in this field have also been developed in order to ensure adequate responsiveness. In this field, all issues concerning dating violence have been gaining increasing visibility and students federations have been involved in the construction and implementation of a campaign to combat dating violence that will take place in 2016 and 2017.

- [III Action Programme for the Prevention and Elimination of Female Genital Mutilation](#)
- [III National Plan for the Prevention and Combat to Trafficking in Human Beings](#)
- [National Health Plan 2012-2016](#);
- [National Roma Communities Integration Strategy](#) (ENICC);
- [Strategic Plan for the Migrations \(2015-2020\)](#)
- [National Strategy for Disabilities](#);
- [National Strategy for the Integration of Homeless People \(2009-2015\)](#)

These policies are still articulated with the National Reforms Plan ([PNR](#)) and the [Major Planning Options](#) and the various [Regional Operational Programmes](#).

### **4.3 Strategy for the Social Inclusion of Young People**

#### **Existence of a National Strategy on social inclusion**

In Portugal, the national strategy for social inclusion of young people is framed in the incentives program called [Portugal 2020](#), within the scope of the [Europe 2020 strategy](#). Based on five European Structural and Investment Funds (FEEI), Portugal 2020 defines the main development policies to be promoted in Portugal between 2014 and 2020 which are implemented through 16 operational programs.

Social inclusion and Employment is one of the thematic fields which results in the definition of an Operational Programme for Social Inclusion and Employment ([PO ISE](#)), including two strategic objectives:

- OT9 To strengthen the integration of people at risk of poverty and to combat social exclusion;
- OT8 To stimulate the creation and sustainability of employment.

In the National Reforms Plan, the Portuguese government defined structural reforms in line with the strategic objectives of Portugal 2020, such as strengthening cohesion and social equality.

In the context of the objective theme 8 (OT8), the Priority Axis 2 **Youth Employment Initiative** aims to increase the skills and labour market integration of young people not in education, employment or training - Young people in a NEET situation.

In the context of the objective theme 9 (OT9) the Priority Axis 3 **To strengthen the integration of people at risk of poverty and to combat social exclusion** aims to promote an active social inclusion in potentially vulnerable groups. One of its specific



goals is contributing to the reinforcement of social cohesion, particularly through the social inclusion of children and young people from vulnerable socio-economic contexts.

The document Major Options Plan (GOP) for 2017 foresees the development of a National Strategy to Combat the Poverty of Children and Young People in the biennium 2017/2018 (**See 4.8 Reforms**).

Portugal has more intervention plans and strategies for the vulnerable populations, but those are directed to the general population, regardless of their age. The majority of them include, however, measures intended for young people which are presented in **4.4 Inclusive Programs for Young People; 4.5 Initiatives Promoting Social Inclusion and Raising Awareness and 4.6 Access to Quality Services**.

- [National Roma Communities Integration Strategy](#) (ENICC);
- [V National Plan for Gender Equality, Citizenship and Non Discrimination 2014-2017](#);
- [III National Plan for the Prevention and Combat of Traffic of Human Beings 2014-2017](#);
- [V National Plan for the Prevention and Combat of Domestic Violence and Gender 2014-2017](#);
- [National Health Plan](#) (PNS);
- [III Action Programme for the Elimination of Female Genital Mutilation 2014-2017](#).

Finally, in the fields of Education and Citizenship, the Portuguese Government has developed a Strategy on Education for Citizenship, assisted by a working group constituted for this purpose that will be implemented in schools, in order to include in all curriculums and levels of education a series of skills and knowledge concerning citizenship issues. The implementation started this school year: 2017-2018.

### Scope and contents

In the thematic objective framework of **To stimulate the creation and sustainability of employment** (OT8), in the Priority Axis 2 **Youth Employment Initiative**, the priority is the sustainable occupational integration of young people into the labour market - in particular those neither working, studying, nor training, young people at risk of social exclusion and youth from marginalized communities - through the implementation of the measures set out in the National Plan for the Implementation of a Youth Guarantee (PNI-GJ) which will take place between 2013 and 2018.

Target Group - young inactive and unemployed people aged between 15 and 29 neither working, studying, nor training (NEET).

The specific goals are:

Increase the qualification and sustainable integration in the labour market of young people neither working, studying, nor training, particularly through the development of skills for the job market.

The measures to implement fall into the following typologies:

1. Training;
2. Education;
3. Traineeships;
4. Employment;

In the thematic objective framework 9, Priority Axis **Promoting Social Inclusion and Fighting Poverty and Discrimination**, the priority is the active inclusion, in order to promote equal opportunities and an active participation and to improve employability.

One of the specific objectives is to strengthen social cohesion, increasing the number of people and vulnerable territories covered by the program. Thus, the development of local approaches in strict articulation with the local entities in order to promote social development.



The target group is population residing in vulnerable territories, among them immigrants and their descendants, and Roma communities.

One of the typologies included in the measures to be implemented in the specific objective 2 is the [Choices Programme](#).

The Choices Programme is a government program of national scope which was implemented in 2001 and is now on the 6<sup>th</sup> Generation (2016-2018).

Its mission is promoting social inclusion of children and young people from vulnerable socio-economic contexts, aiming for equal opportunities and strengthening social cohesion.

Its implementation is based on a local action, through the funding of projects based on entities and institutions that act in the territory.

Target groups: direct participants of the programme are children and young people aged between 6 and 24 of vulnerable socio-economic contexts, especially immigrants, descendants of immigrants and Roma communities, which are in one or more of the following situations:

- School absenteeism;
- School failure;
- Early school drop-out;
- NEET
- Unemployment;
- Deviant behaviours;
- Subject to educational tutoring measures or promotion and protection measures.
- Immigrants in vulnerable situations

As a matter of priority, the following entities can apply: municipalities and/or parish councils; commissions for the protection of children and young people; Regional Directorates of the Portuguese Institute of Sports and Youth; associations of immigrants and/or emigrants or representatives of Roma communities; Youth associations; schools and school groups; security forces and services; private social solidarity institutions; and private companies, in the context of organizations' social responsibility, provided that the partnership does not result in any profits or profits for the applicant companies.

### Responsible authority

#### National Plan for the Implementation of a Youth Guarantee (PNI-GJ)

The measures implemented under the National Plan for the Implementation of a Youth Guarantee (PNI-GJ) are promoted by a number of entities according to their typology, integrated in the Ministry of Labour, Social Security and Solidarity; Ministry of Education; Ministry of Economy; Presidency of the Council of Ministers. (**see Chapter 3 - Employment and Entrepreneurship, sub-chapter 3.6 Integration in Labour Market**).

#### Choices Programme

The Choices Programme is promoted by the Presidency of the Council of Ministers and is integrated in the High Commission for Migrations, I.P. (ACM, I.P.).

The following entities are included in the different partners/beneficiaries of the program:

- Institute of Employment and Vocational Training, P.I. (IEFP, I.P.);
- Immigrant Associations;
- Groups of Schools;
- Private institutions of social solidarity.

## Revisions/Updates

### National Plan for the Implementation of a Youth Guarantee (PNI-GJ)

In 2012, to respond to the worsening situation of youth unemployment in Portugal, the Government established the [Strategic Plan of Incentives Promoting Youth Employability and Support to Small and Medium Sized Enterprises](#) – “Impulso Jovem”.

In 2013 this programme adopted the designation [Strategic Plan of Incentives Promoting Youth Employability](#) - “Impulso Jovem”. With the worsening of youth unemployment and its structural constraints, changes were introduced.

The changes introduced aimed the adjustment of the available support instruments, as well as to simplify and introduce greater rationality into the implementation of those instruments. Measures to improve the dissemination of the strategic plan among young people and entities were also introduced.

This programme took place until November 2013 and 90 thousand youths took part in the 4 axes of the program: internships-employment, support for the recruitment, training and entrepreneurship.

In December 2013 this programme became part of the National Plan for the Implementation of a Youth Guarantee (PNI GJ).

### Choices Programme

The first edition of the Choices Programme took place between 2001 and 2003, being a Program for the Prevention of Crime that aimed the insertion of young people from the more problematic suburbs of Lisbon, Oporto and Setúbal. Overall, 50 projects were implemented which benefited 6712 youngsters.

The second generation took place between 2004 and 2006, when the program redirected its action to the promotion of social inclusion. There was a modification of the program implementation model, from a centred plan of action to one based on local projects, founded on institutions with the responsibility of conceiving, implementing and assessing projects (schools, training centres, associations, IPSS, etc.).

During this generation, 87 projects were approved encompassing 43,200 beneficiaries in 54 municipalities throughout the country.

In the third generation held between 2007 and 2009, the territorial scope of the Choices Programme expanded to 71 municipalities, having benefited 81,685 children and young people aged between 6 and 24.

Between 2010 and 2012, the fourth generation was held, following the success of the programme's implementation, and the Government expanded the overall funding and the number of projects supported. Until then, the program was structured in 4 measures: school inclusion and non-formal education; vocational training and employability; civic and community participation and digital inclusion. In the 4<sup>th</sup> edition a 5<sup>th</sup> measure was added to promote Youth Entrepreneurship and Improve Youth Competences/Skills.

The [fifth generation](#) took place between 2013 and 2015. Protocols with consortia have been concluded in 110 local projects. Additionally, it also financed, on an experimental basis, 31 projects in the field of employment and entrepreneurship.

## 4.4 Inclusive Programmes for Young People

### Programmes for vulnerable young people

In the field of **Employment** the [Youth Guarantee Programme](#) aims to combat the high rates of youth unemployment, intended for young people aged between 18 and 29 in a NEET situation. It seeks to increase the skills of young people, facilitating the transition to the labour market and reducing youth unemployment.

It operates along four lines:

- Traineeships;
- Employment;
- Education;
- Training;

For more details about Traineeships and Employment see, respectively, Chapter 3- Employment and Entrepreneurism - 3.5 Traineeships and Apprenticeships and 3.6 Integration of Young People in the Labour Market and 3.9 Start-up Funding for Young Entrepreneurs).

With the objective of promoting the completion of secondary education (Twelfth Grade), the **Youth Guarantee** also offers school and alternative training paths in partnership with the Institute of Employment and Vocational Training, P.I. (IEFP, I.P.); and with the Centres for Training and Vocational Education (CQEP), particularly:

- [Vocational Courses at a Secondary School level](#);
- [Professional Courses](#);
- [Youth Education and Training](#);
- [Apprenticeships](#)

At the level of post-secondary and higher education it also offers [Technological Specialization Courses](#) and [Higher Vocational Technical Courses](#).

The **Youth Active Life** Programme aims to strengthen the vocational qualification of unemployed young people seeking a first or new job. It is intended for young people aged between 18 and 29 enrolled in employment services and enables the development of modular training courses, based on training units of short duration (UFCD) and practical training in work context (FPCT).

The **STEER project** supports the transition of young people at risk. It aims to develop a **training program for young workers**, in order to facilitate their transition from educational system to the labour market with a special focus on the promotion of employability of young unemployed and young people in a NEET situation. It is also targeted to newly graduated, students, youth leaders and young people with fewer opportunities. [Youth Foundation](#) is the entity responsible for the implementation of the project in Portugal.

In the field of **Education**, "[Retomar](#)" Programme aims to combat **early school drop-out in higher education**, through financial support to students wishing to complete their studies or study a new area of expertise, at the graduate or master's degree level. It is intended for young people aged under 30 and able to complete the course.

The **Integrated Program for Education and Training** ([PIEF](#)) was created in 1999 within the scope of the [Plan for the Elimination of Child Labour Exploitation \(PEETI\)](#). It is an educational measure to **prevent early school leaving** that seeks to promote **compliance with the mandatory education** system and social inclusion, providing a school qualification equivalent to 2<sup>rd</sup> or 3<sup>rd</sup> cycle.

It has a temporary and exceptional character and should only be adopted when all other measures of school integration have been exhausted. the target group are young people aged between 15 and 18 who are at least three years older than the age of the education level attended by them and who are at risk and/or in danger of school or social exclusion.

In the field of **Scientific Dissemination**, **Integra Programme** was created by [Ciência Viva](#) - National Agency for Scientific and Technological Culture that aims to support innovative projects for social inclusion through education and scientific culture.

The programme is planned for children and young people in migration contexts, asylum or displaced from their countries of origin, with interrupted education or learning difficulties who have recently arrived in Portugal and lack the knowledge of the language.

It is targeted to scientific social institutions, higher educational establishments, museums and schools.

Within the scope of the [National Program of Sports for All \(PNDpT\)](#), a government program for sports promotion (IPDJ, I.P.), some initiatives were developed in order to promote youth social inclusion through sports, enabling the access of young people with a disadvantaged socio-economic profile to the practice of certain sports, for instance:

- Project "Dar à Costa" (Surf);
- Project " Bola P'ra Frente " (Football);
- Project " Crescer com Escolhas" (Body combat and Kickboxing).

A reference should be made to the [Programme without borders](#) that was aimed to provide **holiday camps** for children and young people aged between 10 and 18 (young people up to 21 years old can be considered when suffering from slight mental frailty) that are institutionalized in homes and Temporary Accommodation Centres of Public and Private Institutions, in host families, monitored by the Committees for the Protection of Children and Young People and in other programs, as well as beneficiaries of Social insertion income.

It was a partnership between the Portuguese Institute of Sports and Youth, I.P., the Social Security Institute, I.P, and Movijovem. It was created in 1999 and its latest edition occurred in 2015 with the completion of 18 holiday camp. The Social Security Institute, I.P. ensured the integral payment (100%) of financial charges related to the program, including activities, accommodation, food and insurance for young people.

### [High Commissioner for Migrations \(ACM, I.P.\) Programmes](#)

#### **Choices Programme**

In the framework of the [Choices Programme](#), the [U CAN Project](#) is in its 3<sup>rd</sup> edition. In 2016 it granted 50 scholarships to young descendants of immigrants and refugees, in a vulnerable socio-economic situation, contingency that limited their possibility of studying in a higher education establishment. The young university students should be aged under 24 and reside in the territories of intervention of the Choices Programme.

The goal is to support higher education as a promoter of social inclusion and prevent school dropout in this educational cycle.

It also stimulates a Mentoring Network which provides personalized support to young people, composed of people with higher education that follow their personal and academic development.

Overall, both editions have already granted 96 scholarships, with 94 scholarship students achieving good results in most subjects. The project involved 66 mentors.

The procedures ruling the grant of scholarships are defined by the [Rules](#) of the program.

The [Operational Programme for the Promotion of Education - OPRE](#) grants scholarships to young university students from Roma communities. It is an initiative of the High Commissioner for Migrations, I.P. (ACM, I.P.), under the scope of the Choices Programme. It is developed in partnership with the "Letras Nómadas" Association and the Portuguese Youth Network for Equal Opportunities Between Women and Men.

The goal is to avoid early dropout in this educational cycle, alleviating the barriers that exist between Roma communities and the formal education system.

It grants 25 university scholarships, training, mentoring and follow up of these young students and their respective families.

Conditions for access:

- Coming from a Roma community;
- Being enrolled in an approved course of higher education;

- Having successfully completed most subjects/course units of the previous school year;

Additional conditions for access are available in the [rules](#) of the programme.

In addition to the grant of scholarships, the Government also provides for the follow up of Roma students by socio-cultural mediators existing in Roma Communities, through the mediation of CPCJ, which have the mission of contributing to reverse the trend of school drop-out and to establish the bridge between families and schools.

**Choices for Talent Network** is a pilot initiative of the High Commissioner for Migrations, I.P. (ACM, I.P.), under Choices Programme, addressed to young people aged between 16 and 30 who want to develop a talent, interest or expertise related to a possible professional area.

The goal is to contribute to the development of the talent of young people coming from different contexts, by increasing equality of access to opportunities.

It offers various kinds of support:

- Personalised monitoring from an experienced mentor;
- Support in the definition of a plan for the development of talents;
- In-house training in personal and social skills;
- Sharing experiences with other young citizens;
- At the end of this initiative there will be an event for sharing the results.

The mentors are personalities with recognized talent in a certain area of expertise that voluntarily will monitor youngsters, guide them, motivate them and inspire them on their training and professional path.

**Ideas competition for Young People - Mundar: Change Your World!** results from a partnership between Choices Programme and Calouste Gulbenkian Foundation. It is intended for young people aged between 16 and 30, provided that their ideas are included in the main priorities defined by the competition and submitted through a Choices project.

It aims to encourage young people to present ideas, create projects and organize actions that promote their empowerment and autonomy. Until now (and since 2013) it has supported a total of 47 'ideas' that implemented life projects, improved the communities of young people and/or created solutions for social problems

**PEPEI - Project of entrepreneurship for International Students** is sponsored by the ACM, I.P. and it was implemented in 2015 within the framework of the PEI-Programme on Immigrant Entrepreneurship. It aims to empower international students for the structuring and implementation of a business idea, whereas the training and empowerment in entrepreneurship is increasing as a basic instrument to enter into active life.

It provides:

1. Course "Support for the Creation of a Business";
2. Advice;
3. Workshops

**More Leaders - Young Cigan@s (Mais Líderes - Jovens Cigan@s)** is an empowerment programme promoted by the High Commissioner for Migrations, I.P. (ACM, I.P.) within the framework of Priority 5 of the National Strategy for Roma Integration (ENICC). The programme promotes an active participation of young Roma at a civic and associative level, using participatory methodologies in leading meetings, training courses, information/awareness sessions and development of projects. It is intended for young people aged between 18 and 35.

**Mobility and Social Integration for Young Descendants of Immigrants** is an initiative which aims to boost youth exchange and youth mobility, social integration and

promote the contact with the architectural, historic and cultural heritage of Continental Portugal, intended for children and young people from the most vulnerable socio-economic contexts, particularly descendants of immigrants who have acquired Portuguese citizenship

It results from a protocol of partnership between the High Commissioner for Migrations, I.P. (ACM, I.P.), Movijovem and the Portuguese Institute of Sports and Youth, I.P. (IPDJ, I.P.). It seeks to strengthen the connection of young people with Portugal, thus contributing to a better integration into society, strengthening their feeling of belonging, through the access to accommodation provided by various Youth Hostels which constitute the Continental Network of Youth Tourism.

### **Access to citizenship and integration of new nationals**

The Strategic Plan for Migrations 2015-2020 includes the goal of promoting the integration and inclusion of new Portuguese citizens, in particular descendants of immigrants and those accessing to Portuguese nationality, through actions in the fields of education, vocational training, transition to the labour market, civic and political participation, digital inclusion, entrepreneurship and coaching. In this axis, it also specifically provides for measures to promote the attribution of Portuguese nationality, particularly among the descendants of immigrants, through the creation of mechanisms to enhance the granting of Portuguese nationality.

### **Funding**

Choices Programme is sponsored at **national** level by:

- The Ministry of Labour, Solidarity and Social Security through the Social Security Institute, I.P.
- The Ministry of Education through General Directorate of Education

At **European** level by :

- The European Social Fund/[Portugal 2020](#),
- The Regional Operational Programme of Lisbon 2014/2020 ([PORLISBOA](#))
- The Operational Programme of Algarve [CRESC ALGARVE 2020](#)
- The Social Inclusion and Employment Operational Programme (**POISE**) in the North/Centre of Portugal and Alentejo.

The Integra Programme is funded by [Ciência Viva](#) - National Agency for Scientific and Technological Culture.

The STEER Project is funded by Erasmus+ - Key Action 2: Cooperation for innovation and the exchange of good practices Key Action 2: Cooperation for innovation and the exchange of good practices.

### **Quality assurance**

In the PIEF Programme, monitoring and assessment are made by the Directorate General of Education (DGE), based on the data collected, according to the student's indicators for assessment and monitoring. It foresees the preparation of a report/opinion.

Projects approved under Choices Programme (Programa Escolhas) are subject to a self-assessment process, an internal assessment carried out by the Programme's technical team, and an external assessment carried out by an independent entity which assesses the programme as a whole



## **4.5 Initiatives promoting social inclusion and raising awareness**

### **Intercultural awareness**

#### **Interculturality and Migrations**

The High Commissioner for Migrations, I.P. (ACM) promotes several initiatives related to issues of Interculturality, Diversity and Migrations.

#### **Intercultural School Seal**

The [Intercultural School Seal](#) is an initiative created in 2012 by ACM, I.P. in partnership with the Ministry of Education, through the General Directorate of Education (DGE) and with the collaboration of the [Aga Khan Portuguese Foundation](#) (AKF Portugal).

It consists of a certificate and a digital stamp that distinguishes schools developing projects that promote the recognition and appreciation of diversity as an opportunity and a source of learning for all.

It is granted according to levels of certification:

1. Level I-Initiation;
2. Level II-Intermediate;
3. Level III-Advanced.

Each School shall, based on the results, develop a plan of action that will serve as a guide for improving future practice, bearing in mind the development of an intercultural dimension.

#### **ACM, I.P. Training Offer**

The High Commission for Migrations (ACM.P.I.) makes available [resources and training offer](#) to citizens, professionals and entities that, directly or indirectly, are linked to the questions of Intercultural and Migrations. These training materials were created in the scope of the ACM, P.I. mission, which is based upon the promotion of a positive and enriching management of the cultural diversity, through intercultural and inter religious dialogue, based on the respect of the Constitution and legislation in place, giving value to the cultural diversity in a frame of mutual development and respect.

Some actions/session are targeted to young people and other for teachers or other actors:

Intercultural Education for Young People (4 hours) intended for children and young people aged between 10 and 16, preferably from the host country/society. The goal is to promote a reflection on intercultural learning (acceptance of differences, tolerance, solidarity, sharing and cooperation, conflict mediation)

Intercultural education at school (6 hours) intended for teachers and other actors of the educational community. The goal is to promote a reflection on how intercultural learning can be enhanced in the school context, discussing the educational practices.

#### **Schools Intercultural Kit**

The [Schools Intercultural Kit](#) offers a set of materials based on the issue of interculturality. It is intended for schools and all education professionals. It aims to promote a reflection about diversity, interculturality and globalization, challenging beliefs, perceptions, skills and practices of education professionals, as well as their teaching methods and the content of school syllabuses, public policies and the culture of 'educational spaces'.

#### **Project "[More than Numbers](#)" - Educational Toolkit**

It includes a series of tools related to migrations and asylum in the European Union, available in 24 EU Member States in 20 languages. In Portugal it was promoted by the ACM, I.P. in collaboration with the General Directorate of Education.



It is intended for teachers and educators of youngsters between 12 and 18 years.

It includes:

1. [Teacher's Manual](#) - with activities and exercises to be completed in the classroom and a DVD with exercises;

### **Citizenship in Portugal Tour: Stop, Think, Act!**

This initiative comes from the Secretary of State for Citizenship and Equality, in partnership with the Portuguese Association for Local Development ([Animar](#)), and it also involves municipalities, public administration bodies, Social and Solidarity Economy organizations and other entities such as the Portuguese Association of the Blind and Partially Sighted ([ACAPO](#)) or the Portuguese Federation of Deaf People Associations ([FPAS](#)), among others.

It was a tour that challenges local networks and local communities across the country to a journey of discovery, reflection and action on citizenship and participation. From October 2016 to July 2017, a team of animation, communication and a van, duly equipped with educational and playful resources, supported the dynamization of activities proposed by local partnerships. Local communities, social and solidarity economy entities, bodies of the public sector and companies were invited to participate. The tour aimed the promotion of the reflection and action on still existing inequalities, discriminations and violence, inviting communities to:

2. STOP to dialogue and share information and knowledge on Citizenship and Equality.
3. THINK about strategies for the territorialisation of public policies, together with communities and local partnership networks.
4. ACT in favour of Citizenship and Equality, encouraging all social development agents and mobilizing the appropriate resources in each context.

### **Young people's rights**

#### **European Day against sexual exploitation and children abuse**

An event (18<sup>th</sup> November) developed by the Ministry of Justice to raise awareness against exploitation and harassment of children and young people.

#### **Children and Young People Forum**

[The Children and Young People Forum](#) was established in 2010 under the Commemorative Platform of the 50th anniversary of the Declaration of the Rights of the Child and the 20th anniversary of the Convention on the Rights of the Child.

The purpose of the forum is to develop a network, by creating a space for dialogue, exchange of ideas, knowledge and views between organizations working with children and young people.

The objective is to contribute to the defence and promotion of social, cultural, economic and civil rights of children and young people.

#### **Lead Project - Inform to Prevent**

It is a European project promoted by the Association for Victim Support (APAV) and that counts with the collaboration of several international and national partners, in particular the [Higher Institute of Labour and Business Sciences - University Institute of Lisbon](#) and the Youth Foundation.

The project is co-financed by the European Commission in the scope of General Directorate of Justice.

The objective is to develop and to spread information about street violence, violence between peers and other forms of violence against children and young people, through several resources in its [website](#):

1. [Dating violence](#);
2. [Bullying](#);
3. [Online violence](#);
4. [Sexual Violence](#);
5. [Safety at School](#);
6. [Safety in Places for Leisure](#).

And in advertising campaigns:

- [After saying no, stop](#);
- [No more violence](#);
- [Stay tuned](#);
- [Movement against hate speech](#);
- [Everything will be better™ Project](#)

### **Commemoration of the International Anti-Bullying Day**

A preventive, informative and formative initiative about Bullying held on 20 of October, promoted by APAV.

### **Dating with Fair Play ("Namorar com Fair Play")**

A programme created by the Portuguese Institute of Sports and Youth, I.P. (IPDJ, I.P.), of prevention of dating violence. Its purpose is the establishment of a Local Group of Animators (BLA) comprised of volunteers of both sexes, between the ages of 16 and 30.

A number of projects will be introduced in schools, higher education institutions, city councils and/or other partner entities.

It falls under the National Plan to Prevent and Combat Domestic and Gender-base Violence (2014-2017) in the field of prevention, awareness and education.

### **The National Commission of Promotion of Children and Young People's Rights and Protection (CNPDCJ)**

In the scope of an application to the National Regional Strategic Framework (NSRF) and the Operational Programme of Technical Assistance (POAT), the CNPDCJ developed Guidelines on how to address cases of violence or other situations of danger, developed under an established protocol between CNPDCJ, the Social Security Institute, I.P., and the "Generalitat Valenciana", Ministry of Social Welfare.

- [Guidelines for social action professionals](#)
- [Guidelines for Education professionals](#)
- [Guidelines for Security Forces professionals](#)
- [Guidelines for Health professionals](#)

### **National Plan for Gender Equality, Citizenship and Non-Discrimination (2014-2017)**

The National Plan for Gender Equality, Citizenship and Non-Discrimination includes measures intended for Young People:

In strategic area 2 of the Plan (Promotion of Equality between Women and Men in Public Policies), we can emphasize the following measures and actions within the education, science and culture context:

- Under the scope of measure 14 (Producing pedagogical materials in all kind of supports, promoters of gender equality and citizenship.), an Educational Guide for Gender and Citizenship was created, targeted to the secondary school levels and it was formed a working group to create an Educational Referential for Gender Equality.
- Under the scope of measure 15 (Promoting the dissemination and implementation of produced pedagogical materials), training actions certified by the Scientific and Pedagogical Council of Continuing Education were funded, targeted for education

professionals, from pre-school to secondary education; training workshops organized by the General Directorate of Education were held; and the Commission for Citizenship and Gender Equality (CIG) published the Guidebook for Early Childhood Education and the Guidebook for Basic and Secondary Education,

The Guidelines on Gender and Citizenship Education, published by the Commission for Citizenship and Gender Equality (CIG) and validated by General Directorate of Education (DGE) are referred by the Council of Europe in "[Compilation of good practices to promote an education free from gender stereotypes and identifying ways to implement the measures which are included in the Committee of Ministers' Recommendation on gender mainstreaming in education](#)".

Also noteworthy the following measures and actions:

**Measure 27 - Promoting educational sessions for raising awareness on gender equality and non-discrimination intended for young people**

Activities for raising awareness on gender equality and non-discrimination were created, aimed at young people, for example:

- there were created activities for raising awareness on gender identities and deconstruction of stereotypes (for the younger ones), under the "Gender Equality Meetings" project, by UMAR ,targeted to schools with different levels of education, from kindergarten to 12th grade.
- activities for raising awareness, under the scope of the #ON\_Sex - Sexual Rights and Vulnerable Young People Project, developed by the Family Planning Association (APF).

**Measure 50 - Raising the population's awareness for non-discrimination based on sexual orientation and gender identity**

Under the Artways Project, UMAR and Portugal ILGA held 3 activities in schools to raise young people's awareness for non-discrimination on the grounds of sexual orientation and gender identity.

**Measure 51 - Conduct-awareness campaigns against discrimination on the grounds of sexual orientation and gender identity**

In 2015, CIG launched the 2nd national campaign against homophobia and transphobia - 'Do not close the door on them' (Não lhes feche a porta)

The aim is to raise the general population's awareness and, particularly, the families, for the violence that affects young people because of their sexual orientation or gender identity.

**Key initiatives to safeguard democracy and prevent radicalisation leading to violent extremism**

**Online and offline No Hate Speech Youth Campaign**

A campaign incorporated in [Movement Against Hate Speech](#) - Youth for the online Human Rights, in the scope of an initiative of the Council of Europe, initiated in 2012 that will continue until 2017.

The objective is the combat against online hate speech and discrimination, in particular every way of expression that spread, instigate, promotes or justifies the racial hatred, xenophobia, homophobia, antisemitism and other forms of hatred based on intolerance.

The implementation, strategy and activities of the campaign at [national](#) level are coordinated by the Portuguese Institute of Sports and Youth, I.P. (IPDJ, I.P.) in collaboration with other organisations and youth associations.

Intended for young people and the general population and includes several online and offline initiatives, including:

1. sessions for raising awareness at the regional level
2. thematic seminars
3. participation in the European action day

### **Plan of Action to Prevent Violent Extremism**

Portugal since 2015 has one [National Strategy for Combating Terrorism](#), in response to the guidelines of the European Convention on Human Rights and Fundamental Freedoms of the Council of Europe from the EU Charter of Fundamental Rights and from the constitutional principles of the Portuguese State, regarding the policy of combating terrorism in the European Union.

The commitment to combat terrorism in all of its manifestations relies on five strategic objectives:

- detection;
- prevention;
- protection;
- pursuit;
- answer;

Regarding the strategic goal - Prevention, the priority is to develop a critical sense among young people, involving the sectors of education, training and youth work and stimulating a pedagogical orientation towards education for citizenship.

Finally, the **National Strategy on [Education for Citizenship](#)** that the Government conceived aims to meet the need of a citizens' training development in order to prevent phenomena with a negative impact on society in general and high costs for the country's development and progress. Citizenship, in its broader conception, includes a series of rights and duties that should be transmitted in Portuguese children and youth training, enabling that in the future they will be adults with a civic behaviour, favouring the equality in interpersonal relations, the integration of difference, the respect for human rights and the appreciation of values and concepts concerning national citizenship. This Strategy's started to be implemented in the school year 2017-2018 in schools, with the goal of including in the curriculums of all levels of education a series of skills and knowledge concerning citizenship.

## **[4.6 Access to Quality Services](#)**

### **Housing**

At the national level there are some policies which goal is to make the access to housing for the young population easier.

#### **"Porta65 Jovem" Programme**

"[Porta 65 Jovem](#)" is a financial support system for renting a house.

It is intended for young people aged between 18 and 30, and the application may be done individually or as a "young couple" (in this case one of the members of the couple can be 32 years old).

Support is given through a monthly allowance equal to a percentage of the rent's value.

The goal is regulating incentives to young tenants by promoting:

- The autonomy of young people living alone, in family or in young cohabitation;
- The regeneration of degraded urban areas;

The revitalisation of the rental market.

At the regional level, some city councils possess their own housing programmes for young residents in the municipalities that include support measures for renting; buying not too expensive houses; or youth housing programmes in the historical centres of the cities, promoting, at the same time, its urban regeneration.

## Social services

[The Social Security Institute, I.P.](#) offers a series of integrated responses for social support and care for children and young people in situations of danger.

The objective is protecting children and young people aged under 18 through support measures that promote their personal and social development and provides them security, health, training, education, well-being and integral development.

There are 6 kinds of responses:

- Family Support and Parental Counselling Centre (CAFAP)
- A Street Team to Support Children and Youths
- Foster Care
- Temporary Shelter Centre
- Children and Youth Shelters
- Independence Flats

The independence flats are intended for young people in transition to adulthood aged between 15 and 21.

The responses regarding the sheltering and institutionalization of children and young people are provided by National Commission for the Promotion of the Rights and Protection of Children and Youth ([CNPDP CJ](#)).

The CPCJ are non-judicial official institutions whose mission is to protect children and young people in danger.

### National Social Emergency Line

The number 144 - National Social Emergency Line (LNES) - is a public telephone service, free of charge, always functioning, 24h per day, every day of the year.

It aims to give an immediate response to situations that need a fast and urgent intervention in the scope of social protection, as well as ensuring access to further social forwarding/follow-up, from a perspective of insertion and autonomy.

It is aimed at all citizens, but in particular to those who are in a situation of vulnerability, particularly:

- Victims of domestic violence;
- Children and young people in danger;
- People in situations of loss or absence of autonomy;
- Homeless People.

### ASE (School Social Support)

[The School Social Support](#) (ASE) is a support measure that contributes in the school expenses of the students, in particular with books, school material, meals and transportation necessary for the attendance of primary and secondary education.

The goal is to support children and young people of unprivileged families in order to fight social exclusion and the school dropout rate by promoting equal educational opportunities.

Students with special education needs have additional support in the acquisition of technology that assist in learning.

### Social Welfare Services (SAS)

The Social Welfare Services of the public higher education offers scholarships, through a money allowance for the contribution in costs for the attendance of a higher education degree or carrying out a mandatory professional internship.

It is given as a non-refundable grant in the same year for students that lack financial resources.

The conditions for granting scholarships are defined in the current legislation, and in the [Rules for Granting Scholarships for Students in Higher Education](#).

### Support in transportation

In the majority of the Portuguese public transportation services there are discounts and different student bus tickets for young people. The discount is established according to the category of School Social Support of each family.

- [4\\_18@escola.tp](#) – intended for young people aged between 4 and 18.
- [sub23@escola.tp](#) - intended for students aged under 23, attending private or public establishments of higher education.

### Health care

#### Legislation and intersectoral strategies intended for vulnerable groups:

Intervention in Child and Juvenile Health

- National Youth Health Programme 2006-2010 (Regulation nº 12045/2006);
- Health Intervention for Children and Youth at Risk (Regulation nº31292/2008);
- TAKE CARE OF YOURSELF Programme (Decree n.º 655/2008);
- National System of Early Intervention - SNIPI (Decree-Law No. 281/2009);

#### Programmes and Services for Access Promotion

##### Support Programme for Health Promotion and Education

According to the concept of *Health Promoting Schools* (EPS) of the World Health Organization (WHO, 2009), the General Directorate of Education developed the [Support Programme for Health Promotion and Education \(PAPES\)](#) with guidelines in the following fields:

- [Mental Health and Prevention of Violence](#)
- [Nutrition Education and Physical Activity](#)
- [Addictive Behaviours and Dependencies](#)
- [Affections and Sex Education](#)

##### National Programme for Oral Health Promotion (PNPSO)

[The National Programme for Oral Health Promotion](#) (PNPSO) is developed in private services in conjunction with school health and child and youth health programmes.

The PNPSO provides access to oral health care in the areas of prevention, diagnosis and treatment to some population groups, including children and young people, through dentists' checks.

##### Take Care of Yourself

It is a programme of the Portuguese Institute of Sports and Youth, I.P., with the involvement of several partners which are public and private entities in education and health sectors.

The objective is 'Educating for health', promoting healthy lifestyles and the acquisition of skills for health, at a somatic, psychoaffective and social level.

It is envisioned for young people between the ages of 12 and 25, teachers, parents, leaders of associations, healthcare professionals and others that develop activities with young people.

The program is structured in five intervention measures:

1. Mobile units;
2. Training;
3. Theatre-debate;
4. Youth Health Offices - Free appointments;

## 5. Support for projects

### **Children and Youth Health Appointments**

It is a monitoring appointment, for health and prevention of diseases promotion for children and young people aged under 18.

The appointments must take place according to the schedule established by the regulations of the General Directorate of Health (DGS) and the strategic guidelines of the National Health Plan.

In addition to the strictly clinical issues related to growth and development, information is provided about health and wellness: nutrition, prevention of infectious diseases, accident prevention, vaccination, recreational and leisure activities, sports, sexuality.

### **Support Centres for Children and Youth at Risk**

A network of support centres of primary health and hospital care available in health centres and hospitals.

It promotes the protection of children and young victims of abuse and neglect. The intervention should be made, initially, by formal and informal, public and private entities that deal with children and young people of the sectors of health, education, and social service.

### **Literacy, Information and Guidance**

#### **National Education for Health, Literacy and Self-care Programme**

Under the National Education for Health, Literacy and Self-care Programme, it is expected the launch of a mobile app - Youth Mobile.

### **SOS Children**

SOS Children, affiliated with the Child Support Institute (IAC), is an anonymous and confidential service for children, young people, families, professionals and the community.

### **Sexuality Helpline**

This is a telephone line for information, clarification, orientation and guidance in the field of Sexual and Reproductive Health, under a protocol between the Portuguese Institute of Sports and Youth, I.P. (IPDJ, I.P.) and the Family Planning Association (APF).

### **Cross-sectorial policies**

In Portugal, regarding the access to health care there are local strategies through the constitution of Community Councils with representatives of several entities in the field of health and education with the goal to promote the management of health care locally.

They are constituted by representatives of the local authorities, social security, schools, social solidarity institutions, associations, the reference hospital, social volunteering teams and the National Commission for the Promotion of Rights and Protection of Children and Youth.

### **Financial services**

#### **Vulnerable youth's access to credit**

##### **A bank's line of credit for Higher Education students**

The students of the higher education and polytechnic can benefit of one [bank's line of credit with mutual guarantee](#), that results from an initiative of the Ministry of Science and Higher Education, in partnership with [National System of Mutual Guarantee](#) and the national banking entities.



The loan system was created in 2007 with the objective of financing the launch of technological, bachelor's, masters, postgraduate, doctorate specialisation courses and exchange programmes such as ERASMUS.

The students benefit from a minimal interest rate, with a regulated spread according to their school performance. A better school performance gives access to lower spread rates.

The loans must be refunded 6 to 10 years after the completion of the course.

If the student is aged over 18, he may resort directly to the Bank to request a mutual guarantee credit; If he is a minor, the loan is granted to the parents.

### **National Microcredit Programme**

The [microcredit](#) is a small loan to support people who have no access to a normal bank credit and that wish to perform a small investment to create their own job or business.

It aims to promote entrepreneurship and individual autonomy, allowing social inclusion through the economic initiative.

It is intended for people with difficulties in entering the labour market, which are at risk of social exclusion.

Priority is given to unemployed young people aged between 16 and 34.

The programme is a measure promoted by the Institute for Employment and Vocational Training, I.P., in partnership with the António Sérgio's Cooperative for Social economy (CASES).

(see Chapter 3 Employment and Entrepreneurship, subchapter 3.9 **Start-up Funding for Young Entrepreneurs**).

### **Measures against financial exclusion**

#### **National Plan for Financial Education - [Everyone Counts](#) (Todos Contam)**

The Bank of Portugal has developed programmes to promote inclusion and financial literacy, covered in the G20 Principles for Innovative Financial inclusion and on the OCED Principles (International Network on Financial Education)

The [National Plan for Financial Education](#) (PNFF) 2016-2020 is an instrument to promote financial inclusion created by the National Council of Financial Supervisors (NCFS), consisting of three financial regulators:

- Bank of Portugal;
- Portuguese Securities Market Commission
- Supervisory Authority of Insurance and Pension Funds

### **Financial education in schools**

As a result of a [collaboration protocol](#) between the Ministry of Education and the Bank of Portugal signed in 2011, it was developed, through the General Directorate of Education and the National Agency for Qualification and Professional Education, a [Financial Education Framework](#) that outlines guidelines for the implementation of financial education in the spheres of education and training in the different educational levels:

- Pre-School Education
- Basic Education
- Secondary Education
- Adult Education and Training.

### **Financial education manuals (2015-2017)**

Didactic-pedagogical materials for students and teachers in the basic and secondary education, covering the themes of the Financial Education Framework.

In its production the following partners are involved:

- Ministry of Education;
- APB – Portuguese Banking Association;
- APS – Portuguese Association of Insurers
- APFIPP – Portuguese Association of Investment Funds, Pension Funds and Asset Management;
- ASFAC – Association of Specialized Credit Institutions

### **Global Money Week**

An international initiative to raise awareness of young people to the importance of financial issues hosted annually by the *Child and Youth Finance International* (CYFI) which involved 20 Portuguese schools, that worked on financial training activities with students of different levels of education.

### **"Everyone Counts" Competition**

A competition in partnership with the Ministry of Education that rewards and encourages the development of financial training projects in schools.

### **Financial Training Day**

The 2<sup>nd</sup> November is the financial training day to raise the population's awareness of its importance.

### **Training**

A training programme for educators and teachers of all education levels with the goal of promoting the introduction of the Financial Education Framework in the schools' curriculum.

Intended for educators, teachers and pre-school, basic and secondary education students.

In the scope of the partnership between financial supervisors and the Ministry of Education and Science, the Financial Education Framework was published for pre-school, basic and secondary education and adults education and training, intended for guiding the implementation of financial training in the field of education.

### **Quality assurance**

The different programmes and measures are evaluated individually by the various existing mechanisms at the European, national and institutional level.

The programmes subject to European funding are submitted to regular assessments taking into account the indicators of production of each measure/programme.

At the national level institutions involved in the development and implementation of the measures/programmes, either in the quality of coordination or the quality of partnership are subject to external and internal evaluations, in particular through the Assessment and Accountability Framework (QUAR) by a series of performance indicators.

In addition, some entities, such as the [Institute of Employment and Vocational Training, I.P.](#) (IEFP), produce reports with indicators of effectiveness, efficiency and quality, including indicators of the Youth Guarantee.

## **4.7 Youth Work to Foster Social Inclusion**

### **Policy/legal framework**

In 2016 it was created the professional profile of the Youth Worker (Youth Worker), in Portugal.

The [Youth Worker](#) is a professional whose work is defined by *intervening in the design, organization, development and evaluation of projects, programmes and activities with*

*and for young people through domain methodologies of non-formal education, facilitating and promoting citizenship, participation, autonomy, inclusion and personal, social and cultural development* ([Employment and Labour Newsletter BTE n.º45 2015](#)).

The creation of the Youth Worker's professional profile has been developed by a Work Group in the field of Youth, under the coordination of the State Secretariat for Youth and Sports and the Portuguese Institute of Sport and Youth, I.P. (IPDJ, I.P.), with the collaboration of the National Agency for Qualification and Professional Education - Education and Employment and Qualification ANQEP, I.P. It counted with the collaboration of associations and representative youth platforms - National Youth Council (CNJ) and the National Federation of Youth Associations (FNAJ).

The main goals of the professional training for Youth Workers are qualifying professionals capable of organising and developing educational activities, monitoring children and young people, under the supervision of childhood educators/teachers or autonomously.

### **Associations**

In regard to [youth associations](#), the Portuguese law distinguishes them from student organisations and defines their responsibilities. The legislative acknowledgment of its genesis is essential for the eligibility in funding applications.

### **Volunteering**

In Portugal the work with young people is also supported on the basis of volunteering work.

In the field of social inclusion the cultural mediators are an important factor in the creation of local implementation projects, as is in the case of programmes financed by Choices. The Cultural Mediator is a young person belonging from that territory, that due to his people and training skills, has the ability to develop a connection between the workers of a specific project and the local community.

There are no official mechanisms of keeping track of the number of volunteers and cultural mediators, to gauge if their percentage is higher than workers.

### **Main inclusive Youth-Work programmes and target groups**

In Portugal the work with young people in associations was recognized and developed after the end of the authoritarian regime in 1974. Until then every type of association was forbidden.

Currently the main driver and funder of work with young people is the [High Commission for Migration](#) (ACM, I.P.) through the [Choices Programme](#).

### **Choices Programme**

The Choices Programme finances annually numerous associations and non-governmental organisations that develop work in the field of Youth for the implementation at the local level of targeted projects and actions to promote the social inclusion of children and young people from the most vulnerable socio-economic contexts, particularly of the children of migrants and ethnic groups.

The programme also promotes collaboration in a networks with stakeholders and organisations, emphasizing the collaboration as a way to optimize resources, by the various partners offering additional economic and material resources.

The intervention strategy at the local level and in partnership with several entities allows to have a better understanding of young people and their families and as a result can develop more effective intervention strategies.

In addition to youth associations, immigrants associations are one of the biggest promoters of projects funded by the Choices Programme.

**Portuguese Institute of Sports and Youth, I.P. (IPDJ, I.P.)**

The IPDJ, I.P. also has financial incentive programmes and training of human resources and volunteering associations, of which associations that work in the field of social inclusion can benefit.

**Incentive Programme for the Development of Associations - IDA**

The Portuguese Institute of Sport and Youth, I.P. (IPDJ, I.P.) provides financial support to youth associations and federations that have approved applications under the measure "Internships Jobs" (See Chapter 3 Employment and Entrepreneurship)

It offers funding to contribute on the costs of internships, at the expense of the association.

The programme's objective is to support training of people working for associations active as:

- Youth associations or federations, enrolled in the National Records of Youth Associations (RNAJ);
- Associations or federations of students;
- Similar organisations to youth associations registered in the RNAJ.

**Youth volunteering**

Volunteering work under the programme "Now Us" developed in partnership with Youth Associations or Federations.

The goal is to provide young people experience in the world associations through a volunteering project for young people. At the same time that they are intervening actively in the community they are acquiring skills through a non-formal education.

Only the associations registered in the RNAJ may benefit from this programme.

It is aimed at young people between the ages of 14 and 30.

IPDJ Youth Organizations Support Programmes ([PAAJ](#))

Support programmes for youth associations fostering the development of activities of youth associations, federations, similar organisations and informal youth groups.

**Youth work providers in the field of social inclusion for young people**

The main promoter of the work with young people in the field of social inclusion is the ACM, I.P. through the Choices Programme.

Choices finances annually projects developed on the local level and that are implemented and developed by youth associations and by public and private entities based on an intervention model of a socio-community nature.

These projects are placed in a local network of partners (at least 4). The network of partners is constituted by the organisations, by the technical teams and by community animators.

The teams must have a coordinator with a higher education.

In addition to the youth workers, the Choices Programme foresees and encourages the inclusion of community animators in local projects that take on a role of social mediation by their connection to the communities. The community animators are young people, between 19 and 30, from the territories that are being intervened. They have to have at least the ninth grade of schooling and the senior year at the most (when the project starts).

The community animators must create a digital portfolio in the Choices' online platform in Training, as a way to monitor and share skills and experiences.

## Training and support for youth workers engaged in social inclusion programmes

The Youth Worker training is equivalent to the level 4 of the National Qualifications Framework (senior year) and includes:

- a [training duration](#) of 1125h,
- of which 1025 are mandatory and
- 100 of those they can choose from a list, and 500h consist of new training modules.

The Youth Worker integrates the Catalogue of National Qualifications, in cooperation with the PNFJ- National Plan of Training for Youth of the Portuguese Institute of Sport and Youth, I.P. (IPDJ, I.P.)

For professionals that are already working in the youth sector, their recognition can be made through the national process of recognition of acquired skills in the course of their life (RVCC).

### Choices Programme

In addition to the guidance and monitoring procedures, the Choices Programme foresees continuing training to technical teams and community animators through a series of initiatives, face-to-face and long-distance.

On top of that, it still offers a set of pedagogical support materials - "Choices resources" that has been improved and adapted throughout the existence of the programme, as a result of the internal and external assessment reports.

The training plan is, in addition, supported on its website [Training in Choices](#).

Erasmus + Youth in Action Programme

In Portugal, the training programmes available to technicians that work with young people are also supported by the [Erasmus + YA Programme](#) that is financed by the European Union.

Through the financing allocated in the programme, Key Action 1, the beneficiaries can promote training sessions.

Also under Key Action 1- Learning Mobility, the Erasmus+ programme foresees the mobility of youth professionals for training and networking: TCA ([Training and Cooperation Activities](#)).

One of the goals is to develop trainers and Youth Workers, by promoting cooperation between organisations that develop work among young people.

The action foresees the holding of seminars, courses and other non-formal training activities as promotion of acquisition of skills and sharing of experiences, good practices and certifications and qualifications models.

### Training Programme, IPDJ, I.P.

Training programme promoted by the Institute of Sport and Portuguese Youth, I.P. (IPDJ, I.P.) for leaders of youth associations registered in the National Records of Youth Associations (RNAJ).

### Financial support

The Choices Programm is financed by the Ministry of the Labour, Solidarity and Social Security, through the the Social Security Institute, I.P., by the Ministry of Education, through the General Directorate of Education, and by the European Structural and Investment Funds, in particular through the Operational Programme for Social Inclusion and Employment, under Portugal 2020.

The amounts allocated to each one of the financed projects for each generation of the programme is available [online](#) in the Choices Programme website.

Some initiatives and support measures for young people at risk of exclusion developed by youth organisations also receive support at the level of local administration, through the allocation of financial, material and logistical support, such as providing facilities, transport provision for a particular initiative, etc.

### Quality assurance

The Choices Programme management model foresees for a system of monitoring, training and evaluation of the financed projects.

The computer application [AGIL](#) (Application for the Management of Local Information) is the tool used for the follow-up, continuous and regular monitoring and assessment of each project (according to a periodicity never less than once per week) contemplating the record of activities, listing information and data reports.

Each step of development of the projects is monitored and evaluated by the coordination team of the Choices Programme.

In the case of failing to meet the objectives and goals of a particular project, whether in the practical execution of the measures or at a financial level, actions are envisaged for suspension and revocation of the financing which, in some cases, may require the return of the allocations.

Globally, the Choices Programme is monitored and evaluated in its entirety by an external and independent entity, contracted by the Choices Programme, then the result of the evaluation will be presented to the relevant authority.

## 4.8 Current Debates and Reforms

### Current Debates and Reforms

The Major Options Plan for the biennium of [2017/2018](#) foresees the development of a **national strategy to fight against children and youth poverty**, in the biennium of 2017/2018.

It is announced the necessity of an inclusive approach between the several sectorial measures, whether in education, in health, and in employment.

In the scope of this strategy it is included the reconfiguration of the family allowance, in order to allow the access to resources by children and young people in situations of poverty, in order to meet the target of removing 200 thousand people from poverty until 2020.

Monitoring is still foreseen of the beneficiaries of family allowance, and the development of a system of early warning indicators of situations of social precariousness. The goal is to promote an integrated action of the system of social protection of children and young people more vulnerable.

It is also planned to update the **Social Welfare Index** (IAS), which serves as a reference for the allocation of numerous social benefits and which has not been updated since 2009.

Regarding **education**, there are measures foreseen for the access to Higher Education, by promoting its enlargement and democratization and boost social inclusion. In this context, the development of an Inclusion for Knowledge programme, a social inclusion programme targeting minorities and citizens with special needs in scientific institutions and in higher education, has to be mentioned.

The implementation of the National Strategy on Education for Citizenship started this school year (2017-2018 forward), with the goal of including in the curriculums of all levels of education a series of skills and knowledge concerning citizenship.

In the context of **protection against discrimination** on grounds of racial and ethnic origin, a law is envisaged which consolidates scattered legislation and strengthens the

powers of the Commission for Equality and Against Racial Discrimination operating side-by-side with the High Commission for Migrations.

On the other hand, in the agenda for **equality in the labour market** and in companies, the Government established the following priority areas: combat against inequalities and wage disparities; combat against occupational segregation, where girls' participation in the technology and innovation sector is particularly relevant, also at an educational level; parenting issues, aiming to increase the paternity leave (father's leave) to three weeks and encourage the sharing of the remaining leave time; reconciliation of personal, family and professional life; and parity in decision-making positions, under which we can emphasize a bill that has recently been approved in the Council of Ministers establishing minimum quotas for balanced representation between women and men in the administration and supervisory bodies of public companies in public business sector, as well as in listed companies.

## **5. Participation**

The promotion of the civic and political participation of young people has been a priority dimension in the context of national youth policy and it has been promoted through initiatives within the scope of formal, non-formal and informal education, in an inter-sectoral and cooperation perspective in the fields of Education, Citizenship and Equality, Youth and Sports. The role that young people can have in their community, the responsibilities that they can assume, the decisions that they can be involved in and competencies that they can develop in this fashion are seen as fundamental ingredients that contribute to the strengthening of democracy.

The Government and the Portuguese Institute of Sport and Youth (IPDJ, I.P.) have marked their action with measures that promote the participation of young people, such as: support programmes to youth organisations (ex: PAJ, PAE, PAI and Training Programme (Programa Formar) - see section [5.6](#)), the Volunteering Programme "*Now Us*", the *Youth Parliament*, the current *70 Now! Campaign* about the rights of young people, the Youth Participatory Budget, the Schools Participatory Budget or even the ongoing process of listening for the shared preparation of a *National Youth Plan*. Currently, IPDJ, I.P. is also working on a recognition process of the learnings developed in a non-formal education context in programmes of IPDJ, I.P. in a project named *Youth Pass*. A reference must also be pointed out to the revision process, currently ongoing, to the Legal Regime of Youth Associativism.

The involvement of young people in the national and local political process is of paramount importance in creating a sense of belonging, sharing, co-responsibility, intervention capacity and ownership of the policies that are addressed to young people. Therefore, young people through their representative structures (ex: CNJ, FNAJ), advisory bodies such as the Youth Advisory Council or, locally, through Youth Municipal Councils are called to have their say on matters that concern them (see section [5.4](#)). In addition to the consultation processes, there is a commitment of the Government with the involvement of young people in the decision-making and co-management of youth policies, for example, CNJ and FNAJ own 20% of the social share of the cooperative MOVIOJovem.

Still, it should also be highlighted the National Strategy for Citizenship Education, which is a reference document that started to be implemented in the school year of 2017/2018. With this Strategy, the intention is to ensure "a set of rights and duties that must be conveyed in the education of Portuguese children and young people so that, in the future, they will grow to be adults with a civic conduct that will favour equality in interpersonal relationships, the integration of differences, respect for Human Rights and valorisation of values and concepts of national citizenship" (see section [5.7](#)).



## 5.1 General context

### Definitions and concepts

The approach of Youth Participation in Portugal considers the current trends experienced throughout Europe and at the national level, emphasizing a lack of interest of young people in the conventional ways of participation, with low voting rates and membership of political parties as well as a disbelief in political institutions. Paradoxically, young people aren't apathetic, unconventionally participating in various causes and using different means: they do volunteer work and are involved in civic organizations, participating in protests, they make part of sports and religious groups and they use the media as a mean of participation. In this context, the Youth Participation must be seen comprehensively, covering multiple means of participation where young people are important stakeholders that must be taken into account in policy making processes.

The "Revised European Charter on the Participation of Young People in Local and Regional Life" of the Council of Europe, of 2003, is a reference in the context of national youth policies which take into account the idea that the *"participation in the democratic life of any community is about more than voting or standing for election, although these are important elements. Participation and active citizenship is about having the right, the means, the space and the opportunity and where necessary the support to participate in and influence decisions and engaging in actions and activities so as to contribute to building a better society."*

Thus, the promotion of youth participation considers the direct and indirect ways to do this and, above all, it provides young people the means, spaces, opportunities and support for the exercise of their rights and to be actors of democracy, therefore strengthening democracy.

### Institutions of representative democracy

The Portuguese State is a semi-presidential constitutional republic. In Portugal there are four Sovereign Organs: the President of the Republic, the Assembly of the Republic (Parliament), the Government and the Courts.

The archipelagos of Azores and Madeira have their own administrative system: Regional Government of Azores and Regional Government of Madeira. The assemblies and regional governments have broader powers to define policies for each region, except on Foreign Policy, National Defence and Internal Security, which are defined by the Parliament or the Government of the Republic.

The national regulatory framework includes in the concept of local authority, the civil parishes and city councils. Moreover, there are also the municipalities' associations and intermunicipal communities.

In local elections citizens elect the parish assembly, subsequently resulting in the parish council, the municipal assembly and the city council.

In Portugal voting is a right and a civic duty, therefore it is not mandatory. It is confidential, exercised in person. Voter registration is mandatory and citizens are automatically registered when turn 18.

Voters who, for professional reasons, are not able to exercise the right to vote at the respective Polling Station on Election Day may resort to early voting. Citizens displaced in work, students, researchers and scholarships students can early vote, according to the [Organic Law 3/2010](#) of 15<sup>th</sup> December).

## **5.2 Youth participation in representative democracy**

### **Young people as voters**

The minimum age to vote in elections is 18, whether it is locally, nationally or European-wide. This minimum age also applies to referendums.

Young citizens displaced in work, students, researchers or scholarships students may resort to the early voting, when they are not able to exercise the right to vote in the respective Assembly, according to the [Organic Law 3/2010](#). Young people who are abroad under an exchange program may also early vote. The [National Electoral Commission](#) clarifies several issues about early voting.

In Portugal, there is the perception that youth participation in electoral acts is low.

Concrete data point to variable numbers, which fluctuate according to the type of electoral process. For example, and according to [Cunha and Valente](#)(2014), addressing the *Youth Vote in the Elections of the European Parliament*, we can see the percentages of the youth vote regarding 2009 and 2014 - between the age of 18 and 24 - around 29% - the European trend - and a lack of identification with the political parties - around 68%, which is a relevant indicator. This goes hand in hand with a high factor of ignorance of how democratic institutions work, both national and European. Nevertheless, the importance of democracy is almost unanimous in the motivation of those that vote and are listed as importance elements of reelection according to the flash eurobarometer ([refer to no. 375](#)) about European Youth and the participation of young people in the democratic life.

### **Young people as political representatives**

In formal terms, there is no differentiation between young people and other voters in regard to their passive electoral capacity, with the exception of the election for the President of the Republic (Head of State), which is prohibited for young people. The Portuguese Republic Constitution states that are eligible for the Presidency of the Republic the voters of Portuguese origin, aged over 35 years (article 122, [Constitution of the Portuguese Republic](#)). For all other elective functions the Constitution states that Portuguese citizens and voters are eligible, without prejudice of the restrictions established by electoral law due to local incompatibilities or exercise of certain functions, which means that the minimum age to be a candidate is 18. There are no quotas for young people nor any special provisions regarding young people as candidates. In Portugal, the average age of the Parliament's members is 48, with no positions reserved in the Parliament for young people.

