



## Youth Wiki national description

# Youth policies in Portugal

2019

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>



<b>Portugal.....</b>	<b>7</b>
1. Youth Policy Governance.....	9
1.1 Target population of youth policy.....	9
1.2 National youth law.....	10
1.3 National youth strategy.....	10
1.4 Youth policy decision-making.....	12
1.5 Cross-sectoral approach with other ministries.....	18
1.6 Evidence-based youth policy.....	19
1.7 Funding youth policy.....	21
1.8 Cross-border cooperation.....	22
1.9 Current debates and reforms.....	25
2. Voluntary Activities.....	26
2.1 General context.....	26
2.2 Administration and governance of youth volunteering.....	28
2.3 National strategy on youth volunteering.....	28
2.4 Youth volunteering at national level.....	30
2.5 Cross-border mobility programmes.....	33
2.6 Raising awareness about youth volunteering opportunities.....	34
2.7 Skills recognition.....	36
2.8 Current debates and reforms.....	36
3. Employment & Entrepreneurship.....	37
3.1 General context.....	38
3.2 Administration and governance.....	41
3.3 Skills forecasting.....	46
3.4 Career guidance and counselling.....	48
3.5 Traineeships and apprenticeships.....	50
3.6 Integration of young people in the labour market.....	55
3.7 Cross-border mobility in employment, entrepreneurship and vocational opportunities.....	59
3.8 Development of entrepreneurship competence.....	61
3.9 Start-up funding for young entrepreneurs.....	64
3.10 Promotion of entrepreneurship culture.....	73
3.11 Current debates and reforms.....	76
4. Social Inclusion.....	78
4.1 General context.....	78
4.2 Administration and governance.....	80
4.3 Strategy for the social inclusion of young people.....	84

4.4 Inclusive programmes for young people.....	87
4.5 Initiatives promoting social inclusion and raising awareness .....	92
4.6 Access to quality services .....	97
4.7 Youth work to foster social inclusion .....	105
4.8 Current debates and reforms .....	109
5. Participation .....	110
5.1 General context .....	111
5.2 Youth participation in representative democracy.....	112
5.3 Youth representation bodies.....	112
5.4 Young people's participation in policy-making .....	118
5.5 National strategy to increase youth participation .....	121
5.6 Supporting youth organisations .....	122
5.7 “Learning to participate” through formal, non-formal and informal learning.....	124
5.8 Raising political awareness among young people.....	128
5.9 E-participation .....	131
5.10 Current debates and reforms .....	132
6. Education and Training.....	134
6.1 General context .....	134
6.2 Administration and governance .....	139
6.3 Preventing early leaving from education and training (ELET) .....	144
6.4 Validation of non-formal and informal learning .....	151
6.5 Cross-border learning mobility.....	154
6.6 Social inclusion through education and training.....	161
6.7 Skills for innovation .....	168
6.8 Media literacy and safe use of new media.....	173
6.9 Awareness-raising about non-formal and informal learning and quality youth work.....	179
6.10 Current debates and reforms .....	180
7. Health and Well-Being.....	183
7.1 General context .....	183
7.2 Administration and governance .....	184
7.3 Sport, youth fitness and physical activity.....	185
7.4 Healthy lifestyles and healthy nutrition .....	194
7.5 Mental health .....	203
7.6 Mechanisms of early detection and signposting of young people facing health risks.....	207
7.7 Making health facilities more youth friendly .....	210
7.8 Current debates and reforms .....	211

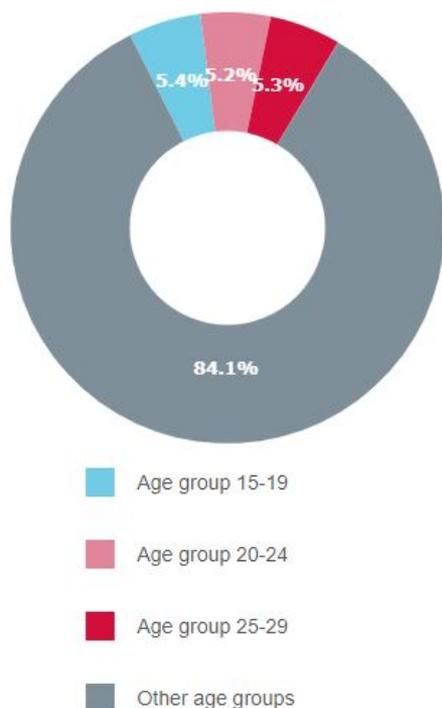
8. Creativity and Culture.....	213
8.1 General context.....	213
8.2 Administration and governance.....	214
8.3 National strategy on creativity and culture for young people.....	217
8.4 Promoting culture and cultural participation.....	222
8.5 Developing cultural and creative competences.....	224
8.6 Developing entrepreneurial skills through culture.....	227
8.7 Fostering the creative use of new technologies.....	230
8.8 Synergies and partnerships.....	232
8.9 Enhancing social inclusion through culture.....	233
8.10 Current debates and reforms.....	235
9. Youth and the World.....	236
9.1 General context.....	236
9.2 Administration and governance.....	238
9.3 Exchanges between young people and policy-makers on global issues.....	240
9.4 Raising awareness about global issues.....	246
9.5 Green volunteering, production and consumption.....	256
9.6 Intercontinental youth work and development cooperation.....	264
9.7 Current debates and reforms.....	265
10. Youth Work.....	266
10.1 General context.....	266
10.2 Administration and governance of youth work.....	270
Cross-sectoral cooperation.....	271
10.3 Support to youth work.....	271
10.4 Quality and innovation in youth work.....	272
10.5 Youth workers.....	273
10.6 Recognition and validation of skills acquired through youth work.....	274
10.7 Raising awareness about youth work.....	276
10.8 Current debates and reforms.....	278
References.....	279
Glossary.....	327
Archive.....	332



# Portugal

## Young People in Portugal

Ratio of young people in the total population on 1st January



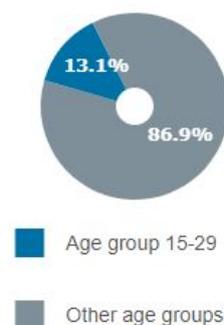
Total number of young people:

1 642 668

Ratio of men and women in the youth population



Ratio of young immigrants in all immigrants from non-EU countries



## 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 launched in 2018, framed in the European priorities and in the needs of young Portuguese, after 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

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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.

The National Youth Plan (PNJ) is the political instrument with the mission of rendering concrete the transversality of youth policies in order to strengthen the special protection of young people's rights, as stated in article 70. of the Constitution of the Portuguese Republic. It was also intended to guarantee the articulation between PNJ and the current national plans and programs integrated in sectorial or transversal policies that may have impact on young people, as well as ensure that the youth's dimension is included in those other political instruments.

For this reason PNJ assumes itself as an intersectoral instrument of coordination of youth policies' in Portugal, and takes into account as well the international benchmarks from the United Nations (UN), the Council Of Europe, the European Union (EU), the Community of Portuguese Language Countries (CPLP) and the International Youth Organisation for Ibero-America, namely: UN Agenda 2030, EU Youth Strategy, Ibero-American Youth Pact and CPLP's Youth Charter.

### 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 Associations ([Law no. 57/2019, of 7 August](#)) stipulates that youth associations are those with more than 80% of members aged 30 or under, in which the executive body is made up of 80% of young people aged 30 or under and led by a young person aged 30 or under on the date of their election. In this Law, informal groups of young people are also defined as groups made up exclusively of young people aged between 12 and 30, where at least one of the elements is 18 years of age or older, for the purpose of legal representation of the group, in a number of not less than three elements.

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 "Choices Programme" ( Programa [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 ([Cartão Jovem](#)), 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 isn't a framework-law for youth in Portugal.

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 present national youth strategy is reflected in the National Youth Plan (PNJ), approved in September 2018. It is the political instrument of youth policy's intersectoral coordination in Portugal with the mission of rendering its transversality concrete and in order to strengthen the special protection of young people's rights, as stated in article 70 of the Constitution of the Portuguese Republic.

PNJ assumes a balance between comprehensive youth policies and policies targeted to groups in vulnerable situation or with specific needs. Priorities were settled in certain groups, profiles or social issues, but flexible to all border situations.

## Scope and contents

Being the first National Youth Plan and not the result of an assessment of a previous plan, PNJ has sought to promote the balance between what was withdrawn from the listening processes and what was mapped or known of young population's particular challenges and potentials. Some of the strategic and operational goals are highly regulatory, others are emancipator; some are more focused on prevention, others on intervention; some follow a proactive approach, others a more reactive one and, lastly, some are more based on problems and others on opportunities.

PNJ adopts the following structure:

**Key domains:** Formal and Non-Formal Education, Employment, Health and Housing.

The emphasis given to the key domains of Formal and Non-Formal Education, Employment, Health and Housing should not be regarded as a setback to the original domains of transition to adult life, but as a comeback to the spheres where social inequalities operate the most and wherein reify.

**Key themes:** Governance and Participation, Equality and Social Inclusion, Environment and Sustainable Development.

Key domains are correspondent to some areas of governance. They distinguish themselves from key themes as they are more comprehensive and represent further transversal areas of intervention.

Other relevant areas — correspond to sectorial action plans designed by the government's internal administration areas; agriculture, forestry and rural development; culture; defence; sports, sea and justice.

Despite the separation between domains and themes an effort of conjugation was incorporated and of non-duplication of efforts among the goals pursued in each area. This can be achieved through the dissemination or joint assessment of programs, as well as by the share of political and budgetary responsibilities by a particular program or goal.

**Action Plans** - priority and strategic goals were devised for each domain or theme, and those correspond to an action plan grounded on the contribution from the different areas of government, which are transcribed bellow.

### Key domains:

#### Formal and Non-Formal Education

Priority: To ensure the realisation of the right to education and to education from a holistic and inclusive perspective by bringing the non-formal and formal learning into the formal education system, with focus on the development and acknowledgement of skills, in order to integrate young people in active life and in the exercise of citizenship and civic participation, their specific conditions being taken into account.

#### Employment

Priority: To promote the realisation of the right to a decent and inclusive job through the wide spread of a faster and better access to first job and the fight against precariousness, in order to achieve the emancipatory process's sustainability and the creation of autonomy in young people.

#### Housing

Priority: To promote the realisation of the right to housing, through the guarantee of young people's access to adequate housing, in the broad sense of habitat and oriented to people,

thus contributing to the emancipatory process's sustainability and creation of autonomy in young people and to a wider range of freedom in student, professional and family mobility.

### **Health**

Priority: To ensure the realisation of the right to health, taking into account the particular bio-psycho-social dimensions of this stage of life in the promotion of health policies and programs and of a healthy lifestyle for the well-being of young people and the acquisition of skills that enhance adult quality life.

### **Key themes**

#### **Environment and sustainable development**

Priority: To guarantee the engagement and participation of young people in the achievement of the Sustainable Development Goals and of the 2030 Agenda through the insurance that they also find inclusive actions, measures and goals developed for and with young people that monitor and assess their impact on youths.

#### **Governance and participation**

Priority: To promote multilevel, inclusive, participated and participatory government practices, in view of youth policies' institutional strengthening.

#### **Equality and social inclusion**

Priority: To promote the realisation of the right to equality and social inclusion of all young people through the combat of social exclusion and all forms of inequality and discrimination.

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

The National Youth Plan 2018-2021 is coordinated by the Portuguese Institute for Youth and Sport ([IPDJ](#), [IP](#)), which monitors the implementation of measures and reports to the Government member responsible for the Youth area via an annual report (midterm reports) and a report at the end of the Plan's validity.

The implementation of each measure is for the responsible state entity to execute.

## **Revisions/updates**

The current National Youth Plan will be subjected to assessment via an annual midterm report.

## **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](#) and the [Major Planning Options \(2016-2019\)](#), 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 Youth and Sport.

## 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 Sport](#) 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 Sport (IPDJ, I.P.).

In this context, we can emphasize the operational and executive role developed by the Portuguese Institute of Sport 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.

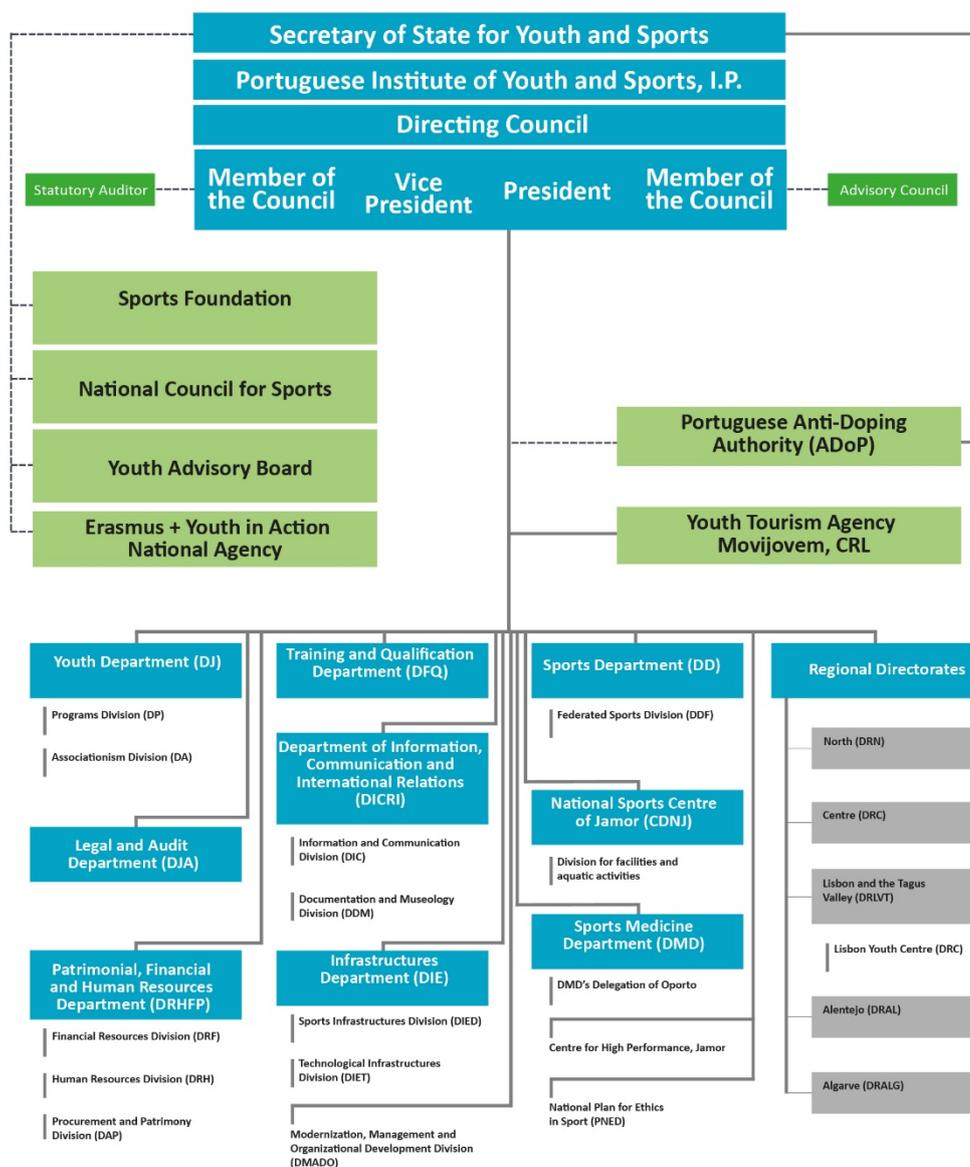
Thus, the formulation and implementation of youth public policies are made through a structured dialogue with young people, specifically through representative platforms, such as National Youth Council - [CNJ](#), the National Federation of Youth Associations – [FNAJ](#), as well as through specific 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

Ultimately, however, the conceptual basis to intervene in the youth sector is based on the [Constitution of the Portuguese Republic](#) which provides, in article 70th "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;
- the sense of community service.

### **National Youth Plan 2018-2021 (elaborated by the Resolution of the Council of Ministers No. 114-A/2018)**

The National Youth Plan, as an instrument at the service of youth policies' interministerial articulation, guides the designing, execution and assessment of measures in strategic areas: Formal and Non-Formal Education; Employment; Health; Housing; Environment and Sustainable Development; Equality and Social Inclusion and Governance and Participation.

The definition of the strategic areas was the result of a wide listening process made to the young people and the main players of the sector (namely youth organisations, association leaders, youth technicians, academies, and municipalities).

In relation to 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](#) was created through the Administrative Decree no. 308/2015, of 25 September and regulated through the Regulation no. 1022/2016, of 10 November, as amended by the Regulation no. 467-A/2017, of 25 August. It 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.

Action 1: Support for the development of projects for the creation of enterprises and social economy entities, based on their own ideas or made available through the business promotion network;

Action 2: Support for the sustainability of entities and jobs created under the Programme, resulting from projects developed in Action 1.

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.

## 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 Agora Nós programme aims to promote and stimulate the practice of volunteering, as a means of acquiring skills. Within this program there are the following programs:

Long Term Action of Young Generation Z Volunteering;

Long Term Action of Young 70 Já Volunteering;

Long Term Action of Young Volunteering Dating with Fair Play.

There is also the Youth Volunteering for Nature and Forests programme outside the Agora Nós programme.

## 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.

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 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 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

The XXI Constitutional Government has assumed, in its Program and in the National Reform Plan, a transversal perspective of the state's youth policies upon the presentation of sectorial measures that hold the country's young population as recipient.

The Government has established the pledge of investing in youths, an investment in the interministerial articulation with the remits and programs that have an impact on the lives of young people, namely education, employment and entrepreneurship, higher education, housing, birth rate, health, quality of life, sports, culture, environment, agriculture, transports, social security's sustainability, fight against poverty, equality, inclusion and migrations.

Thus, the National Youth Plan (PNJ) is the political instrument with the mission of rendering concrete the transversality of youth policies in order to strengthen the special protection of young people's rights, as stated in article 70. of the Constitution of the Portuguese Republic. .

It is intended to guarantee the articulation between PNJ and the current national plans and programs integrated in sectorial or cut-crossing policies that have impact on young people, as well as ensure that the youth's dimension is included in those other policy instruments. For this reason PNJ assumes itself as an intersectoral instrument of coordination of youth policies' in Portugal.

To guarantee an effective cross-sectoral approach with other ministries, in 2007 by the [Resolution of the Council of Ministers no 77/2007](#), an **Interministerial Commission** was created. 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** – an advisory body of the Government member responsible for youth affairs and concertation of youth policies ([Decree-Law no. 129/2015 of 9th July](#).) - also contributes to promote the cross-sectorial approach within several ministries, since it includes representatives of different stake-holders in the field of youth policies.

The Portuguese Institute of Sports and Youth (IPDJ) also works with another consulting body, the **IPDJ Advisory Council** ([Decree-Law no 98/2001](#)), which includes representatives from 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 stemming from public policies, targeting young people.

Furthermore, several programmes 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 cross-sectorally developed programmes and actions are the following:

- [Cuida-te](#) (Take Care of Yourself programme): a multifaceted programme, created through the Administrative Decree No. 258/2019 of 19 August, which aims to promote youth health and healthy lifestyles with inter-ministerial coordination in their monitoring. It aims to address the health determinants of the final target population, namely the access to health care, health literacy and healthy lifestyles, mental health, nutrition, physical and sports activity, addictive behaviours and sexuality. It aims to promote the protective factors and reduce the risk factors for lifestyle-related diseases among the final target population, adopting a comprehensive perspective on youth health, targeting various areas of the life of the final target population, involving multiple partners, including families, peers, schools and communities;
- Youth Guarantee ([Garantia Jovem](#)): programme 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;

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 evidence 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 usually been preceded by a sounding out process.

The definition of the strategic areas of the National Youth Plan was the result of a wide listening process made to the young people and the main players of the sector (namely youth organisations, association leaders, youth technicians, academies, and municipalities).

For the plan's execution were taken into account 4000 answers to an online survey, the results of a youth's National Forum, group interviews, the results of an survey made to municipalities and the contributions of the organisations that are part of the Consultative Council of Youth. The engagement of all governmental areas has enabled the registration of about 250 measures.

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 the following entities:

- Institute of Social Security, PI (ISS, IP)

- Directorate General for Education and Science Statistics (DGEEC)
- Directorate General for Higher Education (DGES)
- Portuguese Institute of Sports and Youth (IPDJ, IP)
- INA – Directorate General 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.
- Directorate General of Local Autarchies (DGAL)
- António Sérgio's Cooperative for Social Economy (CASES)
- National Agency for Qualification and Vocational Education (ANQEP)

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 Ibero-American context, in 2016, an online consultation process was developed, complemented with the holding of a National Forum prior to the drafting of the Pact for Youth 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, Institute of Social Sciences of the University of Lisbon, is one of the partner institutions in the research area, and has assumed an important role in the elaboration of the White Book for Youth (2011). In 2017/2018 they made a study, along with IPDJ, on municipality youth policies.

Furthermore, to define the youth worker's professional profile and establish a model for recognition and validation of skills obtained in a non-formal context, various experts and researchers were invited to give their contributions and share their expertise.

Also in the context of Ibero-American relations, in particular under the scope of the [International Youth Organization \(OIJ\)](#) participation, it was recently carried out in 2013, and published in 2016, a study about *Portuguese Youth in Ibero-American Context*. This study was prepared by a scholarship of researchers from the Institute of Social Sciences of the University of Lisbon, 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, since the collected data also covers this demographic.

The Permanent Youth Observatory has 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 provides statistics at a 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 Foundation for [Science and Technology](#) 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 comes from three sources: the Portuguese State Budget, Community Funds and the income of the organism that has the executive power to run public youth policies – the Portuguese Institute of Sports and Youth (IPDJ, I.P.).

The specific budget for youth policy, managed by the IPDJ, I.P., and allocated to youth policies, is as follows:

- 2015 Budget: approximately 8 187 250.00 euros
- 2016 Budget: approximately 9 757 922.09 euros
- 2017: approximately 11 763 070.00 euros
- 2018: approximately 12 183 861,00 euros
- 2019: approximately 11 220 039,00 euros

### What is funded?

All 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 annual information about its activity. Through its Annual Report, all fields of youth policy, with quality and quantity indicators, are made available and can be analysed. In addition, specific information is regularly provided 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 competencies](#), the Plan and the Activity Report are subject to the dissemination, analysis and opinion of its constituting members, including the National Youth Council, the National Federation of Youth Associations, a representative of the higher education students' associations and a representative of the basic and secondary education students' associations. The IPDJ's Advisory Council gathers at least twice a year.

In turn, also in the [Youth Advisory Council](#): which is chaired by the Secretary of State for Youth and Sports and brings together youth organisations, youth parties, associations of municipalities and parishes, union associations, among others; there can be pronouncement regarding the outlining 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 that part of the agenda is the presentation of measures and results achieved in the previous quarter.

The presence among the youth and student associative movement ensures a relationship of proximity, with the aim of improving the transparency and accountability of public youth policies, having been organised, between 2016 and 2017, an itinerary through the country's several districts 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 IPDJ, I.P., has resorted to community funds for the 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 programme \(RPGN – Rede de Perceção e Gestão de Negócios\)](#). This programme was one of the measures included in the [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 programme was funded with 1,193,107.98 euros by the Operational Programmes (PO) of the North (ON2), Centre ([MaisCentro](#)) and Alentejo (INAlentejo).

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

This programme aims to stimulate an entrepreneurial culture, focusing on creativity and innovation, and to support the creation and development of social economy enterprises and entities, as well as the creation of jobs, by and for young people. This intervention is carried out under the typology of operations within the scope of priority axis II - Youth Employment Initiative of the investment priority 8.ii. -Professional Integration under POISE. A budget of 4,633,615.80 euros (IPDJ, I.P. and community budget) was allocated to this Programme.

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); [the Government of Castile and León](#) (ES); [Directorate-General of Youth – Regional Government of Galicia](#) (ES); Huelva Provincial Council (ES); Braga (PT) and the [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 Programme for Cross-border Cooperation Spain-Portugal ([POCTEP](#)).

Between 2016 and 2020, through the Regional Directorate of the North, the IPDJ applied for the ERDF, under the Interregional Operational Programme 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 the youth sector, in the construction and implementation of regional, national and Iberian youth policies, in proposals for the improvement of youth policy in the European Union (thus, contributing to improve the 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.

The IPDJ, in the period between 2016 and 2020, 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 cooperation work opportunities identified in the first Iberian youth summit and in the Juviberia agenda, taking into account the diverse intervention domains 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**

Portugal's international intervention in the Youth domain has focused, both bilaterally and multilaterally, on Europe (European Union and Council of Europe), on Africa, namely with the member countries of the Community of Portuguese Language Countries (CPLP) and on Iberian-America, especially the International Youth Organisation for Iberian-America (IYO).

With regard to **multilateral cooperation**, namely as a member of international organisations, national representations are ensured by government bodies within the framework of binding international conventions, such as the International Youth Organisation for Iberian-America, which accession and statutes have been ratified by the Assembly of the Republic. In such cases, participation may be understood to be of a statutory nature. There are other situations in which international organisations are by definition non-governmental and non-profit and bring together governmental and non-governmental organisations, such as ERYICA - European Information and Counselling Agency, which participation is characterised as programmatic.

## Cooperation with European countries

### European Union

Portugal participates in events and meetings related to youth policies, namely in the framework of the Council of the European Union, namely in the Youth Dialogue process and in expert groups.

### ERYICA – European Youth Information and Counselling Agency

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

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

On the 27<sup>th</sup> of April 2018, ERYICA's General Assembly, held in Cascais, during the Cascais European Youth Capital, approved the Edition of a new draft of the [European Youth Information Charter](#), whose greatest novelty is the integration of information and counselling for young people into the digital world, and the active participation of young people in the collaboration with structures and information networks for young people.

## International cooperation

### Council of Europe

Portugal is represented in the 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 Sports and Youth \(IPDJ, I.P.\)](#).

In 2015, the Council of Europe (CoE) awarded the Quality Label to IPDJ's Lisbon Youth Centre, a space for young people and youth associations where they can develop their ideas, in the spirit of CoE values.

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

[OIJ](#) is an intergovernmental organization that brings together Youth Ministers from the Iberian-American Community (Latin America and countries of the Iberian Peninsula). Its aim is "to contribute to the processes of meeting the needs of young people in Iberian-America and to expand their potential as agents of change and transformation of the region towards inclusive, supportive and peaceful societies".

Portugal is a member of this international intergovernmental organisation that 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 Sports from the Community of Portuguese Speaking Countries](#) (CMJD-CPLP) is based on the [Cooperation Agreement in the Field of Youth and Sports 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 sports, in 1990, and to the implementation of the first

CPLP Summit of Youth Ministers, held in 1996. The [CPLP](#) is a political project aimed at the consolidation of the special ties of friendship between the peoples of the countries where Portuguese is the official language. In 2007 (Mindelo, Cape Verde) a cooperation agreement was signed by the members of the Government who in their respective countries oversee the areas of sport and youth, creating the Conference of Ministers Responsible for Youth and Sports of the CPLP.

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

- The CPLP Youth Charter;
- The Strategic Plan for Youth for 2015 and Beyond;
- The Youth Action Plan 2018/2022.

Every two years, the conference organises, in a different hosting country, the '*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 made by the World Youth Forum to the 1<sup>st</sup> World Conference of Ministers Responsible for Youth, organised 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 the 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 organisations.

Twenty-one years after the first World Conference of Ministers Responsible for Youth, the Portuguese capital was once again the stage for this global event, which took place in Lisbon, together with the Youth Forum.

The World Conference of Ministers Responsible for Youth and the "Lisbon+21" Youth Forum was endorsed by the Office of the Envoy of the United Nations Secretary-General for Youth, the ILO (International Labour Organization), UNESCO (United Nations Educational, Scientific and Cultural Organization), UNICEF (United Nations Children's Fund), UNFPA (United Nations Population Support Fund) and UN DESA (United Nations Department of Economic and Social Affairs).

Finally, on 23 June 2019, the Lisbon+21 Declaration was adopted by acclamation, updating the 1998 Lisbon Declaration and renewing commitments to promote, protect and fulfil the human rights and fundamental freedoms of all young people, a marked step forward in the integration of Youth into policies and programmes and a path to achieving the Sustainable Development Goals (SDGs).

## Bilateral Cooperation

Portugal, through IPDJ, has bilateral agreements in the area of youth with several countries, namely Algeria, Angola, Brazil, Cape Verde, Morocco, Mozambique, São Tomé and Príncipe and East Timor.

These protocols support and promote the development of joint activities and direct contact between young people and promote cooperation between youth organisations and political actors.

There is also intensive cooperation between the cross-border regions of Portugal and Spain.

## **1.9 Current debates and reforms**

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 the following aspects:

### **Youth participation and co-management**

After CNJ and FNAJ's entry in Movijovem's social share, strengthening the co-management mechanisms, the Government's intention is to carry on and enhance youth's involvement in the decision-making process. To this end, under the revision conducted of the Legal Framework of Youth Associativism (Law 57/2019, 7th August) and through the actions undertaken by IPDJ, mechanisms to reinforce youth participation and co-management are being studied.

### **Elaboration of a youth indicators system**

With the purpose of improving the state's expenditure's management systems of financial information and the young people's situation related to the state youth policies, methodology and statistic indicators will be elaborated that portray the execution of state policies and young people's situation. This measure, called youth indicators system, is due to be concluded in June 2019.

## 2. VOLUNTARY ACTIVITIES

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In Portugal [Law no. 71/98](#) provides the legal framework for volunteering, aiming 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 the purview of the Ministry of Employment, Solidarity and Social Security and in 2017 competencies for the implementation of policies in the area of volunteering were assigned to CASES – Cooperativa António Sérgio para a Economia Social, CIPRL. On the other hand, the promotion of youth volunteering has been an inherent objective of 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. With that in mind, the Portuguese Institute for Sport and Youth ([IPDJ](#)) under the guidance of the Secretariat of State for Youth and Sports, created a National Youth Volunteering Programme, named Now Us (Agora Nós), which foresees the implementation of short-term or long-term youth volunteering projects. For their contemporaneity and dimension, the following long-term initiatives stand out: Youth Volunteering 70JÁ - Young People Rights, 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 and Generation Z (Geração Z). In 2017, by Resolution of the Council of Ministers no. 166/2017, the programme *Young Volunteering for Forests* was reinstated (it had been active between 2004-2010). Renamed [Youth Volunteering for Nature and Forests VJNF](#) – Voluntariado Jovem para a Natureza e Florestas) this programme aims to bring awareness on natural and forest resources preservation and to prevent and minimize forest fires in the country (see section [2.5](#)).

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

### 2.1 General context

#### Historical developments

Voluntary work in Portugal emerged in the 'Santas Casas da Misericórdia' (charitable organisations) 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 Church and State, new volunteering profiles arose – developed by cooperatives, mutualistic models, associations and unions. This kind of voluntary work, ideologically shaped, aimed at the transformation of the political and social scene of that time.

In the [Second Republic](#) period ('Estado Novo', 1926-1974), this perspective of social and political volunteer work suffered a strong retraction. Most activities were prohibited and the State interfered more pronouncedly in the social sphere.

The period after the [Carnation Revolution](#), on April 25, 1974, was a time of further expansion for volunteering, with an intervention in sectors such as education (adult literacy campaigns) or health. In this period, the associative youth movement gained 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 been, especially for the last 25 years, an objective in national youth policies. IPDJ and its preceding organisations in the area of youth, developed a series of measures and programmes for this purpose, such as:

In 1993, the Youth Institute created two programmes in the cooperation and solidarity sectors, namely:

- Youth Volunteers for Cooperation (JVC) – establishing measures concerning the implementation of youth volunteering actions for cooperation to be established with PALOP countries (Portuguese-speaking African Countries), 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 no. 168/93](#)).

After enacting the legal framework for volunteer work ([Law no. 71/98 of 3<sup>rd</sup> 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 Youth Volunteering Information System. 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 work in different sectors, such as sports, social solidarity, environment and culture;
- 2005 – Development of voluntary service activities in which the Youth Institute is the promoter.

In 2013, after 20 years of experience, the [IPDJ](#) published the regulation of the **Now Us (Agora Nós) volunteering programme** ([Ordinance no. 242/2013, of 2<sup>nd</sup> August](#)), which aimed to promote and encourage voluntary youth work as a means 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 youth volunteering, bringing together all the information on volunteering projects simultaneously allowing for the registration of youngsters on those projects.

In 2018, by Resolution of the Council of Ministers No. 114-A/2018 4<sup>th</sup> September, PNJ was published – the National Youth Plan takes effect until 2021 in which several measures in the area of young volunteering are to be developed by IPDJ, I. P and by other state and private entities.

### Main concepts

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

- Article 2<sup>nd</sup> – ‘Volunteering is the set of actions of social and community interest carried out selflessly by individuals, in the context of non-profit projects, programmes and other forms of assistance developed by public or private entities, in service of persons, families and the community.’
- Article 3<sup>rd</sup> – ‘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 organisation.’

Since in Portugal there is no definition for youth volunteering, the measures put forward by the IPDJ, I.P., reach a population aged between 14 and 30, helping them to benefit from a voluntary service that intervenes in the community and is determinant, as a practice, in terms of acquiring skills through non-formal education processes.

## 2.2 Administration and governance of youth volunteering

### Governance

Public actors are responsible for the sector regulation, as well as for the assessment of its compliance. In Portugal, the competencies for the prosecution of policies in the area of volunteering are assigned to CASES - Cooperativa António Sérgio para a Economia Social, CIPRL, under the tutelage of the Ministry of Employment, Solidarity and Social Security. The [Ministry of Education](#) and the [Secretary of State for Youth and Sports](#), which is responsible for the [Portuguese Institute of Sports and Youth](#) (IPDJ), are the public actors responsible for youth volunteering.

### Non-public actors:

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

### Cross-sectorial cooperation

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 no. 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 social partners, of the associative movement and other civil society entities, 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, this council has in its composition stakeholders in the area of volunteering and youth volunteering.

## 2.3 National strategy on youth volunteering

### Existence of a National Strategy

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

In 2013, the first National Volunteering Plan – 2013-2015 (not specifically targeting youth) was created, being 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 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 action and innovation that lead to the involvement of State bodies in volunteering.

Priority 3 – Acting and developing - Supporting the modernisation of the social sector and contributing to the facilitation of the performance of its duties, through the growth and consolidation of the volunteering field; improving the quality and management of institutions and volunteers.

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

In July 2017, when CASES received the competencies for the prosecution of policies in the area of volunteering, a set of measures to support volunteering was presented, aiming to contribute to the consolidation, expansion and qualification of voluntary work:

- an online platform, whose management is CASES's responsibility. Besides being a flexible help in the gathering of those who want to develop a voluntary action and the organisations that promote them, it provides all necessary information for the voluntary activity, such as the legal framework, the responses and current insurance products and available endorsements;
- a financial support for organisations that promote long term voluntary actions, in the social area, that develop long run voluntary actions in the field of social action, to deal with expenses that may come from the personal accident and liability insurance of the volunteers they receive.
- a financing line for training actions and awareness-raising in the area of volunteering, for qualification of voluntary work, namely capacity-building of the volunteers and of the entities that promote voluntary actions.

Although these measures are not entirely to support young people volunteering, it is sure that this back up mechanism may become a consolidating and promoting tool for young volunteering.

Also in the context of the National Youth Plan (Plano Nacional para a Juventude), youth volunteering has two strategic goals (SG):

1. SG 1: to promote youth volunteering practices on the preservation of forests, ecosystems and nature (key subject: Environment and Sustainable Development). Youth Volunteering for Nature and Forests is the instrument to bring it about.
2. SG 2: to increase civic and political participation of young people mainly through support given to the associative movement and volunteering and investment on political literacy (key subject: Governance and Participation). Now Us, 70NOW! and International Work Camps (Campos de Trabalho Internacional) are the instruments to bring it about.

### **Scope and contents**

Not applicable.

### **Responsible authority**

Not applicable.

### **Revisions/ Updates**

Not applicable.

## 2.4 Youth volunteering at national level

### National Programme for Youth Volunteering

There are two national programmes for Youth Volunteering promoted and managed by IPDJ,IP:

- Now Us Programme (Agora Nós)
- Youth Volunteering for Nature and Forests programme (Voluntariado Jovem para a Natureza e Florestas).

[Ordinance no. 242/2013 of 2<sup>nd</sup> August](#) creates and regulates the **Now Us programme (Agora Nós)**. This national programme has the following purposes:

- Encouraging and supporting youth volunteering practices in relevant fields, both for society in general and for young people;
- Developing training processes along with volunteers;
- Publicising the youth volunteer work carried out in the country;
- Creating a database of entities promoting youth volunteering activities;
- Creating a [web-platform](#) that includes a space for access and sharing of information between promoters and young volunteers.

#### The intervention sectors are:

- Environment;
- Health;
- Culture;
- Sports;
- Charity activities.

#### Involved entities:

- Portuguese Institute of Sports and Youth, PI (manager of the programme);
- Non-profit public or private entities;
- Young people 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 football matches, young volunteers conduct the public to their places, helping especially those with reduced mobility.

**Dating with Fair Play** ([Namorar com Fair Play](#)) – action creating a youth volunteering network which, along with other young people from secondary and high schools work with the issue of preventing dating violence.

**Generation Z** ([Geração Z](#)) – youth volunteering project promoted by the IPDJ, I.P. with 12 fields of action, which activities are implemented by private non-profit organisations in the fields of: dating violence prevention; prevention of aggressive behaviour (bullying); gender equality; cultural exchange; social inclusion; combating extremism and violent behaviour; youth health..

**Youth Volunteering 70 JA - [Youth Rights](#)** - action creating a youth volunteering network aiming to inform young people about their constitutional rights, promote human rights and highlight the connection between human rights and dignity. These young volunteers develop activities for other young people from secondary and high schools.

## Youth Volunteering for Nature and Forests Programme

The **Youth Volunteering for Nature and Forests Programme** ([Voluntariado Jovem para a Natureza e Florestas](#)) was 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 the preservation of nature, forests and respective ecosystems, by raising the awareness of general populations. Also, it aims to prevent forest fires and other catastrophes with an environmental impact, and to monitor and restore affected territories. 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 a sustainable development, which is in line with the country's scope of action within the framework of the 2030 Agenda.

The programme involves a significant set of partner entities in its implementation:

- IPDJ (as manager of the programme),
- National Authority for Civil Protection (Autoridade Nacional de Emergência e Protecção Civil),
- Portuguese Environment Agency (Agência Portuguesa do Ambiente),
- Institute for Nature Conservation and Forests (Instituto da Conservação da Natureza e das Florestas),
- Public and private non-profit organizations (as developers of projects),
- Young people aged between 18 and 30.

### Data on IPDJ, IP Volunteering Programmes

2013	Number of young people	1672
	Number of projects	504
2014	Number of young people	2391
	Number of projects	2011
2015	Number of young people	1756
	Number of projects	279
2016	Number of young people	1574
	Number of projects	384
2017	Number of young people	3046
	Number of projects	727
2018	Number of young people	1818
	Number of projects	207

## Funding

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

In 2015, the available budget to manage the Now Us programme (Agora Nós) was 158,150,000 euros, the amount spent being 123,477.97 euros. The difference between the budgeted and the value spent is due to the fact that there are variations in reimbursements to the volunteers, in each project.

For 2016, there was, a budget of 165,000.00 euros. The value spent was 135,725.61 euros.

In 2017 the Program Now US had an execution of around 350 000, 00 euros, with 3046 youths engaged, 727 projects and 362 entities.

There are no community funds applied to this programme.

Youth Volunteering for Nature and Forests spent, in 2018, 640.114,70 euros.

## 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 no. 71/98 of 3<sup>rd</sup> 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'. The same law also establishes the need for the entities to prepare their volunteers for the tasks they will be asked to perform (normally this takes the form of training).

Example: The young citizen is entitled to reimbursement for the expenses he makes until he reaches the destination where the tasks will be developed (e.g., 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.

The public financial support that IPDJ provides to youth organizations (see section 5.6) is also a way of support young volunteers who are engaged in YO, exercising their citizenship at local, regional and national level, in various fields of action (political activism, environment, solidarity, education, etc).

## Quality Assurance (QA)

In order to implement the quality of the developed actions in the framework of the [Now Us](#) Programme (Agora Nós) and [Youth Volunteering for Nature and Forests Programme](#) (Vountariado jovem para a Natureza e Florestas), entities promoting this programme must respect the following specific requirements:

- to have human resources necessary for the coordination of actions, preferably with a background in social psychology or other fields allowing team management;
- to have the resources and materials needed to perform the volunteers' tasks;
- to present a document before the IPDJ, I.P., demonstrating the compliance with 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 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, which is the promoters' responsibility, also enables the assessment of projects by the IPDJ. In case of non-compliance, the IPDJ can suspend the project or not approve future projects of that entity, under the 'Now Us' programme.