Still, as stated above, the intervention of young people in society and the exercise of citizenship result in an active transformation of their integration through movements such as youth associationism and volunteering, where the idea of actions to see visible results seems to be gaining momentum, that is, the necessity of acting and seeing an immediate or concrete consequence of that action, outside of the direct political representation context. For example, Youth Associationism in Portugal is comprised of more than 1200 active youth federations or associations. According to the Law of Youth Associations ([Law 23/2006, of 23th July, article 3, paragraph 2](#)), the youth political parties are treated as youth associations, respecting the specific legislation about political parties.

## **5.3 Youth representation bodies**

### **Youth parliament**

The [Youth Parliament](#) in Portugal is an educational programme to promote citizenship and aims to boost the interest of young people in civic and political participation.

Approved by the Resolution [No. 42/2006](#), of 2<sup>nd</sup> June, the Youth Parliament programme is an initiative of the Portuguese Parliament, whose implementation is developed in partnership with the following partners: Portuguese Institute of Sports and Youth; Ministry of Education; Ministry of Foreign Affairs; Regional Secretariats of Education and Youth of Madeira and Azores.

It is intended for young people attending the 2<sup>nd</sup> and 3<sup>rd</sup> cycle levels of basic education as well as high school (secondary education). The Youth Parliament program is an initiative that takes place every school year in the public, private and cooperative education inside the country and at the Portuguese communities in Europe and outside Europe.

Therefore, The Youth Parliament in Portugal **is not a representation body** to put in place the youth interests. It is mainly an **educational programme**.

But the Portuguese institutional framework provides for several youth representation bodies, in various scopes. In terms of national scope, we have two big platforms that represent youth and the youth associationism movement: the **National Youth Council** and the **National Federation of Youth Associations**. Still within the national scope, we have the **Youth Advisory Council** which is the advisory body of the member of the Government responsible for the field of youth and is also chaired by this member. The organic law of the IPDJ also provides for the existence of its own **Advisory Council**, which supports and participates in the establishment of its scope of action guidelines. Finally, at the regional and local level, there are **Regional Advisory Councils** and **Youth City Councils**.

## Youth councils and/or youth advisory boards

### National Youth Council (CNJ)

It is the platform of the national youth organizations which represents youth interests and promotes the participation of young people in the formulation, implementation and assessment of youth policies. It comprises [44 youth organizations](#) from various sectors (student, scout, cultural, sports, socio-educational, religious) and it rules several advisory areas on matters of interest to youth (ex: Advisory Council on Youth, Advisory Committee of the institute IPDJ, [National Education Council](#), [National Council on Drug Dependence](#), Committee for the Coordination and Monitoring of the Youth Guarantee, RTP's Advisory Council, [Parliamentary Committee Hearings and Working Groups for youth matters](#)). At the international level, it represents the Portuguese youth in places such as the European Youth Forum, the CPLP Youth Forum and the Iberoamerican Youth Organization.

The status of the contact for young people under the ruling power is regulated in their legal statute ([Law no. 1/2006](#)), which refers that the State must take advise "as a contact for young people on all issues regarding youth" (Article 5<sup>th</sup>, paragraph c)); the institutional participation in the formulation of policies affecting youth and in the creation of legislation are also referred in Article 8<sup>th</sup>. Without prejudice of the participation rights granted to different youth organizations individually, the National Youth Council (CNJ) integrates the organs of participation and concertation where the youth interests should be globally represented (according to paragraph 2, of Article 8<sup>th</sup>).

The Direction of CNJ, elected every two years, consists of young people aged under 30, belonging to organisations included in the platform, elected by the General Assembly. The three governing bodies - Board of Directors, General Assembly and Supervisory Board follow internal regulations. Part of the CNJ funding is public, therefore they must report to the Secretariat of State for Youth and Sports and to IPDJ. The organisation also applies for national and European funding programmes.

## National Federation of Youth Associations (FNAJ)

Another fundamental platform of representation for young Portuguese, for its wide local base of involvement is the [National Federation of Youth Associations](#). With effect, FNAJ represents youth organizations at local level and their Regional Federations, defending young people's aspirations and fighting for the resolution of their problems; promotes associative life as an instrument of active participation of young people in local community and encourages civic and associative education for youth. It represents local associative life in advisory organisms such as the Advisory Council on Youth, Advisory Committee of the institute IPDJ, National Council on Alcoholism and Drug Dependence, Committee for Assessment and Selection of Erasmus + Youth and Action Programme, among other processes in which are defined public youth policies. It has around 1,000 affiliated associations. The FNAJ has four governing bodies and its [statutes](#) and [rules](#) are available on the organisation website. Its funding comes from IPDJ Programmes for Youth Associations and applications for national and international funds.

## Advisory Council on Youth - CCJ

But the architecture of public Youth policies provides for a building where there are proper spaces and time, beyond those that the democratic expression can find on their own accord, for the expression of positions on how to best defend Young people's interest. Thus the Advisory Council on Youth (Conselho Consultivo da Juventude) is an advisory body of the Government member responsible for youth affairs and concertation of youth policies. According to article 2<sup>nd</sup> of [Decree-Law no. 129/2015](#), the Advisory Council on Youth is responsible for:

- Examining the issues concerning global youth policy;
- Examining the issues concerning civic participation and social and economic integration of young people;
- Assessing projects of sector-specific legislation, in sections concerning youth issues;
- Identifying priority fields for intervention in the youth sector in the context of the White Paper on Youth;
- Identifying fields for intervention in the context of the European strategies agreed by the EU Member States for each decade;
- Establishing structured dialogue procedures.

The Advisory Council on Youth(CCJ) is chaired by the Minister responsible for the Youth sector and it is composed of 23 organizations representing the most diverse interests of young people (students, unions, business, scout, cultural, sports and cultural interests) and other organizations with relevant work in the youth field may also take part in its meetings, as explained in Article 1<sup>st</sup> of the above-mentioned [Decree-Law](#).

CCJ has the following structure:

- Five representatives nominated by the National Youth Council, that cannot represent other participant organisations of the CCJ;
- Five representatives nominated by the National Federation of Youth Associations, that cannot represent other participant organisations of the CCJ;
- One representative of the UGT Youth Commission;
- One representative of the INTERJOVEM;
- One representative of the National Young Entrepreneurs Association;
- One representative of the Portuguese Young Farmers Association;
- One representative of each of the youth organizations of parties with seats in the Assembly of the Republic (Parliament);
- One representative of the university student associations;
- One representative of the National Federation of Polytechnic (Higher Education) Student Associations;
- One representative of the Federation of University Sports;
- One representative of the student associations in secondary education;

- One representative of the National Association of Portuguese Municipalities;
- One representative of the National Association of Civil Parishes;
- One representative of the Department of Youth of the National Confederation of Family Associations;
- One representative of the National Scouts Corps;
- One representative of the Portuguese Scouts Association;
- One representative of the Portuguese Girl Scouts Association;
- One representative of the National Culture Centre;
- One representative of the Portuguese communities in the World.

The Advisory Council on Youth (CCJ) meets, ordinarily, every 3 months or, extraordinarily, whenever convened by its Chairman. Specialized committees, intended to assess specific issues can also be created. These meetings are properly minuted and the issues addressed are varied, covering youth employment and support programs, youth associative life, youth hostels management, national government budgets for youth sector, among other topics.

As an example, here are some topics of the Agenda of the Advisory Council on Youth (CCJ) which have been object of analysis between 2012 and 2015:

1. Support Programs for Youth Associationism
2. Analysis of the Legal Framework concerning the Support Programs for Youth Associationism
3. Progress report of “Impulso Jovem” (youth impulse initiative)
4. Reflection on the Youth Guarantee Program
5. Presentation of the National Government Budget for Youth
6. Information on the decision to reverse the liquidation of Movijovem, new Organic law and new Management Model for Youth Hostels
7. Presentation of the Agency for Erasmus + JA
8. Proposal to amend the composition and functioning of the Youth Advisory Council
9. Erasmus + Programme

Its funding is included in the operating costs of the Cabinet of the Secretary of State for Youth and Sports.

### **Advisory Council of the institute IPDJ (Conselho Consultivo do IPDJ)**

The organic law of the Portuguese Institute of Sports and Youth provides the existence of the Advisory Council of the institute IPDJ, I.P. (article 9, [Decree-Law 98/2011](#) revised by [Decree-Law 132/2014 of 3<sup>rd</sup> September](#)) which is the advisory, support and participation body concerning the formulation of the general courses of action of the Institute as well as the decision-making procedures of the governing body.

This Advisory Council is composed by 9 elements in sports and youth sectors and it can meet in plenary session or in specialised sections. In its composition, we highlight the entities directly linked to youth:

- The president of the institute IPDJ, I. P., who presides;
- A representative nominated by the National Youth Council;
- A representative nominated by the National Federation of Youth Associations;
- A representative nominated by the associations for students in higher education;
- A representative nominated by the associations for students in basic and secondary education.

The Advisory Council of the institute IPDJ is responsible for issuing opinions on:

- The annual and multiannual activity plans and on the activity report;
- Other matters submitted by the president.

The Advisory Council meets, ordinarily, at least twice a year and, extraordinarily, whenever convened by its Chairman, or at the request of one third of its members. Any person or entity whose presence is considered necessary to clarify the topics under

consideration can participate in the meetings, with no voting rights, convened by its Chairman.

### **Regional Advisory Councils of the institute IPDJ**

At a regional level, the statutes of the institute [IPDJ](#) provide the existence of the Regional Advisory Councils (CCR) corresponding to the [5 regional directorates](#) of the institute IPDJ (North, Centre, Lisbon and the Tagus Valley, Alentejo and Algarve). The Regional Advisory Council (CCR) is the representative structure of sports and youth associative life in the region, as explained in article 22nd of [Ordinance 11/2012](#) of 11th January.

The Regional Advisory Council (CCR) is responsible for presenting proposals, suggestions or recommendations on actions, initiatives and programs promoted by the institute IPDJ, I. P., covering the respective region.

It is composed by 7 elements, mostly linked to the youth associative movement (paragraph 3, article 22nd of [Ordinance 11/2012 of 11th January](#)).

The Regional Advisory Council meets, ordinarily, at least twice a year and, extraordinarily, whenever convened by the Regional Director, or at the request of one third of its members.

### **Advisory Councils in the autonomous regions of Azores and Madeira**

In the autonomous regions of Azores and Madeira there are also formal mechanisms of consultation of young people:

The Conselho Consultivo Regional da Juventude (Regional Advisory Council for Youth) - CCRJ is the advisory body of the [Regional Government](#) of Azores on matters concerning young people ([Regional Legislative Decree no. 10/99/A, which reformulates the Regional Advisory Council for Youth - CCRJ](#))

The Regional Board for Youth of Madeira (CJM) is the advisory body of the [Regional Secretary of Education](#), member of the [Regional Government](#) responsible for youth affairs.

### **Local Advisory Bodies: Youth City Councils**

At a local level, Youth City Councils (CMJ) have been implemented since the approval of Law nº 6/2012 of 10th February, amending the [Law 8/2009 of 18th February](#), and creating the Legal Framework for Youth City Councils.

Youth City Councils (CMJ) are municipalities' advisory bodies on matters concerning youth policy, assisting in the formulation and implementation of youth municipal policies and ensuring its articulation and coordination with other sectoral policies, particularly in the following sectors: employment and professional training; housing; basic, secondary and higher education; culture; sports; health and social welfare, as explained in article 3rd of [Law Lei 6/2012](#). The Youth City Councils (CMJ) approves their own Rules of Procedure.

CMJ has the following structure:

- a) The mayor, who chairs;
- b) One member of the municipal assembly of each party or group of citizens/voters represented in the municipal assembly;
- c) The representative of the city council of the municipality in the regional youth council;
- d) One representative of each youth association headquartered in the municipality enrolled in the National Registry of Youth Associations (RNAJ);
- e) One representative of each basic and secondary education students association headquartered in the municipality;
- f) One representative of each higher education students association headquartered in the municipality;



g) One representative from each student federation enrolled in the RNAJ whose geographical scope of action is limited to the municipality or area in which the students associations headquartered in the municipality represent more than 50% of the associates;

h) One representative of each political youth organisation with representation in the city council's bodies or in the Assembly of the Republic (Parliament);

i) One representative of each youth association and equivalent to juvenile associations, in accordance with paragraph no. 3 of article 3<sup>rd</sup> of Law No. 23/2006 of 23<sup>rd</sup> June, at the national level.

The municipal assembly is responsible for approving the rules of the respective municipal youth council. The internal CMJ charter is approved by the members of the board and shall include the operating rules that are not provided for in the Code of Administrative Proceedings nor in the law ruling the CMJ.

In regard to financing, the law does not provide specific financing guarantees to the CMJ, however, it stipulates that the Municipality is responsible for ensuring the logistic and administrative conditions for its operation.

### Higher education student union(s)

The Associations Law, [Law No. 23/2006](#) of 23<sup>rd</sup> June, defines "Student Associations" as those representing students of the respective establishment of primary, secondary or higher education, being considered as "Students Federations" those which constituted of at least three associations.

Subsection III of the Law No. 23/2006 focuses specifically the legal framework of Higher Education Associations and Federations, recognizing their right to participate in consultative bodies at the national level, with responsibilities on the definition and planning of the educational system, and to be consulted, issuing opinions about the management of schools, particularly in matters related to the planning of activities and budget, educational guidance and teaching methods, or study plans and assessment of knowledge systems.

Regarding the representative structures, higher education student associations are affiliated with each other in a very diversified manner, both geographically (local, regional or national), depending on the fact of being a public university, polytechnic or a private or cooperative higher education institution.

Usually, each university or higher education institution has a student's association that represents their interests before the governing body of the university or higher education institution. Some, however, are not restricted to a single educational establishment, such as, for instance, the Students Association of Coimbra.

The university or higher education associations may then affiliate between themselves, creating an Association of the University or of the Polytechnic, or they may even affiliate directly with a local federation (for example, Students Association of the University of Algarve), a regional federation (as the Students Federation of Oporto), a national federation, in a specific field of intervention (for example, the Students Federation of University Sports) or that aggregates a type of educational establishment (for instance, the National Federation of the Polytechnic Education Students Association).

At the national level, the various associations and federations constitute the student's association movement that meet up regularly in ENDA - National Association Boards Meeting. The ENDA is used for discussing and defining the position of the student's association movement on various relevant issues about higher education.



### **School student union(s)**

The Associations Law no. 23/2006 of 23<sup>rd</sup> June, presents in subsection II the characteristics and the legal framework of Basic and Secondary Education Students Associations.

The Student Unions are independent of the state, political parties, religious organisations or any others. They are free to draw up the respective rules and other internal regulations, to elect their governing bodies, to manage and administrate its assets and draw up their activity plans. However, they are entitled to financial support to be granted by the State for the development of their pedagogical, cultural, social and sports activities. Specifically Schools Associations of non-tertiary Education have the right to monitor the activity of the management bodies and the School Social Support and intervene in the organisation of extracurricular activities and school sports, as well as collaborate in the management of areas for leisure and sports.

At the national level it was created the National Platform of Basic and Secondary Education Students Associations ([FNAEBS](#)) in order to defend the interests of Students whose primary purpose is protecting the interests of students in primary and secondary schools throughout the Country. What led to its creation was the fact that there is no dialogue channel between students' associations and the Government, particularly the Ministry of Education, in order to present proposals and demands of the Basic and Secondary School students. The National Platform of Basic and Secondary Education Students Associations it is a platform that represents students' associations all over the country, having held the I National Meeting of Associations Boards of the Basic and Secondary Education, where the FNAEBS board was elected in May 2017.

### **Other bodies**

Not applicable.

## **5.4 Young people's participation in policy-making**

### **Formal Mechanisms of Consultation**

The involvement of young people in Portugal's decision-making is mainly characterized by being

- consultative, in the sense that the contributions of young people do not bind, although they are often considered and incorporated in the decisions, it is not binding, and
- representative, in the sense that the procedures for consultation take place mainly through youth representative organisations, from youth and student associations to platforms of youth organisations, or even local or national youth consultative councils.

Formal consultation mechanisms take place in its majority in the advisory boards of the different fields of public intervention of the state. The participation of young people is concentrated in organisations related to the field of youth, sports, education, employment or health.

The consultation with young people at the national level, takes place through the

- National Youth Council
- National Federation of Youth Associations
- Youth Advisory Council
- IPDJ Advisory Council
- Portuguese Youth Participatory Budget
- School Participatory Budget

- Other specific processes and mechanisms, that arise according to the moment, for example, current projects such as the PNJ - National Youth Plan or the 70 Now Campaign, for the defence of the constitution and the exercise of young people's rights laid down therein.

At the local level through:

- Youth Municipal Councils,
- Regional Advisory Councils of the institute IPDJ
- Participatory Budgets.
- Local Participatory Budgets

## Actors

The actors involved in the youth consultation process are diversified, such as governmental structures, youth organisations, youth and student, or civil society organisations that work with relevant issues and with an impact on young people.

### Youth actors

- National Youth Council (CNJ)
- National Federation of Youth Associations
- Youth Associations - youth associations are involved in consultation processes not only intervening locally by implementing projects, but also as youth representatives in dialogue with the political power, such as the Youth Municipal Councils where all youth associations of a municipality renrolled in the RNAJ have a seat.
- Student associations - The student associations ,and their respective federations, have played a key role in youth consultation processes, especially in regard to educational policy and the defense of students' interests with the policy-makers and with the administrative bodies of schools. Due to the Law No. 23/2006 of 23<sup>rd</sup> June, the students representatives have a seat on councils as interlocutors.

### Public Authorities

Usually youth consultation processes are launched by the following public authorities:

- Secretary of State for Youth and Sports
- [IPDJ](#) - Portuguese Institute of Sports and Youth, I.P.
- [Parliamentary Committee on Culture, Communication, Youth and Sport](#)
- [City Councils](#) – The local government is a key actor in any process of youth consultation and has played a key role in stimulating structures for associations headed by young people since now they have a closer relation. Its active role is essential to the creation and promotion of municipal youth councils and it constitutes a privileged public space for youth participation, for the development and implementation of local youth policies.

### Additional stakeholders

The meetings of the CCJ - Advisory Council on Youth can include other elements justified by their Agenda even if they are not part of the Council's composition. According to the paragraph 2, of Article 1<sup>st</sup> of Decree-law no. 129/2015 (link interno), the following individuals or entities can participate in the meetings whenever convened by the Chairman:

1. [Government members](#) of specific sectors
2. Members of the regional governments of [Azores](#) and [Madeira](#)
3. [Movijovem](#) — Youth Mobility, C.I.P.R.L.
4. [National Agency for the Erasmus + Youth in Action Programme](#);
5. Youth organizations at a national, regional and local level;
6. Other entities developing a relevant action in youth sector.

In addition to the above-mentioned key-actors, there are other ministries equally promoting comprehensive consultation and monitoring processes focused on young public. Here are some examples:

1. The Ministry of Education and the Ministry of Science, Technology and Higher Education involve youth in policy consultation, monitoring and assessment through the [National Education Council](#).
2. The Ministry of Health does the same through the [National Council on Alcoholism and Drug Dependence](#).
3. The Ministry of Labour, Solidarity and Social Security, through the Committee for the Coordination and Monitoring of the [Youth Guarantee](#).

Considering the transversality and intersectorality of youth policies, in 2007 the **Inter-ministerial Commission for Youth Policies (CIJ)** was instituted. This Commission was created by the Resolution of the Council of Ministers no. 77/2007, of 4th June, with the purpose of ensuring the integrated operational coordination of youth policy in an inter-ministerial and intergovernmental structure that allows to promote the creation of integrated networks of information and services for young people, attract financial means for the implementation of programmes, as well as promoting a concerted and supplemental action of the respective structures. Although its operation period has been intermittent, not gathering in recent years, there is the intention of **reactivating this Commission, framed in the National Youth Plan**.

### Information on the extent of youth participation

To the [National Youth Council](#) (CNJ), as to the [National Federation of Youth Associations](#) (FNAJ) are made requests of opinion about bills regarding Youth Associationism, Legal Framework for Holiday Camps, Legal Framework for the Youth Worker profile, programs to support and promote youth employment, among other matters related to young people life.

The opinions expressed are discussed and taken into account in the final formulation of the official documents.

Both [National Youth Council](#) (CNJ) and [National Federation of Youth Associations](#) (FNAJ) are involved in the activities of the institute [IPDJ, I.P.](#), often playing a preponderant role in the conception and implementation of those activities (ex: Youth Associationism Day, International Youth Day, etc.).

### Outcomes

The integration young people's opinion in the formulation and assessment of political measures can be found in various processes. Here are some examples:

- The [White Paper on Youth](#) is a direct outcome of the contributions of young people collected through inquiries and regional seminars. Thus, based on the White Paper, in 2013, the [Strategic Guidelines for Youth Policy](#) were defined.
- The current Law in force concerning Youth Associative Life ([Law 23/2006](#)) was also the object of an extensive consultation, discussion and negotiation process.
- The National Plan for Implementation of a Youth Guarantee has already been amended as a result of the proposals made by the representation of youth interests in the Committee for the Coordination and Monitoring of the [Youth Guarantee](#).
- The professional profile development of the youth worker and respective RVCC were part of the contributions of several actors of this sector, namely their representative platforms.
- The Youth Pass was developed based on the group work of a number of actors, including youth representatives.
- The FORMAR+ programme was part of the contributions resulting from a public listening process.

## **Large-scale initiatives for dialogue or debate between public institutions and young people**

In 2011 a process of consultation to young people was initiated for the creation of the "[White Paper on Youth](#)", as a compilation of contributions to the formulation of a joint strategy for youth sector in Portugal. To this end, representatives of youth organizations and researchers with scientific studies in the youth sector have been consulted.

The steps followed to create the White Paper:

- Identification of 14 thematic fields for collection of contributions:
  - Education and Training;
  - Employment and Entrepreneurship;
  - Civic Participation;
  - Youth Emancipation;
  - Mobility and Portuguese Youth in the World;
  - Road Safety;
  - Health and Prevention of Risk Behaviours;
  - Environment and Sustainable Development;
  - Culture, Innovation and Creativity;
  - Volunteering;
  - Combating Inequality of Opportunities and Social Inclusion;
  - Housing;
  - Intergenerational Solidarity;
  - Youth Associativism
- November 2011 to March 2012 - Collection of contributions through online platform
- March and April 2012 – Organization of 5 Seminars/workshops in each one of the 5 regions-plan (North, Centre, Lisbon and the Tagus Valley, Alentejo and Algarve)
- May 2012 – National Event for the Presentation of the Regional Seminars' Conclusions
- June 2012 – Distribution of Final Report to the Portuguese Parliament and to the President of the Republic containing the main proposals.
- March 2013 -Resolution of the [Council of Ministers no. 11/2013](#) (D.R. - Official Gazette - no. 45, of 5<sup>th</sup> March, 2013), which approves, as a result of the White Paper, the strategic guidelines of intervention for youth policy.

As mentioned above, a wide listening process is underway for the creation of the PNJ - National Youth Plan, such as the [online survey](#), which is part of the process of a diversified set of mechanisms that provide for the development of focus groups, forums and other dissemination, debate and collection mechanisms, in addition to the dissemination and collection of perspectives through bodies and formal channels.

## **5.5 National strategy to increase youth participation**

### **Existence of a national strategy to increase young people's political and civil society participation**

The Constitution of the Portuguese Republic enshrines the right to participation to all citizens, including the right of "Participation in the Public life", "Right to vote", "Right to access public positions", "Associations and political parties" and the "Right of petition and right to class action" ([Chapter II - Rights, freedoms and guarantees of political participation](#): Articles 48th, 49th, 50th, 51st, 52nd).

According to the [XXI Constitutional Government](#) programme, there is a need to improve the quality of democracy. For such, we must adopt mechanisms that expand and stimulate democratic participation, strengthen civic participation mechanisms, reinforce the protection of fundamental rights and appreciate political activity.

However, despite the relevance given to Participation, there is no joint document referencing a national strategy with the goal of increasing political and civic participation of young people. National policies for the promotion of the political and civic participation of young people have been implemented through a set of measures framed in other specific national plans and programmes, in an intersectoral and interinstitutional perspective.

The Portuguese Institute of Sport and Youth, I.P. (PDJ) and the Secretary of State for Youth and Sport (SEJD) have guided their action with measures that promote the participation of young people. The following initiatives are examples of such measures:

- Support Programmes for youth organisations (ex: [PAJ](#), [PAE](#), [PAI](#) and [Formar](#));
- [Volunteering Programs targeted at young people](#) ("Now Us" ("Agora nós"), with initiatives such as "Errands and Company" ("Recados e Companhia)", "Date with Fair Play" ("Namorar com Fair Play)", "Generation Z (Geração Z)" and "Youth Volunteering for Nature and Forests" ("Voluntariado Jovem para a Natureza e Florestas") ([see chapter 2](#));
- Processes of listening for the collection of contributions to the National Youth Strategy 2013, implemented in the White Paper on Youth;
- The current consultation process that is underway for the gathering of young people's opinion about the priorities for the creation of a [National Youth Plan](#).
- The [70 Now! Campaign \(Campanha 70 Já!\)](#),
- The [Youth Parliament Programme](#)
- [Euro Schools Competition](#)
- Celebrations of the Associationism Day and International Volunteer Day
- Creation and implementation of advisory bodies for youth policies such as the Youth Advisory Council (CCJ) and the Advisory Board of IPDJ.
- Youth Participatory Budget

### **National Strategy on Education for Citizenship**

The National Strategy for Citizenship Education ([ENEC](#)) is established as a reference document to be implemented, in the school year 2017/2018 (forward), in schools that are part of the Curriculum Autonomy and Flexibility Project, in collaboration with [the Profile of Students Exiting Compulsory Education](#) and the [Essential Learnings](#). The stronger presence of citizenship in education, thus, intends to ensure "a set of rights and duties that must be conveyed in the education of Portuguese children and young people so that, in the future, they will grow to be adults with a civic conduct that will favour equality in interpersonal relationships, the integration of differences, respect for Human Rights and valorisation of values and concepts of national citizenship" (cf. Preamble of the Order no. 6173/2016, of 10th May).

### **V National Plan for Gender Equality, Citizenship and Non-discrimination 2014-2017**

Still in the field of Citizenship, the [V National Plan for Gender Equality, Citizenship and Non-discrimination 2014-2017](#) must be noted, whose focus is the promotion of gender quality as a fundamental topic to the exercise of citizenship. The V PNI is structured around 7 strategic areas. In the axis of the Promotion of Equality Between Men and Women in public policies, two sub-areas are included as relevant to the promotion of the political and civic participation of young people: 2.1) Education, Science and Culture and 2.3) Youth and Sport.

## Scope and contents

### National Strategy on Education for Citizenship

The [Citizenship Education - Guidelines](#), updated in 2013, advocate that education for citizenship aims to contribute to the training of responsible, autonomous, supportive people that know and exercise their rights and duties in dialogue and respect for others, with a democratic, pluralist, critical and creative spirit. This document proposes a transversal approach to education for citizenship, with the addition of themes that make up different dimensions of citizenship education, both in classes and in activities and projects. The topics covered are: human rights education; environmental/sustainable development education; road education; financial education; consumer education; entrepreneurship education; education for gender equality; intercultural education; development education; education for defence and security/education for peace; volunteering; media education; European dimension of education; health and sexual education.

Education for citizenship is not enforced as a compulsory class, being given to schools the autonomy to adopt the model according to the specific needs and problems of the educational community.

### Responsible authority for the implementation of the strategy

The national policies for the promotion of the political and civic participation of young people have been implemented through a set of measures included in other specific national plans and programmes, in an intersectoral and interinstitutional perspective. Thus, the political responsibility of the implementation of these measures falls on the Ministry of Education, the Cabinet of the Secretary of State for Youth and Sport and the Cabinet of the Secretary of State for Citizenship and Equality.

Education for citizenship is not enforced as a compulsory class, being given to schools the autonomy to adopt the model according to the specific needs and problems of the educational community.

In 2016 a Working Group was created, by the [Order no. 6172/2016](#), of 10th May, issued by the Presidency of the Council of Ministers - Offices of the Secretary of State for Citizenship and Gender Equality, and the Secretary of State for Education - whose mission was to design a Education for Citizenship Strategy. This Working Group on Education for Citizenship was composed by:

- A representative of the Secretary of State for Citizenship and Equality, which coordinates the Group;
- A representative of the Secretary of State for Education;
- A representative of the Commission for Citizenship and Gender Equality;
- A representative of the High Commissariat for Migrations, I.P.;
- A representative of the Directorate General for Education;
- The National Coordinator of the School Libraries Network;
- A representative of the Directorate General for Health;
- A representative of the National Association of Portuguese Municipalities;
- 3 experts in the field of citizenship and participation
- Representatives of NGO invited whenever considered appropriate, with knowledge and experience in projects in the field of education for citizenship.

### Revisions/Updates

Not applicable

## 5.6 Supporting youth organisations

### Legal/policy framework for the functioning and development of youth organisations

The [Law nº 23/2006 of the 23<sup>rd</sup> of July](#) establishes the legal regime of youth organizations and it is the legal framework for the support to youth organizations.

The law is divided in 9 chapters:

- Chapter 1: General provisions and principals
- Chapter 2: Youth Organizations
- Chapter 3: Students Organizations
- Chapter 4: Rights and obligations of youth organizations
  - Section I – General Rights
  - Section II – Rights of Students Associations
    - Subsection I – General provisions
    - Subsection II – Students associations from basic and secondary school
    - Subsection III – Students associations from High school
- Chapter 5: Youth leader Statute
- Chapter 6: National Register of youth organizations
- Chapter 7: Support Programmes for Youth Organizations
- Chapter 8: Monitoring/Supervision
- Chapter 9: Final and Transitional Provisions

The first part of the law aims at the definition of what type of organizations are considered to be in the universe of “youth organizations”. It states that a youth organization must have, at least, 75% members under 30 years old, and also at least, 75% young members (under 30) in the executive board of the association.

But the Law also states what a Students organization is, an informal group, Federations of Youth Organizations or of Students organizations, and determines what kind of associations working with young people can be recognized as an equivalent to youth organizations (ex. Scouts).

A central piece of this legal framework is the National Record of Youth Organizations (RNAJ) where all of the above mentioned entities must be registered to be recognized in the youth sector. As such, being registered in RNAJ is essential to reach the support and rights granted by the legislation.

### Public financial support

There are four kinds of support to YO's delivered by IPDJ, that are granted through the Law on Youth Associativism: financial, logistic, technical and training. According to this law, the financial support is framed by three Programmes regulated by the [Decree n 1230/2006](#):

- **Youth Support Programme ([Programa de Apoio Juvenil - PAJ](#))** – it aims to support the development of the activities of youth associations, respective federations, and similar organisations, as well as informal groups of young people (defined in the Law on Youth Associativism). It can be biennial, annual and a one-off.
- **Student Support Programme ([Programa de Apoio Estudantil - PAE](#))**: it supports the development of activities of student associations and respective federations.
- **Infrastructure Support Programme ([Programa de Apoio Infra-Estrutural - PAI](#))**: Support for the investment in infrastructures, facilities and equipment for the development of activities of youth associations and similar organisations

Besides these 3 programmes, IPDJ has also a **Training Programme ([Programa Formar](#))** for youth leaders from YO's registered in the National Record of Youth



Organizations (RNAJ) with two support modalities - annual training support and multiannual training support. It was created and regulated by the [Decree n 1229/2006](#)

There is also currently a line of financial support for the development of internships in youth organizations, as a measure to fight unemployment, promoting the reinforcement of YO's human resources (even if many of them are voluntarily driven), but also profiting from the competences usually delivered to unemployed youngsters in the context of action of a YO. It is the Incentive for the development of Associativism Programme (Programa de Incentivo ao Associativismo- IDA) created by Decree n 155/2013 and changed by the decree 254/2013.

These are dedicated programmes, that go deeply to the core of YO's basic needs. However, many other funds are available in programmes that correspond to YO's areas of action or interest. As such, Leisure times Occupation, Holliday camps, International Work Camps, Volunteering Programmes, and others are areas where YO's can apply with ideas and projects that can be supported, apart from their regular activities plans, although no duplicated financial support is authorized.

Apart from these, IPDJ has a programme called "House of Youth Organizations" ("Casa das Associações") that offers facilities, which allows YO's to apply in order to have a place to start and gather members.

The public support programmes for YO's, as a whole, have about 6 million euros available annually. There are over 1100 YO's regularly registered and active in RNAJ.

### **Type of activities supported**

The supported activities are very diverse; they include culture (theatre, music, arts) environment, science, sport, political engagement and debate, youth empowerment, gender and minorities empowerment, multiculturalism, young emigrants activities, networking, entrepreneurship, socio-cultural animation, and so on; this means that, with restrictions in the type of budgetary items, levels of funding, obligation of co-funding and self-funding, but also taking into account the promotion of non-formal education methodologies and learning environments, it is possible for a YO to receive support in almost everything of its own interest and motivation.

### **Other supports (not exclusive to youth organisations)**

Despite not being targeted for youth organizations, it is worth mention that there is a [Programme of Support for Immigrant Associations](#) (Programa de Apoio ao Associativismo Imigrante) managed by the [High Commissioner for Migrations, I.P.](#) (ACM, I.P.), organism that is under the supervision of the Secretary of State for Citizenship and Equality. If the youth organization is also an Immigrant Association, it can apply for this support if recognized as such by the High Commissioner for Migrations, I.P.

The support to immigrant associations are assigned by signing agreements between the associations and the High Commission for Migration, IP, based on projects submitted by their own, aiming to contribute to the integration of immigrant citizens by promoting their dignity and equal opportunities, among other purposes.

The Fund for Supporting the Implementation of the National Strategy for the Integration of Roma Communities is also worth to mention, since targets non governmental organizations of the most young as well as disadvantaged communities in Portugal.

### **Initiatives to increase the diversity of participants**

The inclusion of all young people in IPDJ initiatives and programs, with special attention to young people with fewer opportunities, is a permanent concern reflected in different actions that allow the participation of a diverse group of young people in youth organisations. The youth movement in Portugal is very rich in what concerns diversity, covering a large number of young people with different backgrounds and reflecting the diversity of Portuguese society. Despite this valorization, there isn't a specific national or large-scale initiative with this only goal. However, this is being considered in the process

of revision of the Law nº 23/2006 of the 23<sup>rd</sup> of July, where a criteria towards the increase of support to activities developed for and with young people under risk of exclusion is being studied.

## **5.7 “Learning to participate” through formal, non-formal and informal learning**

### **Policy Framework**

It was established in 2016 a Working Group on Education for Citizenship by the Secretary of State of Education and the Secretary of State for Citizenship and Equality, by [Order No. 6172/2016 of 10 May](#). This working group developed a **National Strategy for Citizenship Education (ENEC)** to be implemented in schools, so that children and young people in different cycles may experience and acquire skill sets and knowledge of citizenship, specifically, values and concepts of national citizenship, human rights, gender equality, non-discrimination, interculturalism, inclusion of people with disabilities, health education, education for sexual and reproductive rights and education for road safety.

The **National Strategy for Citizenship Education (ENEC)** is established as a reference document to be implemented, in the school year 2017/2018, in schools that are part of the Curriculum Autonomy and Flexibility Project, in collaboration with the [Profile of Students Exiting Compulsory Education](#) and the [Essential Learnings](#). The Principles, Areas of Competence and Values set in the Profile of Students Exiting Compulsory Education (PA) lead to the training of the individual as a participative citizen, initiating the path to exercise their citizenship throughout life. Aiming at building a solid humanistic education in students, education is a vital tool so that they shoulder their citizenship ensuring the respect for democratic, basic values and human rights, both at the individual and social level. In this way, in the Citizenship and Development (CD) curricular unit, teachers' mission is to prepare students for life, to be democratic, participative and humanistic citizens, in a time of increasing social and cultural diversity, with the goal of promoting tolerance and non-discrimination, as well as suppress violent radicalisms.

The stronger presence of citizenship in education, thus, intends to ensure "a set of rights and duties that must be conveyed in the education of Portuguese children and young people so that, in the future, they will grow to be adults with a civic conduct that will favour equality in interpersonal relationships, the integration of differences, respect for Human Rights and valorisation of values and concepts of national citizenship" (cf. Preamble of the Order no. 6173/2016, of 10th May).

The Portuguese Institute for Sport and Youth (IPDJ, I.P.) and the previous bodies have been leading the defence, dissemination and support of **non-formal education** processes in Portugal, since the period of 25th April 1974. In addition to the direct provision of tailored programmes on those methodologies, the support to the associationism movement - where non-formal education processes are more prevalent - and, in more recent times, the leadership of divisive projects - such as the establishment of the national profession "youth worker" - has earned a prominent position.

On the other hand, in a perspective of joining the formal and non-formal education dimensions, the IPDJ, I.P. is now responsible for developing the integration, **valorisation and recognition of non-formal learning outside of school**. This approach will be address in a project named Youth Pass, which will be a crucial complement to the basic and secondary education diploma.

The intervention strategy in the non-formal model is complemented with initiatives and dates that won or are winning a spot in the annual calendar of young people and associations, such as the Youth Associationism Day (30th April, with more than 14 years of celebration since its establishment), Good Associationism Practices (merit awards for the work of youth organisations) and, more recently, ADJ - Youth Development Academy,

an annual space of non-formal education counting with the partnership of Erasmus+ Agency Youth in Action, CNJ and FNAJ.

### **Formal learning**

The transversal approach to the Education for Citizenship curriculum can take different forms, depending on the dynamic adopted by schools due to their autonomy, particularly in the context of the curriculum of the subjects and through the development of projects and activities of their own initiative, while working together with families and entities involved in this context, in the framework of the relationship between the school and the community. It can be developed according to the needs and specific problems of the school community, together with and in response to the objectives defined by each group of schools or individual schools within their educational projects.

The Strategy of education for citizenship is applied through changes to the curriculum, learning activities in the classroom, extracurricular activities, participation of students and parents in school governance, assessment of students and schools, and continuous professional development of the faculty.

The schools have autonomy regarding how they implement it in accordance with their educational projects, and can be achieved through several activities and may involve partnerships with other entities or with families. The Ministry of Education has developed a set of guidance documents for schools on a number of themes:

- Road Education;
- Development Education;
- Gender Equality Education;
- Human Rights Education;
- Financial Education;
- National Security and Defence Education;
- Promotion of Volunteerism;
- Environmental/Sustainable Development Education;
- The European Dimension of Education;
- Media Education;
- Health and Sex Education
- Entrepreneurship Education;
- Consumer Education;
- Intercultural Education.

The education for citizenship aims to contribute to the development of responsible, autonomous and solidary people who know and act according to their rights and duties, in dialogue and respect for others, with a democratic, pluralistic, critical and creative spirit, according to the human rights values. It also enables the development of essential skills for the integration in the social life and the labour market.

### **Non-formal and informal learning**

#### **Participative structures within formal education settings**

The Ministry of Education promotes a number of events and activities throughout the school year to raise awareness among students to important citizenship issues. Examples are the National No Smoking Day, the European Day of Languages, the Human Rights Day, the Refugee Day, the Certification for Intercultural Schools and the competition United for the Planet, among others.

Students have the right to participate, through their representatives, in accordance with the existing legislation, in administrative bodies and school management in the creation process of the school's educational project and the internal rules of procedure.

Students have the right to gather in student assemblies and are represented by the student association, by their representatives in the governing, administrative and school

management bodies and their representatives in the classroom, according to the existing legislation and the internal rules of procedure of the school.

In the context of their autonomy, schools develop a wide range of tools and communication strategies (e.g. email, website, newsletter, newspapers, radio, social networks, conferences and other events).

Parents/legal guardians have the right to contribute to the creation process of the educational project and the internal rules of the school, as well as participating in daily life of the school. They also have the right to create a parents association, according to the principles of freedom of association.

The Municipality of Education of each school group is an advisory body which includes, among other elements, a representative of the municipal assembly. The ME has the right to: review the annual plan of activities; comment on the education offer and network provided for each school year; recommend improvement measures for the organization and the school's educational intervention.

### **Measures to encourage student participation in local community and wider society**

With regard to learning through extracurricular activities, the Ministry of Education promotes a number of initiatives in various areas of competence:

1. [Eco-Schools Project](#), [80 Project](#) and [Tejo project](#) - in the field of environmental awareness;
2. [Mega Sprinter Competition](#), [Tag Rugby Project](#) - in the field of sports activities for peace and social inclusion;
3. [Intangible Heritage Collection Kit](#), [My School adopts a Museum](#), [Little Shadow Festival](#), [Ithaca Plan](#), Tic Tac Project in the School of the Future - in the field of artistic projects for intercultural dialogue and media literacy;
4. [European clubs](#), [Euroguidance Network](#), [Trip to Germany Contest](#) - in the field of International and/or Online Collaborations for Intercultural Education;
5. [European Youth Parliament Programme](#) of the [Youth Parliament Programme](#) (national) - in the field of activities related to the political life;
6. [Link Yourself to Others Project](#) - in the field of volunteering on the local community.

Still within the framework of promoting participation resorting to tools and methodologies in formal, non-formal and informal education, it is important to highlight two recent initiatives: the **[Schools Participatory Budget](#)** and the **[Youth Participatory Budget](#)**.

The School Participatory Budget is intended for students of the 3rd cycle of basic education and secondary education, and consists of a process with several stages that ensures students the possibility of actively participating in the development of a project, according to their preferences, needs and wills, that contributes to improvement of their school. The amount of the SPB is €500, in the case of schools with fewer than 500 students in the 3rd cycle of basic education and secondary education, or, alternatively, the value equivalent to €1 per student in the 3rd cycle of basic education and secondary education, in the case of schools with more than 500 students.

The Youth Participatory Budget, in turn, is a process of democratic participation where citizens between the age of 14 and 30 can present and decide on public investment projects in the total amount of 300 thousand EUR. This initiative aims to contribute to the improvement of democracy by innovating and strengthening the forms of public participation of young citizens. It covers the entire national territory and the proposals must respect the following criteria:

- Must be focused on the themes of inclusive sports, education for sciences, social innovation and environmental sustainability;
- Must respect the maximum amount of 75.000EUR;
- Must not imply the construction of infrastructures;

- Must not be a support request or provision of services;
- Must not benefit more than one municipality;
- Must be well specified and located in the national territory;
- Must be technically feasible;
- Must not contradict the Government's Programme or ongoing projects and programmes in different public policies areas.

In its first edition, which is running this current year, 424 proposals were submitted, distributed by the four theme areas: inclusive sports, education for sciences, social innovation and environmental sustainability.

### **Partnerships between formal education providers, youth organisations and youth work providers**

The partnerships with civil society organizations are encouraged and required in a broad sense and therefore transversal in all levels.

### **Quality assurance/quality guidelines for non-formal learning**

Among the concrete actions to achieve these goals, curriculum guidance documents were produced in cooperation with other bodies and institutions of the public sector and various civil society partners, as reference systems in addressing the various dimensions of citizenship. These documents are not prescriptive guidelines or programmes. They are supporting documents that, under the autonomy of each educational establishment, can be used and adapted according to the options defined in each context, and help to implement the practice to develop.

In line with the curriculum guidance documents, it was provided by the Ministry of Education teacher training under the continuous professional development, through the General Directorate of Education, to teachers of all subjects and levels.

The ME, even provides teachers criteria and specific resources for assessing students in some of the thematic fields included in the transversal field of Education for Citizenship. For example, in Entrepreneurship Education, projects like the [ASTEE](#) and [Youth Start - Entrepreneurial Challenges](#) include various assessment tools and resources (e.g. questionnaires, oral and written activities, projects, self-assessment exercises and peer assessment, etc.). In other thematic fields, such as Financial Education, manuals/guides were published that include assessment exercises.

In addition to this, as already been mentioned, the **Youth Pass** programme development is underway, which aims to issue a participation certificate in programmes of the IPDJ that recognises the learnings acquired in a non-formal context, allowing the interconnection of said learnings with the secondary education diploma. Although the launch is only provided for in the form of a pilot project, covering only a few programmes developed by the IPDJ in an initial phase, this process will represent an additional quality assurance of this type of learnings.

### **Educators' support**

The national curriculum defines the essential knowledge and skills that all students should acquire and allows teachers to decide how to teach more effectively, by managing the curriculum and organizing their teaching activity in the best way possible to meet the needs of their students.

In accordance with the Article 30 of the [Law No. 0669 46/86 of 14 October](#) (Education System Basic Law), all the educators and teachers (preschool education, 1st, 2nd and 3rd cycle and secondary education) obtain the adequate qualification through courses of higher education/university degrees/masters' degrees, which provides them with all the information, scientific and pedagogical methods and techniques as well as personal and social training appropriate to their teaching activity.

Thus, in accordance with the basic laws for the teaching activity, all teachers have the right to technical and scientific autonomy and the freedom to choose teaching methods,

technologies and the current pedagogical or curriculum guidelines that are more adequate.

Although there is no specialized teachers or semi specialized in education for citizenship in general, there are some specific qualifications available in some of the thematic fields included in the transversal field of Education for Citizenship. For example, some masters of initial training of teachers have classes about Education and Multiculturalism, Education for Development, Entrepreneurship Education.

There are still courses within the framework of the continuous training of teachers, non-mandatory, that seek to develop the same competences in various fields of Education for Citizenship. These are offered through protocols between ME and civil society partners.

On the other hand, in order to develop the professional knowledge of teachers through the dissemination of information within the thematic fields of education for citizenship, the DGE's website has a section dedicated to this field. Here, teachers and students, but also parents, educators and other interested parties, will find, among others, the following features: News, Reference Documents, Microsites for each of the thematic fields of education for citizenship, Legislation, Digital Library, Guidelines, resources, best practices, projects and useful links.

## **5.8 Raising political awareness among young people**

### **Information providers / counselling structures**

The **National Electoral Commission (CNE)** is a public body of reference in Portugal which provides details about all electoral acts to citizens, including in their audience, of course, young people. The CNE aims to:

- Promote the objective clarification of electoral acts and referendums to citizens, in particular through the media;
- Ensure the equal treatment of the citizens in all acts of census and electoral/referendum operations;
- Ensure equal opportunities for the action and propaganda of the candidacies to a specific election and of the parties involved in the campaigns for referendums.

In addition to being the legislative body of the Portuguese State, the **Assembly of the Republic** also has a didactic and informative dimension targeted at the general public and the younger audience in particular. With the **Youth Space** (Espaço Jovem)/ "Friends of the Assembly (Os Amigos da Assembleia)", the parliament is explained in a simple and playful manner. **Guided tours** to the Parliament and interactive tours are also available.

The **Cabinet of the Secretary of State for Youth and Sport** and the **IPDJ, I.P.** develop several initiatives, or are partners of other public or private bodies, for the dissemination of information on rights and democratic values of young people.

### **Specific contact points**

Among its duties, the Ponto Já Information Centres of IPDJ, I.P. aim to promote and develop citizenship values. Currently, there are 19 Ponto Já Spots in the facilities of the decentralised services and at the headquarters of the IPDJ, I.P.

The **Ponto Já** Information Centres fall within the competencies of the Department of Information, Communication and International Relations of the IPDJ, I.P. in regard to the "Execute and monitor the information policy of the IPDJ, I.P., favoring the use of the local network of places of attendance, the sport and youth portals and helplines", according to the **Decree no. 11/2012** (Article 3rd, paragraph 2 b).

The operating costs of Ponto Já Information Centres are incorporated in the operating costs of the IPDJ, I.P..



## Youth-targeted information campaigns about democratic rights and democratic values

### 70JÁ! Campaign

[70JÁ!](#) is a national-wide information campaign on young people's rights as stated in the article 70<sup>th</sup> of the Portuguese Constitution. It started in the beginning of 2017 until 2019.

The Constitution has been a hot topic in media and public opinion. Over the past few years, a lot was discussed about the contemporaneity and the nowadays' relevance of Constitutional rights. Taking into account that the country has celebrated the 40<sup>th</sup> anniversary of the Portuguese Constitution in year of 2016, the Secretary of State for Youth and Sports launched the 70JÁ! in order to put youth constitutional rights on the political agenda.

The information campaign is developed online and offline with an heavy presence, for instances, on social media websites, schools and regional delegations of the Portuguese Institute for Youth and Sports.

Goals:

- To call upon the need to protect and defend young people's rights;
- To empower young people for the claim of their rights in order to promote young people's participation and engagement in political and civic life;
- To highlight the importance of the Constitution and Democratic values in young people's daily life;
- To promote youth mainstreaming in governmental policies, acknowledging that special protection of youngsters' rights reduces their vulnerability when it comes to the effectuation of their human rights.

Target:

- a. Young people aged between 13 and 30 years;
- b. Youth Workers;
- c. Teachers;
- d. Parents.

Big topics to be addressed by year:

- a. 2016: Education and Labour
- b. 2017: Participation (political and civic participation), Identity and Civil Liberties
- c. 2018: Housing and Health, including Physical Education and Sports
- d. 2019: Participation (political participation and Global Citizenship) and Culture

Since 2017 and 2019 are electoral years for local power and national and European parliament, respectively, 70JÁ! intends to fight youth abstention and to raise awareness on the possibility of young people to be candidates and to enrol in political active life.

### Youth Parliament (Parlamento dos Jovens)

The [Youth Parliament](#) is an educational programme to promote citizenship and aims to boost the interest of young people in civic and political participation.

Approved by the Resolution [No. 42/2006](#), of 2<sup>nd</sup> June, the Youth Parliament programme is an initiative of the Portuguese Parliament, whose implementation is developed in partnership with the following partners: Portuguese Institute of Sports and Youth; Ministry of Education; Ministry of Foreign Affairs; Regional Secretariats of Education and Youth of Madeira and Azores.

It is Intended for young people attending the 2nd and 3rd cycle levels of basic education and attending high school (secondary education). The Youth Parliament program is an initiative that takes place in the public, private and cooperative education inside the country and at the Portuguese communities in Europe and outside Europe.



The program includes three stages during the school year. The third stage takes place in the Parliament, where elected young deputies meet, at national level, representing each district or autonomous region and in which is approved, after debate in committees and plenary, the final recommendation on the issue of that Youth Parliament's edition.

### **Euroschool Competition ([Concurso Euroescola](#))**

The competition aims to select Portuguese schools that will participate in Euroschool sessions at the European Parliament in Strasbourg. It involves all secondary schools participating in the Youth Parliament.

### **Commemorative days**

IPDJ has been working, since long time, for the growth and promotion of young people's active participation. As a result, several regular events were established, being co-organized by youth structures, such as the National Youth Council and FNAJ – National Federation for Youth Organizations.

Consequently, the day annually dedicated to Youth Organizations is celebrated on the 30th of April, and the celebrations usually are national, with a focal point and a wide series of activities dedicated to disseminate the values of association, participation, youth activities, volunteering and non-formal education.

Another example is the International Youth Day, on the 12th of August, where various activities are regularly organized, also under a youth co-organization basis: in the last years, the activities have directly involved thousands of young citizens.

The Volunteer Day, on the 5th of December, is also an important reference in the annual youth calendar.

Recently, IPDJ, Erasmus+ YA National Agency, CNJ and FNAJ began to organize (first project in 2015) the annual Youth Development Academy, dedicated to non-formal education and cross-sectorial youth issues; in 2015, the topic was devoted to non-formal education, human rights and youngsters' inclusion.

### **Promoting the intercultural dialogue among young people**

#### **Movement Against Hate Speech**

At the national level, the Campaign Against Hate Speech of the Council of Europe is coordinated by the IPDJ, IP, which created a [National Committee](#) for the coordination and implementation of strategies and actions of the Campaign, currently comprised of 18 public and private bodies.

This European campaign main objective is to combat online hate speech, discrimination and racism, raising awareness of the risks to democracy and promoting young people's involvement in the defence of human rights, digital participation and citizenship.

The IPDJ coordinates the national implementation of strategies and actions of the Campaign, with the active collaboration and participation of other entities and Youth Associations looking to dynamise campaign actions among young people and the general population.

The [campaign](#) in Portugal is underway both *online* and *offline*, focused around some strong moments such as training and information activities, thematic seminars, street actions and other initiatives, together with the European dynamic through the celebration of the **European Action Days** and addressing specific themes proposed at the European level, such as: sexist hate speech, support to refugees, solidarity with the victims of hate crimes, *islamophoia* and religious intolerance, anti-semitism, etc.

#### **“And if it was with me?...” (“E se fosse eu? Fazer a Mochila e partir”)**

This campaign [“And if it was with me?”](#) is a joint initiative of the [Support Platform to Refugees](#), [High Commission for Migration](#), [National Youth Council](#) and the [General](#)

[Directorate for Education](#). The campaign is targeted at schools and the general public, with the goal of "providing an opportunity to empathise with people that flee the war in Syria and seeks humanitarian protection; raising the awareness of the Portuguese society, especially young people, to the reception of refugees in Portugal; promoting the reflection and debate on what would be like living the situation of a refugee". The campaign began in April 2016.

### Promoting transparent and youth-tailored public communication

There is no policy frameworks or guidelines on transparent public communication targeting young people and there are no national or large-scale programmes or initiatives on providing training for policy-makers at various levels on suitable and youth-tailored communication.

## 5.9 E-participation

The strong presence of young people on the internet and the wide use of social media by this age group is known and proven by several national and international studies. According to the *Study "Employment, Mobility, Politics and Leisure (2015 Lobo, Marina; Ferreira, Sérgio; Rowland, Jussara, ISS)*, the access to the internet shows generational differences noted by the general use of the internet by younger age groups, becoming gradually rarer as the age goes up. Between young people (15-34 years), the percentage that states that they never access the internet is relatively low (5,6%), and most of these cases consist of people that fall on socially disadvantaged categories. In fact, those who have more economic difficulties (17,9% of the young people who claim that their income is barely enough to live), low level of education (11% of the people that only has a 9th grade education) and unemployed (9,7%) state that they never access the internet.

Regarding the purposes for which the Internet is used, according to the people surveyed, the use of social media comes first (76,9%), in front of other activities such "sending and receiving emails" (69,6%) and "looking for information about events, products, or services" (57,4%).

Thus, any kind of initiative aimed at young people, in order to be effective, it must have a strong feature of online communication, being an essential condition to reach the intended audience. Therefore, **the use of ICTs is mandatory** to the promotion of young people's participation in order to encourage their involvement in consultation processes, awareness-raising campaigns for the most diverse causes or participation in debate forums. Let's see some recent examples:

- The [consultation process](#) for the collection of young people's opinion about the priorities for the creation of a Youth National Plan, aiming to improve Public Youth Policies. An [online survey](#) was used, which was available between August and October 2017.

- The 70 Now! Campaign ([Campanha 70 Já!](#)), It is a national-wide information campaign on young people's rights as stated in the article 70<sup>th</sup> of the Portuguese Constitution. It started in the beginning of 2017 and it will run until 2019 and it is promoted by the Ministry of Education, Secretary of State for Youth and Sport and IPDJ, IP. The information campaign is being developed online and offline with an heavy presence on social media ([instagram](#), [twitter](#), [facebook](#)) schools and regional delegations of the Portuguese Institute for Youth and Sports. It is targeted to Young people aged between 13 and 30 years; Youth Workers; Teachers; Parents.

- The Processes of listening for the collection of contributions to the National Youth Strategy 2013, which were implemented in the White Paper on Youth; An [online platform](#) managed by the IPDJ, IP was created for the collection of contributions of young people, youth organisations and other entities. It was online for 5 months. During this period a total of 341 valid contributions about all of the 9 thematic areas were considered. Around 200 young people, youth associations and organizations working with

and for young people have accepted the challenge and shared their ideas for the Youth White Paper on this collaborative platform.

- [Participatory Youth Budget](#) - young people had the possibility to submit their ideas online as well as to vote online in the process of decide where to invest a part of the State Budget.

## **5.10 Current debates and reforms**

As mentioned previously, multilevel governance, participatory youth policy-making and the involvement of the civil society are key issues in youth policy-making in Portugal.

Fostering participatory policy-making practices in the field of youth policies is one of the current government's priorities. Far from only listening and taking into account youngsters' needs and expectations, the government is committed to deepen multilevel governance in youth policy, through:

### **- National Plan for Youth (2017-2019)**

The first National Plan for Youth is a political tool to assure youth mainstreaming at national level, designing a strategy for youth policy that is sustainable, has a rights-based approach and involves young people in all phases of policy-making (planning, implementation and evaluation). It will be coordinated by the IPDJ (Portuguese Institute for Sports and Youth), involving other Public Administration stakeholders as well as the civil society. It will be concluded in 2018.

### **- Co-management in youth mobility**

Movijovem is a cooperative society in charge of the national network of youth hostels, as well as the management of the Youth Card. Initially, the Portuguese Institute for Sports and Youth (IPDJ) owned 80% of Movijovem' share capital and the remain 20% were owned by AUPJ, a representative association of youth hostels' users. In the beginning of 2017, the Government opened the share capital to the National Federation of Youth Associations (FNAJ) and the National Council of Youth (CNJ), assuring that civil society in the youth field is directly involved in the decision-making processes of the entity that holds the responsibility of youth mobility in Portugal.

Local Authorities – i.e., Municipalities – are the only entities entitled to concession agreements on Youth Hostels' management. The main goal is to share responsibilities in the management of one important asset to local development. The involvement of the Municipalities intends to benefit the national network of Youth Hostels and youth mobility in general but also to foster local development through youth exchange and tourism. Keeping youth hostels open in low-density territories is a positive action leading to territorial cohesion and local authorities are a key player in youth mobility governance.

### **Major consultation processes/International Cooperation**

The consultation procedure for the preparation of the National Youth Plan, which is about to conclude, involved an online survey available for two months and a half, the creation of a national forum, a focus group and the consultation with the Youth Advisory Council. Youth will be called upon to participate in the remaining phases of the Plan, including the development of Sectoral Action Plans, taking place in the first four months of 2018.

The Ibero-American Convention for Youngsters' Rights was signed by Portugal in 2005 but is not ratified yet. The ratification process is going hand in hand with the signature of the Additional Protocol to the Convention. Being the only International treaty specifically on youth rights (age 15-29 years), the members of the Advisory Council on Youth were asked to comment on the first version of the Additional Protocol.

The Ibero-American Pact on Youth is a political agreement of the Ibero-American countries that aims to reinforce the collaboration between the several political decision-making levels and private and third sector stakeholders towards regional common goals in the youth policy field. FNAJ and CNJ were involved in the organization of the National

Forum of Youth, a one and a half day event gathering together 50 youngsters, researchers and youth leaders for the purpose of defining the strategic fields of the future Ibero-American Pact. Positive action was taken in order to assure the participation of young people in particularly vulnerable situation (due to discrimination, inequality or others), such as LGBTQIA+, Roma, rural inhabitants, disability etc. More than listening young people, this is a way of assure the involvement on the conception and approval of international commitments of the Portuguese Republic that will have effects on national policy on youth, indorsing global citizenship and political participation.

#### Community of Portuguese Speaking Countries (CPLP) Action Plan for Youth

The Structured Dialogue in the CPLP culminated with the approval of the CPLP Action Plan for Youth, in July 2017, in the Youth Forum of the CPLP and in the Conference of Youth and Sport Ministers of the CPLP. This process of structured dialogue involved the national youth councils of the countries that constitute the Youth Forum of the CPLP and the ministers of their countries.

#### Youth Associativism Law

At the present time, Youth Associativism Legal Framework (Law no. 23/2006, 23<sup>rd</sup> July) is under analysis, law which also includes support programmes for the development of the activity of youth associations and has been applied for about a decade. Therefore, its reanalysis is essential in order to determine if the legal framework must be or not revised, as well as to determine the terms to be observed in such revision.

The association youth movement, as well as other agents in the field of Youth public policies demand modifications, particularly in matters regarding taxation. These modifications are, among others, under debate by a working group created for the abovementioned analysis, which is constituted by representatives of the Office of the Secretary of State of Youth and Sport, of the Portuguese Institute of Sports and Youth, I.P., of the National Youth Council and of the National Federation of Youth Organizations.

This process started by inviting all organizations integrated in the Youth Advisory Council to give and send their contributes to the Permanent Secretariat, being certain that any legal amendment or revision in this field will be preceded by a new hearing with the members of said council, as the goal is to sustain a process actively impacted by the main representatives of Portuguese youth.

## 6. Education and Training

The portuguese government has defined education and training as essential foundations for employability, competitiveness and development of the country. In this sense, a set of measures and public policies has been developed to promote the qualification of portuguese people - in particular for young people, the most affected age group by the economic crisis that shook Portugal between 2009 and 2013, a period in which youth unemployment reached significantly higher values.

The priorities consist of: providing [equal access conditions and access opportunities](#) to education and training, notably through the National Programme for Promotion of School Success, with measures identified by each School Group/Single School in the respective Strategic Action Plan and to [prevent early school leaving](#); promoting the modernisation, qualification and diversification of higher education, with strengthening measures for [social action](#) and [international mobility](#) programmes; and a bigger investment in education and training of young people and adults, in particular through the launch of the [Qualifica Programme](#), with offers in the area of training and double certification aimed at young NEET, among others, in an interinstitutional logic with the [Youth Guarantee](#)

## **6.1 General context**

### **Main trends in young people's participation in education and training**

#### **Inequalities and young people and inclusion challenges in the educational system**

Under the 2020 Strategy, the goal to reduce **early school leaving rate** (AEP) to 10% was set. In the last decade, Portugal has been significantly reducing its ESL rate (18-24 years), approaching more and more the 10% target that is set under the Europe 2020 Strategy.

In 2006, the ESL rate in Portugal was 38,5%, more than double the European average (EU28) which was 15,3%. Since then, there has been a continuous reduction until 2015, where the ESL rate reached 13,7%, closer to the EU28 average that was 11% in that year. In 2016, a slight increase was observed, where Portugal presented a 14% rate compared to the EU28 average of 10,7% (Eurostat, edat\_ifse\_02).

Unlike EU28, in which the ESL rate is higher among students that were born in a foreign country (19,7%), in Portugal the difference is only of 0,3 percentage points (ESL rate of 14,3% among students that were born outside of Portugal).

The biggest differences are in terms of gender, where the ESL rate is significantly higher among men (17,4) than among women (10,5%) - which are closer to the European target of 10%. In EU28, although there is also a greater prevalence of the ESL among men (12,2%), the difference between men and women is not so significant.

The **retention and drop-out rate in the secondary education (high school)** has also been reducing in recent years. According to data from the Directorate-General of Education and Science Statistics, in the school year of 2000/01 39,4% of the students in secondary school (high school) were retained or dropped out. That percentage has dropped to less than half (16,6%) in the school year of 2014/15, but it is higher among men (18,7%).

An analysis by the education path and grade level show that the retention and drop-out rate is significantly higher in scientific-humanistic/general courses (18,4%) than in the technological and professional courses (13,5%). Also, the retention and drop-out rate is higher in the last year of secondary education (high school): 30.3% and 29%, respectively.

In turn, the **secondary education (high school) completion rate** has increased from 48,8% in the school year of 2000/01 to 70,1% in 2014/15.

In 2015, the **NEET rate** (Not in Education, Employment or Training) between the age of 15 and 29 years was 13,2%, lower than the EU28 average of 14,8%, being both in Portugal, as in the EU28, higher among young people between the age of 25 and 29 years: 17, 1% and 19.7% respectively.

#### **Professional Education and Training**

In 2015, the **participation rate of adults** (25-64 years) in lifelong learning was 9,7%, close to the EU28 average of 10,7%, being higher among young people between the age of 25 to 34 years, 17,4% in EU28 and 17,5% in Portugal.

The participation of secondary education (high school) students in the professional education and training was, in 2015, 45,8%, slightly lower than the EU28 average of 48,9%. In 2015, the young graduates in professional education and training was 26,4% in Portugal, and 33% in the EU28 (European Commission, 2016).

#### **Higher education**

In Portugal, the **higher education completion rate** for young people between the age of 30 to 34 years has increased in recent years, from 21,6% in 2008 to 31,9% in 2015, still below the EU28 average of 37,9% and especially below the goal of 40% set under

the Europe 2020 Strategy. The **employment rate of recent graduates**, between the age of 20 to 34 years remained stable in the EU28 between the financial crisis period and 2015, 81,5% in 2012 and 81,9% in 2015. Portugal, besides being lower than the EU28 average, the economic crisis had an impact on the employability of its recent graduates, going from 69,9% in 2012 to 75,5% in 2015.

The number of **people enrolled in higher education**, in all cycles of education, decreased around 23% in the period of the economic crisis between 2011 and 2014. However, there has been a slight recovery after that period (European Commission, 2016).

### Organisation of the education and training system

In Portugal, access to education is a legal right of the [Constitution of the Portuguese Republic](#) that must be **universal, compulsory and free**. The education system also enshrines freedom in teaching and learning, with public education being defined as non-denominational.

**Compulsory education** is comprised of 12 years of schooling, 9 years of elementary education and 3 years of secondary education, for children and young people between the age of 6 to 18 years.

The **Portuguese Education System**, regulated by the Education System Basic Law, comprises pre-school education, school education and out-of-school education. School education is developed at three levels: basic education, secondary education and higher education:

**Pre-school education** is not compulsory and is intended for children between the age of 3 and 6.

#### Basic Education

Basic Education had a 9-year duration and is organised in three sequential cycles, and each cycle is responsible for completing and deepen the previous one, in a global perspective:

1. The 1st cycle corresponds to the first 4 years of school;
2. The 2nd cycle corresponds to the following 2 years;
3. The 3rd cycle has the duration of 3 years.

The guiding principles of the organisation and management of the Basic Education curriculum must ensure too all citizens a basic education, general and common, through the acquisition of fundamental knowledge and aptitudes that will enable students to pursue further studies. For a more in-depth knowledge of the main objectives of Basic Education, please refer to the - [Eurydice Website - Fundamental Principles and National Policies](#).

In addition to the [General Basic Education](#), Basic Education also includes a [distance learning modality](#), a home-school modality and Specialized Artistic Courses in the fields of music, dancing and Gregorian chant.

Basic education can also be completed and certified through other paths adapted to the profile and specificities of the students, such as:

- Education and training course (CEF);
- Alternative Curriculum Paths (PCA);
- Integrated Programme for Education and Training (PIEF)

[Education and Training Courses \(CEF\)](#): consist of a prevention measure for school failure and early-school leaving, in particular the disqualified, with insufficient levels of education and professional qualification. Preferably, it is targeted at students at risk of leaving school. Therefore, CEF are a means of promoting the completion conditions of the basic and secondary education and, at the same time, a means of acquiring professional



qualification. Consequently, they stimulate the pursuit of studies in any offer that grants secondary school certification and/or transition into the labour market.

PCA are an exceptional measure to be applied in students that do not show any progress in their academic results, even after the adoption of other measures to promote success. The main objective is the reorientation of their school path. This formative offer consists of a general education component, an additional training component and a component of artistic, technological and/or vocational training, which must include classes offered by the school according to the educational project of the entities, favouring a practical training in technical or artistic fields, in partnership with community entities.

PIEF promote the development of citizenship skills and activities of social, community interest and solidarity, based on a practical and differentiated work methodology. Its nature is temporary and exceptional. They are targeted at young people between the age of 15 and 18 that are at risk and/or in danger of social and school exclusion, giving them the competencies certification of the 1st, 2nd and 3rd cycles of Basic Education. The PIEF measure is based on a practical and differentiated work methodology in order to promote education, vocational development and the completion of compulsory education.

The internal and external regulation and evaluation of the students' learning in basic and secondary education and of the schools' performance is regulated by the [Decree-Law no. 17/2016, of 4 April](#).

### **Secondary Education**

Secondary education is a 3-year cycle (ISCED 3 EQF/QNQ 3 and 4), from 15 to 18 years old, and aims to provide students with access to a diversified training and learning. It is organised in different manners according to the goals of the student, that is, if they wish to exclusively pursue further studies or offers that, in addition to the pursuit of further studies, also aim to prepare for an active life. The permeability between offers is ensured, and they are structured as follows:

Professional Courses they are courses with a duration of three school years, with double certification - school and professional, granting simultaneously a diploma of Secondary Education (12th grade level) completion, a professional certification associated with the qualification/career path and the level 4 of the National Qualification Framework (QNQ) and the European Qualification Framework (EQF) Besides the strong link to the labour market, the personal and professional competences conducive to the practice of a profession are valued, in order to respond to the needs of the local and regional labour market. In addition to entering the labour market, these offers also allow for the pursuit of further studies, specifically through access to post-secondary training ([Technological Specialisation Courses](#)) or to higher education. Its structure in modules allows for greater flexibility and response to the students' learning rhythm. The study plan consists of three training components: sociocultural; scientific; and technical, which includes training in a work context (FCT) and a Professional Aptitude Test (PAP - Prova de Aptidão Profissional).

Courses with their own curriculum: called as Scientific-Technological Courses with their Own Plans, are a formative offer of level 4 (EQF and QNQ), which for the most part, gives dual certification with a scientific and technological component, including a component of Work-related Training (FCT) and a Technological Aptitude Test (PAT). The educational establishments are responsible for the preparation of the technological training component, and the National Agency for Qualification and Professional Education, I.P. (ANQEP, I.P.) is responsible for its later pedagogical assessment and approval.

Specialized Artistic Courses: they are subdivided in three areas - Visual and Audio-visual Arts - Dance - Music., being dedicated, depending on the artistic area, to the pursuit of studies (music) or aiming at the double perspective of entry into the labour market and pursuit of studies (visual arts, audio-visual and dancing). In the case of music, these courses grant a Secondary Education diploma (12th grade level) and the EQF/NQF level 3 qualification. On the other hand, the remaining fields of double certification offer both the



opportunity of obtaining a Secondary Education diploma (12th grade level) and a professional certification of level 4 in the EQF/NQF, simultaneously.

**Scientific-Humanistic Courses:** with the duration of 3 schooling years (10th, 11th and 12th grade level) is for students who have completed their 9th grade level or equivalent. It is aimed at the pursuit of higher education (university or polytechnic) and gives a diploma to the student for concluding his/her Secondary Education (12th year) and the qualification level 3 in the National Qualifications Framework (NQF).

**Secondary Education in the Form of Recurrent Education:** it is a strand of adult education, being a second education opportunity for those who didn't complete or attend the education cycle at the right age. Its functioning (access conditions, curriculum, programme, evaluation) is organised independently to the daytime education, but it still grants an equivalent certification to the secondary education level. These courses make it possible to acquire knowledge and skills at the secondary education level by allowing to obtain a Secondary Education diploma (12th grade level) and the qualification level 3 of the EQF/QNQ.

(for a better understanding of the main objectives of Secondary Education, please refer to - [Eurydice Website - Upper Secondary and Post-Secondary Non-Tertiary Education](#)).

### Higher education

Higher education in Portugal is organized in a binary system:

**University education:** universities, university institutes and other establishments of education guided by a perspective of promoting research and knowledge creation with scientific training.

**Polytechnic education:** polytechnic institutes and polytechnic educational establishments guided by a perspective of applied research and of development, offering vocational training and advanced technical training.

Higher Education institutions have **scientific, pedagogical, cultural and disciplinary autonomy**, namely in the framework and operational framework of the courses provided, such as conditions of admission, curriculum, etc.

Higher education establishments can be public - institutions that belong to the State - or private - institutions that belong to private entities and cooperatives. However, both are under the tutelage of the [Ministry of Science, Technology and Higher Education](#) (MCTES). Military and police public education institutions are also subject to double tutelage, from the MCTES and, respectively, the Ministry of National Defence and the Ministry of Internal Administration.

In Portugal, there is a public university specifically dedicated to long-distance learning (e-learning) - [University Aberta](#).

Regarding Private Higher Education, the [Catholic University of Portugal](#) has a legal regime of recognition by the State, with some specific features.

In 2005, there was a reform in the Education System Basic Law, having been implemented the Bologna Process, with changes in the cycles of study that started to be structured in three cycles that lead to the bachelor's, masters' and doctorate degrees. In 2014, higher professional technical courses were created, higher courses of professional nature that grant a diploma.

### Higher professional technical Course

A higher education cycle of studies that does not grant an academic degree, with 120 ECTS credits and a duration of two years, whose successful completion gives a professional advanced technician diploma, corresponding to the qualification level 5 in EQF/QNQ, as well as ISCED level 5. This cycle of studies is offered in the polytechnic education, it has 120 credits (ECTS) and has duration of four semesters of work with students. This cycle is comprised of a set of curricular units organized in components of

general and scientific training, technical training and training in a work context, which is carried out through an internship.

### 1st Cycle

The **bachelor's degree** is granted to those that have acquired the established number of credits, through the approval in all curricular units that integrate the curriculum of the degree

It corresponds to the level 6 in the National Qualifications Framework and in the European Qualifications Framework (ISCED 6); with 180 to 240 credits (European Credit Transfer System - ECTS) and a normal length of six to eight semesters;

### 2nd Cycle

**Masters' degree:** corresponds to level 7 in the National Qualifications Framework and in the European Qualifications Framework (ISCED 7), with 90 and 120 credits (ECTS) and a length of three to four semesters.

In the university education, it must ensure the acquisition of an academic specialization, resorting to research, innovation and further development of professional skills. In polytechnic education, it must predominantly ensure the acquisition of a professional specialization.

The masters' degree can also be acquired through attending an integrated masters, corresponding to level 7 in the National Qualifications Framework and in the European Qualifications Framework (ISCED 7), with 300 to 360 credits and a length of 10 to 12 curricular semesters. Initial training cycle of education taught only in university education, which has 300 to 360 ECTS credits and a normal length of 10 to 12 semesters, in the cases where that duration for the access to the exercise of a certain professional activity is stipulated by the legal standards of the European Union or results of a stable and consolidated practice in the European Union.

### 3rd Cycle

**PhD Degree:** corresponds to level 8 in the National Qualifications Framework and in the European Qualifications Framework (ISCED 8). The duration of the cycle of education that grants the doctorate degree is not defined, nor the number of ECTS. Usually, it has a duration of 6 to 8 semesters and 180 to 240 ECTS credits.

The accreditation and quality assurance of Higher Education and study cycles is carried out by an independent entity – Agency for [Assessment and Accreditation of Higher Education \(A3es\)](#).

The [general access scheme](#) and admission in higher education requires the compliance with a set of criteria: a secondary education course or equivalent; taking the required admission tests for the desired course, with a score equal or greater than the one established; meeting the required prerequisites for the course to which they are applying to.

Also, there are [Special Regimes](#), special access competitions and access competition to higher professional technical courses intended for several types of candidates.

For a more in-depth knowledge about Higher Education, please refer to - [Eurydice Website - Higher Education](#).

## **Adult Education and Training**

Under the [Strategic Framework](#) for European cooperation in education and training and the [Commitment for Growth, Competitiveness and Employment](#) (for more detailed information refer to [Eurydice - Lifelong Learning Strategy](#)) the Portuguese education and training system has undergone a reform. This reform began with the creation of the National Qualifications Agency in 2006 and the [National Qualifications Framework \(NQF\)](#) in 2007, which promoted coordination between education, training and employment. It

has been adapted from the [European Qualifications Framework](#), with the intention to create a common qualification system framework in all Member States in order to promote the mobility and portability of the qualifications of European citizens.

The NQF is structured in [8 levels of qualification](#) going from the 2nd cycle of basic education to PhD.

The National Qualifications Framework (NQF), where the [institutions](#) that offer Adult Education and Training are framed, established by the [Decree-Law no. 396/2007, of 31st December](#), amended by the [Decree-Law no. 14/2017, of 26th January](#), created a strategic response to the low levels of qualification of the population, taking on as primary goal the generalisation of the secondary education as the minimum qualification of the population. Within this scope of action, structuring instruments were created for the organisation of qualifications, such the National Qualifications Framework (NQF) and the National Qualifications Catalogue (NQC), ensuring the relevance of training and learning for personal development and for the modernisation of companies and the economy, while, at the same time, giving value to all the investment made in training.

In this sense, recognising that a significant structural deficit still exists in the qualifications of the Portuguese population, exacerbated by the lack of available opportunities to the qualification of adults, with a significant decrease both in qualifying education and training for adults, and the recognition, validation and certification of competencies, throughout recent years, the XXI Constitutional Government established an strategic axis in its Programme that aims to increase the levels of qualification of the Portuguese population, giving priority to the people. The Government intends to make this happen through an increase in the education and professional training of young people and adults, including those who did not have the opportunity to finish their qualifications, ensuring that they now have the opportunity to do so.

Seeking to respond to this structural need, an investment was made in lifelong education and training, through the creation of a programme that aims to combat the lack of school qualifications of the Portuguese population and promote the quality improvement of the education-training processes of adults and young people, consolidating an integrated strategy for adult training and qualification through the Qualifica Programme.

One of the fundamental axes for the implementation of the Qualifica Programmes falls on the existence of a national network of centres specialized in the qualification of adults. These centres' role is to assist, advise, guide and forward to learning paths, based on the real and existing needed qualifications in the different territories and economic sectors.

The establishment of a new ambition for the specialized centres in the qualification of adults is especially important for the country's future, leading to the need of redefining the existing network and programmes of qualification of adults and young people, as well as the creation of the instruments necessary to the implementation of the Qualifica Programme.

In this sense, the [Decree no. 232/2016, of 29th August](#), was established to regulate the creation and regime of organisation and functioning of the Qualifica Centres, as essential instruments in the strategy for adult qualification, with the fundamental premise of not only valuing learnings acquired throughout life, but, also, the opportunity of increasing and developing skills through qualifying training.

The intention is that Qualifica Centres, currently promoted by 303 entities, scattered throughout the national territory, successors of the previous Centres for Qualification and Professional Education, resume as central focus of their activity: the qualification of adults based on the complementarity between the recognition, validation and certification of competencies and the mandatory attendance of additional certified training, under the RVCC processes, on the basis of the profiles and individual needs of the trainees.

In this perspective, the aim is to also support young people who are not employed and in education or training processes, commonly named young NEET (Not in Education, Employment or Training) and that can have their life paths redirected to qualifying

education and training offers, through information and guidance adequate to their needs profile and motivations.

Taking this framework into account, through the [Decree-Law no.14/2017, of 26th January](#), a credit system was created that enables a consistent capitalisation of training units and a greater mobility and flexibility in training paths. On top of that, there is also an instrument of guidance and individual registration of qualifications and competencies (Qualifica Passport), which allows not only to register the qualifications obtained (a resume or booklet), but also identify the skills that are lacking to complete a particular training path, in order to enable the construction of training paths best suited to the needs of each individual, among the different possible paths.

### **Training offer**

There are several offers within the Adult Education and Training, with specific purposes and target audiences:

#### **Offer aimed at increasing the acquisition of basic skills**

[Basic skills training program](#): aims at acquiring basic skills of reading, writing, calculation and use of information and communication technologies and their subsequent integration in basic level Courses of Education and Adult Training (EFA Courses), or in basic level (equivalent to level 1 of ISCED and NQF) Skills Recognition, Validation and Certification Processes (RVCC).

Portuguese Courses for Speakers of Other Languages: they are intended to meet the knowledge requirement of the Portuguese language provided for in the legal regimes to acquire Portuguese nationality, permanent or long duration residence, as well as promoting the command over the Portuguese Language within the scope of reading, writing and speaking.

#### **Offer for adults to achieve a recognized qualification**

[Adult education and training courses - EFA](#): provision of education and training for adults wishing to increase their qualifications.

#### **Offer aimed at transitioning into the labour market**

[Certified Modular Training \(FMC\)](#): allows the creation of flexible learning pathways with a varied duration, characterized by the adaptation to different types of training, target groups, methodologies, training contexts and forms of validation, allowing to acquire professional and school competences for future progression or reintegration in the labour market.

[Technological Specialisation Courses](#): They aim to answer to the needs of the socioeconomic fabric, at the middle management level, and they are an alternative for the improvement of young people's qualification and the professional requalification of the working force;

#### **Other offers for Adult Education**

The European 2020 Strategy highlights the importance of Adult Education and Training and Lifelong Learning, and the importance of using all the competences and knowledge acquired in various contexts (formal, informal and non-formal).

#### **Another type of training offers supported by the State**

[Lifelong learning: Recurrent Education](#): an offer in the framework for adult education, which corresponds to the secondary education level, created for students that did not benefit from education at the common age or have not completed their studies.

For more detailed information [Eurydice - Strategy for Lifelong learning and National Qualifications Framework](#).

## Main concepts

**Compulsory education** 12 years of schooling for children and young people between the age of 6 to 18 years. divided in 9 years of elementary education and 3 years of secondary education,

**School Groups:** organisational unit consisting of educational establishments from different levels of education ranging from preschool education to basic educational and secondary education. They possess a common pedagogical project and their own administration and management bodies.

**Education Charter:** instrument of planning of educational buildings and equipment to be placed in the municipality, in accordance with the necessary education and training offers under the demographic and socioeconomic development of each municipality, while considering the best use of educational resources.

**Dual Certification:** double certification, including school and professional certification.

**Skill Recognition, Validation and Certification (RVCC):** a process where skills that adults have acquired throughout their life in contexts likely to generate learning, outside the formal systems of education and training, are recognized.

**Early school leaving:** students between the age of 18 and 24 that have left school early and that have concluded, at the most, the lower secondary education (which, in Portugal, corresponds to basic education) and that are not currently enrolled in the education or training systems.

## 6.2 Administration and governance

### Governance

The XXI Constitutional Government of Portugal established as one of their priorities the investment in people in their Government's Programme for their four-year term of 2015-2019.

In the field of Education and Training, this priority involves providing conditions of equal access and opportunities to access education and training, in particular through:

- Promoting success at school, and guaranteeing 12 years of education;
- investing in adult education and lifelong learning;
- modernisation, qualification and diversification of higher education.

At a first level, the school failure policy focus on investing in preschool education, in particular by expanding the preschool education network because these two factors are considered of high importance to the quality improvement of the students' learning.

The National Programme to Promote success at school also focuses on the development of public policies in all cycles and levels of education, but with particular emphasis on basic education, as a result of the school failure increase in this cycle of education in recent years and in the sense of combating school failure at its root. The purpose of this Programme is to promote a quality education for all, combat school failure, in a valorisation framework for equal opportunities and the increase of the effectiveness and quality of public schools. The main objective is to ensure that all children and young people complete the compulsory education with a quality education, supported by a wide variety of learnings.

A greater coordination between the three cycles of basic education is promoted through a greater diversification and curricular flexibility and, as a result, putting a stop to the reduction of the curriculum that has been occurring in this cycle in recent years.

Within the scope of **Higher Education**, it relies on its modernisation and diversification by contributing to a greater democratisation in the access to higher education, in particular through emphasising social action and international mobility programmes.

In the **Young People and Adult Education and Training**, the Qualifica Programme intends to fill a gap in the qualifications of adults, which occurred after the cancellation of the New Opportunities Programme.

In Portugal, the [Ministry of Education](#) (ME) is responsible for the development and coordination of the education system for the Basic and Secondary Education. The [Ministry of Science, Technology and Higher Education](#) (MCTES) is responsible for Higher Education.

The **Basic Law Education**, approved by [Law no. 46/86](#), of 14th October (amended by [Law no. 115/97](#), of 19th September, [Law no. 49/2005](#), of 30th August, and Law no. 85/2009, of 27th August), establishes the general framework for the Education System and the way it is structured and organised, enshrining the right of all Portuguese people to have access to Education and Culture.

In the **Autonomous Regions of Madeira and Azores**, the administration of education is the sole responsibility of the respective regional governments.

### Main players and the regional and central level

The [ME](#) and the [MCTES](#) fall into the following central services:

The [Secretary General of Education and Science \(SGEC\)](#): aims to ensure specialized technical support to members of the Government of ME and the MCTES and other bodies, services and agencies of the sectors of education and science, in the fields of legal support, resolution of conflicts and disputes, employment systems and work relations, management of human, financial, technological and heritage resources, public procurement, European affairs and international relationships, as well as the quality policy of information and communication.

The [Inspectorate-General of Education and Science \(IGEC\)](#): its function is to monitor, control, evaluate and audit the educational establishments and teaching of all cycles of education, including those from higher education, public, private, cooperative and solidarity networks, and European schools, in order to ensure social confidence in Education and to inform policymakers and the public opinion. Also includes establishments in special modalities of education, extracurricular education, science and technology and of the bodies, offices and agencies of the ME and MCTES.

The [Directorate-General of Education \(DGE\)](#): central service under direct management of the State, under the tutelage of the Ministry of Education, endowed with administrative autonomy, responsible for the implementation of policies relating to the pedagogical and didactical components of preschool education, basic and secondary education and extracurricular education, and for the technical support in the elaboration of said policies, including curriculum development, teaching and evaluation instruments and support and educational complements.

The [Directorate-General of Higher Education \(DGES\)](#): central service under direct management of the State, under the tutelage of Ministry of Science, Technology and Higher Education whose mission is to ensure the design, implementation and coordination of policies for higher education.

The [Directorate-General of School Administration \(DGAE\)](#): central service under direct administration of the State, under the tutelage of the Ministry of Education, with responsibilities in the field of human resources management in the area of education, public schools, private education, cooperative and solidarity education in national territory and national schools based abroad, in particular: Recruitment and selection; Management of careers; Qualification; and Training.

The [Directorate-General of Education and Science Statistics \(DGEEC\)](#): central service under direct administration of the State, endowed with administrative autonomy, which aims to ensure the production and statistical analysis of education and science, supporting technically the elaboration of education policies and to evaluate the results



obtained by the educational, scientific and technological systems, in conjunction with the other services of ME and MCTES.

The [Institute of Education Financial Management \(IGeFE, I.P.\)](#): its mission is to ensure the programming, financial management and the strategic and operational planning of the ME, among other duties of regulation and budgetary management of schools.

The [Directorate-General for Schools \(DGEsE\)](#): central service under direct management of the State, which mission is to manage tasks of the ME and its central services, ensuring the guidance, coordination and monitoring of schools and support and information to users of the educational system. Consists of five regional organic units: Directorate of Services in the Northern Region, Directorate of Services in the Centre Region, Directorate of Services in the Region of Lisboa and Vale do Tejo, Directorate of Services in the Region of Alentejo and Directorate of Services in the region of Algarve, based, respectively, in Porto, Coimbra, Lisboa, Évora and Faro.

The **ME** and the **MCTES** still have, under their indirect administration, the following bodies:

[Foundation for Science and Technology. I.P.](#): national public agency, under the responsibility of the MCTES, that supports research in science, technology and innovation in all fields of knowledge.

[National Agency for Qualification and Professional Education, I.P.](#) (ANQEP, I.P.): public institution integrated in the indirect administration of the State, with administrative, financial and pedagogical autonomy in the pursuit of its duties, under the joint responsibility of the ME, the Ministry of Work, Solidarity and Social Security (MTSS), in coordination with the Ministry of Economy (ME). Its mission is to coordinate the implementation of policies of education and professional training for young people and adults through the training offer of double certification and certified professional certification, and to ensure the development and management of the system of recognition, validation and certification of competences. This institution, along with [the Institute of Employment and Vocational Training \(IEFP\)](#) are responsible for the education and training of adults.

[Institute of Educational Evaluation, I.P. \(IAVE\)](#): a special regime public institution, integrated in the indirect administration of the State, endowed with pedagogical, scientific, administrative and financial autonomy and with its own heritage. Its mission is the planning, conception and validation of external evaluation instruments of knowledge and skills of the students of basic and secondary education; the processing and dissemination of information relevant to the making of decisions that contribute to the increase of quality, effectiveness and efficiency of the national educational system; ensure the coordination of the national participation in international studies about external evaluation of students, as well as the elaboration of certification exams of knowledge and specific skills for other purposes and other education degrees, when prompted.

There are also two National Agencies for the management of Erasmus + Programme: One for the [Education and Training](#) part of the Programme and other for the [Youth](#) and Sport sector.

The advisory bodies of the ME and MCTES, that take on advisory functions in this field are:

- [National Council of Education](#);
- [Council of Schools](#);
- Higher Education Coordinating Council

In Madeira, the [Regional Secretariat for Education](#) integrates the sectors of Education, Special Education, Professional Training, Sport and Youth. The Regional Secretariat for Education also includes [the Regional Inspectorate of Education](#) and the [Institute for Qualification, IP-RAM \(IQ, IP-RAM\)](#), which are responsible for the coordination and



implementation of regional policy in the fields of qualification, training and professional certification, and the management of the European Social Fund (ESF).

In Azores, the [Regional Secretariat for Education and Culture](#) is part of the [Regional Directorate for Education](#), whose mission is to devise, guide, coordinate and evaluate the Azorean education system, and part of the [Regional Inspectorate of Education](#) which controls the legality and administrative, financial and management audit of the education system.

For more detailed information, please refer to [Eurydice-Administration and Governance at Local and / or Institutional Level](#).

### **Main Players at the local level**

In the context of promoting school success, the implementation of educational policies also involves **a greater participation and involvement of the local public administration**, namely the municipalities, through the [Municipal Councils of Education](#) and the [Education Charter](#).

The **Municipal Councils of Education** are coordinating and advisory bodies whose purpose is to promote the coordination of education policy at the municipal level, and to articulate with the different educational agents and local partners.

The **Education Charter** is an instrument for the planning of buildings and educational equipment to promote a more efficient use and management of educational resources according to the demographic and socioeconomic development of each municipality.

The **governance of schools** is carried out through a regime of [autonomy, administration and management of the preschool education](#), basic and secondary education, in the public education establishments, giving power to schools to take strategic, pedagogical, administrative, financial and organisational decisions within the scope of their educational project. The following management bodies and school administration are defined:

- General Council;
- Director;
- Pedagogic Council;
- Administrative Council.

### **Cross-sectorial cooperation**

Some programmes and measures in the field of education and training involve intersectoral and inter-ministerial cooperation in accordance with the typology of the programmes and measures and their scope of action.

In the field of Education and Training for young people and adults, the [Ministry of Economy](#) is responsible for professional training policies through the [IEFP, IP](#) and its network of Employment and Professional Training Centres. It is also responsible for the supervision of ANQEP, in articulation with the ME and [MTSSS](#).

Also, collaborations among a group of institutions, that include ministries and public bodies in other fields, are promoted in order to elaborate some strategic Plans. As an example, the Intersectoral Commission for the Promotion of Physical Activity was recently created with the objective of elaborating, operating and monitoring a National Plan of Action for Physical Activity. This committee included several Ministries, namely the Ministry of Science, Technology and Higher Education; Education; Work, Solidarity and Social Security; Health and the following secretariats of state: Science, Technology and Higher Education; Education; Youth and Sport; Employment; Inclusion of People with a Disability; and Health.

The **international and multilateral cooperation**, as well as the relationships with international organisations working in the field of education and science (Council of Europe), the [Organisation for Economic Cooperation and Development \(OCDE\)](#), the

[Organisation of the Iberian-American States \(OEI\)](#), the [United Nations \(ONU\)](#) and the [United Nations Educational, Scientific and Cultural Organisation \(UNESCO\)](#), are articulated between the ME and MCTES with the collaboration of the [Ministry of Foreign Affairs](#) (MNE).

### **6.3 Preventing early leaving from education and training (ELET)**

#### **National strategy**

Under the national goal of the Europe 2020 Strategy, Portugal established the reduction of the early school leaving rate to 10% as its goal.

In this sense, since 2012, a set of initiatives framed in a comprehensive political strategy of combat and prevention of early school leaving has been developed.

In 2004, **the National Plan for Prevention of Early School Leaving (PNAPAE)** had been launched, with the goal to prevent early leaving from school or professional training. Its goal was to reduce the rate of early school leaving in half until 2010, and it was targeted at young people under the age of 25.

In 2016, the National Programme to Promote the Success at School was launched. It was also created a Mission Structure for the Promotion of School Success, henceforth named Mission Structure, with a scientific, support and proximity nature regarding basic and secondary educational establishments. The Mission Structure's objective is to implement and ensure the assistance, monitoring and evaluation of the Programme. (PNPSE).

It must also be noted the following reference documents in the field of school success promotion, which indicate measures and initiatives for this effect:

And existed, too,

- The Decree-Law no. 139/2012, of 5th July
- The Legislative Order no. 1-F/2016
- The Legislative Order no. 4-A/2016
- The Order no. 5908/2017

All of them mention school success promotion and indicate measures to its promotion.

The prevention and combat against early school leaving has been implemented through a set of initiatives and measures framed in other national plans, operational programmes or public policies, in a **cross-sectoral and inter-institutional perspective in fields such as education, youth or employment and involving a wide range of organisations and public bodies**.

The highlights in this set of measures are the **promulgation of compulsory education to 18 years** in 2009 and the strategy to devise and implement political measures shared by several entities of the Ministry of Education and the Ministry of Social Security, in particular in the field of adult education, with the New Opportunities initiative (Alvares *et al* 2015).

The [National Committee of Promotion of Children and Young People's Rights and Protection](#) (CNPDPJ) has also been playing an important role in preventing and combating early school leaving through flagging young people with problems of absenteeism or early school leaving, in particular through the development of intervention mechanisms in collaboration with the school.

The combat strategy against early school leaving mainly focus on the assumption that **leaving school** is also a result of the struggle in learning and of school retention.

Thus, in April 2016, the [National Programme to Promote School Success](#) **was created**. This plan intends to combat school failure, through the promotion of equal opportunities and increasing the efficiency and quality of public education institutions.

The National Programme to Promote School Success is based on a logic of proximity, either by creating local initiatives of diagnosis and intervention, from the knowledge produced by schools, their training for an intervention tailored to the local contexts and the specific needs of their target audience, or by the promotion of practices that allow to anticipate and prevent failure, through an emphasis on early intervention, at the expense of a focus on remediation strategies, or through a joint strategy between the entities responsible for the education sector with different educational agents at the local authority level, based on the local diagnosis of the existing problems and answers

This strategy includes:

- strengthening of the individual monitoring mechanisms of students;
- revision of the curriculum to increase the teaching and learning time;
- autonomy in schools, which allows for a local adaptation of the curriculum;
- improvement of the transition between school and different types of education alternatives;
- measures of positive discrimination for students at risk of leaving school or that have already left the Integrated Programme for Education and Training (PIEF);
- strengthening of the support at the level of School Social Support;
- strengthening of the inclusion of students with Special Educational Needs.

In the set of initiatives, it is underlined the need to give more emphasis to **students/young people with a greater risk of retention or early school leaving**:

- with learning difficulties;
- whose mother tongue is not Portuguese;
- with several problems of integration into the school community;
- at risk of social or school exclusion or even of leaving school;
- with a history of learning difficulties, in particular, lack of motivation, high rate of absenteeism, low self-esteem, low expectations regarding learning and their future life, as well as a mismatch between school culture and family culture.

Preschool education, and its role in the promotion of school success in the early years of the education path, has been given a particular attention through measures that ensure access to preschool education for all children between the age of 3 and 5 and through the revision of **Curriculum Guidelines for Preschool Education**.

In order to ensure a good implementation of the public policies that focus on preventing and combating early school leaving, it is important to understand the extent and characteristics of this phenomenon through the collection of **statistical information** about said phenomenon.

In Portugal, along with the data collected on a quarterly basis with the Employment Survey under the responsibility of the National Statistics Institute (INE), the monitoring of early school leaving is carried out through the students' records that are automatically collected by the administrative services of the school network. Even though this registration is not carried out with the direct purpose of collecting data on absenteeism and early school leaving, the students' personal data enable the identification of those that drop out of school.

There are also studies that are carried out through qualitative and quantitative surveys in order to better understand the causes for early school leaving and absenteeism. The Directorate-General of Public Education publishes studies carried out at school in disadvantaged backgrounds, which provide information about practices and solutions that schools develop to prevent this phenomenon.

### **Formal education: main policy measures on ELET**

In the context of formal education, the early school leaving prevention strategy combines a set of measures and initiatives, most of them framed in the **National Programme for Promotion of School Success**, the **Qualifica Programme** or in the strengthening of the **School Social Support**.

Early school leaving preventive strategies have been developed, in particular (Álvares *et al.* 2015):

1. Preventive **measures focused on the student** - support to students at risk of early school leaving:
  1. Positive discrimination measures;
  2. Additional classes;
  3. Pedagogical support;
  4. School social support;
  5. Support for disadvantaged/vulnerable young people
2. Preventive measures focused on the system - structural policies for the reduction of the risk factors:
  1. Increase in compulsory education;
  2. Curriculum reforms;
  3. Teacher training;

**Specific Support** measures targeted at young people at greater risk of early school leaving:

- Support for Portuguese as a non-native language;
- Implementation of projects in the field of literacy and of interculturality;
- Support by facilitators;
- Strengthening of support measures for studying;
- Additional support included in the student's schedule;
- Specific tutorial Support

There is also a set of specific measures for basic and secondary education. In secondary education, if learning difficulties are detected, the following preventive measures for school failure and leaving are taken:

- Referral to an educational offer more suitable to the student's profile;
- Implementation of a modular system alternative to the regular school curriculum, for students over 16 years.

### **Preventive measures of positive discrimination focused on the student**

#### **Educational Territories of Priority Intervention Programme (TEIP3)**

The TEIP Programme is a government initiative, currently implemented in 137 school groups/single schools located in territories economically and socially disadvantaged, marked by poverty and social exclusion, where violence, indiscipline, early school leaving and failure are more visible. The programme's main objectives are the prevention and reduction of early school leaving and absenteeism, the reduction of indiscipline and promotion of the educational success of all students.

TEIP were launched in 1996, targeted at schools inserted in economic and social disadvantaged and vulnerable contexts, due to poverty, violence and/or indiscipline. Thus, these schools would have the right to benefit from financing and additional support.

Since 2012, [TEIP 3](#) has been in force, which has increased the number of schools involved and emphasised a [set of support measures](#) for positive discrimination with the goal to improve the quality and effectiveness of the education system, in particular:

- Mentoring and guidance;
- Tutorial Support
- Pedagogical support;
- Cultural mediation;
- Curriculum enrichment;
- Parental involvement, among others.

Schools covered by TEIP 3 are subject to a thorough analysis/self-assessment, and the plan that they have defined in their educational project's framework and autonomy is supervised by the ME through, in particular, the half-yearly reports that schools must prepare.

### **Guidance and counselling**

School and professional guidance, with its features of prevention, intervention and compensation, assists students in educational and professional career choices, being a measure identified as important to reduce early school leaving.

The support of specialized professionals can be extremely important in creating a learning environment conducive to success, through the mentoring of students at risk, psychological and counselling support, and professional guidance.

In basic and secondary education, school and professional guidance is not incorporated in the school curriculum, but it is provided by the [Psychology and Guidance Services \(SPO\)](#).

In higher education, these valences are usually developed by the departments, student associations and Employability Support Offices (GAIP).

[IEFP, I.P.](#) also offers services of information, guidance and counselling targeted at unemployed and employees looking to change employment or their professional field.

In adult education and training, the services of information, guidance and counselling are provided by teachers and counsellors through the Qualifica Centres, under the supervision of [ANQEP, I.P.](#)

For more detailed information about Professional Guidance and Training, please refer to Chapter 3 - Employment and Entrepreneurship - 4 Career Guidance and Counselling (Career guidance and counselling services (Career guidance and counselling services)).

### **Social Support Services**

#### **School Social Support - Basic and Secondary Education**

The [School Social Support](#) is a measure aimed at deprived families that contribute some school expenses (school supplies, meals and transport) in order to combat social exclusion and the school leaving rate, promoting equal education opportunities. The free distribution of school textbooks to students in the 1st cycle applies to all students, with no restrictions.

#### **Social Support Services - Higher Education**

For all people that wish to pursue further studies in Higher Education, they can do so. The State ensures a system of direct and indirect social support, promoting equal opportunities in Higher Education, through the following measures:

- [Scholarship](#) for Higher Education Students, due to underprivileged economic conditions or a situation of handicap/disability. The scholarship is granted for a full school year, unless the exceptions provided for in the legislation currently in force. The Conditions for granting scholarships are defined in the legislation currently in force, namely in the [Regulation of Allocation of Scholarships for Students in Higher Education](#).

- [Mobility scholarship "+Superior"](#) to encourage and support the enrolment in higher education in regions of the country with lower demand and lower demographic pressure by economic underprivileged students typically living in other regions.

- Higher Education attendance scholarships for students with a disability equal or greater than 60%.

Balance of young people's private and professional life - Social support for parents that study

It defines social support [measures for parents that study](#), having as a priority objective the combat against early school leaving and failure, as well as the promotion of training of young people.

For more detailed information about School Social Support, please refer to Chapter 4. Social inclusion - 4.6 Access to Quality Services (Social Services).

### **Intervention/reintegration measures**

#### **Integrated Programme for Education and Training (PIEF)**

PIEF was created in 1999 under the [Elimination of Child Labour Plan \(PEETI\)](#).

PIEF is a socio-educational measure of prevention against early school leaving that intends to promote the completion of compulsory education and social inclusion, by giving a 2nd or 3rd cycle school qualification.

It has a temporary and exceptional character and should only be adopted when all other measures of school integration have been exhausted.

**Target group:** young people between the age of 15 and 18 who have an age gap equal or greater than 3 years in relation to the level of education attended and that are at risk of social or school exclusion.

#### **Youth Guarantee - Young NEET**

The Youth Guarantee Programme intends to increase young people's qualifications, facilitate the transition into the labour market and reduce youth unemployment. It is intended for young people between the age of 18 and 29 that are neither in employment, education or training.

Operates on four parts:

- Internships;
- Employment;
- Education;
- Training;

In the field of education, it comprises a set of initiatives targeted at young people at risk of early school leaving or that have already left the mainstream educational path, offering alternative school and training routes, in partnership with IEFP, I.P. and the Qualifica Centres, in particular:

- [Young people Education and Training](#);
- [Learning](#);

At the level of post-secondary and higher education, it still offers [Technological Specialization Courses](#) and [Professional Higher Technical Courses](#).

For more detailed information on the Youth Guarantee, refer to Chapter 3. Employment and Entrepreneurship - 3.6 Integration of young people in the labour market (1. Youth employment measures)

### **Support material**

#### **European Toolkit for Schools Promoting Inclusive Education and Tackling Early School Leaving**

A **kit with a set of support materials** was launched as part of the Working Party on Education Policy under the European Union's Education and Training 2020 Agenda on early school leaving.

Early school leaving is tackled in an integrated way and the guidelines for its prevention and combat are organized around five thematic areas as outlined in the document "[An integrated school approach for preventing early school leaving](#)" (European Commission, 2015):

- School management;
- Support to the student;
- Teachers;
- Parents and families;
- Involvement of partners

A resource is developed - [European School Toolkit for Schools Promoting Inclusive Education and Tackling Early School Leaving](#) - with support materials for schools, complemented by practical measures and examples.

### **Addressing ELET through non-formal and informal learning and quality youth work**

#### **Choices Programme**

The Choices Programme is a national government programme integrated in the High Commission for Migration (ACM, IP.), which aims to promote social inclusion for children and young people between the age of 6 and 30 in vulnerable socio-economic contexts, namely descendants of immigrants, Roma communities and Portuguese emigrants, who are in one or more of the following situations:

- School absenteeism;
- School failure;
- Early school leaving:
- Not working or studying (including young NEET);
- In a situation of unemployment;
- With deviant behaviour;
- Subject to punitive-educational measures;
- Subject to promotion and protection measures;

#### **UCAN Project**

Under the Choices Programme, the [U CAN](#) programme awarded scholarships to young people who were descendants of immigrants and refugees that are in a vulnerable socio-economic situation, which impedes the pursuit of higher education studies. This programme intends to support higher education as a promoter of social inclusion and to prevent early school leaving in this cycle of education.

#### **OPRE - Operational Programme For The Promotion of Education**

Under the Choices Programme, [OPRE](#) awards scholarships to young higher education students from Roma communities with the aim of preventing early school leaving and reduce the barriers that exist between Roma communities and the formal education system.

#### **Recognition, Validation and Certification of Competences (RVCC)**

The [RVCC](#), as a non-formal and informal learning validation process, can also contribute to the combat against early school leaving and create a possibility of future reintegration into training, through the recognition of skills and competencies by the formal training and educational system, regardless of the context in which they were acquired.

### **Cross-sector coordination and monitoring of ELET interventions**

The strategy to prevent and combat early school leaving in Portugal consists of a set of measures and initiatives, whose implementation requires the involvement and interaction of a diversity of public entities and civil society organisations.

In recent years there has been an intra-governmental and intersectoral cooperation regarding early school leaving, with several political areas that are cooperating with the field of education at a central/higher level, in particular in the areas of Youth, Social Affairs, Family, Justice and Health. (European Commission / EACEA / Eurydice / Cedefop, 2015).



This cooperation takes place at horizontal level, with synergies in various policy areas, and at vertical level, with the cooperation taking place at different scales - national, regional, local and in schools. The set of measures in the area of prevention, intervention and compensation involves the crossing of several policy areas that presuppose cooperation between different departments and state bodies.

[CNPDPJ](#) has been collaborating with other entities in order to prevent early school leaving. CNPDPCJ, through its municipal committees, plays a leading role in monitoring and flagging cases of absenteeism and early school leaving. The school reports situations of absenteeism exceeding more than 2 weeks to the CNPDPCJ and a joint work is carried out through multidisciplinary teams composed of technicians from the local authority, social services, local organisations, and several agents from the education sector - teachers, school groups directors, guidance staff. In these cases, the intervention can include the collaboration of a diversified set of players in the sectors of health, education, security, housing, etc.

The implementation of measures under the Youth Guarantee is also based on the cooperation between different policy areas and their respective entities and organisations.

## **6.4 Validation of non-formal and informal learning**

### **Arrangements for the validation of non-formal and informal learning**

In Portugal, the non-formal and informal learning validation is carried out through the National System of Recognition, Validation and Certification of Competences (RVCC) and through the accreditation of learning in higher education institutions.

#### **Recognition, Validation and Certification of Competences (RVCC)**

In 2005, a joint initiative of the Ministry of Education and the Ministry of Labour and Social Solidarity was launched in Portugal - the "New Opportunities" Programme - which intended to reverse the low number of school certification and qualifications in Portugal through the qualification of one million adults until 2010, thus contributing to the increase of school and professional skills of the adult population.

This initiative introduced new recognition, validation and certification methodologies for non-formal and informal learning with the aim of valuing knowledge acquired throughout life - the **RVCC** process.

In 2017, the Qualifica Programme was launched, a revitalization of the New Opportunities Programme, within the framework of the national goals of giving continuity to policies of lifelong learning and recognition of school and professional competences acquired by adults throughout their life, having in mind their certification.

#### **RVCC Process**

RVCC processes are carried out by Qualifica Centres, integrated in the National Qualifications System. They consist in the recognition of competences acquired by adults, throughout their life, in formal, informal and non-formal contexts, having in mind the school and/or professional certification (school RVCC and/or professional RVCC).

The recognition of competences is carried out by a set of evaluation instruments and competency exams with a biographical approach, based on criteria integrated in the **National Qualifications Catalogue** (Reference point for Basic and Secondary level key competencies and Reference point of Professional competencies). The school-related RVCC is organised in key competences and the professional-related RVCC by units of competences.

Due to the RVCC process, candidates with a skills profile and adequate professional, social and personal experience can acquire basic level (6th or 9th grade level) and secondary level qualifications (12th grade level) or professional qualifications.

## Admission criteria

The candidates must be at least 18 years, must have a minimum of 3 years of professional experience and possess professional, social and personal knowledge according to the desired framework and/or qualification (school or professional). Candidates [under the age of 23](#) must present proof with a minimum of 3 years of professional experience.

The admission is carried out through a preparation of a portfolio that reflects their skills and acquired knowledge throughout their life, whether in formal school environment, in non-formal or informal and professional context, that will be later assessed by a jury.

The obtained qualification can be total or partial. In the case of being partial, the candidate can, with the support of a team of educational guidance service, attend an education or training programme, integrating an Adult Education and Training Course (EFA) or a Certified Modular Training (FMC).

The duration of the RVCC process is adaptable and flexible. It varies according to the skills that each candidate displays and the desired qualification level, it does not follow the school calendar, therefore the process can start at any time of the year.

For more detailed information, refer to [Eurydice - Validation of Non-formal and Informal Learning](#).

## Certification

The certification of competences is made after the evaluation of candidate by a panel appointed by the Qualifica Centre, through a written, oral or practical exam, or a combination of the three, that can be arranged by key competences areas in the case of school-related RVCC, or by professional competences in the case of professional-related RVCC. In the end, the candidate is awarded with a qualification certificate and a diploma by the Qualifica Centre via SIGO, in accordance with previously approved models.

The RVCC confers primary level certification, corresponding to the 1st, 2nd or 3rd cycle and a diploma - level 1 and 2 in the NQF qualification or higher secondary level (level 3 in the NQF).

The RVCC process is complete when a candidate is able to certify all of his competences to obtain the qualification level 4.

For more detailed information about the certification process, refer to [Eurydice - Validation of Non-formal and Informal Learning](#).

## Higher education

Within the scope of the Higher Education reform and the **Bologna process**, alternative ways to access Higher education were developed for candidates that do not meet the access requirements for the National Competition for Access to Higher Education.

In this case, the access to higher education is carried out through a [Special Competition for People older than 23](#). The competition is targeted at students that do not have sufficient qualifications to access higher education and are older than 23. This competition has no date limit for access.

The candidates that do not have sufficient qualifications to apply to the general access regime to higher education can now access Higher Education through a special regime, based on their previously acquired knowledge, be it through **formal, non-formal or informal education**.

The educational establishments are responsible for the final decision about the access and exceptions. They define the group of admission prerequisites required for each course.

The ability assessment for attending a bachelor's degree or an integrated master's in a higher education institution is held annually and the institutions are responsible for said

assessment. Also, higher education institutions are responsible for the operating rules and access prerequisites, such as **deadlines, qualification and selection criteria**.

The set of **mandatory evaluation components** are defined by law, in particular: school and professional curriculum; motivation of each candidate examined, for example, by interview; theory tests and/or assessment practices according to knowledge areas directly relevant to the entry and progression in the chosen course.

## Information and guidance

### Awareness

The information about the RVCC process is provided by Qualifica Centres to whom they are addressing and by ANQEP I.P., which is the coordinator and executor of the education policies and professional training for young people and adults, and ensures the development and management of the recognition, validation and certification of competences system. Furthermore, information is available on the website of both entities.

ANQEP, I.P. promotes and stimulates training actions to all trainers of the Qualifica Centres with the aim of creating awareness among training professionals about RVCC initiatives and practices.

In higher education, each institution is responsible for the information about the validation of competences for people older than 23. Higher education institutions offer this information as they think fit, from providing online information in their websites to the systematization and distributions of leaflets.

### Information and counselling

In the case of RVCC processes, Qualifica Centres are responsible for the information, counselling and guidance. They provide it to young people and adults that are looking to validate and certify their competences.

Among its purposes, there is the forwarding of young people to vocational courses; contact with companies to carry out internships; stimulating information sessions in companies and other employers; guidance and referral of adults to education and training; promotion and guidance of the RVCC processes (CEDFOP, 2016).

In the case of Higher Education, most institutions have information and counselling offices for students, which can provide information to candidates wishing to validate their non-formal and informal learning in order to access higher education.

## Quality assurance

The activity of the Qualifica Centres is governed by a set of guiding principles that regulate RVCC processes.

The non-formal and informal learning validation in RVCC processes is characterized by the standardization of assessment and monitoring tools and the activities carried out by RVCC technicians and trainers.

In RVCC processes, the evaluation is done by a qualified jury, which consists of several experts from a particular professional field or people that are locally and socially recognized and are not directly involved in the RVCC process (Cedefop, 2016).

The monitoring and validation of the whole process is carried out through an electronic platform - Information and Management System of the Educational and Training Offer (SIGO) -, which gathers information about each candidate in the Qualifica Centres, recording the path carried out by young people and adults, while guaranteeing the confidentiality of the data and information provided.

ANQEP, I.P. also provides supporting documentation to the Qualifica Centres' pedagogical team, in particular methodological and reference functioning guides of the

RVCC processes - Reference of key competences for different levels of qualification; Reference Guides for Quality Assurance (indicators and their respective quality assurance reference standards, regarding organisational and operational requirements and intervention steps).

There is also a valorisation of the self-assessment carried out by the applicants, which is a mandatory requirement.

Qualifica Centres still have the obligation of doing annual reports, which must be made public.

In the case of Higher Education, each higher education institution is responsible for the Quality Guarantee, being regulated by [A3ES](#).

## **6.5 Cross-border learning mobility**

### **Policy framework**

The different mobility initiatives and programmes have been developed in the framework of the **Strategic Development Plan for the Portuguese Education System**, in accordance with the objectives defined in the amendment to [the Law no. 49/2005, of 30 August](#).

The National Erasmus+ Education and Training National Agency is responsible for the coordination of mobility programmes in the fields of School Education, Professional Education and Training, Adult Education and Higher Education (2014-2020).

Erasmus+ is responsible for managing the key action 1 - **Individual mobilities for learning purposes** (which include all sectors and, at the level of Higher Education, also includes the mobility with EU's partner countries - International Credit Mobility) and for Key action 2 - **Cooperation for Innovation and Good Practices**

Within the Higher Education context, the modernisation and reform of the national higher education system - **Portugal's adhesion to the Bologna process** - has contributed to a greater internal and external mobility promotion in Europe and consequent **internationalisation**, not only for students, but also teachers, researchers and non-teaching staff.

In the case of students, the importance of mobility is highlighted at least through a short period of mobility, not only for experiencing a different education system, but also by the importance given to **soft skills**.

In this context, a set of measures and initiatives has been developed in recent years, which has contributed to a **reduction of the bureaucracy in mobility processes**, allowing to overcome a number of obstacles to mobility and invest in the modernisation and internationalisation of Higher Education institutions, especially in regard to the **recognition of qualifications** and previous learning.

The higher education **evaluation and accreditation system** has been revised through a new legal framework for academic degrees and diplomas in Portugal ([Decree-Law no. 74/2006](#), of 24th March and [Decree-Law no. 107/2008](#), of 25 June) according to the **European Credit Transfer and Accumulation System (ECTS)**.

The [MCTES](#), through [DGES](#), is responsible for monitoring the programmes and measures within the framework of international cooperation, mobility and recognition in higher education.

The collaboration between national and international ~~institutes~~ institutions has been made easier by the creation of a system of degrees and double, multiple and joint diplomas between national and foreign higher education establishments.

For more information about the evaluation and certification system of mobility in higher education, refer to [Eurydice - Mobility and Internationalisation](#).

Regarding the non-higher education system, Portugal still participates in various international evaluation exercises:

- Programme for International Student Assessment – [PISA](#);
- Teaching and Learning International Survey - [TALIS](#);
- Progress in International Reading Literacy Study – [PIRLS](#);
- Trends in International Mathematics and Science Study - [TIMSS](#).

### Priority Areas for Implementation

In Portugal, the mobility and internationalisation of education and training is based on three distinct priority areas: European Union; International Cooperation and Cooperation for Development.

#### European Union

Mobility is structured in programmes, projects or activities of different nature and content, and may occur at national or European level.

#### International Cooperation

This cooperation is based both on bilateral relationships under cultural agreements, and activities developed under relationships with international organisations in the field of education, such as [OCDE](#), the [Europe Council](#), [ONU](#), [UNESCO](#) or [OEI](#).

#### Cooperation for Development

This type of cooperation is developed in coordination with the Portuguese public administration, through bilateral or multilateral agreements. The relationships among the Community of Portuguese Speaking Countries (CPLP) with the ME and the [International Institute of Portuguese Language](#) are an example of this cooperation (IILP).

#### Study & Research in Portugal

Recently, the Portuguese Government approved the [general guidelines of the policy focused on internationalisation of higher education and of science and technology](#), in particular through the dissemination of the training offer and scholarships offers, and the promotion of the initiative "Study and research in Portugal", aiming to highlight and promote research and development activities (I&D).