## Target groups

IPDJ, IP when implementing the programmes takes account criteria such as: geographic origin (rural areas, hinterlands or industrial areas, coastal areas), level of education, job

situation, gender; special needs. The aim is to achieve young people at risk of exclusion and with less opportunities.

[Generation Z Project](#) is particularly targeted to NEETs (young people neither in employment nor in education or training), when addressing social inclusion.

## 2.5 Cross-border mobility programmes

### EU programmes

The European Solidarity Corps ([ESC](#)) is managed in Portugal by the [National Agency for Erasmus+ YA](#) (PT NA) and it is the “new European Union initiative which creates opportunities for young people to volunteer or work in projects in their own country or abroad, which benefit communities and people around Europe”. Young people can register for the European Solidarity Corps when they are 17 years old and they can start a project at 18 years old. ESC will be available to people up to the age of 30 years old. Projects supported by the European Solidarity Corps can last from two to twelve months (in specific cases - young people with fewer opportunities and volunteering teams, the projects can last from 2 weeks to 2 months). They will usually be located within the European Union’s Member States.

It is worth noting that previously, until 2018, there was the European Voluntary Service (EVS) which was the volunteering Programme included in the Erasmus+ YA Programme. At a national level, it was also managed by PTNA.

Since the beginning of its implementation in 2018, and according to data provided by the National Agency, 32 young Portuguese citizens travelled abroad under the ESC (2018: 19; 2019 R1+R2: 13), in its various strands, with the main destinations being Ukraine, Moldova, Tunisia, Greece and Italy.

Regarding the participants that carry out projects in Portugal, under the ESC, 367 were counted (2018: 126; 2019 - R1+R2: 241), with the main nationalities of young foreigners being Italian, Spanish, Polish, Greek and French.

### Other Programmes

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

### Legal framework applying to foreign volunteers

Portugal is a member of the Schengen Agreement, so only youth volunteers from European Solidarity Corps programme’s non-European partner countries need VISAS and a residence permit.

The legal framework for entry, permanence, exit and removal of foreigners in national territory is regulated by Law 23/2007 and subsequent amendments, as the Foreigners 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.

To enter 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 a visa for a residence permit in order to take part in a voluntary service programme should:

- Have the minimum age defined by ordinance of the Ministry of Home Affairs;
- Have been admitted in an organisation officially recognised in Portugal, that is responsible for the volunteering programme in which he takes part.

**2.6 Raising awareness about youth volunteering opportunities****Information providers**

The IPDJ, I.P. is responsible for managing the information and communication of the programmes and campaigns concerning youth volunteering, both for the programmes and volunteering actions promoted and/or encouraged by the institute and for those supported, or organised in partnership with it.

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

- On-site information and counselling, available at the 47 Ponto JA Stores – 19 in the IPDJ and spread throughout the country (Youth Information Centres, one in each district capital and two in Lisbon), and also at the 28 Ponto JA Stores in partnership with city halls and youth associations;
- Online information, available on the [National Youth Portal](#) through:
  - specific web pages devoted to each one of the volunteering programmes it manages, such as: [Youth Volunteering Micro site](#); [Now Us](#) umbrella programme (Agora Nós);
  - Schedule News, in international and national agendas and in five regional agendas;
  - Youth Portal's monthly newsletter;
  - Social networks: [Facebook](#), [Twitter](#), [YouTube](#) and [SAPO Videos](#).

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

**Key initiatives**

Between 2010 and 2018, several specific promotion actions of the Youth Volunteering programmes have been carried out, namely, promotional films for social networks and audio-visual media:

- Now Us (Agora Nós) [YouTube film](#);
- 2013 International Volunteer Day [film](#);
- Two films for the volunteer work promoting campaigns '[Namorar com Fair Play](#)' (Dating with Fair Play) and '[Quem Te Ama Não Te Agride](#)' (A Person Who Loves You Does Not Harm You).
- Errands and Company's film (youth volunteering programme to support isolated people aged over 65. The programme was discontinued).
- 70JA site.
- Promotion campaign for Youth Volunteering for Nature and Forests Programme.

To that effect, specific campaigns for different target groups have also been developed, through *mailing lists*, launching actions and specific campaigns on social networks such as Facebook, Twitter and YouTube, as well as through the Youth Portal's newsletter, directly to approximately 60,000 subscribers. The campaigns were the following:

- Dating with Fair Play (Namorar com Fair Play), among third cycle secondary schools, since those are voluntary actions taking place in these schools;
- Errands and Company (Recados e Companhia), mostly to young college/university students up to the age of 30;
- Associative volunteering (voluntariado associativo), among youth associations hosting young volunteers and with young people attending secondary and higher education;
- Z Generation
- Youth Volunteering for Nature and Forests
- Youth Volunteering 70JA!
- Volunteering in sports, developed in partnership with the IPDJ and the Portuguese Football, Rowing, Water Motorsports and Sailing Federations.

All these actions were specifically directed at young people aged between 16 and 30 years, since they have more availability and interest in these fields of action. These campaigns and projects were publicised on the Youth Portal, on Facebook and on Twitter, since 2010.

### **Promoted volunteering sectors and number of actions in 2010-2016**

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

- Volunteering in sports – in events organised by the Portuguese Football, Rowing, Korfball, Rugby and Gymnastics Federations;
- Intergenerational volunteering;
- Volunteering for animal protection;
- Volunteering for road safety;
- Ecological volunteering (collection of lamps and batteries);
- Associative volunteering – with youth associations registered in RNAJ (National Register of Youth Associations);
- Volunteering for Internet security (awareness-raising sessions organised by youth volunteers with the support of the IPDJ);
- Environmental volunteering – forest protection.

### **Web communication**

The role of web communication through IPDJ digital tools, namely Youth Portal and social media profiles, was essential to achieve the objectives of these actions and reach out to potential volunteers. Thus, in the period between 2010 and 2018:

- 148 news for national and international agendas have been published on the Youth Portal;
- 633 Facebook posts have been disseminated on social networks;
- 470 tweets have been posted on Twitter;
- 27 Instagram posts;
- Youth Portal's newsletter – youth volunteering contents were inserted in nearly six numbers per year, representing a total of nearly 63 entries. If we consider that the newsletter reaches out to approximately 62,000 subscribers, we may conclude that youth volunteering actions were disseminated by the direct sending of 384,000 e-mails.

## 2.7 Skills recognition

### Policy Framework

Young volunteers who participate in IPDJ, IP volunteering programmes can receive a youth pass certificate (passe jovem), created by the [Ordinance no. 336/2017 of 7th november](#). It is a free national tool for registering participation, as well as for the recognition and validation of learnings developed by young people (between the ages of 12 and 18) in processes and activities in the field of non-formal educational, outside of the school context. The IPDJ, I.P., assesses, recognizes, registers and certifies in the Youth Pass the learning profile of young participants. Access to the recognition and validation process is optional and must be required and authorized by young people participating in the covered programmes.

This certificate, with the seal of the IPDJ, I.P. is 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 participant can, at his/her discretion, interconnect the Youth Pass with the completion diploma of his/her compulsory education.

### Existing arrangements

Volunteers may also have their volunteering activities recognised using ECTS credits, which depend on each University procedure (ex: [Universidade Nova](#); [FCUL](#)).

Portuguese [National Agency](#) of Erasmus+ YA Programme promotes the use of the European tool [Youthpass](#) for the recognition of non-formal learning, for all young people that participate in Erasmus+ mobility projects.

## 2.8 Current debates and reforms

Currently a process of revision of the legal framework is taking place, so as to adjust the legal norms to the practices and challenges that volunteering is now facing.

This assessment is still ongoing and several entities with a fundamental role in the area are taking part of it, namely the Portuguese Confederation of Volunteering, the members of the Voluntary Policies Committee, among others. The amendments will turn into new Decree-Law, still being into effect Law No. 71/98, 3<sup>rd</sup> November, that is, Basic Law on Volunteering.

## 3. EMPLOYMENT & ENTREPRENEURSHIP

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### Introduction

Young people have been the most affected by the crisis and the austerity policies resulting from the bailout that Portugal received between 2011 and 2015.

There is a joint effort and a set of programmes and policy measures to promote employment and entrepreneurship among young people, with particular attention to policies fight against youth unemployment, to deal with the issue of young people not in employment, nor in education and training (NEET) and also to promote the quality of employment amongst youth, whom are particularly subject to precarious employment, with 64.5% of youngsters hired under temporary contracts in 2018 (Eurostat), less than in 2017 (65,9%).

Under the scope of the Ministry of Labour, Solidarity and Social Security, there is a public services network that implements policies in this field. Interministerial collaboration is crucial in fighting against youth unemployment and in promoting decent work conditions for youth. For example, within the action scope of the Youth Guarantee programme (Garantia Jovem), and according to the type of measures, there must be coordination between the sectors of employment, education, economy, youth, foreign affairs (for international mobility) and the Presidency of the Council of Ministries, which integrates the Directorate-General for Local Authorities. It must also be highlighted the participation of the social partners in the creation of policies and search for solutions through a social dialogue. This involvement takes place through the Standing Committee for Social Dialogue and other tripartite bodies. Non-governmental organisations are also active participants, contributing in various areas. For example, the National Association of Young Entrepreneurs and the Foundation of Youth are particularly active in the field of entrepreneurship. The Commission for Equality in Labour and Employment (CITE) acts as a national mechanism for non-discrimination in the labour market (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 scope of the Portugal 2020 partnership agreement, the Social Inclusion and Employment Operational Programme (PO ISE) aims to improve qualifications and increase the employment rate by promoting paid traineeships, education and training measures, and entrepreneurship programmes, most of them integrated in the Youth Guarantee programme, which target young NEET, and are part of the national active labour market policies. In addition, the State provides different incentives for hiring young people on open-ended contracts, namely through direct hiring subsidies and through a decrease of the contributory rate for a period of five years. Since 2017, the public employment service (PES) also provides a financial incentive to convert traineeship contracts into open-ended employment contracts.

The existing initiatives and programmes focused on entrepreneurship education 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 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 years, Portugal has undergone profound social and economic changes, which had a strong impact on the patterns and dynamics of the Portuguese labour market.

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

In addition, the Portuguese labour market has a series of structural characteristics that make it vulnerable to adverse economic conditions, including 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 Strategy and Planning Office of the Ministry of Labour, Solidarity and Social Security ([GEP-MTSSS](#)), in 2017, this type of companies represented 99.7% of the Portuguese business community and accounted for 70.0% of employment.

In June 2017, the country's performance allowed it to exit the excessive deficit procedure, and in March 2018, in the scope of the European Semester, the European Commission recognized that Portugal had corrected its excessive macroeconomic imbalances. Indeed, in 2017 and 2018 Portugal had the best economic and financial performance in several decades, allowing the country's labour market to recover most of the jobs lost during the financial crisis and to decrease its unemployment rate to pre-crisis levels.

The recent job rich recovery has also brought an improvement of employment quality in Portugal, with most of the employment growth being due to the increase of open-ended employment contracts and with promising trends in wages and collective bargaining.

### Labour system

In terms of labour market regulation, the main law in Portugal is the Labour Code, [Law no. 7/2009](#), of 12<sup>th</sup> February, which was amended several times in recent years, mainly due to reforms carried out in the context of the Memorandum of Economic and Financial Policies ([MEFP](#)). Under the MEFP, the Portuguese legislative framework has undergone significant changes and adjustments and has become more flexible, particularly in matters related to employment contracts and to the organisation of working time.

In this context, the share of temporary employment (mostly involuntary) increased significantly, compromising the safety of employment and hampering the workers' life prospects, especially among the younger cohorts. By inducing excessive turnover, the high levels of precariousness in the Portuguese labour market also hamper productivity levels and overall competitiveness of firms, while compromising the sustainability of Social Security.

In addition to the Labour Code, collective bargaining plays an important role in labour market regulation. The most common collective bargaining instrument in Portugal is the collective agreement, a convention concluded between trade unions and employers' associations, whose purpose is to regulate the activities of production sectors. Given the persisting structural imbalances of the Portuguese labour market and the increasing adaptation challenges at the sectorial and firm levels, collective bargaining plays an increasingly critical role in the equilibrium of labour relations. However, although collective bargaining improved both in coverage and in dynamism over the last two years, it is still far from pre-crisis levels.

In this context, in June 2018, the Government and the majority of Social Partners reached a Tripartite Agreement aimed at reducing labour market segmentation and promoting collective bargaining which was reflected in the "Action Programme to Combat Precariousness and to Promote Collective Bargaining" ("Programa para Combater a Precariedade e promover a Negociação Coletiva"), approved by the [Resolution of the Council of Ministers no. 72/2018, of 6<sup>th</sup> June](#). In September 2019 a law reflecting this

Program – [Law no. 93/2019, of 4<sup>th</sup> September](#) - was approved published and enter in force by October 2019.

The Law no. 93/2019, of 4<sup>th</sup> September, introduced a comprehensive set of changes to the Labour Code to limit the legal framework of temporary contracts, to ensure higher protection of temporary workers, to reduce the excessive use of temporary contracts and to promote open-ended based employment. The Law also amended the Labour Code in order to discourage informal or under-declared work and to promote open-ended hiring in seasonal economic sectors and to ensure greater protection to temporary agency workers. In the scope of collective bargaining, measures changes to labour law are meant to decrease the excessive individualization of labour relations and to promote the collective dimension of labour regulation, while preventing the emergence of legal vacuums in event of expiry of collective agreements.

Apart from changes to the Labour Code, the Action Programme to Combat Precariousness and to Promote Collective Bargaining also comprises a set of policy actions to strengthen the means and instruments of labour market regulation, including labour inspectorate.

### **Main trends in the Portuguese labour market**

According to data from the [EU's labour force survey \(EU LFS\)](#), in the first quarter of 2019, Portugal had an activity rate (75.1%) higher than the EU28 average (73.7%), with a female participation rate of 72.4%, also higher than the European average (68.2%).

The employment rate (15-64 years) had reached its highest value in 2008, with 68%, and then declined until 2013, when it was 60.6%, increasing to 67.8% in 2017 and – exceeding 2008 - to 69.7% in 2018. The employment rate reached 69.9% in the first quarter of 2019 (70.4% in the second quarter), above the European average of 68.6%.

Over the last years, the proportion of women in the Portuguese labour market has increased, thus reducing the gap between employment rates by sex: in 2008, it was 11.3 pp., while in 2018 it declined to 5.8 pp.

The Portuguese labour market, similarly to most European countries, is also characterized by an increasing of the service sector of the economy, which absorbs most of the workforce (69.1%, in 2018, according to [Statistics Portugal](#)). This increase is accompanied by a continuous decrease of employment in the primary sector and also by a fall in the secondary sector.

Since 2008, the unemployment rate increased in European countries, following the global economic and financial crisis. In fact, despite the reduction registered since 2014, unemployment remains high in all 28 countries of the European Union (EU28), with an unemployment rate of 6.8%, in 2018 (Eurostat, Labour Force Survey – [unemployment rate by age group and sex](#)). In Portugal, the unemployment rate rose from 7.7% (in 2008) to 16.4% (in 2013), decreasing to 7.1%, in 2018.

Unemployment particularly affects young people and low-skilled workers.

Long-term unemployment (12 or more months) increased significantly over the past ten years, reaching its peak in 2014 (59.6%). Since then, long-term unemployment has been consistently decreasing, representing 57.4%, 55.4% and 49.9% of the total unemployment in 2015, 2016 and 2017, respectively. In 2018, it affected 43.7% of the unemployed population.

### **Young people and the labour market**

According to Eurostat, the young population aged between 15 and 29 represented 16% of the Portuguese population in 2018, close to the EU average (17%).

Young people were the most affected by the effects of the economic crisis and the following austerity programmes. The integration of young people into the labour market is increasingly characterised by precarious working conditions, with a significant percentage of young people in temporary work, mostly on an involuntary basis.

Young unemployment levels have remained high in recent years, with the **youth unemployment rate** (15-29 years) standing at 14.1% in 2018, that is, 7 pp. higher than the total unemployment rate (7.1%). However, it is 14.8 pp. lower than in 2013, when the youth unemployment rate (UR) reached 28.9%.

The **level of education** is a distinguishing factor in the analysis of youth unemployment levels. The higher the education level is, the lower the unemployment rate tends to be: in 2018, the unemployment rate for the low-skilled was 16.8% (youth aged 15-29 with ISCED levels 0-2), while the UR for the highly skilled was 11.5% (youth aged 15-29 with ISCED levels 5-8), a 5.3 pp. difference.

The number of students attending higher education increased 4% between 2015 and 2018, growing from 87 thousand first timers in higher education institutions in 2014/2015 to more than 103 thousand in the 2018/2019 year school. The public expenses for higher education institutions grew around 10% between 2016 and 2019 and the amount of students covered by social scholarships went from around 64 thousand in 2014/2015 to 80 thousand in 2018/2019.

The difficulty of integration in the labour market in times of crisis has also increased the percentage of young people who are not working, studying, or training (NEET). The following growth of Portuguese economy also impacted positively in the NEET (age 15-24) rate, which declined to 8,4% in 2018.

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

### Future trends

In its' Program, the [XXI Constitutional Government \(2015-2019\)](#) emphasized the need to develop an agenda for promoting employment, combating precariousness and also to recover the dynamism of social dialogue at all levels, from tripartite dialogue to collective bargaining at sectoral and enterprise levels.

In this context, the Government defined the "Major Options of the Plan for 2016-2019" ("Grandes Opções do Plano 2016-2019"), assuming a set of commitments and policies which include, among others:

- Promote employment and combat precarious work;
- Reduce against early education and training leave and ensure 12 years of schooling;
- Invest in youth.

For 2019, the Major Options of the Plan identified the key priority challenges:

- For young people: to continue the promotion of school success, thus combating the early leaving from education and training and the low skills, which affect people who are cut off from the labour market and from education and training paths;
- For adults: to counteract the persistence of long-term and very long-term unemployment and low qualifications, which requires a better adjustment to the needs of the labour market and the continuity of qualifying training paths, embodied in the "Qualifica Program" ("Programa Qualifica") and in the initiative "Portugal INCode.2030".

Concerning young NEET, the Government committed to the implementation of the following policies and measures:

- The improvement of the Youth Guarantee network;
- To carry out the measures within the framework of the National Strategy for the Signalling of Young People who neither study nor work, developed with the International Labour Organisation (ILO) and with the support of the European Commission;

- Continue strengthening links between the different guidance and monitoring subsystems in schools, public employment services and Qualification Centers so that all young people and adults are aware of the available offers.

Concerning youth unemployed or looking for their first job:

- Reinforce labour inspection and implement other legal standards to combat the abusive and illegal use of fixed-term contracts, false self-employment, temporary work and undeclared work.

## Definitions and concepts

The [legal and minimum working age is 16 years](#): young people under 16 years that had completed compulsory education or who are enrolled and attending upper-secondary education may provide light work consisting of simple and defined tasks which, by their nature, by the required physical or mental specific conditions under which they are carried out, are not liable to harm them as regards physical integrity, safety and health, attendance at school, participation in orientation or training programs, ability to benefit from the instruction given or their physical, psychic, moral, intellectual and cultural development (Labour Code – number 3 of article 68).

The [normal age for access to old-age pension](#): the minimum age, under the general social security system in 2019, is 66 years and 5 months (was 66 years and 4 months in 2018). Since this age is adjusted annually by the Government, depending on the sustainability factor based on the evolution of the average life expectancy, it was defined that, in 2020, the minimum age will remain being 66 years and 5 months.

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

[Major Options of the Plan](#) ("Grandes Opções do Plano" - GOP) – are government economic policy instruments that set out the grounds for the strategic guidelines for economic and social development policy..

[Social support index](#) (IAS) – this is the basic amount that serves as reference to calculate and update contributions, pensions and other social benefits given by Social Security. For 2019, the value of the IAS was set at €435,76.

### Labour regulation:

[Fixed-term contract](#): the duration and regime of the fixed-term employment contract. From October 2019 on, the maximum duration of fixed-term contracts is two years, including renewals, and the maximum accumulated duration of renewals cannot exceed the initial contract period.

Minimum wage: the Portuguese Constitution defines the establishment of a monthly minimum wage, which is regulated by the Labour Code. The updating of the minimum wage is made by the government, after consulting the social partners in the [Standing Committee on Social Dialogue \(CPCS\)](#). For 2019, the monthly minimum wage was updated to € 600.

[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 2018, the

Government updated the Portuguese NRP, maintaining the goals, continuing and reinforcing the policies.

The strategy present in the National Reform Program starts with the identification of the structural locks that characterize the Portuguese economy and is organized around six pillars, which are developed in axes of action and measures of implementation of an agenda of growth and economic and social development.

These pillars are: (i) the qualification of the Portuguese; (ii) the strengthening of innovation in processes, products and companies; (iii) the capitalization of the businesses; (iv) the enrichment and qualification of the territory; (v) the modernization of public services; (vi) and tackling inequality.

Resuming the commitments assumed within the Major Options of the Plan towards the main labour market issues, the Government emphasises the need to give priority response to a set of structural blockages to activate the 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 entrepreneurship level, 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 – Startup 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, among others, the [Authority for Labour Conditions](#) (ACT) and the [Directorate-General for Employment and Labour Relations](#); and indirect administration services, among which the [Institute of Social Security](#), (ISS, I.P.) and the [Institute for Employment and Vocational Training](#), (IEFP, I.P.). There are also joint supervisory entities, such as the [National Agency for Qualification and Vocational Education](#).

Most active labour market policies are implemented by the public employment services (PES), which intervene at a national, regional and local level in the mainland (Continental Portugal).

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

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

Unemployment protection and other social policies are promoted by the public social security services (SS) that intervene at the national, regional and local levels in the mainland (Continental Portugal) and at the level of the autonomous regions of Madeira and Azores, through the Institute of Social Security (ISS).

The Act ruling the social security system ([Law no. 4/2007, of 16<sup>th</sup> January](#), updated by the [Law no. 83-A/2013, of 30<sup>th</sup> December](#)) defines the ground rules for 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 body to promote equality and non-discrimination between men and women in the work, employment and vocational training life, the [Commission for Equality in Labour and Employment \(CITE\)](#).

With regard to funding, active labour market 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.

The Thematic Operational Programme for Social Inclusion and Employment (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 four thematic axes.

The second thematic axis aims to increase the qualification and integration into the labour market of young people in a NEET situation.

## **The main Actors**

### **Government authorities**

#### Ministry of Labour, Solidarity and Social Security

Ministry responsible for formulating, conducting, implementing and evaluating employment and vocational training policies, labour relations and working conditions, solidarity and social security policies, as well as the coordination of social policies to support families, children and young people at risk, the elderly, the birthrate, the inclusion of people with disabilities, combating poverty and promoting social inclusion..

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

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

Among its competencies is the promotion and creation of measures to combat unemployment, through the implementation of active labour market policies, in particular employment, vocational training and professional rehabilitation policies.

Under the Youth Guarantee programme, IEFP, I.P., is the responsible for the implementation, execution and management of a set of measures related to employment, in particular professional traineeships, supports for hiring and entrepreneurship.

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

It is responsible for support in the design of policies on employment and vocational training, the certification of training providers, the regulation of access to professions and of industrial relations and working conditions, including occupational safety and health, as well as promoting social dialogue, prevention of collective labour disputes and promotion of collective bargaining..

#### 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 (ISS, I.P.)

It is a public institute, integrated in the indirect administration of the State, pursuing the duties of the Ministry of Labour, Solidarity and Social Security (MTSSS), under the superintendence and tutelage of the its respective minister.

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

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

#### Ministry of Economy

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

### IAPMEI — Agency for Competitiveness and Innovation, PI

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, IAPMEI, I.P., is responsible for guaranteeing 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, PI.

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 typology of the measures.

### Directorate-General of 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 for the 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, PI (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 young people and adults, and to ensure the development and management of the system for skills' recognition, validation and certification.

### Portuguese Institute of Sports and Youth, PI (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, which develops work in the youth sector.

It is responsible for the implementation of some initiatives and measures in the employment and entrepreneurship domain, in particular the Be an Entrepreneur Now (Empreende Já) programme and the IDA – Associative Development Incentive Programme.

## **Regional level**

At a regional level, the Autonomous Regions of Madeira and the Azores have autonomy with regard to the 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 the IEFP, I.P., which only has jurisdiction over the continent. These services are the Regional Directorate for Employment and Professional Qualification, in the Azores, and the Employment Institute, in Madeira. Also, in terms of the Youth Guarantee, the measures presented are only applied in the continent, being that there are specific regional plans of the Youth Guarantee in the Azores and Madeira, managed by those entities.

In the Azores, there is the [Regional Directorate for Youth](#), 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 programmes in the employment and entrepreneurship field.

## Non-governmental organisations

### Committees, Confederations and Trade Unions

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

It is the tripartite body for social consultation, regulated by law and organised 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 constitute this entity of intersectoral dialogue for the definition of labour 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): 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](#) – an organisation of young workers, composed by young trade union officials;
- [General Union of Workers](#) (UGT): a trade union confederation composed by democratic trade unions that voluntarily join the UGT. One of its organs is a [Youth Committee](#).

### Other 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 programmes develop a close cooperation with public entities, in particular the IEFP, I.P., which has supported the Academy of Entrepreneurs, created by ANJE, whose mission is to promote a culture of initiative and risk in 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 about the Portuguese youth situation, and is responsible for the 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 employment and entrepreneurship domain, developing a close work with the local public administration, particularly at a local level.

#### [Foundation of Youth](#) (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 – Programme of Internships for Young College and University Students in Companies and by Company Nests.

### **Cross-sectoral cooperation**

In some initiatives and measures in the employment and entrepreneurship field – where the Youth Guarantee programme stands out – there is an interministerial collaboration, namely between the Ministry of Labour, Solidarity and Social Security, the Ministry of Education, through the [Directorate-General of Education](#) (DGE) and the National Agency for Qualification and Vocational Education (ANQEP, I.P.) and the Ministry of Economy, in their respective areas of competence, according to the typologies of the programmes and measures.

In the entrepreneurship domain, there is an interministerial collaboration with the Ministry of Economy, through [IAPMEI – Agency for Competitiveness and Innovation, PI](#).

In the context of measures to integrate young people into the labour market, particularly in the domain of internships and international mobility, there is an interministerial cooperation with the Ministry of Foreign Affairs.

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

#### **Parliamentary level**

The [Portuguese Parliament](#) has specialised committees, as the [Committee on Culture, Communication, Youth and Sports](#), in activity since 12<sup>th</sup> November 2015. Among other competencies, 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 specialised committees, in particular the 10<sup>th</sup> Parliamentary Committee on Labour and Social Security.

## **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 to adapt training skills to the current demand.

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

In this context, it became possible to anticipate the training needs and subsequent planning of educational and training offers, 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 competencies.

It is structured in eight levels of qualification, characterized according to three domains for the definition of 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, PI \(ANQEP, I.P.\)](#).

This is an open instrument, which is constantly being updated.

The 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 the Need of Qualifications (SANQ)**

The [System to Anticipate the Need of Qualifications \(SANQ\)](#) is implemented by the [National Agency for Qualification and Vocational Education, PI](#), and is available at the [Qualifications Portal](#). The SANQ's purpose is planning the network of offers, as well as providing information and support to other procedures for planning and managing of skill development strategies.

## **Skills development**

The [National Agency for Qualification and Vocational Education, PI \(ANQEP, I.P.\)](#), defines the planning criteria for the professional courses' network in [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<sup>th</sup> of the [Ordinance no. 74-A/2013, of 15<sup>th</sup> February](#).

ANQEP, I.P., 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 15<sup>th</sup> 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 Directorate-General of Education and Science Statistics of the Ministry of Education, which monitors the paths of Portuguese young people attending secondary education, in order to provide diagnosis, monitoring and assessment tools to support local and central decision-making in the education subsystem.

### **Higher education**

In higher education it is the [Directorate-General for Higher Education \(DGES\)](#) that provides the official information on courses and higher education institutions.

Admission competitions to higher education are organised annually as well as the establishment of vacancies. This annual quota bears in mind the limits stipulated in the

accreditation elaborated by the [Agency for Assessment and Accreditation of Higher Education](#) (A3ES), which has the responsibility to assess and accredit the higher education institutions and their study cycles, and, in integrated degrees and masters, is subjected to the guidelines defined by the Ministry of Science, Technology and Higher Education, that aim at the offer's regulation according to certain criteria, such as employability, effective demand, regional and sectorial needs.

### **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 to enable citizens of all ages to identify their abilities, skills and interests throughout their lives, to make decisions on education, training and employment and to manage their individual learning, work or other paths where these skills and competencies 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 other educational responsible (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 of Education](#) (DGE) is the competent entity that develops and establishes guidelines and instruments to support the psychologists' activity.

#### **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 assume different denominations according to the respective higher education institutions.

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

#### **Public employment service**

Information, career guidance and counselling services are addressed to unemployed or and employees looking for a new job or a new professional occupation. The entity responsible for employment services in the mainland is the [Institute for Employment and](#)

[Vocational Training](#) (IEFP, P.I.). In addition to face-to-face services, there is 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, which includes 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, and 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 recognised by the State.

The dissemination of the Youth Guarantee programme, in terms of guidance and professional support services at non-higher and higher education establishments is ensured by the involvement of the Directorate-General for Education and the Directorate-General 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 services integrated in the services of public employment and vocational training services.

The Youth Guarantee's [partners network](#) is identified in the programme's online portal.

### **Funding**

The [Operational Programme for Human Capital](#) (POCH) foresees €176,5M for 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 planned for Professional Guidance Services in a school context, within the framework of the Development action for Psychology and Guidance Services (SPO) for psychologists and psychology technicians in basic and secondary schools.

These funds are intended for training and the 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, in 2016 the State Budget for the Ministry of Education 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 their 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 the [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 with the community.

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

Recently, 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 onwards.

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 programmes 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 / traineeship programmes, with different purposes:

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

These internships / traineeships can be performed exclusively in the national territory, include a period of stay abroad or, in the context of international mobility programmes, be fully performed abroad. The internship / traineeship location depends on the type and framework of the measure/programme in which it is integrated.

The legislative framework and respective regulations also differs according to the type and purpose of each internship / traineeship.

## Curricular internships

The curricular internships are integrated in the study programme of a given education cycle and are part of the students' evaluation. These internships are regulated and authorized by educational and training institutions. They are not usually remunerated.

In degrees such as Medicine, Nursing or Teaching (1<sup>st</sup>, 2<sup>nd</sup> or 3<sup>rd</sup> 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.

## Educational and Training/Vocational Courses

Vocational education and training courses are intended to promote the access of young people to the labour market, allowing, in some cases, to proceed to tertiary education. Young people can be supported, by receiving a scholarship, a meal or a food allowance, a transport allowance and an accommodation allowance. Most of these courses include training in a real working environment that provides a first contact with the professional world.

Learning courses include:

- [Technological Specialization Courses](#) (CET), delivered by IEFPP, IP, by [hotel and tourism schools](#) (Tourism of Portugal, IP) and by technological schools supervised by the Ministry of Economy;
- Active Life and EFA courses (covering a portion of youth in a NEET situation, from the age of 18 to 29);
- Professional courses, under the responsibility of the Ministry of Education;
- [Apprenticeship courses](#), delivered by IEFPP, IP.

## Extracurricular internships

Extracurricular internships are not mandatory in a course curriculum. They can be done during or at the end of a course/training. They are organised by the companies' or institutions' own initiative, 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 programme promoted by the [Foundation of Youth](#), having as co-promoters the [Institute for Employment and Vocational Training, PI](#) (IEFP, I.P.), the [Portuguese Institute of Sports and Youth](#) (IPDJ, I.P.) and the Tranquilidade Insurance Company.

Internships last from two to three months, take place during summer holidays (between July and September), and are not paid.

Trainees receive, at the very least, the food allowance and the transport allowance, which are paid monthly 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 programmes 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 an age up to and including 29. There are several internship programmes offered by the Youth Guarantee:

- [Internship and Employment](#) and [Active Youth Employment](#), both promoted by the [IEFP, I.P.](#);
- [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 mobility for higher education students, allowing them, regardless of their academic degree, to attend a curricular or extracurricular internship in a foreign company or university.

### **Unfunded internships**

Employers may organise and promote professional internships without public funding.

[Decree-Law no. 66/2011 of 1<sup>st</sup> June](#) regulates the professional internships not included in a specific regulatory programme, defining their framework, as well as the 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 programmes**

Incentive to Associative Development (IDA)

It is a programme that complements the support to IEFP's professional internships, in particular the [Internships and Employment](#) measure, which helps the integration of young people in youth associations. It is under the responsibility of the IPDJ, I.P., in coordination with the [IEFP, I.P. – Institute for Employment and Vocational Training](#).

### **Professional orders' internships**

In Portugal, there are professional orders that regulate access to the exercise of the professions that they supervise, through the completion of an admission examination and a professional internship, so that the candidate may become an effective member and, consequently, obtain the professional certificate for the 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 programme.

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 system in place for dependent workers (employees).

### **Promoting traineeships and apprenticeships**

The participation of young people in internships and apprenticeships programmes 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 programme.

### Other initiatives

- [Public sector employment exchange](#) – information base that aggregates the dissemination of all recruitment and mobility processes of the public administration's human resources. The internship programmes in public administration (PEPAC; PEPAL and PEPAC-MNE) are published in this portal;
- [Iefpoline](#) - portal of the Employment Public Service – IEFP, I.P., where all Internships-Employment and Active Youth Employment measures are published;
- Service network of the IPDJ, I.P., in a multichannel logic that includes the [Youth Portal](#); the Youth Line (707 20 30 30) and the [Ponto JA Stores](#), which provide information about the different measures and programmes;
- [Futurália](#) – National Education, Training and Educational Guidance Fair that takes place annually for three 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 programmes and measures, the model of recognition and validation of acquired knowledge varies according to the typology and nature of the programme/measure.

#### Curricular internships

A person responsible for the internship is appointed, who, in turn, 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 also issued.

In the case of curricular internships in the 2<sup>nd</sup> cycle of higher education (master's degree), the internship report may replace the master's dissertation, according to specific regulations of the academic institution that assigns the degree and the studies plan of the respective course.

#### Remunerated internships

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

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 internship's completion 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 [Erasmus+ programme](#) internships, the attendance and completion of the internship allow for the possibility of credit equivalences, thus allowing the student's progression in the university course.

## Professional orders' internships

The recognition, assessment and certification of the internships developed as requirement of admission to be an effective member of a professional order 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 programmes and measures concerning the internships developed in Portugal.

The [funding](#) foreseen by this priority axis is about €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 internship programmes for public administration, the underlying expenditure to the implementation of internships is supported by the budget of services/entities submitting their application to the programme, without prejudice to the possibility of obtaining co-funding from structural and investment European funds.

## Quality assurance

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

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

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

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

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

In all internship programmes for public administration, a final report is prepared concerning the implementation of each edition.

In the [Inov Contact](#) 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 [IDA](#) programme, the IPDJ, I.P., 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 December 2013, under the Council of the European Union's [Recommendation for a Youth Guarantee](#) aimed at 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 axes of intervention, purposes and measures.

The Portuguese Government acknowledged that the Youth Guarantee in Portugal should be extended to young people with an age up to and including 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 Programme, and in articulation with social partners.

The execution 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 and nuclear partners to work with young people.

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

Much of the work with inactive youth is done at the local level, with de cooperation between a set of partners.

The local YG network integrates a multiplicity of partners that, in the context of the stabilized methodology for the treatment of young NEET, develop a set of activities, which include:

- Identification and registration of NEET;
- Evaluation and diagnosis of young people in order to define the interventions they may need;
- Implementation of these interventions (by one of the partners or in articulation with other partners);
- Support to the definition of the insertion path that seems more adjusted to the profile and situation of the youngster;
- Referral to entities that ensure an adequate response - education, training or employment.

The design of the Portuguese YG was grounded on the expectation that young people would access available services and programs, mainly through registration with PES offices and through the YG web portal. However, the difficulty to attract disengaged young people, that is, those who are unemployed and inactive (non-students) and not registered with PES, consists on a YG additional challenge: reaching out, engage and provide tailored support to young people who are unemployed and inactive and not registered with PES.

The composition of the networks of partners for the implementation of the outreach strategy for non-registered unemployed and inactive young people includes 4 levels of intervention:

1. **Signaling and registration.** This network is open to all organizations that can contribute to the identification, engagement and referral of young people at local level. It includes non-governmental organizations, centers for social work, parish councils and youth associations.
2. **Assessment, guidance and referral.** This network includes those organizations that have been integrated in the Youth Guarantee scheme since the very beginning, namely the IEFP local offices, the *Centros Qualifica* and GIPs.
3. **Implementation.** This network includes the partners that deliver the labour market reintegration measures of the Youth Guarantee and provide young people with offers of education, employment, traineeship and apprenticeship.
4. **Coordination.** This role, assigned to IEFP, include the coordination across the various networks and the management of the IT platform that collects monitoring information on the implementation of the Youth Guarantee.

A wide range of measures for the integration of young people in the Portuguese labour market are developed under the context of the Youth Guarantee programme. These measures are grouped below into the YG pathways that young people (15-29) neither in employment nor in education or training may take:

**Further education (and training):** these programmes include vocational training and apprenticeship courses organized by IEFP, as well as short higher education programmes (leading to ISCED Level 5 qualifications) and second chance programmes delivered by higher education institutions

**Traineeship:** this pathway encompasses periods of learning and work experience organized by IEFP in private enterprises; traineeships in local and central public administration; traineeships in Portuguese Embassies and Consulates abroad; and work experience schemes organized in international organizations and enterprises managed.

**Employment:** this pathway provides incentives to employers to recruit young workers and assistance to find job opportunities in Portugal and abroad, implemented by IEFP as well as a number of entrepreneurship development and self-employment programmes organized by IEFP and others organisations.

### Hiring Support ("Contrato Emprego")

Financial support given to employers (profit and non-profit private entities) that celebrate permanent labour contracts or fixed-term labour contracts (for a minimum period of 12 months), full or part time, with an unemployed registered with a Job Centre, including people aged 29 or less, for at least 2 consecutive months.

The measure also includes a prize for conversion. If the entity then converts a term contract to a permanent one receives a bonus.

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 small scale business are:

- [Youth Investment \(Investe Jovem\)](#) (see **sub-chapter 3.9 – Start Up Funding for Young Entrepreneurs**);
- [Support to Entrepreneurship and Self-Employment](#) (see **sub-chapter 3.9 – Start Up Funding for Young Entrepreneurs**);

- [Empreende Já – Business Perception and Management Network](#) (see sub-chapter 3.9 – Start Up Funding for Young Entrepreneurs);
- [Youth COOP](#) (COOP Jovem) (see **sub-chapter 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 sub-chapter 3.7 – Cross-Border Mobility in Employment, Entrepreneurship and Vocational Opportunities)

### Outreach strategies

In compliance with the outreach strategy for the Youth Guarantee, a Youth Guarantee Platform (plus Facebook, Google and Twitter) was set up, making it possible to pre-register and request information, exchange information between partners and advertising employment/entrepreneurship/traineeship opportunities. This YG platform is being modernised and upgraded and there are also plans to develop an APP.

There are also plans for sessions to publicise the Youth Guarantee among partners and promoters, continuing the work that is being developed.

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, PI, and disseminated in its regional offices and youth information centres – Ponto JA Stores, throughout the country.

## 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 the Labour Market](#), promoted by IEFP, 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 making an occupational and geographical redistribution of the work force.

The beneficiaries of the Youth Investment programme (Investe Jovem) and the Support to Entrepreneurship and Self-Employment programme can accumulate the incentives and supports of each respective programme and the supports included in the Support Measure for Geographic Mobility in the Labour Market.

### Supports to hiring

The IEFP, I.P., and the Institute of Social Security, PI (ISS, I.P.), 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 their first job.

### Hiring Support Measure “ Contrato-Emprego”

The IEFP, I.P., provides financial support to employers that conclude full-time or part-time work contracts for a period equal to or greater than 12 months or permanent work contracts, whether full-time or part-time, with unemployed citizens enrolled in employment services. If they hire any unemployed persons aged under 29.

This measure has a closed period for applications to be submitted. Each period has a specific budget allocation and applications are subject to a set of evaluation criteria. In order to be approved, projects/applications must obtain a minimum of 50 points which are the result of the previous mentioned evaluation criteria.

## Student Worker Statute

Employees that are simultaneously working and studying have the rights and duties established in the Student Worker Statute, regulated by the Labour Code ([article 89<sup>th</sup>](#)). This statute 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

In order to [promote gender equality in the labour market](#), hiring supports have a majoration in cases of recruitment of unemployed persons from the underrepresented gender in a particular profession, that is, the gender in which the representation is less than 33.3%.

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

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

It defines social and school support measures [for parents \(fathers and mothers\) who study](#), whose priority purpose is combating school dropout 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 to the allocation of funds to reinforce and accelerate measures defined in December 2012, in the context of the Youth Employment Package, and to implement the Youth Guarantee mechanisms in different fields of action.