The *Study & Research in Portugal* is a new platform for the valorisation and internationalisation of higher education, science and technology, dedicated to students and researchers, companies and foreign institutions of science and technology. It is developed by the MCTES, in articulation with DGES, FCT, I.P. and the Secretary of State of Tourism and Tourism of Portugal.

### Main cross-border mobility programmes for students in formal education

Within the framework of the defined goals by the European Commission in the Erasmus+ Programme (2014-2020), several mobility programmes and initiatives have been implemented and promoted in recent years.

#### Secondary Education

##### Erasmus + School Education

The actions framed in this initiative are directed to public or private educational establishments in any education cycle, from preschool to secondary education.

This initiative provides for mobility through Key Action 1 - **Individuals Mobility for Learning** (KA101) or by participating in partnerships defined in Key Action 2, **Strategic Partnerships** (KA201 or KA219).

Mobility projects **for learning purposes** are intended for teaching and non-teaching staff or other educational staff that participate in the strategic development of the school.

Public and private schools of the following types and levels of education can apply for these projects: preschool education; basic and secondary education; mainstream, professional vocational and artistic education.

The Strategic Partnerships in the field of education may be of two types:

- Support to innovation - Different identities can be involved (universities, schools and other actors of the education sector). Applicants have the possibility to request a dedicated budget for Intellectual Outputs and Multiplier Events in order to directly answer to the innovation aspect of the Action
- Support to exchange of good practices - to allow groups of students and/or teachers to develop and reinforce networks, increase the capacity to operate at transnational level, share and confront ideas, practices and methods

A Strategic Partnership is transnational and involves minimum three organisations from three different Programme Countries (exceptionally, it may be involve minimum two organisations). The duration of the projects: between 24 and 36 months.

The strategic partnerships can be for the development of projects of:

- promotion of innovation and/or for the exchange of good practices in educational institutions;
- only between schools in the field of basic and secondary education;
- between local and regional authorities.

The beneficiary organizations are responsible for the management, implementation and monitoring of the mobility arising from the activities carried out in both key actions.

The participants in mobility and activities of the projects developed under Erasmus+ will receive an attendance certificate issued by the partner entities. Participants also can register their mobilities in the [Europass-Mobility Document](#).

For more detailed information, refer to the Website [Eurydice - Mobility in Early Childhood and School Education](#).

## Higher Education

### Mobility Support for students

Regarding the funding of mobility, in 2007 the Portuguese Government created a loan system for students of the **1st and 2nd cycle of higher education**, implemented through a mutual guarantee signed by the State.

In the 3rd cycle, at the PhD and postdoctoral level, FCT awarded a number of scholarships to students enrolled in foreign universities or in joint research programmes, in particular through scientific research grants. The scholarships awarded to projects developed in national institutions can also provide for a mobility period abroad to achieve the project goals. In this case, we are dealing with combined scholarships.

### Students with economic difficulties

Under the Erasmus+ Programme - Erasmus/Higher Education, there is a complement to the scholarships awarded with EU funds, by awarding an Erasmus Supplementary Scholarship (BSE-SOC). In order to ensure socio-economic equity in the access to the Erasmus Programme, the scholarship is intended for national students that show a socio-economic deprivation, and already benefit from a social support scholarship in higher education and are in mobility under Erasmus for learning/internship purposes.

### Programmes within the framework of the European Union:

#### Erasmus

Portugal participates in the Erasmus Programme since its implementation by the European Commission in 1987, being the main source of funding for the mobility of students in Higher Education.



**Funding and Support:** BSE-SOC scholarships; additional scholarships for grantees with special needs.

Higher education institutions that wish to participate in the Erasmus+ Programme must join the [Erasmus Charter for Higher Education \(ECHE\)](#) to guarantee the recognition and validation of the learning acquired by the student in mobility in a foreign institution.

Mobility in Europe can be carried out in two ways, studies or internships:

**Mobility for studies** provides for a study period at a partner higher education institution, with a duration of 3 to 12 months.

**Mobility for internships** provides for internships in companies or organisations with which there are protocols, with a duration of 2 to 12 months. Mobility for internships targeted at higher education students can also benefit newly graduates (up to 1 year after the completion of their academic degree), and must be carried out in the national institution that awards the degree.

The Erasmus+ Programme also allows a **combination of the types of mobility** - studies and internships - and its implementation in different periods, not exceeding 12 months in total and respecting the minimum number of months established (3 months for mobility focused on studies and 2 months for internships).

The mobility period of 12 months refers to each cycle of studies, therefore a student in the 2nd or 3rd cycle of studies can benefit from a new mobility period of 12 months.

The higher education institution is responsible for the **operation and management of the Erasmus scholarships**, namely regarding to the candidate selection, the organisation and completion of procedures, the scholarship payment to students, the monitoring of mobility, as well as activities of information and dissemination.

A student benefiting from a mobility period abroad under the Erasmus+ programme will see his **learning recognized** when he/she returns to his home institution through the award of a number of previously established ECTS, in cases of mobility for studies or curricular internships, and the registration of knowledge and competences from the mobility through **Europass** (Mobility and Diploma Supplement) in cases of extracurricular or post-graduation internships.

### Erasmus Mundus

Portuguese higher education institutions are part of **Erasmus Mundus - European programme for cooperation and mobility in higher education** since its first implementation in 2004-2008. Higher education joint programmes still provide funding for scholarships both for third world country participants in these courses and, more recently, to European participants.

Under Erasmus Mundus, DGES has promoted a set of measures to overcome obstacles to mobility, particularly in regard to the recognition of joint, double and multiple academic degrees, by participating in the [Bridge project - Best Recognition Instruments for the Dialogue between Global Experts](#).

One of the joint academic degrees is the [Erasmus Mundus Joint Masters Degrees](#) (MCEM), which are prestigious integrated studies programme, taught jointly by an international consortium of higher education institutions, where scholarships are awarded to the best students that apply. These programmes have the minimum duration of 12 months and a maximum of 24 months, awarding 60, 90 or 120 ECTS credits.

The National Agency Erasmus+ Education and Training became the National Point of Contact for the Erasmus Mundus Programme.

The existing information falls on the sphere of competences and the autonomy of higher education institutions.



## National Programmes:

### Camões – Institute for Cooperation and Language, I.P.

Camões - Institute for Cooperation and Language, I.P., under the Ministry of Foreign Affairs, has a scholarship programme targeted at students from Portuguese-speaking African countries and East Timor that wish to study in Portugal.

The goal is to:

1. train young graduates in priority development areas in their country of origin;
2. give priority to applications for courses that do not exist in local schools;
3. give priority to scholarships for postgraduate studies.

This institute offers scholarships for bachelor's degrees (period of 12 months, and can be renewed during the duration of the course), post-graduation degrees (periods of 12 months), master's degrees (periods of 12 months, and can only be renewed once) and PhD (periods of 12 months, and can only be renewed twice).

The fields of study - Military Studies, Police Studies and Law - are covered by special scholarships and programmes.

The Camões, I.P. [still offers](#):

- Summer school scholarships;
- Scholarships under the [Fernão Mendes Pinto Programme](#);
- Scholarships under the [Vieira Programme](#);
- Scholarships under the Protocol with [Fulbright Commission](#);

### Portuguese Institute in the East - IPOR

[IPOR](#) offers scholarships to students from Asia and the Pacific Region for learning the Portuguese language in summer courses, as well as language courses with a duration of one year at a Portuguese higher education institution.

### **Luso-American Development Foundation (FLAD)**

Within the context of its objective of contributing to the economic and social development in Portugal, by encouraging cooperation between Portugal and the United States in the fields of education, science, technology and culture, FLAD offers a number of scholarships to national students:

- [FLAD UZAORES](#): Mobility Fund FLAD-UAc - Crossing the Atlantic" is the result of a protocol signed between the Luso-American Development Foundation (FLAD) and the University of Azores (UAc);
- [Papers@USA Scholarships](#) - Scholarships for communication presentations in conferences in the USA;
- [R&D@PhD Scholarships](#) - Scholarships for doctoral students of Portuguese institutions for research internships in the USA;
- [Summer Institute on Global Environmental Issues](#) (GEI) - collaborative partnership between the Colorado State University, the Environmental Programme of the Calouste Gulbenkian Foundation and Social Sciences Institute of the University of Lisbon.

### **International Relations Offices of Higher Education Institutions**

The role played by higher education institutions through their International Relations Offices must be highlighted. They are responsible for informing, promoting and managing the mobility of its students and teaching staff.

Equally important has been the technological development in higher education and the promotion of new ways of learning - e-learning and b-learning, which can be important tools in facilitating mobility in higher education.

## Adult Education and Training

Portugal is a member of [WorldSkills](#) (WSI), and the [IEFP](#) is the entity responsible for the promotion and management of this programme in Portugal.

WSI is a programme that aims to promote access to information about competency *standards*, events and discussion forums, using specialized software and technologies.

The main activity of the programme is the **WorldSkills Championship**, organised every two years in one of the Member States, and young people between the age of 17 and 25 can apply. The candidates benefit from food, accommodation and transport; technical, physical and human resources required for the preparation of tests; a medal and a diploma or a participation certificate, according to the classification.

## Promoting mobility in the context of non-formal learning, and of youth work

Erasmus + Youth in Action

Under the Europe 2020 Strategy, the Erasmus+ Programme develops and promotes a set of programmes and initiatives in the fields of education, training, youth and sport for the period of 2014-2020.

Within the context of non-formal and informal learning for young people, the Erasmus+ Programme: Youth in Action is implemented by the [National Agency Erasmus+ Youth in Action](#).

Mobility for Young People and Youth Workers

Under the Key Action 1 - **Mobility for Young People and Youth Workers**, Erasmus+ promotes a set of transnational activities involving organisations and participants from Countries Programme such as: **Youth exchanges; European Voluntary Service - SVE; Training and network building of youth workers.**

## Strategic Partnerships in the field of youth

Under the Key Action 2 - **Strategic Partnerships in the field of youth**, Erasmus+ promotes projects that aim to support the development, transference and/or application of innovative practices, as well as the implementation of joint initiatives to promote cooperation, peer learning and exchanges of experiences at European level.

It includes two types of projects:

- **Good Practices:** development and strengthening of networks for sharing and confrontation of ideas, practices and methods.
- **Support to innovation:** intensive dissemination and exploration activities of existing or recently produced products, or innovative ideas.

**Transnational Youth Initiatives** are still provided for under the key action 2, aiming to encourage the social commitment and entrepreneurial spirit of young people.

## Support to Policy Reforms – Structured Dialogue

Key Action 3 in the Youth field promotes the active participation of young people in democratic life and fosters debate around topics centred on the themes and priorities set by the Structured Dialogue and the renewed political framework in the youth field. Structured Dialogue is the name used for discussions between young people and youth policy-makers in order to obtain results which are useful for policy-making.

Structured Dialogue projects can take the form of meetings, conferences, consultations and events.

## Other initiatives - internships

In Portugal, there is a set of international mobility programmes that enable young people to intern abroad, allowing them to acquire additional experience in another country.

[INOV Contact - International Internships for Young Professionals](#): provides support for training in the international context. And it is aimed at young NEEF (who do not work, do not study and are not in training); under the age of 30 and with a higher education - ISCED 5.

[Curricular internships Programme of the Ministry of Foreign Affairs \(Diplomatic Institute\)](#): makes internships possible in Portuguese diplomatic representations.

[Your first EURES job](#): framed in the Youth Guarantee Programme that provides support to young people under the age of 35 who wish to find a job, or an internship or follow a learning course in a country of the European Union, in Norway and in Iceland.

[The Job of My Life](#): framed in the Youth Guarantee Programme. It is a programme of the German Government that aims to promote the mobility of young people interested in professional training (MobiPro-EU) and between the age of 18 and 27.

[Memoranda of understanding on youth mobility](#): bilateral agreements between the Government of the Portuguese Republic and some foreign Governments that regulate the issuing of visas. Targeted at young people between the age of 18 and 30 so that they can travel and work for a certain period of time in another country. Currently, Portugal has bilateral agreements with the [Republic of South Korea](#), [Australia](#) and [Japan](#).

### **Learning Programme from the Portuguese Institute of Sport and Youth, I.P.**

[International Workcamps](#): exchange programme aimed at young Portuguese people and foreigners between the age of 18 and 30 for training through non-formal educational and intercultural processes.

### **Quality assurance**

The accreditation and quality assurance of Higher Education is carried out by an independent entity - the [Agency for Assessment and Accreditation of Higher Education \(A3es\)](#), which is responsible for the certification of Internal Systems of Quality Assurance of Higher Education institutions.

In addition to the A3es' competences of promotion and internationalisation of higher education, it still participates in activities developed by the [European Association for Quality Assurance in Higher Education \(ENQA\)](#), with the support and advice of a group of internationally renowned experts in higher education policies, particularly in terms of quality.

### **European Quality Charter for Mobility (Erasmus Student Charter)**

#### **Erasmus Charter for Higher Education (ECHE)**

Portugal joined the [European Quality Charter for Mobility](#) (Erasmus Student Charter) and the [Erasmus Charter for Higher Education \(ECHE\)](#).

The objective is to facilitate the mobility of Erasmus students for Studies or Internships in integrated periods of studies or internships abroad between 2 to 12 months or the equivalent of a quarter/full school term. After the mobility period, the student can have the qualifications that he/she obtained or completed abroad recognized and validated through the ECTS system. The national higher education institution of origin is responsible for this process.

Within the framework of the Bologna process, students can still benefit from autonomous mobility experiences, which are not framed in exchange programmes or cooperation agreements.

## **6.6 Social inclusion through education and training**

### **Educational support**

Children and young people with special educational needs

## Mainstream education

In Portugal, the offer of support to students with special educational needs in Mainstream Education aims at the promotion of equal opportunities, based on the assumption of a democratic and inclusive school, geared towards the educational success of all children and young people, in accordance with the Education System Basic Law and with [specific legislation](#).

The creation of conditions for the suitability of the educational process to the special educational needs of students is aimed at students with *significant limitations in regard to their level of activity and participation in one or more areas of life, arising from permanent functional and structural changes that result in continued difficulties in terms of communication, learning, mobility, autonomy, interpersonal relationships and social interactions* ([Decree-Law no. 3/2008, of 7th January](#)) who are attending preschool education, basic and secondary education of the public, private and cooperative sectors.

Children and young people with special educational needs, of a permanent nature, benefit from special conditions of access and attendance in public, private and cooperative mainstream schools. For example, they have priority in school enrolment or can even enrol in various classes of the 2nd and 3rd cycle and of the secondary education.

Also, it is foreseen specialized support in preschool education and in basic and secondary schools of the public, private and cooperative sectors ([Decree-Law no. 3/2008, of 7th January](#)). In public education, reference schools with specialized support can be created.

In cases where these measures become insufficient in accordance with the student's disability type or degree, the attendance of a special education institution can be suggested.

For more detailed information on the inclusion of students with special educational needs in mainstream education, refer to - [Eurydice - Offer of Support for Students with Special Educational Needs, in Mainstream Education](#).

## Individual Educational Programme (IEP)

IEP is a curriculum plan tailored to the specific needs of each student, which defines the pedagogical structure and evaluation of the educational path. The plan is elaborated in conjunction with the teacher or the form teacher, the special education teacher and the guardians, and approved by the pedagogical council.

A diagnosis of the nature and extent of the functional limitations of the student is carried out through the International Classification of Functioning (ICF) reference framework for the evaluation of SNE.

When students have special educational needs that don't allow them to acquire the learning and skills defined in the common curriculum, a tailored curriculum to their individual needs is elaborated - student-specific curriculum. Three years before reaching the compulsory education age limit, an individual transition plan is elaborated for post-school life. When they reach the age limit, they have a certificate attesting the knowledge, skills and competencies that they achieved for admission purposes into the labour market.

For more detailed information on the inclusion of students with special educational needs in mainstream education, refer to - [Eurydice - Special Education Needs Provision within Mainstream Education](#) (Curriculum, Subjects and Students Progression).

## Teaching materials

The [Ministry of Education](#) has a Resources Centre that adapts school textbooks, in collaboration with publishers, to Braille or Daily digital format, for example.

The Ministry of Education has also created a national network of 25 ICT Resources Centre for Special Education, where assistive technologies are developed. There is also a system

that aims to reduce activity limitations and participation restrictions arising from a disability or inability, by giving free and universal support products - System for Allocation of Support Products ([SAPA](#)).

The different programmes and measures in mainstream education are free, since they are framed in the compulsory education, which is free of charge, and by the specific legislation annually published for updating School Social Support contributions, where the funding is covered by the Ministry of Education.

### **Outside of Mainstream Education**

There are a number of offers outside the Mainstream Education intended for students with Special Educational Needs, particularly aimed at students who are blind or have low sight, deaf, with multiple disabilities and with autism spectrum disorders.

The offers include specific educational modalities in reference schools or in structured teaching units.

For more detailed information on students with Special Educational Needs in non-mainstream education, particularly criteria for admission, curriculum structure, support material, evaluation and certification, refer to - [Eurydice – Support offer for Students with Special Educational Needs, in Non-Mainstream Education](#).

### **Children and young people at risk of retention or leaving school**

There are a number of measures to promote school success of students at risk of retention or of leaving school, who want to avoid their social exclusion.

Among such measures, the Educational Territories of Priority Intervention Programme (TEIP3) stands out. This programme includes a set of measures of positive discrimination to promote students' school success.

For more detailed information on prevention measures for school leaving, refer to - Chapter 6 - Education and Training (6.3 Preventing early leaving from education and training (ELET)).

#### **Higher Education Students**

In the case of Higher Education, the State ensures a system of student welfare support that aims to guarantee equal opportunities for young people economically deprived. This support can consist of a direct aid through scholarships, or indirect support, such as assistance for food or accommodation, etc.

### **Scholarship for Higher Education Students**

Targeted at students from economically disadvantaged families and/or young people with disabilities and impairments that receive economic support to attend higher education.

#### **Mobility scholarship "+Superior"**

Aimed at economically disadvantaged students residing, preferably, in urban areas. This scholarship intends to encourage and support the attendance of higher education in regions of the country with smaller demographic pressure in order to contribute to territorial cohesion through the establishment of young people, as well as to the pursuit of Portugal 2020's goals regarding the number of young people with higher education training.

#### **Special needs**

Higher education attendance scholarships targeted at students with a disability equal or greater than 60%, corresponding to the tuition fee effectively paid

### **Other Specific Support Measures**

There are still a set of other supports, particularly the awarding of merit-based scholarships to students with outstanding educational achievements, awarding supports

to students with special needs (disabilities) and promoting the implementation of a loan system for the empowerment of students.

## **Adult Education and Training**

### **Foreigners living in Portugal**

Within the framework of policies to promote equality and citizenship rights, a set of measures for inclusion of foreigners living in Portugal, among other spheres, has been developed, by promoting knowledge of the Portuguese language and culture.

The National Qualifications Catalogue incorporates a set of [Short Duration Training Units of Portuguese for Non-native Speakers](#) that comprises the levels [A1](#) and [A2](#) of language proficiency for elementary users and the levels [B1](#) and [B2](#) of language proficiency for independent users.

### **People with disabilities or impairments**

It is expected the integration of students with special educational needs in educational and training paths, which focuses on adopting alternative curricular paths, vocational paths and integrated programmes of education and training, adapted to the students' profile and specificities, whether he/she is in basic education or secondary education. In all cases, the redefinition of the educational path must result from the evaluation of a monitoring and guidance team, always with the consent of the guardian.

There is still a provision for the [access](#) of people with disabilities or impairments to the RVCC process.

The Qualifica Centres are also orientated to address citizens with disabilities and impairments, in order to ensure their integration into the active and professional life.

There is a Methodological Guide for the Access to the RVCC of People With Disabilities and Impairments, which results from a work group coordinated by ANQEP, I.P., and promoted by the Assistant Secretary of State and of Rehabilitation, which includes representatives of the IEFP, I.P., and the General Directorate for Curriculum Innovation and Development (DGDIC) and the National Institute for Rehabilitation, I.P. (INR). This document clarifies about the operationalisation of processes of recognition, validation and certification of acquired competencies in a formal, non-formal and informal manner, adapted to people with disabilities or impairments.

Currently, the CNQ is comprised of [22 qualifications](#) in 13 fields of education and training, corresponding to level 2 professional profiles adapted to people with disabilities or impairments.

For more detailed information, refer to [Eurydice - Support Measures for Learners in Adult Education and Training](#)

### **People that did not conclude the 1st cycle of basic education**

There are people who do not have the basic competencies to access offers for qualification and training.

In this sense, CNQ has a [Training Programme for Basic Competences](#) that is structured in 6 [Short Duration Training Units](#) (UFCD) that offer basic competences of reading, writing, calculus and awareness-raising for the use of information and communication technologies.

Training actions framed in this programme are carried out by public education institutions, under the ME's supervision, and by professional training centres of the IEFP.

**Y**



## Young NEET

### Youth Guarantee Programme

The Youth Guarantee Programme intends to combat the high rate of youth unemployment and is targeted at young NEET between the age of 18 and 29. Education and training are two of the four lines of action of this programme, which includes:

- measures to combat school leaving in higher education - **Retomar**;
- at the level of training, the **Active Life for Young People** aims to strengthen the professional qualification of the unemployed young people seeking for their first job or a new one;
- offer of alternative educational and training paths, in partnership with IEF, I.P.; and Qualifica Centres (secondary level Vocational Courses; Professional Courses, Youth Education and Training; Learning).
- At the level of post-secondary and higher education, the offer consists of Technological Specialization Courses and Professional Higher Technical Courses.

The measures developed under the Youth Guarantee Programme are funded by the European Social Fund, with national co-financing from POISE.

For more detailed information about the Youth Guarantee Programme, refer to Chapter 4 - Social Inclusion 4.4 Inclusive Programmes for Young People (1. Programmes specific for vulnerable young people)

### Other programmes for the inclusion of vulnerable young people

#### Integrated Programme for Education and Training (PIEF)

PIEF is a socio-educational measure of prevention against school leaving that intends to promote the completion of compulsory education and social inclusion, by giving a 2nd or 3rd cycle school qualification targeted at young people between the age of 15 and 18.

#### **STEER Project**

The STEER project - Support the transition of young people at risk: Education-Employment, aims to design, develop, supply and test a comprehensive training programme for young workers in order to facilitate their transition from education to the labour market, with particular focus on promoting the employability of unemployed youth and young NEET. It is funded by Erasmus+.

#### **Choices Programme**

The Choices Programme is a nationwide government programme aimed at promoting social inclusion of children and young people between the age of 6 and 24, from vulnerable socio-economic contexts, that are at risk of leaving school, school failure or school absenteeism, among other situations. This programme intends to offer equal opportunities and strengthen social cohesion.

Under the Choices Programme there are, among others, two programmes that provide scholarships to students in a vulnerable socio-economic situation:

UCAN Project - scholarships to young descendants of immigrants and refugees until the age of 24, in a vulnerable socio-economic situation that restricts the pursuit of education at the higher education level.

OPRE Project (Operational Programme for the Promotion of Education - ACM, I.P., awards scholarships to young higher education students from Roma communities, in order to avoid the early leaving from this cycle of studies, by lowering the barriers that exist between Roma communities and the formal education system.

The measures developed under the Choices Programme, at the national level, are funded by the MTSS, through the Social Security Institution, I.P. and by the ME through DGE. At



the European level, these measures are funded by the European Structural and Investment Funds, through POISE under Portugal 2020.

For more detailed information, refer to Chapter 4 - Social Inclusion 4.4 Inclusive Programmes for Young People - Programme specific for vulnerable young people)

## **Social cohesion and equal opportunities**

### **Formal education**

In September 2017, the National Strategy for Citizenship Education was presented. The curriculum unit "Citizenship and Development (CD)" is part of the curriculum of all the basic education grade levels. In the courses of education and training of young people of the basic and secondary education, the Citizenship and Development curricular unit is developed with the input of all classes and training components in the curriculum - basis. The organisation of the domains of Education for Citizenship to be worked on is distributed in three groups with different implications: 1 - compulsory for all grade levels and education cycles; 2 - Worked on in at least 2 cycles of basic education; 3 - optional implementation in any grade level.

The schools have autonomy regarding how they implement it in accordance with their educational projects, and can be achieved through several activities and may involve partnerships with other entities or with families. The Ministry of Education has developed a set of guidance documents for schools on a number of themes:

- Road Education;
- Development Education;
- Gender Equality Education;
- Human Rights Education;
- Financial Education;
- National Security and Defence Education;
- Promotion of Volunteerism;
- Environmental/Sustainable Development Education;
- The European Dimension of Education;
- Media Education;
- Health and Sex Education
- Entrepreneurship Education;
- Consumer Education;
- Intercultural Education.

The Portuguese Government developed a Strategy for Citizenship Education, assisted by a [work group](#) created for that purpose. The intention is to implement this strategy in public schools, with the aim to include a set of competencies and knowledge in the field of citizenship, in all curriculum options, and in all levels of education.

The implementation is running in this school year of 2017-2018, for schools covered by the Curriculum Autonomy and Flexibility project, and the generalisation for the next school year 2017-2018 is provided for.

### **Web We Want - prevention measures for Bullying and Cyberbullying**

The Web We Want project provides prevention activities for Bullying and Cyberbullying. The authorship of this project belongs to the European Network of Ministries of Education, European Schoolnet, and is a result from a collaboration between the ENABLE and Web We Want projects. It is titled "My well-being and yours: Respect... starts with me! Web We Want and ENABLE- Joining efforts against Bullying".

### **Training Activities**

The Directorate-General of Education carries out a set of training activities in a "blended learning" modality, accredited by the Portuguese Order of Psychologists, and aimed at psychologists that are currently working in public education institutions under the

Psychology and Guidance specialized support in a school context, including [Intervention and Prevention of Disruptive Behaviours and Bullying](#)

### **Non-formal and informal Education**

The ACM, IP promotes a set of initiatives to promote interculturality, diversity and migration in schools and their actors (students, teachers, etc.)

### **Intercultural School Seal**

The ACM, IP in partnership with ME, through the DGE and with the collaboration of the Aga Khan Foundation (FAK Portugal), created the [Intercultural School Seal](#) initiative that distinguishes schools that develop projects that promote the recognition and appreciation of diversity as an opportunity and source of learning for all. (cross-referencing Chapter 4 - 4.5 Initiatives Promoting Social Inclusion and Raising Awareness- 1. Intercultural awareness).

### **Information/awareness initiatives**

Information/awareness initiatives with the intention of promoting a better understanding of cultural diversity and training for interculturality.

#### [Intercultural education in school \(6 hours\)](#)

Targeted at teachers and other agents of the educational community.

The objective is to promote a reflexion on how intercultural learning can be enhanced in a school context, by discussing educational practices.

### **Intercultural Schools Kit**

The [Intercultural Schools Kit](#) provides a [set of materials](#) on the theme of interculturality.

It is aimed at schools and all education professionals.

### **"More Than Numbers" Project - Educational Toolkit**

It is a set of tools focused on migration and asylum in the European Union that is available in 24 EU Member States, in 20 languages with support materials and DVDs.

For more detailed information, refer to Chapter 4 - Social Inclusion 4.5 Initiatives promoting social inclusion and raising awareness - Intercultural awareness)

### **Other operational initiatives/programmes**

In Portugal, the national strategy for social inclusion of young people is framed in the incentive programme named Portugal 2020, under the [Europe 2020 Strategy](#) through the Operational Plan for Social Inclusion and Employment (POSE), specifically:

Thematic Objective 9 - Strengthening of the reintegration of people at risk of poverty and of the combat against social exclusion

Priority Axis 3 - **Promoting Social Inclusion and Combating Poverty and Discrimination**, which aims to promote active social inclusion in potentially vulnerable groups. The **Choices Programme** fits this initiative. It is a national government programme, integrated in the ACM, I.P. whose mission is to promote social inclusion of children and young people from vulnerable socio-economic contexts, aiming at offering equal opportunities and strengthening social cohesion. Its implementation is based on a local initiative, through the funding of projects based on entities and institutions that act in the territory.

Target groups: the direct participants of the programme are children and young people between the age of 6 and 30 from the most vulnerable socio-economic contexts, including descendants of immigrants, Roma communities and Portuguese immigrants.

Thematic Objective 8 - Stimulus for employment creation and sustainability (TO8)

Priority Axis 2 - **Youth Employment Initiative**, the priority is the sustainable professional integration of young people into the labour market - especially those who are not in education, employment or training; young people at risk of social exclusion and young people from marginalised communities - through the implementation of measures outlined in the National Plan for the Implementation of a Youth Guarantee (PNI-GJ) between 2013 and 2018. There is a package of measures in the area of education and training that aims to increase the qualification and set of competencies for later integration into the labour market.

Target groups: young NEET from 18 to 29 years.

### **The National Commission for the Promotion of Children and Young People's Rights and Protection (CNPDCJ)**

[CNPDCJ](#) developed a set of Guidance Documents on how to address situations of abuse or other dangerous situations. These guidance documents were elaborated under a protocol established between the CNPDCJ, the Social Security Institute, I.P., and the Generalitat Valenciana, Consejería de Bienestar Social, including guidance documents targeted at Education professionals - [Guidance Documents for Education Professionals](#).

### **National Plan for Gender Equality, Citizenship and Non-Discrimination (2014-2017)**

Under the National Plan for Gender Equality, Citizenship and Non-Discrimination, in the strategic area 2 of the Plan (Promotion of Equality between Women and Men in Public Policies), the following measures and initiatives stand out within the context of education:

1. Under measure 14 (Production of teaching materials in all supports, gender equality and citizenship promoters), a guide for Education, Gender and Citizenship was elaborated for secondary education, and a work group was created to develop an Reference Guide for Gender Quality.
2. Under measure 15 (Promoting the dissemination and application of the produced teaching materials), training activities were funded, which are accredited by the Scientific-pedagogical Council of Further Training, for education professionals, from preschool to secondary education; training workshops were carried out by the Directorate-General of Education; and, the [Commission for Citizenship and Gender Equality](#) (CIG) published a Manual for early childhood education and a Manual for basic and secondary education.

The following measures and activities stand out:

#### **Measure 27 - Promoting awareness-raising/training activities for gender equality and non-discrimination aimed at young people**

Awareness-raising/training activities for gender equality and non-discrimination were created, aimed at young people, for example:

- awareness-raising activities were created [by the Union of Women for Alternatives and Answers](#) (UMAR), targeting schools of different levels of education, from preschool to the 12th year. These activities focus on gender identities and deconstruction of stereotypes (for the younger ones), under the "Gender Equality Meetings" project.

#### **Measure 50 - Raising the population's awareness for non-discrimination based on sexual orientation and gender identity**

Under the Artways Project, UMAR and the [Portuguese ILGA Association - Lesbian, Gay, Bisexual and Transgender Intervention](#) (Portuguese ILGA) held 3 activities in schools to raise young people's awareness for non-discrimination concerning sexual orientation and gender identity.

For more detailed information, refer to Chapter 4 - Social Inclusion 4.5 Initiatives promoting social inclusion and raising awareness - Young people's rights).

## **6.7 Skills for innovation**

### **Innovation in formal education**

In 2017, in the Major Planning Options (2016-2021), framed by the Europe 2020 Programme, goals for the reduction of early school leaving were established. One of the measures to be implemented is the **modernisation of educational system**, in particular the learning models and instruments used.

In the framework for autonomy of schools and design of their own educational projects, there are a number of ongoing measures/programmes:

- **Pilot Project for Pedagogical Innovation** (Innovative Schools Project) under way in 6 school groups/single groups, for further implementation in the National Programme for Innovation in Learning;
- [Digital Educational Resources](#), for creation, dissemination and use of digital content in the learning process;
- Promotion of the use of **ICT** within the curriculum;

### **Profile of students finishing Compulsory Education**

In 2016, a work group was created to define the **exit profile of 18-year-old young people, at the end of the 12 years of compulsory education**.

In accordance with the lines defined in the document "Profile of students finishing Compulsory Education", **curiosity, reflexion and innovation** must be present in the culture and ethos of the school, in order to encourage children and young people to put them into practice.

At the end of 12 years of compulsory education, students should have developed a set of skills, in 10 competency areas, namely in the field of critical and creative thinking, being able to develop ideas and creative projects regarding the context at hand, using their imagination, inventiveness, resourcefulness and flexibility. Therefore, they must be willing to take risks to imagine beyond the existing knowledge, with the objective of promoting creativity and innovation (Profile of students finishing Compulsory Education - Document elaborated by a Work Group created under Order no. 9311/2016, of 21th July and published by the [Order no. 6478/2017 – Profile of Students Exiting Compulsory Education](#))

### **In the school curriculum**

In the school curriculum, the promotion of innovation is linked to entrepreneurship, under the European Commission's strategy that defines the "Key-competencies for Lifelong Learning" (EC, 2005).

Education and training for the development of entrepreneurial spirit rests on six principles:

- Autonomy
- Flexibility
- Innovation
- Change
- Participation
- Cooperation .

In Portugal, innovation skills are thus included in the curriculum of Education for Citizenship, in **the Education for Entrepreneurship** module. Education for Citizenship is an autonomous non-compulsory class. Its implementation character differs according to the level of education. (cross-reference with Chapter 3.8 Development of Entrepreneurship Competence – 2. Formal Learning (in the school curriculum).

The Education for Entrepreneurship module seeks to promote the acquisition of knowledge, skills and attitudes that encourage and provide the development of ideas, initiatives and projects in order to create, innovate or change their expertise according to the challenges that society puts in their way (Education for Citizenship - Guidelines - DGE, 2013)

### **Educational support tools for teachers**

#### **Entrepreneurship Education**

The theme of Entrepreneurship Education is not covered in most of the teachers' initial training, nor in their continuous training.

The General Directorate of Education provides **teachers with** educational resources, with each school/teacher having the autonomy to adapt and adjust the learning materials and other available resources, among which the document [Entrepreneurship Education - Guide for educators](#) (European Commission, Directorate-General Enterprise and Industry, Brussels, 2014) - (cross-reference chapter 3.8 Development of Entrepreneurship Competence - 4. Educator support in entrepreneurship education).

#### **Other evaluation tools**

Regarding evaluation, teachers have at their disposal the ASTEE tools, which are questionnaires to evaluate the entrepreneurial skills of students in different formal education cycles and are also adapted to non-formal education.

Among other dimensions, it is possible for the teacher to evaluate, within the entrepreneurial Skills framework, the Creativity (and innovation), which is understood as the ability to create opportunities (ability to read reality, create solutions and transform them into opportunities), the design of new ideas and planning of original approaches from reading the situation and development of new ways to solve problems, revealing open thinking and resilience/persistence ([Evaluation tool of the entrepreneurial skills of students](#), DGE). (cross-reference with chapter 3.8 Development of Entrepreneurship Competence).

#### **Higher Education**

In higher education, on one hand, entrepreneurship education is promoted by the establishment of synergies with the business network and the creation of businesses, and, on the other hand, the promotion of transversal skills integrated in the curriculum and in extracurricular activities.

There are some higher education institutions that promoted the integration of business incubation and *startups* programmes.

Under the Strategic Framework "[Education and Training 2020](#)" for the period of 2010-2020 and within the framework of the [European agenda for the modernisation of higher education systems in Europe](#) in 2011, a set of goals for 2020 were established, among which the promotion of creativity, innovation and entrepreneurship. Key priorities for higher education in Europe were established, including the strengthening of the "knowledge triangle", therefore establishing a **link between education, research and innovation**.

#### **Fostering innovation through non-formal and informal learning and youth work**

In Portugal, there isn't a defined strategy for the promotion of innovation skills. However, in the context of a set of extracurricular activities, national programmes or initiatives that involve the participation of external partners, the **skills for entrepreneurship**, including skills for **innovation**, are developed mainly at the local level, through projects on the basis of non-formal and informal education ([Eurydice, 2016](#)).

There is a set of entities that play an important role in the development of projects, many with financing from European funds and with collaborative partnerships with Public Entities of the Local and Central Public Administration:

- [National Young Entrepreneurs Association](#) (ANJE);
- [Platform for Entrepreneurship Education in Portugal](#) (PEEP);
- [Junior Achievement Portugal Foundation](#)

For more details, refer to Chapter 3. Employment and Entrepreneurship (3.8 Development of Entrepreneurship Competence - 1. Policy Framework

### Youth Start-Entrepreneurial Challenges

[Youth Start-Entrepreneurial Challenges Project](#) is a project led by PEEP with the involvement of Public Authorities from the field of education, such as the Ministry of Education.

This project consists of a pilot test for the introduction of **practical entrepreneurial experiences** in compulsory education (basic and secondary education) and the promotion of entrepreneurial skills under the *Europe Entrepreneurship 2020 Action Plan*.

For more details, refer to Chapter 3. Employment and Entrepreneurship (3.8 Development of Entrepreneurship Competence - 2. Formal Education - Partnerships with other entities - Practical entrepreneurial experiences)

Regarding the non-formal Education there is a series of initiatives that promote the education for entrepreneurship, particularly the practical experiences of entrepreneurship, in accordance with the guidelines of the European Union Memorandum - Rethinking Education (European Commission, 2012).

### Youth Programme for Green Entrepreneurship and Employability (JEVE)

The [Youth Programme for Green Entrepreneurship and Employability \(JEVE\)](#) is targeted at young people between the age of 18 and 30 and intends to develop entrepreneurial skills, knowledge and attitudes within the scope of the Green Economy.

#### [Choices Programme](#)

Within the scope of **entrepreneurship and training of young people**, the Choices Programme developed a web portal - [entrepreneurship, a choice with a future](#) - with an area for trainers and one for young people between the age of 14 and 24, where manuals in the field of entrepreneurship are available.

### Support and training of educators

In the scope of the entrepreneurship programme [Youth Start Entrepreneurial Challenges](#), training activities and training for teachers are provided for in all countries involved.

At the level of the central public administration, the Directorate-General of Education offers on its [web portal](#) educational resources about Education for Entrepreneurship, particularly educational and interactive manuals.

For more details, refer to Chapter 3. Employment and Entrepreneurship (3.8 Development of Entrepreneurship Competence -3. Non-formal and informal education (non-formal and informal learning))

Under the promotion of entrepreneurial skills and its key competencies, such as innovation, a **set of initiatives and events** are also developed, namely fairs, promotion activities and developments of networks and partnerships, through business incubators and *startups*.

For more details, refer to Chapter 3. Employment and Entrepreneurship 3.10 Promotion of Entrepreneurship Culture-1. Special events and activities



## **6.8 Media literacy and safe use of new media**

### **National strategy**

In the last two decades, Portugal has experienced a change and technological developments that led to **new challenges and need of skills** for an informed and safe use of the media, in particular the internet and new technologies.

The European Union has developed operational programmes and strategies, such as the Lisbon Strategy (2000) and its revision in 2005, placing a greater emphasis on knowledge, innovation and human capital optimisation (European Council, 2005).

In this context, in 2007 Portugal launched the technological Plan, which included a Plan for Education that lasted from 2007 to 2011 and included, among other initiatives, the **e-schools programme (aimed at students of the 2nd and 3rd cycles of basic and secondary education) and the "e-escolinhas"** (for students of the 1st cycle). The objective was to promote the access to the Information Society and prevent info-exclusion, through the distribution of laptops and internet access with discounts to students and teachers.

Laptops purposely developed as part of this initiative were distributed to families with students in the 1st cycle, while managing costs. These laptops were called Magalhães (named after a Portuguese Navigator), having been distributed around 500 thousand computers between 2008 and 2011.

The objective was to put Portugal among the 5 most advanced European countries in terms of technological modernisation of education.

Alongside the concern of democratising internet access and technological equipment, concerns related to the **safety of Internet usage** were emerging. Thus arises, in 2007, the Safe Internet initiative, which is still in force.

Between 2011 and 2013 there was still the Learn and Innovate with ICT initiative, and in 2011 it was published a [Recommendation on Education for Media Literacy](#) by the National Council of Education

The [Regulatory Authority for the Media \(ERC\)](#) is, since 2009, the entity responsible for promoting activities and initiatives in the field of **media literacy**, from congresses to differentiated educational activities, involving the educational community.

In collaboration with entities of the educational sector ([Communication and Society Studies Centre \(CECS\) of the University of Minho](#), by the [National UNESCO Commission \(CNU\)](#), DGE, [FCT](#), [Portuguese Radio and Television \(RTP\)](#), the [School Libraries Network \(RBE\)](#), ERC founded the Informal Group for Media Literacy (GILM) that aims to contribute to the promotion and development of policies in the field of media education.

Under this group, a set of activities have been developed, such as congresses and other type of initiatives. The initiatives that stand out the most are **Seven Days with the Media** operation, the **Media Literacy Portal** and a study about [Media Education in Portugal - Experiences, actors and contexts](#).

In April 2017, the national initiative [Digital Skills e 2030 - Portugal \(INCoDE.2030\)](#) was launched.

In **an inter-ministerial logic**, this initiative encompasses the following ministerial departments: Administrative Modernisation; Science, Technology and Higher Education; Education; Work; Planning and Infrastructures; and Economy.

The objective is to strengthen the basic competencies in **Information and Communication Technologies** of the Portuguese population, making it more qualified for the integration into the labour market in fields related to technology and digital, by promoting, at the same time, digital literacy and inclusion.



This initiative covers five strategic axis, including education. This initiative intends to ensure the education of young people through the **encouragement and reinforcement in the fields of digital literacy and digital skills** in all cycles of education and lifelong learning through:

- Promotion of pedagogical innovation in teaching-learning processes;
- Development of digital educational resources;
- Design, development, certification and dissemination of digital educational resources for the different levels of education, courses, curriculum components and training components, promoting innovative learning environments;
- Training of teachers from preschool education and basic and secondary education.

## Media literacy and online safety through formal education

### Media Education

In Portugal, **Media Literacy** is included in the Education for Citizenship curriculum.

In the framework of the Guidelines for [Citizenship Education](#), ME, through DGE, elaborated a [Reference Guide for the Media](#) for Preschool Education, Basic Education and Secondary Education, which was approved in 2014, after a consultation period and public discussion.

The pedagogic objectives for Media Education module and the respective reference guide is to promote the knowledge and a **critical use of the media**, especially in the context of new technologies, in particular a safe use of the Internet and social networks.

Within the scope of Media Education, DGE develops a set of initiatives:

- [Catalogue of Educational Blogs](#)
- [School Radios and Televisions on the Net](#)
- [SeguraNet](#)
- [School Newspapers](#)
- [7 Days, 7 Tips with the Media](#) Competition
- [SiteStar](#) Competition
- [Media Smart](#)
- DGE Webinars

At the same time, in the context of formal education, DGE has been participating in a number of projects whose objective is the curriculum integration, innovation and changing of teaching practices through the introduction of technologies in the classroom. To this end, DGE created a set of initiatives:

1. [Learning Labs / FCL](#): in partnership with the [European Schoolnet](#) (EUN), it consists in the dissemination of methodologies for integrating ICT in the curriculum, which were validated in pilot projects of the European level.
2. [Innovative Learning Environments](#): or "Classrooms of the Future" (SAF) have been launched in several Portuguese schools and intend to establish themselves as learning labs, innovation spaces, for teachers and students, conducive to the use of new technologies, in particular *Project-Based and Inquiry-Based Learning*.
3. [eTwinning](#): a project that aims to create networks of collaborative work between European schools, which use ICT, in order to develop the European citizenship spirit.

### Training and educational tools for teachers

The [Resources and Technologies Team](#) is a multidisciplinary team, under the supervision of the Directorate of Educational Projects Services (DSPE) whose mission is the initial, continuous and specialized training of educators and teachers in the field of educational use of ICT in all education cycles and areas, as well as the provision of digital educational resources for the different levels of education, courses, curriculum components and training components.

## Training

[Learning labs: scenarios and learning stories](#), it is an initiative developed by the Directorate-General of Education in partnership with European Schoolnet (EUN). The objective is to raise awareness of a set of digital tools and guidelines available in the Future Classroom Lab (FCL) project from EUN, which supports teachers and schools to create, adapt and implement innovative teaching and learning scenarios in an educational context and the promotion of a "classroom from the future".

## Educational resources

Through their portal, the [Resources and Technologies Team](#) provides digital educational resources aimed at teachers:

- [Digital Educational Resources in the Portal of Schools](#)
- [Catalogue of Educational Blogs](#)
- [School Newspapers](#)
- [Digital Security](#)
- [DGE Webinars](#)
- [Resources - eTwinning](#)
- [Studies](#)

Still within the scope of the European Network of Ministries of Education ([European Schoolnet](#)), ME, through the DGE, coordinates a number of pilot projects targeted at teachers:

- [CO-LAB](#): supports the integration of collaborative teaching and learning in the XXI century classroom, through the training of professional from all over Europe, by qualifying the, to test innovative methods with their students and recommending what works based on a dialogue grounded in evidences between professionals and political decision-makers.
- [MENTEP](#): Mentoring Technology-Enhanced Pedagogy that envisages the development and validation of an online tool, which allows teachers to know their level of proficiency in the use of ICT for promoting learning, enabling them to control the evolution of this particular set of skills and identify training needs.

## ICT Competency Centres

They are centres that result from established protocols between the Ministry of Education and Science and the entities in which they are integrated - higher education institutions for the most part. Its mission is to **support schools in the educational use of information and communication technologies(ICT)**, by promoting an innovative education that contributes to the improvement of learning processes.

They develop their activities in school groups and single schools, in all levels of education, in articulation with the Educational Resources and Technologies Team (ERTE) and DGE.

## Promoting media literacy and online safety through non-formal and informal learning

### Seven Days with the Media

The [7 days with the Media](#) initiative takes place since 2013, and in 2017, its 5th edition was held.

The initiative takes place every year in May, starting on 3rd - **World Press Freedom Day**, as it intends to contribute to the discussion on the circulation of information, freedom and quality of public life in the global society.

A set of actors - libraries, media, basic and secondary schools, student groups, researchers, municipalities, etc. - can propose activities and initiatives that promote a reflexion about the role of the media in people's lives, promoting media literacy.

Informal Media Literacy Group is responsible for the initiative.

### **Sitestar.pt**

It is a competition that aims to promote digital media literacy by promoting the creation of digital spaces in the PT domain, encouraging **creation and edition of websites** in a set of categories: knowledge and science; It make a difference; young people with talent; news at school.

It is aimed at students from 14 to 18 years old (in the case of older students, they must attend regular, vocational, professional education or teaching-learning), who can compete in teams of three elements and a teacher.

Different prizes are awarded according to the category, from cash vouchers for equipment acquisition and educational resources, to a trip to Berlin to IFA 2017, Europe's largest consumer electronics fair.

DECO, through DECO for Young People and the DNS.PT Association are the entities responsible for organising [Sitestar.pt](#) with the collaboration of the DGE and the Inspectorate-General of Cultural Activities (IGAC).

### **Movement Code in Portugal**

Under the Digital Skills Initiative, the national campaign [Movement Code in Portugal](#) is created, which intends to raise awareness of citizens to the importance of digital and computational literacy as factors of individual and collective achievement. It includes initiatives yet to be developed within schools in order to promote digital and computer literacy as inclusion mechanisms for knowledge.

This initiative is promoted by the Government, and counts with the partnership of DGE, FCT and Ciência Viva - National Agency for Scientific and Technological Culture.

### **Media Literacy Portal**

The [Media Literacy Portal](#) is a website which is a digital resources centre of national reference on this theme by aggregating information, tools for the promotion of projects under Media Literacy, discussion forums, educational materials and resources.

It is intended for all citizens, children, young people and adults, with content specifically developed for students, parents, teachers and researchers.

### **Raising awareness about the risks posed by new media**

#### **Safe Internet**

MCTES is responsible for Safe Internet which is a free public service, and its mission is to promote awareness of the safe use of the internet.

The objective is to contribute to the technical and behavioural training of citizens to navigate the Internet safely, through the provision of **illegal content monitoring tools**. It also provides mechanisms to inform about the negative aspects of massive use of the Internet and information technologies, promoting digital citizenship.

The [Safe Internet](#) project's strategic objectives are:

1. Combating illegal content;
2. Minimising the effects of illegal and harmful content on citizens;
3. Promoting the safe use of the Internet;
4. Raising society's awareness of the risks associated to the use of the Internet.

The project collaborates with two international entities: [Insafe](#) and [Inhope](#).

#### **Safe Internet helpline**

A confidential helpline for the use of online technologies, particularly for issues related to:

- Sexting;
- Phishing;
- Identity theft;
- Cyberbullying.

Aimed at children, young people, adults and educators. It is a free service during the week.

### **Alert Line**

[Alert Line](#) aims to block illegal content on the internet, in particular [Child Pornography](#), through cooperation with the authorities, at national and international level.

Complaints can be made quickly and anonymously, and the address of the illegal content must be reported through a [form](#).

### **SeguraNet**

Under the Safer Internet programme launched by the European Commission in 1999 and its extension Safer Internet Plus in 2005, the ME developed, in 2004, the project [SeguraNet](#), through the former Directorate-General of Innovation and Curriculum Development and its Computers, Networks and Internet Mission Team (DGIDC- CRIE).

Framed within the Safe Internet, the targeted intervention programme [SeguraNet](#) aims to minimise the **risks of navigating the internet**, promoting an informed, critical and safe use. Is intended for students in basic and secondary education.

In SeguraNet's portal, there is information targeted at students and teachers, and adequate information for guardians.

Under the coordination with European entities such as [Insafe](#) and [Inhope](#), a number of initiatives are developed, including the European Safe Internet Day with Portugal's involvement since 2004.

### **Digital Leaders**

The initiative [Digital Leaders](#) is developed by ME, through DGE - Directorate of Educational Projects Services and the Educational Resources and Technologies Team (ERTE). This initiative is a successor of the [Youth Panel - SeguraNet initiative](#).

The initiative aims to promote behaviours of safe use of the internet and mobile devices. To this end, young people that are a reference in the educational community receive specific training to stimulate training activities targeted at their colleagues and other members of the educational community, and will become SeguraNet advisors. The activities are held throughout the academic year with the collaboration of SeguraNet and resorting to, among others, the Moodle platform. It is inspired by the *Digital Leaders Pilot Programme*, from *Childnet International* (United Kingdom).

## **6.9 Awareness-raising about non-formal and informal learning and quality youth work**

### **Information providers / counselling structures**

Lisbon Youth Centre| CJL

The [Lisbon Youth Centre](#) (CJL) is a space that promotes the development of activities in the framework of non-formal education, information for young people and international cooperation.

CJL is coordinated by the Portuguese Institute of Sport and Youth (IPDJ, I.P.) and it is intended for young people, youth and students associations, entities that work for and with young people at the national and international level.

Among other things, CJL proposes to develop quality standards for the work with young people, offering also a space for promoting projects and diverse information about youth.

### "EUROPE GOES LOCAL - Support for Youth Work at the Municipal Level"

A partnership between 21 National Agencies of the Erasmus+ Programme of the youth sector that aims to improve the quality of work with young people through a project of long-term cooperation "[EUROPE GOES LOCAL - Support for Youth Work at the Municipal Level](#)".

Among other things, this initiative proposes to empower the participants to prepare, implement and evaluate training and information activities through methodologies based on Non-formal Education, and promotion of its values and principles.

Also, it intends to promote the development of key competencies for non-formal education trainers (teamwork, evaluation, self-analysis, design of the session, feedback, among other technical aspects, such as presentation and briefing techniques)

It is targeted at youth technicians of municipalities and bodies directly involved in the design and implementation of youth policies at the local level; and trainers that want to develop training modules in the field of non-formal education.

#### IPDJ Multi-channel network

The IPDJ, I.P. services network consists of a multi-channel logic that encompasses the [Youth Portal](#); [Youth Helpline](#) (707 20 30 30) and "[Ponto Já](#)" Stores, and that provides information about the different measures and programmes aimed at young people.

Also offers a [IPDJ Roadmap](#), I.P., with information about programmes, services and entities that are within the IPDJ's area of intervention.

### Awareness raising initiatives

The [Youth Development Academy](#) (ADJ) is an initiative that aims to promote Non-formal Education through networks of cooperation and training, where the exchange of information and experiences is practiced. The IPDJ, I.P., National Youth Council and the National Erasmus+ Agency Youth in Action are the coordinating entities.

On an annual basis - the 1st edition took place in 2015 - the Youth Development Academy is intended for young people, youth technicians and leaders of associations in the youth field. Its purposes are:

1. developing a space for empowerment and training of youth technicians, youth organisations and young leaders;
2. promoting the exchange of good practices between youth organisations and institutions that develop their work with and on behalf of young people;
3. promoting and developing non-formal education, contributing to its recognition and validation.

Training activities have been developed to empower local agents in the youth field for the use of Non-formal Education methodologies.

#### Qualifica Programme

Under the launch of the Qualifica Programme, Qualifica Passport and the expansion of Qualifica Centres that develop professional RVCC processes, a number of initiatives and awareness-raising advertising campaigns have been developed to highlight the importance of the qualification of young people and adults, in particular the recognition, validation and certification of their formal, non-formal and informal competencies. In this sense, the importance that competencies acquired throughout life, through contexts of non-formal and informal education, have in the qualification and training for a successful integration into the labour market has been strengthened.

## 6.10 Current debates and reforms

The XXI Constitutional Government incorporates in its [Government Programme \(2015-2019\)](#) a series of initiatives/programmes in the field of education and training to promote

equal opportunities for acquiring skills, both for young people, through **the promotion of school success**, and for adults, through re-entry conditions in the school/training path.

In order to reinforce the **compulsory education up to the 12th year or until 18 years of age**, the generalisation of the secondary school as a minimum standard for qualifications is planned, notably through a progressive flexibilization of the curriculum, starting in the academic year of 2017/2018 (with a phased implementation).

The Government intends to invest in **higher education**, promoting its modernisation, quality and diversification and reinforcing the social support to higher education students.

Regarding **Adult Education and Training**, measures and initiatives will continue to be launched under the Qualifica Programme, in addition to those already implemented such as the Qualifica Passport and Portal.

In the field of education, the plan is to broaden the **participation of municipalities**, strengthening the importance of a proximity strategy in the management of public services, especially in the educational community.

In June 2017, the new version of the **Simplex+ Programme** was launched, within the framework of administrative modernisation at the central and local level. The implementation of a number of initiatives in the field of education and training is planned in order to facilitate the qualification paths and make school more inclusive, in particular:

- In higher education, Scholarships will become simpler by reducing the bureaucracy of these processes. The same is happening in the social supports of other education cycles through the standardisation of the concept of economic failure for the purposes of awarding social supports.
- Regarding **accreditation and validation of competences**, a revision of the equivalencies system and qualifications acquired abroad is planned, making the process simpler.
- Broaden the **School 360°** project beyond the pilot schools, through training of the teaching and non-teaching staff.

Still within the scope of Higher Education, it is planned the integration of the digital identifier ID Student with the Academic Management Systems of the Higher Education, in order to facilitate the monitoring of the higher education students' paths.

## **7. Health and Well-Being**

The Portuguese government established the outlines of the policy guidelines in the field of health and well-being in the [National Strategy for the Promotion of Physical Activity, Health and Well-being during the period of 2016-2025](#).

This strategy intends to promote the combat against sedentarism and noncommunicable chronic diseases, through a structured and inclusive response to promote physical activity and healthy lifestyles, based on a intersectoral and inter-ministerial logic.

This strategy is in line with the [National Plan for Health](#) and a wide range of other intervention priority plans and programmes in the field of mental health, healthy eating, physical activity, sport and reduction of addictive behaviour and dependencies, under the supervision of a variety of national bodies.

### **7.1 General context**

#### **Main trends in the health conditions of young people**

The **National Programme for Promotion of Physical Activity** (PNPAF) intends to reverse the low indexes of physical activity of the Portuguese population. The implementation period is between 2016-2019 and will work in line with the National Plan



for Health (2016-2020), framed in the **National Strategy for the Promotion Physical Activity, Health and Wellness (ENPAF)**.

According to the data of the Eurobarometer of 2014, only 14% of the adult population practiced moderate physical activity 4 or more days per week, and 9% practiced vigorous activities 4 or more days.

According to the **National Health Survey (2014)**, 20% of respondents with more than 15 years said that they "practice physical activity through sporting and leisure activities" 3 or more times per week (15% for females and 25% for males). However, in their free time, **most Portuguese people don't have the habit of practicing sport**, around 60% of men and 70% of women. This tendency is less noticeable among young people between 15-24 years, who prove to be more active. The level of education is also a differentiator, and the higher the level of education, the greater the likelihood that they are practicing a sporting activity, especially among men.

Regarding **eating and nutritional habits**, the 2nd National Food and Physical Activity Survey (IAN-AF), with data collected between 2015 and 2016, allowed to identify those at nutritional risk, in order to develop intervention strategies and prevent/reverse public health risks.

The data reveals that **young people and children** are the ones that consume the most milk, yogurt and fermented milk and cereal, however, they also are the ones that eat the least fruit and vegetables. In all age groups, the daily intake of meat is superior to fish. These tendencies contradict, in both cases, the recommendations of the Portuguese **Food Wheel**. The consumption of cakes, sweets, biscuits, savoury snacks, pizzas, sodas, nectars is equally high. The World Health Organisation recommends a daily intake of 400 grams of fruit and vegetables per person, however, 69% of children and 66% of teenagers don't meet those recommendations (National Programme for Promoting Healthy Eating, 2017).

The reduced practice of sporting activities, coupled with inadequate eating habits with high sugar, salt and fat content and the reduced intake of vegetables and fruit, places Portuguese teenagers and young people in a **situation of risk** and disease prevalence resulting from unhealthy lifestyle habits.

According to the report [The citizens' health from a global perspective](#) (2016), in a whole decade (between 2005 and 2014/2015), the age group above 65 years and the age group between 18-24 years registered a greater increase in the levels of pre-obesity and obesity, considering the ratio of overweight population.

## Main concepts

### Abuse in Children and Young People

Child and young people abuse refers to any non-accidental act or omission perpetrated by parents, caregivers or others, which threatens the victim's safety, dignity, and biopsychosocial and affective development. (Health Action for Children and Young People at Risk 2008).