The funding foreseen for Portugal is €321,544,338, financed by the European Social Fund, and €28,371,559 as a national counterpart, this corresponding to 15% of PO ISE's budget (Social Inclusion and Employment Operational Programme).

The goals for 2018 are: 135,500 participants in a NEET situation attending qualification/education sessions; 43,100 Participants in a NEET situation that benefit from vocational/professional internships and 32,800 Participants in a NEET situation that benefit from employment support.

## 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 results from 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, I.P., which has at its disposal monitoring and assessment tools for its performance, through effectiveness, efficiency and quality indicators.

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

All public entities involved as core partners in the implementation of measures from the Youth Guarantee programme in 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, the measures incorporated in the Youth Guarantee programme are also evaluated.

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.

The Implementation Plan for the Youth Guarantee, establishes a 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.

### **Assessment Plan POISE**

The implementation of measures incorporated in the Youth Guarantee are also assessed and monitored by the general regulation of the European Union's (EU) European Structural and Investment Funds (ESIF) for the programming period of 2014-2020 ((EU) [Regulation no. 1303/2013](#) of the European Parliament and of the Council of 17<sup>th</sup> December 2013), through the regulations of the respective [Operational Plans of Portugal 2020](#).

Financially, an audit and the control of IGF – Finance General Inspection, which is the only auditing authority for the European Social Fund, are to be expected.

## **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 for cross-border mobility that make it 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 and undertaking a business.

#### **Internship**

##### [Inov Contact - International Internship for young Executives](#)

The programme is managed and coordinated by the [Portuguese Business Development Agency, E.P.E.](#) (AICEP). It is inserted in the [National Implementation Plan of Youth Guarantee](#) (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 qualification - ISCED 5.

##### [Erasmus + Programme](#)

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

This programme's 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, providing young people with opportunities to study, work, teach, participate in 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 interest and the acquisition of skills by young people in matters related to International Relations and Portuguese Foreign Policy.

## **Undertaking a business**

### Erasmus for young entrepreneurs

It is a programme, funded by the European Commission, which is directed at young entrepreneurs who want to start their own business.

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 one to six 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 by 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 or in Iceland, by financing the travel expenses to attend an interview and/or the resulting costs from moving 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 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, to 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](#), under the responsibility of the Ministry of Foreign Affairs;
- The [Iefponline](#) Portal of the IEFP, I.P.;
- The national [EURES](#) portal, under the responsibility of the IEFP, I.P.;
- The sharing opportunities for young people portal – [Drop'pin](#);
- The [Direct Social Security portal](#), under the responsibility of the Institute of Social Security.

## Legal framework

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

There are, 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 recognised 'the initiative and entrepreneurial spirit' as one of eight key competencies for lifelong learning ([Official Journal L 394, 30.12.2006](#)), being that it is 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 entrepreneurship education and an entrepreneurial learning model, its importance having been underlined in different European documents, such as in the '[Rethinking Education](#)' communication (European Commission, 2012a) and in the '[Entrepreneurship 2020 Action Plan](#)' (European Commission, 2012b).

Different Member States are at different stages in terms of development and public investment in entrepreneurship education policies.

Historically, in Portugal, the first programme of entrepreneurship education – the National Plan of Entrepreneurship Education (PNEE) – arose in 2006, under the authority of the Directorate-General 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 [entrepreneurship education](#), where data about 38 educational systems are presented, there is no explicit/relevant national strategy regarding entrepreneurship education in Portugal. This assessment took into account the initiatives and measures implemented under the [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](#), which 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 in the field of education and entrepreneurship skills, at this time.

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

## Implementation

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

At a regional level, partnerships are established between universities, research and educational institutions, and small and medium-sized companies. 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 local development of strategies, 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 regarding entrepreneurship education, Portugal participates and leads some policy experiences in the field of entrepreneurship education at a European level. The majority of them result from candidacies developed by the previously mentioned entities/organisations. One example is:

- The [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, entrepreneurship education is not incorporated in the school curriculum in a direct manner, nor is it taught as an independent class. It is included in the [Citizenship Education](#) curriculum.

The Citizenship Education 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 entrepreneurship education 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, with the possible involvement of partnerships with other entities or with families.

In **secondary school** (ISCED 3), entrepreneurship education is not integrated in the curriculum of any of the classes of the scientific-humanistic courses.

In **vocational education courses**, incorporated in the formative offer of secondary education in Portugal, in **professional courses**, in **apprenticeship courses** and in **technological specialisation courses**, all of them levels 4 and 5 the National Qualifications Framework (QNQ) and ISCED 3 - 4, entrepreneurship isn't a separate class, and it can be integrated and developed as a theme in a module, a unit of training or a class, in accordance with the objectives and skills of each course.

The syllabus includes a technical training component, with a strong training component 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**, entrepreneurship has been making part of IES, namely through the dissemination of transverse skills integrated in the curriculum and extracurricular activities, and, furthermore, by the increase of the collaboration between higher education institutions and corporate structure.

### **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 compulsory schooling, in primary and secondary education.

The programme is guided by a framework of enterprising skills and by an experiential learning theory, 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 [ASTEER](#) assessment tool, for the evaluation of entrepreneurial skills of 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 three years.

### **Non-formal and informal learning**

Regarding non-formal education, there is a series of initiatives that promote entrepreneurship education, in particular, the practical experiences of entrepreneurship, in accordance with the guidelines of the European Union memorandum – *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 ages of 18 and 30, the development of skills, knowledge and entrepreneurial attitudes in the scope of green economy. It is coordinated by PEEP and it enlists the participation of different public and private entities, one of them being the High Commission for Migrations ([ACM, I.P.](#)). From this strategic partnership results a strengthening of the action of the ACM in the scope of the "Choices Programme" ([Programa Escolhas](#)), both directed to technicians, and especially to young NEET.

#### **Choices Programme (Programa Escolhas)**

It is a nationwide governmental [programme](#), promoted by the Presidency of the Council of Ministers and integrated in the [ACM, I.P.](#), which was created to promote social inclusion of children and young people from the most vulnerable communities, especially immigrants and ethnic minorities. One of the priority areas of intervention is entrepreneurship and the 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 ([Empreendedorismo – uma escolha de futuro](#)) 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 students of primary, secondary and higher education, in the field of entrepreneurship education.

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

Entrepreneurship education is not included in most of teacher training or in continuing training.

In vocational courses the curricular programmes offer guidelines, pedagogical strategies and resources in the field of entrepreneurship education. 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 Entrepreneurship Education, which is in development at this point, foreseeing training sessions for teachers of primary and secondary education.

### Training of other entities

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

### Teaching materials

In regard to central public administration, the Directorate-General of Education offers educational resources about entrepreneurship education on its [website](#), particularly educational and interactive manuals, including some videos.

In Portugal, GTREE – an inter-governmental work group including members of the Ministry of Education and Economy – is developing a basic document regarding entrepreneurship education for 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, within the public framework, there are crucial roles being played by [IAPMEI](#) – Agency for Competitiveness and Innovation, PI; the Employment and Vocational Training Institute ([IEFP, I.P.](#)), and the Portuguese Institute of Sports and Youth, PI ([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, I.P., is available in the menu related to incentives and financing.

The IEFPP, I.P. offers information on its website about the various programmes and measures it promotes, regarding youth entrepreneurship. They are programmes/measures incorporated in the Youth Guarantee programme.

The [CASES](#), António Sérgio Cooperative for Social Economy, provides information and support for social entrepreneurship projects, including about COOP-Jovem, Social Investe and social economy for youth.

The [IPDJ](#), I.P., provides information about youth entrepreneurship in various information channels: [Youth Portal website](#), [Ponto JA information centres](#) and a Youth Line call centre (707 20 30 30).

The information about measures and programmes related to 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 IAPMEI, I.P. and the IEFPP, I.P.

Among them, the [National Association of Young Entrepreneurs \(ANJE\)](#) stands out. It is an association, of private law and of public utility, which 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](#). Among the projects developed by the Entrepreneurs Academy, the following ones are highlighted: The Young Entrepreneur Award, the Entrepreneur Fair, the Competition of Ideas and the Entrepreneurship in Motion road shows.

In the scope of partnerships between ANJE and some municipalities, various business centres have been developed, intended 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.

In addition, [CASES](#), António Sérgio Cooperative for Social Economy, provides information and support for social entrepreneurship projects, including about COOP-Jovem, Social Investe and social economy for youth.

### **An Enterprising Portugal**

Another service of ANJE is [An Enterprising Portugal](#) (Portugal Empreendedor). This is a portal for entrepreneurship and incubation, whose mission is to promote 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 a 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 as European Business and Innovation Centres (CEEI), is incorporated in the [European Business and Innovation Centre Network](#) (EBN) of the European Commission.

At a regional level, it also merits to highlight the role of 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 to support 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 programme is structured in three lines of action: ecosystem, financing and internationalisation, consisting of a set of 15 measures to support entrepreneurship. The objective is to encourage entrepreneurial spirit and to support entrepreneurs and companies, by promoting their longevity and capacity for job creation. From those measures 9, more closely related to capital access, are presented below.

#### **National Incubator Network**

Aims to identify, map and interconnect existing incubators and accelerators in the country, created by universities, scientific and technological centers, municipalities, private companies or foreign entities. It also seeks to identify and fill gaps at the regional and sectoral level and to promote cooperation and sharing of physical resources and know-how, networks of mentors and investors. It also promotes the training of managers, the professionalization of services offered to entrepreneurs and incubated companies and the increase in the competitiveness of Portuguese incubators at national and international level. The aim is to place incubators and accelerators in a central role of the entrepreneurship ecosystem.

#### **StartUp Portugal - Incubator Voucher**

Support to promote the integration of entrepreneurs and startups in the ecosystem, through the hiring of professional services to support business development provided by incubators. This includes management, marketing, advisory and legal support services, support for the digitization and protection of intellectual property and support for applications for entrepreneurship and innovation contests.

#### **StartUp Portugal - StartUp Voucher**

Aims to stimulate the development of entrepreneurial projects that are still at an idea stage, promoted by young people aged between 18 and 35 years. It consists of the attribution of several technical and financial tools, which include a monthly subsidy of around € 700, designed to enable the creation of new innovative companies by young entrepreneurs, made available over a period of up to 12 months.

#### **Program Semente**

Support to individual investors who are interested in entering the social capital of innovative startups. It creates a more favorable tax regime for these and favors the creation and growth of projects of entrepreneurship and innovation

#### **Program Startup Visa**

Hosts foreign entrepreneurs who wish to develop an entrepreneurship and / or innovation project in Portugal, in order to receive a residence permit (i.e. residence permit for entrepreneurial immigrants). The incubators are previously certified by the program in order to be entities able to host and support entrepreneurial immigrants in the creation and installation of technology-based companies.

### **Business Angels Co-Investment Fund**

Creation of matching funds. It is intended to attract domestic and foreign Business Angels.

### **Road 2 Web Summit**

Support and prepare Portuguese startups to maximize participation in the largest technological entrepreneurship event in the world. In 2018 the number of Portuguese startups to participate in Road 2 Web Summit rises to 200. The preparation of bootcamps are also open to large Portuguese companies and SMEs.

### **Missions Abroad**

Development of national representations abroad by including quotas for startups' participation in Official Committees in foreign visits and international fairs, by coordinating the communication of Portuguese startups with the foreign press and by providing for technological services and knowledge of external markets. Goal: support 50 startups. Presence of Portuguese startups has been assured at events such as the Web Summit, Tech Crunch Disrupt, Cebit, Mobile World Congress, CES or South By Southwest

Also in the scope of Startup Portugal, new measures were introduced in 2018, under the designation of Startup Portugal +. The measures aim to boost the support to startups initiated by Startup Portugal Program.

### **Startup Hub – Digital Mapping And Matchmaking Platform**

Development of a digital mapping platform for startups and national incubators, which will include centralized information on all types of support available to the national entrepreneurship ecosystem. The platform will also include a tool to bring startups closer to companies in the industry and services.

### **Pitch Voucher**

Access password assigned to startups so that they can have the opportunity to develop business / corporate relationships with corporate companies, thus seeking to secure financing and new clients, as well as mentoring. This measure aims to facilitate the access of startups to consolidated companies established in Portugal, stimulating and strengthening relations between both. This initiative will be associated with the development of the Startup Hub.

### **Training For Entrepreneurs**

Training courses for entrepreneurs and their staff, 90% reimbursed through COMPETE funds. This measure will allow to increase the training offer of the incubators and respond to the needs identified by the entrepreneurs, enabling them to face the demanding challenges related to the development of a startup.

### **Inovgov – Innovative Startups Solutions For The Public Sector**

The aim is to bring startups closer to the public sector and to promote the innovative solutions developed by them to public sector managers from different sectors. This measure aims to reduce existing barriers so that innovative companies know how to access and compete for public tenders in their business areas. It also aims to promote the modernization of the public sector through the diffusion and transmission of knowledge and awareness about the innovative products or services developed in Portugal.

### **Open Kitchen Labs**

Provision of facilities and equipment of the network of 12 Tourism Schools throughout the country to startups who want to test new products, services or concepts in the area of catering. Through this measure, startups will be able to evaluate and validate the viability of their businesses in a sustained way.

### **Energy Challenge**

Support to technology-based startups to develop innovative ideas and projects in the energy field that help solve existing technology challenges. Provides funding to the initial development of innovative technological solutions in the areas of renewable energy and energy efficiency (measurement, management, technologies to reduce consumption, materials) and generation from renewable sources. It includes support for the development of business plans, risk analysis, protection of intellectual property, development of laboratory prototypes or certification and marking activities, with a view to developing innovative products and services with strong market and internationalization potential. The financing will be between 20 and 50 thousand euros per project, non-refundable.

### **Inov Commerce**

Trade in Portugal is predominantly made up of small companies, in the context of family management, with difficulty in attracting new talent and promoting the modernization of the sector. Inov Commerce launches competitions to present projects and ideas that contribute to stimulate entrepreneurship and innovation in the area of commerce.

### **International Coinvestment Funds**

Implementation of an international co-investment fund to house venture capital funds in Portugal. The aim is to attract capital funds for investment in startups under co-investment arrangements originating from international multilateral institutions, ensuring a national public contribution that, together with the private counterpart, allows a co-investment of between 10 and 50 million euros by fund. The financial envelope of this instrument allows the creation of funds up to 200 million euros.

### **Adn Start Up Line**

Creation of financial support through a credit line with specific guarantee for startups and micro-enterprises in the initial phase of their life cycle. This line has 10 million euros available for companies with 4 or less years of existence and with a minimum of 15% of equity. The maximum amount of financing per company is 50 thousand euros which can be doubled under specific conditions. The term of the operations supported may go up to 8 years. The capital shortage period can go up to 24 months. The Start Up DNA line includes counter-guarantee mechanisms directed at startups, provided through the Mutual Guarantee System with the national eco-system of entrepreneurship.

### **Keep- Key Employee Engagement Program**

Tax incentive for workers in companies in the technological sector with less than 6 years, in order to stimulate competitiveness and the ability to retain highly qualified staff. Through this initiative, workers who hold equity interests of the company, through a salary premium or individual acquisition, will be exempt from personal income tax in the remuneration included in these shares.

### **Co-investment instruments with incubators and accelerators**

Creation of support for acceleration programs and co-financing lines with incubators and accelerators, in a model similar to the lines developed with Business Angels and Risk Capitals. This new mechanism will facilitate access to capital by entrepreneurs and will encourage the emergence of acceleration programs involving several incubators of the national incubator network, following the model that has been implemented by international incubators and accelerators.

### **Capital + Acceleration**

Creation of a line of financing to capital inflows to accelerate the growth of the startups, improving their access to different mechanisms of financing. This instrument will be operationalized by the IFD (*Instituição Financeira de Desenvolvimento* – Financial Institution for Development). It foresees that the capital investment operations in the

startups can be reversed in the medium term, with the transformation of the participation into a loan in the medium and long term, using a fixed repayment scheme.

### **Financing Lines For Tourism Technological Projects**

Launch of instruments to support the development of technological projects in Tourism, including innovative solutions in the area of digitisation of tourism experiences and projects based on virtual reality, augmented reality and artificial intelligence. A specific support line will be created for Tourism Scanning within the framework of the Valorizar Program and Portugal Ventures will launch a call for venture capital - *Turismo tech*.

### **Call Mvp – Minimum Viable Products**

The initiative aims to provide access to risk capital investment by projects of new ideas, technologies, products or services that foresee the creation of an MVP and its commercialization in the global market. Among others, the areas of Digital (Enterprise, Cybersecurity, Networks, Artificial Intelligence, AR / VR, Marketplaces, Blockchain and IoT) and Engineering & Manufacturing (New Materials, Electronics, Robotics, Cleantech, Agrotech, SeaTech) will be covered. The projects selected by Portugal Ventures will benefit from an investment of up to 1 million euros.

### **Metro Accelerator For Hospitality Powered By Techstars**

METRO Accelerator is an intensive program that involves consulting, joint learning, product testing and mentoring for business development and attracting more investment. It allows the access of selected startups to more than 500 restaurants and hotels, to test and validate their products or services, as well as establish contacts with several international investors of the Techstars network - one of the largest worldwide accelerators - focused on the use of technology in the hospitality sector (accommodation & catering). The attraction of this program to Portugal will contribute to the internationalization of the national entrepreneurship ecosystem, as well as to the development and acceleration of innovative business projects in the tourism area.

### **Company Space For Startups – Fast Track To Land In Portugal**

Creation of two points of service for foreign entrepreneurs with bilingual service (Portuguese and English), and a specific package of information in several languages for startups that wish to be installed in Portugal. This space will act as a centralized and integrated information point for national and international entrepreneurs who wish to perform services and obtain information inherent in the creation and development of their activity, including all types of support available to the national entrepreneurship ecosystem.

### **Tech Visa –Talent Attraction To Portugal**

Program aimed at innovative and technological companies that are part of the global market and who wish to attract new highly qualified and specialized staff to Portugal from countries not included in the Schengen Area. The analysis of the eligibility and merit of the candidate companies will be the responsibility of IAPMEI. Tech Visa will accelerate and facilitate the entry of highly qualified staff in the Portuguese labor market.

### **Digital Hackathons In Commerce, Tourism And Industry**

Promote the development of thematic Hackathons to accelerate the digital transformation in the sectors of Commerce, Tourism and Industry. It is intended that startups solve concrete technological challenges identified in these sectors, thus increasing their visibility and recognition. In the specific case of commerce this initiative will respond to the challenges related to the emergence of new technologies and new habits of consumption. It is a program addressed to both Portuguese and foreign startups, thereby contributing to the internationalisation of the sectors concerned.

### **Center For Innovation In Tourism With A Digital Academy And An Incubator Specialized In The Sector**

Creation of a dynamic center for tourism innovation, involving the various national and international stakeholders in the sector. Its mission is to promote innovation in the tourism sector, supporting the development of new business ideas, the development and experimentation of projects and the capacity building of companies in the field of innovation and the digital economy. Within the Innovation Center, the Digital Tourism Academy - a business training program for digital - and an incubator of companies specialized in the development of innovative solutions for the Tourism sector, will also contribute to attract international startups.

### **Think Tank For European Digital Single Market Support**

Creation of a think tank to analyse and design measures to help startups to scale up within the European market, significantly accelerating the creation of the Digital Single Market (DSM) and affirm Portugal's role in leading an innovative policy for digital entrepreneurship in Europe. The Startup Portugal association will be responsible for moderating and promoting dialogue with key partners in Brussels and in EU Member States, in particular with the main European startups associations. This group will propose new measures to facilitate the internationalisation of startups within Europe, to modernize industry (Industry 4.0) and to promote more and better access to a single market of more than 500 million people.

**IncoDe2030** is an integrated public policy action aimed at stimulating and ensuring the development of skills as tools to support the preparation of the new generations for the "unknown", increasingly investing in new knowledge and in the capacity to create new jobs - more qualified and with better remuneration - encouraging the entrepreneurial capacity of young people. In this scope some measures have been put in place under the qualification axis.

### **Academia I4.0**

To promote a network of i4.0 academies in companies that develop plans to improve the qualification of their staff in response to the challenges of the 4th industrial revolution, in the fields of know-how, reducing set-up times. At the beginning of a new function and increasing the efficiency of the person and the company as well as the quality of the product or service.

### **Learning Factories**

Encourage and enable the development of Learning Factories in i4.0 academies as demonstrators of innovative technologies, processes, operations and methodologies.

### **Hiring Researchers In I4.0 Critical Areas**

Boost the recruitment of researchers in critical areas i4.0 to ensure technical and scientific excellence in i4.0 academies.

### **Inter-Enterprise Actions In I4.0**

Encourage inter-company actions promoted by entities of the business environment and qualification centers with proven experience in providing individual and collective training services for people, which contribute to the development of digital skills.

### **Tools For Assessing The Maturity Of Companies Against The Challenges Of Industry 4.0**

Create and test tools for evaluating the maturity of companies in the face of the challenges of the industry 4.0.

### **Plans Of Action And Reference Contents In I4.0**

Propose the creation of action plans and reference contents available in a universal and freeway, via e-learning, to boost self-training and qualify the demand for services, in line with the evaluation and diagnostic tools.

### **Network Of Qualified Trainers On I4.0 Subjects**

Encourage the creation of a network of qualified trainers in themes i4.0, ensuring the qualification of academies i4.0 to meet the challenges of the market with technical excellence.

### **Partnerships I4.0**

Encourage the alignment of themes i4.0 in R & TD partnerships

## **Other measures in the scope of capital access**

### **Empreende JÁ Programme**

The aim of this program is to stimulate an entrepreneurial culture centered on creativity and innovation, by supporting the creation and development of enterprises and social economy entities, and to promote the creation of jobs for and by young people. It is intended for young people aged between 18 and 29 who do not work, are not studying and are not in training (so-called NEETs).

### **Portugal Social Innovation**

Portugal Social Innovation is a national public initiative that aims to contribute to the promotion of Innovation and Social Entrepreneurship Initiatives (IIES) in Portugal, as well as the creation of investment practices that bring new actors (public and private) and a greater scale to financing of social innovation, stimulating impact philanthropy. To make this possible, Portugal Inovação Social manages four financing instruments that accompany the life cycle of the IIES and complement each other: Capacity Building for Social Investment, Impact Partnerships, Social Impact Titles and Innovation Fund Social. This is the first program in a Member State to use the European Structural and Investment Funds to boost social innovation. It is responsible for the mobilization of approximately EUR 150 million by 2020. In addition, Portugal Inovação Social also intends to be a catalyst for the sector and partner entities that train, finance and accompany IIES, helping them achieve greater scale and impact.

### **Gov Tech**

GovTech is a Government initiative that aims to reward and support innovative products and services created by startups that fit the solution of one of the 17 United Nations' Sustainable Development Goals (SDG). It supports the creation of functional prototypes of products and services that fit the public sector or the private sector with an associated business model. The prizes for each of the 3 winners are: € 30,000; Protocol of collaboration with the State to develop and test the product or service; Space in a national incubator; Support for internationalization; Access to the Alpha package for Websummit, consisting of 3 tickets and the possibility of exposing the product or service during a day at the event.

## **Other measures aiming at supporting young entrepreneurship**

### **Terceira Tech Island**

An initiative of the Regional Government of Azores that aims to transform Terceira Island into a center of technology companies. The Regional Government is highly committed to creating the conditions to attract IT companies to Terceira Island either by providing infrastructure, supporting the training and recruitment of qualified human resources and offering financial incentives for investment.

### **Biocant Park**

Free office facilities, as well as other infrastructures related to business activities, located in a privileged location, overlooking the sea and plenty of green spaces. Free rooms for senior programmers, located inside a private condominium adjacent to the office area. Intensive Training in JAVA / JAVA SCRIPT fully subsidized, in association with the training entity ACADEMIA DE CÓDIGO. The goal is to train 300 highly skilled workers in a short space of time.

### **Gulbenkian Hack For Good**

Hack for Good is a 2 days non-stop development marathon organized by Calouste Gulbenkian Foundation to foster the development of technological solutions to social challenges. Programmers, designers and entrepreneurs work together to develop apps, websites, platforms or even prototypes that translate into true innovative and scalable solutions for real problems, in an event that also wishes to strengthen the connection between the technological sector (and its professionals) and the social sector. Gulbenkian Foundation believes that technology is a potentiator of innovative solutions to the main social worldwide and nationwide problems. Due to the big diversity of these problems, a new topic is explored in each edition. The 2 last editions generated more than 600 registrations, translated into 308 participants and 69 projects.

### **Ies - Social Business School**

IES-Social Business School is the first business school focused on Innovation and Social Entrepreneurship. It is the starting point for a path dedicated to Social Innovation in the creation of sustainable business solutions, offering a portfolio of training, research and consulting. It relies on excellence and a strong network of partners to inspire, train, support and connect organisations and people from all sectors of a converging economy.

### **Lisbon Challenge**

Lisbon Challenge is the acceleration program focused on the people behind the startup, designed to hone skills and prepare them to face the challenges ahead.

### **Startup Braga Acceleration Program**

This program was created to help entrepreneurs establish and define business models, create stronger products, create new customers and grow their business, together with a network of partners and mentors.

### **Dream Assembly**

Dream Assembly is a fashion and retail tech accelerator that offers the world's most promising startups with a program of education, mentorship, networking opportunities, early-stage funding, and access to investors. Dream Assembly will provide a cohort of the world's most promising startups with a program of mentorship, networking opportunities and access to early-stage funding.

### **Techstars Lisboa**

Techstars Lisbon in partnership with Semapa Next will invest in startups that are bringing Digital Transformation to the following key areas: Industrial & Environmental Tech, Smart Transportation, Travel & Leisure Tech.

### **Bright Pixel**

We're a group of experienced builders, creative thinkers and investors, whose goal is to transform two key things: the way companies address innovation and how new ventures are put together.

### **Lisbon Entrepreneurship Week**

The creation of an entrepreneurial culture and spirit shared between all actors and partners of the city of Lisbon is fundamental for the promotion of a dynamic and vibrant entrepreneurial ecosystem. The Lisbon City Council organizes, since 2012, the Lisbon's

Entrepreneurship Week. The municipality challenges all partners who share this ambition to transform Lisbon in an entrepreneurial city to present and organize an event / initiative to be held on this week. After the success of the first edition, new editions of this initiative were organized annually, demonstrating unequivocally the strong will of the City Council and of all partners to celebrate entrepreneurship in Lisbon. During the LEW 2013 the "Lisbon's Entrepreneurship Manifesto" was produced with the contribution of all of those who are part of the entrepreneurial ecosystem, which defines a set of measures to promote entrepreneurship in Lisbon. In these 5 editions of Lisbon's Entrepreneurship Week more than 120 events were undertaken, with the presence and contributions of over 140 partners.

### **Porto Start & Scale Week**

A week dedicated to promoting innovation, entrepreneurship and technology based in the city of Porto. With initiatives aimed at the most diverse public, and which promise to strengthen the role of the city of Oporto as a reference for the ScaleUp movement on a national and international scale.

### **Internationalization Support Missions**

Support for the participation of Portuguese startups in major international technology events and in official visits abroad with members of the Government. It aims to promote the visibility of national startups and also of Portugal as an innovative country. Upcoming missions/events 2018 Germany, Brazil, United Kingdom, TechCrunch (Sept.), SLUSH - Helsinki (Dec.), TechCrunch - Berlin.

## **3.10 Promotion of entrepreneurship culture**

### **Special events and activities**

#### **Fairs and events**

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

On 25 June 2014, Lisbon received the European Entrepreneurial City 2015 award ([EER2015](#)).

Lisbon was also 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 context that most events in Lisbon, in recent years and in the field of entrepreneurship, have taken place.

Among them:

- [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.
- 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.

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

Under [the National Strategy for Entrepreneurship](#), the Government emphasised that *'young Portuguese people are among the European citizens that show more initiative,*

*whether in taking a risk for the creation of their projects, or looking for opportunities in other markets’.*

One of StartUp Portugal’s axes of action is Internationalisation, namely promoting startups, incubators and Portuguese investors in foreign markets, but also attracting more startups, incubators, accelerators, clients and foreign investors to Portugal.

Among different initiatives, this plan foresees the participation in the biggest events and technological fairs of the world, some of them held in Portugal, such as the following examples:

### **Web Summit Programme**

The world’s biggest technological event for entrepreneurship took place in Lisbon in 2016, and more editions are planned in the following three years.

As a result of an agreement between the event’s organisation 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 cost.

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

Therefore, the following initiatives are foreseen:

- Road 2 Web Summit – national contest where 65 Portuguese startups were selected to be present on the Web Summit;
- [Born from Knowledge](#) – a set of initiatives targeted at 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 [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, a series of initiatives have been developed, with the support of the Employment and Vocational Training Institute (IEFP,IP):

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

### **Promotion activities**

As a way of promoting an entrepreneurial culture, various dissemination activities of programmes and measures in the field of youth entrepreneurship have been developed, particularly in the context of the Youth Guarantee programme and of StartUp Portugal.

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

At a local level, a number of dissemination and awareness activities of the respective programmes have also been developed, 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 for the Youth Guarantee programme were set in Lisbon's subway.

### **Social Entrepreneurship**

The support initiatives for promoting young entrepreneurship activities in the field of social entrepreneurship are mainly developed at a regional level, through the local and regional public administration. Here are some 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.

At national level, the [CASES](#), António Sérgio Cooperative for Social Economy, provides support for social entrepreneurship projects.

## **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 into Action 1 of the programme – Support for the development of projects with the goal of creating companies and entities of social economy.

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

### **Incubators**

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

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

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

In the scope of 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 startups that will have access to financial support (such as the Startup Voucher or the Incubation Voucher) and in the allocation of support given by the Start a Business Now programme, of the [Portuguese Institute of Sports and Youth](#), and by 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 Centres (BIC) are support institutions for innovating entrepreneurs and for small and medium-sized companies (PME), recognised by the

European Commission and coordinated by the European Business Centre Network (EBN). The BIC promote entrepreneurship and entrepreneurial innovation, by supporting the creation and modernisation of PMEs. They are centres of knowledge and skills, and assume the role of boosters for 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, I.P., whose goal is to support entrepreneurs so they can 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, as one of StartUp Portugal's 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 youth field, such as the [Foundation of Youth](#), 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, which allow entrepreneurial activities.

The objective is to stimulate the creative and enterprising capacity of young people, between the ages of 18 and 35, to contribute to the reinforcement of self-employment, particularly 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 by IAPMEI, I.P.

## **3.11 Current debates and reforms**

The XXI Constitutional Government integrates in its [Government Programme \(2015-2019\)](#) a set of initiatives/programmes in the field of youth employment and entrepreneurship.

In the update of the [National Reforms Program \(NRP\) for 2016-2023](#) (2019 update), the Government continues to emphasize the need to give priority response to a set of structural blockages to activate the 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.

In 2019, measures aimed at qualifying and strengthening the employability of young NEETs will continue to be coordinated with measures to promote employment, within the framework of the reorientation of the active policies of employment, the fight against labour market segmentation and in the context of modernization of the public employment service. In this context, it must be highlighted:

- The continuation of measures to promote self-employment and entrepreneurship by young NEETs, through programs such as Empreende Já – Rede de Perceção e Gestão de Negócios, aimed at stimulating an entrepreneurial culture, focusing on creativity and innovation, and supporting the creation and development of enterprises and social economy entities, as well as the creation of jobs for and for young people;

- The continuation and strengthening of the articulation between the various guidance and monitoring schools, the public employment services and the Qualification Centres, so that all young people and adults get to know the available offers. At the same time, it is intended to enhance the characteristics of the different target groups through a broader national network (in terms of centres and access points), more coherent and more unified, from the perspective of potential users;
- The improvement of the monitoring and evaluation system, with a view to more flexible access to information, allowing to measure the results achieved and thus create conditions to adjust the design and the way of application of the interventions, as well as the production of information to support the implementation of policies in this area.

On the other hand, the segmentation and precariousness of the labour market remain very relevant issue, despite the recent trend of strengthening of permanent employment, which is still below the European average. It is important, therefore, to maintain the quality employment agenda and combat various forms of precariousness, taking full responsibility for the renewal of social dialogue at its various levels, from social consultation to collective bargaining.

In that way, over the course of an extensive in-depth discussion with the Social Partners, built on the Green Paper on Labour Relations (2016), the Government presented a comprehensive set of policy measures aimed at reducing segmentation and promoting collective bargaining. Following the presentation of the Government's proposals and considering the Social Partners' inputs, a [Tripartite Agreement](#) was reached on May 30<sup>th</sup>, which was signed in June 18<sup>th</sup>.

Meanwhile, the Parliament approved the Law no. 93/2019, of September 4<sup>th</sup> based on the "Action programme to combat precariousness and to promote collective bargaining" ("Programa Nacional de Combate à Precariedade e Promoção da Negociação Coletiva") building on the measures agreed with the Social Partners ([Resolution of the Council of Ministers no. 72/2018, of June 6<sup>th</sup>](#)).

The Tripartite Agreement is based on three strategic lines of action: (I) reducing labour market segmentation and combating precariousness; (II) promoting a greater dynamism of collective bargaining and; (III) strengthening the means and instruments of labour market regulation.

Finally, the Government Programme of the XXI Constitutional Government, concerning youth policy, continues to support a holistic and inter-ministerial strategy for youth. In this sense, it approved the development of the first National Youth Plan, ([Council of Ministers Resolution no. 114-A/2018](#)) with the inclusion of cross-cutting policies in different fields. The key-domains of the National Youth Plan are the formal and non-formal education, employment, health and housing. The Plan should be driven taking into account the promotion of governance and participation, equality and social inclusion, environment and sustainable development. Among the 171 measures included in the Plan, 111 already took place, fostering young people participation in the definition of youth directed policies, noteworthy the achievement of more than € 1 million yearly on Participatory Budgets.

## 4. SOCIAL INCLUSION

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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 the [GIP](#), [CNAIM](#) or the [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) that provide for the development of a national strategy to combat poverty. Only in this way it is possible to combat the risk of social exclusion and poverty that young Portuguese people are subject to due to the low levels of education, high unemployment rates and the 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, the “Choices Programme” ([Programa Escolhas](#)) should be highlighted as a good practice. It aims to promote the social inclusion of children and young people from the most vulnerable socio-economic contexts, especially descendants of immigrants, ethnic minorities (Roma communities), and Portuguese emigrants, on the basis of a local initiatives and resorting to youth workers. Created in 2001, it is an initiative of the High Commission for Migration ([ACM, I.P.](#)), the national equality body responsible for collaborating in the definition, implementation and evaluation of public policies regarding the attraction of migrants, the integration of migrants, including refugees, and Roma communities, and the management and enhancement of the diversity of cultures, ethnicities and religions through the promotion of intercultural and interreligious dialogue (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 underline the significance 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.

In recent years, with the implementation of a coordinated set of measures to increase employment, restore income, provide greater justice and fiscal equity and defend and strengthen the Welfare State.

These facts contributed both to the recovery of household income and to the stabilisation of the social situation, allowing the fulfilment of important objectives both in the reduction of poverty risks, with the at-risk-of-poverty rate after social transfers being reduced to the lowest levels of the last 6 years and set at 18.3%, and in the reduction of inequalities in

the distribution of income, with the S80/S20 ratio falling, reaching values identical to those of 2010. (PNR, p.154).

### Poverty

In 2015, 26.6% of the Portuguese population was living at **risk of poverty or social exclusion**, which was particularly high among young people ([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](#))).

According to the “Living Conditions and Income Survey 2018” (ICOR 2018), prepared by the National Statistics Institute (INE), it is observed that the at-risk-of-poverty rate fell from 19.5% in 2014 to 17.3% in 2018. The national social protection system has played a fundamental role in reducing inequalities and the risk of monetary poverty. (Source: MTSSS/GEP).

One essential factor for a full inclusion in society is the 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 rates in the European Union in terms of qualifications of the active population, being that the levels of education among young people 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\\_lfs\\_9903](#)).

The levels of school failure and early dropout 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

Regarding the labour market, the last decade was characterised 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 particularly affects young and older workers. In 2015, the **unemployment rate of young people (15-29 years)** stood at 14.8% in the EU28, reaching, in Portugal, a value of 22.8%.

The **conditions for the insertion of young people into the labour market** have been characterised 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, or training (NEET). In 2015, 13.2% of young people aged between 15 and 29 years were in a NEET situation.

The least qualified young people are the most vulnerable to the NEET situation. (Rowland *et al*, 2014).

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

## Young people from vulnerable socio-economic context

In recent years, 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, one 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 young people's school and professional paths more complex ([Cerdeira et al, 2013](#)).

## Definitions and concepts

**Descendants of immigrants:** In Portugal, since the 1980s and until the end of the 1990s, intense migratory flows were witnessed, which led to a significant increase of the foreign population residing in the country, between the years 2000 and 2010. As a result of family reunion processes or by constituting 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 Migration, ACM, I.P., 2015](#)).

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

In 2018 came into force the Organic Law 2/2018, of 05/07 that extends access to original nationality and naturalization to people born in Portuguese territory, making the eighth amendment to Law No. 37/81, of 3 October, which approves the Law on nationality.

## 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., since it regulates issues related to protection and social action through the Institute of Social Security, PI. 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-chapter 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 [Directorate-General for Social](#)

[Reinsertion](#), which is responsible for public policies of crime prevention and social reintegration for 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 Secretariat of State for Youth and Sports is integrated, which, in 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 four key fields of the Youth Guarantee programme: education, training, employment and entrepreneurship, according to the typology of the measures, through the [Directorate-General of Education](#) (DGE) and the [National Agency for Qualification and Vocational Training, PI](#) (ANQEP, I.P.).

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

The mission of the Portuguese Institute of Sports and Youth is to implement an integrated and decentralised policy for the areas of sport and youth, in close collaboration with public and private entities, namely sports bodies, youth associations, students and local authorities.

The Portuguese Institute of Sports and Youth aims to stimulate support for associations, voluntary work and the promotion of citizenship, leisure activities, non-formal education, information and geographic mobility of young people in Portugal and abroad. It is also proposed to revitalise youth tourism, in particular with regard to the network of youth hostels and the Youth Card, in order to increase mobility, with gains in efficiency and economy.

In the domain of social inclusion, the Portuguese Institute of Sports and Youth, PI (IPDJ, I.P.), develops an intersection role in different domains and in conjunction with various ministries, both in its coordinating capacity and as a partner in various measures and programmes 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 to promote the interministerial 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 several entities which promote the social inclusion of young people:

- The [Commission for Citizenship and Equality of Gender \(CIG\)](#), with a focus on promoting citizenship and gender equality, which is responsible for coordinating the National Strategy for Equality and Non-Discrimination: Portugal + Equal [Portugal + Igual] 2018-2030, composed of 3 Action Plans: Action Plan for gender equality; Action Plan for preventing and combating violence against women and domestic violence; Action Plan to Combat Discrimination on the grounds of Sexual Orientation, Identity and Gender Expression and Sexual Characteristics.
- The High Commission for Migration ([ACM, I.P.](#)) is the public institute that, under the direct supervision of the Presidency of the Council of Ministers, is responsible for collaborating in the definition, implementation and evaluation of public policies regarding the attraction of migrants, the integration of migrants, including refugees, and Roma Communities, and the management and enhancement of the diversity of cultures, ethnicities and religious through the promotion of intercultural and interreligious dialogue. It is responsible for the coordination of the [Strategic Plan for Migration \(2015-2020\)](#) and for the implementation and coordination of the "Choices Programme" ([Programa Escolhas](#)).

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

The [Directorate-General 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, incorporating municipalities, civil parishes and their associations, metropolitan areas and the inter-municipal communities, which are important entities for an integrated and proximity policy in the promotion of public policies for youth social inclusion.

### [Ministry of Health](#)

Ministry responsible for the formulation and implementation of policies in the domain of health, regulating the management of resources, services and equipment in the healthcare sector. The [Directorate-General of Health](#) (DGS) is the entity under its governance that is responsible for the coordination of the [National Health Plan](#). The DGS promotes and participates as a partner in some programmes/measures of youth health promotion, such as the Take Care of Yourself programme.

Other organisations 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, PI](#) (IHRU), under the tutelage of the Ministry of the Environment; or, in the domain of citizenship, the [Foreigners and Borders Service \(SEF\)](#), under the supervision of the Ministry of Internal Affairs.

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

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

Thus, being a programme 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 proximity work 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 programmes were created in partnership with and developed by the Institute of Social Security, PI, which have particular importance in the work developed among children and young people.

[Local Contracts for Social+ Development \(CLDS+\)](#) – social policy instruments aimed at a proximity intervention, 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 family and parental intervention actions, as preventive measures for child/youth poverty.

In the context of policies to combat unemployment, the Career Offices (GIP) are of particular importance.

[Career Offices \(GIP\)](#) – services that 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, which work in collaboration with the various local centres of the Institute of Employment and Vocational Training, PI, network.