Group of situations that constitute abuse:

Negligence: inability to provide the child or the young man/woman with basic hygiene, affection, educational and health needs, which are essential for the normal growth and development.

Physical Abuse: *any non-accidental, isolated or repeated action, inflicted by parents, caregivers or others responsible for the child or young person, which causes (or may cause) physical damage;*

Psychological/Emotional Abuse: deprivation of an environment of tranquillity and affective well-being which is essential for the growth, development and balanced behaviour of the child/young person;



Sexual Abuse: Concept: *involvement of a child or teenager in activities whose purpose is the sexual gratification of an adult or other person;*

Munchausen syndrome by proxy: *giving the child various signs and symptoms, by an element of the family or caregiver, in order to convince the clinical team of the existence of an illness, sometimes generating exhaustive diagnostic procedures, including the use of invasive techniques and frequent hospitalisations.*

## **7.2 Administration and governance**

### **Governance**

The complexity and scope of the programmes and policies in the field of health and well-being comprises **a wide range of actors and authorities**, in a intersectoral and inter-ministerial scope of action.

#### **In the field of Health**

In Portugal, the Ministry of Health (MS) is responsible for the development and coordination of the National Health Service. The Ministry is responsible for the design and implementation of policies in the field of health, regulating the management of resources, services and equipment in the field of healthcare. The [Directorate-General of Health](#) (DGS) is the entity under the Ministry of Health authority that is responsible for the coordination of the [National Health Plan](#), which constitutes most of the measures and programmes that develop measures targeted at the young population.

Under the National Health Plan, the **Priority Health Programmes** involve a broad range of public and private entities in their implementation, involving, among others, the Directorate-General of Health in coordination with the **Regional Health Administrations** (ARS), the ones responsible for the promotion and development of priority strategies of each programme at the local level, in articulation with the respective **Groups of Health Centres** (ACES), **Local Health Units** (ULS), hospital services and other structures at the regional level.

All measures developed and aimed at the school environment involve the [Ministry of Education](#), and the [Directorate-General of Education](#), which are responsible for the measures related to formal education and curriculum development and School Sport.

The **Ministry of Education**, in turn, integrates the Secretariat of State of Youth and Sport which is responsible for the [Portuguese Institute of Sport and Youth](#), I.P.. The Portuguese Institute of Sport and Youth assumes a role of intersection in different fields and in articulation with several Ministries, both as a coordinator or as a partner in several information and awareness-raising measures and programmes in the field of health and well-being of young people.

#### **In the field of sport activity**

The [Portuguese Institute of Sport and Youth](#), I.P., under the supervision of the Secretariat of State of Youth and Sport, is the entity responsible for most of the programmes and measures to promote sport, framed in the [National Sports for All Programme](#) (PNDpT), and of the support services to the physical and sporting activity, such as the management of sports spaces, also having tutelage over the federated and high income sports.

The **High Commission for Migration** (ACM, I.P.), public institute that intervenes in the implementation of public policies regarding migrations, is responsible for the coordination of the [Strategic Plan for Migrations \(2015-2020\)](#) and for the implementation and coordination of the Choices Programme, under which some projects are developed under the [National Sports for All Programme](#) (PNDpT).

The implementation of policies in the field of health, well-being and sport aimed at young people still encompasses a wide range of non-governmental organisations, private entities and Private Institutions of Social Solidarity (IPSS).

## National Strategy for the Promotion of Physical Activity, Health and Well-being (ENPAF)

The [National Strategy for the Promotion of Physical Activity, Health and Well-being](#) (ENPAF) is in line with the National Health Plan: Revision and Extension in 2020, and with the **Priority Health Programmes** and the strategic plans for the promotion of physical activity originating from the ENPAF, the **National Programme for the Promotion of Physical Activity (PNPAF)**. The present strategy has a implementation time period is between 2016-2025, looking to be a structured and inclusive response to promote physical activity and healthy lifestyles, based on a intersectoral logic.

### Cross-sectorial cooperation

Under the **National Strategy for the Promotion of Physical Activity, Health and Well-being** (ENPAF), the public policies for the promotion and implementation of measures in the field of health and well-being work in a intersectoral and inter-ministerial cooperation logic, according to the programmes and measures typology and their scopes of action.

The cooperation involves a wide range of public bodies and national and international non-governmental entities, in order to create synergies and joint projects, boosting the capabilities and resources of each one of them.

In 2017, the Ministry of Health led a conducive process to the formation of a [Intersectoral Commission for the Promotion of Physical Activity](#), whose objective is to elaborate, operationalise and monitor a National Action Plan for Physical Activity, comprised of representatives from the field of Health, Sport, Education, Science and Higher Education, Work and Inclusion. The Commission is operating and will present, by the end of the year 2017, a National Action Plan for Physical Activity, with specific, scheduled and monitorable initiatives.

## 7.3 Sport, youth fitness and physical activity

### National strategy(ies)

The national strategy for the promotion of **sports and physical activity** is not defined in a single strategic document, but it is found in a number of national plans and programmes in different areas and promoted by a differentiated group of actors.

Although there is no plan or programme directly targeted at young people, they all include objectives and goals aimed at young people.

## National Strategy for the Promotion of Physical Activity, Health and Well-being (ENPAF)

ENPAF arose within the context of the Consensus Meeting about Guidelines for the Recommendation for Physical Activity which was sponsored by the [World Health Organisation Regional Office for Europe](#), through the *Nutrition, Physical Activity and Obesity* Programme. Its production was coordinated by the Ministry of Health through the Directorate-General of Health and featured contributions from a wide range of partners, including the Ministry of Education and the Portuguese Institute of Sport and Youth.

Implemented in a intersectoral logic, ENPAF's duration period ranges from 2016-2025, in strict collaboration with the strategic goals of [WHO-European Region Physical Activity Strategy 2016-2025](#).

ENPAF's main purpose is "raising the population's awareness to the importance of physical activity for their health and the implementation of intersectoral and multidisciplinary policies that aim to reduce sedentarism and increase the level of physical activity" **and, consequently, the promotion of a healthy lifestyle** as a way to prevent noncommunicable chronic diseases. ENPAF is structured in 3 theme axis: 1)

Physical Activity Promotion; 2) Health Professionals; and 3) Intersectoral work. Despite being complementary, Research and Monitoring are also fundamental for these 3 axis.

In the context of intersectoral work, the intention **is to promote physical activity through partnerships with several institutions and entities**, in order to develop projects that are a by-product of joint synergies and, therefore, enhancing available resources.

In this sense, the importance of the PNPAF's role in the strategic planning of ENPAF must be highlighted, which will consist in setting up partnerships with the **Ministry of Education** for the development of programmes with the goal of increasing the number of students that, in the various levels of education, regularly practice physical activity/sport.

This stems from the physical activity promotion through mainstream education, particularly in secondary education and the activities developed within the scope of School Sport.

### **National Programme for the Promotion of Physical Activity (PNPAF)**

The [National Programme for the Promotion of Physical Activity \(PNPAF\)](#) was developed in 2016 with the guiding document [National Strategy for the Promotion of Physical Activity, Health and Well-being \(ENPAF\)](#), being one of the priority health programmes defined in the [National Plan for Health](#) and integrates the main international guidelines of the [World Health Organisation](#).

PNPAF, headquartered on the Directorate-General of Health, has a dedicated team and **presents as strategic objectives**: i) increase the population's literacy, appreciation and participation regarding the different ways of physical, sporting and non-sporting activities; ii) train health professionals, and promote structural changes, with the goal to make physical activity promotion a normality in the health services; iii) encourage facilitating environments for physical activity in leisure, transportation, at work, at school/university and in other contexts; and iv) promote the monitoring of physical activity and its determinants, and the appreciation and recognition of good practices in the physical activity promotion.

Even though it is not only targeted at the young population, the guidelines that support the Health Goals in 2020 sets, among other goals, the increase to 70% of teenagers that practice physical activity three or more times per week.

### **National Sports for All Programme**

The [National Sports for All Programme \(PNDpT\)](#) is a programme of the Portuguese Government operationalised by the Portuguese Institute of Sport and Youth, I.P. (IPDJ, I.P.) which intends to implement and operate a set of international recommendations, including the guidelines of the European Union Council, United Nations, World Health Organisation and the International Olympic Committee

The objectives and goals of this programme are based on 3 big pillars - sport development, health promotion and education and training *for* and *through* sport, according to the Health-Enhancing Physical Activity philosophy and with the EU Physical Activity Guidelines, Recommended Policy Actions in Support of Health-Enhancing Physical Activity approved by the EU Working Group "Sport & Health".

More specifically, the objectives identified are focused on **improving national culture and increasing the participation in sports and combat the sedentary lifestyle and more prevalent diseases**, such as obesity, cardiovascular and cerebrovascular diseases, diabetes, cancer and rheumatologic diseases, while promoting, at the same time, the increase of public information about the benefits of sport and creating opportunities for equal access to sport.

Among its specific objectives, the intention is to contribute to the integral education of children and young people and to create a more effective relationship between young people and the school.

The programme encompasses a broadening set of sectoral fields, in particular **Sport and Youth, Education, Health and Tourism, Solidarity and Social Security, Environment and Transportation**, having been designed in accordance with regulations and objectives of the various national programmes in execution and related to Sport, including the National Plan for Health, which the Ministry of Health is responsible for, among others.

The PNDpT provides for a set of monitoring elements, particularly, an evaluation model and device, methodologies and instruments defined according to the evaluation dimensions, criteria and indicators, and producing an annual activity report.

### Promoting and supporting sport and physical activity among young people

#### National Sports for All Programme

Under the National Sports for All Programme, some initiatives have been developed to promote the social inclusion of young people through sport, in order to allow disadvantaged young people to access sporting activities. Within this context, the following initiatives stand out:

Integrated in the Choices Programme, promoted by the High Commissariat for Immigration and Intercultural Dialogue, I.P., the following projects stand out:

- "Dar à Costa" (Surf) Project - provides to a more vulnerable public, that usually can't practice this sport, the opportunity to do so;
- ["Bola Pr'a Frente" \(Football\) Project](#) - social inclusion work with children and young people of the Padre Cruz Neighborhood, in Lisbon;
- ["A Rodar" \(Football\) Project](#) - promotion of children and young people at risk and subject to protective measures;
- "Crescer com Escolhas" (Body combat and Kickboxing) Project, in Mafra - focuses on rules, time management, awareness of the limits, persistence or ability of overcoming obstacles (non-formal education);
- "Pular a Cerca na Companhia do Rugby" (Rugby) Project, Cerco Neighbourhood, Porto - the neighbourhood school;
- "CSI (Rugby) - Crescer Solidário e Integrado" Project - a partnership with the GRUFC, Rugby group of Guimarães, enables young people with a different socio-economic profile to have access to this sport.

#### Ethics in sport

The **National Plan for Ethics in Sport** (PNED) is a government initiative promoted by the Secretariat of State of Youth and Sport, which the Portuguese Institute of Sport and Youth, I.P. is responsible for its management and funding.

It encompasses a set of initiatives that aim to disseminate and promote the ethical values in sports, notably the truth, respect, responsibility, friendship, cooperation.

Despite being targeted at the entire population, it essentially develops activities aimed at children and young people, schools, universities, among others.

PNED operates on **5 Strategic Axis**: Training/Education; Sports/Events; Publications/Research/ICT; Competitions; Campaigns.

In the context of its activities, the following, among others, stand out:

#### [Proposal for ethics and values in the physical education curriculum](#) (2016)

A proposal that offers a set of teaching strategies in order to help the operationalisation of the values in/of sports, according to the pedagogical guidelines defined in the physical education curriculum and in the physical-motor expression.

### Internship Centre of Values in Sport

A mobile pedagogical resource (caravan) available to go to schools, clubs and sporting events, or others;

Comics "[As Aventuras de Splite](#)"

5 comic book stories that approach the themes of bullying, discrimination, balancing the academic life with sports, individualism and doping in sports;

### Red card for Bullying

A campaign developed in 2016 and targeted at the prevention of Bullying in Sports, with the collaboration of the Human Motricity Faculty - University of Lisbon (FMH-UL), in the form of an informational/educational/preventive brochure against Bullying, called "[Cartão Vermelho ao Bullying \(Red Card for Bullying\)](#)". It is promoted and funded by the Portuguese Institute of Sport and Youth.

### Sport without Bullying

This is a research-action project that arises in 2017 following the [Red Card for Bullying](#) project, in a partnership between IPDJ and the Human Motricity Faculty and a wide range of other entities and ambassadors.

Aims to raise the awareness of educational and sporting communities about bullying in sports training, and its intervention is structured in 3 strategies: creation of tools, training of trainers and specialized intervention in clubs.

It is aimed at:

- Athletes and former high competition athletes;
- Parents and Family;
- Trainers, managers and staff of sports clubs;
- Researchers and scientists;
- Teachers currently working or in training (especially physical education teachers);
- Students (preparatory, secondary and higher education);
- Health professionals that work with children and young people;
- Populations at greater risk of social exclusion;
- Politicians and decision-makers.

This project has a [website](#) with information about bullying in sports according to the person that it is addressing - "Who are you in this game?" - Family, Trainers, Aggressor, Victim or Observer.

### Pedagogical Resources

Also, a set of [pedagogical resources](#) is available in the website of PNED targeted at the community in general (Educators/Teachers, Parents/Guardians, children and young people, different sports agents, among others).

### **National Sports Centre of Jamor (CDNJ)**

The [National Sports Centre of Jamor](#) (CDNJ) is a multifunctional space for training and leisure that offers services to High Performance Athletes, National Teams, Federated Athletes and the general Population. It is managed by the Portuguese Institute of Sport and Youth.

The objective is to promote the development of sporting activities, and to promote inclusive sports.

The centre has the following services:

[High Performance Centre of Jamor](#), which offers a range of services and valences of multidisciplinary support aimed at improving the performance of athletes, in particular, in the field of sports medicine, physical therapy, nutrition, evaluation and control of training, training at altitude, support for training focused on the bio-motor abilities, etc.

### [Sports Medicine and Training Control Unit](#)

#### [Accommodation Units - Car Residence and Internship Centre](#)

The intention is to provide opportunities to athletes that live permanently in the High Performance Centre of Jamor. Among the conditions for admission, there are criteria related to sports performance of the athletes and their school performance. Despite being essentially intended for athletes, it also accepts school and university groups.

#### School Visits Jamor Project

The School Visits Jamor Programme intends to welcome and accommodate school groups that wish to visit the CDNJ as a sports centre which supports sports and high performance.

#### [Federated Sports](#)

The Federated Sports, managed and funded by the Portuguese Institute of Sport and Youth, I.P., promotes and supports technically, materially and financially the development of sports, as well as high performance sports and national teams.

It is responsible for granting scholarships to support athletes, as well as school, work, post-career support, among others, to high performance agents. This support is provided for in the [legal framework of High Performance](#).

In articulation with other organic units of the IPDJ, I.P., it still intends to comply with the grants from this Institute under the Prevention of Violence in Sports.

#### **FITschool (FITescola) Project**

The [FIT school](#) arises from a partnership between the Human Motricity Faculty - University of Lisbon (FMH-UL) and the Directorate-General of Education, and has as partners the [Portuguese Olympic Committee](#), the [National Council of Physical Education Teachers and Professionals](#) and the [Portuguese Society of Physical Education](#).

It is a free of charge [online platform](#) that aims to promote healthy lifestyles for children and teenagers, educating young people to be physically active.

In the online platform it is possible to evaluate the physical aptitude of children and teenagers through carrying out a [set of exams](#): aerobic fitness, body composition, muscular fitness.

The platform offers resources for 8 fields of information - [Physical Aptitude](#), [Physical activity](#), [Sedentary Behaviour](#), [Sport](#), [Hydration](#), [Pedagogic Materials](#), [Nutrition](#), [Health and Well-being](#).

It is intended for all students in basic and secondary education, as well as the entire school community - students, teachers, educational assistants and guardians, and it is used extensively by health technicians and local authorities.

#### **Physical education in schools**

Within the scope of the Portuguese Education System, The Ministry of Education has promoted sports in the several levels of education, on one hand, through the integration of sports in the school curriculum of the different education levels and, on the other hand, through the School Sports programme.

#### **Integration in the Curriculum**

Physical Education is a curriculum unit of mandatory attendance.

In [the curriculum revision of the Secondary Education](#), the course load of Physical Education was increased to **150 minutes**. The schools, under the framework of their pedagogic autonomy, are free to organise the school time for the more convenient units, as long as the total course load of each class is respected, in accordance with the Matrix of scientific-humanistic Courses.



The Physical Education classification is not considered for the calculation of the second education average grade and the access grade to Higher Education since 2012. However, it is expected that it will start to count again, progressively, from the 10th grade.

### **Learning Goals in the Physical Education Curriculum**

The establishment of [Learning Goals in the Physical Education Curriculum](#) is based on the National Physical Education Programmes (PNEF).

It defines a set of goals and objectives that stipulate that, in the 10th grade, the consolidation of skills acquired in the Basic Education should be promoted, and that in the 11th and 12th grade, within a system of options within the school, Team Sport Games must be promoted.

### **Secondary Education – Professional courses**

The physical education class is compulsory, with a course load of 140 hours during the three years of the education and training cycle. The schools, in the framework of their pedagogic autonomy, are free to organise the school time for the more convenient unit, as long as the total course load of each class is respected.

The establishment of Learning Goals in the Physical Education Curriculum is based on the National Physical Education Programmes.

The FITschool Platform as a support instrument for the Physical Aptitude of Students in the Physical Education class and in School Sport.

### **Education and Training Courses - Sociocultural component**

They are comprised of two Physical Education sessions per week, with a duration of at least 45 minutes, and on non-consecutive days.

### **School Sport**

School Sport is one of the fields of action of the Ministry of Education, which is integrated in the School Sports Division and Directorate-General of Education. School Sport aims to contribute to the integral training and personal development of each student, based on the article 79 of the Constitution of the Portuguese Republic: "everyone is entitled to physical culture and sport".

School Sport is comprised of an internal component, promotion and awareness-raising, and an external component, competition.

Educational establishments can promote physical and sports activities, with a formal or informal nature, developing sporting activities as a complement of the curriculum, intra and interschools, targeted at school groups or single schools of the public, private education, and to cooperative and professional educational establishments, whether they are dependent, or not, on the Ministry of Education.

School Sport activities are mandatory and must be included in all levels of basic and secondary education.

The **School Sport Programme for the period of 2013-2017** aims to:

- provide conditions for practicing sports regularly, in the school setting;
- promote educational success and healthy lifestyles;
- provide the gradual broadening of the offer of physical and sports activities, with a formal and non-formal nature, to all students covered by compulsory schooling;

as a privileged space to promote healthy habits, it also wants to promote social skills and moral values, such as: Responsibility; Team spirit; Discipline; Tolerance; Perseverance; Humanism; Truth; Respect; Solidarity; Dedication.

School Sport still offers training for education professionals in the field of sport, through the organisation of continuous training activities for teachers, in order to promote an increased quality of the teaching methods and the developed activities.



## Essential Learning in Physical Education

Under the planning project of the curriculum for the XXI Century promoted by the Secretariat of State of Education, which intends to plan the curriculum for the XXI Century in terms of skills, knowledge and values in a 12-year education, the questions around the Physical Education curricular unit has also been discussed. The definition of Essential Learning in Physical Education encompassed a team with elements of the CNAPEF and the Portuguese Society of Physical Education. It was also the subject of a public hearing process.

## Higher education

### University Sports

The practice of a physical activity is not mandatory in higher education. However, Higher Education Institutions (IES), with the goal of managing the students' free time, created a group of initiatives and sports activities in the context of the entitled University Sports.

The organisation of university sports differs depending on the activity and the university in which it is placed.

In Portugal, university sports are dependent on the [Academic Federation of University Sport \(FADU\)](#).

FADU is a multi-sports federation whose mission is to organise the practice of sports in universities and promote competition, socializing and exchange of students from various higher education institutions within and outside of Portugal.

In public higher education, most universities and polytechnic institutes have a service or department for sports, according to the organisation models of sport in each institution.

### Access to higher education

The [access regime to higher education](#) provides for a special access regime for students that cumulatively are:

1. high performance athletes, that are registered in the list organised by the Portuguese Institute of Sport and Youth (IPDJ);
2. athletes in the abovementioned conditions, but that have ended their career and did not use this special regime in that period may benefit from it within three years after the end of their career;
3. and are qualified with a course of the Portuguese secondary education or have a legally equivalent qualification.

[High performance athletes](#) are those who obtain sports classifications and rankings of high merit, measured in accordance with the international sports standards.

## Collaboration and partnerships

### National Strategy for the Promotion of Physical Activity, Health and Well-being | 2016-2025

The National Strategy for the Promotion of Physical Activity, Health and Well-being | 2016-2025 recommends the development of intersectoral work through partnerships with several institutions and entities, carried out by PNPAF, specifically:

**The Ministry of Education**, in the field of education with the promotion of physical activity in schools and in articulation with the School Sports Programme;

**The Ministry of Labour, Solidarity and Social Security**, in particular through the development of actions to promote access to physical activity and sport for the whole population, including vulnerable groups such as low-income families, the unemployed, single parents, immigrants, disadvantaged children, disabled and elderly people;

**The Portuguese Institute of Sport and Youth (IPDJ)**, with the promotion of partnerships that promote synergies in the field of sport and health and articulation with the Sports for All Programme;

**Municipalities**, through partnerships with the National Association of Municipalities, Intermunicipal Communities and Local Authorities, in order to promote the physical activity and use and monetization of sports spaces at the local level;

**Partnership with Associations and Non-Governmental Organisations**, Companies and their Associations and with Entities, Clubs in the area of Physical Activity and Sports Associations, through the involvement of companies and civil society organisations, and promotion of the relationship of proximity with the populations.

## **ERASMUS +**

The ERASMUS+ Programme funds in the field of sports based on the following initiatives:

Collaboration partnerships - targeted at public institutions or non-profit organisations that are active in the field of sport and physical activity.

Small collaborative partnerships - they are aimed at the promotion, creation and development of European networks in the field of sport.

European non-profit sports events

The programme supports the holding of Europe-wide sports events organised in a Programme Country and national events, organised simultaneously in several Programme Countries by non-profit organisations or public bodies that are active in the field of sport.

## **7.4 Healthy lifestyles and healthy nutrition**

### **National strategy(ies)**

#### **National Health Plan**

Under the [National Health Plan](#) (PNS) there is a set of programmes defined by the Ministry of Health, such as [Priority Health Programmes](#), that are developed under the health policy "[Health 2020](#)" of the World Health Organisation and the European Union.

The priority programmes were created in 2012 and as a result of their evaluation they were [renewed](#) in 2016 for the new quadrennium 2016-2020. The goal is to achieve the targets set in the PNS for 2020, integrating a diversified set of policies and measures.

In response to the suggestion of the WHO-Euro report that assessed the National Health Plan, the monitoring/evaluation of the different national priority programmes are based on a set of indicators defined according to the ECHI indicators - [European Core Health Indicators](#) of the European Union, allowing an international comparison and evaluation of the goals established for the year 2020.

Some of these priority programmes stipulate objectives and guidelines that promote health lifestyles and healthy eating, including:

#### **National Programme for the Promotion of Healthy Eating**

The [National Programme for the Promotion of Healthy Eating](#) (PNPAS) is a national action programme in the field of food and nutrition, which was developed in 2012 by the Directorate General for Health, with a 5-year duration (2012-2016).

Among other objectives, this programme intends to change the availability of certain foods, as well as improve the training, qualification and mode of action of professionals that can influence the consumption of high-quality foods, in particular at the level of school health. Thus, this programme intends to achieve a set of goals in the school-setting, including:

- control the overweight and obesity prevalence in children and school;

- increase the number of school-age children that consume the daily recommended amount of fruit and vegetables;
- increase the number of school-age children that consume an adequate breakfast daily.

### **National Programme for the Promotion of Physical Activity**

The National Programme for the Promotion of Physical Activity ([PNPAF](#)) was created in 2016 and its guiding document is the National Strategy for the Promotion of Physical Activity, Health and Wellbeing ([ENPAF](#)).

### **National Programme for the Prevention and Control of Smoking**

The [National Programme for the Prevention and Control of Smoking](#) arose in 2012 under the National Health Plan, which considers smoking to be a priority health problem.

The purpose of this programme is to increase the health life expectancy of the Portuguese population, through the reduction of diseases and premature mortality associated with the consumption and exposure to tobacco smoke.

The main strategy of primary prevention of smoking is preventing the initiation of tobacco consumption among young people. The immaturity of their prefrontal cortex, among other factors, makes them a more vulnerable group to the effects that nicotine has over the brain and more susceptible to becoming dependent.

### **National Reproductive Health Programme**

The [National Reproductive Health Programme](#) (PNSR) was created in 2007 and covers a wide range of fields, such as: [Family Planning/Contraception](#), [Sexual Education in Schools](#), [Sexually Transmitted Diseases](#).

Regarding the main areas of work with young people of the PNSR, the following stand out: Family Planning, Prenatal Monitoring (through the National Programme for the Monitoring of Low-risk Pregnancy) and the Termination of Pregnancy. Sexually Transmitted Diseases and Sexual Education are intrinsic subjects of the abovementioned fields. The intention of this Programme is to improve the care of the Reproductive Health, among other things, and to improve young people's access, ensuring more flexible types of intervention. The provision of free contraceptives, under the List of National Contraceptives, is a service of bigger importance for Reproductive Health.

In addition to the listed Programmes, it is important to point out that the Directorate General for Health, within organisation structure, counts on a Directorate for the Prevention of Diseases and Promotion of Health, where there is also a Department for Healthy Lifestyles. One of the assignments of this Department is the increase of literacy and self-determination, through informational and educational processes, with the aim of promoting lifestyles conducive to health and well-being. On top of that, it is still responsible for the National School Health Programme and the National Oral Health Programme, where several projects and initiatives for the promotion of a healthy lifestyle are integrated.

### **Other National Plans**

#### **National Plan for the Reduction of Addictive Behaviours and Dependencies 2013-2020**

The [National Plan for the Reduction of Addictive Behaviours and Dependencies 2013-2020](#) (PNRCAD) arose after the [National Plan Against Drugs and Addictions 2005-2012](#) (PNCAD). This plan includes a widening of the approach and answers regarding other Addictive Behaviours and Dependencies (CAD), not only covering psychoactive substances.

The PNRCAD defines the Portuguese State policies in the field of Addictive Behaviours and Dependencies and it is operated through two 4-year Action Plans, [2013-2016](#) and [2017-2020](#), within the scope of the responsibilities of the [Intervention Service in](#)

[Addictive Behaviours and Dependencies](#) (SICAD), which emerged after the termination of the Drugs and Addictions Institute, I.P.

The School Environment - Basic, Secondary, Professional Education and University is one of the contexts of intervention defined as a priority.

The school is identified as a potential area of risk of exposure to addictive behaviours and dependencies.

Within the scope of the goals and intervention priorities of the PNRCARD in school-setting, synergies have been created with other existing Plans, notably the [National School Health Plan](#) and the [Safe School Programme](#).

The consumption of psychoactive substances is part of the lifestyle of a significant percentage of young Portuguese, a percentage that is even higher if we add addictive behaviours without substances, such as gambling, gaming and the excessive use of the Internet and social networks.

The National Plan for the Reduction of Addictive Behaviours and Dependencies 2013-2020 is a planning and integrated intervention instrument, in the domain of health policies, where the citizen is the centre of the design of the options of policies and interventions regarding Addictive Behaviours and Dependencies (CAD). The plan's goal and purpose is to answer to the needs of individuals, which are looked at in a dynamic manner to take into account the individual's needs throughout his whole cycle of life. The aim is to develop global, comprehensive and integrated interventions within the scope of CAD. These interventions focus on the prevention, reduction of risks and harm (RRMD), treatment, social reintegration, and deterrence in regard to the use and abuse of legal (for example: alcohol and medicine) and illegal psychoactive substances. The goal of these interventions is to promote the health and access of individuals to the care and services that they need for a better health and social well-being. This Plan, and the dynamic that it generates, still provides for answers to other Addictive Behaviours and Dependencies (CAD), which do not include psychoactive substances (SPA), in particular gambling, internet addiction, TV, among other dependencies.

The National Plan for the Reduction of Addictive Behaviour and Dependencies is also integrated by objectives focused on the reduction of offers, such as decreasing the availability and access to traditional and new illegal substances; on the market regulation of legal substances and the respective supervision and harmonisation of the legal devices that already exist or being developed, particularly in the area of alcohol, gambling and internet.

For the achievement of the goals outlined in the PNRCAD, a set of structuring measures are carried out, including:

The Operational Programme of Integrated Responses (PORI) is a national structuring measure in terms of integrated intervention in the field of addictive behaviours and dependencies, which seeks to promote the synergies available in the national territory, through the implementation of Integrated Responses Programmes (PRI) based on the development and implementation of methodologies that enable the development of diagnostics to support interventions. A PRI is a specific intervention programme that consists of interdisciplinary and multisectoral responses, with some or all types of intervention (prevention, deterrence, risk reduction and harm reduction, treatment and reintegration) which results from the diagnosis of a territory identified as priority. Naturally, young people's lifestyles are the target of these programmes, both in the promotion of healthy lifestyle and in the reduction of the negative impact of the CAD in young people's life quality.

The National Alcohol and Health Forum is a platform where a wide range of entities of all sectors of society - Public Administration, Civil Society and Economic Sector - competes for the pursuit of the goals established in the National Plan for the Reduction of Addictive Behaviours and Dependencies, regarding alcohol. Through the signing of a collective commitment, each of the 74 member entities takes on the development of initiatives with

a different nature - consumer information, training, awareness-raising, prevention, treatment, risk reduction, supervision and promotion of a relevant service, among others - targeted at all states of the cycle of life and seeking to ensure coverage of different contexts - health, school, labour, recreational, sports, road, etc. - Young people's health and lifestyles are one of the priorities of most of the 85 lines of action carried out in the last quadrilennium, either through a direct approach, or through the reduction of risks that compromise their lifestyles.

## **Encouraging healthy lifestyles and healthy nutrition for young people**

### **Healthy diet and nutrition**

School is a decisive and privileged place for health promotion, in particular for the education and daily practice of a healthy diet since young people spend a long period of time in school, where they eat a substantial part of their daily diet.

The Ministry of Education, alongside the Ministry of Health, has been defining a set of guidelines/programmes/measures targeted at teachers, operational assistants and guardians in order to offer healthier foods in schools, notably:

### **Food Education in Schools**

The Ministry of Education developed a benchmark for a healthy diet - [Food Education in Schools - Benchmark for a Healthy Diet](#), where there is information about the quality and quantity of types of foods, solid and liquid, that are eaten in schools and their impact in the health and well-being of young people.

This benchmark is targeted at schools and intends to:

1. Improve the global health status of young people;
2. Reverse the rising trend of disease profiles that result in the increase of the incidence and prevalence rates of diseases such as obesity, diabetes type II, dental caries, cardiovascular diseases and other;
3. Address the nutritional needs of a more underprivileged school population, providing them with the necessary nutrients and energy for a good cognitive performance;
4. Promote young people's health through Education for Health, specifically in regard to Healthy Diet and Physical Activity.

### **School Canteen - Guidelines**

[School canteens](#) are an additional service of the cafeteria that offer and provide lunch for students and the rest of the educational community for a price. They are inserted in the school-context, and must comply with a set of principles focused on a balanced diet and health promotion.

The Directorate General for Education, in partnership and collaboration with other entities, defined a set of guidelines which aim to support School Boards and technicians of the Social Action Services to improve the quality of the food offered in schools.

In this sense, the guidelines classify types of food according to their nutritional characteristics:

- Types of food that must be promoted;
- Types of food that must be limited;
- Types of food that can't be provided.

### **Adequate Hydration in Schools**

The Directorate General for Education and the Directorate General for Health developed a publication - [Adequate Hydration in Schools](#), which intends to inform about the intake of water and make suggestions for an effective promotion of water consumption in schools.

## SPARE

[SPARE](#) is a Planning and Evaluation System of School Meals that allows to plan meals according to the current international and national food and nutritional recommendations. This tool allows to plan, evaluate, monitor and verify the continuous improvement in the quality of school meals, through the involvement of the entire educational community - school, technicians and family.

Also, it aims to raise the awareness and inform about healthy eating behaviours by transmitting coherent and consistent guidelines specifically designed for schools by entities in charge of this topic.

### Projects funded by EEA grants

Within the framework of the financial mechanism of the European Economic Area (EEA), which funds initiatives and projects whose goal is to reduce economic and social disparities and strengthen bilateral relationships between Donor and Beneficiary States, a set of projects is being developed in Portugal in the field of food and nutrition, some of which are directly or indirectly targeted at young people.

Projects funded in the field of Nutrition:

[Nutriscience \(Nutriciência\)](#) - Raise the awareness and nutritional literacy of Portuguese families.

[SYMMETRY](#): A Promotion Project for Nutritional and Social Equality - Improvement of institutional practices in the field of equality regarding the right to an adequate diet and food security, together with the training of professionals in the social and health fields that intervene in underprivileged social contexts.

[IoGeneration](#) - State of Iodine in Portugal: supplementation's role in the school age - Monitoring of the state of iodine in the school age

[Eat Mediterranean](#) - Contribute to the reduction of nutritional inequalities in the school-setting, through the promotion of the Mediterranean diet.

### Vegetarian diet in school

In 2017, a [law](#) was approved that demands all public canteens and cafeterias of the State to have a vegetarian dish on their menu.

In the framework of this law, all canteens and cafeterias of the State are now required to have at least one option that does not contain any animal products in their daily menus.

Vegetarian menus must be guided by qualified technicians to ensure the diversity and presence of nutrients that comply with the rules of a healthy and balanced diet.

Technicians must produce data sheets of meals, and provide training (portion distribution) in school and university cafeterias and canteens, hospitals, prisons, nursing homes, local authorities and social services of the public administration.

### Pedagogical Resources

The Directorate General for Health launched a manual - [Vegetarian Diet for School-aged Children](#) - dedicated to a vegetarian diet for school-age children, under the National Programme for the Promotion of Healthy Eating.

The Manual promotes the basic care that people must have when adopting a vegetarian diet, especially by families that have school-aged children, and also promotes its risks and advantages.

The document was prepared by a multidisciplinary team, including paediatricians and nutritionist with experience in the field.



## Sexual Health

### Take Care of Yourself (CUIDA-TE)

[Take Care of Yourself](#) is a programme of the IPDJ, I.P., with the involvement of several partner entities in the field of education and health, public and private.

This programme aims to promote youth health and healthy lifestyles and is targeted at young people between the age of 12 and 25, teachers, parents, leaders of associations, health professionals and others that develop activities in this field aimed at young people.

Among its specific objectives, the following stand out: encouragement of regular physical activity; healthy diet; adoption healthy and responsible lifestyles; prevention of harmful consumptions; and sexual and reproductive health promotion.

The program is structured in 5 intervention measures:

1. **Mobile units:** with a technical team specialized in youth health that are on the move to attend and advise young people, as well as carrying out awareness-raising initiatives.
2. **Training:** promotion of face-to-face and e-learning training initiatives, tailored for each of the audiences that the programme is targeting, properly adapted and suited;
3. **Debate Theatre:** about themes of young people's interest related to youth health promotion;
4. **Youth Health Offices** - Free appointments;
5. **Support for Projects:** financial support for projects targeted at youth health promotion.

### Prevention of risk behaviours and substance abuse

#### I and the Others Programme (Programa Eu e os Outros)

The [I and the Others](#) Programme is a programme for the prevention of the consumption of psychoactive substances. It was created in 2006 by a technical team of the Drugs and Addiction Institute and counts on the collaboration of a wide range of partners from different fields and sectors.

This programme is coordinated by [SICAD](#) with the regional support/partnership of the Regional Health Administrations.

The programme provides for the exploration of 9 interactive narrations, with 9 characters that portray stereotypes of youth cultures and social roles. A work of exploration of the participants's identification - all with different characters - is developed.

It is targeted at young people between the age of 10 and 18, and comes with a support manual - and a guiding document for the implementation of the programme ([Guidelines of I and the Others Programme](#)). The exploration of the narratives may involve research of information, exploration of the responses available on the network in the approached theme areas and experimentation of group dynamics.

The programme was recognised internationally as a good practice, having been developed based on the standards defended by the scientific community to ensure an effective intervention. It is comprised of evaluation procedures of the process and results, and supports its intervention in training processes and supervision of the professionals that implement the programme in their different fields.

### Health education and healthy lifestyles education in schools

#### Health education

Health Education is integrated in the [Education for Citizenship](#) curricular unit, a non-compulsory autonomous class of the 1st, 2nd and 3rd cycles of basic education (ISCED 0, ISCED 1 and ISCED 2) and of the secondary education.

The schools have autonomy regarding how they implement health education in accordance with their educational projects, and can be achieved through several activities and may involve partnerships with other entities or with families.

The objective of Health Education is to inform and train children and young people about health and physical, social and mental well-being and promote their ability of intervening.

The Directorate General for Education is responsible for defining the support guidelines and instruments of schools in the field of education and health, in particular through the monitoring of the World Health Organisation and the Council of Europe directives in the field of education and health.

**It comprises the following Theme Areas:**

- [Mental Health and Prevention of Violence](#)
- [Nutrition Education and Physical Activity](#)
- [Addictive Behaviours and Dependencies](#)
- [Affections and Sex Education](#)

**Benchmark for health education**

Under the Education for Citizenship class and the Health Education theme area, the Ministry of Education recently promoted the development of a [Benchmark for Health Education](#).

This benchmark is the result of a partnership between the Directorate General for Education and the Directorate General for Health and SIDAC.

It is a document that intends to be a flexible educational tool, the use is voluntary, which can be used and adapted according to the options and realities of each educational context, in the different cycles of education and scopes of actions.

In addition to schools, the benchmark can still be useful to other entities and educational agents, with a formal or non-formal nature, that intend to develop healthy lifestyles promotion projects with children and young people, as well as parents, guardians and carers. The involvement of families and young people is crucial at all stages of the work organisation.

**Oral Health and Diet**

Under the National Programme for the Promotion of Healthy Eating, the intention is to alert and raise the awareness of the impact of a diet in oral health.

**Within this context, the National Oral Health Promotion Programme must be pointed out** (<https://www.dgs.pt/paginas-de-sistema/saude-de-a-a-z/programa-nacional-d...>).

Among other initiatives, the following stand out:

- [SOBE Project - Oral Health in School Libraries](#)
- [Manual - Oral Health and Diet](#)
- Billboard - Oral Health and Diet

**Sex Education in Schools**

Sex education in schools is [compulsory](#) and is targeted at all students that are attending national public basic and secondary educational establishments and private and cooperative educational establishments with contracts of association.

The workload assigned to sex education must not be less than twelve hours for the 3rd cycle of basic and secondary education, evenly distributed throughout the several terms of the school year.

The purposes of sex education in schools are:

1. Contributing to the improvement of affective-sex relationships between young people;
2. Contributing to the reduction of possible negative incidents resulting from sexual behaviours, such as early pregnancy and sexually transmitted diseases (STD);
3. Contributing to the conscious decision-making in the field of health education - sex education.

The information about sexuality is inserted in the [Health Education](#) theme area, under the Education for Citizenship curricular unit.

### Peer-to-peer education approaches

#### Take Care of Yourself Programme (Programa Cuida-te)

Within the scope of the Take Care of Yourself Programme, whose goal is promoting youth health promotion and healthy lifestyles, a set of action measures are provided for, including the Debate Theatre.

This measure promotes initiatives of Theatre Debate about themes of interest for Young People related to the promotion of their health, which stimulate the reflexion and debate about problems that they wish to discuss.

The available Debate Theatre plays are:

Theme: Youth Sexuality - [Not too simple, not too complicated \(Nem muito simples, nem demasiado complicado\)](#)

Theme: Dependencies - ["IN Dependencies \(IN Dependências\)](#)

Theme: Bullying - [Monkeys and Pigeons](#) (Macacos e Pombos)

Theme: Nutrition and physical exercise - ["the body pays the price" \(O corpo é que paga\)](#)

Theme: Tobacco - ["Only once in a while" \(Só de vez em quando\)](#)

#### Dream Teens Project

The [Dream Teens](#) Project fits in a wider project - [Social Adventure](#) (Aventura Social). The project is a result of a partnership between the [Calouste Gulbenkian Foundation](#) and the Health Psychology Society, with the goal of creating a network of young counselors (between the age of 11 and 18) and making a national team.

The objective is to actively involve young people and promote their social and civic participation in topics such as health, through a process of active citizenship.

Various partners are involved, including the Choices Programme, IPDJ, I.P., and PNED (National Ethics in Sports Plan).

Calouste Gulbenkian Foundation funds this project.

#### Intervention within the scope of Academic celebrations

Considering that within the university context the age group of young adults has shown to be notably delicate regarding a set of risk behaviours in their lifestyles, a wide range of institutions connected to health (Integrated Response Centres of Intervention Departments for Addictive Behaviours and Dependencies of ARS) have developed proximity interventions in Academic celebrations. These interventions are developed by young volunteers trained for this purpose and are coordinated by health technicians. These interventions take different forms from region to region and from city to city according to the partnerships established. Therefore, there are places where higher education institutions take on the role of coordinator and health is reduced to a formative or advisory role.

## Collaboration and partnerships

### National Strategy for the Promotion of Physical Activity, Health and Well-being | 2016-2025

The promotion of the collaboration and creation of partnerships between schools, youth technicians and others that work directly with young people, health professionals and others is established in a set of measures and guidelines defined in the National Strategy for the Promotion of Physical Activity, Health and Well-being | 2016-2025.

Within its different scopes of action, the National Strategy for the Promotion of Physical Activity, Health and Well-being | 2016-2025 encourages the intersectoral work as a means of success to promote and implement measures in the field of health, especially among young people.

For more detailed information on the guidelines for the establishment partnerships, refer to sub-chapter **7.3 - Sport, youth fitness and physical activity - Collaboration and partnerships**.

### Portuguese Network of Healthy Municipalities

The [Portuguese Network of Healthy Municipalities](#) is an association of municipalities established in 1997, whose mission is to support the dissemination, implementation and development of the Healthy Cities project in municipalities that wish to make health promotion a priority of the political decision-makers' agenda.

It intends to promote and intensify the cooperation and communication between the municipalities that are part of the Network and the other national networks participating in the Healthy Cities project of the World Health Organisation, creating local projects that promote healthy life habits and the population's health, with some projects aimed at young people in the field of sport and school health.

This project is comprised of a number of entities, including the [World Health Organisation](#), the [Directorate General for Health](#), the [National School of Public Health](#) and the [Institute of Geography and Spatial Planning](#).

The funding is defined according to the scope of action and the structure of each project.

### Raising awareness on healthy lifestyles and on factors affecting the health and well-being of young people

#### National Programme of Health and Integrated Care Literacy

The [Young Person Mobile App](#) (Jovem Móvel) was developed under the [National Programme of Health and Integrated Care Literacy](#) in the period of 2016-2017. The project provides for the launch of a mobile app that intends to promote an active life and prevent situations of dependency in the young population. The contents to be included in the app are identified, selected and disseminated according to the guidelines and initiatives of health education and literacy for young people.

#### Online Sexuality (Sexualidade em Linha)

The [Online Sexuality](#) is a helpline for information, enlightenment, guidance and advice in the field of Sexual and Reproductive Health.

This helpline was created in 1998 as a result of a protocol established between the IPDGE, I.P. and the [Association for Family Planning](#).

It is an anonymous and confidential service, carried out by a technical team comprised of psychologists, with specific training in the field of Sexual and Reproductive Health, which aims to listen, inform and clarify questions about sexual health.

## Teacher Online

While framed in the Sexuality Online Helpline, the Teacher Online is a technical answering/counselling service targeted at teachers that wish to acquire information about the development of projects in the field of sexuality.

## Take Care of Yourself Programme (Programa Cuida-te)

Within the scope of the Take Care of Yourself Programme, a set of information and training initiatives for young people is also developed in the field of health and its various branches, in particular through free appointments in Youth Health Offices and Mobile Units.

## Ponto já Information Centres

The [Ponto JÁ Information Centres](#) are public spaces that provide information and services of interest to youth. They work on a multichannel logic based on the offer of valencies such as the [Youth Portal](#) and Youth Helpline.

They are operational in the facilities of the Decentralised Services and at the Headquarters of the Portuguese Institute of Sport and Youth, for a total of 19 Ponto JÁ Stores.

Young people can acquire information about various themes, as well as request for advice on youth sexuality.

## Other initiatives

### School - a space for the promotion of Health and Well-being

The Directorate General for Education promotes a set of Regional Days on Health Education.

The initiative intends to promote the awareness of the Benchmark of Health Education and promote the exchange of practices between the different actors of the school community and involvement/collaboration with local health services, local authorities and other partners.

It is targeted at teachers that coordinate health education, school principals, other teachers, school psychologists and professionals of the local health services.

## National Defence Day

The [National Defence Day](#) is targeted at all young people that become 18 years old. This day is provided for in the Military Service Law and is promoted by the Directorate General for National Defence Resources.

During the initiative, a set of activities were developed aimed at raising young people's awareness to the importance of National Defence and to the role and mission of the Portuguese Armed Forces.

Among these activities, the awareness-raising module of the problems linked to addictive behaviours and dependencies stands out, which is the result of a partnership between SICAD, Regional Health Administrations and Regional Directorates for Health of the Autonomous Regions.

In these sessions, priority is given to the increase of risk perception, the integration of gender differences, the legal framework and the promotion of the network of health answers to CAD.

Also, it must be highlighted that within the scope of this intervention, a survey about consumption patterns and gambling is carried out on young people of this age group. This data provides a close view of reality given the sample size collected.

## Public campaigns

Within the framework of the different **Priority Intervention Programmes**, the Directorate General for Health periodically launched and promotes promotion initiatives and campaigns focused on healthy life habits and prevention of risk behaviours.

The funding and guidelines of every campaign is framed in the goals and objectives defined in each of the Priority Programmes, existing some campaigns directly and/or partially targeted at young people.

Among the most recently launched campaigns, the following stand out:

### National Programme for the Prevention and Control of Smoking

**Don't Burn Your Future (Não Queimes o Teu Futuro) Campaign**, with different posters targeted at [boys](#) and [girls](#) with information about the risks associated to the consumption of tobacco and the procedures to be followed if they wish to quit smoking - "join most young people who decide to quit smoking (junta-te à maioria dos jovens que decide deixar de fumar)".

**I Smoke, You Smoke (Eu Fumo Tu Fumas) Campaign**, targeted at preventing children/young people's exposure to environmental tobacco smoke, with information about the risks associated to this exposure.

### National Reproductive Health Programme

The National Reproductive Health Programme, within the framework of the campaigns that have been developed, a set of documents/brochures with diversified information about: Contraception; Pregnancy, Voluntary Termination of Pregnancy, Sexually Transmitted Diseases; etc.

## 7.5 Mental health

### National strategy(ies)

Under the National Health Plan, [Priority Health Programmes](#) were developed, among which the National Mental Health Plan 2007-2016 (PNSM).

PNSM was approved in 24th January 2008 and revised in 2012, in which the National Coordination for Mental Health was established, under the High Commissariat of Health, which is responsible for coordinating its implementation.

The goal of PNSM is to ensure access to the entire Portuguese population **to qualified services to promote the population's mental health**, provide quality care and facilitate the reintegration and recovery of people with mental illness.

There is no Plan directly aimed at young people, but the PNSM provides a group of goals and initiatives for this age group.

However, there is a document with [Recommendations for the clinical practice of child and youth mental health in the primary healthcare](#). This document was developed in 2009 by the National Coordination for Mental Health.

Under the **Action Plan for Mental Health 2013-2020 of the World Health Organisation**, and the goals defined under the Health in 2020, PNSM intends to support the creation of 1500 spots for adults and 500 for children/teenagers in Continuing Mental Health Care.

In the context of childhood and adolescence, PNSM intends to promote the training of 5 health regions in order to qualify professionals of the primary healthcare in the evaluation of the development and emotional risk in childhood/adolescence. This measure was developed in coordination with the **National Child and Youth Health Plan from the DGS**.



PNSM still underlines the need of developing services, programmes and projects that promote early intervention and that are properly articulated with the national health policy, especially in schools.

In this sense, it is also essential to promote the articulation between mental health services and social security services, including Commissions for the Protection of Children and Young People at risk (CPCJ).

Also, it should be stressed that under the National Mental Health Programme, the [National Suicide Prevention Plan 2013/2017](#) was developed, which defines the need to develop preventive strategies at the level of specific populations, particularly Teenagers - especially those who are identified as showing risk factors of suicidal tendencies and self-harm behaviours - and at the individual, demographic, age, gender and sexual orientation level.

## Improving the mental health of young people

### Mental Health in School Health

According to the [National School Health Programme \(PNSE\)](#), the mental health is one of most important aspects in the training of children and young people in health education and promotion, being a priority area of intervention in school.

### Health education

Under the extracurricular unit [Education for Citizenship](#), the theme [Health Education](#) provides for the promotion of [Mental Health and Prevention of Violence](#).

Mental health and prevention of violence are considered priority areas as they are cross-cutting to all other priority areas of health education.

Framed in the guidelines of the **National Mental Health Plan (2007-2016)**, the educational establishments must be concerned about the implementation of validated prevention programmes, targeted at more vulnerable areas and groups, with the objective of supporting awareness-raising actions and promoting mental health and consequent promotion of continuous intervention and based on knowledge, in partnership with competent institutions in the topic.

### [Manual for the Promotion of Socio-emotional skills in School](#)

Under the intervention model proposed for School Health and Mental Health, The Directorate-General of Health created a manual for education professionals and school health teams involved in projects to promote socio-emotional skills aimed at children of preschool education and students of basic and secondary education.

It is a **pedagogical resource** that offers guidance to the promotion of fields of health and well-being as a whole, as well as the development of interpersonal relationships, with the goal of qualifying education professionals for the implementation of projects that promote Mental Health in School. The approach of this resource is based on the typology of the SEL Learning programmes (Social and Emotional Learning) and provides for the involvement of professional school health teams, guardians, school bodies and other partners.

### Happy Mind

[Happy Mind - Education and Awareness-Raising for Mental Health](#) is an online platform developed by a team of mental healthcare professionals and researchers. It is a part of a wider project - "Education and Awareness-Raising for Mental Health: a programme of school-based intervention for Teenagers and Young People", implemented in schools in the Regional Directorate of Education of the Central region, and developed by the Health Sciences Research Unit. Nursing of the Higher Education Nursing School of Coimbra.

The project intends to promote health and the **prevention of mental disorders and behaviour in teenagers and young people**, by improving mental health literacy. The

project offers a set of tools and information targeted at young people, professionals in the field of education and parents, in order to qualify them to notice and understand the first signs and symptoms of mental disorders, as well as the types of help and treatments that are available.

It provides information on the following areas of mental health:

- **Depression**
- **Schizophrenia**
- **Alcohol abuse**
- **Stress and anxiety**
- **Eating disorders**

It presents a group of ANIPI actions - a first help in mental health, whose goal is not to make a diagnosis, but raising awareness for the importance of self-help, reinforcing the need and resort to a specialized professional. ANIPI establishes 5 aid strategies:

- Approaching the person, observe and help (in a crisis);
- Do not judge and listen carefully;
- Inform and support;
- Seek specialized professional help by encouraging the person to get it;
- Encourage the use of other support.

### **The Nucleus of Suicide Studies (NES)**

NES is a non-profit scientific association with the status of a public utility entity, and was founded in the Psychiatric Service of the Santa Maria Hospital (H.S.M) of the National Health Service.

It is dedicated to the study of suicide and suicidal behaviour in adolescence, through a triple approach - individual, family and social - having in mind the dissemination, training and prevention of adolescent suicide.

NES consists of a **multi-disciplinary** team comprised of multiple agents in the field of health, education and social intervention: psychiatrists; child psychiatrist; clinical psychologists; paediatricians; family physicians; sociologists; social service technicians and teachers.

It provides adequate therapy and develops a diversified set of activities, including:

#### **Clinical Activity**

- Daily triage - fast and urgent care;
- Therapeutic intervention to young people at risk of suicide or strong suicidal ideation – individual or family.

#### **Training Activity**

- Continuous training to various technicians and social agents - Teachers and education agents, health professionals, sociologists;
- Training in secondary schools - in 4 levels (suicidal crisis intervention; information seminars about adolescence; meeting of conflict management; actions of postgraduate training for school technicians).

#### **Scientific Activity**

- Youth suicide attempt;
- Risk behaviour in teenagers;
- Social representations of teen suicide;

#### **Dissemination Activity**

- Events and dissemination in the field of youth suicide.

## Mental health services for children and teenagers

Regarding public services targeted at young people, there is a specialized help offer in the primary healthcare, in particular through Psychology appointments integrated in the URAP of the ACES of the National Health Service, even though this feature is not always directly targeted at young people (except, for example, the "Show Up (Aparece)" appointment currently headquartered at the Health Centre of Sete Rios and other one-off projects resulting from the partnership between the SNS and, for example, local authorities, such as Oeiras and Cascais).

Under the **National Mental Health Plan** and the objective of development and improvement of services, Psychiatric and Mental Health in childhood and adolescence services were reorganised in order to enable the provision of care at three levels:

- **Primary Healthcare:** ensured by Groups or Nuclei of Support to Children's Mental Health, comprised of professionals of the health centres and family health units, with a consulting Psychiatrist of Childhood and Adolescence from the local specialized service. These structures must carry out the triage, evaluation and consequent articulation with other structures of the community, including social services, schools, Commissions for Protection of Children and Young People at Risk, Early Intervention Teams, foster care institutions for children at risk, Drug Treatment Centres (CAT), local psychosocial intervention projects;
- **Local specialized services:** local healthcare, provided by the specialized services/units of Psychiatry and Mental Health in Childhood and Adolescence integrated in general hospitals;
- **Regional specialized services:** through the departments of Psychiatry and Mental Health in Childhood and Adolescence at the regional level, , located in Lisbon, Oporto and Coimbra, endowed with a diversity of valences: Emergency Service, inpatient services unit; intervention centres in specific areas for more complex pathologies; Research field, in connection with Universities;

There are technically more differentiated departments of **Mental Health in Childhood and Adolescence**, present in 3 Paediatric Hospitals, in Lisbon, Oporto and Coimbra, that succeed the old Mental Health Centres for Children and Youth.

In 2016, the capacity of the paediatric hospital in Oporto and Coimbra was increased and a new unit was opened in Psychiatric Hospital of Lisbon, sharing the service with the department of child psychiatry of the D. Estefânica Hospital.

### Video about mental health in young people

The video "[young people and mental health](#)" is a resource to be used in training contexts or reflection/action that describes the passage from childhood to adolescence, highlighting the importance of mental health, the conflicting character of self-growth and appealing young people to ask for help to a family member or a professional, in case of demand or need. The video is aimed at children and teenagers, being a tool to promote debate and to be used by teachers in a school environment.

The Portuguese Institute for Sport and Youth, the National Youth Council, the PNSM of the Directorate-General of Health and the National Association of Nutrition Students are responsible for the video, which was produced within the context of the International Youth Day of 2014 and highlighted the "Young People and Mental Health" theme.

### WhySchool - Why Youth Mental Health Care School-Based with Primary Care Liaison

The [WhySchool](#) project was implemented between April 2015 and 2016 and aimed to promote access to young people to mental health services through the empowerment of professionals that work with young people.

This project intends to develop a multi-stage care strategy, from school to hospitals, involving teachers and other actors in the education system to primary health care

professionals. In addition to specialized training, it intends to provide a set of information and support materials, namely through an e-learning platform.

At the same time, it aims to provide individual and direct support to young people at risk.

The main objectives are to reduce the incidence of suicide. In the primary healthcare, models of intervention and identification of chronic depression are included.

The project provides for a monitoring and evaluation of its impact through the regular analysis of a set of indicators.

The programme, which is funded by the European Economic Area (EEA) Agreement, Iceland, Liechtenstein and Norway, involves a group of differentiated entities, since the [Institute of Public Health of the University of Oporto \(ISPUP\)](#) and the [University of Oslo](#), training centres, Portuguese municipalities and universities.

## **7.6 Mechanisms of early detection and signposting of young people facing health risks**

### **Policy framework**

Portugal has a set of documents in different fields and under the jurisdiction of a diverse group of institutional actors that promote anticipatory healthcare for young people facing health risks:

#### **National Programme for Children and Youth Health (PNSIJ)**

The [PNSIJ](#) came into force in 2013 and arose after the positive impact of the model Programme of Action in Child and Youth Health, which was in force from 1992 to 2005. This, through a programme of health monitoring, promoted a more equal access to health services and quality care that allowed, among others, a substantial reduction of the youth mortality rate.

The PNSIJ has introduced some changes, including:

- change in the chronology of appointments regarding key ages of surveillance;
- adoption of the growth curves of the World Health Organisation (WHO);
- a new approach to child development, considering the part of emotional and behaviour disorders, and ill-treatment.

The new PNSIJ values the importance of **anticipatory care** as a factor of health promotion and disease prevention. Thus, the primary health care is fundamental to the initial detection of symptoms and in the secondary or targeted prevention, which operates to identify young people at a higher health risk.

At the level of mental health, an investment was made in the prevention of emotional and behaviour disorders.

Under the PNSIJ, there is a set of services that are offered to young people, including:

- Children and Youth Health Appointments. It is a monitoring appointment, promoting health and prevention of diseases for children and young people under the age of 18, according to the National Health Plan.

- Support Centres for Children and Youth at Risk. A network of support Centres of primary health and hospital care available in health centres and hospitals.

*Cross-reference with Chapter 4 - Social Inclusion - 4.6 Access to Quality Services (3. Healthcare)*

#### **National Mental Health Programme**

Under the National Mental Health Programme, the [National Plan for Suicide Prevention 2013-2017](#) also provides for a group of preventive Strategies for specific populations, in particular teenagers.

This plan promotes the development of a set of initiatives for the prevention and early detection of signs of self-harm behaviour in teenagers, such as:

- intervention in the school space;
- school programmes to raise awareness of suicide, with training of teachers and educational agents to identify the warning signs, risk groups and referral; as well as the peers.

### Stakeholders

PNSIJ identifies the shortcomings and imbalances in the professional distribution in **Primary Healthcare** (CSP). They act on human resources diversity suggesting, among other measures, home visitation as a way to monitor and promote health in cases of children/young people and families identified as at risk.

It also establishes the importance of team work through the involvement of a diverse group of actors that are part of the child/young person's life, particularly at the level of services that give support to the child and teenager: school or day care, sports or associative communities, social security services, local authorities, etc.

In addition, it also aims to give health professionals the role of training parents and caregivers with knowledge that promote early identification in the health area, in the role of first carers.

The early and anticipatory intervention of young people at health risk is thus ensured by the concerted action of a wide range of actors that develop synergies amongst themselves in order to ensure and optimize an adequate monitoring of the health of children and young people

### Guidance to stakeholders

The Directorate-General of Health offers a set of tools and documents that promote an early and anticipatory intervention to be more effective and capable.

### Abuse of Children and Young People

DGS and the Division of Communication and Promotion of Health in the Cycle of Life elaborated a practical guide to approach, diagnose and prevent - [Abuse in Children and Young People - Practical Guide to approach, diagnose and intervene](#) - targeted at professionals of different levels of care of children and young people at risk. The guide aims to raise the awareness and motivate health professionals about their role in the prevention and intervention of abuse, clarify and standardize the most important basics about abuse, and facilitate the processes of identification and intervention.

Within the same context, the **National Commission for the Promotion of Children and Young People's Rights** and Protection (CNPDPJC) developed Guidelines for approaching abuse situations or other dangerous situations, targeted at professionals in the field of education, social work, security forces and health.

*Cross-reference with Chapter 4 - Social Inclusion - 4.6 Access to Quality Services (3. Healthcare)*

The [Reproductive Health](#) portal also offers information material targeted at health professionals on female genital mutilation, family planning/contraception and domestic and sexual abuse.

### Target groups

The [PNSIJ](#) prioritizes the detection and support for children with special needs, at risk or especially vulnerable, and the reduction of inequalities in the access to health services.

In the case of detecting a situation of abuse or special health needs, the PNSIJ is supposed to promote strategies of flagging, referral and intervention in articulation with the "[Health Action for Children and Young People at Risk](#)" (ASCJR). The goal is to create

a structured response from the National Health Service to the phenomenon of Abuse, through the development of a "National Network of Support Centres for Children and Young People at Risk", both at the level of Primary Health Care and at the level of Hospital with Paediatric care.

At the national level, the ASCJR is coordinated by the Directorate-General of Health, through a monitoring commission, and, regionally, by the regional health administrations.

Abuse in Children and Young People is framed in a **typology** that provides for a multiplicity of situations that represent the practice of abuse. These can present different clinical forms, but any of them puts the child/young person at a greater health risk, physically, emotionally or psychologically: - **Negligence** (includes abandonment and begging); **Physical Abuse**; **Psychological/Emotional Abuse**; **Sexual Abuse**; **Munchausen syndrome by Proxy**.

The intervention strategy in cases of abuse must also create synergies with the [National School Health Programme](#) and the [National Early Intervention in Childhood System](#), among others.

In the case of children/young people with a disability or at a severe risk of development delay, families can benefit from an early intervention programme, through the [National Early Intervention in Childhood System \(SNIPI\)](#).

## Funding

The set of strategies, recommendations and proposals referred both in the National Health Plan and Priority Health Programmes are funded by the Directorate-General of Health, through the Ministry of Health and framed in the National Health Service.

## 7.7 Making health facilities more youth friendly

The promotion of young people's access to health services is comprised of overcoming a set of barriers that make the access more accessible and less embarrassing.

The **conditions of health services** are not the only thing at stake, but also the **quality of the relationship and communication between the professional and the young person**, as promoters and facilitators of the access to services. It is also important that the expectations and needs of young people are considered.

In this sense, a set of initiatives has been developed, which are promoted by a diversified group of entities.

The **World Health Organisation** (2012) defines that *youth friendly* health services must meet a set of criteria, including being **accessible** and at locations and hours of **easy access** to teenagers; meeting the expectations and needs of young people in order to motivate their demand; promoting access **equity and equality**.

Following these guidelines, the **Portuguese Society of Paediatrics** (SPP, sd) also provides a set of requirements that are necessary for youth care, stressing the importance of promoting integrated, accessible and adequate responses to the needs and expectations of young people, free of charge and confidential.

In the framework of these guidelines, **PNSIJ** underlines the importance of providing **free and confidential services** that respect and promote the young **person's autonomy**. Thus, the young people must be involved in the decision-making process when resorting to this care.

The **PNSIJ** still proposes strategies for adolescent care, according to his/her age and development stage by providing a set of guidelines for the conduct of the interview (PNSIJ 2013,110).



## "Friendly" measures for young people in Portugal

In 2010, [the required age for the paediatric services was extended](#) up to 17 years and 364 days, in the emergency service, external appointment, day hospital and inpatient. Before, the paediatric services were only available for young people under the age of 14 years and 365 days. Therefore, young people no longer are attended by the adult services until they are 18 years old, leading to a rehabilitation of spaces and an adaptation of health professionals to the needs and characteristics of this older age group.

### Other measures- Appointments for young people

There are several diversified appointments or Youth Spaces that provide support and information in the field of contraception, family planning or sexuality.

They are services that are based on the principles of being free of charge, anonymous and confidential as a way of making the services more attractive to young people.

### Portuguese Institute for Sport and Youth (IPDJ, I.P.)

IPDJ, I.P., through the Take Care of Yourself (Cuida-te) Programme, offers service spaces called ["Offices of Youth Health and Youth Sexuality"](#) where qualified technicians provide support in various valences in the field of health (Nutrition/Physical exercise; Harmful consumption; Sexual and reproductive health). These spaces are targeted at young people between the age of 12 and 30 years.

The Youth Health Offices are created in accordance with the protocols celebrated with the partner entities in the field of health, which must deliver an activity and financial implementation report to the IPDJ, I.P.

The IPDJ, I.P. still has information and services of interest for youth in ["Ponto JA"](#) Information Centres, providing, among other things, information about health. They work on a multichannel logic based on the offer of valences such as the Youth Portal and Youth Helpline.

### Family Planning appointments in health centres

Under the care in **Sexual and Reproductive Health**, the Family Planning appointments offer a set of information and resources that promote family planning and prevention of sexually transmitted diseases.

It provides healthcare, counselling, information and sexual education, as well as the access to contraceptive methods and free screenings.

Some non-governmental associations, parish councils and/or city councils also offer free and confidential services, locally.

The [National Reproductive Health Programme](#) also offers a Youth Space with information about sexual and reproductive health.

## 7.8 Current debates and reforms

The **Great Options of the Plan** provide for the continuity of a number of measures and programmes currently in development in the field of health and well-being.

In **the field of Sports**, it is expected the strengthening of actions that promote sports as a way of personal accomplishment and a healthy lifestyle.

The government intends to develop a new agenda for national sports and increase its practice, through the generalisation of the sporting activity that aligns the motor development with physical aptitude.

It intends to invest in a proximity offer that facilitates the access of the general population, especially young people, to the practice of sports and physical activity. For

such, a proximity strategy is planned that will promote a more efficient use of the existing infrastructures and equipment.

At the same time, actions that promote an active partnership with local authorities are provided for, based on a intersectoral and inter-ministerial perspective that involves education, health, environment, tourism and the development and planning of the territory.

It also expected an articulation of the sport policy with the School, reinforcing physical education and sporting activity in schools and higher education establishments, integrated in the school and academic path. The Government also intends to encourage the resurgence of sports competitions in schools.

In the **field of health**, the management of public services is equally planned in the sense of proximity, decentralisation and subsidiarity.

The proximity measures encompass initiatives targeted at children and young people and their families, as a way to combat poverty and social exclusion in the field of education and health, particularly through the improvement and widening of the school feeding.

Within the context of the newly created Literacy Programme for Health and Integrated Care, preventive measures against diseases that especially strike young people, such as diabetes, obesity, and promotion initiatives for mental health are planned.

## **8. Creativity and Culture**

The implementation of major policies to promote creative and cultural activities, especially among young people, requires an **inter-ministerial and intersectoral cooperation strategy**, highlighting the transversality of culture in different areas and scopes of political, social and economic action.

The main initiatives for the promotion of artistic and cultural practices among young people have been developed as a result of partnerships established between the various operating bodies under the Ministry of Culture and the Ministry of Education.

Thus, the training of educational agents and the development of cultural habits in young people becomes particularly important. In this sense, **the National Strategy for Education and Culture** and the **Aesthetic and Artistic Education Programme** stand out, as well as the **National Reading Plan** and the **National Cinema Plan** in the development of an intervention plan that aims to nationally implement an integrated strategy in the field of the different forms of art in the school setting (see section [8.3](#))

### **8.1 General context**

#### **Main trends in young people's creativity and cultural participation**

The National Institute of Statistics, I.P., annually discloses the statistical information on the supply and demand of goods and services associated with the cultural and creative sector. It should also be noted the creation of the Culture Satellite Account, in the framework of the protocol between the National Institute of Statistics and the Office for Cultural Strategy, Planning and Evaluation, for the 3 year period 2010-2012

The data is the result of statistical information from administrative sources of public entities linked to the cultural and creative sector, such as the Directorate General for Cultural Heritage (DGPC) and Museums, Palaces and Monuments which are under its tutelage; Institute of Cinema and Audio-visual (ICA); General Inspection of Cultural Activities (IGAC); Directorate General for Education and Science Statistics (DGEEC); National Communication Authority (ANACOM).

The most recent data refers to the year of 2015, except for the data concerning companies in the cultural and creative fields, which refers to the year of 2014.

Regarding the **employed population**, according to the data from the Employment Survey 2015, the **cultural and creative sector** employed 85,2 thousand people, mostly women (50,4%), with higher education (38,3%) and individuals between the age of 25 and 44 (61,7%), of which 7,7% are young people between the age of 15 and 24, and 24,6% between 25 and 34.

In 2014, according to the Companies Integrated Accounting System of the group of **companies in the cultural and creative sector**, 26,9% belonged to Activities of performing arts, followed by Activities of architecture (15,2%).

Regarding cultural practices, the data does not reveal consumption patterns and participation in cultural activities by age group in Portugal, but it enables us to have a perspective of their main tendencies.

Regarding **Museums**, the data from the Museum Survey 2015, which took into account data from a group of 388 museums, reveals an 13.9% increase of visitors in comparison to the previous year. Of the group of visitors, 12,5% were part of school groups. The Museums of History (25,6%) and the Museums of Art (23,8%) were those that reported a greater number of visitors.

In **cinema**, according to the data from the Institute of Cinema and Audio-visual (ICA), in 2015, there was an increase of 17,1% in viewers and an increase in ticket revenues, too.

Regarding **live shows**, according to annual Live shows, Performing arts Survey, more sessions (41% of the total) were held in a theatre, but the largest number of viewers and ticket revenue was noted in rock/pop music concerts. In recent years, the number of live music performances has been more diversified, with an increasing number of music festival that take place especially in the Summer.

Despite the data that is collected annually by the National Institute of Statistics does not allow for an analysis by age group, the Office for Cultural Strategy and Evaluation (GEPAC) recently published a document - **European Cultural Statistics** (GEPAC 2016) with data regarding Portugal, which allows us to assess some cultural practices among young people, even though the most recent data is from 2011.

The **Culture Statistics** (Eurostat, 2016) presents a set of indicators on the cultural and creative field, which were obtained from a Survey about Adult Education, conducted in 2007 and 2011.

With the objective of assessing the cultural participation of the European population, between the age of 25 and 64 years, the data revealed that in Portugal there is a strong correlation between **cultural practices and the population's level of education**. The population with a higher level of education is the one that participates the most in cultural activities. On the other hand, young people tend to participate more and express more interest in cultural activities, a trend that decreases as the age increases.

Concerning **reading habits**, the study revealed that the majority of the Portuguese population had not read any book in 12 months prior to the survey (2011), and those who read are mainly young people, between the age of 25-34 and women. Regarding the reading of newspapers, 54% of the population reads newspapers daily, and the readers are mostly young people and men.

In 2011, 37% of Portuguese people **had gone to the cinema** at least once, and it was also observed that the participation is higher in the age group between 25-34, and tends to decrease with the increase of the age group.

Attending **live performances** - theatre, concert, opera, or ballet or dance show - is the cultural activity that is the most interesting among the Portuguese people (56%) and, in particular, among the younger audience. with 68% of young people, between the age of 25-34, reporting that they watched at least 1 show in the last 12 months.

Although the Portuguese public that **visits monuments and cultural spots** - historical monument, museum, art gallery or archaeological sites - is focused on the age group

between 25 and 34 years, the difference is less significant in other cultural activities (cinema and live shows). This activity is the one that attracts the young public the least.

### Main concepts

According to the Basic Law of Cultural Heritage, Law no. 107/2001, of 8<sup>th</sup> September:

**Cultural goods** are movable and immovable properties, in accordance with the provisions outlined in no. 1, 3 and 5 of Article 2nd, that represent material evidence with a value of civilization or culture.

The cultural goods that are considered **movable cultural properties** integrated in the cultural heritage must meet one of the following conditions: need to be in accordance with the provision outlined in no. 1 of the Article 14th; created by a Portuguese Author or credited to one; created or produced in national territory; originate from the dismantlement of immovable properties located in Portugal; ordered or distributed by national entities, or that Portugal has owned them; represent or witness nationally relevant experiences or facts, where there are natural elements of the Portuguese cultural reality attached; that are in Portuguese territory for more than 50 years or that, by a different reason from the ones stated above, presents a special interest for the study and understanding of the Portuguese civilization and culture.

**Cine-theatre** - a building that is prepared for theatre plays and showing films.

**Educational service:** specific actions targeted at diverse audiences (school and non-school audiences) in which a wide range of educational activities are offered within the scope of collections, exhibitions or scopes of action of the Museum or cultural body.

**Guided tour:** a visit to exhibitions or other public access spaces of the museum, accompanied by a specialized professional

## 8.2 Administration and governance

### Governance

The institutional figure of the **Ministry of Culture** didn't always exist in the Portuguese governmental organisation.

From the 1st to the 4th Provisional Government (may to august of 1975), the Ministry for Education and Culture always had a Secretary of State for Culture, which changed its name alternately between "Secretary of State for Cultural Affairs and Scientific Research" or "for Culture and Permanent Education". In the 5th and 6th Provisional Government (Augusto 1975 to 1976), the Secretary of State for Culture was created under the Ministry of Social Communication.

From the 1st to the 12th Constitutional Government, Culture has always had a Secretary of State for Culture. It was either directly under the 1st Ministry (PCM) or integrated in the Ministry of Education and Culture or Culture and Scientific Coordination. The only exception was the 9th Constitutional Government, which only lasted for a month (June of 1983), when the Ministry of Culture was created.

From the 13th to the 18th Constitutional Government (October 1995 to June 2011), the Ministry of Culture had one or more Secretaries of State. In the 19th Constitutional Government there was only one Secretary of State for Culture, and in the 20th the Ministry of Culture, Equality and Citizenship was created with a Secretary of State for Culture.

Currently, the Ministry of Culture's mission is to *formulate, lead, execute and evaluate a global and coordinated policy in the field of culture and related areas, particularly, safeguarding and appreciation of cultural heritage, encouraging artistic creation and cultural diffusion, and qualifying the cultural fabric.*

In pursuit of its strategic lines the Ministry can count on a [Secretary of State for Culture](#) and a wide set of services of the central direct administration under its tutelage, which

develop policies to promote access to the diversity of domains of the cultural sector, aimed at different age groups:

### **Office of Cultural Strategy, Planning and Evaluation**

The **Office of Cultural Strategy, Planning and Evaluation** (GEPAC) is a service of the central direct administration of the State which takes on a fundamental role in the technical support for the design, implementation and evaluation of cultural policies within its multiple dimensions, including the growing requirements and responsibilities that this office has committed to comply with public administration services, in particular regarding the much-needed institutional coordination that allow to sustain the transversality of cultural policies.

At the same time, still within its mission, it is responsible for ensuring technical support to the strategic and operational planning. On the same note, within the scope of international relationships, and in coordination with the financial programming, it must carry out the global monitoring and evaluation of the results obtained, as well as ensuring legal and litigation support to the services and bodies dependent on or under the tutelage and supervision of the member of the State responsible for the field of culture.

GEPAC is responsible for the administrative and financial support to the Fund for the Promotion of Culture (FFC) and Fund for Safeguarding Cultural Heritage (FSPC):

[Fund for the Promotion of Culture \(FFC\)](#) - it has administrative and financial autonomy, created by Dec Lei nº 583/73, works under the member of the Government responsible for the field of Culture, that is, the Minister of Culture.

The FFC's assignments consist of providing financial support to promotion activities in the several branches of culture, subsidize initiatives of defence, conservation and appreciation of the cultural properties, subsidise the holding of congresses, conferences, meetings, missions and other initiatives focused on culture. On top of that, the FFC also participates in similar manifestations that take place abroad, fund the internal or external promotion of cultural and artistic programmes and events, fund studies and research focused on culture, grant subsidies and grants for other cultural initiatives.

[Fund for Safeguarding Cultural Heritage](#) - The FSPC, is a fund with administrative and financial autonomy, created within the framework of the Management of the State's Real Estate Programme, in compliance with the actions of conservation and rehabilitation programming, whose main condition is being classified cultural goods or submitted to classification, through the Decree-Law no. 138/2009, of 15th June. It integrates the services under the member of the Government responsible for the field of Culture, that is, the Minister of Culture.

The FSPC's assignments are funding measures of protection and promotion regarding immovable property, sets and places that are on the list of world heritage, and classified cultural goods, or submitted to classification with a national interest or public interest but at risk of destruction, loss or deterioration.

### **Directorate General for Arts**

The [Directorate General for Arts](#) is a body of the State whose mission is to coordinate and implement support policies for the arts.

The strategic lines of this body aim to promote equal access to the arts, as well as the diversification and decentralisation of its creation and production.

The DGArts is responsible for taking action on the public funding of activities and projects that ensure artistic creativity and innovation and to attract and raise awareness of differentiated audiences.

## General Inspection of Cultural Activities

The [General Inspection of Cultural Activities](#) is a central service of the direct administration of the State, endowed with administrative autonomy, which works under the supervision of the Ministry of Education, being the entity specialized in the protection of copyright and related rights, with a scope of action in different fields of the cultural activities.

In addition to the improvement, development, management and protection of copyright, it is also in charge of supervising and inspecting the venues with an artistic nature in order to ensure their technical and safety conditions, as well as the age rating of the plays and cultural content, and of the entertainment and shows with an artistic nature (films, theatre, opera and videograms, etc. .), such as the register of literary, scientific, artistic, cinematographic and audio-visual works; as well as the licensing and inspection of artistic shows.

Moreover, it is responsible for the technical, financial audit and the management of entities that are integrated or dependent on the Ministry of Culture.

## Directorate General for Cultural Heritage

The [Directorate General for Cultural Heritage's](#) (DGPC) mission is to ensure the management, protection, valorisation, conservation and renovation of properties that are part of the immovable, movable and intangible cultural heritage of the Country, as well as develop and implement the national museology policy.

Thus, it is responsible for the management of the cultural heritage in continental Portugal and for the study, research and dissemination of immovable, movable and intangible heritage; the management of architectural and archaeological built heritage in the territory and in the cities; carrying out maintenance works on the big monuments; the management of National Museums and monuments classified as World Heritage.

## Museums and Monuments of the DGCP

Museums and monuments are unique places that provide us with memorable experiences and an indispensable learning for the identity formation. For their beauty and their framework, for their collections and their cultural programme, they are spaces that pass on values, awaken memories and interact with contemporaneity.

DGPC is responsible for the direct management of 23 monuments and museums, including 5 monuments in UNESCO's world heritage list and 15 national museums, as well as the Portuguese Museums Network.

## Cinema and Audio-visual Institute

The [Cinema and Audio-visual Institute, I.P.](#) (ICA) is a public institute integrated in the indirect administration of the State, endowed with administrative and financial autonomy and its own heritage, under the Ministry of Culture, which aims to support the development of cinematographic and audio-visual activities.

## Directorate General for Books, Archives and Libraries

The [Directorate General for Books, Archives and Libraries](#) is a central service of the direct administration of State, endowed with administrative autonomy whose mission is to ensure the coordination of the national archive system and the implementation of an integrated policy for non-school books, libraries and reading.

## Regional Directorates for Culture

In the context of its strategic lines of decentralisation, promotion and stimulation of cultural activities at the local level, in a proximity logic, and at the regional level, under the direct administration of the State, there is a number of peripheral services:

- [Alentejo Regional Directorate for Culture](#)



- [Algarve Regional Directorate for Culture](#)
- [Centre Regional Directorate for Culture](#)
- [The Northern Regional Directorate for Culture](#)

## Academies

A group of Academies in different fields, which are public institutions under the Ministry of Culture, whose mission is to streamline activities and produce knowledge in their areas of intervention, and are also advisory bodies of the Government in the fields of their expertise.

- [International Academy of Portuguese Culture](#)
- [National Academy of Fine Arts](#)
- [Portuguese Academy of History](#)

## Networks

In the framework of the strategy of decentralisation of culture, the cultural stimulation at the local level is structured in set of networks streamlined by the central power responsible for the promotion and support in developing various initiatives of cultural promotion, many of which are targeted at attracting and training young people as a strategy for attracting new audiences.

The [Portuguese Museums Network \(RPM\)](#) is an organised system of museums that aims at the decentralisation, mediation, training and cooperation between museums, being an essential instrument in the implementation of the national museum policy and qualification of Portuguese museums.

The [National Network of Public Libraries](#) (RNBP) is a programme coordinated by the DGLAB which intends to provide all Portuguese municipalities with a public library. It intends to provide technical and/or financial support to municipalities in the creation and installation of public libraries in accordance with the strategic guidelines of the [Support Program for Municipal Libraries](#) which is based on the [daFLA / UNESCO Manifesto](#) about the Public Library, as well as national and international recommendations applicable to the sector.

The [Portuguese Archive Network \(RPA\)](#), coordinated by DGLAG, aims at the dissemination of archival heritage, disseminated by different archive services, making it accessible to all citizens, and promoting its access and knowledge as a repository of a collective memory.

RPA fits the national archives - [National Archives of the Tombo Tower \(Torre do Tombo\) \(ANTT\)](#) and the [Portuguese Centre of Photography \(CPF\)](#) and a group of 16 district archives.

## Foundations

The management and funding of culture also relies on public-private partnerships, mainly in the form of foundations. The foundations are private institutions where the State takes on the role of founder and funder, in partnership with other entities and bodies.

The foundations have become important cultural institutions for the dynamization, promotion and funding of the main programmes and initiatives in the field of culture.

- [Arpad Szenes-Vieira da Silva Foundation](#)
- [Modern and Contemporary Art Foundation – Berardo Collection](#)
- [House of Music \(Casa da Música\) Foundation](#)
- [Belém Cultural Centre Foundation](#)
- [Côa Parque Foundation](#)
- [Cultursintra Foundation](#)
- [Martins Sarmento Foundation](#)
- [Douro Museum Foundation](#)
- [Ricardo Espírito Santo Silva Foundation](#)

- [Serralves Foundation](#)

The Ministry of Culture still covers a wide range of public entities, endowed with administrative, financial and patrimonial autonomy, which in recent years have promoted or integrated partnerships of artistic, cultural and heritage promotion targeted at young people.

- [National Theatre D. Maria II](#);
- [National Theatre S. João](#);
- Artistic Production Body, Public Corporate Entity (OPART, E.P.E.), which integrates the [National Theatre S. Carlos](#) and [the National Ballet Company](#);
- [Portuguese Cinematheque - Cinema Museum](#).

### Cross-sectorial cooperation

All bodies under the Ministry of Culture promote the development of its mission and functions in a **cross-sectorial logic** between ministries and scopes of action, in order to ensure a greater efficiency of the implementation of public policies in the field of culture and its coverage in several fields and consequent impact on different audiences.

A wide group of public and private entities is responsible for the main initiatives and programmes targeted at the promotion of cultural activities among young people, which also focus on attracting them as an informed and active audience, through the **establishment of strategic partnerships**.

In this sense, the continuous collaborative work between the **Ministry of Culture** and the **Ministry of Education** stands out. This work is carried out through the DGE in the promotion of artistic education and training of school audiences, promoting the articulation of the majority of the activities framed in the National Programme for Aesthetic and Artistic Education, as well as the National Cinema Plan, which is implemented by the [Institute of Cinema and Audiovisual](#), I.P. (ICA), by [Portuguese Cinemateca](#) – Cinema Museum and by the [Directorate-General for Education](#) (DGE).

Regarding **national public funding**, in addition to the funds coordinated by GEPAC - Fund for Cultural Promotion and Fund for Safeguarding Cultural Heritage, as a result of the cooperation and inter-ministerial and interinstitutional coordination policies, other bodies fund or co-fund a wide range of public policies to promote creativity and culture. Including:

- [Camões Institute](#);
- Institute of Employment and Professional Training ([IEFP, I.P.](#));
- Portuguese Institute of Sport and Youth ([IPDJ, I.P.](#));
- High Commissariat for Migrations ([ACM](#));
- [Tourism of Portugal](#);
- Agency for Competitiveness and Innovation ([IAPMEI](#));
- National Agency for Scientific and Technological Culture ([Ciência Viva](#));
- [Local Administration](#);
- etc;

## 8.3 National strategy on creativity and culture for young people

### Existence of a national strategy

The Portuguese Constitution enshrines the right to culture for all citizens, in particular the right to freedom of cultural, intellectual, artistic and scientific creation and also the duty to preserve, defend and appreciate the cultural heritage (article 43, 73 and 78 of the Portuguese Constitution). This freedom comprises the right to invention, production and promotion of the scientific, literary or artistic work, including the protection of copyright.

According to the [XXI Constitutional Government](#) programme, investing in culture is *investing in a society with high qualifications where creativity grows, innovative plays and activities are born, high quality standards are established and renewed. These*

*elements are vital for competitiveness today*, having been developed in recent years a set of programmes and initiatives of protection and preservation of heritage and of promotion and enhancement of cultural activities, and some of which are targeted at young people.

The national policies in the field of creativity and culture have been implemented through a set of initiatives and measures framed in other national plans, operational programmes and public policies, in a **intersectoral and interinstitutional perspective**, with the development of cross-sectoral policies and measures in the various fields of government policies, such as education, youth, employment, tourism and involving a wide range of entities and public bodies.

In this framework - of cross-cutting political commitment, taking action towards the promotion of reading, the plural access to knowledge and cultural enrichment as axis of the government and political priority -, the governmental resolution (March 2017) of reinvesting in the National Reading Plan (PNL) is exemplary, with the launch of a new stage in a 10-year horizon - 2017-2027 (PNL 2027). In this new stage, through an inter-ministerial commission, the areas of local authorities, culture, science, technology and higher education, and education are responsible for the development of an integrated policy for the promotion of reading and writing in multiple domains, such as culture, science and digital.

In this strategy, the **local administration** is of particular importance, especially in the promotion and preservation of local heritage at the regional level, as a development strategy based on the decentralisation of resources and programmes, and investing in a proximity logic.

In this sense, locally, a wide range of municipalities develop a set of initiatives and programmes of dissemination and promotion of cultural activities targeted at the young population, mainly through municipal services under the supervision of the city councils of the field of youth and/or culture.

The cultural revitalisation at the local level is still based on **a set of networks streamlined by the central power** which is responsible for the promotion and support in developing various initiatives of cultural promotion, many of which are targeted at attracting and training young people as a strategy for involving new audiences:

- National Public Libraries Network (RNBP)
- Portuguese Archives Network (RPA)
- Portuguese Museums Network (RPM)

At the national level, some **strategic plans and documents** can be highlighted, which are currently in effect in the field of culture and education:

- [National Programme for Aesthetic and Artistic Education](#)
- [National Reading Plan](#)
- [National Cinema Plan](#)

## Scope and contents

### Aesthetic and Artistic Education Programme

The Aesthetic and Artistic Education Programme intends to develop an intervention plan in the field of the different forms of art - Plastic Expression and Education, Musical Expression and Education, Movement and Drama/Theatre and Dance.

To this end, the programme intends to promote partnership strategies with museums, theatres, academies, among other institutions, to develop the taste for different artistic forms and appreciation of art as a form of knowledge.

Through a wide range of activities, the programme expects a progressive learning of knowledge integrated with different cultural universes, favouring the Development of Creativity, Aesthetic Sense and Contact with Different Cultural Universes.

This programme materializes into three axes; fruition-contemplation, interpretation-reflexion and experimentation-creation.

It is targeted at the whole educational community, in all cycles of education, since Preschool Education to Secondary Education, and families.

It consists of comprehensive training plans for teachers.

The programme has the following purposes:

- Developing joint and mutually enriching actions between Schools and Institutions, anticipating Culture as a necessity in the educational process.
- Encouraging the aesthetics dimension in education through the appropriation of specific language of the various forms of art.
- Implementing dynamic, interactive and participating strategies, whose initiatives take on the idea of global education and integrated expressive and communicative meanings through a confluence of languages.
- Raising the awareness of teachers and families to the role of art in children's education and art's relationships to other fields of knowledge.
- Encouraging the knowledge of cultural and artistic heritage as a process of citizenship affirmation and a means to develop cultural literacy.
- Raising the awareness of the role of Art to the education of Man and the relationships that this domain has with other fields of knowledge.
- Encouraging the knowledge of cultural and artistic heritage as a process of citizenship affirmation and a means to develop cultural literacy.

### **National Reading Plan**

As a strategic intervention targeted at the development of several literacies in various sectors of the population, the [National Reading Plan](#) 2027 adopts for this new stage the following guidelines:

- Creating a broad social commitment around the promotion of reading as political priority, with the goal of developing literacy and the strengthening of the population's reading habits;
- Launching programmes targeted at children, young people and adults that aim to promote the development of multiple literacies, specifically reading and writing, digital, and visual, scientific and technological information, in order to prepare the Portuguese population for the demands of the society of the XXI century;
- Reinforcing and diversifying the intervention aimed at the skills development of children and young people in the school context and of the adult population pursuing qualification;
- Encouraging a new type of intervention focused on the young adult and the adult population, in particular for the sectors of the population that have acquired low reading skills or that, for various reasons, have not acquired any at all throughout their lives;
- Implementing a set of actions to strengthen the reading and writing skills for the inclusion of people with special needs;
- Promoting relationships between reading, literature, arts, sciences and technology and promoting scientific, technological and artistic culture, in collaboration with institutions of science and culture;
- Encouraging the production and dissemination of academic content and studies about reading and writing;
- Promoting training projects for teachers, reading mediators, cultural agents and other actors;
- Strengthening the connection to society and local communities, notably through the mobilisation of literary and scientific circles and the media to the participation in promotion projects for reading and writing;
- Promoting the establishment of new partnerships and the implementation of concerted actions, with the support of national and international, public and private entities;

- Promoting inclusive, intercultural content and free of stereotypes that stimulate critical thinking and an active citizenship;
- Reinforcing the coordination between the National Public Libraries Network, the School Libraries Network and the libraries of higher education institutions.

### National Cinema Plan

The National Cinema Plan established itself in a broad framework for the promotion of *media* literacy and the promotion of knowledge of cinematographic and audio-visual works, as instruments of expression and cultural diversity, of affirmation of the national identity and promotion of the Portuguese language and culture. Being effectively planned as a literacy plan for cinema and for the dissemination of national and global cinematographic works among the school audience, it intends to awaken in young people and the educational communities the habit of seeing and appreciating cinema as an art and cultural heritage.

In this context, the plan pursues the following objectives:

1. Training school audiences to ensure that they have basic instruments of "reading" and understanding of cinematographic and audio-visual works, awakening the pleasure for the habit of watching films throughout their lives;
2. Valuing cinema as an art in schools and the rest of the educational community.

The NCP (PNC), within the scope of its mission, develops a training plan for teachers providing them with suitable means and knowledge for the development of this artistic field with the students, while valuing their pedagogical role as privileged mediators in this investment process in the integral training of children and young people.

### Responsible authority for the implementation of the strategy

The **Aesthetic and Artistic Education Programme**, in the school context, is an initiative of the Ministry of Education, carried out through the Artistic Education Team (EEA) of the Directorate General for Education (DGE).

The **National Reading Plan** is an interministerial initiative that brings together the Ministry of Education, the Ministry of Culture, the Ministry of Science and Technology and Higher Education and the Secretary of State for Local Authorities. Within the framework of its responsibilities, it is of particular importance the cooperation with local authorities as well as the articulation of the School Libraries Network with the National Public Libraries Network and libraries of higher education institutions.

The **National Cinema Plan** results of a protocol between the Directorate General for Education, the Institute of Cinema and Audio-visual (ICA) and the Portuguese Cinematheque - Cinema Museum (Museu do Cinema).

### Revisions/updates

The **Aesthetic and Artistic Education Programme** was developed in 2010 by a group of Portuguese experts. Initially, it was integrated in the Educational Service of the Calouste Gulbenkian Foundation. Later on, the programme was recognized by the Ministry of Education and integrated in the education system, and an Aesthetic and Artistic Education Team became responsible for its management.

The **National Reading Plan** was launched in 2006 and it is currently in effect for the decade of 2017-2027. This new edition intends to invest more in the support to programmes especially designed to favour social inclusion through reading, in different formats; training of different segments of the population - children, young people and adults; inclusion of people with specific needs; the articulated development of a scientific, literary and artistic culture; and, also, the access to knowledge and culture while resorting to information and communication technologies.

The **National Cinema Plan** was created in 2013 and every school year establishes a set of goals to pursue, according to the evaluation carried out by the three entities that run this plan. It intends to be an entirely national plan.

## **8.4 Promoting culture and cultural participation**

### **Reducing obstacles to young people's access to culture**

#### **Access to culture - exemptions and discounts**

#### **Ticket Office of Monuments, Palaces, Museums and other Cultural bodies**

The [Directorate General for Cultural Heritage](#) offers, as a complement to individual tickets, a wide variety of Special Tickets, combining museological circuits with a geographic or theme criteria. The objective of this [measure](#) is to promote universal access to culture, ensuring conditions of free access or special conditions to people with difficulties of access due to economic reasons.

These conditions are guaranteed in a number of [Monuments, Places and Museums](#) under the tutelage of the Directorate General for Cultural Heritage.

#### **Exemptions**

The following people/entities can benefit from exemption when accessing to cultural equipment under the tutelage of DGPC: Teachers and students of any level of education, when they are effectively in a field trip and upon appointment confirmed by the Director of the Palace, Museum or Monument;

#### **Discounts**

The following cases can benefit from a reduced cost of 50%, through presenting documentary evidence:

- young people up to the age of 29 years who have a youth card.
- people with a student card in an individual visit which is not integrated in a field trip.

#### **Free of Charge**

On Sundays, all the equipment of the DGPC will be free of charge for all national residents, until 2:00 p.m.

In the context of its annual Programme and the cycles of education that cinema promotes, the [Portuguese Cinematheque](#) - Cinema Museum offers special conditions of access to young people.

In the case of film showings, young people have a discount in comparison to the general price of €3,20:

- young students and Youth Card holders pay €2,15
- young cinema students pay €1,35

In the case of permanent or temporary exhibitions at the Portuguese Cinematheque and at the Public Library specialized in cinema, the access is free of charge.

Under the service [Cinematheque Junior](#), the Cinematheque offers to the school public several activities, adapted according to the age groups, with the aim of conveying the taste for cinematic art, including:

- Guided Tours to the Permanent Exhibition of Pre-Cinema, offers the public the possibility of interacting with the objects exposed, to know how they work and their historical importance, raising awareness for cinema, not only as entertainment, but also as an art and a memory of an art
- Film showings with archival copies (National Archives of Moving Images, ANIM)
- Workshops of pre-cinema and cinema



For the general public:

- Family Saturdays (Sábados em Família) Programme, with a film showing every Saturday afternoon, and cinema workshops in the morning once or twice a month
- Free visits to the Permanent Exhibition and the Pre-Cinema

The prices for the young audience until the age of 16 are:

1. -€1.10 Film showing and Guided or self-guided tour to the permanent exhibition of pre-cinema
2. -€2.65 Pre-cinema and cinema workshop (with a duration of 2 hours)

For young adults, the abovementioned discounts apply.

### **National Theatre São Carlos**

The [National Theatre São Carlos](#) is a national theatre geared to the production and presentation of opera and choral and symphonic music, promoting, within the framework of its annual programme, a wide range of events, offering different kinds of discounts, namely:

#### **Main Room**

##### Subscriptions

- Lyric Subscriptions | 15% discount
- Lyric + Ballet Subscription | 20% discount

##### Single tickets

- < 25 years and > 65 years - only 15% discount, from the beginning of the week of each premiere
- Professionals of the sector | only 15% discount, from the beginning of the week of each premiere
- Groups of more than 20 people - 15% discount
- SolidArte Project - 25% discount

##### Last minute

- Two hours before the start of the Opera - the ticket for the 2nd, 3rd and 4th row can be purchased for €20
- Two hours before the start of the concert - the ticket for the 2nd, 3rd and 4th row can be purchased for €10

### **National Ballet Company**

Within the framework of its Programme, the [National Ballet Company](#) offers special prices and discounts.

##### Special Prices

- Schools: €3 (per student) \*
- Special Price for Schools with Social Support: €1 (per student)

\* Includes free access for two teachers per class.

##### Discounts\*

- Under 25 and over 65 years - 25%
- Groups of more than 15 elements - 15%
- SolidArte Project - 25%
- Fnac card 20%
- Lisboa Viva Card 15%
- Performing Artists - 30%

\* The discounts only apply for tickets purchased for the audiences B, C and D.

## National Theatre D. Maria II

The [National Theatre D. Maria II, E.P.E.](#) is a public corporation, under the tutelage of the Ministry of Culture, which goal is, among others, to promote the access to theatre, attract and educate new audiences.

In the framework of its programming, it offers several kinds of discounts:

- Discount prices for young people until the age of 30 (50% or more): €8 and €5 for the Garrett Room; €6 for the Studio Room.
- Discount prices for school groups, subject to prior booking: €4/student. Still, there is a special price of €1 for underprivileged students.
- Fixed priced, in every session, for students and teachers of the performing arts and theatre studies (higher education and professional schools): €3. These tickets are available 30 minutes before the start of the session and are dependent on the availability of the rooms on the day of the show.

Young people still benefit from access to a range of services:

- Theatre Bookstore
- Permanent campaign targeted at Theatre and performing arts students from schools across the country, offering them 10% discount on all products
- Guided Tours (always on Mondays, 2 € per student)
- Technical Visits
- Specialized visits for students of performing arts universities: €1/student.
- Library|Archive. Specialized information on theatre and performative arts on general and on the history of TNDM II in particular

In the context of its objective of creating synergies between education and culture, it still offers a set of special conditions to the educational community, including:

**Pedagogical dossiers** for shows targeted at the school public, which present and provide reading clues about the author, theme and time, as well as a script suggesting pedagogic activities to be developed with the students;

Under a partnership with the Millennium BCP Foundation, there is a travel support for schools to go to the theatre, which provides a payment of 50% of the travel expenses, up to a maximum of €200. Also, within the scope of going to the Theatre, in a partnership with the School Passport of the City Council of Lisbon, the trip to the TNDM II is provided to students of the basic education schools of Lisbon - 1st and 2nd cycles.

## National Theatre São João

The [National Theatre São João, E.P.E.](#), is a public business entity under the tutelage of the Ministry of Culture. Within the scope of its public service mission, it develops an educational programme, especially targeted at children and young people, mostly targeted at young people though, that raises the interest and enthusiasm for the theatre, promoting the development of new receptive and critical thinking attitudes and skills.

Within the scope of educational projects, several activities are developed in order to promote the approach to the theatre world, including:

- **guided tours to the Theatre for school groups** - where young people have the opportunity to meet, in addition to the showroom, the rehearsal room, dressing rooms and technical areas, places that are usually close to the public. The tours take place for the most part of the school year in the National Theatre São João and the Monastery of São Bento of Vitória, where they will have the opportunity to visit a permanent scenography exhibition;

- **Dramatized readings** of theatre plays that are part of the curriculum of the basic and secondary education, targeted at students of these cycles of education;

- **master-classes and talks** about some plays presented in the TNSJ. These initiatives are carried out throughout the year for school groups and teachers and are given by the directors and casts;

- **Creative Workshops**, where children between the age of 6 and 12 do playful and educational activities which explore the expressive possibilities of the child, stimulating his/her creativity and are inspired by the current show that is being performed;

The TNSJ still offers the following discounts to promote the approach of a younger audience:

- 50% discount for Youth Card holders
- 30% discount for Student Card holders
- Special price for schools: €6 per student/accompanying teacher for free

Discount for students and teachers of performing arts professional schools - this discount is applicable to Wednesday performances;

In addition to the abovementioned discounts, the TNSJ offers **Theatre and Dancing School Cards**, which seeks to bring the school audience closer to the fields of Theatre and Dancing. This initiative already covers higher education establishments such as ESMAE, Balleteatro, Lusófona University and ESAP, and through this initiative students have a privileged access to performances.

Special conditions of the TNSJ/Theatre and Dancing School card:

- special price of **€3 per ticket** for Wednesday performances and **€6 per ticket** on the remaining days. These prices are only valid for students of Theatre and Dancing schools.

The holders of the **TNSJ/Theatre and Dancing School card** are still entitled to a **30% discount** in the registration fee of **theatre, movement** and **voice** workshops carried out in the TNSJ.

### **Directorate General for Books, Archives and Libraries (DGLAB), National Archive Tombo Tower and District Archives**

[DGLAB](#), through their archive network, offer a set of free of charge services within the scope of its activities, including:

a) Open and free access to the [National Archive Tombo Tower](#) and the other archives of the network for all people over the age of 18. In order to consult documents, the only requirement is having an identification document and a permanent (Library Card) or temporary.

b) Online access to the database and collections in the care of the [DGLAB Archive Network](#) and download of any scanned document. Currently, there are around 28 million of images available.

c) Free of charge guided tours in the Archives that are promoting said tours, and in permanent or temporary documental Exhibitions/showcases. The educational offers aim to build a bridge between the school curriculum and the archival heritage in the card of the Portuguese archive network.

### **Municipal Libraries Network**

More than 215 libraries, integrated in the [National Public Libraries Network](#), offer a set of services usually free and targeted at the general population, mainly for children and young people. They offer the opportunity of lending several documents for people to take home, from a selection of more than 8 million books, newspapers, magazines, CDs, DVDs and various games. Also, they still offer access to shows on various themes, courses and training initiatives, conferences and lectures. Most of them offer free access to the Internet through a computer, however, in many cases, there is also free Wi-Fi.

Under the reading promotion activities, a greater proximity of younger audiences and promotion of the use of municipal libraries, the Municipal Libraries Network promotes a

proximity initiative, taking books to beaches and swimming pools - [Summer Libraries 2017](#) (Bibliotecas de Verão).

### Disseminating information on cultural opportunities

The information about access opportunities and facilities to cultural equipment is made available and promoted by the various responsible entities.

The different entities provide information on their websites and, in some cases, social networks, in particular *Facebook*, about:

1. Special conditions of access, free or with discount in the price of tickets
2. Different types of activities offered by educational services
3. Annual programme and events.

### Portuguese Institute of Sport and Youth

The Portuguese Institute of Sport and Youth, I.P. ([IPDJ, I.P.](#)) offers a number of services for the promotion and dissemination of information about the programmes in the field of youth, among which the field of culture is included through a multi-channel logic:

- Ponto Já Stores - physical public spaces with regional delegations throughout the national territory.
- Youth Portal with online information.
- Youth Line - information helpline.

### 70 Now - The Entrance To Your Rights! (A Entrada para os teus Direitos!)

In 2017, through the IPDJ, I.P., the Government launched a national campaign - [70 Now!](#) - which is intended to raise young people's awareness for their rights enshrined in the Portuguese Constitution (article 70) in different fields, including culture.

The goal is to promote the empowerment of young people, through the provision of information that will enable them to have knowledge about the full exercise of their rights. Also, it intends to be a means of mobilising a diverse number of agents from the public, private and of the so-called 3rd sector in order to find more effective answers for young people.

Within the framework of the campaign, a platform was created which provides information about rights and duties enshrined in the Constitution of the Portuguese Republic, presenting information in different areas, including [Culture](#).

### Knowledge of cultural heritage amongst young people

#### Education for Cultural Heritage

Under the Aesthetic and Artistic Education Programme and a [collaboration protocol](#) celebrated in 2013 between the Directorate General for Education (DGE) and the Directorate General for Cultural Heritage (DGPC), a number of joint events/initiatives have been developed in the field of Education for Cultural Heritage.

#### My School Adopts a Museum, a Palace, A Monument... (A Minha Escola Adota um Museu, um Palácio, um Monumento...)

[My School Adopts a Museum, a Palace, a Monument...](#) is a competition targeted at basic and secondary education students.

The contest consists of the creation of original creative works in the areas of writing, visual arts, performing arts, photography, video and multimedia from testimonies of the Museums and Palaces that are part of the [Portuguese Museum Network and the Monuments under the tutelage of the Directorate General for Cultural Heritage](#).

The competition aims to stimulate knowledge of the national museum and heritage reality through the contact of schools with National Museums, Palaces and Monuments and, consequently, promote awareness of the preservation, protection and appreciation

for cultural heritage, as well as expanding and strengthening the cooperation between the cultural and educational entities involved.

In the school year of 2015/2016, the [9th edition](#) took place, the last one until now.

### **"Intangible Heritage Collection Kit" Database**

The [Intangible Heritage Collection Kit](#) Database is an educational resource available since 2011 to raise awareness of young people to the need to safeguard intangible cultural heritage.

The database is free to use and the goal is to be used in a school context in formative and educational activities promoted by other entities, particularly the Educational Services of Museums.

The Database was built taking into account the guidelines of the Convention for the Safeguarding of Intangible Cultural Heritage (UNESCO, 2003) which underlines the importance of educational programmes for young people's awareness.

In 2013, it was awarded by the III edition of the Iberic-American Education and Museums Prize.

### **Other initiatives of the DGPC**

DGPC, in the framework of its strategic scopes of action, still streamlines awareness-raising activities of the public for the importance of cultural heritage by promoting a number of projects targeted at young people to stimulate a greater knowledge and interest in history and cultural heritage.

### **In a moment... the Heritage! (Num instante... o Património!)**

[In a moment... the heritage!](#) is one of the projects that proposes photographic artistic creation.

This initiative takes place annually since 2008 and is the result of a partnership between DGPC and GAZES (OLHARES). It is integrated in the International Monuments Photographic Experience project (EFIM), from the Council of Europe.

It is intended for young people between the age of 14 and 21, and through the photographic record of a heritage element aims to awaken young people to the involvement with the richness of history and of the cultural landscape, with the past and the present.

This hobby is developed exclusively through the internet, and young people must submit up to 5 photos, where creativity and imagination, technical and artistic quality, the originality of the approach to the theme, and the ability to communicate a new interpretation of the heritage are the relevant factors.

Winners will receive a digital camera, a cell phone and other giveaways, and will have the possibility to represent Portugal internationally in the digital edition EFIM and in an exhibition in Strasbourg, in the Palace of Europe.

### **European Heritage Days**

The [European Heritage Days](#) are promoted annually by the DGCP in the framework of the celebrations of the European Heritage Days - an annual initiatives of the Council of Europe and the European Union.

The goal is to raise the citizens' awareness for the importance of safeguarding heritage as a witness of the past. In 2016, the Communities and Cultures theme intended to involve the multiple types of community: local communities, school, neighbourhood, clubs, associations, non-governmental organisations, whether they are cultural, religious, philosophical, scientific, recreational or sports, for the promotion, protection and development of artistic and cultural activities.

Within the framework of the activities of the Directorate General for the Books, the Archives and the Libraries, some district archives organize thematic workshops and visits to archives intended for young people, with the aim of promoting the knowledge and exploration of various areas related to palaeography, genealogy, etc.

The municipal public libraries, integrated in the National Public Libraries Network (RNBP) which is managed by DGLAB, offer a lending service for people to take a document home, if available, such as newspapers, magazines, CDs, DVDs and various games. They also organise several activities targeted at young people, with the goal of encouraging the love for reading and facilitating the access to information and knowledge. Some of the activities include: creative writing workshops, reading clubs, literary competitions or information research activities in the Web. In these libraries, access to the Internet is also available through a computer and, in some cases, through Wi-Fi.

### **National Archives of Tombo Tower (Torre do Tombo)**

The [Tombo Tower](#) has a programme targeted at children and young people (TT for the younger), which intends to promote the dissemination of knowledge about historical and cultural sources of information that the archive provides.

This programme offers a set of resources:

- [National Archive of Tombo Tower - Keep Memories, Open Paths... \(Guardar Memórias, Abrir Caminhos...\)](#) is a document with information on the history and services of the Tombo Tower;
- [How to do a genealogy?](#) - a tutorial to start the elaboration of a genealogical study at the National Archive of the Tombo Tower, with information on how to research, how to start, where to find information and how to register it;
- [Doc+](#) - a set of documents stored in the Tombo Tower that stand out by their antiquity or by their physical characteristics, from the oldest, longest or lengthiest document, etc.;
- [Records of the World's Memory](#) (Registo da Memória do Mundo) with the goal of raising the public's awareness about the need to preserve and promote documentary heritage. It collects the largest number of archival items.

[150 years of the Abolition of the Death Penalty Site](#): In Portugal, the [Letter of Law of the Abolition of the Death Penalty](#) received the honour of the European Heritage Label in 2015. The consecration of the Law of the Abolition of the Death Penalty in 1867 as a [European Heritage Label](#), allows the DGLAB to contribute, especially among young people, to the promotion of the European Citizenship values and to contribute to the building of an identity based on the values of tolerance and respect for the Human life, according to the [European Convention on Human Rights](#).

### **Dissemination initiatives of the DGE**

The Directorate General for Education has been developing a set of promotion and dissemination initiatives for cultural heritage, including:

#### **Education Forum: Heritage and Curriculum**

An event intended for teachers and kindergarten teachers, which aimed to address themes that explore the connection of the School and the curriculum to the cultural potential that heritage can offer as an educational instrument.

#### **Cycle of Conferences of Aesthetic and Artistic Education**

Under the Aesthetic and Artistic Education Programme, the Directorate General for Education (DGE), through the Artistic Education Team, carries out a Cycle of Conferences of Aesthetic and Artistic Education in partnership with cultural institutions and local authorities, which have been held in different locations throughout the country.



The goal of this cycle of conferences is to reflect on the strategies of education that the school can adopt to teach the different art forms to their students and how these can contribute to the strategic lines of the Aesthetic and Artistic Education Programme.

## **8.5 Developing cultural and creative competences**

### **Acquiring cultural and creative competences through education and training**

#### **Culture integrated in the school curriculum**

The educational offer within the arts, culture and creativity targeted at young people includes:

#### **Scientific-Humanistic Courses**

The [Scientific-Humanistic Courses](#) are an educational offer dedicated to the pursuit of higher education studies (university or polytechnic).

They have a duration of 3 school years (10th, 11th and 12th grade level) and it is targeted at students who have completed the 9th grade level or equivalent.

At the end, students are granted a diploma for concluding their Secondary Education (12th grade), as well as the level 3 qualification of the National Qualifications Framework (NQF).

Between the 4 types of specific training of Scientific-Humanistic Courses, there is a [Visual Arts Course](#).

The Visual Arts Courses have a general education component that is common to the four types, and a specific training component that aims to give a more in-depth training in the field of arts.

The **specific training component** consists of:

- Drawing A – three-year mandatory class (10th, 11th and 12th grade)
- Biennial classes (10th and 11th grades)
- Descriptive Geometry A
- Math B
- History of Culture and Arts
- Annual classes (12th grade): Arts Workshop; Multimedia Workshop B; Materials and Technologies;

#### **Specialized artistic courses**

[Specialized Artistic Courses](#) are subdivided into three domains - Visual and Audio-visual Arts - Dancing - Music, and are aimed at, according to the artistic field, the pursuit of further studies (music) or focused on the double perspective of entry into the labour market and pursuit of further studies (visual, audio-visual arts and dancing). In the case of music, these courses grant a Secondary Education diploma (12th grade level) and the EQF/NQF level 3 qualification. On the other hand, the remaining fields of double certification offer both the opportunity of obtaining a Secondary Education diploma (12th grade level) and a professional certification of level 4 in the EQF/NQF, simultaneously.

#### **Higher education**

At the level of **higher education**, there is a wide range of offer in the field of arts in the 3 cycles of education - bachelors' degree, masters' or PhD, given by different higher education institutions.

Between the different institutions, the [Faculty of Fine-Arts of the University of Lisbon](#) stands out, which is the oldest artistic higher education school in Portugal.

The **Faculty of Fine-Arts** offers a number of courses in the 3 different cycles of education, particularly in the fields of Painting, Sculpture, Equipment Design, Communication Design, Multimedia Art, Art Sciences and Heritage and Drawing; History

and Art and Heritage Science, Museology, Curatorship and Drawing at the post-graduate level.

## **National Reading Plan**

### **Youth Read + Project (Projecto Ler + Jovem)**

It is a project aimed at young people in secondary education which intends to make young people closer to reading, as well as helping adults to discover the pleasure of reading.

The objective defined for 2016-2018 is that teachers prepare and guide students that promote reading among their local communities, involving themselves with reading.

The educational community must promote the creation of reading networks, or streamline the existing ones, and strengthen the link to civil society and local communities through the development of reading promotion projects ([projects approved for the school year of 2016-2018](#)) that, among other activities, inform and disseminate reading practices, studies and documentaries.

## **National Reading Competitions**

### **Competition Inês de Castro**

The [Competition Inês de Castro](#) is a joint initiative of the National Reading Plan and the Inês de Castro Foundation, sponsored by YDreams, from the Bissaya Barreto Foundation and the collaboration of Diário de Coimbra.

In the school year of 2016/2017, the 9th edition of this competition took place. It is aimed at awarding works designed and produced by students of the 2nd and 3rd Cycles of Basic and Secondary Education.

The goal is to promote the knowledge of historical, geographic, social, political, economic, literary and emotional contexts and places that relate directly or indirectly with the romance of D. Pedro and D. Inês. The works submitted to the competition can be elaborated based on different creative areas and should consist of a representation within the performing arts (Film, Dancing, Music, Opera, Theatre, Musical Theatre, etc).

The awards are given considering the aesthetic abilities, creativity and originality that showcase the transversal learning of students resulting from the reading of works related to the romance of D. Pedro and D. Inês de Castro that, in the case of secondary schools, must involve a research both nationally and internationally.

Schools/school groups can submit their work in groups, with a maximum number of 5 elements per group.

### **Readings from the East and West (Leituras D'oriente e D'ocidente)**

The [Readings from the East and West](#) project is the result of a partnership between the National Reading Plan and the Oriente Museum Foundation.

In the school year of 2016/2017, the 3rd edition of this project took place, which awards works that are the result of reading about various areas of knowledge, witnessing the relationship between Portugal and the cultures of peoples inhabiting the continent of Asia.

### **Come on, make A Poem! (Faça Lá Um Poema!)**

The [Come on, make a Poem](#) Competition is an initiative that took place under the commemorations of the World Poetry Day, and is the result of a partnership between the National Reading Plan and Cultural Centre of Belém Foundation.

Targeted at all basic and secondary schools of the country, of the public and private network.

The Competition is not tied to any specific theme. The poems are evaluated by criteria that take into account the morphosyntactic adequacy, the content richness, originality of the theme and style.

### **Read + Sea Project (Projeto LER + Mar)**

Under the partnership with the [Task Group for the Extension of the Portuguese Continental Shelf \(EMEPC\)](#) and with [Aporvela](#), the National Reading Plan promotes the [project Read + Sea](#) which intends to promote the discovery of Portuguese texts that are related in some way to oceans, articulating them with the various areas of knowledge related to the SEA theme, from a perspective of curricular transversality,

Targeted at all cycles of education up to secondary education.

EMEPC provides a [Sea Kit](#) with a set of activities adapted to the different cycles of education and framed in the curriculum guidelines, which includes activities of research and active participation of young people in society, covering various areas of knowledge focused on themes related to the Ocean.

This Sea Kit is targeted at teachers, monitors and technicians in the educational or recreational field wishing to develop activities related to the "Ocean" theme with children and young people, in schools or non-formal educational environments.

### **Readings that Unite (Leituras que Unem)**

The [Readings that Unite](#) project is created within the framework of the National Reading Plan and is targeted at school groups and single schools within the national territory.

According to the [regulation](#), original and innovative proposals can be presented as long as they involve children and students from the basic and secondary education in regular and continued reading activities focused on the act of reading.

Partnerships can be established with entities that fit the specifics of each proposal, as well as cultural, professional, sports, artistic associations or tied to specific groups in the field of health, immigration, hospitals and prisons, among others.

The goal is to shed light on the importance of reading for the improvement of educational success; develop reading skills that enable readers to understand the semantic plurality of texts and the multiples possibilities of personal understanding; develop the research capability and the selection of information from different areas of knowledge available in various formats; encourage initiatives that mix reading with different areas of knowledge; encourage the creativity of teachers and students in the discovery of reading promotion strategies among their communities; combine reading with deepening of different literacies.

### **National Cinema Plan**

Every school year, a new List of films ([school year of 2017/2018](#)) and objectives, according to the cycle of education, is established - from the 1st cycle of Basic Education till Secondary Education, which serves as a reference document for educational establishments so that they can adopt and define activities autonomously. The list is accompanied by a brief basic information - title (in Portuguese and the original title), the director's name, country of origin, year of production, duration of the film, the format of the work (Short or Feature film), the genre that it belongs to and a brief synopsis.

The list of notable films respects a comprehensiveness criteria in a set of diversified cinematographic productions, in different categories and cinematographic genres and phases in the history of Portuguese cinema, to promote a more diversified cinematographic literacy.

In addition to the screening of film productions, the intention is to carry out filmic analysis activities of short and feature animated films and/or documentaries and fiction through the cinematographic language - planes, angles, camera movements, colour treatment, light, sound, montage resources, etc.