In the field of policies intended for immigrants, Portugal has developed a set of public policies that target 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 Commission for Migrations, PI, under the governance of the Secretary of State for Citizenship and Equality.

In conjunction with civil society, the [National Support Centres for the Integration of Migrants \(CNAIM\)](#) have been of particular importance. Created in 2004 (Lisbon and Oporto) and 2009 (Faro), these are centres that concentrate, in the same space, the main support services, institutions and offices for migrants, following an One-Stop-Shop model. Currently, there are centres in Lisbon, Oporto and Faro.

The CNAIMs are complemented by the [CLAIM Network](#) – Network of Local Support Centres for the Integration of Migrants – which promotes a personalized assistance and the articulation with various local structures. There are currently 94 CLAIMs throughout the country involving 50 municipalities and 30 civil society entities.

Operations in the field of social inclusion and employment, in the programme 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 the State structures involved in the conception, implementation and monitoring of policies and 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 trade unions and business organisations;
- Solidarity sector partners, covering the members of the Standing Committee of the Solidarity Sector (CPSS), which involves the [National Confederation of Solidarity Institutions](#), the [Portuguese Mercies Union](#), the [Union of Mutual Societies in Portugal](#) and the Portuguese Cooperative Confederation (CONFECOOP)
- António Sérgio's Cooperative for Social Economy ([CASES](#)), whose primary mission is to promote the strengthening of the social economy sector, and the National Economic and Social Council ([CNES](#));
- European Anti-Poverty Network ([EAPN](#) Portugal).

In the context of the national strategy for social inclusion (PO ISE), there are links with other national plans, programmes and strategies, particularly in the definition and conception of different measures and programmes:

- National Plan for the Implementation of a Youth Guarantee ([PNI-GJ](#));
- National Plan for Ethics in Sports ([PNED](#));
- National Strategy for Equality and Non-Discrimination (National Action Plan for Equality between Women and Men; National Action Plan for the Prevention and Combating of

Violence against Women and Domestic Violence; National Action Plan to Combat Discrimination based on Sexual Orientation, Gender Identity and Sexual Characteristics).

- IV Action Plan for Preventing and Combating Human Beings Trafficking
- National Roma Communities Integration Strategy (ENICC);
- Strategic Plan for Migration (2015-2020);
- National Strategy for Disabilities;
- National Strategy for the Integration of Homeless People 2017-2023

These policies are also articulated with the National Reforms Plan ([PNR](#)) and the [Major Planning Options](#), as well as with 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 the social inclusion of young people is framed in the incentives programme 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 programmes.

Social inclusion and employment is one of the thematic fields resulting 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 thematic objective 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 thematic objective 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 to contribute to the reinforcement of social cohesion, particularly through the social inclusion of children and young people from vulnerable socio-economic contexts.

The Major Options Plan (GOP) document for 2017 foresees the development of a National Strategy to Combat the Poverty of Children and Young People in the biennium of 2017/2018 (**see 3.11 – Reforms**).

Portugal has more intervention plans and strategies for 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 Programmes 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);
- National Strategy for Equality and Non-Discrimination (National Action Plan for Equality between Women and Men; National Action Plan for the Prevention and Combating of Violence against Women and Domestic Violence; National Action Plan to Combat

Discrimination based on Sexual Orientation, Gender Identity and Sexual Characteristics).

- [National Health Plan](#) (PNS);
- [III Action Programme for the Prevention and Elimination of Female Genital Mutilation 2014-2017](#).

Finally, in the fields of education and citizenship, the Portuguese Government has developed a Strategy on Citizenship Education, 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 in the school year of 2017/2018.

## Scope and contents

In the thematic objective framework **To stimulate the creation and sustainability of employment** (OT8), in Priority Axis 2 – **Youth Employment Initiative**, the priority is the sustainable occupational integration of young people into the labour market – in particular those not working, studying, or 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), taking place between 2013 and 2018.

Target group: young inactive and unemployed people, aged between 15 and 29, who are not working, studying, or training (NEET).

The specific goals are:

To increase the qualification and sustainable integration of young people not working, studying, or training into the labour market, particularly through the development of skills for the job market.

The measures to implement fall into the following typologies:

- Training;
- Education;
- Traineeships;
- Employment.

In the framework of thematic objective 9 and Priority Axis 3 – **Promoting Social Inclusion and Fighting Poverty and Discrimination**, the priority is active inclusion, in order to promote equal opportunities and an active participation, and to improve employability.

One of its specific objectives is to strengthen social cohesion, increasing the number of people and vulnerable territories covered by the programme. For that effect, the development of local approaches in strict articulation with the local entities is intended, in order to promote social development.

Target group: 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” ([Programa Escolhas](#)).

The “Choices Programme” ([Programa Escolhas](#)) is a national scope government programme, which was implemented in 2001 and is now on its [6<sup>th</sup> Generation](#) (2016-2018).

Its mission is to promote the social inclusion of children and young people from vulnerable socio-economic contexts, aiming for equal opportunities and the strengthening of social cohesion.

Its implementation is based on local action, through the funding of projects based on entities and institutions that act on the territory.

Target groups: children and young people aged between 6 and 30, from vulnerable socio-economic contexts, especially descendants of immigrants, Roma communities and Portuguese emigrants, which are in one or more of the following situations:

- School absenteeism;
- School failure;
- Early school dropout;
- NEET;
- Unemployment;
- Deviant behaviours;
- Subject to educational tutoring measures;
- Subject to promotion and protection measures;
- Emigrants in vulnerable situations ([6<sup>th</sup> generation](#)).

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 the organisations' social responsibility, provided that the partnership does not result in any profits or gains 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; the Ministry of Education; the Ministry of Economy; and the Presidency of the Council of Ministers. (**see chapter 3 – Employment and Entrepreneurship; sub-chapter 3.6 – Integration of Young People in the Labour Market**).

#### **“Choices Programme” ([Programa Escolhas](#))**

The “Choices Programme” is promoted by the Presidency of the Council of Ministers and is integrated in the High Commission for Migration ([ACM, I.P.](#)).

The following entities are included in the different partners/beneficiaries of the programme:

- Institute of Employment and Vocational Training (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, in order 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 to adjust the available support instruments, as well as to introduce greater rationality and simplification in the implementation of those instruments. Measures to improve the dissemination of the Strategic Plan among young people and entities were also introduced.

This programme lasted until November 2013, including 90 thousand young people in the programme's four axes: internships and employment , supports for recruitment, professional 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 (Programa Escolhas)**

The first edition of the "Choices Programme" (Programa Escolhas) took place between 2001 and 2003, being a programme for crime prevention and for the insertion of young people from the more problematic suburbs of Lisbon, Oporto and Setúbal. Overall, 50 projects were implemented, benefiting 6712 youngsters.

The second generation took place between 2004 and 2006, when the programme redirected its action to the promotion of social inclusion. There was a modification of the programme's 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" (Programa Escolhas) was 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 programme was structured in four 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 competencies/skills.

The [fifth generation](#) took place between 2013 and 2015. Protocols with consortia have been concluded in 110 local projects. Additionally, on an experimental basis, 31 projects in the field of employment and entrepreneurship were also financed.

## **4.4 Inclusive programmes for young people**

### **Programmes for vulnerable young people**

In the **employment** field, the **Youth Guarantee programme** aims to combat the high rates of youth unemployment, being 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; sub-chapters 3.5 – Traineeships and Apprenticeships; 3.6 – Integration of Young People in the Labour Market and 3.9 – Startup Funding for Young Entrepreneurs.

With the objective of promoting the completion of secondary education (12<sup>th</sup> grade), the **Youth Guarantee** also offers school and alternative training paths in partnership with the Institute of Employment and Vocational Training, PI (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 post-secondary and higher education level, it also offers [technological specialisation 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 who are enrolled in employment services, and it enables the development of modular training courses, based on short duration training units (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 programme for young workers**, in order to facilitate their transition from the educational system to the labour market, with a special focus on the promotion of employability for the young unemployed and for young people in a NEET situation. It also targets the newly graduated, students, youth leaders and young people with fewer opportunities. The [Foundation of Youth](#) is the entity responsible for the implementation of this project in Portugal.

The **Integrated Programme 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, which seeks to promote compliance with the mandatory education system and social inclusion, providing a school qualification equivalent to the 2<sup>nd</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 they are attending, and who are at risk and/or in danger of school or social exclusion.

In Higher Education emphasis for the following measures :

- [Desk IncluIES](#): available in DGES's website, it gathers contents about the support to people with special needs in higher education
- Another initiative is the [special access Regime](#) to young people over 23 years old.
- There are also social [grants](#) in higher education: an annual monetary benefit for sharing the expenses with the attendance of a course or the completion of a compulsory internship, awarded by the State, non-repayable, whenever the student's household does not have an adequate minimum level of financial resources

In the field of **scientific dissemination**, the **Integra programme** was created by [Ciência Viva](#) – National Agency for Scientific and Technological Culture, which aims to support innovative projects for social inclusion, through education and scientific culture.

The programme is planned for children and young people in contexts of migration, asylum or displaced from their countries of origin, with interrupted education or learning

difficulties, who have recently arrived in Portugal and do not understand the language. It is targeted at scientific social institutions, higher educational establishments, museums and schools.

Within the scope of the **National Programme of Sports for All (PNDpT)**, a government programme 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:

- Dar à Costa project (surf);
- Bola P'ra Frente project (football);
- Crescer com Escolhas project (bodycombat and kickboxing).

A reference should be made to the [Without Borders programme](#), which was intended 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, being monitored by the Committees for the Protection of Children and Young People and in other programmes, as well as Social Insertion Income beneficiaries.

It was a partnership between the Portuguese Institute of Sports and Youth, PI, the Institute of Social Security, PI, and Movijovem. It was created in 1999 and its latest edition occurred in 2015, with the completion of 18 holiday camps. The Institute of Social Security, PI, ensured the integral payment (100%) of the financial charges related to the programme, including activities, accommodation, food and insurance for young people.

### **High Commissioner for Migrations (ACM, I.P.) programmes**

#### **"Choices Programme" (Programa Escolhas)**

In the framework of the "Choices Programme" ([Programa Escolhas](#)), the **U CAN project** is in its 3<sup>rd</sup> edition. In 2016, it granted 50 scholarships to young people from vulnerable socio-economic contexts, a 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 that provides personalised support to young people, composed of people with higher education that follow the young people's 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 programme's regulations.

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 Commission for Migration ([ACM, I.P.](#)), under the scope of the "Choices Programme" ([Programa Escolhas](#)). It is developed in partnership with the Letras Nómadas Association and the Portuguese Youth Network for Equal Opportunities Between Women and Men. This initiative presents a positive measure component by including in the requirements a 40% mandatory representation of each sex for the beneficiaries, therefore promoting gender parity.

The goal is to encourage the integration of Roma communities in higher education cycles, avoiding early dropout in this educational cycle and alleviating the barriers that exist between these communities and the formal education system.

In its first edition (2016/2017), it granted 25 university scholarships and in its second edition (2017/2018) 33. Both editions also included training, mentoring and follow-up of these young students and their respective families.

Conditions for access:

- To be part a Roma community;
- To be enrolled in an approved course of higher education;
- To have successfully completed most subjects/course units of the previous school year.

Additional conditions for access are available in the programme's [regulations](#).

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 dropout and to bridge the gap between families and schools.

**Choices for Talent Network** was a pilot initiative of the High Commission for Migration ([ACM, I.P.](#)), under the "Choices Programme" ([Programa Escolhas](#)), addressed to young people aged between 16 and 30, who want to develop a talent, interest or expertise related to a possible professional area.

Promoted in 2016, this initiative aimed to contribute to the development of the talent of young people coming from different contexts, by increasing the equality of access to opportunities.

It offered 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.

The initiative involved 22 youngsters, who participated in three training actions. These participants have been voluntarily monitor, guide, motivate and inspire by mentors with recognised talent in a certain area of expertise.

**Ideas Competition for Young People – Mundar: Change Your World! (Mundar: Muda o Teu Mundo!)** results from a partnership between the "Choices Programme" ([Programa Escolhas](#)) and the 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 organise actions that promote their empowerment and autonomy. Until now (and since 2013), it has supported a total of 77 'ideas' that implemented life projects, improved the communities of young people and/or created solutions for social problems.

**PEPEI – Entrepreneurship Project for International Students** is sponsored by ACM, I.P., and it was implemented in 2015, within the framework of the [PEI – Project for the Promotion of the Immigrant Entrepreneurship](#). It aims to empower international students to structure and implement a business idea, considering that training and empowerment in entrepreneurship is an increasing basic instrument to enter active life.

It provides:

- 'Support for the Creation of a Business' course;
- Advice;
- Workshops.

**More Leaders – Young Roma (Mais Líderes – Jovens Cigan@s)** is an empowerment programme promoted by the High Commission for Migration ([ACM, I.P.](#)), within the framework of Priority 5 of the [National Roma Communities Integration Strategy](#) (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 aiming to boost youth exchange, youth mobility and social integration, and to promote the contact with the architectural, historic and cultural heritage of Continental Portugal. It is 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 partnership protocol between the High Commission for Migration ([ACM, I.P.](#)), Movijovem and the Portuguese Institute of Sports and Youth (IPDJ, I.P.). It seeks to reinforce the connection of young people with Portugal, thus contributing to a better integration into society, strengthening their feeling of belonging, through 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 Migration 2015-2020](#) includes the goal of promoting the integration and inclusion of new Portuguese citizens, in particular descendants of immigrants and those accessing 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 descendants of immigrants, through the creation of mechanisms to enhance the granting of Portuguese nationality.

## Funding

The "Choices Programme" ([Programa Escolhas](#)) is sponsored at a **national** level by:

- The Ministry of Labour, Solidarity and Social Security through the Institute of Social Security;
- The Ministry of Education through the Directorate-General of Education.

At a 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 (**PO ISE**) 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 Exchange of Good Practices.

## Quality assurance

In the PIEF programme, the 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/evaluation.

Projects approved under the “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 Migration

The High Commission for Migration ([ACM, I.P.](#)) develops several initiatives focusing on the management and enhancement of the diversity of cultures, ethnicities and religions through the promotion of intercultural and interreligious dialogue.

#### Network of Schools for Intercultural Education (REEI)

A network of schools committed to promoting the reception, integration and educational success of all children and young people, regardless of their cultural or national origins, and promoting a culture and practice of opening up to difference and establishing positive relations of interaction and closeness between members of the educational community and the area in which they are integrated.

The Network of Schools for Intercultural Education is an initiative created by ACM, I.P., in partnership with the Ministry of Education, through the Directorate-General of Education (DGE), and with the collaboration of the [Aga Khan Portuguese Foundation](#) (AKF Portugal).

#### Intercultural School Stamp

The [Intercultural School Stamp](#) is an initiative created in 2012 by the Ministry of Education, through the Directorate-General of Education (DGE), and ACM, I.P., 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:

- Level I - Initiation;
- Level II - Intermediate;
- Level III - Advanced.

Based on the results, each school is encouraged to develop a plan of action that will serve as a guide for improving future practices, bearing in mind the development of an intercultural dimension.

#### ACM, I.P., Training Offer

The High Commission for Migration (ACM, I.P.) provides [resources and training](#) offer to citizens, professionals and entities that, directly or indirectly, are linked to the questions of interculturality and migration. These training materials were created in the scope of the ACM's mission, which is based upon the promotion of a positive and enriching management of cultural diversity, through intercultural and interreligious dialogue, built on the respect for the Constitution and legislation in place, valuing cultural diversity in a frame of mutual development and respect.

Some actions/sessions target young people, while others target teachers or other education professionals:

**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 reflexion on intercultural learning (acceptance of differences, tolerance, solidarity, sharing and cooperation, conflict mediation).

**Intercultural Education at School (6 hours):** intended for teachers and other professionals of the educational community. The goal is to promote a reflexion on how intercultural learning can be enhanced in the school context, discussing 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, all education professionals and families. It aims to promote a reflexion about diversity, interculturality and globalisation, 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'.

### MEET IR

It's an annual Interreligious Youth Encounter, which brings together a group young people from different religious communities, promoted by ACM, I.P. It is intended to recognize difference and pluralism and to reflect together on the contribution of all (young people in particular) to a better society. This activity is integrated into the [Working Group for Interreligious Dialogue](#) (WG DIR) which is composed of 14 religious communities.

### Project "Not Just Numbers" (**Não São Apenas Números**) – educational toolkit

It includes a series of tools related to migration and asylum in the European Union, available in 24 EU Member States and in 20 languages. In Portugal, it was promoted by ACM, I.P., in collaboration with the Directorate-General of Education and IOM Portugal.

It is intended for teachers and educators of young people between 12 and 18 years.

It includes:

- A [Teacher's Manual](#) – with activities and exercises to be completed in the classroom and a DVD with exercises;
- A [DVD](#) with photos and videos.

### 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 organisations 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 is a tour that challenges local networks and local communities across the country to a journey of discovery, reflexion and action on citizenship and participation. From October 2016 to July 2017, an animation and communication team, as well as a van duly equipped with educational and recreational resources, supported 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 was designed to promote reflexion and action on still existing inequalities, discriminations and violence, inviting communities to:

- STOP to dialogue and share information and knowledge on citizenship and equality;
- THINK about strategies for the territorialisation of public policies, together with communities and local partnership networks;
- ACT in favour of citizenship and equality, encouraging all social development agents and mobilising 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 the sexual 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 50<sup>th</sup> anniversary of the Declaration of the Rights of the Child and the 20<sup>th</sup> 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.

### Lead Project - Inform to Prevent

It is a European project promoted by the Association for Victim Support (APAV), which counts with the collaboration of several international and national partners, in particular the [Superior Institute of Labour and Business Sciences – University Institute of Lisbon](#) and the Foundation of Youth.

The project is co-financed by the European Commission, within the scope of the Directorate-General 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](#):

- [Dating violence](#);
- [Bullying](#);
- [Online violence](#);
- [Sexual violence](#);
- [Safety at school](#);
- [Safety in places of leisure](#).

And in advertising campaigns:

- [After Saying No, Stop](#);
- [No More Violence](#);
- [Stay Tuned](#);
- [No Hate Speech Movement](#);
- [Everything Will Be Better™ project \(Projeto Tudo Vai Melhorar\)](#).

### Commemoration of the International Anti-Bullying Day

A preventive, informative and formative initiative about bullying held, on 20 October, promoted by APAV.

### Dating with Fair Play ("Namorar com Fair Play")

A programme created by the Portuguese Institute of Sports and Youth, PI (IPDJ, I.P.), to prevent 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-based 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 (CNPDPJ)**

In the scope of an application to the National Regional Strategic Framework (NSRF) and to the Operational Programme of Technical Assistance (POAT), the CNPDPCJ developed Guidelines on how to address cases of violence or other situations of danger, developed under an established protocol between the CNPDPCJ, the Institute of Social Security, PI, 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 Strategy for Equality and Non-Discrimination**

This Strategy 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 emphasise the following measures and actions within the education, science and culture context:

- Under the scope of measure 14 (Producing pedagogical materials in all kinds of supports, promoting gender equality and citizenship), an Educational Guide for Gender and Citizenship was created, targeting secondary school levels, and a working group to create an Educational Referential for Gender Equality was formed;
- Under the scope of measure 15 (Promoting the dissemination and implementation of pedagogical materials produced), training actions certified by the Scientific and Pedagogical Council of Continuing Education were funded, targeting education professionals, from preschool to secondary education; training workshops organised by the Directorate-General 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 Directorate-General of Education (DGE), are referred by the Council of Europe in the ['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'](#).

The following measures and actions are also noteworthy:

#### **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:

- Activities for raising awareness on gender identities and deconstruction of stereotypes (for the younger ones), under the Gender Equality Meetings project, by UMAR, targeting schools with different levels of education, from kindergarten to the 12<sup>th</sup> 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 ILGA Portugal held three 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 second 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, to 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**

An online campaign incorporated in the [No Hate Speech Movement – Youth for Human Rights](#), in the scope of a Council of Europe initiative, initiated in 2012. The objective is to combat online hate speech and discrimination, in particular every way of expression that spreads, instigates, promotes or justifies racial hatred, xenophobia, homophobia, antisemitism and other forms of hatred based on intolerance.

The implementation, strategy and activities of the campaign at a [national](#) level are coordinated by the Portuguese Institute of Sports and Youth, PI (IPDJ, I.P.), in collaboration with other organisations and youth associations.

It is intended for young people and the general population and it includes several online and offline initiatives, including:

- Sessions for raising awareness at a regional level;
- Thematic seminars;
- Participation in the European action day.

### **Plan of Action to Prevent Violent Extremism**

Since 2015, Portugal has a [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, of the EU Charter of Fundamental Rights and of 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 citizenship education.

Finally, the **National Strategy on Citizenship Education** conceived by the Government aims to meet the need of citizens' training development, in order to prevent phenomena

with a negative impact on society in general, with 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 the training of Portuguese children and young people, enabling them to be adults with a civic behaviour, favouring 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 started to be implemented in the school year of 2017/2018, in public schools, with the goal of including a series of skills and knowledge concerning citizenship in the curricula of all levels of education.

## 4.6 Access to quality services

### Housing

At a national level, there are some policies whose goal is to facilitate the young population's access to housing.

#### Porta65 Jovem programme

The [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 couple's members 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 a regional level, some city councils possess their own housing programmes for young residents in the municipalities, which 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, IP provides a set of integrated responses to care and social support for children and young people.

This support consists of the assignment of funding within the scope of Cooperation Agreements entered into with Private Social Solidarity Institutions and similar entities, and the technical monitoring of specific social responses aimed at Children and Youth with a view to promoting their development and social inclusion, promoting their well-being and equal opportunities, such as:

Childhood and Youth	Disabled Children and Young People	Endangered Children and Young People
Nurseries	Early Intervention	Early Intervention
Pre-School Education Establishment	Transport of Disabled People Residential Home	Family Support and Parental Counselling Centre
Leisure Time Activities Centre	Occupational Activities Centre	Street Support Team to Children and Young People Foster Care Temporary Reception Centre Infancy and Youth Residence Independence Flats

From the data known in December 2018, 5868 social responses were supported under the cooperation programme, aimed at 273903 users (children and young people).

We highlight the last group of responses:

The independence flats (Apartamentos de Autonomização) are intended for young people, aged between 15 and 21, in transition to adulthood.

The responses regarding the sheltering and institutionalisation of children and young people are provided by the National Commission for the Promotion of Rights and Protection of Children and Youth ([CNPDPJC](#)).

The CPCJ are non-judicial official institutions whose mission is to protect children and young people in danger.

### **Borderless Programme (Sem Fronteiras)**

The Borderless Programme is a programme of holiday activities for children and young people sheltered in homes and temporary reception centres of public and private institutions, in foster families, monitored by Children and Youth Protection Committees and other programmes, as well as beneficiaries of Social Insertion Income.

This Programme is carried out during the summer school holidays, with a duration of 7 days. It is supported by the National Youth Tourism Network, through Youth Inns.

The Programme was created in 1999 and its operation is the responsibility of the Social Security Institute (ISS), the Portuguese Youth Institute (IPJ) and Movijovem.

On 1 June 2009, the Cooperation Protocol of the Borderless Programme for 2009 was signed between the Social Security Institute, the Portuguese Youth Institute and Movijovem, following the collaboration established, having already provided around 6400 children and young people with holiday and leisure periods.

### **PROTECTING SEAL Project**

The Protecting Seal project is an integrated risk and danger management system and represents an opportunity for self-diagnosis and training for Competent Entities in Children and Youth Affairs (ECMIJ) in the promotion and protection of the Children Rights, in accordance with Article 7 of the Law on the Protection of Children and Young People in Danger.

### **National Social Emergency Line**

The 144 number – National Social Emergency Line (LNEs) – is a public telephone service, free of charge, which functions non-stop, 24 h 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 an insertion and autonomy perspective.

It is aimed at all citizens, but mainly at 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.

### **House Plan (Plano CASA)**

Aiming to promote the educational success of children and young people in residential care (Residential Homes and Nursing Homes), the Home Plan was created for children and young people who are in a situation of reception in Nursing Homes or in Temporary Nursing Centres, as well as in Nursing Homes as a social response that succeeds them, from the public or solidarity network.

The House Plan is a partnership between the Ministry of Labour, Solidarity and Social Security and the Ministry of Education.

The House Plan thus aims to strengthen their school education processes as an indispensable condition for a true project of autonomy and family (re)integration, implemented through pedagogical support, through the placement of teachers in groups of schools and ungrouped schools to perform functions with children and young people sheltered in the Nursing Homes (LIJ) and the Temporary Nursing Centres (CAT), as well as the Nursing Homes (CA) as a social response that will succeed them and ensure the pedagogical technical monitoring of teachers.

### **ASE (School Social Support)**

The [School Social Support](#) (ASE) is a support measure that contributes to the school expenses of students, particularly books, school material, meals and the 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 assists in learning.

### **Social Welfare Services (SAS)**

The social welfare system of public higher education offer scholarships, through a money allowance that contributes to the costs inherent to the attendance of a higher education degree or of 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 each family's School Social Support category.

- [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 no. 31292/2008);
- Take Care of Yourself programme (Decree no. 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* (HPS) of the World Health Organization (WHO, 2009), the Directorate-General 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 healthcare in the areas of prevention, diagnosis and treatment to certain population groups, including children and young people, through dentists' checks.

### **Take Care of Yourself (CUIDA-TE)**

It is a programme of the Portuguese Institute of Sports and Youth, PI, with the involvement of several public and private partner entities, in the 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 programme is structured in five intervention measures:

- Mobile units;
- Training;
- Debate-theatre;
- Youth Health Offices – free appointments;
- Support for projects.

### **Children and Youth Health Appointments**

It is a monitoring appointment, for health promotion and disease prevention, for children and young people under the age of 18.

The appointments must take place according to the schedule established by the regulations of the Directorate-General 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 and sexuality.

### **Support Centres for Children and Youth at Risk**

A network of support centres for 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 entities, public and private, that deal with children and young people in the sectors of health, education, and social service.

### **Implementation of pilot experiments in the field of Integrated Long-term Mental Health Care (ICMS)**

#### **Ministry of Labour, Solidarity and Social Security and Ministry of Health**

The expansion and improvement of the National Network of Integrated Continuous Care (RNCCI) focused on the mental health component, and units and teams providing Integrated Continuous Mental Health Care (CCISM) were implemented for the adult population and for children and adolescents (Order no. 1269/2017, of 2 February).

The CCISMs are therefore innovative in that they also include types of units and teams for children and adolescents, an age group with a marked lack of structures in this area. The development of new responses for children and young people up to the age of 18 is, in fact, one of the most striking and positive contributions of the implementation of Continuous Mental Health Care, an area in which there is an effective lack of responses.

Within the scope of integrated continuous mental health care, 22 units and teams are operating (pilot experiments), covering 280 users.

### **Literacy, Information and Guidance**

#### **National Education for Health, Literacy and Self-care Programme**

Under the National Programme for Education in Health, Literacy and Self-care, the launch of a mobile app – Youth Mobile – is to be expected.

#### **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, PI (IPDJ, I.P.), and the Family Planning Association (APF).

#### **Cross-sectorial policies**

In Portugal, regarding access to healthcare, there are local strategies through the creation of Community Councils, with representatives of several entities in the field of health and education, with the goal of promoting the local management of healthcare.

They are constituted by representatives of 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**

##### **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 proposes to promote entrepreneurship and individual autonomy, allowing social inclusion through economic initiative.

It is intended for people with difficulties 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, PI, in partnership with António Sérgio's Cooperative for Social Economy (CASES).

For more information, see **chapter 3 – Employment and Entrepreneurship; sub-chapter 3.9 – Startup 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 in 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, , a [Financial Education Framework](#) was developed, through the Directorate-General of Education and the National Agency for Qualification and Professional Education, outlining guidelines for the implementation of financial education in the spheres of education and training in different educational levels:

- Preschool education;
- Basic education;
- Secondary education;
- Adult education and training.

### **Financial education manuals (2015-2017)**

Didactic and pedagogical materials for students and teachers in basic and secondary education, covering subjects from 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 Specialised Credit Institutions.

### **Global Money Week**

An international initiative to raise the 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, working on financial training activities with students from different levels of education.

### **"Everyone Counts" Competition**

A competition in partnership with the Ministry of Education, which rewards and encourages the development of financial training projects in schools.

### **Financial Training Day**

A day (2 November) to raise the population's awareness about the importance of financial training.

### **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' curricula.

It is intended for educators, teachers and preschool, 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 preschool, basic and

secondary education and the education and training of adults, which was intended to guide the implementation of financial training in the field of education.

## Quality assurance

The technical monitoring of the various responses in order to ensure compliance with the provisions of the cooperation agreements with the social institutions that develop the various social responses and to verify the quality of the services provided is carried out in two dimensions:

### Governmental Area:

1. **Permanent Commission for the Social and Solidarity Sector:** meetings are held with the Government members responsible for this area, policy measures are defined in accordance with the priorities for the sector, as well as the updating of the annual contribution. The heads of the representative entities are represented: National Confederation of Solidarity Institutions, Portuguese Union of Misericord, Portuguese Union of Mutual Funds, Portuguese Cooperative Confederation, CCRL (CONFECOOP).

Follow-up forum (social services and institutions)

2. **National Cooperation Commission: the National Cooperation Commission (CNC)** is responsible for monitoring and evaluating issues raised within the context of cooperation. Periodic monitoring meetings are held to discuss the implementation of policy measures and the respective technical and regulatory instruments necessary for the proper functioning of social responses.

### Social Security Institute (ISS)

The ISS is the organism of the MTSSS responsible for monitoring social responses and is responsible for:

The Social Security Institute (ISS) is the body responsible for the monitoring of social responses at a national and district level, promoting the system's efficiency and the efficacy of its management (according to its [aims and principles](#)). The regular monitoring of social trends and the [statistical production](#) in different fields (inclusion, employment, family allowances, etc) is frequently updated and available to the public in their website.

Monitoring levels:

**At central level:** (by the central services of the Social Security Institute):

Propose measures, regulate and define parameters for compliance with regulations, with a view to the development and implementation of social action policies, measures to combat poverty and promote social inclusion and the **promotion of cooperation with social sector entities or others necessary for the respective implementation of its activity.**

- Monitor and issue guidelines on the assessment of accounts and budgets of **IPSS and similar institutions** and support them in the preparation of budgets and accounts, as well as carry out their assessment and approval of accounts; and
- Contribute to the production of indicators of coverage and use of social facilities, identifying needs and proposing investment strategies.

**At district level:** (by the district centres in each geographical area where social responses are developed): Carry out regular technical monitoring of social responses, propose the entering into of cooperation agreements with the IPSS to the ISS Board of Directors, as well as develop the necessary actions for the exercise of the ISS, I.P. supervisory action, under the terms of the law.

### **House Plan (Plano CASA)**

The House Plan is monitored and evaluated jointly by the General Directorate of School Administration (DGAE) and the ISS, IP. This evaluation consists of the diagnosis of teachers' needs by the Central Services and District Centres of the ISS together with the IPSS and equivalent institutions that develop the above-mentioned social responses and preparation of reports by both the ISS and the DGAE regarding the annual evaluation of the implementation of the protocol, namely with the evaluation of the degree of satisfaction of children and youth, teachers and staff of the LIJ, CAT or CA and on the effectiveness and efficiency of the placements made.

### **Implementation of pilot experiments in the field of Integrated Long-term Mental Health Care (ICMS)**

A working group (WG) was set up to monitor the CCISM pilot experiments, which includes members of the competent services of Social Security - Social Security Institute (ISS) and General Directorate of Social Security (DGSS) - and Health (Central Administration of the Health System - ACSS) and the National Programme for Mental Health (PNSM). The Working Group has already prepared an annual report on the monitoring carried out, namely on the various stages of the referral process, including the organisation of referral services, the process of integrating mental health elements into the RNCCI's coordination teams (regional and local), the characterisation of the units and teams implemented and the compliance with the quality indicators established for this project. The main difficulties and contributions collected by the WG from the various stakeholders in the pilot experiments and the ongoing monitoring work are also noted.

### **Choices Programme (Programa Escolhas)**

The Choices Programme's (Programa Escolhas) projects and the services provided by them are evaluated technically and financially. At the financial level, the accounting assessment is also monitored by external audits. The technical part, which is the basis for intervention for all projects supported by the Choices Programme, has two dimensions: individual and global.

The technical evaluation of each project's performance foresees a process of self-assessment and an internal evaluation:

- Self-assessment promotes the project's local evaluation day by day with the participants and mandatorily every two months with the young participants assemblies and the project's partners. These assessments contribute to the biannual, progress and final reports, at the end of each civil year, for the measurement of the previous targets established for each general and specific goal. The Choices Programme makes available an application for the registration of all information (mandatory use).

- Global evaluation is carried out through two mechanisms: external evaluation by an independent entity that evaluates the programme according to pre-defined parameters. On the other hand, "general objectives of the Programme" are defined, composed by a set of indicators to which all the projects supported by the Choices Programme should contribute, amongst which the following should be highlighted:

- a) Global success rates at school
- b) Orientation to school and training
- c) Guiding to employment
- d) Professional Training integration
- e) Employment integration
- f) Partners' involvement in the activities developed
- g) Certification in the ICT field
- h) Number of organizations/associations created

- i) Number of entrepreneurial initiatives established
- j) Number of participants in activities that promote citizenship and participation
- k) Global participants/attendees
- l) Total of sessions with attendances.

In parallel, the Choices Programme provides an online platform for the control and assessment of each project (AGIL – Aplicação da Gestão da Informação Local).

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 production indicators of each measure/programme.

At a national level, institutions involved in the development and implementation of measures/programmes, either in the quality of coordination or of partnership, are subject to external and internal evaluations, in particular by the Assessment and Accountability Framework (QUAR), through a series of performance indicators.

In addition, some entities, such as the [Institute of Employment and Vocational Training, PI](#) (IEFP, I.P.), produce reports with indicators of effectiveness, efficiency and quality, including Youth Guarantee indicators.

Generally, all the public services in Portugal are subject to quality evaluations, in particular by the Assessment and Accountability Framework ([QUAR](#)), which is mandatory by law. Moreover, several public services (including the Portuguese Institute of Sports and Youth) have voluntarily implemented specific complementary tools and methodologies for assessing the quality of the services provided, such as the Common Assessment Framework ([CAF](#)). The programmes subject to European funding are submitted to regular assessments, with the production indicators of each measure/programme.

## 4.7 Youth work to foster social inclusion

### Policy/legal framework

In 2016, the youth worker's professional profile was created in Portugal.

The [youth worker](#) is a professional whose work is defined by '*intervening in the design, organisation, 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 no. 45, 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 Sports and Youth, PI (IPDJ, I.P.), with the collaboration of the National Agency for Qualification and Professional Education – Education and Employment and Qualification ANQEP, I.P. It relied on the collaboration of youth associations and youth representative platforms – the National Youth Council (CNJ) and the National Federation of Youth Associations (FNAJ).

The main goal of professional training for youth workers is to qualify professionals that monitor children and young people, which collaborate in organising and developing educational activities, 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 its 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 the case in programmes financed by the Choices programme. The cultural mediator is a young person belonging to a certain territory, which, 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 the percentage of workers.

## Main inclusive Youth-Work programmes and target groups

In Portugal, the work with young people in associations was recognised 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" ([Programa Escolhas](#)).

### "Choices Programme" (Programa Escolhas)

The "Choices Programme" ([Programa Escolhas](#)) annually finances numerous associations and non-governmental organisations that develop work in the youth field, for the local implementation of targeted projects and actions to promote the social inclusion of children and young people from the most vulnerable socio-economic contexts, particularly descendants of immigrants, ethnic minorities (Roma communities) and Portuguese emigrants.

The programme also promotes the network collaboration with stakeholders and organisations, emphasising collaboration as a way to optimize resources, in the sense that the various partners offer additional economic and material resources.

The intervention strategy at a local level, and in partnership with several entities, allows for a better understanding of young people and their families, which can result in the development of more effective intervention strategies.

In addition to youth associations, immigrants' associations are one of the partners of projects funded by the "Choices Programme" ([Programa Escolhas](#)).

The **Portuguese Institute of Sports and Youth, I.P. (IPDJ, I.P.)** has also financial incentive programmes and training of human resources and volunteering associations, which can benefit associations that work in the field of social inclusion.

### Incentive Programme for the Development of Associations - IDA

The Portuguese Institute of Sports and Youth (IPDJ, I.P.), provides financial support to youth associations and federations that have approved applications under the Internships and Employment measure (see chapter 3 – Employment and Entrepreneurship).

It offers funding to contribute to the costs of internships, at the expense of the association.

The programme's objective is to support the training of people working for associations that develop work in the youth field.

It is intended for:

- Youth associations or federations, enrolled in the National Register of Youth Associations (RNAJ);
- Associations or federations of students;
- Organisations similar to youth associations registered in RNAJ.

## Youth volunteering

Volunteer work under the Now Us programme (IPDJ programme) developed in partnership with youth associations or federations.

The goal is to provide young people with experience in the world of associations, through a volunteering project. At the same time that they are intervening actively in the community, they are acquiring skills through non-formal education.

Only the associations registered in 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 by 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 ACM, I.P., through the "Choices Programme" ([Programa Escolhas](#)).

The "Choices Programme" annually finances locally developed projects that are implemented and developed by youth associations and by public and private entities, based on a socio-community intervention model.

These projects are formed by a local consortium (with at least four local entities), technical teams and community engagers.

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 engagers in local projects, which take on a role of social mediation, because of their connection to the communities. The community engagers are young people, between 19 and 30, from the territories that are being intervened. They need to have, at least, the 9<sup>th</sup> grade of schooling and, at the most, a frequency of the 12<sup>th</sup> grade (when the project starts).

## Training and support for youth workers engaged in social inclusion programmes

The youth worker training is equivalent to a level 4 in the National Qualifications Framework (12<sup>th</sup> grade or senior year) and it includes:

- A [training duration](#) of 1125 h, of which 1025 h are mandatory and 100 h are chosen from a list;
- 500 h consisting of new training modules.

The youth worker integrates the National Qualifications Catalogue, in cooperation with the PNFJ – National Plan of Youth Training, from the Portuguese Institute of Sports and Youth, PI (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 competencies acquired throughout life (RVCC).

### "Choices Programme" ([Programa Escolhas](#))

In addition to the guidance and monitoring procedures, the "Choices Programme" foresees continuing training to technical teams and community engagers, through a series of initiatives, face-to-face and long-distance.

On top of that, it offers a set of pedagogical support materials – Choices resources –, which has been improved and adapted throughout the existence of the programme, as a result of the internal and external assessment reports.

### **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](#), which is financed by the European Union.

Through the financing allocated to the programme, Key Action 1, the beneficiaries can promote training sessions.

Also under Key Action 1 – **Learning Mobility for Individuals**, 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 a way of promoting skills' acquisition and sharing experiences, good practices and certification and qualification models.

### **Training Programme, IPDJ, I.P.**

Training programme promoted by the Portuguese Institute of Sports and Youth, PI (IPDJ, I.P.), for leaders of youth associations registered in the National Register of Youth Associations (RNAJ).

## **Financial support**

The "Choices Programme" ([Programa Escolhas](#)) is financed by the Ministry of Labour, Solidarity and Social Security, through the Institute of Social Security; by the Ministry of Education, through the Directorate-General 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 a local administration level, through the allocation of financial, material and logistical support, such as providing facilities, transportation for a particular initiative, etc.

## **Quality assurance**

The "Choices Programme" (Programa Escolhas) management model foresees a system for monitoring, training, and evaluating financed projects.

[AGIL](#) computer application (Application for the Management of Local Information) is the tool used for the follow-up, the continuous and regular monitoring and the assessment of each project (according to a periodicity that is never less than once per week), contemplating the record of activities, listing information and data reports.

Each step of the projects' development 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 set for the suspension and revocation of financing, which, in some cases, may require the return of allocated funds.

Globally, the “Choices Programme” is monitored and evaluated in its entirety by an external and independent entity, employed by the “Choices Programme”, being that the result of the evaluation will be presented to the relevant authority.

## 4.8 Current debates and reforms

### Current Debates and Reforms

The Major Planning Options 2019 foresees the development of a **national strategy to fight against children and youth poverty**.

The need of an inclusive approach between the several sectorial measures, whether in education, in health, or in employment, is expressed. In this strategy is included the reconfiguration of the family allowance, in order to allow 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 also foreseen for beneficiaries of the family allowance, as well as the development of a system with early warning indicators of social precariousness situations. The goal is to promote an integrated action of the system of social protection of children and young people that are more vulnerable.

Regarding **education**, there are measures foreseen for access to higher education, by promoting its enlargement and democratisation, boosting social inclusion. In this context, the development of the 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.