Under the National Cinema Plan, the possibility of schools going to the cinema outside of the school grounds is provided for, in a set of proposed films - an initiative the *Cinema is waiting for you* (*O Cinema está à tua espera*).

### **European Union Youth Orchestra**

Annually, DGArtes organises the selection of young musicians for the European Union Youth Orchestra. This initiative allows the selected young people to work with specialized teachers in instrument and offers the opportunity to play in big concert halls all around the world, with renowned maestros and soloists. Young people between the age of 16 and 26 can apply, and the auditions are held in Lisbon and Oporto.

### **Specialised training for professionals in the education, culture and youth fields**

#### **Aesthetic and Artistic Education Programme**

One of the objectives of this Programme is to train education professionals in a work context for the acquisition of skills in different artistic areas.

It offers a set of training packages in several fields, including:

- [Visual Arts](#);
- [Theatre](#);
- [Dancing](#);
- [Music](#).

#### **Programme for Training of Audiences in Schools**

The Institute of Cinema and Audio-visual supports the training of audiences in school through two modalities:

- Support for the implementation of training initiatives for children and young people;
- Support for the training of students attending educational establishments that provide specialized courses in the field of cinema and audio-visual

#### **Training Initiatives targeted at Children and Young People**

It is a multiannual support targeted at the training of audiences in schools, which is awarded for three years and aims at the training for young people, with the goal of training audiences in cinema.

Cultural associations and non-profit bodies duly registered in the Institute of Cinema and Audio-visual in the Register of Cinematographic and Audio-visual Companies can benefit from this support.

In the year of 2017, €300,000 were made available, with an annual amount of €100,000, and the maximum annual amount per project is €20,000. Financial support to be provided by ICA can't exceed 50% of the total cost of each annual project.

#### **Support for the training of students attending educational establishments that provide specialized courses in the field of cinema and audio-visual**

Being a pluriannual support, awarded by a period of three years, it is intended to cover the cost of student training by support the elaboration of cinematographic and audio-visual works, which are a part of the projects at the end of the course.

The financial support available is € 240,000 (annual amount € 80,000), with a maximum value per project of € 10,000 / year.

The financial support to be provided by the Institute of Cinema and Audio-visual can't exceed 80% of the total cost of each annual project.

## Training Course for Trainers "Curriculum Development in Arts" - Lisbon

Under the Aesthetic and Artistic Education Programme, the Directorate General for Education (DGE) has been promoting [training for trainers](#) under the Curriculum Development in Arts, in the fields of Artistic Education - Dancing, Music, Visual Arts and Drama/Theatre.

The course is intended for university graduates and/or candidates with relevant professional experience in one of the fields of Artistic Education and is aimed at the increase of the team of external trainers of the Programme.

The course is free, however, the candidates are responsible for the travel and accommodation expenses.

### Big Bang

Within the context of the [Big Bang Festival](#), annual training initiatives have been developed for teachers in the field of music with artists of the Festival.

In 2017, the 8th edition of the festival will be held and, consequently, the usual training initiative for teachers.

The training initiatives include interaction with some of the artists/musicians/composers of the Festival, the projects that they created for the Big Bang and their musical proposals, through experimental and artistic approaches. The proposed activities will have different modes of application in a pedagogical context and will, throughout this school year, enable the development and combination of this field with other fields of knowledge.

This training is the result of a partnership between the Cultural Centre of Belém | Arts Factory, and the Artistic Education Team of the Directorate General for Education (DGE) of the Ministry of Education, through the Aesthetic and Artistic Education Programme.

The BIG BANG is an [international project](#) with a Portuguese Edition, coordinated in Portugal by the [Cultural Centre of Belém](#).

The project, with annual editions, aims to be a space where different Portuguese artists can create and present artistic approaches for children and young people.

An original initiative from the [Zonzo Compagnie](#), it is a platform for meeting between composers, musicians, performers, both Portuguese and Europeans, in order to contribute to the development of the production and presentation of non-commercial music for children.

### Other initiatives

The National Theatre D. Maria II promotes annual meeting targeted at teachers to present their programme to the school community.

The [Annual Meeting of Teachers](#) aims to be a moment for sharing and exchanging experiences that allow, on the one hand, teachers to know the proposals of the season and, on the other hand, the National Theatre D. Maria II to listen to reflexions that allow the theatre to adapt and contribute significantly to the strengthening of the relationship with the educational community.

## Science and Culture C<sup>2</sup> Programme - Dialogues between Science and Culture (Diálogos Cruzados)

The [Science and Culture Programme](#) is promoted by the Secretary of State for Science, Technology and Higher Education and the Secretary of State for Culture. It has developed, in its first edition, a number of work sessions whose goal was to encourage the closeness between culture and science.

The meetings' target group is researchers, students, repository managers, professionals from cultural and higher education institutions, companies, among others. The meetings'

goal is to promote collaborative strategies, particularly through the building joint academic, scientific and cultural agendas.

The meetings included themes such as: [Digital Science and Culture](#); [Preservation and Restoration of Heritage](#); [Patrimonialisation of Science and Culture](#); [Cities and Urbanism](#); [Training and Mediation](#); [Culture and Science: communication and dissemination](#); [Performing Arts](#).

## **Providing quality access to creative environments**

### **Photography**

#### **Portuguese Centre of Photography**

Within the scope of Commemorative Days (International Archives Day, World Photography Day, etc.), the [Portuguese Centre of Photography](#) provides free workshops, among other initiatives, for the youth audience.

### **Museums**

#### **Educational services**

Under the [Directorate General for Cultural Heritage's](#) activities, Museums, Monuments and Places managed by this Directorate provide Educational Services targeted at children, young people, schools and families.

The goal is to encourage the habit of visiting Museums, Monuments and Palaces, and promote knowledge and appreciation for Cultural Heritage by promoting school-wide activities and others with a more alternative nature (the evening, weekends, school holidays, etc.).

The specific actions targeted at various audiences (school and non-school) are intended to expand the educational function to all sectors of activity of museums, places and monuments from the GDPC to develop projects that encourage creativity, literacy and intergenerational and multicultural sharing of visitors.

The streamlining of the various initiatives and activities of the Educational Services aims to contribute to the awareness-raising of children and young people to a greater knowledge of the cultural heritage and the environment.

The offers consist of a number of cultural activities, such as workshops, reading sessions, music, theatre and dancing shows, seminars, guided tours to collections or specific sectors of the museum or monument, and it still focuses on the production of editions and teaching instruments targeted at families and the community. Under the tutelage of the Ministry of Culture, and through the Directorate General for Cultural Heritage, the educational service is offered by the following group of cultural entities:

- [House Museum Dr. Anastácio Gonçalves](#), Lisbon
- [Popular Art Museum](#), Lisbon
- [Museum of Chiado - National Museum of Contemporary Art](#), Lisbon
- [National Museum of Grão Vasco](#), Viseu
- [Monographic Museum of Conimbriga](#), Condeixa-a-Nova
- [National Music Museum](#), Lisbon
- [National Archaeological Museum](#), Lisbon
- [National Museum of Old Art](#), Lisbon
- [National Museum of Azulejo](#), Lisbon
- [National Coach Museum](#), Lisbon
- [National Museum of Ethnology](#), Lisbon
- [National Museum Machado de Castro](#), Coimbra
- [National Museum Soares dos Reis](#), Porto
- [National Museum of Theatre and Dancing](#), Lisbon
- [National Museum of Costume and Fashion](#), Lisbon
- [Ajuda National Palace](#), Lisbon



- [National Palace of Mafra](#), Mafra
- [Convent of Christ](#), Tomar
- [Alcobaça Monastery](#), Alcobaça
- [Batalha Monastery](#), Batalha
- [Jerónimos Monastery](#), Lisbon
- [National Pantheon](#), Lisbon
- [Belém Tower](#), Lisbon

### **Summer Holydays in Museums, Monuments and Palaces**

During school holidays, some Museums, Palaces and Monuments of the DGPC organise activities related to their Heritage and Collections, so that young people can take advantage of their free time.

The promoted activities include, among others, thematic visits, discovery games, workshops of plastic expression, theatre, music and dance.

The cost and duration of the activities can vary according to the cultural entity and the respective programme.

### **Theatre**

#### **Internships at the National Theatre D. Maria II**

The National Theatre D. Maria II has a programme of curricular Internships for young people in Higher Education or Polytechnic (bachelor or masters) with openings in various technical areas such as production, communication, lightning, sound, stage direction, wardrobe.

### **Protection Programme for Copyright and Related Rights**

The General Inspection of Cultural Activities ([IGAC](#)) promotes a number of pedagogic initiatives among young people, whose goal is to prevent and protect copyright, by raising awareness about the value of copyright and its cultural, social and economic relevance.

The educational services are developed within the framework of a programme that intends to raise the awareness of the school population, education professionals and parents:

### **IGAC Júnior**

The main objectives of the programme are:

- Promoting IGAC's role in the protection of copyright and related rights among schools, sports clubs, scouts, youth associations, etc.;
- Guaranteeing access to information to a significant portion of the public that consumes artistic and literary works;
- Providing content about copyright, related rights and intellectual property, on a large scale, through a privileged channel of communication specifically targeted at the youth audience - Facebook page.

In this way, Copyright is valued by raising young people's awareness to the creative process, which is directly associated with this concept, and by their understanding regarding the damage that authors suffer as a result of the theft, copy and non-authorised use of their works.

For the year of 2018 and beyond, the plan is to develop an educational programme for this target group, through the training of IGAC ambassadors, with the goal of inform, enlighten and raise the awareness of the subject of protection of copyright and related rights.

The ambassadors will consist of students of university courses of law, music, theatre, cinema, design, architecture, among other artistic fields, which will have a training given by IGAC with the following objectives:

- Captivate students to the problems of the protection of copyright and related rights and the respective impact on society, at the social, cultural and economic level.
- Promote and encourage an active participation in this matter.
- Offer tools to become ambassadors in this theme among their peers, and students from other universities and secondary schools.
- Presentation of the available teaching, audio-visual and information material.
- Ensure and establish the ambassadors support during the period in which the activities take place.
- Promote the activity of an Ambassador as volunteering activity.

The ambassadors will have the following mission:

- Disseminating information so that society has the opportunity to know and/or clarify the problems associated with the protection of copyright and related rights
- Adapting this theme to the new emerging technologies
- Working towards a global awareness, with the creation of good practices
- Encouraging a participatory attitude

#### Sitestar Competition

The Inspector General of Cultural Activities (IGAG) is one of the partners, along with DECO, in the promotion of the [SITESTART.PT](https://www.sitestart.pt) competition. The DNS.PT is responsible for this initiative, and it is targeted at young people between the age of 14 and 18.

This annual initiative is targeted at the entire educational community, in the form of an idea competition for the development of websites with Portuguese content and under the .pt domain.

The Sitestar.pt competition invites young people to develop and promote relevant content in the fields of science and knowledge, social inclusion, artistic expressions and sports and to publish them in a creative and innovative manner. The objective of this competition is to also offer the opportunity to schools to promote the creation of digital newspapers for promoting school-wide activities.

At the same time, within the scope of the Inspector General of Cultural Activities, this initiative intends that young people take on the intellectual and legal responsibility for the works submitted in the competition and learn to respect the rules of security, privacy, related rights and intellectual property.

## **8.6 Developing entrepreneurial skills through culture**

### **Developing entrepreneurial skills through cultural activities**

#### **In the education system**

In Portugal, the development of entrepreneurial skills is part of the school curriculum indirectly. The Ministry of Education developed a set of guidance documents for schools on various themes, among which there is a module about Education for Entrepreneurship.

According to the [guidelines](#), the objective is *the acquisition of knowledge, capabilities and attitudes that encourage and provide the development of ideas, initiatives and projects in order to enable students to create, innovate and change their scope of action according to the challenges that society throws at them.*

(cross-reference with section 3.8 DEVELOPMENT OF ENTREPRENEURSHIP COMPETENCE 2. Formal Education - 2.1 In the school curriculum)

At the **higher education** level, there are a few public institutions with offers in creative fields and entrepreneurship. For example:

Postgraduate Course in Industries and Creative Cultures: Management and Strategies, of the Higher Education School of Social Communication, in partnership with the Faculty of Fine-Arts and the Faculty of Letters, of the University of Lisbon, which is now on its second edition.

This course is the result of the strategic axis of the Higher Education School of Social Communication which focus on growing closer to the entrepreneurial world, as well as public policies related to the creative sector combining both the theoretical/conceptual dimension and the practical/experimental, in a single training offer.

### Programmes and initiatives

#### Young Creators Programme

The [Young Creators Programme](#) is an initiative of IPDJ, I.P. which has at their disposal a number of opportunities to promote the work of young Portuguese creators and to promote their access into the cultural scene.

The 2017 edition was organised by [Portuguese Club of Arts and Ideas \(CPAI\)](#).

The objective is to promote the artistic development of national young creators and encourage their participation in cultural and artistic activities.

The programme includes two initiatives:

**Competition:** the projects must be submitted individually or in group. In the case of individual competitions, the age limit for competitors is up to 30 years old. In projects submitted in group, the age limit is increased up to 35 years old.

The works must be submitted in the following fields:

- Visual Arts (painting, sculpture, photography, video, digital, etc.);
- Architecture;
- Comics;
- Cinema (feature and short films, regular film or animated);
- Dancing (proposals for contemporary dancing, with an experimental nature, with at least one public presentation);
- Graphic Design;
- Equipment Design;
- Object Oriented Design (Industrial Design, Ceramic, Textile, Footwear, Accessories, etc);
- Fashion Design (five coordinated (man, women or mixed) that in its whole constitute a fashion show);
- Photography;
- Illustration;
- Jewellery;
- Literature (original texts - prose or poetry);
- Music (any kind of acoustic or digital music project, in the fields of electronic, classic, hip-hop, jazz, pop, rock world music, etc.);
- Theatre (proposal for contemporary theatre, with an experimental nature, with at least one public presentation).

**Showcase** - the selected projects will be presented in a National Showcase, of which representatives will be selected for an international event.

The National Showcase will consist of:

1. Exhibitions of works in the fields of Visual Arts, Comics and Illustration, Architecture and Equipment, Graphic Design, Photography, Object Oriented Design, Fashion and Jewellery;
2. Presentation of shows in the fields of Dancing, Theatre and Music;
3. Presentation of a Film Screening;
4. A Fashion Show;
5. A Literary Café.

### **Biennial of Young Creators of the CPLP**

The [Biennial of Young Creators of the Community of the Portuguese-speaking Countries](#) (CPLP) is one of the anchor activities of the Conference of Ministries of Youth and Sport of the CPLP, which is held every two years, alternating with the Sports Games of CPLP.

It is a meeting for young people linked to the artistic production. In this meeting, leaders of different associations and NGO that are active in the promotion of the values of Portuguese-speaking countries use the cultural showcase of young artists of the Member States of the CPLP as a pretext to gather, exchange ideas and present proposals on relevant matters for young people.

This event also serves a more specific purpose, which consists of the detection of artistic talent. This means that it is a great opportunity for young people to show their works among their peers and the community.

The first edition of this Biennial was in 1998, in the cities of Praia and Mindelo, Cape Verde.

### **Young Creators Scholarship**

With the support of IPDJ, I.P., the [National Centre of Culture](#) promotes the Young Creators Scholarships programme since 1990, and has already awarded 200 scholarships.

The objective of [Young Creators Scholarships](#) is encouraging the creative work of young people in various fields of Arts and Letters, including the fields of Music, Visual Arts, Literature and Performing Arts and, thus, promote the contribution and involvement of young people in the update of tradition and history, giving them a contemporary dimension.

The projects can focus on creation, research or training, and can have a maximum amount of €3.000.

They are targeted at young people residents in Portugal that are not older than 30 years old, and that have already publicly presented a creative work in the various fields of arts and letters.

The National Centre of Culture develops the management of the selection process and the monitoring of scholarship students.

### **Support young entrepreneurs in the cultural and creative sectors**

The main sources of public funding for the support of youth entrepreneurship are promoted through national strategic public plans or by non-government organisations with national or European public co-funding (reference created with chapter 3. Employment and Entrepreneurship - Chapter 3.9 Start-up funding for young entrepreneurs - Access to capital).

All measures intend to promote an entrepreneurial culture centred in creativity through supporting the development of projects that aim to aid the creation of new companies or the creation of self-employment.

## StartUP Portugal

Within the framework of the National Strategy for Entrepreneurship, the XXI Constitutional Government launched the [StartUP Portugal](#) programme, which consists of a wide range of support measures for entrepreneurship funded by Portugal 2020. Some of these measures are targeted at young people, which are:

[Startup Voucher](#) - support for new business measures still in the embryonic stage, which assigns a monthly grant for a period of one year for young people to develop their project.

[Momentum Programme](#) - support measure for newly-graduates or higher education finalist, that have benefited from some social support during the course, and intend to develop a business idea and have entrepreneurial spirit, but do not possess the financial resources to be able to devote themselves full-time to the creation of their start-up.

## Youth Guarantee

Under the Youth Guarantee Programme, there is also a number of support measures for entrepreneurship and the creation of self-employment:

[Youth Invest](#) - promotes the creation of companies by unemployed young people. It is targeted at young people between the age of 18 and 30 registered as unemployed, with a viable project or business idea and the adequate training for its creation.

[Support Programme for Entrepreneurship and Self-Employment](#) - support programme for the creation of companies and self-employment which intends to encourage the creation of employment and entrepreneurship among populations with greater difficulties in accessing the labour market.

[Be a Entrepreneur Now \(Empreende Já\) - Perception Network and Business Management](#) - support for entrepreneurship through supporting self-employment and microbusinesses.

## Other funding sources

[Youth](#) FINICIA - support programme for initiatives of young entrepreneurs, which aims to facilitate the access to funding solutions and assistance for differentiating business projects, close to the market or with potential for economic value.

## 8.7 Fostering the creative use of new technologies

### New technologies in support of creativity and innovation

#### Projects for more Technological Resources in the educational community

##### Computers, Smartboards and Video projectors in the Classroom

Funded by FEDER and the FSE, DGE/EEC developed a project to increase the technological resources in schools, with the goal of reducing existing inequalities and technological limitations in schools and equip them with the necessary computers, smartboards and video projectors to the development of innovative educational practices.

- Computers in the Classroom Operation;
- Interactive School Operation;
- Technological Kit in Secondary Schools;

#### Extended Network in Education

The Extended Network in Education project ([Rede Alargada Educação](#)) arose in 2008 and is promoted by the Ministry of Education as a response to the European Union's provisions in the sense of promoting a better access to digital content and services by citizens and companies.

The objective is to ensure that school groups and single schools, as well as regional and central bodies of the Ministry of Education, have an Internet connection in all educational

establishments of the public network in the national continental territory, from the 1st cycle of basic education to the secondary education.

The project still ensures that schools located in rural and remote geographic areas can have an internet connection.

As a part of its duties under the Extended Network in Education, DGEEC carries out the management of private networks of every school and promotes and ensures the external connectivity (Internet access) of all administrative support and educational locations of schools. This connectivity is accomplished through various access equipment, by cable or wireless.

### **Eduroam**

[Eduroam](#) is targeted at Higher Education students and teachers. It has contributed to the massification of the online access to academic content, as well as the use of wireless access technologies, through the development of services, content, applications and mobile communications network inside and outside of the University.

In Portugal, the eduroam network was initially designed by the e-U network and, in 2016, arose under the e-U initiative - Virtual Campus, a project partially funded by the Portuguese government, which was technically developed and maintained by the Foundation for the National Scientific Computing (FCCN).

### **Technological Plan for Education**

(refer to Chapter 6 - Education and Training - 6.8 Media literacy and safe use of new media - 1. National Strategy)

### **Facilitating access to culture through new technologies**

#### **Schools Portal**

The Schools Portal ([Portal das Escolas](#)) is a reference site of schools and represents the biggest online collaborative network regarding education in Portugal.

It is targeted at teachers, students, parents and guardians, covering content all the way from Preschool Education to Secondary Education in the national continental territory.

In addition to the detailed information on schools, it also has a repository for [Digital Educational Resources](#) in different curriculum areas, also counting with content in the field of culture and artistic and creative production, which are adapted to be used in the classroom.

The repository is integrated in the [European Bank of Digital Educational Resources](#), which also allows schools to access thousands of international digital educational resources and educational blogs.

#### **Sitestar.pt**

[Sistestar.pt](#) is a competition that aims to promote digital media literacy by promoting the creation of digital spaces in the PT domain, encouraging the **creation and edition of websites** in a set of categories: knowledge and science; make a difference; young people with talent; news at school.

(refer to Chapter 3 - Education and Training - 6.8 Media literacy and safe use of new media 3. Promoting media literacy and online safety through non-formal and informal learning)

### **Museums, palaces and monuments**

The museums, palaces and monuments under the tutelage of the [DGPC](#) have online platforms of communication for the audiences that they are addressing, with varied information about location, prices and timetables and, if applicable, activities of educational services.



Also, they are present in social networks, including Facebook and Instagram.

Some museums and monuments still have support devices for tours, such audio guides and content available in the accessible rooms through the *QR Code*.

### Mobile Apps

The [National Museum of Azulejo](#) provides an innovating APP for *smartphones* and *tablets* targeted at deaf visitors, with videos in Portuguese Sign Language and International Sign.

The app was launched in 2016 as a result of a partnership between DGPC and Realizasom, which are responsible for its development, and with the support of the Millennium BCP Foundation.

The app is free and is available in the mobile app stores [Google Play \(Android\)](#) and [iTunes \(iOS\)](#).

In addition to the content in sign language, the app also offers audio versions with audio description, both in Portuguese and English.

### National Digital Library in the National Library of Portugal

The National Library, whose mission is to collect, process and preserve Portuguese documental heritage, in Portuguese language and about Portugal, offers, since 2002, an online bibliographic library to the general public and students - [National Digital Library](#).

In the case of free access documents, there are around 30.000 free documents available. Some documents, protected by copyright, are only accessible through the internal network of the National Library of Portugal.

The National Digital Library has been growing in a sustained manner, based on digitalisation criteria that privilege the access and dissemination of collections of the National Library of Portugal, in addition to the preservation of the original documents and digital content.

### REAtar

Since 2013, the BNP and the School Libraries Network have a collaboration protocol for the implementation and development of the [REAtar project - Open Educational Resources](#), technologies and networked learning. This project promotes the exploration and reuse of digital resources available in the National Digital Library, demonstrating the richness and diversity of content, typologies and its high potential for educational activities.

## 8.8 Synergies and partnerships

### Synergies between public policies and programmes

The national strategy for the development of public policies in the field of creativity and culture is based on an **inter-ministerial and inter-institutional logic**.

The scope of action and coverage of most programmes and measures goes far beyond the strictly cultural sphere and is the result of **partnerships and synergies established between a diverse set of entities in different fields and levels of action**.

The main synergies between programmes and public policies in the field of youth focus in the field of **education, employment and entrepreneurship and social inclusion**.

In the **field of employment and entrepreneurship**, the wide range of support programmes for entrepreneurship and self-employment stand out, which offers funding sources for young people to develop their business ideas and creative capacities, particularly through the [StartUp Portugal](#) programme and [Youth Guarantee](#).

StartUP Portugal arises within the context of the National Strategy for Entrepreneurship, from the XII Constitutional Government of the Portuguese Republic, and the Youth Guarantee programme is coordinated by IEFP, under the tutelage of the Ministry of Employment, Solidarity and Social Security.

In the field of **social inclusion**, the **Choices Programme** stands out, which has been promoting and supporting projects in the field of social inclusion to strengthen equal opportunities and reinforcing social cohesion by supporting local institutions.

Among the projects that it supports, some aim at the development of personal and social skills through cultural and artistic activities in a *feature of social intervention*.

The Choices Programme is a national government programme, created in 2001, promoted and funded by the Presidency of the Council of Ministers and integrated in the High Commissariat for Migrations - ACM, IP.

### **Partnerships between the culture and creative sectors, youth organisations and youth workers**

#### **Children and Young People Forum**

[The Children and Young People Forum](#) was established in 2010 under the Commemorative Platform for the 50th anniversary of the Declaration of the Rights of the Child and the 20th anniversary of the Convention on the Rights of the Child.

The purpose of the forum is to develop a network, by creating a space for dialogue, exchange of ideas, knowledge and views between organisations working with children and young people.

The objective is to contribute to the defence and promotion of social, cultural, economic and civil rights of children and young people.

#### **Unlocking the Potential of Cultural and Creative Industries**

Portugal, through the [Youth Association of Cultural Activities](#) (Bombrando), is part of the partnership of a project funded by the *Education Audio-visual and Culture Executive Agency's Youth in Action Program (Action 3.2 Youth in the World)*.

The objective of the [Unlocking the Potential of The Cultural and Creative Industries](#) project is to enable organisations in the artistic and cultural field to explore the opportunity of establishing partnerships and networks, and develop projects/activities for the inclusion of disadvantaged young people in the field of cultural and creative industries.

Thus, the project intends to improve the mobility of young people and youth workers to share experiences and good practices in the field of youth and non-formal education, in order to develop entrepreneurial and creative skills.

## **8.9 Enhancing social inclusion through culture**

### **Fostering equality and young people involvement through cultural activities**

#### **Creative Hubs**

Under the **National Strategy for Entrepreneurship** launched in 2016 by the Government StartUP Portugal,, a wide range of measures and initiatives to promote the entrepreneurial ecosystem have been developed, some of them aimed at young people (Refer to Chapter 3 - Employment and Entrepreneurship - 3.9 Start-up Funding for Young Entrepreneurs and 3.10 Promotion of Entrepreneurship Culture).

Among other promoted initiatives with the support of the government, the one worth mentioning is the [WebSubmit](#), which was held in Portugal in 2016, as well as the 2nd (November 2017).

In this context, Lisbon, as the city that held the event, and within the framework of its programme [Startup Lisbon](#), has been promoting the urban restructuring of degraded areas of the city, and the creation of spaces for creative industries that wish to attract and establish entrepreneurs, creators and projects in the city.

Under the renewal and regeneration process of the area between Santa Apolónia and Braço de Prata, the biggest creative Hub at European level was created - the [creative Hub of Beato](#).

### **Unknown Authors Showcase**

The [Unknown Authors Showcase \(Mostra de Autores Desconhecidos\)](#) is an initiative of the General Inspection of Cultural Activities (IGAC) which is framed in the [V National Plan for the Gender Equality, Citizenship and Non-discrimination 2014-17](#) and the Plan for Immigrants Integration. This showcase has the support of the DNS.PT Association.

In the form of a competition, the initiative intends to contribute to social inclusion through the appreciation and projection of artistic works of talented individuals that are framed in an economic and/or social disadvantaged environment (for economic, social reasons and/or others).

In addition to rewarding artistic creativity, this annual or biannual initiative intends to raise the youth population's awareness in a foster care institution for the interiorization of civic behaviours regarding the protection of Copyright and Related Rights.

In its three editions, immensely diverse audiences were reached, such as residents and professionals in disadvantaged neighbourhoods in the Metropolitan area of Lisbon; people under detention in prisons throughout the country and, more recently, young people between the age of 16 and 21 in residential care from the Holy House of Mercy of Lisbon (Santa Casa da Misericórdia de Lisboa) and Pia House of Lisbon (Casa Pia de Lisboa).

### **Combating discrimination and poverty through cultural activities**

#### **Choices Programme**

##### **Training of teachers and youth workers**

##### **“LÓVA” (Opera, a Learning Vehicle (A Ópera, Um Veículo de Aprendizagem))**

The [“LÓVA”](#) (Opera, a Learning Vehicle) is a project that intends to train teachers, actors of educational and social intervention projects that aim to create an Opera show, among children, young people or adults, within the framework of education and social action.

It is a free training targeted at technicians, teachers and educators in general, and it is based on an experience methodology for which trainees don't need to have prior experience in artistic skills.

This project is the result of a partnership between the [Choices Programme](#), the [Theatre Ibisco](#) and Laurent Filipe Productions.

### **Mobility and social inclusion for young people descendant from immigrants**

A promotion programme for Portuguese culture, history and heritage targeted at children and young people from the most vulnerable socio-economic contexts, including descendants of immigrants that have acquired the Portuguese nationality.

It is the result of a protocol from the partnership between the High Commissariat for Migrations ([ACM, I.P.](#)) with Movijovem and the Portuguese Institute of Sport and Youth ([IPDJ, I.P.](#)), which aims to enhance youth exchange and mobility, social inclusion and the promotion of the contact with architectural, historical and cultural heritage of Continental Portugal.

This programme aspires to consolidate the bond of young people with Portugal, thus contributing to a better integration in society.

The goal is to strengthen their bonds of belonging to Portugal, through the access to accommodation provided by several Youth Hostels that make up the Continental Network of Youth Tourism.

Currently provides for 500 stays in units belonging to the Continental Network of Youth Tourism.

(cross-reference with Chapter 4 - Social Inclusion - 4.4 Inclusive Programmes for Young People - 1. Programmes specific for vulnerable young people. Intercultural awareness)

### **Interculturality and Migrations**

The High Commissariat for Migrations, I.P. (ACM) promotes a set of initiatives linked to Interculturality, Diversity and Migrations:

[Intercultural School Stamp](#) (Selo Escola Intercultural) - an initiative created in 2012 by the ACM, I.P. in partnership with the Ministry of Education, through the Directorate General for Education (DGE) and in collaboration with Portuguese Aga Khan Foundation (AKF Portugal), which grants a stamp to schools that develop projects of recognition and appreciation of cultural diversity.

Training initiatives - for promotion of cultural diversity, targeted at young people - [Intercultural Education for Young People](#) and teachers and remaining actors of the educational community - [Intercultural Education in School](#).

[Intercultural Schools Kit](#) - it is targeted at schools and educational professionals and consists of a [set of materials](#) focused on the theme of interculturality.

## **8.10 Current debates and reforms**

Under the strategic lines of **Portugal 2020**, a number of promotion initiatives for cultural activities and promotion of cultural heritage is currently planned or under development, in the field of culture.

Among these initiatives, with the support of the Directorate General for Books, Archives and Libraries (DGLAB) to the creation and development of intermunicipal networks stand out, especially in more isolated zones of the national territory, where the cultural offer is scarcer and there is an emergent need for the diversification of the cultural offer, and the encouragement of reading practices, especially targeted at young people and students.

In addition to the traditional services offered by libraries in the National Public Libraries Network, a greater investment in the diversification of other services for the citizen are provided for, which will allow for the promotion and development of skills in the field of **digital literacy**, in particular through the provision of technological equipment, Internet, and its role in the **support to employment, education, tourism and social inclusion policies**.

Under the **National Reading Plan**, whose implementation is now extended until 2026, in a collaborative work between the Ministry of Culture, of Education, and Science, Technology and Higher Education, still focused on the goal of promoting and diversifying reading habits has provided for the promotion of new initiatives and active implementation of existing measures, extending its reach to as many schools as possible.

The [Inclusion and Employment Operational Programme](#) (POISE) still provides for the development of a programme - Culture for All - through the establishment of a protocol with GEPAC in order to open funding lines to projects that promote integration and inclusion through artistic practices.

The new draft regulation for new model of arts support is currently under discussion, which establishes the grant scheme of the State, through the Directorate General for Arts to entities engaged in professional activities in the field of visual arts, performing arts and disciplinary crossover.

In addition to the new model of arts support, the [National Reform Programme 2016-2021](#) also provides for the development of a **National Arts Plan**, in the school context of the public compulsory education, by increasing the number of initiatives that contribute to the enrichment of the artistic classes planned in the school curriculum, creating essential opportunities and experiences for the development of competencies, raising the awareness of the different artistic expressions and highlighting the importance of arts as imperative elements for the personal, social and cultural development of the individual.

## **9. Youth and the World**

Under the **2030 Agenda** and [the 17 Goals for Sustainable Development](#), a set of programmes and initiatives have been developed to raise the awareness of young people to the theme of global affairs.

On the one hand, within the scope of formal and non-formal education, and in response to social and economic challenges of today's world, the XXI Constitutional Government developed a new **National Education Strategy for Citizenship** which includes a set of rights and duties that must be present in young people's civic training so that, in the future, youth will emphasize equality in interpersonal relationships, the integration of difference, the respect for Human Rights and appreciate a democratic citizenship.

On the other hand, there are also programmes and initiatives framed in a wide range of National Plans and Strategies in different themes, and in an inter-ministerial and intersectoral logic, which involve not only a set of diversified public actors, but also Non-Government Organisations.

### **9.1 General context**

#### **Main concepts**

**Environmental Education for Sustainability** intends to promote values, changes in attitudes and behaviours towards the environment, in order to prepare young people for the exercise of a conscious, dynamic and informed citizenship in the face of current environmental issues.

**Intercultural Education** intends to promote the recognition and appreciation for diversity as an opportunity and as a learning source for all, respecting multiculturalism in current societies, as well as developing the ability to communicate and encourage social interaction, creator of identities and sense of belonging.

**Education for Security, Defence and Peace** intends to reflect, understand and apply the fundamental principles for a good coexistence in democratic societies, which are indispensable to a responsible participation from the citizen, favouring his/her security and the security of others, in a culture of peace.

**Education for Gender Equality** intends to promote equal opportunities and educate for the values of pluralism and equality between men and women. There is an urgent need to develop an effort for the elimination of gender discrimination and, consequently, intimate relationships marked by inequality and violence, constituting as an essential part of the education for human rights, and the respect for individual rights and freedoms following the point of view of building a citizenship for all.

**Education for Development** intends to raise the awareness and promote the understanding of the causes of development problems and inequalities locally and worldwide, in a context of interdependency and globalisation, with the purpose of promoting the right and duty of every person and all peoples to participate and contribute to a full and sustainable development.

**Education for Human Rights** intends to promote the development of a civic awareness in the area of Human Rights.

Definitions adopted by the Directorate General for Education in the presentation of the curriculum unit's thematic contents "[Education for Citizenship - Citizenship and Development](#)".

### Youth interest in global issues

The interest and participation of young Portuguese in global issues, particularly global development and social justice, was monitored in an international study recently published under the project [Challenging the Crisis - promote Global Justice and the involvement of citizens in times of uncertainty](#) (Desafiar a Crise - promover a Justiça Global e o envolvimento dos cidadãos em tempos de incerteza), which was coordinated in Portugal by the [Marquês de Valle Flôr Institute](#) and funded the European Union and Camões - Institute for Cooperation and Language, I.P.

The survey was applied to 3600 young people between the age of 15 and 34, and was focused on the problems of global justice and development. It was carried out in Portugal, Ireland, Italy, Greece, Spain and Slovenia in order to promote the involvement of young people in campaigns and initiatives related to sustainable development.

Young Portuguese believe that the main causes of poverty in Portugal are social inequalities and the repayment of the debt that Portugal is subject to due to the economic and political context of the crisis.

As to the responsibility to take action against poverty, inequality and injustice, young people in Portugal assign it to international institutions as economic actors, unlike among most young people of other countries, which believe that this responsibility belongs to the Governments of rich countries.

Regarding civic participation, the involvement of young people in non-governmental organisations, youth associations or local movements is little, as is the case in other countries where the survey was applied. Although there is not a regular participation, most young people claim to have been involved at least once in some kind of solidarity action. In the case of Portugal, young people participate the most in volunteering activities and solidarity campaigns.

Data from a survey carried out in 2015 to young People between the age of 15 and 34 equally shows that the civic participation of young Portuguese is low, with a reduced membership in civil society organisations ([Lobo, Ferreira and Rowland, 2015](#)).

In the last Eurobarometer survey on Help and Cooperation for the Development of the European Union ([Special Eurobarometer 441](#)), the results show that, in Portugal, more than nine of every ten people surveyed believe that helping people in developing countries is important, and that combating poverty must be one of the main priorities of the European Union (78%) and to a lesser extent of the Portuguese government (47%) ([Special Eurobarometer 441, Portuguese summary report](#)).

In the European Union, younger people (15-24 years) have a more positive attitude in regard to the issues of development than older age groups (with 25 or more years); on the contrary, in Portugal there are few differences between the age groups. However, young Portuguese tend to consider that development aid should be increased (72% against 64% in the older age groups) and there is a higher probability of being more involved in aid to developing countries (20% against 15%).

Finally, regarding the personal commitment and involvement in development, 63% of the surveyed Portuguese claims that they might have a role on the combat against poverty in developing countries, being that the percentage is slightly higher between young people between the age 15 and 24 (68%).

In regard to the Sustainable Development Goals under the 2030 Agenda, monitoring the process of implementation is based on a set of statistical indicators that intend to evaluate the achievement of the planned targets in each of the 17 Goals established, under the coordination of the National Statistical Systems.



In the case of Portugal, the National Statistical Institute has been conducting that [monitoring](#) in coordination with statistical departments of the Ministries and entities involved in the implementation of the 2030 Agenda and Eurostat, while in accordance with the classification system defined by the *Inter-agency Expert Group* (IAEG-SDG).

According to the [National Report on the Implementation of the 2030 Agenda for Sustainable Development](#), most monitoring indicators are not yet available, including those that monitor the targets set for young people.

## **9.2 Administration and governance**

### **Governance**

In the context of the economic crisis that affected Portugal especially after 2009, and with a higher incidence in 2013, there was a decrease in public investment in the development of public policies.

However, in the context of the [2030 Agenda](#) and the [17 Objectives for Sustainable Development](#), Portugal has been making a greater investment in policies in the field of sustainable development.

In recent years, reference documents have been developed that have guided the definition and implementation of public policies and initiatives under **global issues**, covering a wide range of public and non-public strategic areas and actors.

Recently, in September 2017, the [National Education Strategy for Citizenship](#) was presented as a result of the proposal of the **Education Working Group for Citizenship**, which was constituted with the mission to design an education strategy for Citizenship to be implemented in schools.

The goal is to stimulate the development of personal and social skills, with the school being responsible for ensuring an adequate preparation for the exercise of an active and enlightened citizenship.

The strategy is based on the goals undertaken by Portugal under international commitments such as - [Sustainable Development Goals \(2016-2030\)](#) of the UN, or [Education for Global Citizenship: preparing learners for the challenges of the XXI century](#) (2014) of UNESCO, among others.

Every school group is responsible for its implementation, while being nationally coordinated by representatives of the members of the Government in the field of **Education**, notably the Secretary of State for Education, and in the field of Citizenship and Equality by the Secretary of State for **Citizenship and Equality**, in accordance with the powers assigned to them.

The strategy defines a wide range of thematic areas framed in European goals under the 2030 Agenda, including:

#### **Intercultural Education**

The High Commissariat for Migrations, I.P. (ACM, I.P.) is the public institute that intervenes in the execution of public policies in the area of migrations. It is responsible for the coordination of the [Strategic Plan for Migrations \(2015-2020\)](#), as well as the [National Strategy for the Integration of Roma Communities \(2013-2020\)](#). Both serve as the basis for guidance in the theme of interculturality, and in the programmes and measures within the scope of interculturality, migrations and social inclusion.

#### **Education for Security, Defence and Peace**

The [Frame Reference of Education for Security, Defence and Peace](#) structures the guidelines of this theme, and it was developed by the Ministry of Education and the Ministry of National Defence, through the Directorate General for Education and the National Defence Institute.

## Education for Gender Equality and Education for Human Rights

The guidelines of these thematic areas, as well as the measures and programmes that define the measures and initiatives in the field of gender equality and citizenship are structured in a wide range of National Plans: the [V National Plan for Gender Equality, Citizenship and Non-discrimination 2014-2017](#); the [V National Plan for Preventing and Combating Domestic and Gender-based Violence 2014-2017](#) (which has attached the III Action Programme for the Prevention and Elimination of Female Genital Mutilation 2014-2017); and the [III National Plan for Preventing and Combating Trafficking in Human Beings 2014-2017](#). All of these plans and programmes are coordinated by the Commission for Citizenship and Gender Equality.

### Development Education

The [National Strategy for Development Education](#) - Promoting Global Citizenship constitutes a reference document for the intervention in Development Education.

Its design was initiated by the [Portuguese Institute for Development Support](#) (IPAD), under the tutelage of the Ministry of Foreign Affairs, which developed it in collaboration with all public and private entities that work in this field, in particular, the Ministry of Education.

In this field, the [Camões - Institute for Cooperation and Language](#) is also an agency that is under the tutelage of the Ministry of Foreign Affairs, which plays an important role in the improvement of Development Education through co-financing a large number of projects and initiatives.

There are a number of key institutions and actors involved in the implementation of these strategic documents.

### Environmental Education for Sustainability

Under the Environmental Education for Sustainability, in the framework of Education for Citizenship, the National Strategy for Environmental Education also serves as a reference for defining the strategic lines of the thematic area within the scope of the subject of Citizenship and Development.

The [National Strategy for Environmental Education](#) for the period between 2017-2020 is coordinated by the [Portuguese Environment Agency](#).

The [National Action Plan for Energy Efficiency 2013-2016](#) established means of transportation as a priority area, in particular by promoting the use of bicycles and other "soft means of transportation", as established in the project "[Cycling - National Plan for the Promotion of Bicycles and Other Soft Means of Transportation 2013-2020](#)" (Ciclando - Plano Nacional de Promoção da Bicicleta e Outros Modos Suaves).

In addition to the [Portuguese Environment Agency](#), within the framework of the definition and implementation of policies in this field, the following entities have a particular importance: Directorate General for Education; Directorate General for School Establishments and the [Institute for Nature and Forests Conversation](#).

In the field of environmental sustainability, energy efficiency and the [Consumption Efficiency Promotion Plan](#), the following entities are strategic public actors: [ADENE - Agency for Energy](#); [RNAE - Association of Energy and Environment Agencies](#) (national network) and [the Regulatory Authority of Energy Services](#).

In the field of sustainable mobility, the [Institute of Mobility and Transports, I.P., stands out](#).

The [Portuguese Youth Institute, I.P.](#) plays a transversal role being a key actor in some initiatives, either as a coordinator, partner, or funder.

A group of non-governmental organisations plays a leading role in the streamlining and implementation of initiatives and programmes in the field of sustainable development -

whether in the context of non-formal and informal education, or dissemination, information and awareness-raising activities.

In the field of cooperation and development, according to the measures presented below, the following stands out: [AIDGLOBAL - Action and Integration for Global Development](#). In the field of Environment and Sustainability, the following stand out: [European Blue Flag Association](#), [ABAE - Environmental Education for Sustainability](#), GEOTA - Study Group of Spatial Planning and Environment and [SPEA - Portuguese Society for the Study of Birds](#).

### **Cross-sectorial cooperation**

A set of strategic documents in the field of Education for Citizenship, as well as the National Plans presented, from their implementation to their establishment, are the result of a intersectoral and inter-ministerial cooperation between public actors in different fields, from Education to Environment, Defence, Equality, Social Inclusion, etc.

## **9.3 Exchanges between young people and policy-makers on global issues**

### **Global issues exchanges with policy-makers at the domestic level**

#### **Young People in Politics Project - Participating for a Global Citizenship (Projeto Jovens na Política - Participar para a Cidadania Global)**

The [Young People in Politics Project - Participating for a Global Citizenship](#) has as main goal the promotion of young people and youth parties' Global Citizenship so that they integrate in their programmes of activity the problems linked to the Development Education.

In its activities, this project includes a wide range of initiatives of knowledge exchange between several actors:

- Meetings with all youth parties that have a sit on Youth City Councils;
- Preparation of policy motions to be presented in Youth District Councils;
- Meetings with several Parliamentary Committee - Foreign Affairs and Portuguese Communities; Education and Science; National Defence; Employment and Social Security; Culture, Communication, Youth and Sports;
- Participation in national meetings with different political parties.

The project is coordinated by [AIDGLOBAL](#), in a partnership with the [Centre of International Studies of the ISCTE - University Institute of Lisbon](#), the Portuguese Institute of Sport and Youth ([IPDJ, I.P.](#)), the Portuguese National Youth Council ([CNIJ](#)) and the National Federation of Youth Associations ([FNAJ](#)). The project is co-funded by [Camões Institute for Cooperation and Language](#).

### **Integrating the Sustainable Development Goals in the process of Environmental Education**

The seminar "[Integrating Sustainable Development Goals in the process of Environmental Educational](#)" aims to promote and share the work developed by teachers in mobility under the partnership protocol between the tutelages of education and environment and provide a reflection around Environmental Education for Sustainability, a transversal process to different themes and bodies.

The seminar is organised by the Work Group on Environmental Education for Sustainability, with representatives of the Portuguese Environmental Agency, the Directorate General for Education, the Directorate General for School Establishments and the Institute for Nature Conservation and Forest.

In the 2016 edition, the seminar's theme was Sustainable Development Goals and their integration in environmental education projects.

## Participatory Budget in Schools gives a voice to students

The Participatory Budget in Schools ([Orçamento Participativo nas Escolas](#)) is an initiative to promote civic participation and give a voice to students to answer to their needs and interests.

The school must coordinate the proposal submission processes and assist students in the development and submission of their proposals.

It is targeted at students of the 3rd cycle of Basic and Secondary Education that, in a democratic manner, can decide the improvements to be implemented in their educational establishments.

### Youth Participatory Budget

In October 2017, the opening public session of the [Youth Participatory Budget](#) 2017 took place.

It is a process of youth participation where young citizens can submit and vote on public investment projects, therefore, their presence is particularly relevant.

The privileged themes are: Inclusive Sports; Education for Sciences; Social Innovation; Environmental Sustainability.

### Youth Parliament

The [Youth Parliament](#) is a joint initiative of the Assembly of the Republic, the IPDJ, The Ministry of Education, the Directorate General for Consular Affairs and Portuguese Communities and the Legislative Assemblies of the Autonomous Regions of Azores and Madeira.

The programme involves secondary schools throughout the country that wish to participate and culminates with a Session in the Assembly of the Republic.

The programme intends to encourage young people's interest in civic participation and politics, by:

- Stressing the importance of their contribution to the resolution of topics that affect their individual and collective present and future, making their proposals heard among political bodies;
- Raising the awareness of the meaning of parliamentary mandate and the decision-making process of the Assembly of Republic, as a representative body of all Portuguese citizens;
- Encouraging argumentative skills for the defence of their ideas, respecting the values of tolerance and the will of the majority.

The programme consists of two distinct phases. The first phase takes place in a school context and involves the debate around a proposed theme, with the collaboration of local bodies and experts. It also includes an electoral process that elects the representatives that will be present in the district and regional sessions.

In the second phase, the district/regional sessions gather the deputies elected by the schools of each district or autonomous region in order to approve the Recommendations that will be submitted to the National Sessions of the Youth Parliament and to elect the deputies that will represent them in this Session.

Finally, in a third phase, the National Session of the Youth Parliament gathers the deputies elected in every district and the final Recommendation about the theme in development of the corresponding year is approved.

It is targeted at all secondary education schools, either public, private or cooperative, covering the Continent, Autonomous Regions and the Circles of Europe and outside of Europe.

In 2017/2018, the theme is Gender Equality - A debate for all!

## How to involve youth in the causes of Global Citizenship?

Under the Wake up for Global Citizenship (Despertar para a Educação Global) project and the European Youth Forum, in March 2016, a dinner-debate was held which was organised by the Portuguese Institute of Youth and Sport, I.P., AIDGLOBAL and Marquês de Valle Flôr Institute.

With the name of "[How to involve youth in the causes of Global Citizenship?](#)", the goal was to debate and think about strategies to motivate young people to actively participate in society. This debate was attended by members of the European Youth Forum and Youth Organisations.

Among other topics, the themes of Global Citizenship - Cultural Identity and Diversity, Respect for Human Rights, Responsible Consumption and Alternative Economies, Migrations and Refugees, Climate Change and Global Inequalities were discussed.

The participants had the opportunity to address two of these themes and, in the end, share conclusions with all the guests.

As a product of the meeting, a [guiding document](#) was created with recommendations and/or suggestions on how to involve and motivate young people to actively participate in society.

## Global issues exchanges with policy-makers at the international level

### Let's take care of the planet

The [Let's take care of the planet](#) project's goal is to encourage the mobility of young Europeans for a sustainable development.

The intention is to build a space of dialogue and debate, and give young people the opportunity to be heard by the political and economic bodies and international entities.

The idea is that international experience makes them more capable to act locally.

The project was the result of the International Conference "Let's Take Care of the Planet", that took place in 2010 in Brazil. This conference gathered young people from 47 countries, that wrote a reference document together - "[Let's Take Care of the Planet](#)" Youth International Charter.

The project involves more than 15 European countries that locally develop their projects and then present their results in the joint conference that takes place annually, which results in a set of [tools](#).

The project is coordinated by the non-governmental organisation [Monde Pluriel](#) since 2009, which supports participating countries in the national development processes of projects and the implementation methodology, in collaboration with the European Methodological Committee, which is composed of members of the national coordination of each country.

The project is funded by the [Charles Leopold Mayer Foundation](#), and its national and local implementation has counted on a diversified number of funding throughout the years, including: the informal education programme - Youth in Action (2012); the Committee of the Regions which represents the local and regional authorities of the European Union (2012 and 2015); the European Economic and Social Committee, an advisory body of the European Union (2015).

In [Portugal](#), this project has been coordinated since 2014 by [ASPEA - Portuguese Association of Environmental Education](#) and counts on the participation of 8 partner schools (Valença, Barreiro, Monção, Aveiro, Nelas, Tondela, Mangualde and Galicia).

## **The Biggest Lesson of the World (A Maior Lição do Mundo)**

The [Biggest Lesson of the World](#) initiative arose under the [Everyone Project](#), a project that counts with the association of organisations such UNICEF and UNESCO, as well as world-wide personalities.

This initiative was created under the [Sustainable Development Goals](#) and intends to involve children and young people in the promotion of an active global citizenship and a greater awareness of the role of each of them in building a safer, healthier and more sustainable world.

The initiative involves every year the Ministries of Education of the associated countries, that must be responsible for the promotion of open classes that lead to the reflection and discussion of the themes linked to the [Sustainable Development Goals](#). Both students and teachers must be involved in these classes.

In Portugal, the [Biggest Lesson of the World](#) is promoted by the Portuguese Committee for UNICEF and the Directorate General for Education - Ministry of Education, in particular through the development of resources adapted in Portuguese.

## **Children and Young People Forum**

The [Children and Young People Forum](#) was established in 2010 under the Commemorative Platform for the 50th anniversary of the Declaration of the Rights of the Child and the 20th anniversary of the Convention on the Rights of the Child.

The purpose of the forum is to develop a network, by creating a space for dialogue, exchange of ideas, knowledge and views between organisations working with children and young people.

The objective is to contribute to the defence and promotion of social, cultural, economic and civil rights of children and young people.

## **Structured dialogue in the field of Youth - European Union**

This is a process that promotes the debate between young people and public decision-makers about priorities, implementation and monitoring of the European cooperation in the youth field. It is a mechanism of inquiry and listening that must sustain youth policy, both at the European and national level.

The big impulse that led to its implementation took place with the Council resolution on a renewed framework for the European cooperation in the youth field (2010-2018), of 27th November 2009. Within this scope, young people are recognised as a resource of society and the importance of defending young people's rights to participate in the creation of policies that affect them is highlighted, due to a permanent structured dialogue with political decision-makers and youth organisations.

In the context of European cooperation in the youth field, the structure dialogue arises as an implementation instrument, which must serve as a permanent forum of joint reflection on priorities, implementation and monitoring of cooperation in the youth field. The themes of the dialogue must align with the general objective of this European cooperation and the priorities of each cycle of work.

The process is organised in cycles of 18 months, corresponding to the EU presidency trios, thus implicating the division of each cycle in three phases of six months each. In this way, the continuity and consolidation of the legislative processes will be ensured. In each Member State, a National Work Group is appointed, which is responsible for carrying out local and national consultations, as well as producing a report of the country.

In the case of Portugal, the [work group](#) is coordinated by the Portuguese National Youth Council (CNJ), comprised of representatives of entities, such as:

- Government (youth field);



- National Youth Council;
- Youth organisations and local and regional youth councils;
- *Youth workers*;
- Researchers in the youth field.

The national proposals are evaluated and consolidated in a joint report by the European Coordinating Committee of the Structured Dialogue, comprised of representatives of the:

- European Commission;
- EU Presidencies Trio;
- European Youth Forum.

The European Coordinating Committee of the Structured Dialogue is responsible for compiling the reports sent by the National Work Groups and preparing a reference document for the European Youth Conference.

### **European Youth Conference**

The Youth Conference (one for each presidency) takes place in each of the three cycle phases of the structured dialogue, and is held in the country that is currently holding the presidency. This conference gathers young national deputies and representatives of the official youth entities and the ministries responsible for the youth sector to develop together joint recommendations relevant to the framework of thematic priorities established, establishing the contents in the next phases of each cycle.

### **Political results**

At the conclusion of each cycle of structured dialogue, it is expected that the political action is developed on the basis of the joint recommendations of young people and political decision-makers, in the Council of the European Union. The Council can adopt a Resolution or Conclusions, based on the structured dialogue process.

### **Conference of Ministers of Youth and Sports of the CPLP - Biennial of Young Creators of the CPLP**

The [Conference of Ministers of Youth and Sports of the CPLP](#), as established in 2007 (Mindelo, Cape Verde), by the ministers responsible for both domains in the countries where the Portuguese language is the official language (Angola, Brazil, Cape Verde, Guinea-Bissau, Equatorial Guinea, Mozambique, Portugal, São Tomé and Príncipe and East Timor), intends to assert itself as a space for cooperation, consultation, establishment and implementation of joint actions in the field of youth and sports.

The Conference meets ordinarily once a year, establishing anchor activities linked to the fields in which it operates - Sports Games of the CPLP and the Biennial of Young Creators of the CPLP.

### **Biennial of Young Creators of the CPLP**

The Biennial of Young Creators of the CPLP takes place every two years, at the same place and time of the Conference of Ministers. In this way, based on the cultural perspectives of each and the respect for the different forms of expression, it becomes a meeting place between young people of the Community to promote the approach to common interest themes, artistic exchange, meetings, debates, training and dialogue between youth organisations and political leaders, where the Youth Forum of CPLP and the ministerial delegations that participate in the works of the Conference make an appearance.

## **9.4 Raising awareness about global issues**

### **Formal, non-formal and informal learning**

#### **Formal Education**

In Portugal, in **formal education**, global issues are framed in the curriculum unit of Citizenship and Development, included in the curriculum of all school grades of the compulsory education.

This curricular unit falls on the scope of the [National Strategy for Citizenship Education](#).

Framed in the objectives outlined in the Education System Basic Law and in the Profile of the students exiting Compulsory Education, the Citizenship and Development curriculum (cross-reference with Chapter 6 - Education and Training) intends to ensure the adequate preparation for an active and informed citizenship, as well as the adequate training for the compliance with the [Sustainable Development Goals, 2016-2030](#) under the 2030 Agenda.

In secondary education, it has become a curricular unit transversely developed with the contribute of all classes and training units.

It includes a wide range [of themes](#), for which the Ministry of Education has developed a set of guidelines for schools.

#### **Education for Security, Defence and Peace**

The [Education for Security, Defence and Peace](#) is one of the theme areas of education for citizenship that intends to promote the knowledge and reflection on a responsible participation of the citizens.

It is the result of a [collaborative protocol](#) between the Ministry of Education and the [Ministry of National Defence](#), and its main objective is to promote the dissemination of values and matters regarding security and defence in the basic and secondary education. This protocol resulted in the joint preparation of an [Education Benchmark for Security, Defence and Peace](#), for the basic and secondary education.

The protocol also provides for the design, execution and promotion of training activities for teachers, within the framework of a continuous training, in order to incorporate in the schools' Educational Project a culture of security, defence and peace.

#### **Human Rights Education**

The [Human Rights Education](#) objective is to promote the debate on the development of a civic conscience regarding Human Rights.

It is based on the principles underlined in the [Universal Declaration of Human Rights](#) of the General Assembly of the United Nations Organisation and in the [Council of Europe Charter on Education for a Democratic Citizenship and Human Rights](#)

#### **Development Education**

The [Development Education](#) aims to raise the awareness and understanding of the causes of the development problems and inequalities, locally and worldwide.

It intends to promote the right and duty of all people and all populations to participate in and contribute to a full and sustainable development.

#### **Environmental Education for Sustainability**

The [Environmental Education for Sustainability](#) aims to promote the values that have an impact in the change of attitudes and behaviours regarding environment.

The Directorate General for Education provides a set of [reference documents](#) online to support students and teachers.

## Intercultural Education

The [Intercultural Education](#) intends to promote the recognition and valorisation of diversity and respect for multiculturalism of current societies and for cultural and religious diversity.

## Gender Equality Education

[Gender Equality Education](#) intends to promote equal opportunities and educate for the values of pluralism and equality between men and women.

(Cross-reference with Chapter 6 - Education and Training 6.6 Social inclusion through education and training - 2. Social cohesion and equal opportunities).

## Non-formal and informal Education

### Common Cause (Ca(u)sa Comum) - educating for a global citizenship for an integral ecology

The [Common Cause](#) project aims to contribute to the development of a society more aware and committed to the construction of a fairer, more equitable and sustainable world.

This project has an expected duration of 2 years (September 2016 to August 2018) and is jointly promoted by the Gonçalo da Silveira Foundation and the Casa Velha Association - Ecology and Spirituality.

Co-funded by the Camões - Institute for Cooperation and Language, the goal of this project is to promote moments of reflection, education and action about Integral Ecology as a way to reinforce the exercise of Global Citizenship in the communities.

This project is targeted at educators and students, civil society organisations and a wide range of actors that develop work in the Education for Global Citizenship, Cooperation and Environment, as well as informal groups and the public sector in the fields of Cooperation, Environment and Education, too.

Its main activities include initiatives that promote synergies between actors and experiences such as work meetings, sharing of practices, documents and pedagogical resources, recommendations for key interlocutors in the field of Cooperation, Environment and Education.

In the field of training, the Education for Global Citizenship provides, among others, pedagogic resources in all education cycles, as well as formative workshops.

## II International Congress on Education, Environment and Development

The [II International Congress on Education, Environment and Development](#), held in November 2016, intended to promote the debate and reflection on the themes of environment, development and education.