In the context of **protection against discrimination** on grounds of racial and ethnic origin, the [Law no. 93/2017 August 23](#), that came into force in 2017, consolidated the scattered legislation, reinforced the principle of equal treatment between persons regardless of racial or ethnic origin, color, national, ascendancy, territory of origin and strengthened the powers of the [Commission for Equality and Against Racial Discrimination](#) (CICDR) and of the High Commission for Migration ([ACM, I.P.](#)).

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, being also relevant at an educational level; parenting issues, aiming to increase paternity leave (father's leave) to three weeks and encourage the sharing of the remaining leave time; conciliation of personal, family and professional life; and parity in decision-making positions, under which we can emphasise 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 the public business sector, as well as in listed companies.

## 5. PARTICIPATION

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The promotion of 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 the competencies that they can develop this way are seen as fundamental ingredients that contribute to the strengthening of democracy.

For this reason, Law no. 81/2017 of 18 August, which makes the seventh amendment to Law no. 108/91 of 17 August, included a representative of the National Youth Council and a representative of the National Federation of Youth Associations in the composition of the Economic and Social Council. The Government and the Portuguese Institute of Sports and Youth (IPDJ, I.P.) have marked their action with measures that promote the participation of young people, such as: support programmes for youth organisations (e.g., PAJ, PAE, PAI and Training programme (programa Formar) – see **sub-chapter 5.6**), volunteering programmes, the Youth Parliament, Euroschool competition, the current 70 NOW! campaign about the rights of young people, the Youth Participatory Budget, the Schools Participatory Budget and regular listening and consultation processes on legislation and relevant matters to the lives of young people in Portugal.

The recognition of learning developed in the context of non-formal education, in IPDJ, I.P programs, is done through the Youthpass, a certificate that can represent a complement (optional) to the diploma of basic and secondary education, which will also include the learning acquired in activities and projects developed in the field of non-formal education, within the school establishment.

Reference should be made to the amendment to the Law on the Legal Framework of Youth Associativism, which counted on the contribution of various platforms representing youth and youth associativism, as well as youth parties.

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 (e.g., 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 **sub-chapter 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, as is the case with CNJ and FNAJ owning 20% of the social share of the Movijovem cooperative (responsible for the national network of youth hostels and management of the Youth Card ).

One should also highlight 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 was 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 **sub-chapter 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 a national level, emphasising young people's lack of interest in the conventional ways of participation, with low rates for voting and political party membership, 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 organisations, they participate in protests, they integrate sports and religious groups and they use the media as a means of participation. In this context, 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' from the Council of Europe, in 2003, is a reference in the context of national youth policies, which takes into account the idea that *'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 with the means, spaces, opportunities and support for the exercise of their rights and to be actors of democracy, thus strengthening it.

### 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 Madeira and the Azores have their own administrative system: the Regional Government of the Azores and the 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 civil parishes and city councils in the concept of local authority. Moreover, municipalities' associations and intermunicipal communities are also included in the local authority context.

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, and therefore not mandatory. It is confidential and exercised in person. Voter registration is mandatory and citizens are automatically registered when they turn 18.

Voters who, for professional reasons, are not able to exercise the right to vote at their respective Polling Station on election day may resort to early voting. Citizens displaced in work, students, researchers and scholarship students can use early voting, according to [Organic Law no. 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 scholarship students may resort to early voting, when they are not able to exercise the right to vote in the respective Assembly, according to [Organic Law no. 3/2010](#). Young people who are abroad under an exchange programme may also vote early. 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 points 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 ages of 18 and 24, being around 29% – the European trend – and the lack of identification with political parties being around 68%, which is a relevant indicator. This goes hand in hand with a high factor of unfamiliarity of how democratic institutions work, both national and European. Nevertheless, the importance of democracy is almost unanimous in the motivations of those who vote, and important elements of reflexion are listed according to the Flash Eurobarometer ([refer to no. 375](#)) about European youth and the participation of young people in 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 (article 122<sup>nd</sup>, [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 or 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 Parliament for young people.

Still, as stated above, the intervention of young people in society and the exercise of citizenship results 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 need to act and see 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 no. 23/2006, of 23<sup>rd</sup> July, article 3<sup>rd</sup>, paragraph 2](#)), youth political parties are treated as youth associations, respecting specific legislation about political parties.

## 5.3 Youth representation bodies

### Youth parliament

The [Youth Parliament](#) in Portugal is an educational programme to promote citizenship, which 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 entities: the Portuguese Institute of Sports and Youth; the

Ministry of Education; the Ministry of Foreign Affairs; the Regional Secretariats of Education and Youth of Madeira and the 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 programme is an initiative that takes place every school year in public, private and cooperative education inside the country and at the Portuguese communities in and outside Europe.

Therefore, the Youth Parliament in Portugal **is not a representation body** to put in place 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, there are two major platforms that represent youth and the youth associationism movement: the **National Youth Council** and the **National Federation of Youth Associations**. Also, within national scope, we have the **Youth Advisory Council**, which is the advisory body of the member of Government responsible for the field of youth and which 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 establishing the guidelines for its scope of action. Finally, at a 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 organisations that represents youth interests and promotes the participation of young people in the formulation, implementation and assessment of youth policies. It comprises [44 youth organisations](#) from various sectors (student, scout, cultural, sports, socio-educational, religious) and it rules on several advisory areas on matters of youth interest (e.g., Advisory Council on Youth, Advisory Committee of the IPDJ, [National Education Council](#), [National Council for Drugs, Drug Addiction and the Harmful Use of Alcohol](#), Committee for the Coordination and Monitoring of the Youth Guarantee, RTP's Advisory Council, [Parliamentary Committee hearings and working groups for youth matters](#)). At an international level, it represents the Portuguese youth in places such as the European Youth Forum, the CPLP Youth Forum and the Ibero-American Youth Organisation ([OIJ](#)).

The status of being the contact for young people before the ruling power is regulated in its legal statute ([Law no. 1/2006](#)), which indicates that the State must take its advise 'as a contact for young people on all issues regarding youth' (article 5<sup>th</sup>, paragraph c)), being that 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 to participation rights granted to different youth organisations individually, the National Youth Council (CNJ) integrates the organs of participation and concertation where youth interests should be globally represented (according to paragraph 2, of Article 8<sup>th</sup>).

The Direction of the CNJ, elected every two years, consists of young people under 30 (30 included), belonging to organisations integrated in the platform, and elected by the General Assembly. The three governing bodies – Board of Directors, General Assembly and Supervisory Board – follow internal regulations. Part of the CNJ's funding is public, meaning it must report to the Secretariat of State for Youth and Sports and to the 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](#). FNAJ represents youth organisations at a 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 for young people in local communities, and encourages civic and associative education for young people. It represents local

associative life in advisory organisms such as the Advisory Council on Youth, the Advisory Committee of the IPDJ, the National Council for Drugs, Drug Addiction and the Harmful Use of Alcohol, the Committee for Assessment and Selection of the Erasmus+ Youth and Action programme, among other processes in which public youth policies are defined. It has around 1,000 affiliated associations. 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 from applications for national and international funds.

### **Advisory Council on Youth - CCJ**

The architecture of public youth policies involves 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 interests. 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 upon by the EU Member States for each decade;
- Establishing structured dialogue procedures.

The Advisory Council on Youth (CCJ) is chaired by the member of the government responsible for the youth sector and it is composed of 23 organisations representing the most diverse interests of young people (students, unions, business, scouts, cultural, sports and cultural), being that other organisations 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 INTERJOVEM;
- One representative of the National Young Entrepreneurs Association;
- One representative of the Portuguese Young Farmers Association;
- One representative of each of the youth organisations 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 three months or, extraordinarily, whenever convened by its president. Specialised 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 programmes, youth associative life, youth hostels' management, and the national Government budgets for the youth sector, among other topics.

As an example, here are some of the topics of the Advisory Council on Youth's agenda:

- The Legal Framework of Youth Associativism ;
- Youth employment and the Youth Guarantee programme;
- Presentation of the National Government Budget for Youth;
- Information on Movijovem's co-management - inclusion of the National Youth Council and of the National Federation of Youth Associations in the share capital and decision-making bodies of the cooperative that runs Youth Hostels and the Youth Card initiative in Portugal;
- Presentation of the European Solidarity Corps Programme;
- Consultation on legislation or regulation amendments;
- Consultation concerning the National Youth Plan.

Its funding is included in the operating costs of the Secretariat 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 for the existence of the Advisory Council of the IPDJ, I.P. (article 9<sup>th</sup>, [Decree-Law no. 98/2011](#), revised by [Decree-Law no. 132/2014 of 3<sup>rd</sup> September](#)), which is the advisory, support and participation body concerning the formulation of the institute's general courses of action and the decision-making procedures of the governing body.

This Advisory Council is composed by nine elements in the sports and youth sectors and it can meet in plenary session or in specialised sections. In its composition, the following entities directly linked to youth are highlighted:

- The president of the 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 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 president, or at the request of one third of its members. Any person or entity whose presence is deemed necessary to clarify the topics under consideration can be convened by the president to participate in the meetings, but with no voting rights.

### **Regional Advisory Councils of the IPDJ**

At a regional level, the statutes of the [IPDJ](#) foresee the existence of the Regional Advisory Councils (CCR), corresponding to the [five regional directorates](#) of the 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 22<sup>nd</sup> of [Ordinance no. 11/2012](#) of 11<sup>th</sup> January.

The Regional Advisory Council (CCR) is responsible for presenting proposals, suggestions or recommendations on actions, initiatives and programmes promoted by the IPDJ, I. P., covering its respective region.

It is composed by seven elements, mostly linked to the youth associative movement (paragraph 3, article 22<sup>nd</sup> of [Ordinance no. 11/2012 of 11<sup>th</sup> 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 Madeira and the Azores, there are also formal mechanisms for young people consultation:

The Regional Advisory Council for Youth (Conselho Consultivo Regional da Juventude – CCRJ) is the advisory body of the [Regional Government](#) of the Azores on matters concerning young people ([Regional Legislative Decree no. 10/99/A, which reformulates the Regional Advisory Council for Youth – CCRJ](#));

- The Regional Council 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 10<sup>th</sup> February, amending [Law no. 8/2009 of 18<sup>th</sup> February](#), and creating the Legal Framework for Youth City Councils.

Youth City Councils (CMJ) are the 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 3<sup>rd</sup> of [Law no. 6/2012](#). The Youth City Council (CMJ) approves its own rules of procedure.

The CMJ has the following structure:

- a) The mayor, who presides;
- 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 municipality's city council in the regional youth council;
- d) One representative of each youth association headquartered in the municipality enrolled in the National Register 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 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 entities equivalent to juvenile associations, in accordance with paragraph no. 3 of article 3<sup>rd</sup>, of Law no. 57/2019 of 7 August , at a 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 must include the operating rules that are not provided for in the Code of Administrative Proceedings or 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 Municipal Council is responsible for ensuring the logistic and administrative conditions for its operation.

### **Higher education student union(s)**

The Legal Framework of Youth Associations, approved by [Law no. 57/2019, of 7 August](#), defines student associations as those that represent students from the respective establishment of basic, secondary, higher or vocational education.

Sub-section III of Law no. 57/2019 focuses specifically on the legal framework of higher education associations and federations, recognising their right to participate in consultative bodies at a 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) and in a typological way, depending on the fact of being a public university or foundation, polytechnic or a private or cooperative higher education institution.

Usually, each university or higher education institution has a students 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 federation, which can be local (for example, Students Association of the University of Algarve), regional (as the Students Federation of Oporto), national, in a specific field of intervention (as, for instance, the Students Federation of University Sports) or encompassing a type of educational establishment (for instance, the National Federation of the Polytechnic Education Students Association).

At a national level, the various associations and federations constitute the students association movement, which meets up regularly in ENDA – National Association Boards Meeting. The ENDA is used for discussing and defining the position of the students association movement on various relevant issues about higher education.

### **School student union(s)**

The Associations Law, defined by Law no. 57/2019 of 7th August, presents in sub-section II the characteristics and the legal framework of basic and secondary education students associations.

The student unions are independent from the State, political parties, religious organisations or any others. They are free to draw up their respective rules and other internal regulations, to elect their governing bodies, to manage and administrate their assets and to create 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, school associations of non-tertiary education have the right to monitor the activity of the management bodies and the school social support and to intervene in the organisation of extracurricular activities and school sports, as well as to collaborate in the management of areas for leisure and sports.

At a national level, the National Platform of Basic and Secondary Education Students Associations ([FNAEBS](#)) was created, whose main 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 permanent dialogue channel between students associations and the Government, particularly with the Ministry of Education, in order to present proposals and the demands of basic and secondary school students. The National Platform of Basic and Secondary Education Students Associations 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 characterised by being:

- Consultative, in the sense that the contributions of young people, although often considered and incorporated in the decisions, are not binding;
- 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 mainly take place in the advisory boards of the State's different fields of public intervention. 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 a national level, takes place through the following mechanisms:

- Youth Advisory Council;
- IPDJ Advisory Council;

At the local and regional level through:

- Youth Municipal Councils;
- Regional Advisory Councils of the IPDJ;

### **Actors**

The actors involved in the youth consultation process are diversified, encompassing governmental structures, youth and student organisations, or even civil society organisations that work with relevant issues and with an impact on young people.

## Youth actors

- National Youth Council (CNJ), a right granted by the law that constitutes it, regarding elaboration of legislation and definition of policies that affect the young;
- National Federation of Youth Associations (FNAJ), direct consultation in several legislation processes, participation in the constitution of workgroups and others;
- Youth Associations – youth associations are involved in consultation processes, not only by intervening locally, in the implementation of 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 enrolled in RNAJ have a seat;
- Student associations – the student associations, as well as their respective federations, have played a key role in youth consultation processes, especially in regard to educational policy and the defence of students' interests with policy-makers and with the administrative bodies of schools. Due to Law no. 57/2019 of 7th August, the students' representatives have a seat on councils, as interlocutors.

## Public authorities

Usually, the following public authorities launch youth consultation processes:

- Secretariat of State for Youth and Sports;
- [IPDJ](#) – Portuguese Institute of Sports and Youth, PI;
- [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 part in stimulating structures for associations headed by young people, since 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 Advisory Council on Youth (CCJ) can include other elements justified by their agenda, even if they are not part of the CCJ's composition. According to paragraph 2, of article 1<sup>st</sup> of Decree-Law no. 129/2015), the following individuals or entities can participate in the meetings, whenever convened by the president:

- [Government members](#) of specific sectors;
- Members of the regional governments of [Madeira](#) and the [Azores](#);
- [Movijovem](#) – Youth Mobility, C.I.P.R.L.;
- [National Agency for the Erasmus+ Youth in Action programme](#);
- Youth organisations at a national, regional and local level;
- Other entities developing a relevant action in the youth sector.

In addition to the above-mentioned key actors, there are also other ministries who promote comprehensive consultation and monitoring processes focused on the young public. Here are some examples:

- The Ministry of Education involves young people in policy consultation, monitoring and assessment, through the [National Education Council](#);
- The Ministry of Health does the same, through the [National Council for Drugs, Drug Addiction and the Harmful Use of Alcohol](#);
- And 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 **Interministerial Commission for Youth Policies (CIJ)** was established. This

Commission was created by the Resolution of the Council of Ministers no. 77/2007, of 4<sup>th</sup> June, with the purpose of ensuring the integrated operational coordination of youth policy in an interministerial and intergovernmental structure, which promotes the creation of integrated networks of information and services for young people, attracts financial means for the implementation of programmes, and stimulates a concerted and supplemental action of said structures. Although its operation period has been intermittent, not gathering in recent years, there is an intention of **reactivating this commission, framed in the National Youth Plan** approved in 2018.

### **Information on the extent of youth participation**

To the [National Youth Council](#) (CNJ), as to the [National Federation of Youth Associations](#) (FNAJ), opinion requests are made about bills regarding youth associationism, the legal framework for holiday camps, the legal framework for the youth worker profile, programmes to support and promote youth employment, among other matters related to young people's life.

The opinions expressed are discussed and taken into account in the final formulation of official documents.

Both the [National Youth Council](#) (CNJ) and the [National Federation of Youth Associations](#) (FNAJ) are involved in the activities of the [IPDJ, I.P.](#), often playing a preponderant role in the conception and implementation of those activities (e.g., Youth Associationism Day, International Youth Day, University on Youth Development, etc.).

### **Outcomes**

The integration of young people's opinion in the formulation and assessment of political measures can be found in various processes. Here are some examples:

- The National Youth Plan was devised from a wide national listening process, on an online form, accessible to all young people, as well as from a national forum dedicated to the theme. The contributions were crucial for the preparation of the plan. The report of the listening process was made available online and outside the digital world in several forums.
- The current law in force concerning the legal framework on youth associativism ([Law no. 57/2019](#)) was also subject to an extensive consultation, discussion and negotiation process.
- The professional profile development of the youth worker and its respective RVCC were part of the contributions of several actors in this sector, namely their representative platforms;
- The Youth Pass was developed based on the work group of a number of actors, including youth representatives.
- The Formar+ programme was part of contributions resulting from a public sounding out process.
- The National Plan for Implementation of a Youth Guarantee has already been amended as a result of proposals made by the representation of youth interests in the Committee for the Coordination and Monitoring of the [Youth Guarantee](#);

### **Large-scale initiatives for dialogue or debate between public institutions and young people**

A wide consultation process was developed for the creation of the PNJ (National Youth Plan, approved in August 2018 and published on 4<sup>th</sup> of September — Resolution of the Council of Ministers No. 114-A/2018). A diversified set of mechanisms was developed such as an [online survey](#), development of focus groups, debate forums, in addition to the dissemination and collection of perspectives through formal bodies and channels.

The legal framework for Youth Associativism and its revision were also examples of issues subject to consultation and large-scale initiatives for debate between public institutions and young people.

## 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 to participate in public life', the 'right to vote', the 'right to access public positions', the right to constitute or participate in 'associations and political parties' and the 'right to petition and right to class action' ([chapter II – Rights, freedoms and guarantees of political participation](#): articles 48<sup>th</sup>, 49<sup>th</sup>, 50<sup>th</sup>, 51<sup>st</sup>, 52<sup>nd</sup>).

The National Youth Plan is the political instrument of intersectoral coordination of youth policies' in Portugal. One of its key themes is «Governance and Participation», a section with more than 40 measures, framed in five strategic goals under the priority «To promote multilevel, inclusive, participative and participatory government practices, in view of the institutional strengthening of youth policies».

The national policies for the promotion of the political and civic participation of young people had been implemented through a set of measures framed in other national plans and specific programmes, that with the approval of the National Youth Plan 2018-2019, know their aggregation and strategic orientation.

Due to their relevance, we highlight the measures that were developed in the [National Education Strategy for Citizenship](#), a reference document implemented in the 2017/2018 school year, in the state and private schools that joined the Curricular Flexibility and Autonomy Project (PACF), in accordance with The Profile of [Students When out of Compulsory Education](#) and [Essential Learning](#).

The Portuguese Institute of Sports and Youth, PI (IPDJ, I.P.), and the Secretary of State for Youth and Sports (SEJD) have particular relevance in the promotion of action that stimulate youth participation. The following initiatives are examples of such measures:

- Support programmes for youth organisations (e.g., [PAJ](#), [PAE](#), [PAI](#) and [Formar](#));
- [Volunteering programmes targeting young people](#) (Now Us (Agora Nós), with initiatives such as Dating 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](#));
- Consultation processes to collect contributions for the creation or revising of legislative processes, such as the Youth National Plan ( Council of Ministers Resolution nr 114-A/2018) and the new Legal Framework for Youth Associativism (Law 57/2019).
- The [70 NOW! Campaign \(Campanha 70 JÁ!\)](#);
- The [Youth Parliament programme](#);
- [Euroschool 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 the IPDJ;
- Youth Participatory Budget Portugal.

Besides these specific and real measures, IPDJ encourages in Municipalities the enhancement of the Youth Municipal Councils, and participates in many of them through their decentralised services.

## Scope and contents

The National Youth Plan is the political instrument of intersectoral coordination of youth policies' in Portugal. One of its key themes is «Governance and Participation», a section with more than 40 measures, framed in five strategic goals under the priority «To promote multilevel, inclusive, participative and participatory government practices, in view of the institutional strengthening of youth policies».

## Responsible authority for the implementation of the strategy

The implementation of the National Youth Plan and, subsequently, of the measures in the key theme «Governance and Participation» is responsibility of each of the entities that executes them. It is, therefore, a shared execution, of interministerial nature, although the coordination is made by IPDJ, I.P. and the supervision by the member of Government responsible for Youth.

## Revisions/Updates

Not applicable

## 5.6 Supporting youth organisations

### Legal/policy framework for the functioning and development of youth organisations

[Law no. 23/2006 of 23<sup>rd</sup> of July](#) establishes the legal regime of youth organisations and it is the legal framework for the support to youth organisations.

The law is divided in nine chapters:

- Chapter 1: General Provisions and Principles;
- Chapter 2: Youth Organisations;
- Chapter 3: Students Organisations;
- Chapter 4: Rights and Obligations of Youth Organisations;
  - Section I – General Rights;
  - Section II – Rights of Students Associations;
    - ❖ Sub-section I – General Provisions;
    - ❖ Sub-section II – Students Associations from Basic and Secondary School;
    - ❖ Sub-section III – Students Associations from High School;
- Chapter 5: Youth Leader Statute;
- Chapter 6: National Register of Youth Organisations;
- Chapter 7: Support Programmes for Youth Organisations;
- Chapter 8: Monitoring/Supervision;
- Chapter 9: Final and Transitional Provisions.

The first part of the law aims to define what type of organisations are considered to be in the universe of youth organisations. It states that a youth organisation must have, at least, 75% of its members under the age of 30 (30 included), and also, at least, 75% young members (30 or under) in the executive board of the association.

The law also states what is a students organisation, an informal group, federations of youth organisations or of students organisations, and determines what kind of associations working with young people can be recognised as an equivalent to youth organisations (e.g., scouts).

A central piece of this legal framework is the National Register of Youth Organisations (RNAJ), where all of the above mentioned entities must be registered to be recognised 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 youth organisations delivered by the IPDJ, which are granted through the Law on Youth Associationism: financial, logistic, technical and training. According to this law, the financial support is framed by three programmes, regulated by [Decree-Law no. 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 Associationism). 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 their respective federations;
- **Infrastructure Support Programme (Programa de Apoio Infra-Estrutural – PAI)**: support for investment in infrastructures, facilities and equipment for the development of activities of youth associations and similar organisations.

Besides these three programmes, there is also the **Training programme (programa Formar+)** for youth leaders from youth organisations registered in the National Register of Youth Associations (RNAJ), with two support models – annual training support and multiannual training support, created by the ordinance no. 382/2017 of 20th December.

Currently, there is also a line of financial support for the development of internships in youth organisations, as a measure to fight unemployment, promoting the reinforcement of youth organisations' human resources (even if many of them are voluntarily driven), but also profiting from the competencies usually delivered to unemployed youngsters in the context of action of a youth organisation. It is the Incentive for the Development of Associationism programme (programa de Incentivo ao Desenvolvimento Associativo – IDA) created by Decree no. 155/2013 and changed by Decree no. 254/2013.

These are dedicated programmes, that go deeply to the core of youth organisations' basic needs. However, many other funds are available in programmes that correspond to Youth Organisations' areas of action or interest. For instance, leisure times occupation, holiday camps, international work camps, volunteering programmes, and others areas where youth organisations can apply with supportable ideas and projects, apart from their regular activity plans. No duplicated financial support is authorized.

Apart from these programmes, the IPDJ has a programme called the House of Youth, in order for youth organisations to have a place to start its activities and gather its members.

The public support programmes for youth organisations, as a whole, have about 6 million euros available annually. There are over 1100 active youth organisations regularly registered and active in RNAJ.

## Type of activities supported

The supported activities are very diverse, including culture (theatre, music, arts) environment, science, sports, political engagement and debate, youth empowerment, gender and minorities empowerment, multiculturalism, migrations and networking, entrepreneurship, socio-cultural animation, and so on. This means that it is possible for a youth organisation to receive support in almost every area of its own interest and motivation, as long as non-formal education methodologies and learning environments are applied, with restrictions regarding the type of budgetary items, levels of funding, obligation of co-funding and self-funding.

### Other supports (not exclusive to youth organisations)

Despite not targeting youth organisations, it is worth mentioning that the High Commission for Migration ([ACM, I.P.](#)) has a [Technical Support Office for Immigrant Associations](#) that promotes [recognition of immigrant associations](#) and offers [technical](#) and [financial support](#). Youth organisations, which are also immigrant associations, and recognised as such by the High Commission for Migration (ACM, I.P.), can apply for this support.

The support to immigrant associations is assigned through agreements between the associations and the High Commission for Migration (ACM, I.P.), based on projects submitted, aiming to contribute to the integration of immigrant citizens, by promoting their dignity and equal opportunities, among other purposes.

The [National Roma Communities Integration Strategy Support Fund](#) (FAPE) and the [Roma Representative Associations Support Programme](#) (PAAC), managed by the High Commission for Migration (ACM, I.P.), are also worth mentioning, since both target non-governmental organisations of disadvantaged communities in Portugal, which includes young people.

### Initiatives to increase the diversity of participants

The inclusion of all young people in the IPDJ initiatives and programmes, 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 as far as diversity is concerned, covering a large number of young people with different backgrounds and reflecting the diversity of Portuguese society.

The listening processes have been trying to meet the pluralities of youths, wherefore, for example, in the National listening Forum for the National Youth Plan there was the specific intent to bring young representatives that identify themselves with or that belong to differentiated social groups, namely:

- youths from the countryside;
- youths that reside in the outermost regions of Madeira and Azores;
- representative youths from associations defenders of LGBTI+'s rights;
- young roma;
- young Afro-descendants and migrants in Portugal. This aspect is still being taken into consideration in the revision process of the legal framework of Youth Associativism (Law No. 23/2006, 23<sup>rd</sup> June), in which is being pondered a criterion to increase the support to activities developed by and with young people at risk of exclusion.

## 5.7 “Learning to participate” through formal, non-formal and informal learning

### Policy Framework

The **National Strategy for Citizenship Education (ENEC)** was presented in 2017 and started to be implemented in schools in 2017/2018 (school year), 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, sexual and reproductive rights education and road safety education.

The Portuguese Institute of Sports and Youth (IPDJ, I.P.) and its preceding bodies have been leading the defence, dissemination and support of **non-formal education** processes in Portugal, since the post-25<sup>th</sup> April 1974 period. 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 youth worker profession – have 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 addressed 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 (30<sup>th</sup> 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, with the partnership of the Erasmus+ Agency Youth in Action, CNJ and FNAJ.

## Formal learning

The transversal approach to the Citizenship Education 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 citizenship education 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.

Besides that, Ministry of Education, through General Directorate for Education, has developed a set of [guidance documents](#), involving partnerships and cooperation protocols with other entities.

Citizenship Education 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 social life and labour market integration.

## 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 United for the Planet competition, 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 school's internal rules of procedure.

In the context of their autonomy, schools develop a wide range of tools and communication strategies (e.g., e-mail, 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 the school's daily life of the. They also have the right to create a parents association, according to the principles of freedom of association.

The Municipal Council of Education (CME) of each school group is an advisory body, which includes, among other elements, a representative of the municipal assembly. The CME 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 school's organisation 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:

- [Eco-Schools project](#), [Project 80](#) and [Tagus project](#) – in the field of environmental awareness;
- [Mega Sprinter competition](#), [Tag Rugby Project](#) – in the field of sports activities for peace and social inclusion;
- [Intangible Heritage Collection Kit](#), [My School Adopts a Museum](#), [Little Shadow Festival](#), [Ithaca Plan](#), Tic Toc Project in the School of the Future – in the field of artistic projects for intercultural dialogue and media literacy;
- [European clubs](#), [Euroguidance Network](#), [Trip to Germany contest](#) – in the field of International and/or online collaborations for intercultural education;
- [European Youth Parliament programme](#) of the [Youth Parliament programme](#) (national) – in the field of activities related to political life;
- [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 3<sup>rd</sup> 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 the improvement of their school. The amount of the SPB is €500, in the case of schools with fewer than 500 students in the 3<sup>rd</sup> cycle of basic education and secondary education, or, alternatively, the value equivalent to €1 per student in the 3<sup>rd</sup> 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 democratic participation process where citizens between the ages of 14 and 30 can present and decide on public investment projects with a total amount of €300,000. 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:

- It must be focused on the themes of inclusive sports, education for sciences, social innovation and environmental sustainability;
- It must respect the maximum amount of €75,000;
- It must not imply the construction of infrastructures;

- It must not be a support request or provision of services;
- It must not benefit more than one municipality;
- It must be well specified and located in the national territory;
- It must be technically feasible;
- It must not contradict the Government's Programme or ongoing projects and programmes in different public policies' areas.

In its first edition, which ran in 2017, 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**

Partnerships with civil society organisations are encouraged and required in a broad sense, and are 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, to help the implementation of an intended practice.

In line with the curriculum guidance documents, the Ministry of Education (ME) provided teacher training, under the continuous professional development, through the Directorate-General 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 citizenship education. For example, in entrepreneurship education, projects like [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 that include assessment exercises were published.

In addition to this, as already mentioned, the **Youth Pass** programme development is underway, which aims to issue a participation certificate in programmes of the IPDJ, which 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 organising their teaching activity in the best way possible, to meet the needs of their students.

In accordance with article 30<sup>th</sup> of [Law no. 0669 46/86 of 14<sup>th</sup> October](#) (Basic Law of the Education System), all educators and teachers (preschool education, 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> 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 teaching, 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 are no specialised or semi specialised teachers in citizenship education in general, there are some specific qualifications available in some of the thematic fields included in the transversal field of citizenship education. For example, some masters of initial training for teachers have classes about education and multiculturalism, development education and entrepreneurship education.

There are still non-mandatory courses within the framework of the continuous training for teachers that seek to develop the same competencies in various fields of citizenship education. These are offered through protocols between the 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 citizenship education, 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 citizenship education, legislation, digital library, guidelines, resources, good 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, which naturally includes 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 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 **Secretariat of State for Youth and Sports** 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 JA Information Centres of the IPDJ, I.P., aim to promote and develop citizenship values. Currently, there are 19 Ponto JA spots in the facilities of the decentralised services and at the headquarters of the IPDJ, I.P.

The **Ponto JA** Information Centres fall within the competencies of the Department of Information, Communication and International Relations of the IPDJ, I.P., in regard to 'executing and monitoring the information policy of the IPDJ, I.P., favouring the use of the local network of places of attendance, the sports and youth portals and helplines', according to [Decree no. 11/2012](#) (article 3<sup>rd</sup>, paragraph 2 b).

The operating costs of Ponto JA Information Centres are incorporated in the operating costs of the IPDJ, I.P.

## Youth-targeted information campaigns about democratic rights and democratic values

### 70 NOW! Campaign (70 JÁ!)

[70 NOW!](#) is a nation-wide information campaign on young people's rights, as stated in article 70<sup>th</sup> of the Portuguese Constitution. It started in the beginning of 2017 and lasts until 2019. It is being promoted by the Ministry of Education, Secretary of State for Youth and Sport and IPDJ.

The Constitution has been a hot topic in the media and in public opinion. Over the past few years, there has been a lot of discussion about the contemporaneity and relevance of constitutional rights. Taking into account that the country has celebrated the 40<sup>th</sup> anniversary of the Portuguese Constitution in 2016, the Secretariat of State for Youth and Sports launched the 70 NOW! campaign, in order to put youth constitutional rights on the political agenda.

The information campaign is developed online and offline with a heavy presence, for instance, on social media websites, schools and regional delegations of the Portuguese Institute of Sports and Youth. It was highlighted in UN's annual Report of the High Commissioner for Human Rights on «Youth and Human Rights» (reference A/HRC/39/33, 28<sup>th</sup> June 2018), in paragraph 83, as a national example of initiatives for the empowerment of young people in the exercise of their rights.

Goals:

- To call upon the need to protect and defend young people's rights;
- To empower young people to claim 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:

- Young people aged between 13 and 30 years;
- Youth workers;
- Teachers;
- Parents.

Main topics to be addressed, by year:

- 2016: Education and labour;
- 2017: Political and civic participation, identity and civil liberties;
- 2018: Culture and health, including physical education and sports;

2019: Participation (political participation and global citizenship) and culture.

Since 2017 and 2019 are electoral years for local power and for the national and European parliament, respectively, the 70 NOW! campaign 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, which aims to boost the interest of young people in civic and political participation.

Approved by [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 entities: the Portuguese Institute of Sports and Youth; the Ministry of Education; the Ministry of Foreign Affairs; the Regional Secretariats of Education and Youth of Madeira and the Azores.

It is intended for young people attending the 2<sup>nd</sup> and 3<sup>rd</sup> cycle levels of basic education and attending high school (secondary education). The Youth Parliament programme is an initiative that takes place in the country's public, private and cooperative education, and in Portuguese communities inside and outside Europe.

The programme includes three stages during the school year. The third stage takes place in the Parliament, where elected young deputies meet, at a national level, representing each district or autonomous region. In this meeting, after a debate in committees and plenary, the final recommendation on the issue of that Youth Parliament's edition is approved.

### **Euroschool Competition ([Concurso Euroescola](#))**

This 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**

The IPDJ has long been working for the growth and promotion of young people's active participation. As a result, several regular events were established, being co-organised by youth structures, such as the National Youth Council and FNAJ – National Federation of Youth Organisations.

Consequently, the annual day dedicated to youth organisations is celebrated on the 30<sup>th</sup> of April, and the celebrations are usually 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 12<sup>th</sup> of August, where various activities are regularly organised, also under a youth co-organisation basis: in the last years, the activities have directly involved thousands of young citizens.

The Volunteer Day, on the 5<sup>th</sup> of December, is also an important reference in the annual youth calendar.

Recently, the IPDJ, Erasmus+ YA National Agency, the CNJ and FNAJ began to organise the annual Youth Development Academy (first edition in 2015), dedicated to non-formal education and cross-sectoral youth issues. In 2015, the topic was devoted to non-formal education, human rights and youngsters' inclusion.

## **Promoting the intercultural dialogue among young people**

### **No Hate Speech Movement**

At a national level, the Council of Europe's No Hate Speech campaign was coordinated by the IPDJ, I.P., 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's main objective was to combat online hate speech, discrimination and racism, raising awareness about its risks to democracy and promoting young people's involvement in the defence of human rights, digital participation and citizenship.

The IPDJ coordinated the national implementation of strategies and actions of the campaign, with the active collaboration and participation of other entities and youth

associations looking to carry out campaign actions among young people and the general population.

The [campaign](#) in Portugal took place, both *online* and *offline*, focused around some strong moments such as training and information activities, thematic seminars, street actions and other initiatives, following 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, *islamophobia* and religious intolerance, antisemitism, etc.

The European campaign has come to an end, but the online movement for human rights will continue.

In accordance with the Final Declaration of the Review Conference held in Strasbourg in April 2018, IPDJ will continue active, vigilant and committed to keeping alive the online movement for human rights, preserving its youth and relevance, inviting all the partner entities and youth associations to join in.

### **What if it Was Me?... (E se Fosse Eu? Fazer a Mochila e Partir)**

The [What if it Was Me?](#) campaign is a joint initiative of the Support Platform to Refugees ([Plataforma de Apoio aos Refugiados](#)), the High Commission for Migration ([ACM, I.P.](#)), the National Youth Council ([CNJ](#)) and the Directorate-General of Education ([Direção Geral de Educação](#)). The campaign targets 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 reflexion and debate on what would be like living in the situation of a refugee'. The campaign began in April 2016.

### **Promoting transparent and youth-tailored public communication**

Information to young people is a IPDJ 's (Portuguese Institute of Youth and Sport) field work, grounded and in tune with ERYICA's work — European Youth Information and Counselling Agency, where Portugal is represented by IPDJ since its foundation.

ERYICA conducts its intervention in the terms indicated in the European Youth Information Charter. This Charter, whose original draft was approved by ERYICA in 1993, was incorporated in the IPDJ's Statutes (No. 2 article 3. Ordinance No. 11/2012, 11<sup>th</sup> January), having been revised and updated in April 2018, in ERYICA's General Assembly in Cascais, Portugal.

Nowadays IPDJ is partner with several projects developed by ERYICA, namely in the Development of e-Learning Methodologies in Trainers Training in Information for Youth and in the Promotion of e-Participation in the information work for young people.

## **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), those with a low level of education (11% of the people that only has a 9<sup>th</sup> grade education) and the 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 as '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, must have a strong feature of online communication, this being an essential condition to reach the intended audience. Therefore, **the use of ICTs is mandatory** in the promotion of young people's participation, in order to encourage their involvement in consultation processes, awareness-raising campaigns for diverse causes or participation in debate forums. Let's see some recent examples:

- The [consultation process](#) for collecting young people's opinion about the priorities for the creation of a Youth National Plan, aiming to improve public youth policies. One of the tools used for this purpose was an [online survey](#), available between August and October 2017.

- The 70 NOW! campaign ([Campanha 70 JÁ!](#)) is a nation-wide information campaign on young people's rights, as stated in article 70<sup>th</sup> of the Portuguese Constitution. It started in the beginning of 2017 and it will last until the end of 2019, being promoted by the Ministry of Education, the Secretariat of State for Youth and Sports and the IPDJ, I.P. This information campaign is being developed online and offline with a heavy presence on social media ([Instagram](#), [Twitter](#), [Facebook](#)), schools and regional delegations of the Portuguese Institute of Sports and Youth. It targets young people aged between 13 and 30, youth workers, teachers and parents.

- The sounding out processes 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, I.P., was created for the collection of contributions of young people, youth organisations and other entities. It was online for five months. During this period, a total of 341 valid contributions about all of the nine thematic areas were considered. Around 200 young people, youth associations and organisations working with and for young people have accepted the challenge and shared their ideas for the White Paper on Youth on this collaborative platform.

- [Participatory Youth Budget](#) – young people had the possibility to submit their ideas online as well as to vote online as to decide where to invest a part of the State Budget.

Globally, IPDJ, IP has been making use of projects backed up by administrative modernisation and Simplex program in order to update the computerised platforms of interaction with young people, which RNAJ — National Youth Association Registry — or EDA — Statute of Association Leaders — are examples of.

## 5.10 Current debates and reforms

As previously mentioned, multilevel governance, participatory youth policy-making and the involvement of 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 young peoples' needs and expectations, the government is committed to deepen multilevel governance in youth policy, through the following mechanisms:

### Regulation of the Legal Framework for Youth Associativism

Between September 2016 and November 2017, took place the revision process of the Legal Framework of Youth Associativism (Law No. 23/2006, 23<sup>rd</sup> July), in which were also framed the support programmes to the development of youth associations activities. This juridical regime is in force for about a decade, therefore it is compelling a re-assessment so as to assert if a revision is necessary and in which terms it should be conducted.

The youth association movement, like other players in the youth state policies, has demanded amendments, specifically regarding matters of tributary nature, which were, among others, discussed in a work group created to undertake the before mentioned assessment. This group was composed by representatives of the Office of the Secretary of State for Youth and Sport, Portuguese Institute of Sport and Youth, I.P., National Youth Council and National Federation of Youth Associations.

This process began with an invitation to all organisations of the Youth Advisory Council so they would send their contributions to the Permanent Secretariat — the legislative amendment was preceded by two meetings for audition of the Council's members, besides other parallel meetings with several youth organisations, including the district federations of youth associations. The draft law is currently in the Parliament, where it will be debated and voted during the next months. It will be followed by the regulation process, participated preferably, likewise the revision process of the Juridical Regime.

### **National Youth Plan — presentation of the midterm report**

The first National Youth Plan is a political instrument that aims to ensure youth's integration in other political domains, defining a sustainable strategy for youth policies, with an approach based on rights and that engages young people in the several phases of the process: planning, implementation and assessment. It is coordinated by IPDJ, I.P., and engages other state administration organisms and civil society organisations. The National Youth Plan has envisaged a Follow-Up Committee, composed by a CNJ representative, another one from FNAJ, a regarded person of recognised standing and an IPDJ representative, who is the chairman. Thereby a gradual and closer participation in PNJ's process of follow-up by the representative youth platforms is intended to be ensured. The first follow-up report will have to be due till the 31<sup>st</sup> January 2018.

## 6. EDUCATION AND TRAINING

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The Portuguese Government has defined education and training as essential foundations for the country's competitiveness and development. 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, namely through the National Programme for School Success Promotion, with measures identified by each school group/single school in their 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 ensuring 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 dual 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 the **rate for early school leaving (ESL)** 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 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 2017, where the ESL rate reached 12,6%, closer to the EU28 average that was 11% in that year.

Unlike the EU28, in which the ESL rate is higher among students that were born in a foreign country (19,4%), the difference in Portugal is only of 1,4 percentage points (ESL rate of 13,9% 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 (15,3%) than among women (9,7%) – below the European target of 10%. In the EU28, although there is also a greater prevalence of ESL among men (12,1%), the difference between men and women is not so significant.

The **retention and dropout rate in secondary education (high school)** has also been declining in recent years. According to data from the [Directorate-General for Education and Science Statistics](#), in the school year of 2000/01, 39,4% of students in secondary school (high school) were retained or dropped out. That percentage has dropped to less than half (15,1%) in the school year of 2016/17, but it is higher among men (17,5%).

An analysis made by education path and grade level shows that the retention and dropout rate is significantly higher in scientific-humanistic/general courses (17,5%) than in technological and professional courses (10,9%), being that the retention and dropout rate is higher in the last year of secondary education (high school): 27,5% and 23,8%, respectively.

In turn, the **secondary education (high school) completion rate** has increased from 47,5%, in the school year of 2000/2001, to 73,8% in 2016/2017.

In 2017, the **NEET rate** (not in education, employment or training) between the ages of 15 and 29 was 10,6%, lower than the EU28 average of 13,4%, being that both in Portugal and in the EU28, this rate was higher among young people between the ages of 25 and 29: 13, 0% and 19.7% respectively.

### Professional education and training

In 2017, the **participation rate of adults** (25-64 years) in lifelong learning was 9,8%, close to the EU28 average of 10,9%, this rate being higher among young people between the ages of 25 to 34: 17,6% in the EU28 and 17,3% in Portugal.

The participation of secondary education (high school) students in professional education and training was, in 2015, 45,8%, slightly lower than the EU28 average of 48,9%. In 2015, the rate of 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 ages of 30 to 34 has increased in recent years, from 21,6%, in 2008, to 33,5% in 2017, still below the EU28 average of 39,9% and especially below the goal of 40%, set under the Europe 2020 Strategy. The **employment rate of recent graduates**, between the ages of 20 to 34, remained stable in the EU28 between the financial crisis period and 2015, with 81,5% in 2012 and 84,9% in 2017. In Portugal, besides the rate being lower than the EU28 average, the economic crisis had an impact on the employability of its recent graduates, the rate going from 69,9%, in 2012, to 77,8% in 2016.

The number of **people enrolled in higher education**, in all cycles of education, decreased around 23% in the economic crisis period between 2011 and 2014. However, there has been a slight recovery after that period: more 10 000 new students in 2016/2017.

## Organisation of the education and training system

In Portugal, access to education is a legal right stated in the [Constitution of the Portuguese Republic](#), which 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, comprising nine years of elementary education and three years of secondary education, for children and young people between the ages of 6 to 18.

The **Portuguese education system**, regulated by the Basic Law of the Education System, comprises preschool education, school education and out-of-school education. School education is developed at three levels: basic education, secondary education and higher education:

**Preschool education** is not compulsory and is intended for children between the ages of 3 and 6.

### Basic Education

Basic education has a 9-year duration and is organised in three sequential cycles, being that each cycle is responsible for completing and deepening the previous one, in a global perspective:

- The 1<sup>st</sup> cycle corresponds to the first four years of school;
- The 2<sup>nd</sup> cycle corresponds to the following two years;
- The 3<sup>rd</sup> cycle has the duration of three years.

The guiding principles of the organisation and management of the basic education curriculum must ensure to 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 specialised 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, namely through the adoption of innovative pedagogical planning, such as:

- Education and training course (CEF);
- Alternative Curriculum Paths (PCA);
- Integrated Programme for Education and Training (PIEF).

### Secondary Education

Secondary education is a three-year cycle (ISCED 3 EQF/QNQ 3 and 4), from 15 to 18 years old, which aims to provide students with access to a diversified training and learning. It is in different manners depending if the students wish to exclusively pursue further studies or offers that, in addition to the pursuit of further studies, also aim to prepare them for active life. The permeability between offers is ensured, and they are structured as follows:

- Professional courses
- [Courses with their own curriculum](#)
- Specialised artistic courses
- [Scientific-Humanistic courses](#)
- [Secondary education in the form of recurrent education](#)

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 organised in a binary system:

- **University education:** universities, university institutes and other education establishments 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 development, offering vocational training and advanced technical training.

Higher education institutions have **scientific, pedagogical, cultural and disciplinary autonomy**, namely in the framework and operational structure of the courses provided, such as conditions of admission, curriculum, etc.

Higher education establishments can be public or private. 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, from 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) – [Open University \(Universidade Aberta\)](#). 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 Basic Law of the Education System, with the implementation of the Bologna Process, changing the cycles of study that started to be structured in three cycles leading to bachelor's, masters' and doctorate degrees. In 2014, higher professional technical courses were created, which consist of higher education professional courses that grant a diploma.

### Higher professional technical Course

A higher education cycle of studies that does not grant an academic degree, with 120 credits (ECTS) and a duration of two years, whose successful completion gives a professional advanced technician diploma, corresponding to a level 5 qualification in the EQF/QNQ, as well as level 5 in ISCED. This cycle of studies is offered in polytechnic education and it lasts for four semesters of student work. This cycle is comprised of a set of curricular units organised 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:** it is granted to those that have acquired the established number of credits, by being approved in all curricular units that integrate the curriculum of the degree.

**2nd Cycle - Masters' degree:** it 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 university education, it must ensure the acquisition of an academic specialisation, resorting to research, innovation and further development of professional skills. In polytechnic education, it must predominantly ensure the acquisition of a professional specialisation.

**3rd Cycle - PhD degree:** it 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 lasts from 6 to 8 semesters and it grants 180 to 240 credits (ECTS).

The accreditation and quality assurance of higher education and study cycles is carried out by an independent entity – the [Agency for Assessment and Accreditation of Higher Education \(A3ES\)](#).

The [general access and admission scheme](#) 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 the student is applying to. This scheme applies to bachelor's degree and integrated masters' degree.

Also, there are [special regimes](#), special access tenders and access tenders 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 \(QNQ\)](#) in 2007, which promoted coordination between education, training and employment. The QNQ 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 qualifications of European citizens.

The QNQ is structured in [eight levels of qualification](#), going from the 2<sup>nd</sup> cycle of basic education to a PhD.

### Training offer

There are several offers within the adult education and training context, with specific purposes and target audiences:

#### **Offer aimed at increasing the acquisition of basic skills**

[Basic skills training programme](#): it aims at acquiring basic skills for 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 QNQ) Recognition, Validation and Certification of Competencies 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, and to promote the command over the Portuguese language within the scope of reading, writing and speaking.

#### **[Offer for adults to achieve a recognised 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, characterised by the adaptation to different types of training, target groups, methodologies, training contexts and forms of validation, allowing to acquire professional and school competencies for future progression or reintegration in the labour market.

[Technological Specialisation Courses \(CET\)](#): courses that aim to answer to the needs of the socio-economic fabric, at the middle management level, being 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 competencies 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 of 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, please refer to Eurodyce Website [2.3 Organisation of the Education System and of its Structure](#)

### **Main concepts**

**Compulsory education**: 12 years of schooling for children and young people between the ages of 6 to 18, divided into nine years of elementary education and three years of secondary education.

**School groups**: organisational units consisting of educational establishments from different levels of education, ranging from preschool education to basic education and secondary education. They possess a common pedagogical project and their own administration and management bodies.

**Education charter:** instrument for planning educational buildings and equipment to be placed in the municipality, in accordance with the necessary education and training offers, under the demographic and socio-economic development of each municipality, while considering the best use of educational resources.

**Dual certification:** double certification, including school and professional certification.

**Recognition, Validation and Certification of Competencies (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 recognised.

**Early school leaving:** students between the ages 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, in the [Government's Programme](#) for the four-year term of 2015-2019, established as one of its priorities the investment in people.

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;
- The modernisation, qualification and diversification of higher education.

The achievement of these goals implies the implementation of specific political measures by the Ministry of Education (ME) in order to promote school success and a successful integration of young adults in the society of the 21<sup>st</sup> century.

Within the scope of the priorities defined in Government's Programme for the area of education, Portugal defined the [Student's Profile by the end of compulsory schooling](#), which presents a vision of what young people are expected to achieve. The vision for the students to achieve integrates several purposes that are reinforced by a schooling model aiming the individual qualifications and the democratic citizenship.

As one of the strategies defined by the current government, the schools' autonomy was reinforced regarding the curriculum flexibility according to their specific needs and opportunities.

Simultaneously, Portugal developed a process of curriculum redesign and the core curriculum competences/essential learning per school year/subject have been concluded by the various teachers' associations and societies within a collaborative work with the DGE/ME and in line with what has been developed in the Student's Profile.

Also within the scope of the priorities defined in the Government's Programme and resulting from a proposal elaborated and presented by the working group on education for citizenship, the [National Citizenship Education Strategy \(ENEC\)](#) was produced. It is a reference document implemented since the 2017/2018 school year in the 230 public and private schools that integrate the Pilot Project for Autonomy and Curricular Flexibility, and actually in all schools at national level, in convergence with both the student's profile at the end of 12 years of compulsory schooling and the core curriculum competences/essential learning.

On the other hand, the policy against school failure focuses also on investing in preschool education, in particular by expanding the preschool education network, because these two

factors are considered to be highly important to the quality improvement of students' learning.

The [National Programme to Promote School Success](#) 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.

The valorisation of secondary education and the diversification of training offering imply the valorisation of vocational education - investment in its expansion and centrality, in social valorisation and in the recognition of this type of education.

The promotion of a quality of education for all implies the application of all the measures and projects with a holistic view, based in an all school approach.

A greater coordination between the three cycles of basic education is promoted through a greater diversification and curricular flexibility, which, as a result, puts a stop to the curriculum reduction that has been occurring in this cycle in recent years. In terms of upper-secondary education, the valorisation and the diversification of the education and training offers will pass by improving the quality of the scientific-humanistic courses and by valuing professional education and training, by investing on its expansion and centrality, on its social appreciation and on the recognition of this educational pathway.

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, investment in culture, science and knowledge, promotion of quality, restructuring of networks and adequacy of the training offering, and internationalisation, including international mobility programs.

In **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 basic and secondary education and pre-school education alike, and has as mission to articulate, within the population's qualification national policies, the national policy of education and the national policy of vocational training, along with the Ministry of Labour, Solidarity and Social Insurance (MTSSS).

The [Ministry of Science, Technology and Higher Education](#) (MCTES) is responsible for higher education.

The **Basic Law of the Education System**, approved by [Law no. 46/86](#), of 14<sup>th</sup> October (amended by [Law no. 115/97](#), of 19<sup>th</sup> September, [Law no. 49/2005](#), of 30<sup>th</sup> August, and [Law no. 85/2009](#), of 27<sup>th</sup> 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 the Azores**, the administration of education is the responsibility of the respective regional governments. The Ministry of Science and Higher Education has the tutelage of universities.

### **Main players and the regional and central level**

Under the authority of the [ME](#) and the [MCTES](#) there are the following central services:

The [General Secretariat of Education and Science \(SGEC\)](#): aims to ensure specialised technical support to members of the Government of the 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 [General Inspection of Education and Science \(IGEC\)](#): its function is to monitor, control, evaluate and audit the educational and teaching establishments 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. It also includes establishments in special modalities of education, extracurricular education, science and technology and of the bodies, offices and agencies of the ME and the 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 for 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 for 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, technically supporting 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 the ME and MCTES.

The [Institute of Education's 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 for the ME and its central services, ensuring the guidance, coordination and monitoring of schools and support and information to users of the educational system. It 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 Lisbon and Tagus Valley, Directorate of Services in the Region of Alentejo and Directorate of Services in the Region of Algarve, which are based, respectively, in Oporto, Coimbra, Lisbon, Évora and Faro.

The **ME** and the **MCTES** still have, under their indirect administration, the following bodies:

[Foundation for Science and Technology, PI](#): national public agency, under the responsibility of the MCTES, which supports research in science, technology and innovation in all fields of knowledge.

[National Agency for Innovation, S.A.](#): supervised by the Ministry of Science, Technology and Higher Education (MCTES) and Ministry of Economy, has as main feature to promote the valorisation of knowledge, by means of a wider and better collaboration and articulation between companies and the scientific and technological national system.

[National Agency for Qualification and Professional Education, PI](#) (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 Labour, Solidarity and Social Security (MTSSS), 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 dual certification and certified professional certification, and to ensure the development and management of the system of recognition, validation and certification of competencies. This institution, along with [the Institute of Employment and Vocational Training \(IEFP\)](#), is responsible for the education and training of adults.

[Institute of Educational Evaluation, PI \(IAVE, I.P.\)](#): 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; to 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](#) sector and the other for the [youth](#) and sports sector. The first is under the authority of threeministries: Science, Technology and Higher Education, Ministry of Education and Ministry of Labour, Solidarity and Social Security. The second agency for Youth is under the authority of the Secretary of State for Youth and Sport and the Ministry of Education, responsables for the youth sector in Portugal.

The advisory bodies of the ME and the MCTES that take on advisory functions in this field are the following:

- [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, sports 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 the 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 a 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 socio-economic 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.

The public higher education institutions in Portugal have statutory, pedagogical, scientific, cultural, administrative, financial, patrimonial and disciplinary autonomy from the State, with appropriate differentiation according to its nature (article 11 , [Law 62/2007](#), 10th september: Legal Framework higher education institutions)

## Cross-sectorial cooperation

Some programmes and measures in the field of education and training involve intersectoral and interministerial 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 Labour, Solidarity and Social Security is responsible for professional training policies through the [IEFP, I.P.](#), and its network of employment and professional training centres. It is also responsible for the supervision of ANQEP, in articulation with the ME.

Also, collaboration among a group of institutions, that include ministries and public bodies in other fields, is 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; the Ministry of Education; The Ministry of Labour, Solidarity and Social Security; the Ministry of Health and the following secretariats of state: Science, Technology and Higher Education; Education; Youth and Sports; Employment; Inclusion of People with Disabilities; and Health.

The **international and multilateral cooperation**, as well as the relationships with international organisations working in the field of education and science (the Council of Europe, the [Organisation for Economic Cooperation and Development \(OCDE\)](#), the [Organisation of the Ibero-American States \(OEI\)](#), the [United Nations \(ONU\)](#) and [the United Nations Educational, Scientific and Cultural Organisation \(UNESCO\)](#)), are articulated between the ME and the MCTES, with the collaboration of the [Ministry of Foreign Affairs \(MNE\)](#).

For a more in-deph knowledge about "Administration and Governance" , please refer to Eurodyce Website [2. Organisation and Governance /2.6 Administration and Governance at Central and/or Regional Level.](#)

## 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 with the aim of promote quality education for all, within a framework of enhancing equal opportunities and increasing the efficiency and quality of public schools. 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:

- The [Order no. 5908/2017](#) (pedagogical experience during 2017/2018, developing curriculum autonomy and flexibility)
- The [Decree-Law no. 55/2018](#), of 6th July (curriculum autonomy and flexibility extended to all schools)
- The Legislative Order no. 223-A/2018, of 3<sup>rd</sup> august, no. 226-A/2018, of 7<sup>th</sup> august, no. 229-A/2018, of 14<sup>th</sup> august, no.232-A, of 20<sup>th</sup> august, 235-A/2018, of 23<sup>rd</sup> august
- The [Decree-Law no. 54/2018](#), of 6<sup>th</sup> july (inclusive education)

All of them based on an educational service, designed for all, guaranteeing quality learning.

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](#) (CNPDPCJ) 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, the [National Programme to Promote School Success](#), created in April 2016, has plan intends to combat school failure (reducing retention rates) by a bottom-up approach, in which, each school implement their own strategic action plan in order to promote educational practices and improve student learning.

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):

- Preventive **measures focused on the student** - support to students at risk of early school leaving:
  - Positive discrimination measures;
  - Additional classes;
  - Pedagogical support;
  - School social support;
  - Support for disadvantaged/vulnerable young people
- Preventive measures focused on the system - structural policies for the reduction of the risk factors:
  - Increase in compulsory education;
  - Curriculum reforms;
  - 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 for Priority Intervention Programme ([TEIP3](#))**

The TEIP Programme is a government initiative, currently implemented in 137 school clusters/non-grouped schools located in economically and socially disadvantaged territories, 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;
- Intercultural mediation;
- Curriculum enrichment;
- Teaching and non-teaching staff professional development;
- Parental and community involvement, among others.

Schools included in TEIP 3 are subject to a thorough analysis/self-assessment, designed and are implementing an Improvement Plan, which comprises 4 axis of intervention: improvement of teaching and learning (focussed on classroom strategies); prevention of drop-out, absenteeism and indiscipline; school management and organization; relationship between school, families and community. The plan is framed by the school's educational project and autonomy and is supervised by the ME through, in particular, the half-yearly reports delivered by TEIP schools.

### **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 Guidance, recognition and validation of competences practitioners 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 1st and 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.

#### **Alternative Curriculum Paths (PCA)**

Alternative Curriculum Paths (PCA) are an exceptional measure which may be applied when students up to 18 years old (inclusive) do not show any progress in their academic results and are at risk of social exclusion or of dropping out, even after the adoption of other measures to promote success.

The main objective is the reorientation of their school path, providing the completion of the 2nd cycle (last 2 years of the ISCED 1) and the 3rd cycle (ISCED 2) of the basic education.

## 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" (Programa Escolhas)

The "Choices Programme" (Programa Escolhas) is a national government programme integrated in the High Commission for Migration ([ACM, I.P.](#)), which aims to promote social inclusion for children and young people, between the age of 6 and 30, from 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 dropout;
- NEET;
- Unemployment;
- Deviant behaviours;
- Subject to educational tutoring measures;
- Subject to promotion and protection measures;
- Emigrants in vulnerable situations ([6<sup>th</sup> generation](#)).

#### UCAN Project

Under the "Choices Programme", the [U CAN](#) programme awarded scholarships to young people from vulnerable socio-economic contexts, which may compromised the pursuit of higher education studies. This programme intends to support higher education as a promoter of social inclusion and to prevent early school dropout in this cycle of education.

#### Operational Programme For The Promotion of Education (OPRE)

Under the "Choices Programme", [OPRE](#) awards scholarships to young higher education students from Roma communities with the aim of preventing early school dropout 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. However RVCC processes are only available for adults.

### **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.

[CNPDPJC](#) 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. It intends to increase young people's qualifications, facilitate the transition into the labour market and reduce youth unemployment. The target is 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)

## 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 examinations 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 areas 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 certification (12th grade level) or professional certifications.

#### 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 certification 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 (school RVCC) and through specific assessment instruments (professional RVCC) 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. Candidates who obtain a partial certification in RVCC may complete the qualification through training (EFA Courses and Certified Modular Training). The permeability between courses and the capitalization of

certified competences is ensured because the standards used have the same contents, allowing the construction of pathways adjusted to the needs, starting from what is already known (RVCC) to what is still needed to learn.

Certificates and diplomas obtained through RVCC have the same legal value as any other way of obtaining a qualification.

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 certification jury 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 result of the certification of competences enables the candidate to obtain a full certification (when the candidate certifies all the competence units of the standard) or a partial certification. In school RVCC, a full certification enables the candidate to obtain a certificate of basic education (4, 6 or 9 years of schooling) or upper-secondary education (12 years of schooling). In professional RVCC, a full certification testifies that the candidate holds the competences of the professional RVCC standard in question.

In the case of a partial certification, the candidate is informed about the remaining training for him/her to obtain a qualification, which is registered in the Personal Qualification Plan. Besides, the validation centre informs the candidate where the needed training is available.

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 technicians and trainers of the Qualifica Centres with the aim of enabling the teams to carry out their work, and 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 (NEET) and adults that are looking to complete a qualification.

Among its purposes, there is the guidance of young people (NEET) to the training offers available within the system; contact with companies to raise awareness of the importance of qualification of human resources; carry out information sessions in companies and other employers; guidance and referral of adults to education and training and RVCC processes; development of RVCC processes.

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 the following elements:

- School certification - A trainer or teacher from each of the key-competences areas and the guidance, recognition and validation of competences practitioner who accompanied the candidate's process. Trainers or teachers involved in his/her RVCC process are excluded from the jury.
- Professional certification - Two trainers with adequate technical qualification in the education and training area of the standard under assessment (with at least five years of work experience); the trainer who accompanied the candidate's process; a representative of the business associations or employers; and a representative of trade union associations in the activity sector.

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, [A3ES](#)'s duty is to assess and externally accredit higher education institutions and their study cycles, as well as the performance of tasks inherent to the integration of Portugal in the European system of higher education quality assurance.

## 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 Agency Erasmus+ Education and Training](#) 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). It 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 institutions has been made easier by possibility of creation joint degrees and the award of 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, transnational and international 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, KA102 e KA116) or by participating in partnerships defined in Key Action 2, **Strategic Partnerships** (KA201, KA229 or KA202).

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, local authorities 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 - projects that 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 socioeconomic 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.

### 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](#).

The [Erasmus Mundus Joint Masters Degrees](#) (MCEM) 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.

Currently, the National Agency Erasmus+ Education and Training became the national point of contact for the Erasmus Mundus Programme, supporting the applicants with information. The applications are submitted at central level, to the Executive Agency, Brussels

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:

- train young graduates in priority development areas in their country of origin;
- give priority to applications for courses that do not exist in local schools;
- 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

The decentralised actions framed into this educational sector allow the participation of entities involved with Adult Education, of active organisations in any educational or training branch and of organisations that conduct transversal activities in different domains (for instance, companies, Chambers of Commerce, NGO). On one hand there is the chance to finance **mobility** programs for learning purposes, for personnel involved with Adult Education — Key Action1 — KA104 — and, on the other hand, the chance to finance **strategic partnership** projects — Key Action1 — KA204.

The **mobility** projects for an Adult Education organisation's personnel, or several if there is a consortium, may comprehend the following types of activities:

- **Teaching/Training Missions:** Enables the personnel of Adult Education organisations to teach or lecture training in a partner organisation in another European country that participates in the Program.
- **Training of personnel:** Professional development of personnel involved with Adult Education upon participation in structured courses or training events abroad; periods of on-the-job training/observation in any active relevant organisation in the adult education branch in another European country that participates in the Program.

The **strategic partnership** projects can be of two kinds: **exchange of good practises** and development and use of **innovating** intellectual products in the organisations.

Adult learners and every player and agent of educational action in Adult Education can participate. In this type of project, mobility for teaching activities, training and learning can be incorporated, wherein lies the chance to include adult learners in mixed mobility:

personnel in teaching or long term training missions and/or personnel in short term joint training events.

## 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+ Youth in Action Programme** 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; 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.

### European Solidarity Corps

This European Programme is also managed by the National Agency Erasmus + Youth in Action. It is the new European Union initiative which creates opportunities for young people to volunteer or work in projects in their own country or abroad that benefit communities and people around Europe.

There are three type of initiatives that the Programme promotes:

- Volunteering (individual or in teams)
- Traineeships and jobs
- Solidarity projects (national level)

## 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 is member of the [European Association for Quality Assurance in Higher Education \(ENQA\)](#), which is an European representative structure of the Agencies for Quality Assurance in Higher Education.

## 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

#### 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.

The [Decree-Law n.º 54/2018, of 6th July](#), realizes the right of each pupil to an inclusive education that responds to their potentialities, expectations and needs within the framework of a common and plural educational endeavour that provides everyone with the sense of participation and belonging in authentic conditions of equity, contributing thus, decisively, for greater levels of social cohesion.

This Decree-Law (i) establishes the principles and norms that guarantee inclusion, as a process that aims to respond to the diversity of the needs and potential of each and every one of the pupils, by increasing participation in the processes of learning and educational community life; (ii) identifies the measures to support learning and inclusion, the specific curricular areas, as well as specific resources to be mobilized to meet the educational needs of each and every child and young person along the school path, in all different education and training offerings; (iii) applies to school clusters and non-grouped schools, professional schools and establishments of pre-school education and basic and secondary education of private, cooperative and solidarity networks, hereinafter referred to as schools.

The methodological options underlying this decree-law are based on universal design for learning and a multilevel approach to access the curriculum. This approach is based on flexible curricular models, systematic monitoring of the effectiveness of the continuum of implemented interventions, the dialogue between teachers with parents or caregivers, and in the choice of measures to support learning, organized at different levels of intervention, according to the educational responses necessary for each student to acquire a common base of competences, valuing their potential and interests.

This decree-law identifies the specific resources to support learning and inclusion of among which are the specific organizational resources:

- a) The multidisciplinary team of support to inclusive education,
- b) The learning support centre;
- c) Reference schools in the area of vision/blindness;
- d) Reference schools for bilingual education;
- e) Reference schools for early childhood intervention;
- f) Resource centres for information and communication technology for special education

The role of the multidisciplinary team referred to in (a), one per school, is fundamental for the promotion of an inclusive school culture.

It is the responsibility of the multidisciplinary team: (i) To raise awareness of the educational community towards inclusive education; (ii) To propose the learning support measures to be mobilized; (iii) To follow up and to monitor the implementation of the learning support measures; (iv) To provide advice to teachers about the implementation of inclusive pedagogical practices; (v) To follow up on the functioning of the learning support centre.

The learning support centre is a support structure that aggregates human and material resources, knowledge and skills, and competencies of the school.

## Individual Educational Programme (IEP)

The individual educational program includes the identification and implementation plan of the significant curricular adaptations and integrates the competences and learning to be developed by the pupils, and the identification of the teaching strategies and the adjustments to be made in their evaluation process and also includes other measures to support inclusion, to be defined by the multidisciplinary team.

IEP and the individual plan for early intervention are complementary, and the necessary coherence, synergy and communication between them must be guaranteed as well as the individual health plan

IEP and are complementary in the case of children with special health needs, and the necessary coherence, synergy and communication between them must be guaranteed.

Whenever the student has an individual educational program, three years before reaching the compulsory education age limit, this shall be complemented by an individual transition plan designed to promote the transition to post-school life and, whenever possible, to the establishment of a professional activity.

## 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.

## 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 grade retention or of early school 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.

Dispatch No. 9251/2016 20<sup>th</sup> July approves the Access Regulation to the Qualification Measure of People with Disability and Impairment. The goals of this measure are the promotion of actions that aim at the acquisition and development of professional skills oriented for the practise of an activity in the labourmarket, thus enhance the employability of people with disability and impairment, giving them proper skills that promote the entry, re-entry or permanence in the world of work. The beneficiaries are people with disability and impairment, that have the legal minimum age to work, who want to entry, re-entry or remain in the labourmarket and that do not hold a vocational or educational certification compatible with the practise of a trade or job placements, or having already engaged a professional activity, that are unemployed, enrolled at employment and vocational training centres and want to upgrade their qualifications in other professional areas that facilitate a quick and sustained (re) entry in the labourmarket.

Currently, the National Catalogue of Qualifications (CNQ) is comprised of 22 qualifications in 13 fields of education and training, which corresponds to level 2 professional profiles adapted to people with disability or impairment.

The training benchmarks, established in modular fashion, are training elaboration facilitators of trajectories of variable composition and duration, which is facilitating for the beneficiaries of these typologies so they can flexibly and gradually acquire certifiable qualifications. It is recommended to the entities that carry out qualification actions towards people with disability or impairment that they apply these benchmarks in their training actions.

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 documents 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 competencies 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.

### **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:

- 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 IEFP, 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” (Programa Escolhas)

The “Choices Programme” (Programa Escolhas) is a nationwide government programme aimed at promoting social inclusion of children and young people between the age of 6 and 30, from vulnerable socio-economic contexts, that are at risk of dropout 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 people from vulnerable socio-economic contexts until the age of 24.

[OPRE](#) Project (Operational Programme for the Promotion of Education – [ACM, I.P.](#)) – 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 Ministry of Labour, Solidarity and Social Security, through the Social Security and by the Ministry of Education, through Directorate-General of Education. 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 as an autonomous subject. In the upper secondary education and 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 the National Strategy for Citizenship Education creating their own educational projects and activities and may involve partnerships with other entities and with families. The Ministry of Education has developed a set of guidance documents for schools on a number of themes:

- Road Safety Education;
- Development Education;
- Gender Equality Education;
- Human Rights Education;
- Financial Education;
- National Security and Defense 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;
- Risk 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.

The implementation is running since the 2017/2018 school year for the 230 schools covered by the Curriculum Autonomy and Flexibility Project, and from 2018 /2019 on the Strategy is implemented in all schools (public and private).

A national in-service training programme is being implemented in 2018 encompassing a 60 hours workshop on Citizenship and Developing. The trainees are the 810 Citizenship and Development school coordinators (one per school cluster/school). Under the National Strategy for Citizenship Education and the new curricular framework, the training sessions aim to support the definition and implementation of each School Strategy for Citizenship Education.

### **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 - Label/award**

The Intercultural School Label/Award has been implemented since 2012 within a partnership involving ME, through the DGE, the ACM, IP and the Aga Khan Foundation (AKF Portugal). This initiative aims to distinguish 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).

## REEI Programme - Network of Schools for Intercultural Education

The REEI Programme - [Network of Schools for Intercultural Education](#) is a joint initiative of the DGE - ME, the ACM, IP and the AKF Portugal. The Programme develops a network of schools that promote respect for differences, recognise the richness of diversity and therefore embrace the central tenets of Intercultural Education. The Programme recognises diversity as an asset that leads to the development of a democratic identity, to dialogue, to interaction, and to positive encounters with others and to educational success.

### 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.

### "Not just Number" 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**" (**Programa Escolhas**) fits this initiative. It is a national government programme, integrated in the High Commission for Migration ([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:

- 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.
- 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;
- Student's Profile by the end of compulsory education;
- **Autonomy and curriculum flexibility (applied at national level after a pilot project in the first grades of each cycle);**
- Core curriculum competences/essential learning;
- National Citizenship Education Strategy (ENEC);
- [Digital Educational Resources](#), for creation, dissemination and use of digital content in the learning process;

### **Pilot Project for Pedagogical Innovation**

Six schools develop a unique pedagogical project so that all students can achieve school success, without extra resources. The ME gave more autonomy to these schools regarding the organisation of the classes, the resources and the curriculum, according to the conditions of their geographical and cultural backgrounds and student's needs.

The implementation of this project can be seen as a way to know what can be successfully done with a different approach, giving full autonomy to schools.

### **Student's Profile by the end of compulsory education**

The achievement of a quality education for all students implies the implementation of specific political measures by the Ministry of Education (ME) in order to promote school success and a successful integration of young adults in the society of the 21<sup>st</sup> century.

Within the scope of the priorities defined in Government's Programme for the area of education, Portugal defined the Student's Profile by the end of compulsory education which presents a vision of what young people are expected to achieve. The vision for the students to achieve integrates several purposes that are reinforced by a schooling model aiming the individual qualifications and the democratic citizenship.

Developed by a working group on the curriculum, the profile of the 18 year-old learner by the end of 12 years of compulsory education presents a matrix for decision-making on curriculum development options, and intends to be a reference guide to the whole curriculum. It is oriented for life and longlife learning by integrating the curriculum and citizenship in a thoroughly combined way. Thus the focus is on ensuring a quality inclusive education which will enable learning lifelong opportunities for all. In fact, it allows a flexible management, as well as a contextualized and integrated curriculum in compliance with international project definitions of a key learning profile, social and relational skills. These are substantiated in a predisposition to learn throughout life regardless of the diversity of students and training courses they followed in secondary education, as well as respond to social and economic challenges of today's world, in accordance with the development of skills of the 21st century.

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](#)). The Student's Profile respects the inclusive and multifaceted nature of school, assuring that, regardless of the school trajectories, all the knowledges are guided by principles, values and by an explicit vision, defined with the social consensus.

### **Autonomy and curriculum flexibility**

As one of the strategies defined by the current government, a pilot-project was runned in the school year 2017/2018. This pilot project enabled a 25% curriculum flexibility that could be managed by schools, regarding their context and their school education project, such as flexible instruction time and/or approaching current issues/events within the contents of the different subjects or by adding other subjects aiming to tackle the time lag dilemma. The purpose of the project was to the experiment the reinforcement of school autonomy, promoting diversity in teaching methods, fostering project-based learning approaches and stimulating the development of assessment tools compatible with the student's profile.

Since the school year 2018/2019, all the schools, at national level, have the opportunity to carry out a flexible management of instruction time within the different subjects, and/or blending subjects, creating new subjects on behalf of a deeper learning.

The increased of school autonomy regarding the curriculum flexibility is supported by a structured team with different levels of decision and activity that follow-up the work in progress in schools, during the pilot-project as well as during the implementation of these measures at national level. These team integrates representatives of several entities of the Ministry of Education in order to assure the cover of all areas involved in the implementation of this measures, namely the Directorate-General for Education (DGE), the [Directorate-General for Schools \(DGEstE\)](#), the [General Inspection of Education and Science \(IGEC\)](#), the [National Agency for Qualification and Professional Education, PI \(ANQEP, I.P.\)](#) and the [Directorate-General of School Administration \(DGAE\)](#).

### **Core curriculum competences/essential learning**

Simultaneously, Portugal developed a process of curriculum redesign and the core curriculum competences/essential learning per school year/subject have been concluded by the various teachers' associations/societies within a collaborative work with the DGE/ME and in line with what has been developed in the Student's Profile.

These core competences/essential learning are clearly highlighted in the curriculum and the main goal was to make them available to everybody (students, teachers, families, experts, politicians, etc.). These documents were already validated by a group of experts and now available at the DGE website and will be in force in 2018/2019 school year, after being applied and assessed by the schools which took part in the Pilot Project for Autonomy and Curricular Flexibility.

### **National Citizenship Education Strategy ([ENEC](#))**

Also within the scope of the priorities defined in the Government's Programme and resulting from a proposal elaborated and presented by the working group on education for citizenship, the National Citizenship Education Strategy (ENEC) was produced. It is a reference document implemented since the 2017/2018 school year in the 230 public and private schools that integrate the Pilot Project for Autonomy and Curricular Flexibility, and actually in all schools at national level, in convergence with both the student's profile at the end of 12 years of compulsory education and the core curriculum competences/essential learning.

### **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, within the framework of the National Strategy for Citizenship Education, the different domains of Citizenship Education are organised into three groups with different implications; the implementation of the Entrepreneurship domain (in its economic and social aspects) is optional in any grade level.

Entrepreneurship is one of the domains included in the National Strategy for Citizenship Education that should contribute to the development of principles, values and areas of competences identified in the Students' Profile for Compulsory Schooling.

The promotion of an entrepreneurial culture in the school, in convergence with the National Strategy for Citizenship Education, acts in the classroom, the whole school and the community. It emphasises the collaborative work among teachers, students, learning processes and assessment, including essential entrepreneurial competences (cognitive, social and emotional) and methodologies. The pedagogical practices facilitate entrepreneurial experiences in real contexts, adjusted to different levels of education and the in-service teacher training is conceived accordingly to identified needs and connected to the community.

### **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 [ASTEER 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).

In line with the measures described above, Students' assessment must be applied on the basis of the competences developed, not only mobilising their knowledges but also their social skills. The civic conduct of each student in the educational community is also recognised and accredited.

## 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

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" (Programa Escolhas)

Within the scope of **entrepreneurship and training of young people**, the "Choices Programme" developed a web portal – entrepreneurship, a choice with a future ([empreendedorismo – uma escolha de futuro](#)) – 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

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.

ME is responsible for the National Strategy to prevent and fight Bullying and Cyberbullying. This plan is being developed by the SeguraNet Project together with the Health domain (under the National Strategy for Citizenship Education). Campaigns and other initiatives to be implement in schools are being prepared such as in-service teacher training, awareness campaigns and the development of educational resources. In October 2018 will be launched a MOOC on Bullying and Cyberbullying.

ME in partnership with other entities (Portuguese Judicial Police, Security Information Service, Agency for Competitiveness and Innovation, Prosecutor's Office, National Cybersecurity Centre, among others) are responsible for the action plan of the National Strategy for the Cyberspace Security.

Several Citizenship and Development domains (within the framework of the National Strategy for Citizenship Education) contribute to promote e-safety through different topics (preventing and combating hate speech, Cyberbullying, copy right and online addiction, ...).

The National Media Education Strategy is being developed in collaboration with the National Reading Plan and the School Libraries Network, which include several initiatives for educational communities involving as well different stakeholders.

E-safety issues have been incorporated in the national curricula since 2012, through Information and Communication Technology subject. Several resources have been developed in order to support students and teachers. Every school year, about 250 000 students aged 12-14 attend this ICT Subject thus contributing to e-safety awareness raising of around 21% of the Portuguese students. Under the National Strategy for Citizenship Education and the new curricular framework (Decree Law no. 55/2018, July 6) e-safety issues are integrated in the ICT subject (a curricular subject for 5<sup>th</sup> and 6<sup>th</sup> grade levels of primary education and for 7<sup>th</sup>, 8<sup>th</sup> and 9<sup>th</sup> grades of lower 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. In the framework of the National Strategy for Citizenship Education, Media Education is one of the domains of the curricular unit Citizenship and Development.

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:

- [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.
- [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*.
- [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 Webin@rs](#)
- [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 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:

- Combating illegal content;
- Minimising the effects of illegal and harmful content on citizens;
- Promoting the safe use of the Internet;
- Raising society's awareness of the risks associated to the use of the Internet.

The project collaborates with two international entities: [Insafe](#) and [Inhope](#).

### CERT (Computer Emergency Response Team)

The Ministry of Education is responsible for network security, unified threat management and content filtering as the holder of the expanded Education Network (about 14,000 public IP's)

Aims to respond to security incidents in the network managed by the Ministry of Education.

### 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.

ME coordinates SeguraNet Project (the schools' awareness centre), which is responsible for the Safer Internet Day Campaign, with the Safer Internet Centre, and for the Cybersecurity Campaign in collaboration with the National Cybersecurity Centre, both involving schools and municipalities; Other relevant initiatives are promoted by ME: awareness raising sessions in schools and municipalities (among others) with the support of the national Network of ICT Competence Centres; online and offline information and resources in multiple formats for each of the target publics; the SeguraNet Challenges contest involving students, teachers and parents (covering about 50 000 participants yearly); the Digital Ledears initiative (mentioned in the following topic); participation in the National Defense Day activities (nationwide initiative involving 130 000 young people per year); dissemination of the helpline "Internet Segura" and of the hotline "Linha Alerta" to the educational communities (as member of the Insafe network and of the Portuguese Safer Internet Centre).

### 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).

In the last edition (2018) the action of the 700 Digital Leaders reached 12 000 participants and some of the Digital Leaders attended the international meetings.

The mentioned SeguraNet initiatives, as well as others within Human Rights Education, have been integrated in the No Hate Speech Movement Campaign, lauched by the Council of Europe in 2013. DGE – ME participated in other activities (seminars, awareness raising sessions, ...) promoted by the [Campaign National Committee](#) , coordinated by the Portuguese Institute for Sports and Youth – ME. The [No Hate Speech Movement](#) seeks to mobilise young people to prevent combat hate speech and promote human rights online.

## 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:

- developing a space for empowerment and training of youth technicians, youth organisations and young leaders;
- promoting the exchange of good practices between youth organisations and institutions that develop their work with and on behalf of young people;
- 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 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 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 quality qualifications is on-going, notably through a progressive flexibilization of the curriculum, initiated in the academic year of 2017/2018 (with a phased implementation through a pilot project involving more than 200 schools and schools clusters). Of crucial relevance for this goal was the definition of the Student's Profile by the end of compulsory education (2017), which presents the profile of the 18 year-old learner by the end of 12 years of compulsory education a vision of what young people are expected to achieve, independently of the formative path undertaken by each student. Consists of a matrix for decision-making on curriculum development options, and a reference guide to the whole curriculum.

The academic year of 2018/2019 is the moment of implementing structural measures, challenging the educational system to reach quality learning outcomes along with social equity. For these challenges, supported by an extensive and participated process, the ME recently approved two key decree-laws — DL no. 54/2018, 6<sup>th</sup> of July and, and DL no.55/2018, 6<sup>th</sup> of July, establishing a national curriculum oriented by autonomy and flexibility principles which enable each learning community to address locally the promotion of school success, integrating all students according to an universal design for learning and a multilevel approach to access the curriculum. Both legislative actions are being developed under a systematic monitoring, designed for the next six years, carried out with the help of regional and national monitoring, supported by local school network.

In order to create greater transparency and to increase the readability of the qualifications for youths and adults and for the labourmarket, qualifications designed upon learning results have gradually been integrated in the CNQ. The adoption of this approach allows the learning results to be more accurate about the holder's certification actual skills, knowledge and understanding, using to that effect a clearer and explicit language, thus making a bridge between the companies' educational and training system.

In other words, the integration of qualifications based in learning results is a change of paradigm within the Portuguese educational and vocational training system. This change, among other factors, has allowed the establishment of a National Credit System for Vocational Education and Training (SNC) for the first time, in so far these results constitute the basis for transfer and accumulation of credits. This System has the following goals: (i) the promotion of mobility in the learners' European space, (ii) a coherent capitalisation and a wider flexibility in the individual qualification trajectories, as well as (iii) a wider readability, for the different stakeholders, namely employers, of those very trajectories

conducted throughout life. The existence of SNC allows the attribution of credit points to double certification qualifications that are part of CNQ, and those are the ones under debate.