The congress was targeted at teachers, researchers, students of the different levels of education, institutions/associations technicians and the general public.

The congress was accredited as a continuous training of teachers by the [Competency Centre Entre Mar e Serra \(CEEMS\)](#), with a duration of 15 hours, corresponding to 0,6 credits, and counting for the career progression of teachers of the Basic and Secondary Education.

## I Training Initiative "Security, Defence and Peace:..."

The Institute of National Defence promotes training initiatives about security, defence and peace within the framework of Education for Citizenship.

In 2016, the 1st training initiative took place and was named [Security, Defence and Peace: A Project from All to All \(Um projecto de Todos para Todos\) The Benchmark for Preschool Education and all Basic and Secondary Educations.](#)

The training initiative is developed under the Education for Citizenship and aims to raise the awareness for the integration of issues related to security and defence in the educational practice, through the use of the Education Benchmark for Security, Defence and Peace, which was developed in a partnership between the Directorate General for Education and the Institute of National Defence.

It is targeted at teachers of the different education cycles, from preschool to secondary education.

This training initiative was accredited by the Scientific-Pedagogic Council for Continuous Training, according to the Legal Regime of the Continuous Training of Teachers, and has the duration of 25 hours, granting one credit.

### **Educate to Cooperate**

The Educate to Cooperate project is coordinated by [AIDGLOBAL - Action and Integration for Global Development](#) since 2006.

It is an Education for Global Citizenship project that aims to empower schools as building spaces of critical and participatory citizens, that promote social transformation.

The project intends to train teachers and educators in Education for Global Citizenship; promote the association of contents of the official curriculum to the themes of Education for Global Citizenship, providing pedagogic resources and materials; raising students' awareness to the various themes on Education for Global Citizenship, resorting to activities that promote, at the same time, civic participation and the awareness of everyone's role for a fairer and more supportive world.

The project's website provides a wide range of pedagogical resources and materials framed in the Education for Global Citizenship themes, including:

- [The right to Food](#)
- Responsible Consumption: [Transports](#) and [Development](#); [Sustainable Consumption](#); [Conflict-free Technology](#)
- Environmental Sustainability: [Transports](#) and [Development](#); [Sustainable Consumption](#); [Affordable and Clean Energy](#)
- Right to Education and Social Justice: [The Access to Education in the Medieval World and Today](#)
- Right to Health: [Health for All - the Case of VIH/SIDA](#)
- War and Peace: [Conflict-free Technology](#)
- Human rights: [Health for All - the Case of VIH/SIDA](#)
- [The Social Inequalities in the World](#)
- Ethnic and cultural diversity: [Interculturality in the Roman World and Today](#)
- Development: [Satellites and Development Priorities](#)
- Poverty: [Food for All](#)

The 8th edition with the name "[Educate to Cooperate - The Historical Route of the Lines of Torres and Global Citizenship](#) (a Rota História das Linhas de Torres e a Cidadania Global)" is funded by Camões - Institute for Cooperation and Language, through the Ministry of Foreign Affairs and the support of the Montepio Foundation. The partners of this project are the City Councils of Arruda dos Vinhos, Loures, Sobral de Monte Agraço, Mafra, Torres Vedras and Vila Franca de Xira, and the Training Centre Loures Oriental, too.

This project aims to raise awareness among students, teachers, local development actors and citizens of the six partner municipalities (Arruda dos Vinhos, Loures, Mafra, Sobral de Monte Agraço, Torres Vedras and Vila Franca de Xira) for the themes and values of Education for Global Citizenship and mobilise them to promote said themes and values, coordinating with the themes of the heritage of the Historical Route of the Lines of Torres.

The project comprises a set of activities among teachers and students of different cycles of education, including:

- Awareness Programmes;
- Training Initiatives;
- Workshops on Education for Global Citizenship
- A study on the connection of the heritage of the Historical Route of the Lines of Torres to Global Citizenship
- A set of Pedagogical Resources to support study visits
- Learning Circles
- Six weeks of Development Education
- Creation of Geocaching routes
- Conference "the Historical Route of the Lines of Torres and Global Citizenship"

The project has a duration of 24 months and ends in October 2017.

### **We are all needed Project (Projeto Tod@s somos precis@s)**

The [We are all needed European](#) project is coordinated by the Danish Institute for Human Rights and was funded by the European Commission.

This project produces a set of materials targeted at teachers and students that wish to contribute to the education against discrimination on the basis on sexual orientation and gender identity.

In Portugal, the [materials](#) produced under this project were developed by [ILGA Portugal](#) and counts with the collaboration of the [Commission for Citizenship and Gender Equality](#) and the Directorate General for Education.

### **Youth Participatory Budget**

The [Portuguese Youth Participatory Budget](#) is a process of democratic participation where citizens between the age of 14 and 30 can present and decide on public investment projects in the total amount of 300 thousand EUR. This initiative aims to contribute to the improvement of democracy by innovating and strengthening the forms of public participation of young citizens. It covers the entire national territory and the proposals must respect the following criteria:

1. Must be focused on the themes of inclusive sports, education for sciences, social innovation and environmental sustainability;
2. Must respect the maximum amount of 75.000EUR;
3. Must not imply the construction of infrastructures;
4. Must not be a support request or provision of services;
5. Must not benefit more than one municipality;
6. Must be well specified and located in the national territory;
7. Must be technically feasible;
8. Must not contradict the Government's Programme or ongoing projects and programmes in different public policies areas.

In its first edition, which is running this current year, 424 proposals were submitted, distributed by the four theme areas: inclusive sports, education for sciences, social innovation and environmental sustainability.

### **We propose (Nós propomos!)**

We Propose!" [Project Citizenship and Innovation in Environmental Education](#) "aims to promote an effective local territorial citizenship, in a perspective of governance and sustainability. It constitutes the broad national project within the scope of the subject of Geography and mobilises schools of the Mainland and of the Autonomous Regions of the Azores and Madeira. Currently, the Project is being implemented in Brazil and in Spain by several universities, constituting an important Iberian-American project. This project is promoted by the Institute of Geography and Spatial Planning of the University of Lisbon, being supported by the Ministry of Education and Science, through the Directorate General for Education, and by socio-professional organisations of Geography.

## Young People in Politics - Participating for a Global Citizenship

Under the [Young People in Politics - Participating for a Global Citizenship](#) project, a set of initiatives has been developed:

- "Young People in Politics: Information and Training for a Sustainable Development ((In)formar para o Desenvolvimento Sustentável)"

The training "[Young People in Politics](#)": [Information and Training for a Sustainable Development](#) is a free activity targeted at activists of youth parties. This initiative aims to raise awareness and empower young activities for the themes of Development Education and enable them to develop actions in their Youth Parties.

Addresses topics such as: Development Education, Development Cooperation, Public Aid to Development, Official Development Assistance, Coherence of Public Policies for Development, Sustainable Development Goals and the New Paradigms of Development.

- ACT GLOBAL - Education for Global Citizenship

Under the [Young People in Politics - Participating for a Global Citizenship](#), the [ACT Global](#) initiative is a Facebook page that aims to be a community of informational and educational content about Education for Global Citizenship.

It is targeted at young people, youth parties and the general community.

The page provides contents about Education for Global Citizenship, specifically about: Human Rights, Gender Equality, Sustainable Development; Globalisation and Interdependency; Global Citizenship, Sustainable Consumption; Volunteering; Migration and Refugees.

## Education for GloCal Issues

The [Education for GloCal Issues](#) project aims to raise the awareness of the community, teachers and students of the 3rd cycle of Basic and Secondary Education for Sustainable Development Goals.

It includes a wide range of themes: Conflict and Peace, Responsible Consumption; Interculturality; Quality Education; Human Rights, Food Sovereignty.

Among its activities, several training initiatives for teachers are planned, focusing on the integration of these themes in the lesson plans and in the initiatives targeted at school libraries in the various regions of the country.

The project is promoted by [Monte-ACE - Central Alentejo Development](#), in partnership with AIDGLOBAL, the [Democratic Union for Teachers of the South](#), the [Sugodesign](#) and it is co-funded by [Camões - Institute for Cooperation and Language, I.P.](#)

## Amitie Code

The international project "[Amitie Code - Capitalizing on Development](#)" in the field of Development Education aims to raise the awareness of the community - public authorities, citizens, teachers, young people and students - to the themes of Migrations, Development and Human Rights.

It is comprised of a diversified set of activities, including School Labs, targeted at the 3rd cycle of Basic Education, Secondary Education, Education and Training Courses and Vocational Courses (in the municipality of Loures) and Training of technicians and teachers, targeted at municipal technicians and teachers of Loures.

The project involves 6 European countries: Germany, Italy, Latvia, Portugal, Spain and France.

In Portugal, the project is promoted by the [City Council of Loures](#), in partnership with the Centre of International Studies of the ISCTE-IUL and AIDGLOBAL, which is responsible for the training activities. It is funded by the European Commission.



## "Human rights Friendly Schools (Escolas Amigas dos Direitos Humanos)"

The [Human Rights Friendly Schools](#) Project arose under the World Programme for Human Rights Education, launched by the United Nations Organisation (UN) in December 2004.

It is coordinated by the Amnesty International in Portugal, with the institutional support of the Directorate General for Education, having been implemented in 2013.

The objective of this project is to empower young people and promote an activity participation of all members of the educational community in the integration of human rights values and principles.

The project is based on 10 global principles of human rights friendly schools, derived from international norms and standards on human rights based on non-discrimination, participation, accountability and empowerment.

It is targeted at all actors of the school community (students, teachers, non-teaching staff and the school board), as well as guardians.

### The Mundar Platform

The [Mundar](#) Platform (cross-reference with Social Inclusion) arose under the Idea Competition for Young People - Mundar: Change your World! (Muda o Teu Mundo!) is promoted by ACM, I.P., in partnership with the Calouste Gulbenkian Foundation, and by Torke+CC.

It is aimed at young people between the age of 16 and 30, and intends to encourage young people to present ideas, create projects and organise actions that promote their empowerment and autonomy.

Within the scope of this project, the [Youth Ideas Exchange \(Bolsa de ideias Jovem\) platform](#) was developed, that can inspire all young people who wish to change "their" world and make their intervention proposals known to a wider audience, including potential funders.

### Interculturality

The High Commissariat for Migrations, I.P. (ACM) promotes a set of initiatives linked to Interculturality, Diversity and Migrations.

1. [Intercultural School Seal](#) - digital seal that distinguishes schools that develop projects that promote the recognition and valorisation of diversity as an opportunity and a source of learning for all;
2. Training Initiatives: [Intercultural Education for Young People](#) (4 hours) [Intercultural Education in school \(6 hours\)](#);
3. [The Intercultural Schools Kit](#) provides a [set of materials](#) on the theme of interculturality;
4. The [More than Numbers](#) (Mais do que Números) project - educational toolkit: set a tools about migration and asylum in the European Union, which is available in 24 Member States of the EU in 20 languages.

(Cross-reference with Chapter 3 Social Inclusion - 4.5 Initiatives Promoting Social Inclusion and Raising Awareness- 1. Intercultural awareness).

### Young People's Rights

#### European Day against sexual exploitation and abuse of children

A day (18 November) developed by the Ministry of Justice to raise awareness against exploitation and harassment of children and young people.

## Project Lead – Inform to Prevent

A European project whose objective is to develop and to spread information about street violence, violence between peers and other forms of violence against children and young people, through several resources in its [website](#):

1. [Dating violence](#);
2. [Bullying](#);
3. [Online violence](#);
4. [Sexual Violence](#);
5. [Safety in School](#);

## Dating with Fair Play

The [Dating with Fair Play](#) Programme is implemented by the Portuguese Institute of Sport and Youth, I.P. (IPDJ, I.P.) and develops prevention actions of violence in dating, framed in the National Plan for Prevention and Combat Against Violence and Gender-based Violence (2014-2017) in the field of prevention, awareness and education.

## National Plan for Gender Equality, Citizenship and Non-Discrimination (2014-2017)

The National Plan for Gender Equality, Citizenship and Non-Discrimination includes a series of measures aimed at young people, in particular on gender equality and non-discrimination on the basis of sexual orientation and gender identity, including:

1. #ON\_Sex - Sexual Rights and Vulnerable Young People Project, from the Family Planning Association (APF);
2. National campaign against homophobia and transphobia - "Do not close the door to them" (Não lhes feche a porta), implemented by the Commission for Gender Equality;

(Cross-reference with Chapter 3 Social Inclusion - 4.5 Initiatives Promoting Social Inclusion and Raising Awareness- 2. Young people's rights).

## Support for educators/teachers

The website of the Directorate General for Education provides online a set of [support resources](#) to students and teachers within the scope of the Citizenship and Development class.

Under the Education for [Security, Defence and Peace](#) themes, a [support document is available, named Education Benchmark for Security, Defence and Peace - the Armed Forces and the Security Forces](#), in two formats: [e-book](#) and [interactive PDF](#). The benchmark aims to raise students' awareness of the various educational cycles to the theme of security and national defence and promote a strategic culture in the Portuguese society.

In the meantime, with the objective of supporting the implementation of Education Benchmark for Security, Defence and Peace in schools, it was recently created and published a support [e-book for the theme D](#) of the benchmark abovementioned, essentially dedicated to the issues of national defence, the Armed Forces and the Security Forces and Services.

Under the [Environmental Education for Sustainability](#), the [Benchmark for Environmental Education for Sustainability](#) is available, which results from a partnership between the Directorate General for Education, the Directorate General for School Establishments, The Geography Teachers Association, the European Blue Flag Association, the Portuguese Association of Environmental Education, the Centre of Information, Dissemination and Action for Environmental and Development, the Portuguese Environment Agency and the University of Coimbra, through the Professor Helena Freitas, having been formed a team with elements of the abovementioned entities. A public consultation for the discussion and reflection on the above-mentioned benchmark ran until the 31th of July.

Under the [Development Education](#) theme, it is available the [Education Benchmark for Development](#) - Preschool Education, Basic Education and Secondary Education, which was approved in August 2016 and drawn up by the Ministry of Education, through the Directorate General for Education, in partnership with Camões - Institute for Cooperation and Language, I.P., CIDAC - Intervention Centre for Development Amílcar Cabral and the Gonçalo da Silveira Foundation.

### **Youth Pass**

Youth Pass is a registration instrument of participation, recognition and validation of the learnings developed by young people in processes and activities in the field of non-formal educational, outside of the school context.

This is a free tool, managed by the IPDJ, and implemented in an individual certificate, which can be updated in regard to time and contents, and will have an optional connection to the diploma of compulsory education.

The access to this instrument is optional and must be requested and authorized by young participants in the programmes covered.

The competencies benchmark will address 8 areas:

Area A - Communication in the mother tongue (ability to express and understand ideas and facts, in writing and orally, to have appropriate linguistic interactions in the social and cultural life);

Area B - Communication in one or more languages (identical abilities to the ones identified in the mother tongue, but adapted to a foreign language according to the needs, plus positive attitudes in the face of cultural differences and a curiosity regarding languages and intercultural communication);

Area C - Math competency and base competencies in sciences and technologies (aptitude to use a mathematical reasoning in the daily life; knowledge and understanding of the contributions of social and human sciences);

Area D - Digital competency (safe and critical use of the technologies of the society of information, awareness of its challenges, command of information and communication technologies);

Area E - Learn to learn (ability to organise and being responsible for their own learnings, manage obstacles, assess the results of their learnings);

Area F - Social and Civic Competency (personal, interpersonal and intercultural competencies, attitudes that allow a civic participation in the social and professional life);

Area G - Initiative and Entrepreneurial Spirit/ability to go from "ideas to actions" (ability to create, innovate, take risks, plan and manage projects in order to achieve the goal. Awareness of the ethical values of entrepreneurship in a democratic society);

Area H - Awareness/cultural expressions/creativity (awareness of the importance of the creative expression of ideas, experiences and emotions in various forms, such as music, arts, literature, visual arts).

### **Youth-targeted information campaigns on global issues**

#### **70 NOW - The entrance to your rights! (a entrada para os teus direitos!)**

The national campaign [70 NOW - the entrance to your rights!](#) is promoted by the Portuguese Institute of Sport and Youth, I.P. and was launched in April 2017.

This campaign aims to raise young people's awareness to their rights, in particular through the information and promotion of the Article 70th of the Constitution of the Portuguese Republic that indicates the rights that cover the various spheres of life, such as: culture, education, access to the first job, housing, sports and leisure time.

The objective is to empower young people by providing them the necessary information to fully exercise their rights.

At the same time, it is intended to be a means of mobilisation of the various public, private and 3rd sector agents to respond to young people's concerns.

Under the campaign, a [platform of the project](#) was developed, as well as a [Facebook](#) page, and an [Instagram](#) and [Twitter](#) account.

### **Online and offline Hatred Campaign'**

Campaign incorporated in [Movement Against Hate Speech](#) - Youth for the online Human Rights, in the scope of an initiative of the Council of Europe initiated in 2012 and is still running until 2017.

The implementation, strategy and actions of the campaign are coordinated by the Portuguese Institute of Sport and Youth, I.P. (IPDJ, I.P.) in collaboration with other entities, such as the Directorate General for Education and youth associations.

(refer to chapter 3 - Social Inclusion 3. Key initiatives to safeguard democracy against and prevent radicalisation which lead to violent extremism)

### **Information providers**

#### **Decade EDS 2014+ Platform Project (Projeto Plataforma Década EDS 2014+)**

The [Decade EDS 2014+ Platform](#) is a free online platform, with open access, that groups resources and projects within the framework of the Decade of Education for Sustainable Development, which was declared by the United Nations General Assembly for the period 2005-2014.

The platform is coordinated by the National Commission for UNESCO, in partnership with the Centre of Information, Promotion and Action for Environment and Sustainable Development (CIDAADS). It also has a wide range of partners, including the Directorate General for Education, the Portuguese Environment Agency and the Institute for the Conservation of Nature and Forests.

The platform aims to gather and document projects and initiatives about Sustainable Development that have been implemented under the United Nations Decade for Education for Sustainable Development (2005/2014).

In addition to promoting the reflection and discussion of the impacts and changes of the projects and initiatives developed during this period, the platform also aims to give continuity to this initiative through dissemination actions and dynamization of activities in schools, companies and local authorities, and through the creation of networks that encourage exchanges of information and good practices in Education for Sustainable Development.

Other initiatives

"Science in School" Award, Ilídio Pinho Foundation

<https://www.fundacaoip.pt/ciencianaescola/>

There is a wide range of public entities that promote the dissemination of information about global issues among young Portuguese:

- The Ministry of Education, through the Directorate General for Education, within the scope of project in partnership with other public institutions and/or Non-Governmental Organisations.
- The Directorate General for Education, under the [Citizenship and Development class](#), provides in its website a wide range of documents and information on several themes regarding the Sustainable Development Goals framed in the 2030 Agenda.

- The Ministry of Foreign Affairs, through the [Camões - Institute for Cooperation and Language](#), is a co-funder of a diversity of projects in the field of development education.
- The Ministry of Environment, through the [Portuguese Environment Agency, I.P.](#) and the [Energy Services Regulatory Authority](#), promotes projects of information about environmental sustainability and energy efficiency.
- The Portuguese Institute of Sport and Youth, I.P., also provides information online in its website, and physically in the Ponto Já Stores about a wide range of initiatives. Also, it is the coordinator of the [70 Now!](#) website, which provides information on the rights and duties of young Portuguese.

## Key initiatives

### III National Plan to Prevent and Combat Human Trafficking

Within the framework of the III National Plan to Prevent and Combat Human Trafficking (2014-2017) in the strategic area 1 - Prevent, Awareness-raising, Learn and Research, a number of awareness-raising and prevention campaigns have been developed against human trafficking.

#### I'm Not a Merchandise (Não Sou Mercadoria)

Within the scope of youth, it should be highlighted the campaign promoted in collaboration with the [Family Planning Association of Alentejo](#), among higher education students in 2016 in the Ribbon Burning (Queima das Fitas) of Évora, which aimed to contribute to the promotion of knowledge about Human Trafficking, through the awareness-raising of the audience present and the distribution of materials on this phenomenon.

Students were invited to take a photo in the "I'm not a Merchandise" Placard and create a hashtag (#) with the phrase "imnotamerchandise" and publish it later on Facebook.

#### TSH - Spread the Word! (Passa a Palavra!)

TSH - Spread the Word! project was coordinated by the [Family Planning Association](#) under the Human Potential Operational Programme

This project has developed, in partnership with various educational institutions, awareness-raising actions targeted at young people on the topic of preventing human trafficking, integrating questions about gender stereotypes.

Within the scope of the project, awareness-raising and training actions were carried out for young people between the age of 14 and 30, mainly online, through the use of the hashtag #traficado/a in the European Anti-Trafficking Day, which took place in 2014.

#### Come On, Get off the Couch! (Bora lá, Sai do Sofá!)

The [Come On, Get Off the Couch!](#) initiative is developed under the [Youth in Politics - Participating for a Global Citizenship](#) project, which is coordinated by AIDGLOBAL.

It is a campaign that aims to promote the youth vote in the local elections, due to take place on the 1st October 2017.

The campaign took place in September in the social networks and consisted of [40 videos](#) created by anonymous young people and famous people of the television, music, sports, acting and digital world.

### Young People's Rights

Within the scope of the [Lead - Inform to Prevent](#) project, a number of advertising campaigns have been developed on street violence, peer violence and other forms of violence for children and young people:

- [After saying no, stop \(Depois do não, para\):](#)
- [No more violence \(Corta com a violência\):](#)

- [Stay tuned \(Fica ligado\);](#)
- [Movement against hate speech;](#)
- [Everything will be better™ Project \(Projeto tudo vai melhorar\)](#)

(Cross-reference with Chapter 3 - Social Inclusion - 4.5 Initiatives Promoting Social Inclusion and Raising Awareness- 2. Young people's rights).

## **9.5 Green volunteering, production and consumption**

### **Green volunteering**

#### **Youth Volunteering | European Blue Flag Association**

The [Youth Volunteering | European Blue Flag Association](#) is a youth volunteering initiative promoted by the European Blue Flag Association within the scope of the [Now Us](#) programme, coordinated by [IPDJ, I.P.](#)

It took place during June 2017.

The goal was that young people participated in activities of environmental education awareness-raising; beach cleaning campaigns; and games/workshops with schools or entities.

The initiative was targeted at young people between the age of 16 and 30, living outside of the locations where the different actions took place to do volunteering work for a month (June 2017).

In 2017, it included a set of 4 campaigns:

- Clean Mediterranean Week Campaign;
- Roach Hunt and Q-tip Hunt Campaign;
- Development of environmental education workshops \* inspections on award-winning beaches and marinas;
- Backoffice support plus dynamization of activities.

The young volunteers were awarded with a participation certificate, a personal accident and liability insurance and reimbursement of travel expenses.

The initiative was funded by IPDJ, I.P.

#### **Youth Volunteering for Nature and Forests Programme (Voluntariado Jovem para a Natureza e as Florestas)**

The [Youth Volunteering for Nature and Forests](#) initiative is a youth volunteering initiative promoted by IPDJ, I.P. under the [Now Us](#) Programme. It comes to replace the previous one - "Youth Volunteering for Forests" - and aims to promote practices of youth volunteering within the scope of preservation of nature, forests and respective ecosystems, through raising the awareness of the general populations. Also, it aims to prevent forest fires and other catastrophes with an environmental impact, monitor and restore affected territories. It fits the need to raise the awareness and education of young people regarding sustainability, promoting opportunities for them to intervene in the community for the preservation of biodiversity and local economies, thus contributing to the sustainable development.

This project is targeted at private non-profit entities that develop environmental awareness-raising activities among the population, which promote the preservation of forest resources and the prevention of forest fires.

The young volunteers must be between 18 and 30 years, and the activities must have a maximum duration of 15 days. Each volunteer must dedicate 4 hours per day.

The projects submitted must fit in the following areas:



- Environmental awareness-raising and education for sustainability (values, functions of the natural, agricultural and forest systems; prevention and mitigation of climate changes);
- Information and preservation/qualification of the natural and landscape heritage;
- Valorisation and inventorying of the regional/local forest heritage;
- Promotion of resilient and rational practices of spatial planning;
- Promotion of practices with lower impacts on the state of waterbodies;
- Protection and valorisation of protected areas.

## Green production and consumption

### ECOs-Locations (ECOs-Locais)

The [ECOs-Locations](#) project is a national project with a local scope of action, coordinated by the [League for Nature Protection](#), in partnership with the [CNE Scouts](#) and the Protection Service of Nature and Environment of the GNR (Portuguese National Guard).

The project began in 2009 and continues to be implemented.

It aims to promote an environmental citizenship through the active and informed participation of society, and the awareness and participation in the prevention and resolution of environmental problems.

Initially, it was targeted at young scouts between the age of 14 and 22, having been extended later on to other youth groups, whose scope of action mainly involves the local community.

This project encompasses a wide range of promotion initiatives and practical actions to promote the sustainable management and conservation of nature and biodiversity.

For 2017 there are several actions planned both to invigorate and promote the project by society and the dynamization of several ECO-Actions open to the general public, and to promote the collaboration of actions with partner institutions for the extension of the scope of action of the project.

It is funded by EEA Grants - Financial Mechanism of the European Economic Area.

### Tagus Project (Projeto Tejo)

[Tagus Project](#) is a project focused on applying for the registration of the cultural landscapes of Iberian Tejo on the UNESCO world heritage list - TEJO Project - is promoted by Tagus Universalis Portugal Association and aims to build an Itinerary of the different structures/territorial units with landscape quality in collaboration with schools, teachers and students. For this purpose, the objective of this project is to create a network of schools that belong to the municipalities of Tejo that are close to a river

### 80 Project

The [80 Project](#) is a promotion programme of the associationism movement in Schools that results from a partnership between the Portuguese Environment Agency, the Directorate General for Education, the Directorate General for School Establishments, the Portuguese Institute of Sport and Youth, Quercus and the Green Project Awards.

This project aims to promote education for sustainability, entrepreneurship and democratic citizenship.

It is intended for Student Associations in the Basic and Secondary Education, or informal groups of students, that develop one or more environmental sustainability projects.

The projects must include themes that promote [sustainability](#) and [efficient management of resources](#), the [carbon and water footprint reduction](#), [biodiversity](#), [entrepreneurship](#), [green economy](#) and social innovation, as well as volunteering and other forms of citizenship and public participation.

The winning student associations qualify for, among other prizes, a visit to European Institutions in Brussels.

In addition to the funding by the partner entities, also counts with the support of a wide range of private entities and companies.

## **Young Reporters for the Environment**

The [Young Reporters for the Environment](#) Programme is an initiative of the [Foundation for Environmental Education](#) which aims to contribute to the training of the exercise of an active and participatory citizenship through environmental journalism. The programme is promoted by the European Blue Flag Association and is running in Portugal since 1994.

This programme adopts a participatory methodology, by conducting research on issues of sustainability, with a focus on the environment, noting questions, problems and solutions. The process consists of [4 stages](#): research a local environmental theme or problem; propose solutions; report a local environmental issue and its possible solution through a journalistic production, targeting the local audience; and promoting the theme to the local audience.

It is targeted at school groups (between 13 and 21 years) or freelancers (between 15 and 21 years).

At the international level, students and teachers from 29 countries that are part of the current network are participating in the [Young Reporters for the Environment](#) project.

The project also includes an additional set of initiatives:

### **Litter Less Campaign**

The Litter Less Campaign is an international project coordinated by the [Foundation for Environmental Education](#) and integrates 9 countries of the Environment network.

The objective is to observe, interpret, report and find more sustainable solutions to the problem of waste, namely through a set of activities within schools to promote awareness, knowledge and skills on prevention and management of waste.

It is targeted at schools that must plan and carry out a school and/or community campaign through a competition within the Community Actions Days and shoot a film about the Community Action Day/[Global Action Day](#) campaign.

The winners at the national level (3 winners per category - article, photo-reportage, video report) and 1 in each age group (11-14 and 15-21), will be published on the [Young Reporters for the Environment platform](#) and will participate in the International Competition and in a National Mission.

### **Me and YRE | Short video competition**

The [Me and YRE](#) is an initiative aimed at young people who are participating or have already participated in the Young Reporters for the Environment programme.

Young people must produce a short video with a testimony about their experience and participation in the program, which should portray the impact and changes that this participation has produced in their lives.

The videos will be taking part in the [international competition](#) and will also be published on the YouTube channel of Young Reporters for the Environment.

### **Eco-reporter of energy (Eco-repórter da energia)**

The [Eco-reporter of energy](#) initiative promotes reports focused on energy, in the region where the school is located.

The objective is to develop a set of local research on the effectiveness and efficiency of energy use in various themes: from renewable energies to consumption habits; from the mobility habits to the implications in terms of climate change.

Research must make their relevant cases and examples known at the local/regional level.

The objective is to stimulate the critical interest and knowledge in young people in the field of energy and environmental sustainability by addressing the themes of energy and environment, while promoting research and journalism skills at the same time.

The journalistic pieces produced will be directed to the local, regional, national or international media (internet).

Schools that participate must be enrolled in the Eco-Schools or Young Reporters for the Environment networks. Young people should fall into one of the following categories: up to 15 years and between 15 and 21 years.

### **Eco XXI**

The [ECO XXI Project](#) is an international programme that seeks to recognize good sustainability practices developed at the local level, recognising the title of [eco-municipalities](#).

This project has been implemented since 2005. It is promoted by the [Foundation for Environmental Education](#), and the [Blue Flag Association of Europe](#) is responsible for its implementation in Portugal, in partnership with the Directorate General for Education.

It is mainly targeted at the technicians and decision makers of the municipalities that are considered privileged agents of promotion of the sustainable development at the local level.

The scope of Sustainable Development is based on two axes: education towards sustainability and environmental quality.

The objective is to promote at the local level, through the municipalities, the environmental education using the processes of formal and non-formal education of programmes of Environmental Education for Sustainable Development and the establishment of partnerships with school projects under the implementation of Local Agenda 21.

### **Awareness-Raising Campaign for Energy and Climate Change**

The [Awareness-raising Campaign for Energy and Climate Change](#) is an initiative promoted by [GEOTA - Study Group of Environmental and Spatial Planning](#) (Grupo de Estudos de Ordenamento do Território e Ambiente), which aims to raise the awareness of a rational use of energy and climate change.

This campaign is targeted at schools and the general public, and intends to promote information and training initiatives in various formats (formal presentations and press and media releases) through a variety of channels (Internet, mass media), and through various media.

It also provides for the organisation of events targeted at the general public to promote the change of behaviours/attitudes.

The Portuguese Institute of Sport and Youth, the Institute for Employment and Vocational Training and Geota are the entities that fund this initiative.

### **Sustainable Mobility**

#### **Promotion Plan for Bicycles and Other Means of Soft Transportation**

The [National Action Plan for Energy Efficiency 2013-2016](#) established means of transportation as a priority area, in particular by promoting the use of bicycles and other "soft means of transportation", as established in the project "[Cycling - National Plan for the Promotion of Bicycles and Other Means of Soft Transportation 2013-2020](#)" (Ciclando - Plano Nacional de Promoção da Bicicleta e Outros Modos Suaves).

Within the scope of action of School and Public Health, the Cycling plan's operational objective is to promote in the school context the education and training of children and young people about soft means of transportation and sustainable mobility.

It intends to raise the awareness of the environmental benefits that come with the reduction of pollutant and noise emissions, and less congestion, not only to the environmental quality, but also to the quality of life, from the point of view of the individual health of each citizen, reinforcing the physical well-being and the combat against obesity.

In this sense, the objectives are:

- Educating and training children and young people;
- Developing promotion project to go to school on foot or by bicycle;
- Promoting the acquisition of skills to ride a bicycle.

The Directorate General for Education, on behalf of the Ministry of Education, integrated the working group that created the project "Plan for the Promotion of Bicycles and Other Means of Soft Transportation.

### **U-bike Project**

The [U-bike project](#) aims at to promote soft mobility, through the use of bicycles in the university context.

The project is coordinated by the [Institute of Mobility and Transports, I.P.](#) and started in September 2016.

15 Higher education institutions joined the project.

This projects is framed in the objectives of [Portugal 2020](#), under the [Operational Programme for Sustainability and Efficient Use of Resources](#) and the [Green Growth Commitment](#).

[The allocation](#) of 3.234 bicycles is expected (2.096 electrical and 1.138 normal bicycles) for a long-term use, either a semester or the whole school year.

The objective is promoting the regular use of this means of transportation as especially efficient for urban mobility, increasing the use of bicycles in urban areas.

With the use of bicycles throughout the 2-year period of the project, the goal is to save around 166.32 tons of oil equivalent, which means a reduction of 505 tons of CO<sub>2</sub> emission.

The project is funded under the [Operational Programme for Sustainability and Efficient Use of Resources](#), with the co-funding of the Cohesion Fund.

### **Energy and energy efficiency**

#### **Energy tutors in schools (Tutores de energia nas Escolas)**

The [Energy Eco-tutors in Schools](#) measure arises within the scope of the [Consumption Efficiency Promotion Plan](#) and intends to promote activities of public interest in the field of energy and energy efficiency.

This initiative is promoted by [ADENE - Energy Agency](#), in partnership with [RNAE - Energy and Environmental Agencies Association](#) (national network).

The objective is to increase the awareness of the importance of energy efficiency, through the change of practices of the end use of energy, especially in the school universe.

It intends to create the figure of Energy Tutor in 120 school groups, through the acquisition of skills for energy management and raise the awareness of 45.000 students and school staff to the rational use of energy and the adoption of sustainable behavioural practices.

Among other activities, it provides for the creation of promotional videos of different awareness-raising actions developed in schools intended for teachers, staff and students.

This measure is funded by the Consumption Efficiency Promotion Plan of [ERSE - Energy Services Regulatory Authority](#).

### **ON-OFF Campaign**

The [ON-OFF Campaign](#) is a campaign to raise the awareness of energy efficiency, which arose from a partnership between [ADENE - Energy Agency](#), the Portuguese Radio and Television and the Secretary of State for Energy.

This campaign includes two mascots - Onofre and Maria da Luz and intends to encourage changes in the behaviour and consumption patterns and, in this way, lead to the reduction of the energy bill in three fundamental areas: home, work and mobility.

The campaign includes the production of short [films](#) (2 to 3 minutes), with the goal of explaining concepts and giving tips to the population.

In an initial phase, this campaign was targeted at families, but in a later phase it intends to expand to the school community.

[These micro-films](#) will be broadcasted during the period of the Volta a Portugal em bicicleta (road bicycle race in Portugal) (between the 27 July and 7th August, one per day), along with small games or daily mini-competitions related to this theme in each of the places that the Volta a Portugal em bicicleta passes through.

### **"- é A tua equação da Energia!"**

The [- é + A tua equação da Energia!](#) initiative intends to raise the awareness of teenagers and young people to energy efficiency.

This initiative is supported by ERSE under the [Consumption Efficiency Promotion Plan](#) programme and coordinated through a partnership between [ADENE - Energy Agency](#) and the Student Forum.

It uses communication strategies that combine specialised means of communication in the student public and the organisation of awareness-raising and training initiatives.

The objective is to introduce behavioural changes that have an indirect or direct impact in school and its energy consumption.

It is targeted at students of the 3rd cycle of Basic Education and Secondary Education (from the 7th grade to the 12th).

It includes a wide range of initiatives:

- "less energy consumption" is equal to "more future, more saving, more nature";
- "Better School & Energy" (Melhor Escola & Energia) competition - with the goal of mobilising students and teachers to a critical view on energy consumption and how to reduce it in school;
- eight training seminars - targeted at teachers that drive teams of the 40 schools competing in this competition;
- support teaching materials, notably the "Better School & Energy" magazine;
- stand-up comedy show, named Stand by me;
- exhibition on energy efficiency.

Under the partnership with the Student Forum, it was created the Space (- is +) in the abovementioned magazine, and the monthly publication of tips on energy efficiency was launched.

**Twist competition – your energy makes a difference - and it is already on the street (Concurso Twist - a tua energia faz a diferença - e já está na rua)**

The [Twist - your energy makes a difference](#) initiative is a competition of education and awareness-raising of young people in secondary education to the themes of Energy Efficiency, Climate Change, Renewable Energies and Sustainable Development.

The objective is that secondary education students and teachers acquire skills and knowledge about these themes through exercises of analysis and projection of possible scenarios for the future.

This competition is held by [EDP Universal Service](#), with the support of [ADENE - Energy Agency](#) and the Ministry of Education, and with the approval of [ERSE - Energy Services Regulatory Authority](#). It arose within the scope of the 5th edition of the [Electric Energy Consumption Efficiency Promotion Plan](#).

**Energy Game II**

The Energy Game II initiative is a national championship that encompasses various schools of the country.

It intends to raise young people's awareness to the issues of energy efficiency and saving.

This initiative involves an innovative videogame that simulates the story of a family with eight characters participating in a television competition.

The objective is to raise students' awareness to the electric energy saving in a dynamic manner, where they choose a character and have to answer a number of questions about energy and energy efficiency.

This initiative took place in Cascais, with the support of the [City Council of Cascais](#), and was promoted by ADENE - Energy Agency in partnership with [Cascais Ambiente](#) (a Municipal Environment Company of Cascais) under the Electric Energy Consumption Efficiency Promotion Plan, which is promoted by [ERSE - Energy Services Regulatory Authority](#).

**LIFE projects**

[SPEA - Portuguese society for the study of birds](#) is involved in some projects of the [LIFE Programme](#) (L'Instrument Financier pour l'Environnement) which funds activities that promote the development of European Policies and Strategies in the field of Environment.

Within the scope of its activities, [SPEA - Portuguese society for the study of birds](#) develops projects targeted at the school public, which develop information and awareness activities and initiatives in the educational community for the promotion of habits of nature conservation.

The projects count with the partnership of the Portuguese Environmental Agency and the Ministry of Education through the Directorate General for Education and the Directorate General for School Establishments.

**LIFE Sparrow hawks (fura-bardos)**

This initiative was launched in 2013 and intends to increase the knowledge regarding sparrow hawks.

It includes lectures, workshops, educational games and exhibits adapted according to the age and education of the participants, covering students from preschool to secondary education.

**LIFE Rupis**

This initiative takes place in school years (2016/13, 2017/18 and 2018/19) under the [Special Protection Zones of Douro Internacional, Vale do Águeda and Arribes del Duero project](#).



It aims to raise the awareness of school communities and the population to the conservation of the threatened birds of prey (namely the Egyptian vulture and Bonelli's eagle).

The following are included in its activities: [a School Programme](#) of activities with schools (ex: classroom, field work, training of teachers); [production of educational and playful resources](#) and participation in events, with fun and educational activities ("Rupis' Corner").

### **EDUCO2CEAN Project**

The [EDUCO2CEAN](#) project counts with 7 partners from 4 countries (Portugal, Spain, Scotland and Poland), being coordinated in Portugal by [ASPEA - Portuguese Association for Environmental Education](#) and [Ciência Viva](#).

It has a duration of 24 months and ends in August 2018.

The goal is to create a pedagogical model "Science-Technology-Society" (STS), with potential to be applied all over the European Union.

The communication between the different countries intends to create a communication with society in the sense of raising the awareness of the importance of research on the impacts and mitigation of climate change in the sea, with a special emphasis in the Atlantic Ocean and the Baltic Sea.

This project's activities foresee the sharing of projects and ideas as a way to improve the scientific and communication competencies, through initiatives that allow to meet other practices and cultures by participating in exchange programmes of European students in the 3rd cycle of basic education and secondary education (13-18 years), teachers and the general society.

It is funded by ERASMUS+ in strategic partnerships of cooperation for the innovation and exchange of good practices.

### **Eco-Schools (Eco-Escolas)**

[Eco-schools](#) is an international educational project promoted by the [Foundation for Environmental Education](#), which, in Portugal, is represented by the [European Blue Flag Association](#).

More than 11 million students and 52 countries participate in this project. In Portugal, 1.300 school establishments are currently participating.

The objective is to support activities developed in schools through an adequate methodology and training, aiming to encourage the creation of partnerships for the implementation of the 21 Agenda locally.

Every year, one or more themes are chosen that must be addressed by eco-schools, among the following fields: water, waste, energy, biodiversity, biological agriculture, outdoor spaces, noise and transports.

The [European Blue Flag association](#) counts on the technical support of the [Institute for the Conservation of Nature and Forests](#), which is part of the National Eco-schools Commission.

Among the activities developed in this project, the following stand out:

- "Ecoschools" award (Green Flags Day (Dia das Bandeiras Verdes))
- [Ecocode Competition \(Concurso Ecocódigo\)](#)
- [Forest Green Brigade Competition \(Concurso Brigada Verde da Floresta\)](#)

The [National Ecoschools Commission](#) includes a wide range of institutional partners such as the [Portuguese Environmental Agency](#), the [Directorate General for Education](#), the Directorate General for School Establishments, the [Institute for the Conservation of Nature and Forests](#).

## **9.6 Intercontinental youth work and development cooperation**

### **Intercontinental youth work cooperation**

#### **TCA (Training and Cooperation Activities) - Erasmus + YA**

Under the key action 1- Learning Mobility, the Erasmus+ Youth in Action Programme provides for the mobility of youth professionals for training and networking. One of the goals is to develop skills in trainers and Youth Workers, promoting the cooperation between organisations that develop work among young people.

The action provides for the holding of seminars, courses and other non-formal training activities as a mode of promotion for the acquisition of skills and sharing of experiences, good practices and certifications and qualifications models.

(Cross-reference with Chapter 4 - Social Inclusion - 4.7 Youth work to foster social inclusion - 4. Training and support for youth workers engaged in social inclusion programmes)

### **Development cooperation activities**

#### **Incentive Programme for the Development of Associations - IDA**

The Incentive Programme for the Development of Associations intends to contribute to the training of human resources in the activity of associations that work in the field of youth. It is targeted at youth associations or federations registered in the National Register of Youth Associations (RNAJ); Students associations or federations; Organisations equivalent to youth associations registered in RNAJ.

(Cross-reference with Chapter 4 - Social inclusion - 4.7 Youth work to foster social inclusion - 2. Main inclusive Youth-Work programmes and target groups)

#### **IPDJ Support Programmes to Youth Organizations(PAAJ)**

Support programmes for youth associations that supports the development of activities of youth associations and respective federations, similar organisations and informal youth groups.

(Cross-reference with Chapter 4 - Social inclusion - 4.7 Youth work to foster social inclusion - 2. Main inclusive Youth-Work programmes and target groups) and with Chapter 5 Participation)

### **International Work Camps**

The International work camps (CTI) are inserted in a programme of youth exchange from different countries, with a view to the recognition of different cultural identities and the awareness-raising of the world cultural mosaic.

In the CTI, it is possible to participate in activities focused on a variety of fields:

- Archaeology;
- Socio-communitarian;
- Restoration and enhancement of the historical and cultural heritage;
- Environment;
- Others with a recognised interest

These projects take place mainly in the Summer months, have a maximum duration of 15 days and are aimed at young people between the age of 18 and 30.

## Erasmus + Youth in Action Programme

Under the Erasmus+ YA Programme, funded by the European Union, development initiatives for cooperation activities are promoted in Portugal, through the sharing among young people and among youth workers.

Next, we can see some examples:

### Innovation Lab

The [Innovation Lab](#) is a training course targeted at youth workers. It intends to promote a space for the exchange of ideas in order to qualify youth workers to start social innovation projects.

In the edition of 2016 in Hungary, 24 youth workers from 11 different countries, including Portugal, participated in this initiative, who worked together in an innovation lab with the duration of 6 days.

The projects whose planning is successful in the training phase can be implemented later on in the organisations that these youth workers belong to.

### The Cultural and Youth Association Batoto Yetu Portugal

An initiative that will enable a voluntary from Belgium to visit the [Cultural and Youth Association Batoto Yetu Portugal](#) for 6 months.

The volunteer can learn about the methodology and work in the field of the art of social inclusion that the association develops, as well as suggest and implement new ideas, thus contributing to the development and social inclusion of children and young people in vulnerable contexts.

### Stop second - enter our new world

The [Stop Second - Enter our new world](#) project is a project that consists of activities that take place in various receiving institutions. This project was launched in 2016 and will end in April 2018. It is targeted at volunteers that work with children and young people.

The project's objective is to create a platform for intercultural dialogue for knowledge and mutual aid.

### Developing Online Youth Information Trainings

The [DOYIT](#) project intends to develop an e-learning platform and supply it with updated training contents.

The objective is to increase the reach and efficiency of the information about training in the field of youth, targeted at youth workers and trainers.

The project's activities don't only include the development and management of the e-learning platform, but also quality instruments of evaluation and monitoring, as well as training for trainers.

9 partners of several countries, including Portugal, participate in the project, which will benefit from the synergy and exchange of experiences and knowledge of all partners.

The project was launched in October 2016 and will end in October 2018.

In the long term, this project intends to contribute to the quality and accessibility of training for youth workers and volunteers in the youth field, and contribute to the development of an information and advice network in Europe.

### C4C - Communication for Cooperation

The [C4C - Communication for Cooperation](#) project is coordinated by [Ha Moment, CRL](#), a non-profit cooperative that works in the field of education.

This project provides for the execution of training initiatives, which take place in October 2017 and counts with the presence of 24 participants from Portugal, Czech Republic, Italy, Finland, Norway, Greece, Iceland, Poland, Slovenia and Spain.

The training intends to promote the development of communication and cooperation skills that use non-formal methodologies that can be applied in youth work.

### Other initiatives

#### European Solidarity Corps

The [European Solidarity Corps](#) is an initiative of the European Union targeted at young people.

In Portugal, the [Erasmus+ YA National Agency](#) is responsible for the information and support in the promotion and access to the European Solidarity Corps.

It is targeted at young people between the age of 17 and 30, however, young people can only participate in one project after the age of 18. The typology of projects involves a wide diversity of projects in the field of natural disaster prevention or the reconstruction after disasters of this nature; assistance in centres for asylum seekers; or answering other social issues at the community level.

These projects can have a duration of two to twelve months, and usually take place in countries of the European Union.

The European Commission invites organisations to develop projects for which they can invite young people registered in the European Solidarity Corps.

Young people receive training before starting any type of project and organisations will be subject to a prior check before being authorised to carry out projects on behalf of the European Solidarity Corps.

## 9.7 Current debates and reforms

The [Major Planning Options 2017](#) provide for the development of the first **National Youth Plan**, framed in the **Action Plan for the European Union Youth 2015-2018** and other international commitments under the Iberian-American space (Iberian-American Youth pact) and the Community of Portuguese-Speaking Countries (Action Plan for Youth of the CPLP). The main goal is the enforcement of young people's rights, also respecting their interests and needs. The public youth policies thus intend to promote inclusion and participation, in a manner that young people can become **actors of change and development**.

The importance of continuing to adopt an inclusive approach among the several sectoral measures, in an **inter-ministerial** and **inter-sectoral** logic, is underlined, emphasising the transversality of youth policies.

The Government's Programme, the National Reform Plan and the strategic guidelines of the [Major Planning Options 2016-2019](#) prioritise the investment in qualification and lifelong learning, looking at education as the main promotor of the development of each young person, and as a guarantee of social justice and equal opportunities.

Education is presented in a holistic perspective, where not only formal educational processes are valued in the educational process, but also non-formal and informal processes. In this sense, the Government intends to strengthen and enhance the role of **youth organisations** in the promotion of citizenship and youth participation, and intends to create recognition mechanisms for the learnings acquired by young people in the non-formal educational context in the youth sector.

Also, it is planned the development of measures that promote the **cooperation** between Portugal and the European, Portuguese-speaking, Iberian American dimension and with the United Nations, in order to promote young people's contact with policy-makers from all over the world.

In order to achieve these **strategic goals**, the XXI Constitutional Government proposes to develop a set of measures and initiatives in the field of sustainable development, including:

- the continuation of the investment in **Education for Citizenship**, under the **National Strategy for Citizenship Education**, promoting the coordination between formal, non-formal, informal education and youth organisations.
- the continuation of the promotion of the **inter-ministerial** coordination with the tutelages and the **intersectoral** coordination with the themes of the programmes, in the development of programmes and initiatives in the fields of environment, citizenship, social inclusion and migrations;
- the debate about the **law on youth associationism** and about new **governance models**, more adapted to the new forms of youth's sociability, in order to promote the initiative and democratic participation;

## Glossary

Bibliographical reference of the glossary:

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Accepted in higher education: An applicant that was accepted in higher education and is occupying one of the openings available for a specific course.

Accreditation of a cycle of studies: verification process to check if a higher education establishment is fulfilling the required requirements for the creation and implementation of a cycle of studies.

Accreditation of higher education establishments: verification process to check if a higher education establishment is fulfilling the required requirements to come into commission. It is given for a determined period of time, for one or more fields of training and for cycles that grant one or more academic degrees.

Adult education and training course: basic or secondary education course, targeted at adults that have not concluded these levels of education, aiming to increase the levels of qualification and enhance the conditions of entry, re-entry and progression in the labour market.

Bullying: term used to describe acts of physical or psychological violence, intentional and repeated, practiced by an individual (bully) or group of individuals.

Charter on Education for Democratic Citizenship and Human Rights Education plays an essential role in the promotion of the core values of the Council of Europe: democracy, human rights and the rule of law, as well as in the prevention of human rights violations.

Central Administration: the subsector of the central administration includes all administrative bodies of the State and other central bodies whose competence extends over the whole economic territory, excluding the administration of social security's funds.

Centre for family support and parental counselling: social response intended for the study, prevention and socio-economic support of children and young people at social risk or danger and their families. The intervention is centred in the family, through an integrated approach of the community's resources and is developed by multidisciplinary teams, aiming at the improvement of the target population's life quality.

Certification: Process that formally recognises the knowledge and competencies of individuals, by granting academic degrees, diplomas and certificates.

Certificate: official document that proves the individuals' knowledge and competencies.

Children and Youth Health Appointments: General or family medicine appointment, in Health Centres, provided to people under 19 years-old (excluding Maternal Health, Family Planning and Public Health appointments).

Cine-Theatre: A building that is prepared for theatre plays and showing films.

City Council: the city council is the executive body to whom the management of municipal affairs is assigned to.

Collective employment contract: instrument of Collective Regulation, with a conventional nature, concluded between one or more employers' associations and one or more union organisations.

Contraception: Use of means that avoid pregnancy through sexual intercourse.

Cyberbullying: a digital form of Bullying.

Cycle of studies: stage of education defined in the structure of the educational and training system with a determined normal duration and its own identity regarding objectives, purposes, curriculum organisation, type of teaching and programmes.

Curricular area: Group of subjects that constitute a curriculum.

Curriculum: group of contents and objectives that, properly organised, constitute the basis of the education and evaluation organisation of the student's or trainee's performance, as well as other guiding principles that may be approved with the same purpose.

Descendants: 1st degree descendants of the beneficiary or of the spouse and descendants beyond 1st degree (grandchildren, great-grandchildren), providing that they are orphans or that have rights through their parents.

Doctoral Certificate: a document that proves that the individual has a doctorate degree, and is accompanied by the issuing of a diploma supplement.

Early leaving from education and training: individual between 18 and 24 years-old, which has completed the 3rd cycle of basic education and is not attending any activity under the formal and non-formal education.

Early School leaving: leaving the education and training system before concluding the compulsory education and within the age group limits established in the law.

Education and training area: area of the National Classification of Education and Training Areas which groups the programmes according to the similarity between the respective contents.

Employment and professional training centre: local organisational unit that executes promotion policies for employment and training, meeting the needs of the labour market and the qualification of human resources in its area of influence.

Family accommodation centre: a social response developed aimed at sheltering, for a limited period of time, people in a situation of need, such as, floating population, displaced families and other groups in a situation of social emergency. This measure must work, preferably, in collaboration with other integrative measures.

Family allowance for children and young people: a monthly cash benefit, with a variable amount depending on the income level, the composition of the household and the age of the respective holder, in order to compensate the family expenses related to the livelihood and education of children and young people.

Formal learning: Education or training offered in educational or training institutions, where qualified professionals are responsible for organising, evaluation and certifying the learnings. It is a hierarchic type of education or training, that is, after concluding a certain level there is a progression to higher levels.

Grade: Result of the evaluation process of the student's and trainee's learnings.



**Grantee:** individual to whom a scholarship or a research scholarship is granted.

**Healthcare:** provision of health goods and services to be used directly by individuals in different contexts: inpatient, outpatient and domiciliary care.

**Health centre:** A number of functional units that provide primary healthcare.

**High competition/high performance** Sporting activity that, inserted within the scope of sports-performance, reflects the showcase of talents and vocations of exceptional sporting merit, and the respective career is guided towards the success in sports at the international level.

**Higher education applicant:** Individual that intends to enrol in a specific course in a higher education establishment and meets the required conditions, such as: 1) possess a secondary education course or a legally equivalent academic qualification; 2) do a proof of competence to for the enrolment in higher education.

**Household:** for the purpose of assigning or determining the amount of the Social Security's benefits for which the applicant must submit supporting documents regarding his/her economic resources, in order to verify if he/she meets the required conditions by the law. Generally, a household is considered to be a group of individuals, legally bound by legal and family relationships, who live in the same house as the applicant and in a family economy with him/her.

**Labour status:** Situation of the economic activity of an individual within the reference period, which can be considered active or inactive.

**Lifelong Learning:** intentional learning developed throughout life, in formal, non-formal or informal contexts, in the framework of a personal, civic, social and/or professional perspective.

**Local administration:** the subsector of the local administration includes public administration whose competence extends to only a part of the economic territory, apart from local administrations of social security's funds.

**National Competition for Access to Higher Education:** A competition targeted at the people who wish to apply to higher education, taking into account the number of openings available in each course of each public higher education institution.

**National library:** The library responsible for the acquisition and conservation of copies of all publications edited in the country, working as a "deposit" library, both by legislative instruction and individual agreements. It usually performs, among others, some of the following tasks: creating a national bibliography; keeping a large and representative collection of publications edited abroad up to date, of national authors or about the country where the library is located; playing the role of national centre of current and retrospective bibliographic information.

**National Qualifications Catalogue (NQC):** instrument of strategic management of the national qualifications at the non-higher educational level.

**National Qualifications Catalogue (NQC):** instrument of strategic management of the national qualifications at the non-higher educational level.

**Primary healthcare:** Healthcare representing the first level of contact of individuals, families and the community with the National Health Service (NHS), the Regional Health Service of the Autonomous Region of Madeira or the Regional Health Service of the Autonomous Region of Azores.

**Public administration:** the sector of public administrations includes all institutional units whose main purpose consists of producing other non-commercial goods and services intended for individual or collective consumption and/or carry out operations for the redistribution of the national income and wealth. The main resources of these units come from mandatory payments made by units that belong to other sectors and are received directly or indirectly.

**Public library:** a library targeted at the general audience, which provides the service to a Local or Regional community, and may include extension services, namely to hospitals, prisons, ethnic minorities or other social groups with access and integration difficulties.

**Regional Administration:** the subsector groups administrations that, as different institutional units, exercise administrative functions at a level below of the central administration and at a level above of the local administration, apart from the Social Security's funds of the Regional Administration. Its scope of action extends to the economic territory covered by each one of the regions.

**Scholarship:** A non-refundable annual cash benefit with a fixed amount, fully supported by the State, which is intended to contribute to the expenses of attending a course or carrying out a mandatory internship.

**School Groups:** organizational unit endowed with their own management and administration bodies. It comprises of kindergartens and educational establishments with one or more levels of non-higher education.

**School library:** A library dependent on a non-higher educational establishment, targeted at students, teachers or other staff of the establishment, even though it can be open to the public.

**School social support:** A set of direct and indirect non-refundable financial measures and support granted by the State, aimed at guaranteeing the right and equal opportunities of access to education, school attendance and success, by overcoming economic, social and cultural inequalities.

**School year:** period of the school year that corresponds to a minimum of 180 effective days in basic and secondary education, and 36 to 40 weeks in higher education.

**Social welfare:** social security system, which is intended to prevent and repair situations of socio-economic deprivation and inequality, dependency, dysfunction, exclusion or social vulnerabilities, as well as the community integration and promotion of people. It is developed by the State, Local Authorities and Private Non-profit Institutions.

**Sporting activity:** physical activity that is structured, repetitive and generally requires physical fitness.

**Training Centre:** Structure comprised of spaces, equipment, trainers and other staff assigned to carrying out training initiatives.

**Temporary Employment contract:** employment contract entered between a company of temporary employment and a employee, who commits to provide a temporary activity for companies that resort to this type of contract, maintaining the legal, labour and wage bound to the company of temporary employment (metainformation - INE)

**Unemployed:** Individual between 15 and 74 years-old that, in the reference period, was in the following situations at the same time: 1) didn't have a paying job or any other type of job; 2) was actively looking for a paying job or not over a specific period (the reference period or the previous three weeks); 3) was available to work in a paying job or not. The active search for a job implies the following efforts: 1) contacto com centros de emprego público ou agências privadas de colocações; 2) contacto com empregadores; 3) contactos pessoais ou com associações sindicais; 4) colocação, resposta ou análise de anúncios; 5) procura de terrenos, imóveis ou equipamentos; 6) realização de provas ou entrevistas para seleção; 7) solicitação de licenças ou recursos financeiros para a criação de empresa própria. A disponibilidade para aceitar um trabalho é fundamentada com: 1) o desejo de trabalhar; 2) a vontade de ter um trabalho remunerado ou uma atividade por conta própria, no caso de se poder obter os recursos necessários; 3) a possibilidade de começar a trabalhar num período específico (período de referência ou as duas semanas seguintes).

**Unemployed person looking for a new job:** An unemployed individual that had worked before.

Unemployed person looking for his/her 1st job: An unemployed individual that has never worked before.

Unemployed person for a short period of time: Unemployed person that has been looking for a job for 12 or less months.

Unemployed person for a long period of time:: An unemployed person that has been looking for a job for 12 or more months.

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CCEMS-Center of Competence Between Sea and Mountain' ([Centro de Competência Entre Mar e Serra](#)) (last accessed 15/10/2017)

CEI-IUL-Center for International Studies, University institute of Lisbon ([Centro de Estudos Internacionais-Instituto Universitário de Lisboa](#)) (last accessed 15/10/2017)

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