The Government intends to invest in **higher education**, promoting its modernisation, quality and diversification and reinforcing the social support to higher education students.

In the aftermath of the presentation of the Organisation for Economic Co-operation and Development's (OCDE) assessment report on the 9<sup>th</sup> February in Lisbon and afterwards the public discussion of the diplomas initially debated by the Government on 15<sup>th</sup> February, the Government approved a series of legislative and programmatic initiatives that aim at the qualification, diversification and valorisation of the higher education system, namely:

- Reinforcement of the National Digital Skills Initiative, INcoDe2030;
- Modernisation of the juridical regime for higher education degrees and diplomas, thereby encouraging the higher training of adults, vocational expertise and the reinforcement of scientific and academic employment;
- Adjustment of the International Student Charter, thereby encouraging the internationalisation of higher education and turning Portugal, in an unprecedented way, into a refugee host country;
- Acknowledgement of academic degrees and other qualifications by foreign higher education institutions, thereby encouraging labourmarket's internationalisation and the attracting of qualified labour to Portugal.

In what inclusion is concerned, the highlight goes to the granting of scholarships for Participation of Students in Higher Education with impairment equal or superior to 60%, and also the amendments to the special quota for candidates with disability in the National Competition for Access to Higher Education (CNA), in particular the quota's extension up to the second phase of the CAN, with an increase of the vacancies.

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 and the creation of a mobile application which will facilitate students' access to the services of the Directorate-General for Higher Education;

- Administrative and procedural modernisation: the creation of a Higher Education's single Register of degrees and diplomas, which aims at registering, in an electronic platform, all higher education degrees and diplomas, state and private, upon the attribution of a single number to each given degree or diploma;
- To improve the backup services to people with disability, through the IncluIES NETWORK, which will aggregate all the higher education institutions' infrastructures and backup services' characterizing information, rendering easily available the relevant information for citizens with special needs and invigorating an inclusive backup network in higher education;
- To reinforce international mobility conditions, namely through the development of Extranet/tool CRM (Customer Relation Manager), which will allow a more personalised sharing of information between the Erasmus National Agency and the beneficiary entities.

## 7. HEALTH AND WELL-BEING

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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 [Eurobarometer's data of 2018](#), only 10% of the adult population engage in moderate physical activity four or more days per week, whereas 7% engage in vigorous physical activity four or more days.

In an analysis of the second [Nutritional and Physical Activity National Survey \(IAN-AF\)](#), it is patent that the age group from 15 to 21 is the most active, with around 20% of girls and 50% of boys being physically active.

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 Office of the Secretary 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, ([IPDJ,I.P](#)), under the supervision of the Office of the Secretary of State for 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 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).

### **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 Government 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 Science and Higher Education, Education, Sport, Employment, Inclusion and Health. 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 defined in a strategic document and also 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.

In order to facilitate intersectoral work and leverage the work at different partners, the Health Ministry created the Intersectoral Commission for Physical Activity Promotion (Order No. 3632/2017, 28th April), responsible for the creation and monitoring of the National Plan for Physical Activity Promotion. This Commission highlights the national best practices regarding physical activity promotion, including those targeting children and youth. PNPAF works together with the Commission and is involved in its coordination.

Other important actions implemented by PNPAF are:

- National implementation of brief counselling for physical activity promotion in Primary Health Care of the National Health System – Health Ministry order No. 8932/2017, 10th October;
- National Mass Media Campaign aiming at physical activity promotion, by changing social norms and attitudes towards the idea of physical activity as difficult, pricy and unappealing. Main messages of the campaign, built on the COM-B model, showcase daily physical activity as time efficient, present in daily contexts (several options and opportunities available), and a positive and fun way of being with others and using the available landscape.
- Development of an evaluation tool of best practices, regarding community programmes for physical activity promotion.

### **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 the physical activity culture and increasing the participation in sports and physical activity while decreasing sedentary behaviours with impact on reducing non-communicable diseases. At the same time, PNDpT focus on increasing public information about the benefits of sport and creating opportunities for equal access to sports.

Among its specific goals, aims 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, among others, the National Health Plan, which is under the responsibility of the the Ministry of Health.

The PNDpT provides for a set of monitoring elements, and particularly, an evaluation model and device, methodologies and instruments defined according to the evaluation dimensions, criteria and indicators, and producing an annual activity report.

### **School Sport Programme for 2017-2021**

School sports is offered as an extracurricular activity for all schools. It aims at promoting health and physical condition, the acquisition of healthy habits and the development of motor skills, while contributing to the understanding of sport as a cultural factor, stimulating feelings of solidarity, cooperation, autonomy and social inclusion.

School Sport is defined as the set of recreational and sporting practices and training with sporting object developed as a curricular complement and occupation of free-time, in a regime of freedom of participation and choice, integrated in the activity plan of the school and coordinated within the scope of the education system.

The School Sport Programme for 2017-2021, defines the guidelines for the realization of the Projects that will contribute to the improvement of the students' physical literacy, according to the recommendations of the World Health Organization and the Resolution of

the Assembly of the Republic no. 94/2013 (on the promotion of school sports and sport by young people).

The School Sport Programme for the quadrennium of 2017-2021 has the following strategic vectors:

- To qualify the school sport offer;
- To encourage the demand for School Sport
- To articulate sport activity with school organisation:
- To consolidate the management of School Sport.

The Programme (as a privileged initiative to promote healthy habits) also wants to promote social skills and moral values, such as: responsibility; team spirit; discipline; tolerance; perseverance; humanism; truth; respect; solidarity; dedication.

The 2017-2021 programme has three levels of organisation:

1. Complementary projects (Open and Specific)
2. «Competition» projects (interscholastic competitions and international Participations)
3. «Valorisation» projects (DE+; Training and capacitation building; Pilot projects and Centres of Sport Training).

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.

## **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.

### **High Performance Sport Unit in School (UAARE)**

[UAARE](#) aim an effective articulation between school groups, parents, sport federations and their agents and municipalities, along with other parties. Their goal is to successfully conciliate school activity with the practise of sport by secondary schools' students/athletes framed in high performance regime, national teams or with high sport potential.

In the school year of 2019/2020 there were 19 UAARE schools that included around 600 students-athletes from 39 sport disciplines.

The average global academic UAARE performance in the school year of 2018/2019 is of 93%. In every school year results above the national average were achieved. Sports performance reflects itself in several world and European titles, with several students integrated in national teams being in some cases holders of records. The dropout rate was residual, 1.4 %, a pretty good result when in comparison with most international sport schools.

### **Ethics in sport**

The [National Plan for Ethics in Sport](#) (PNED) is a government initiative promoted by the Office of the Secretary of State for 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 and 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 and 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 Splitez](#)"

5 comic book stories that approach the themes of bullying, discrimination, balancing the academic life with sports, individualism and doping in sports;

#### [Red card to Bullying](#)

A campaign that started in 2016 targeting the prevention of Bullying in Sports, with the collaboration of the Faculty of Human Kinetics- University of Lisbon (FMH-UL), in the form of an informational/educational/preventive brochure against Bullying, called "[Cartão Vermelho ao Bullying \(Red Card to Bullying\)](#)". 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 to Bullying](#) project, in a partnership between the Portuguese Institute of Sport and Youth (IPDJ) and the Faculty of Human Kinetics and a wide range of other entities and ambassadors.

The project aims to raise 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 families;
- Trainers, managers and staff of sports clubs;
- Researchers and scientists;
- Teachers currently working or in training (especially physical education teachers);
- Students (all levels of 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.

#### **Sessions of Awareness-Raising "Ethics in Sports"**

Intervention in educational establishments, from primary education to secondary education, with the goal of stressing the promotion of rights and responsibilities through

the importance of values, like, for instance, respect and tolerance, in sports and in life. Presentation of testimonials by regarded persons of recognised standing related to sports, illustrative of inspiring careers.

### **Literary Competition "Ethics in Life and Sports"**

Activity in the range of education for citizenship that intends to encourage the production of written assignments, by secondary education students (special attention given to students from educational centres and detention facilities), related to Ethics in Life and Sports, giving emphasis to the importance of assimilation and dissemination of values. Promoted by the Portuguese Institute of Sport and Youth, in partnership with the Directorate-General for Education/School Sport, Directorate-General for Reinsertion and Prison Service, Sport Foundation, Sports Newspaper *A Bola*, Regional Directorate for Sport of the Government of Azores, Regional Secretariat for Education of the Regional Government of Madeira.

### **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. It also includes the Sports Medicine and Training Control Centre.

[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](#) and national teams.

In articulation with other organic units of the IPDJ 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 Faculty of Human Kinetics - 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 fitness of children and teenagers through carrying out a [set of exams](#): aerobic fitness, body composition and neuromuscular fitness.

The platform offers resources for 8 fields of information - [Physical fitness](#), [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.

Since 2012 that Physical Education's grades were not taken into account for the tabulation of secondary education's average and access to higher education, but in the school year of 2018/2019 this grade is gradually accounted for again, from the 10<sup>th</sup> grade onwards.

### Essential Learning in the Curricular Area of Physical Education

In curricular autonomy and flexibility (PAFC) Essential Learning is used in classes of initial years of cycles and levels of education (gradually expanded to all school years) and also in the first year of training courses organised in training cycles. Essential Learning is a curricular base guidance document in planning, execution and assessment of teaching and learning. It leads to the development of the skills portrayed in the students' Profile when leaving compulsory education.

The essential learning from the 2<sup>nd</sup> and 3<sup>rd</sup> Cycles constitutes the strategic bloc of Physical Education's curricular proposal, in which an approach of the subjects is established in its own way and in all its extension. In these two cycles the essential of Physical Education's learning is guaranteed, as an anticipation of the flexible model, of students' or classes' options, envisioned for secondary education.

In secondary education the curricular organisation presupposes the definition of two stages of development. The 10<sup>th</sup> grade has predominantly a nature of revision of contents developed during the 2<sup>nd</sup> and 3<sup>rd</sup> Cycles of Former Preparatory Education, allowing the students to move forward in certain subjects, to experiment alternative areas or yet to bring back knowledge which was harder for them to understand. This is the year in which occurs a learning period stabilisation that allows sustained choices in the years to come.

On the 11<sup>th</sup> grade, much like the forthcoming 12<sup>th</sup> grade, the students' option is allowed, in each class, regarding the subjects they wish to improve, being guaranteed the possibility of discovering other activities, without loss of the eclecticism inherent to this curricular proposal.

### **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.

### **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 has the right 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.

### **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 higher education, most institutions 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 a special access regime for students that cumulatively are:

- high performance athletes, that are registered in the list organised by the Portuguese Institute of Sport and Youth (IPDJ);
- 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;

- 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.

### **Statute for student-athletes at higher education institutions**

The statute for student-athletes at higher education institutions, approved on January 24, 2019, aims to support the development of dual careers in higher education institutions and within the academic community, promoting the sports representation of institutions and providing an incentive for the continuity of sports practice after mandatory education (Decree-Law No. 55/2019, of 24 April).

Support is provided for students who develop their sports practice in the federated system and for those who wish to continue their practice in school sports.

Accordingly, in a framework of autonomy in which higher education institutions and student associations define the terms of the organization and development of sport practice, the set of minimum rights of access to sport for all higher education students is standardized, such as reporting absences, changing assessment dates, priority in the choice of schedules and the possibility of requiring exams different periods than those established by the institution.

This statute provides a legal and regulatory framework establishing mechanisms that improve the conditions for participation in competitions that are integrated into the sporting context of higher education, contributing to the increased relevance of these competitions.

## **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.

Within this context, the [Intersectoral Commission for Physical Activity Promotion](#) was created in 2017, reflecting an intersectoral work through partnerships with several institutions and entities, the Intersectoral Commission for Physical Activity Promotion is constituted by four Ministries (six Secretaries of State):

- Ministry of Health

- Ministry of Education
- Ministry of Labour, Solidarity and Social Security
- Ministry of Science, Technology and Higher Education

## 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 (PNPCT) was created in 2012 under the National Health Plan, which considers smoking to be a national priority health problem.

The purpose of this programme is to increase the healthy life expectancy of the Portuguese population and the inequities in health, through the reduction of diseases and premature mortality associated with tobacco 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

emotional and social factors, makes them particularly vulnerable to the nicotine effects on the brain and more susceptible to becoming dependent.

Smoking in childhood and adolescence has both immediate and long-term health consequences. The early onset of smoking increase children's long-term risk of many diseases, like cancer and cardiovascular and respiratory diseases. Children who smoke are also more likely to experiment with alcohol and illicit drug. The new tobacco products and electronic cigarettes are a new challenge that need to be watched and controlled.

The school is identified as a potential setting for initiating tobacco consumption, but also as an important opportunity for learning how to avoid it and how to deal with high-risk situations.

The PNPCT contributed for the elaboration of a [national referential](#) for Health Education in schools, from kindergarten to secondary school.

In May 2017, on the occasion of the World No Tobacco Day celebrations, a protocol of partnership was signed between the State Secretary of Health and the State Secretary of Education in order to strengthen the smoking prevention in schools.

Under this protocol, the General Directorate of Education and the General Directorate of Health are working together. A Tobacco-Free Generation initiative was launched in the context of the National Strategy for Citizenship Education.

This Tobacco-free Generation initiative will be developed according four components interconnected:

- Curricular and extra-curricular activities;
- Teachers training;
- Production of pedagogical materials and resources;
- Information and communication.

Under this initiative, a specific tobacco area was created in the webpage of the [General Directorate of Education](#) with information and pedagogical contents. It is under construction, and will be improved in an active and participative way.

In October 2019 the first training seminar for school teachers took place in Oporto. About 50 teachers from the North Region attended. Other seminars and activities will follow in order to mobilize and reinforce the teachers' role in this area.

All this work to be successful requires continuity and a full commitment and participation not only of schools and health services, but also of parents, families, local communities and all of society.

### **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](#) (PNCADT). 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](#).

### **National Reproductive Health Programme**

The [National Programme of Reproductive Health](#) (PNSR) was established in 2007. The main fields of work with young people are the following: Family Planning, Prenatal Care (through the National Program of Low Pregnancy Risk Surveillance), Termination of Pregnancy and Gender Equity. Sexual Transmissible Diseases and Sexual Education are intrinsic matters to the before mentioned areas. The intent of this Programme is to improve Reproductive Health care and promote the youths' access. The provision of free contraceptives, in primary health care, as stated in the National Competition List, is a service of major importance to reproductive health.

Besides the listed programmes, it is important to stress that the Directorate-General for Health (DGS), inside the organisational structure, has a Directorate of Services for the Prevention of Diseases and Promotion of Health. One of the attributions of this Directorate of Services is the promotion of literacy and self-determination, through informative and educational processes, bearing in mind the promotion of lifestyles that lead to health and well-being. In addition to that, it is responsible for different programmes, such as: National Programme for Child and Youth Health, National Programme for School Health and the National Programme for Oral Health, in which are integrated several projects and initiatives for the promotion of a healthy lifestyle.

## **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, namely:

### **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:

- Improve the global health status of young people;
- 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;
- Address the nutritional needs of a more underprivileged school population, providing them with the necessary nutrients and energy for a good cognitive performance;
- 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

The [law 1/2017](#) requires that all public canteens and cafeterias of the State must 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 Portuguese Institute for Sport and Youth (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:

- **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.
- **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;
- **Debate Theatre:** about themes of young people's interest related to youth health promotion;
- **Youth Health Offices** - Free appointments;
- **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 [General Directorate for Intervention on Addictive Behaviours and Dependencies \(SICAD\)](#) 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 it has a support manual ([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.

## 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.

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**

According to the [law 60/2009](#) 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:

- Contributing to the improvement of affective-sex relationships between young people;
- Contributing to the reduction of possible negative incidents resulting from sexual behaviours, such as early pregnancy and sexually transmitted diseases (STD);
- 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).

Various partners are involved, including the “Choices Programme” ([Programa Escolhas](#)), Portuguese Institute for Youth and Sport (IPDJ, I.P) and PNED (National Ethics in Sports Plan). Calouste Gulbenkian Foundation funds this project.

## Collaboration and partnerships

### **Integrated Strategy for the Promotion of Healthy Eating (Estratégia Integrada para a Promoção da Alimentação Saudável)**

The [Integrated Strategy for the Promotion of Healthy Eating \(EIPAS\)](#) documents a set of proposals of intervention in the food area, agreed on by an interministerial work group led by the Directorate-General for Health and that mirror the opinions of the Ministries of Finance, Internal Affairs, Education, Health, Economy, Agriculture, Forestry and Rural Development, and Sea.

The establishment of this strategy had as base the Health World Organisation’s (OMS) and European Commission’s (CE) strategic documents. It also mirrors a public audition where the different parties were heard, namely the Food Industry, OMS, FAO, Professional Bodies and Trade Associations, among other entities.

The goal is for the 52 measures to be implemented by the several services and organisms of the state’s direct and indirect Administration, responsible for their own fields of action and under the guidance of their own remits, and that their follow-up and monitoring be carried out by the interministerial Group Work of which DGS is the leader, by means of the half-yearly presentation of progress reports.

The strategy puts forward intervention proposals and suggests goals in four different areas:

- Axis 1: To modify the environment where people chose and buy food through the modification of provision of food in certain physical spaces and the promotion of reformulation of certain food categories.
- Axis 2: To improve the quality and accessibility of the information available to the consumer, so as to inform and capacitate citizens for healthy food choices.
- Axis 3: To promote and develop literacy and autonomy for the exercise of healthy choices by the consumer.
- Axis 4: To promote innovation and entrepreneurship targeted at the promotion of the healthy eating area.

### **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**

### **Project SNS+ Proximity**

In [Project SNS+ Proximity](#), in the period of 2016-2017 a set of digital books on several topics was developed. The project foresees the launching of more materials for the purpose of promoting Literacy in Health for young population as well.

### **Online Sexuality (Sexualidade em Linha)**

The [Online Sexuality](#) (Sexualidade em Linha) 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 IPDJ, I.P. and the [Association for Family Planning \(APF\)](#).

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. It is promoted by IPDJ,IP and APF.

### **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. The programme is promoted by IPDJ,IP.

### **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 work 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.

### **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 provides, 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 (CNPDPJ) 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 (from the General Directorate for Health) also offers information material targeted at health professionals on female genital mutilation, family planning/contraception and domestic and sexual abuse.

### Target groups

The National Programme for Children and Young People Health ([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)** 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 Portugal "APARECE" (Show up) is a youth Service that started 20 years ago, headquartered at a primary health care facility. It has proven to be a model of care for young people. It has great acceptability for this target population (12-24 years of age) and is a model to replicate through the country. Regardless of the internal organization of primary health care and hospital care, it is important to assure specific aspects for young people, like being youth friendly, with open hours, free of costs, confidential and anonymous, and geographically open. The approach opens the health system to the adolescents and ensures continuity of care, disease prevention and health promotion.

APARECE includes a team of professionals: general practitioners, nurses, psychologists, among others. They cover issues ranging from mental health, sexuality, dependencies, nutritional disorders, sexually transmitted infections, family planning counselling, contraception, among others. This youth-oriented health service is a successful example of health practice.

It was created following legislation on family planning (FP) and youth care: Law 3/84 and Ordinance 52/85 – that regulates the consultation of FP and youth care centres, and Law 120 / 99 which strengthens the guarantees of the right to reproductive health and sets conditions for the promotion of sexuality education and young people's access to health care in the context of sexuality and family planning.

More recently, also the [National Program for Child and Youth Health and the National Plan for Youth](#), both advocate specificities for health surveillance in this age group. In the framework of those WHO guidelines, National Programme for Children and Young People Health (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- medical 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. In addition a reinforcement of the support to youths that practise high level sports is planned, so they can do so without having to choose between academic success and sport success.

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. In order for this to happen, a proximity strategy is defined, one that engages also the autarchies, that promotes a more efficient usage of the current infrastructures and equipment, either in federated sport either in school sport.

At the same time, actions that promote active partnerships with local authorities are provided for, based on a intersectoral and inter-ministerial perspective that involves several fields such as science and higher education, health, education, sport, inclusion, among others.

It also expected an articulation of the sport policy with the school, reinforcing the value of physical education and sporting activity in schools and higher education establishments, integrated in the school and academic path.

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 [Action Plan for the Promotion of Health Literacy 2019 - 2021](#), 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

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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, but also at a municipal and local level.

Thus, the training of educational agents and the development of cultural habits in young people becomes particularly important.

The creation of the Arts National Plan ([Plano Nacional das Artes - PNArtes](#)), in February 2019, has materialized the drive to organize, promote and implement the cultural offer to the educational community in the optic of apprenticeship throughout the citizen's life, by establishing partnerships with public and private bodies. The PNArtes will thus coordinate with existing plans and strategies in the development of an intervention plan that aims to nationally implement an integrated strategy in the field of the different forms of art and culture in the school setting (see section 8.3), but also promoting a cross-disciplinary approach of arts and culture in school (by creating an strategic cultural school plan), valuing the local context and specificities and promoting the relation of school with their local community.

### 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.

In 2017, based on the Labour Force Survey, the cultural and creative sector employed 81.3 thousand individuals (81.7 thousands). From those, 52.0% were men 57.4% were aged between 25 and 44 years old, and 43.9% had completed a tertiary level of education.

In 2016, based on the Integrated Business Accounts System, the Performing arts activities stood out, representing 29.4% of all cultural and creative enterprises (55 422, 4.6% more than the previous year). In the business volume, the Retail sale of newspapers and stationery in specialized stores Television programming and broadcasting activities and Advertising agencies represented together 45.0% of total business volume of the cultural and creative sector (4.9 billion Euros).

Regarding the [number of students in cultural areas of education](#), the year 2017 registered 11,4% of the total number of students enrolled in superior studies. Of the 41.239 students enrolled, a total of 12,4% graduated.

Regarding the employment indicators, in 2017 a percentage of 1,7% refers to cultural and creative activities among the total percentage of employed people. 8,2% pertain to young people between 15-24 yo, a significant increase comparing to previous years.

#### Main concepts

1 – Culture is understood as an essential pillar of democracy, national identity, innovation and sustainable development. It is a constitutional imperative to ensure democratic access to cultural creation and enjoyment, the preservation, expansion and dissemination of our material and immaterial heritage and the assumption of culture as an essential factor for innovation, qualification and competitiveness of our economy.

By culture and art we considering the multiplicity of its demonstrations - music, dance, literature, arts plastics, cinema, performance, photography, theater, architecture, design, multimedia ... - surpassing the separations between the popular and the learned, the traditional and the contemporary, and given the new languages created by young people

2 – Art is understood as a personal expression and culture presents itself as an essential instrument in the social and humanistic development of children and young people, developing perception and imagination, making it possible to grasp the reality of the environment engaging, and developing critical capacity and creative, still assuming itself as the instrument par excellence to educate the emotions.

3 – Cultural heritage is made up of all assets which, being testimonies of civilization or cultural value, of relevant cultural interest, must be the object of special protection and appreciation. Cultural heritage also includes those immaterial goods that constitute structuring portions of Portuguese identity and collective memory.

3.1. Intangible Cultural Heritage comprises

- Oral traditions and expressions, including language as a vector of intangible cultural heritage;
- Artistic expressions and performative manifestations;
- Social practices, rituals and festive events;
- Knowledge and practices related to nature and the universe;
- Skills in traditional processes and techniques.

3.2. Tangible Cultural Heritage includes:

3.2.1. Immovable Cultural Heritage, as monuments, ensembles and sites (as defined in international law, with emphasis on the Granada Convention). Alongside the classification categories are also recognized by international law and doctrine other nomenclatures of real estate, such as architectural, urban, archaeological or landscape heritage, which in turn are subdivided according to function, technical-constructive characteristics, eras or languages.

3.2.2. Mobile cultural heritage are an integral part of the cultural heritage and its safeguard

3.3. The Portuguese language, as a foundation of national sovereignty, is an essential element of Portuguese cultural heritage

5 – Cultural and Creative Sector - The cultural and creative sectors are defined in EU Regulation No 1295/2013 on the Creative Europe Programme as follows: 'All sectors whose activities are based on cultural values and/or artistic and other creative expressions, whether those activities are market- or non-market-oriented, whatever the type of structure that carries them out, and irrespective of how that structure is financed. Those activities include the development, the creation, the production, the dissemination and the preservation of goods and services which embody cultural, artistic or other creative expressions, as well as related functions such as education or management. The cultural and creative sectors include inter alia architecture, archives, libraries and museums, artistic crafts, audiovisual (including film, television, video games and multimedia), tangible and intangible cultural heritage, design, festivals, music, literature, performing arts, publishing, radio and visual arts.'

## 8.2 Administration and governance

### Governance

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.

Regarding the main governance approaches of the Cultural Public Sector to young people, a set of values and principles are keynote, namely:

- the right to happiness and well-being through cultural creation and fruition
- the promotion of cultural experiences in a decentralized, diversified and participative form
- the awareness of Culture as being a determinant factor for the definition of one's identity, as stimulus for the development of critical and analytical thinking, emotional and affective experience, inventiveness and innovation, the sense of belonging, the conscience of others and of the world, the construction of experiences and of memories which are essential to a fuller and richer personal development
- the affirmation of Culture as an essential condition for the guarantee of freedom of expression, by providing the means, mechanisms and discourses that are imperative to the pursuit of creativity and expressiveness without further restrictions before the conditions imposed by society.

Within the Ministry of Culture, the following services play a role on developing and implementing policies/activities towards young publics, within their main activities and attributions:

- **[Gabinete de Estratégia, Planeamento e Avaliação Culturais](#)** – GEPAC 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.

Inspeção-Geral das Atividades Culturais – IGAC undertakes the improvement, development, management and protection of copyright, and 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, the register of literary, scientific, artistic, cinematographic and audio-visual works, and the licensing and inspection of artistic shows.

- **[Direção-Geral das Artes](#)** – DGARTES coordinates and implements support policies for the arts, aiming to promote equal access to the arts, as well as the diversification and decentralisation of its creation and production. It 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.

- **[Direção-Geral do Património Cultural](#)** – DGPC ensures the management, protection, valorisation, conservation and renovation of properties that are part of the immovable, movable and intangible cultural heritage, and develops and implements the national museology policy. It 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.

- **[Instituto do Cinema e do Audiovisual, I.P.](#)** - ICA, IP aims to support the development of cinematographic and audio-visual activities, from the creation to the dissemination and national and international circulation of works, fostering the emergence of new values, contributing to the diversity of the cultural offer and to the cinematographic and audio-visual sectors in accordance with its mission.

- **Direção-Geral do Livro, dos Arquivos e das Bibliotecas** – DGLAB ensures the coordination of the national archive system and the implementation of an integrated policy for non-school books, libraries and reading, contributing to the protection, enhancement and dissemination of archival heritage, and to the promotion of reading and raising literacy rates. It fosters creation in all areas of literary production. Under its tutelage, the **Centro Português de Fotografia** (Portuguese Photography Centre) promotes and values the photographic heritage, including archival treatment and the management of the National Photographic Collection.

- **Biblioteca Nacional de Portugal (BNP)** - BNP's mission is to collect, treat and preserve the Portuguese documental heritage, in Portuguese and about Portugal, in the various types of support it presents itself, as well as to ensure its study, dissemination and the conditions for its enjoyment. BNP also ensures the classification and inventory of national bibliographic heritage.

On a regional level, working closely with the local entities and with the communities, the Regional Directorates for Culture are responsible, in articulation with the national services of the Ministry of Culture, namely DGARTES and DGPC, for ensuring the access to cultural goods and services, the monitoring of activities and the supervision of artistic production structures, cultural services and entities. They also provide the follow-up of safeguard actions, enhancement and dissemination of immovable cultural heritage, mobile and immaterial, and support for museums.

[Direção Regional de Cultura do Alentejo](#)

[Direção Regional de Cultura do Algarve](#)

[Direção Regional de Cultura do Centro](#)

[Direção Regional de Cultura do Norte](#)

Within the Ministry of Culture the following public entities, endowed with administrative, financial and patrimonial autonomy, promote or integrate partnerships of artistic, cultural and heritage promotion targeted at young people.

These services provide a wide number of activities that carry out specific strategies aimed at developing audiences and promoting artistic fruition of young audiences.

[Teatro Nacional D. Maria II](#)

[Teatro Nacional de S. João](#)

OPART, E.P.E. which integrates the [Teatro Nacional de S. Carlos](#) and [Companhia Nacional de Bailado](#)

[Cinamateca Portuguesa – Museu do Cinema](#) – CP-MC collects, protects preserves and disseminates the heritage related to moving images, promoting knowledge of the history of cinema and the development of film and audio-visual culture.

## Networks

In the framework of the strategy of decentralisation of culture, the cultural stimulation at the local level is structured in a set of networks, many of which are targeted at attracting and training young people as a strategy for developing new audiences.

The **Rede Portuguesa de Museus** – RPM (Portuguese Museum Network) 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 **Rede Nacional de Bibliotecas Públicas** - RPM (Public Libraries' National Network) 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 Programa de Apoio às Bibliotecas Municipais 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.

### 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**.

We highlight, on this subject, the approval of the National Youth Plan (August 2018), with a frame for the Sectorial Culture Plan centred in three fundamental areas for the young people: a) cultural fruition/broadening of audiences b) support for cultural creation and c) Employment/Entrepreneurship/ Qualification in the cultural area and in creative industries.

Regarding national public funding, and as a result of the cooperation and inter-ministerial and inter-institutional coordination policies, other bodies (external to the Ministry of Culture) fund or co-fund a wide range of public policies to promote creativity and culture, such as:

- [Camões Institute](#);
- Institute of Employment and Professional Training ([IEFP, I.P.](#));
- Portuguese Institute of Sport and Youth ([IPDJ, I.P.](#));
- High Commission for Migration ([ACM, I.P.](#));
- [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.

At the national level, some strategic plans and documents can be highlighted, which are currently in effect in the field of culture and education:

- [Aesthetic and Artistic Education Programme](#)
- [National Reading Plan](#)
- [National Cinema Plan](#)
- [National Arts Plan](#)
- [National Youth Plan](#)

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 perspective of proximity.

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)

## Scope and contents

The **Aesthetic and Artistic Education Programme** ([PEEA](#)) intends to develop an intervention plan to implement an integrated strategy, at national level, within Visual and Performing Arts in the school context.

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.

PEEA seeks to promote arts and culture in the school universe, in partnership with the different Cultural Institutions, in order for children, teachers and families to develop a taste for art, create cultural habits and value art as a form of knowledge, which is of particular importance for the permanent development of the human being.

This programme materializes into three axes; fruition-contemplation, interpretation-reflexion and experimentation-creation, with 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:

- a) 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;
- b) 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;
- c) 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;
- d) 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;
- e) Implementing a set of actions to strengthen the reading and writing skills for the inclusion of people with special needs;
- f) Promoting relationships between reading, literature, arts, sciences and technology and promoting scientific, technological and artistic culture, in collaboration with institutions of science and culture;
- g) Encouraging the production and dissemination of academic content and studies about reading and writing;
- h) Promoting training projects for teachers, reading mediators, cultural agents and other actors;
- i) 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;
- j) Promoting the establishment of new partnerships and the implementation of concerted actions, with the support of national and international, public and private entities;
- k) Promoting inclusive, intercultural content and free of stereotypes that stimulate critical thinking and an active citizenship;

- l) 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:

- a) 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;
- b) 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.

### **National Arts Plan ([PNA](#))**

Developed by the governing areas of Culture and Education, the National Arts Plan (PNA) aims to make the arts and culture more accessible to citizens, particularly children and young people, through the educational community, promoting participation, enjoyment and cultural creation, in a logic of inclusion and lifelong learning. It aims to encourage the cultural commitment of communities and organizations and to develop collaborative networks and partnerships with public and private entities, namely by working together with pre-existing plans, programs and networks.

PNA's main goals:

- a) Articulate, enhance and expand the cultural offer and existing educational system, namely the one that mission, purposes and areas of intervention of following programs and plans:
  - b) i) National Reading Plan; ii) National Cinema Plan; iii) Aesthetic and Artistic Education Program; iv) School Library Network Program; v) Portuguese Museum Network; b) Enable collaboration with public and private entities;
- c) Strengthen the involvement of the educational community in cultural activities;
- d) Encourage the approximation of citizens to the arts and continuously provide the diversity of aesthetic and artistic experiences;
- e) Foster collaboration between artists, educators, teachers and students in order to design strategies teaching and learning that promote an integrative curriculum based on management knowledge and experience cultural;
- f) Mobilize the articulation between equipment and cultural, social and professional agents;
- g) To favour the territorialisation of cultural policies mobilizing local resources such as relevant agents and process integrators teaching and learning;
- h) Expand the range of experiences and skills provided by schools, reinforcing the openness to the community and the world;

- i) Raise awareness of cultural institutions and their agents for the social and educational dimension of their mission;
- j) Contribute to the achievement of the areas of competencies regarding critical thinking and creative thinking, and aesthetic and artistic sensitivity on what concerns the Student Profile at the end of Compulsory Education;
- k) Promote knowledge, integration and encounter of cultures through the artistic manifestations and cultural backgrounds of different communities.

The National Youth Plan was created in August 2018 and its mission is to achieve a transversality of youth policies aiming to reinforce the special protection of young people, within the scope recommended in article 70 of the Constitution of the Portuguese Republic.

Considering that the Portuguese population between 15 and 29 years old represents 16% of the total, the XXI Constitutional Government is therefore committed to investing in youth, focusing on inter-ministerial articulation, namely with regard to education, employment and entrepreneurship, higher education, housing, birth, health, quality of life, sport, culture, the environment, agriculture, transport, social security sustainability, poverty alleviation, equality, inclusion and migration.

### 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).

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.

The **National Arts Plan** is carried out by a mission structure, created in the dependence of the Culture and the Education Governance areas, accompanied by a scientific committee.

The **National Youth Plan** is coordinated by the Portuguese Institute for Sport and Youth, I. P..

### 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

### Portugal Participatory Budget 2017/2018 (Orçamento Participativo Portugal (OPP) 2017/2018)

2017 marked the organization of the first Portugal Participatory Budget, an initiative from the Government that promoted a presentation of proposals by the citizens in several governmental areas, an encouragement of the participation in political and social life, in order to revitalise national and regional projects.

**ÉS.CULTURA'18** - On national level one of the winning projects was «Culture for All», based on the principle of culture as a «fundamental pillar of education, feeling of belonging and integration of the individual in society». One of the measures of this project is ÉS.CULTURA'18 that guarantees the availability of free access to several cultural spaces and initiatives throughout an year for youths that turned 18 in 2018.

In 2018, the second edition of the Participatory Budget resulted in 8 winning projects for Culture. This edition featured a significant increase of the available budget, a total of €5M, and the scope of action of the proposals was broadened to every governmental areas.

### Youth Participatory Budget (Orçamento Participativo Jovem - OPJovem)

Youth Participatory Budget (Youth OP) is a process of democratic participation in which citizens aged 14-30 years old can present and decide public investment projects throughout all the Portuguese territory, aiming to enhance the quality of democracy and greater involvement of young citizens in decision-making.

The first edition, in 2017, had a total of 167 projects voted on (from more than 400 proposals submitted), divided into four thematic areas: inclusive sport; science education, social innovation and environmental sustainability. €300.000 was invested in [7 winning projects](#) in the thematic areas of environmental sustainability, inclusive sport and science education.

In 2018, [7 winning projects](#) from 232 proposals were voted on, related to the thematic areas of Inclusive Sports, Cultural Innovation, Environmental Sustainability and Intergenerational Dialogue.

The third edition, with a total budget of €500.000, had 232 proposals on vote, with [7 winning projects](#) in the thematic areas of environment and sustainable Development, Equality and Social inclusion and Formal and Non-Formal Education.

## Reducing obstacles to young people's access to culture

In order to promote the access to all citizens from an early age, the services within the Ministry of Culture provide a number of services and conditions that allow for a more accessible approach to the audiences.

Educational Services have been broadened within the services of the Ministry of Culture, in order to promote creativity, literacy and intergenerational and multicultural exchange between and to audiences, especially children and youth and school groups, in a more personalized approach to the communities.

The Regional Directorates for Culture, in collaboration with other services within the Ministry, promote awareness and dissemination of good practices for the defence and enhancement of the cultural heritage, through educational and training actions, and promote access to arts and culture creation and fruition, with a broad range of activities that are more focused and appropriate to the territorial contexts in which they intervene.

*Direção-Geral do Património Cultural* (DGPC) offers a set of special Tickets, including thematic or geographic related museum circuits, to promote universal access to Culture, ensuring free access or special fares, namely: 50% discount for bearers of the Youth Card, student Card and Family Ticket; free access for children under 12 yo and school visits. On Sundays, the access to all the equipment of the DGPC is free of charge for all national residents, until 2:00 p.m. ([+ info](#)).

*Cinamateca Portuguesa – Museu do Cinema* (CPMC) provides special access conditions to young audiences in movie sessions, including Youth Card and Student Card bearers, also offers free entrance to the exhibitions and develops the Cinamateca Júnior to the school audiences, with the aim to convey the early interest in cinematography. ([+ info](#))

Teatro Nacional de S. Carlos (TNSC) promotes a large set of events with diverse discount typologies, namely in subscriptions (15 to 20% discount), single tickets (15% to 25% discount) and last minute purchases (special prices for specific rows). ([+ info](#)).

Companhia Nacional de Bailado (CNB) offers special prices and discounts to schools, to audiences under 25, and Family subscriptions. ([+info](#))

Teatro Nacional D. Maria II (TNDMII) promotes discount fares of 25% to under 30, 50% to family tickets, extended discount policy for underprivileged students (1€ tickets), as well as a 50% or higher discount in subscriptions. Young audiences also benefit from special fares to access the Theatre Bookstore (10% discount), Guided Tours (2€/student), Technical Tours, Library/Archive. The Special conditions to the educational community are also available, namely by supporting the schools trips to the Theatre. ([+info](#)).

Teatro Nacional S. João (TNSJ) provides 50% discount to Youth Card bearers, Family Tickets. It also provides School Visits and Dramatized Readings of plays that are part of the programme for basic and secondary schools; Masterclasses and Talks for schools groups and teachers, with the Director and Cast of TNSJ; Creative Workshops for children 6-12yo to stimulate their creativity inspired on the show in place. In addition to the abovementioned discounts, the TNSJ offers Theatre and Dancing School Cards, seeking to bring the school audience closer to the fields of Theatre and Dancing. This initiative already covers higher education establishments such as ESMAE, Balletatro, Lusófona University and ESAP, and through this initiative students have a privileged access to performances. ([+ info](#)).

Direção-Geral do Livro, do Arquivo e das Bibliotecas (DGLAB) offers a set of free of charge services, including open and free access to the [Arquivo Nacional da Torre do Tombo \(ANTT\)](#) and to the other archives of the network for all people over 18 with an ID card and a permanent or temporary Library Card; Online access to the database and collections in the care of the [Rede de Arquivos DGLAB](#) and download of any scanned document; Free of charge guided tours in the Archives and in permanent or temporary documental Exhibitions/showcases.

Additionally, through the [ÉS.CULTURA'18](#) project, the same services provide free access to venues and events to national and residents in the year they turn 18.

## **Disseminating information on cultural opportunities**

The information about access opportunities and facilities to cultural equipment is made available and promoted by the various responsible services within the Ministry. Information is provided on their websites and, in some cases, social networks, in particular Facebook and/or Instagram, about: Special conditions of access, free or with discount in the price of tickets; Different types of activities offered by educational services; Annual programme and events.

Additionally, [Cultura Portugal](#), launched in 2018, and managed by [GEPAC](#), is a dedicated website that aggregates information on Cultural activities promoted by the Services of the Ministry, and also provides information on other services and programmes.

The ÉS.CULTURA'18 website contains all the cultural venues and events that are provided to young national and residents that turn 18, with the participation of more than 70 entities (services within the Ministry of Culture, private entities and Municipalities) and over 400 venues/events available (as of September 2019).

## Knowledge of cultural heritage amongst young people

- A [Collaboration protocol](#) between the Direção-Geral da Educação (DGE) and the Direção-Geral do Património Cultural (DGPC) establishes the development of a number of joint events/initiatives in the field of Education for Cultural Heritage.

Of such activities we highlight the Intangible Heritage Collection Kit, an educational resource 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 [European Heritage Days](#) are promoted annually by the Directorate General for Cultural Heritage in the framework of the celebrations of the European Heritage Days - an annual initiative of the Council of Europe and the European Union that involves more than 50 countries with the goal to raise the citizens' awareness for the importance of safeguarding heritage as a witness of the past. Several initiatives within this programme are oriented to young audiences (+info)

- [Torre do Tombo](#) has a programme targeted at children and young people (TT para os mais novos), which intends to promote the dissemination of knowledge about historical and cultural sources of information that the archive provides. ([+ info](#))

- [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](#).

## 8.5 Developing cultural and creative competences

### Acquiring cultural and creative competences through education and training

#### Culture as part of the school curriculum

The educational offer within the arts, culture and creativity targeted at young people includes:

The **Scientific-Humanistic Courses** are an educational offer dedicated to the pursuit of higher education studies (university or polytechnic), with a duration of 3 school years and it is targeted at students who have completed the 9th grade level or equivalent. 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). One of the available courses is the Visual Arts Course.

[Specialized Artistic Courses](#) are subdivided in three domains - Visual and Audio-visual Arts; Dancing; Music – with duration of 3 school years and are aimed at the pursuit of further studies or developing the needed skills to enter the labour market. These Courses are available in public schools and in private and cooperative schools.

[Higher education](#)- a wide range of available courses in the 3 cycles of education - bachelors' degree, masters' or PhD, given by different higher education institutions. The information is available through the following links:

- [Architecture, Fine Arts and Design](#)
- [Physical education, Sports and Performing Arts](#)

### **European Union Youth Orchestra**

The EUYO pursues the mission of bringing together the most talented young musicians from all EU member states in an orchestra united by a shared sense of European heritage, innovation, and the constant pursuit of excellence.

Every year, the Directorate General for the Arts [organises the selection of young musicians](#) for the European Union Youth Orchestra. This initiative allows the selected young people to work with specialized teachers and offers the opportunity to play in 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 that include [Visual Arts](#), [Theatre](#), [Dancing](#) and [Music](#).

### **Plano Nacional das Artes (PNA)**

The strategy presented within the PNA aims to invest in the initial and continuing training, formal and non-formal, of teachers and educators, mediators and artists, empowering the use of questioning pedagogies that promote self-discovery, collaboration and communication.

The main objectives of this strategy are:

- To deepen artistic and pedagogical concepts, practices and processes to promote creativity and critical thinking;
- Editing a collection of books - PNA Collection – with essential texts in the areas of art, education and community;
- Creating an editorial line, both physical and digital, of pedagogical resources, focusing on content across curriculum learning from the various disciplines of Primary and Secondary Education;
- Providing accredited and accredited in-person and non-face-to-face training (MOOCs);
- Supporting research in the field of Art, Community and Citizenship Studies;
- Empowering the mobilization of key content in the National Strategy for Education to Citizenship.

### **Programme for Training of Audiences in Schools**

#### **[Training Initiatives targeted at Children and Young People - Institute for Cinema and Visual Audio-visual \(ICA\)](#)**

Three-year support programme for children and youth training, regarding cinema audience development.

Cultural associations and non-profit organisations can apply for this programme, provided they are registered into ICA's Register of Cinematographic and Audio-visual Companies.

In the year of 2017, €300,000 was 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 (ICA)**

Three-year support programme for student training, through the support of cinematographic and audio-visual works within their final course projects.

Schools that minister specialized courses/classes in cinema and audio-visual can apply.

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 ICA 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.

### **Providing quality access to creative environments**

#### **Theatre**

Teatro Nacional D. Maria II (TNDMII) develops an intense programme for the different school levels and for teachers, within the strong belief that it is crucial to consolidate the connection between culture and education and therefore between theatre and school community.

TNDMII provides educational files, helps schedule meetings and talks with the artistic team, guided visits and technical visits to the Theatre.

The general programme for children and youth is available [online](#) with several initiatives that throughout the year provide a deeper approach of younger audiences to Theatre.

#### **Dance**

Companhia Nacional de Bailado (CNB) created the approximation to dance [programme](#) (PAD), that provides collateral projects to the regular programming of the Company, and add to its mission of promoting access to the arts and developing skills within the performing arts.

PAD gathers a set of proposals that intend to encourage closer relations between artists, creators, works, venues and audiences, promoting active and critical participation in culture and, specifically, in the area of dance. These activities extend to multiple areas, crossing culture, education, critical thinking and social responsibility, with the perspective of continuous work between the CNB and the civil society.

#### **Museums**

##### **Educational services - DGPC**

Specific activities oriented to diverse audiences (schools and non-schools) seek to encourage institutional links and extend the educational function to all sectors of the DGPC's museums, palaces and monuments, in order to develop projects that stimulate visitors' creativity, literacy and intergenerational and multicultural sharing, to the pressing needs of contemporary society.

Within this scope, several activities are provided: workshops, storytelling sessions, music shows, theatre or dance, seminars, guided tours of collections or specific sectors of the museum or monument, and even production of editions and didactic tools, that respond to an ever increasing demand by a diverse range of audiences. These activities are also available during Summer Holidays, to provide cultural options for the school holidays.

A [list of museums and monuments](#) and the educational services that each of them provides can be consulted.

### **Copyright and Related Rights**

The General Inspection of Cultural Activities ([IGAG](#)) 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.

Copyright is thus 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-authorized use of their works.

#### **Sitestar Competition**

IGAC and DECO (Consumer Advocacy Association) are partners of the [SITESTART.PT](#) competition, carried by DNS.PT.

This initiative is targeted at young people between the age of 14 and 18 and it 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 purpose 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 action 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 objective is to promote the artistic development of national young creators and encourage their participation in cultural and artistic activities.

The purpose of this programme 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:

- Exhibitions of works in the fields of Visual Arts, Comics and Illustration, Architecture and Equipment, Graphic Design, Photography, Object Oriented Design, Fashion and Jewellery;
- Presentation of shows in the fields of Dancing, Theatre and Music;
- Presentation of a Film Screening;
- A Fashion Show;
- 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, where leaders of different associations and NGOs 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 initiative builds a bridge between the Member States that regardless of the geographic distance share Common bonds and interests.

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. The 9th edition was held in Luanda, Angola.

### **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

Facilitating access to culture through new technologies

- **The website [Cultura Portugal](#)**, launched in 2018, aggregates information on Cultural activities promoted by the organisations of the Ministry, and also provides information on other services and programmes, as well as the cultural events going on throughout the country. It's divided into 4 sections that cover events, news, participation initiatives and creation opportunities.

- Within the **National Participatory Budget**, the winning project “Cultura para Todos” (Culture for All) was specific in its objective of making Culture available for everyone. Given this premise, two online platforms were developed:

The [ÉS.CULTURA'18](#) website contains the cultural venues and events that are provided to young national and residents that turn 18, with the participation of more than 70 entities (services within the Ministry of Culture, private entities and Municipalities) and over 400 venues/events available (as of September 2019).

- **LIVRAR** is a platform that enables its users to deliver and request books they no longer need/want. Rather than promoting the direct exchange of books, it provides the chance of requesting a book without any form of transaction needed. It is a completely free service and has thousands of books available from users throughout the country.

### Social Networks

- The dissemination of information of the [MC entities](#) through social networks is widely spread. Dedicated websites, Facebook pages and Instagram accounts are available, creating a bigger approach to its different audiences. The Ministry of Culture is also present through a [Twitter account](#).

### Cinemateca Portuguesa – Museu do Cinema

[Cinemateca Digital](#) provides the chance to watch more than 650 films online. This project started with the aim to be a part of the Europeana network, by providing 170 Portuguese fiction and non-fiction films from 1896 to 1931.

### Direção-Geral das Artes

[DGArtes](#) produces webinars that aim to enlighten and provide support information for the artistic entities and individuals that intend to benefit from the Arts Support Programme.

### 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.

Some museums and monuments still have support devices for tours, such audio guides and content available in the accessible rooms through the QR Code.

In addition, a protocol was established between Google Arts and Culture and DGPC, in order to promote Portuguese Cultural Heritage, by displaying it in through a virtual exhibition.

### Mobile Apps

The [Museu Nacional do 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. It is available for free upload 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.

The [Museu Nacional dos Coches](#) launched an app that allows audiences, particularly younger ones, to get to know its collection through their mobiles.

Developed for both Android and iOS, this app accompanies the audiences through the visit and gives them information on each of the exhibited works.

## 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 programme](#) - Open Educational Resources, technologies and networked learning. This programme 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.

Coleção Obras Clássicas da Literatura Portuguesa

DGLAB provides access to a vast Collection of Classic Portuguese Books, promoting the editing of unpublished works, reprinting long-sold works, providing critical editions of works and key

### Coleção Obras Clássicas da Literatura Portuguesa

DGLAB provides access to a vast [Collection of Classic Portuguese Books](#), promoting the editing of unpublished works, reprinting long-sold works, providing critical editions of works and key authors, accompanying all editions of presentation and apparatus by researchers of recognized merit, having more than a hundred works published in different types of editing (critical, interpretive and facsimile).

## 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 approach**.

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](#).

In the field of **social inclusion**, the "Choices Programme" ([Programa Escolhas](#)) 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 by the Presidency of the Council of Ministers and integrated in the High Commission for Migration ([ACM, I.P.](#)).

## **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. 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.

For example, 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](#).

### **Combating discrimination and poverty through cultural activities**

The [Programa Operacional para a Inclusão e Emprego](#) (POISE), develops on a regional basis several funding lines that promote:

- The acquisition and development of basic, professional, social and personal skills, among excluded or socially disadvantaged groups, through the promotion of artistic and cultural practices, with a view to acquiring skills that contribute to greater integration;
- Equal opportunities for cultural fruition by removing barriers to communication and programming in cultural spaces, facilities and events, facilitating the cultural participation of persons with disabilities, reduced mobility and / or excluded or socially disadvantaged groups;
- Encourage the access of new audiences to culture.

In addition to EU funding, there are some entities and foundations that support social integration through culture and art. An unavoidable example is PARTIS, an initiative of the Calouste Gulbenkian Foundation that supports, through grants and training actions, organizations that develop projects whose central methodology puts artistic practices (plastic, audiovisual and / or performing) at the service of social inclusion.

In this context, PARTIS seeks, through the projects it enables, to find new languages of communication between groups / communities that do not usually cross and provoke encounters of interests that contribute to the reduction of social inequalities and greater autonomy of the most disadvantaged people and communities.

### **Programa Escolhas**

As mentioned, some of the projects supported by this Programme aim at the development of personal and social skills, through cultural and artistic activities in a feature of social intervention

### **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 Commission 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 Commission for Migration ([ACM, I.P.](#)) promotes a set of initiatives related to Interculturality, Diversity and Migration:

Intercultural School Stamp ([Selo Escola Intercultural](#)) – an initiative created in 2012 by the Ministry of Education, through the Directorate-General of Education (DGE), and ACM, I.P., with the collaboration of the [Aga Khan Portuguese 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](#).

[Schools Intercultural Kit](#) – it is targeted at schools, educational professionals and families, and consists of a [set of materials](#) focused on the theme of interculturality.

## 8.10 Current debates and reforms

The cultural sector, on the dependency of the Minister of Culture's remit, as a means to respond to the challenge of participating in the National Plan Youth (approved by the Resolution of the Council of Ministers No. 114-A/2018), has prepared in a participated and collaborative way its Sectorial Youth Plan. This Plan not only structures and monitors actions currently in development, but also assumes other actions that arise from synergies that result from new articulations between services and contemplates new actions.

Under the strategic lines of [Portugal 2020](#), a number of initiatives for cultural activities and promotion of cultural heritage is currently planned or under development.

- [Rede Nacional de Bibliotecas Públicas](#), managed by Direção-Geral do Livro e das Bibliotecas (DGLAB), stands out as it aims to respond to the need of a territorial approach, especially in isolated areas with 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, there is a bigger investment in the diversification of other services for the library user, 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.

- [Plano Nacional de Leitura](#) results from a collaborative work between the Ministries of Culture and of Education, Science, Technology and Higher Education, still focused on promoting and diversifying reading habits and provide new initiatives and active implementation of existing measures, intending to reach as many schools as possible.

- [National Arts Plan](#) will bring to the school context an increasing number of initiatives that contribute to the enrichment of the school curriculum, creating essential opportunities and experiences for the development of competencies, raising the awareness of the different artistic and cultural expressions and highlighting the importance of arts and culture as imperative elements for the personal, social and cultural development of the individual.

## 9. YOUTH AND THE WORLD

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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.

In this latter context, stands out the publication of the National Youth Plan in accordance with the Resolution of the Council of Ministers No. 114-A/2018 4<sup>th</sup> September.

### 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.

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 Commission for Migration ([ACM, I.P.](#)) is the public institute that, under the direct supervision of the Presidency of the Council of Ministers, collaborates in the definition, implementation and evaluation of public policies regarding the attraction of migrants, the integration of migrants, including refugees, and Roma communities, and the management and enhancement of the diversity of cultures, ethnicities and religions through the promotion of intercultural and interreligious dialogue. ACM, I.P., is responsible for the coordination of the [Strategic Plan for Migration](#) (2015-2020), as well as the [National Roma Communities Integration Strategy \(2013-2020\)](#). Both national plans serve as the basis for guidance in the areas of the integration of migrants, refugees and Roma communities. The measures and the indicators contribute towards an interculturality and social inclusion approach.

## 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.

Within this scope, the III National Plan of Action for the implementation of the Resolution of the Security Council of the United Nations no. 1325 (2000) on Women, Peace and Security 2019-2022 is highlighted, which strategic objectives are: the protection of the human rights and punishment of all the forms of violence against women; the promotion of the participation of the women and young people in the prevention of the conflicts and in the processes of construction of peace and the integration of the Women, Peace and Security agenda in the civil society organizations' work.

## Education for gender equality and education for human rights

The guidelines for these thematic areas, as well as the measures and programmes that establish the measures and initiatives in the area of gender equality and citizenship, are structured in a wide range of national strategies and plans: the National Strategy for Equality and Non-Discrimination 2018-2030 "Portugal + Equal" [Portugal + Igual] and the VI Action Plan for Preventing and Combating Human Trafficking 2018-2021, both coordinated by the Commission for Citizenship and Gender Equality. The national strategic vision for Equality and Non-Discrimination 2018-2030, in the long term, is translated into the following three action plans that define concrete measures and targets for the period 2018-2021:

- [Action Plan for Gender Equality](#);
- Action Plan for Preventing and Combating Violence against Women and Domestic Violence;
- Action Plan to Combat Discrimination on the grounds of Sexual Orientation, Gender Identity and Expression, and Sexual Characteristics.

## 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 Energy Efficiency Action Plan 2017-2020](#) which established a new strategy for Energy Efficiency aims to make energy efficiency a priority of energy policy,

considering, on the one hand, that, to date, Portugal does not have endogenous fossil resources or sufficient primary energy purchases to influence market prices (price taker) and, on the other hand, that increases in energy efficiency promote environmental protection and energy security in a favourable cost-benefit relationship.

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 an 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 ([CNJ](#)) and the National Federation of Youth Associations ([FNAJ](#)). The project is co-funded by [Camões Institute for Cooperation and Language](#).

### **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 Portugal**

Within the framework of the promotion of participation using formal, non-formal and informal education tools and methodologies, it is important to highlight the Portuguese Participatory Youth Budget.

Youth PB is a democratic participation process in which citizens aged between 14 and 30 can present and decide on public investment projects. In the three editions of the Programme (2017/2018/2019), the total investment amounted to 1 300 000 euros.

The several editions of the Programme are regulated by a Resolution of the Council of Ministers. The first edition was regulated by the Resolution of the Council of Ministers no. 130/2017, the second edition by the Resolution of the Council of Ministers no. 67/2018 and the third edition by the Resolution of the Council of Ministers no. 59/2019.

This initiative aims to contribute to the improvement of democracy through innovation and the strengthening of forms of public participation by young citizens. It has the following objectives:

- a) To strengthen the quality of democracy and its instruments, valuing participatory democracy within the framework of the Constitution of the Portuguese Republic;
- b) Encourage the active and informed participation of young citizens in decision-making processes, favouring the existence of a strong and active civil society that pursues cohesive economic and social development and the corresponding increase in quality of life;
- c) Promote the participation of young citizens in the definition of public policies appropriate to their needs and in accordance with their opinions;
- d) Reinforce education for citizenship and a sense of belonging to the community as a whole, encouraging responsible citizen action, by promoting privileged contact between young citizens and public bodies, involving them in the permanent definition of *res publica*.

The projects admitted to the Portuguese Participatory Youth Budget in the 2019 edition covered the areas of the domains and key themes of the National Plan for Youth, approved by the Council of Ministers Resolution no. 114-A/2018, of 4 September, namely: Formal and Non Formal Education, Employment, Housing, Health, Environment and Sustainable Development, Governance and Participation, and Equality and Social Inclusion.

In the 2017 edition, 424 proposals were submitted, of which 167 were transformed into projects put to a vote. The areas of Social Innovation and Environmental Sustainability are those where the highest number of proposals were submitted. The thematic areas of

Social Innovation and Education for Science are those where the largest number of projects were put to vote. In the projects put to vote, 7 winning projects were selected.

In the 2018 edition, 393 proposals were submitted, of which 232 were transformed into projects put to vote. The thematic areas of Cultural Innovation and Environmental Sustainability are those where the highest number of proposals were submitted. The thematic areas of Cultural Innovation and Intergenerational Dialogue are those where the largest number of projects were put to vote. In the projects put to vote, 7 winning projects were selected.

In the 2019 edition of the Portuguese Participatory Youth Budget, 437 proposals were submitted, of which 232 were transformed into projects put to vote. The thematic areas of Environment and Sustainable Development and Equality and Social Inclusion are those where there was the highest number of proposals submitted and projects put to vote. In the projects put to vote, 7 winning projects were selected.

Partnerships with civil society organisations are encouraged and prescribed in a broad sense and, consequently, are transversal at all levels.

### **Youth Parliament**

The [Youth Parliament](#) programme, approved by Resolution No. 42/2006 2<sup>nd</sup> June, is an initiative by the Assembly of Republic targeted at secondary education young people from State, private and cooperative schools from Continental Portugal, the Autonomous Regions of the Azores and Madeira and the circles in and outside Europe. In 2018/2019, the theme was "Climate Change: Reversing Global Warming".

The Programme is coordinated by the Assembly of Republic. The partner entities are the Ministry for Education, Secretariat of State for Youth and Sports (IPDJ, I.P.), Secretariat of State of the Portuguese Communities and the Regional Secretariats which supervise education and youth in the Autonomous Regions of the Azores and Madeira.

The Parliamentary Education, Science and Culture Committee is responsible for monitoring the Programme, defining the real guidelines on the Sessions' model and their preparatory stages, as well as the annual themes under debate.

### **Phases of Youth Parliament**

The Youth Parliament process unfolds into several phases throughout the school year, which are similar for the basic and secondary education's sessions. In the first phase the school debates the annually proposed theme, internally only or with guest speakers (local entities, experts, etc.). Besides this debate the school may also organise a special one with the participation of a Deputy from the Assembly of Republic, by means of a formulary provided for this purpose in the Youth's Parliament website. This debate will take place preferably on a Mondays.

The schools from the Autonomous Regions of the Azores and Madeira may likewise invite a Deputy from their own Legislative Assembly, and they should address the invitation to the services of that Assembly to that effect.

In the electoral process are included the formation of lists candidate to the deputies' election, the campaign and the election of deputies to School Session. Lastly, the School Session is held, where the approval of the School Recommendation Project takes place and the representatives of the Sessions are elected, by district and region.

The second phase occurs in the District or Autonomous Region, the District/Regional Sessions are held, where the deputies that represent the schools of each district or autonomous regions convene so as to approve the Recommendation Projects which are to be submitted to the Youth's Parliament National Session and to elect the deputies that will represent them in that same Session.

In the third phase the Youth's Parliament National Session takes place in the Assembly of the Republic, where the young deputies from all over the country represent each district or autonomous regions, during which is approved, afterwards the debate in Committees

and in Plenary, the final Recommendation on the theme of that same Youth's Parliament Edition.

## Participants

The schools' delegations in each National Session must be composed of two permanent deputies, a teacher and a journalist. In case the participant schools in the National Session have a school newspaper, a radio station or a television broadcast, or any other medium, the form teacher may enrol a student to cover the National Session as a journalist/photographic reporter, and he may apply to the Youth's Parliament Report Award.

Youth's Parliament - Secondary 2018/2019

Enrolled schools	474
Classes engaged	2342
Participants in the electoral lists	11545
Voters: elections school sessions	68645
Elected deputies: school sessions	7042
Elected deputies:	1450
districts/regions	
Elected schools: national session	65
Elected deputies: national session	130

## 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 aimed 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 lasted 2 years (September 2016 to August 2018) and was 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 was 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 included initiatives that promoted 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 \(CCEMS\)](#), 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 was developed under the Education for Citizenship and aims to raise the awareness for the integration of issued 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 was 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 aimed to raise awareness among students, teachers, local development actors and citizens of the six partner municipalities (Arrudas 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 comprised 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.

### **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, 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 - sub-chapter 4.4) arose under the Idea Competition for Young People – Mundar: Change your World! ([Mundar: Muda o Teu Mundo!](#)). It is promoted by "Choices Programme" ([Programa Escolhas](#)), 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.

### **Interculturality**

The High Commission for Migration ([ACM, I.P.](#)) promotes a set of initiatives linked to Interculturality, Diversity and Migrations.

- [Intercultural School Stamp](#) – digital stamp that distinguishes schools that develop projects that promote the recognition and valorisation of diversity as an opportunity and a source of learning for all;
- Training Initiatives: [Intercultural Education for Young People](#) (4 hours) [Intercultural Education in School](#) (6 hours);
- The [Schools Intercultural Kit](#) provides a [set of materials](#) on the theme of interculturality;
- The Not Just Numbers ([Não São Apenas Números](#)) project – educational toolkit: set of 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](#):

- [Dating violence](#);
- [Bullying](#);
- [Online violence](#);
- [Sexual Violence](#);
- [Safety in School](#);
- [Safety in Places for Leisure](#).

## 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 Strategy for Equality and Non-Discrimination \(2018-2030\) - Portugal + Equal \(ENIND\)](#).

## National Strategy for Equality and Non-Discrimination (2018-2030) "Portugal + Equal" [Portugal + Igual]

The National Strategy for Equality and Non-Discrimination translates into three plans, and these plans will be evaluated throughout their implementation so that they can be reviewed, verifying whether the proposed objectives are being met or whether additional measures are needed.

The first pillar is entitled "Action Plan for Gender Equality" and is divided into 77 proposed actions, including "school drop-out by Roma girls".

As a new measure, there is education for the digital skills of older women, which comes within the framework of digital inclusion.

The second pillar is entitled 'Plan to Combat Violence against Women and Domestic Violence' and includes, among other measures, training for judges to prevent gender discrimination in the justice sector.

The third pillar is an innovative one, entitled "Plan to Combat Discrimination on the grounds of Sexual Orientation, Gender Identity and Sexual Characteristics".

## 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 issue [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, I.P. 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!](#) was promoted by the Portuguese Institute of Sport and Youth, I.P. and was launched in April 2017.

This campaign aimed 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 was to empower young people by providing them the necessary information to fully exercise their rights.

At the same time, it was 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.

In 2018/2019, to increase the campaign, the IPDJ, I.P. also developed a long-term action of youth volunteering called "Youth Volunteering 70 Now! - Youth Rights".

### **Online and offline Hate 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

### IV National Plan to Prevent and Combat Human Trafficking (2018-2021)

Within the framework of the IV National Plan to Prevent and Combat Human Trafficking (2018-2021) a number of awareness-raising and prevention campaigns has 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)

By Resolution of the Council of Ministers no. 166/2017, of 2 November, the "Youth Volunteering for Nature and Forests" Programme was created, aiming to promote youth volunteering practices within the scope of nature, forests and their respective ecosystems preservation, by raising awareness among the general public, as well as preventing forest fires and other disasters with environmental impact, monitoring and restoring affected territories.

Regulation no. 178/2019, of 21 February, republishes with amendments to Regulation no. 124/2018, of 21 February and with amendments introduced by Regulation no. 739/2018, of 31 October.

The Program is aimed at young volunteers aged between 18 and 30, inclusive, and non-profit organizations and municipalities.

The activities to be developed under this Program fall within the different areas of activity:

- a) Awareness raising of the general public for the prevention of nature, forests and their ecosystems;
- b) Inventory and monitoring of animal and plant species at risk;
- c) Inventory, signalling and maintenance of forest paths and access to water points;
- d) Recovery of footpaths;
- e) Cleaning and maintenance of leisure parks;
- f) Mobile surveillance on foot or by bicycle in the areas defined by the local coordination bodies;
- g) Fixed surveillance at lookout points,
- h) Inventory of areas in need of cleaning;
- i) Logistical support for wildlife recovery centres;
- j) Logistical support to forest fire prevention and detection centres;
- k) Inventory and monitoring of burnt forest areas;
- l) Reforestation activities;
- m) Invasive species control activities;
- n) Other integrated activities in the areas of intervention of the Programme.

## **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.

In 2017 there were several actions that took place 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

## 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.

The third National Energy Efficiency Action Plan places energy efficiency as a priority of energy policy, considering, on the one hand, that, to date, Portugal does not have endogenous fossil resources, nor a sufficient volume of primary energy purchases to influence market prices (price taker) and, on the other, that the increase in energy efficiency promotes energy protection and security with a favourable cost-benefit ratio.

### **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.

### **"- 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 direct or indirect 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 magazine, it was created the space "- is +" in the abovementioned publication, with the launch of monthly tips on energy efficiency.

## **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'Environment) 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:

- Eco-Schools award (Green Flags Day (Dia das Bandeiras Verdes))
- [Eco-Code 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](#) and [European Solidarity Corps](#) are European Commission Programmes that are strong contributors for the encouragement of Portuguese young people in development cooperation activities.

## 9.7 Current debates and reforms

The World Conference of Ministers Responsible for Youth 2019 and Youth Forum “Lisboa+21” took place in Lisbon, in June, twenty-one years after the 1st World Conference of Ministers Responsible for Youth, organized by the Portuguese Government in collaboration with UN-System partners in 1998.

The Conference and Forum were organized by the Portuguese Government and the Portuguese National Youth Council, with the endorsement of the United Nations Office of the Secretary-General’s Envoy on Youth, ILO (International Labour Organization), UNESCO (United Nations Educational, Scientific and Cultural Organization), UNICEF (United Nations International Children’s Emergency Fund), UNFPA (United Nations Population Fund) and UN DESA (United Nations Department of Economic and Social Affairs). The Conference and Forum counted with the participation of almost one hundred national delegations from all over the world and the presence of representatives of national and international organizations (both governmental and non-governmental), as observer, in a total of more than eight hundred presences. ,

An Interactive Session took place in which Ministers and Youth Representatives shared their considerations on the previous discussions and exchanged views on what should be the priorities to improve Youth Policies and Programmes in the framework of the SDGs. Delegations had the opportunity to intervene for 2 minutes shared between the Head of Delegation and the Young Delegate, in a co-management model. The Lisboa+21 Declaration is the main outcome of this event, composed of a set of 19 commitments based on cross-cutting topics that renewed the 1998 Lisbon Declaration’s commitments, in the framework of the 2030 Agenda, such as Human rights of youth in all their diversity, No one left behind, Meaningful and effective youth participation, Young women and girls, Education and Empowerment, Sustainability: social, economic, environmental.

The fundamental goal of producing and agreeing on a renewed policy document with an international impact on youth was achieved with the adoption of the [Lisboa+21 Declaration](#), which is a result of an intense work and collaboration, but we stress the importance of making efforts to actively coordinate action for the realisation of the 19 commitments that were established.

## 10. YOUTH WORK

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Portugal cannot risk having wasted talent, social exclusion or lack of involvement of young people. If young people are to reap the full benefits of the actions of the Portuguese Government and the European Union, they must reflect their aspirations, creativity and talents, as well as respond to their needs. Through the involvement and empowerment of young people, youth policies in Portugal have contributed to the success of the vision of a country where young people can seize opportunities and identify with national and European values.

The Instituto Português do Desporto e Juventude, I.P. [Portuguese Institute for Youth and Sport] has developed and made available to young people various programmes, projects and initiatives in the area of participation, particularly in the fields of non-formal education and social inclusion, as a way of promoting the right of young people to participate in the development, implementation and monitoring of public policies, through the active and effective participation of young people and youth organisations. The Portuguese Participatory Youth Budget and 70JÁ! Campaign are examples of programmes and initiatives in the area of participation developed in Portugal and considered as success stories in this field. The Instituto Português do Desporto e Juventude, I.P. has also developed several initiatives aimed at young people, in the area of social inclusion, with particular focus on the access of young people from disadvantaged neighbourhoods to social rights that are based on the CM/REC(2015)3 Recommendation of the Council of Europe. As an example, several volunteering projects have been developed that aim at the social inclusion of disadvantaged young people, refugees and immigrants living in Portugal. In this context, youth work in all its aspects has served as a catalyst for empowerment: youth work has brought unique benefits to young people in their transition to adulthood, providing a safe environment where young people can acquire the necessary self-confidence and enjoy a context of non-formal learning. In many cases, youth work is the bridge to education, training or work, thus avoiding exclusion.

There is currently a significant number of young people who are long-term unemployed, victims of discrimination, social exclusion and poverty. Among these, many are young people living in disadvantaged neighbourhoods, with less access to social rights, such as immigrants and refugees. Portugal has taken active measures to counter this trend by supporting the inclusion of some of the most vulnerable people in society: young people who have fewer opportunities compared to their peers. One of the pillars of youth work in Portugal has long been the support given to disadvantaged young people, namely through the funding of projects of organisations active in this area.

The various sections of this chapter analyse the importance of youth work and public policies in Portugal aimed at young people, with particular emphasis on strengthening youth participation in the fields of education and social inclusion.

### 10.1 General context

#### Historical developments

The origins of what in Portugal was called "sociocultural animation", later "youth animation" and now "youth work" date back to the nineteenth century and the creation of the Association of Mobile Schools by the João de Deus Method, in 1882, by Casimiro Freire. In 1908, this association was renamed "Association of Kindergartens-School João de Deus" and still exists. The project used new methods proposed by João de Deus in his "Maternal Primer", published in 1876, to train teachers and send them to the working classes so that they could read, according to "a deeply practical system" that would rescue children from the "scourge of the traditional textbook". We see here elements and attitudes that also characterize the work of the youth worker today, namely with regard to the sense of

mobility, the priority given to the most marginalised groups and a reaction to formal and traditional forms of teaching and dissemination.

### **From 1974 to today: the notion of youth work emerges**

On the very day of the revolution of 25 April 1974, the Secretariat for Youth was abolished. A few days later, on 30 April, the Fund for the Support of Youth Organisms (FAOJ) was created. The revolution allowed the new ideas related to socio-cultural animation, also influenced by the "May 68" movement in France, to emerge in Portugal in six distinct phases.

#### **Phase I - The revolutionary period (1974-76)**

Since the revolution, socio-cultural animation has been assumed as an efficient method of intervention in communities. Therefore, the Interministerial Commission for Socio-Cultural Animation was created.

The rights of young people were defined in a specific article of the 1976 Constitution, Article 70, by which:

1. Young people enjoy special protection in the context of their economic, social and cultural rights, in particular:

- (a) Education, vocational training and culture;
- (b) Access to first job, work and social security;
- (c) Access to housing;
- (d) Physical education and sport;
- (e) Use of leisure time.

2. Youth policy must have as its main objectives the development of young people's personalities, a taste for free creativity and the notion of community service.

3. The State, in collaboration with schools, basic business organisations and cultural and recreational communities, shall encourage and support youth organisations in the pursuit of those objectives, as well as forms of international youth exchanges.

As mentioned above, the Support Fund for Youth Organisms (FAOJ) was created a few days after the revolution (through the Decree-Law No. 179/74 of 30 April), to "adjust the structures of support for youth initiative to new realities in the field of leisure activities".

Through the publication of the Decree-Law No. 106/76 of 6 February, the Support Fund for Youth Organisms (FAOJ) was reformulated and one of its missions was "to promote the training of animators, instructors and technical staff" - who today refer us to the functions performed by youth workers. Efforts were made to develop a better knowledge of the reality of youth work in Portugal and the first steps were taken to create the "Animator's Statute".

In order to bring these activities closer to the public, regional delegations of the Fund for the Support of Youth Organisms (FAOJ) and municipal cultural houses were created.

#### **Phase II - The constitutional period (1977-80)**

Youth activities continued to be centrally determined by the institutions. The concept of "youth organisation" has been defined in such a way as to allow a positive differentiation of youth associations as such from other organisations.

For example, youth organisations should have a majority of members aged between 15 and 24; management bodies should have members under 30 years of age; commercial purposes could not be pursued; and the promotion of socio-cultural and/or socio-educational animation had to take place from the perspective of leisure activities.

### **Phase III - The heritage period (1981-85)**

During this period, priority was given to the preservation and restoration of cultural heritage. In 1983, the first Youth Commission was established to monitor the changing aspirations and needs of young people; to produce cross-sectoral projects; to provide advice on all youth-related issues; and to develop an integrated youth policy. In 1984, the first National Registry of Youth Organisations was implemented, with the aim of better knowing the players on the ground and better managing support for the activities of youth organisations.

For various reasons, 1985 can be seen as the year in which youth and youth policies were repositioned within the political and social framework. The United Nations declared 1985 the International Year of Youth, which has generated a great deal of momentum around youth issues in the country, with various bodies, including at government level, willing to play a leading role.

The National Youth Council was established as a non-governmental platform representing youth organisations in their relations with official bodies. The Government created the Secretariat of State for Youth, no longer as an organ within the structure of the Ministry of Education, but reporting to the Prime Minister.

In Europe, in 1985, the Council of Europe organised its first Conference of Ministers responsible for Youth, on the topic "Participation of young people in society" - youth has become global and not just associated with an educational/cultural dimension. This social globalisation of youth policies has led to the emergence in several countries of National Youth Councils, ministries and other dedicated services.

### **Phase IV - Transfer of socio-cultural animation from central to local bodies (1986-90)**

This period was marked by the decentralization of socio-cultural animation, mainly at the instigation of local authorities, which began to assume a relevant role in cultural initiatives. In addition, the first higher education courses and training courses for professional animators were launched.

With the creation of the Youth Institute in 1988, several programs were created aimed at the training of young leaders and youth workers. The "Youth Animators" program and the "National Training Plan" are examples of government responses to the needs expressed by a system that tends to support and promote the creation of youth organizations and local development agents:

- The program "Youth Animators" aims to guide young people with a basic training so that they become youth workers in socio-cultural and educational areas;
- The goal of the "National Training Plan" was to provide young leaders and youth workers with training in specific areas, such as communication techniques and leisure activities.

### **Phase V - The multicultural and intercultural period (1991-95)**

This period is marked by efforts to demonstrate the value of socio-cultural animation in multicultural societies. In the case of Portugal, the intervention of socio-cultural animation organisations in the Community of Portuguese-Speaking Countries (CPLP) assumed a prominent role, not only through development support projects but also in the training of local youth workers. Simultaneously, marking the recognition of socio-cultural animation, the first International Congress of Socio-cultural Animation was held in 1985 in the city of Vila Real.

### **Phase VI - The period of globalization (from 1996 onwards)**

Since 1996, socio-cultural animation has been seen as a means of promoting participation and social and personal development. Sociocultural animation has strengthened its link with local development, gaining social and institutional recognition.

## National definition or understanding of youth work

### The challenges of youth work in Portugal

Until now, youth work has been a subject in the broader field of socio-cultural animation. In fact, youth work appears as a subject in the various courses offered by Portuguese universities.

The investment in bringing sociocultural animation to higher education has generated results. The number of higher education institutions offering this type of training has increased the opportunities for young people to take up socio-cultural animation as an option for their careers, creating professionals of extreme importance for organisations, public or private, active in social affairs. In addition, many other organizations are now influenced by these young professionals in socio-cultural animation, who have committed themselves to developing their careers through local projects, international exchanges, non-formal education and training.

In 2010, the socio-cultural animators met at the Congress of Socio-cultural Animation Professionals, in Aveiro, and approved proposals for by-laws and a code of ethics, which were sent to the competent authorities in order to obtain the official recognition of their profession.

The final statement of the second European Youth Work Convention (Brussels, 2015) demonstrates the importance attached to this activity: "Youth Work is not a luxury, but an existential necessity if a precarious Europe wants to effectively address its concerns on social inclusion, cohesion, equal opportunities and commitment to the values of democracy and human rights. Youth work is a central component of a social Europe".

In Portugal, until relatively recently, the concept of "Youth Work" did not have an adequate definition. It was not previously possible to find a specific professional correlation, built in relation to the specific target group known as "youth". However, it is from the education/practice/non-formal methodology angle that a viewpoint consistent with action with and for youth as a target group appears as a common denominator.

The Instituto Português do Desporto e Juventude, I.P. [Portuguese Institute for Sport and Youth] has worked in a concerted manner with the platforms and instances of representation and consultation of youth, taking advantage of an intense structured dialogue (as was the case, for example, with the White Paper or the National Plan for Youth) to develop two fundamental aspects, distinct but interconnected:

- a) On the one hand, the recognition and validation of skills acquired through non-formal activities, mainly in order to enhance the value of the curricula of young people actively involved in such activities (two examples are the involvement in youth associations or volunteering);
- b) On the other hand, the most rigorous circumscription in the scope of youth work in Portugal, including: the type of activities under its jurisdiction, the intervening/professional to be considered under the concept, the qualification and training necessary to increase the quality and the legitimacy of the activity.

The concept of youth worker, previously a socio-cultural animator, affirms a professional whose activity is defined by: intervening in the conception, organization, development and evaluation of projects, programs and activities with and for young people, by means of non-formal education methodologies, facilitating and/or promoting their citizenship, participation, autonomy, inclusion and personal, social and cultural growth.

As a fundamental axis, there are concepts underlying the voluntary participation of young people, within the scope of the activity of the youth worker, as well as the notion of different contexts of intervention or typology, whether in a youth organisation or in public services, or in the scope of voluntary or paid action.

The essence of the above definition of youth worker was designed taking into consideration the European portfolio of youth work and youth leaders as a starting point, but naturally

taking into account the context and characteristics of the national scenario, as well as the contributions collected over time from the representative platforms of youth, especially the National Youth Council (CNJ) and the National Federation of Youth Organisations (FNAJ).

The general architecture of the concept of youth work requires an integrated professional in a certain worldview, a political and social vision of an integrated youth policy and grassroots practices aimed at reaching all young people capable of dealing with the expression of their diversity.

In 2015, the professional profile of the youth worker was created in Portugal. This is a professional or volunteer whose work is defined as "intervening in the conception, organization, development and evaluation of projects, programs and activities with and for young people, by means of non-formal education methodologies, facilitating and/or promoting their citizenship, participation, autonomy, inclusion and personal, social and cultural growth".

Youth work is a multipurpose and multifaceted practice. It takes place in a wide range of contexts, from unstructured activities to well-structured programmes, reaching a wide range of young people.

Youth work is a powerful educational tool and is a school of life that provides the necessary skills to participate actively in society and as full citizens.

The general objectives of youth work are the integration and inclusion of young people in society, with a view to creating active citizens in a democratic society and in a broad educational context, with the acquisition of broad skills. The increasing difficulties in transition from school to the labour market also have an impact on youth work, as they increasingly tackle unemployment, school failure and social exclusion.

## **10.2 Administration and governance of youth work**

### **Governance**

A recommendation on youth work was adopted by the Committee of Ministers of the Council of Europe on 31 May 2017. The recommendation calls for a better understanding of how the training and education of youth workers is organised in different countries.

In November 2018, a new European Union youth strategy was adopted, in which youth work is clearly and explicitly defined as a priority area.

The training of young people has contributed to the personal growth and development of many young people throughout Europe. This training promoted a significant range of activities at local, regional and national level by improving young people's opportunities in their education, employment, access to culture, leisure time, housing and family life.

In partnership with policy makers, the training of young people has been crucial to the articulation of policies in all these areas. The recommendations and resolutions on social rights, youth work, participation and citizenship in the Council of Europe, the strategies of the European Union for youth, the quality and recognition agendas for formal and non-formal education, the two conventions on European youth work, the European training strategy and the mobility policies at European level are just some of the most relevant policy developments that could not have happened without the contribution of youth training.

In Portugal, the Instituto Português do Desporto e Juventude, I.P. through the various programmes and projects aimed at young people has reinforced the relevance of youth work, based on the National Plan for Youth (PNJ).

In Portugal the youth work in associations was recognized and developed after the end of the dictatorial regime in 1974. Until then, any kind of association was forbidden.

## Cross-sectoral cooperation

Currently, one of the main promoters of youth work is the Alto Comissariado para as Migrações, I.P. (High Commission for Migration) through the "Escolhas" (Choices) program. The "Escolhas" programme annually funds several associations and non-governmental organisations that develop work in the area of youth for the implementation of local projects and actions to promote the social inclusion of children and young people from the most vulnerable socio-economic contexts, in particular the descendants of immigrants, ethnic minorities and Portuguese emigrants.

The programme also promotes networking with partners and organisations, placing the emphasis on collaboration as a way to optimise resources, in the sense that various partners offer additional economic and material resources.

The intervention strategy at the local level and in partnership with various entities enables a better understanding of young people and their families, which can result in the development of more effective intervention strategies.

The training and capacity-building of youth workers is essential for quality youth work.

## 10.3 Support to youth work

### Policy legal framework

The training of the youth worker is equivalent to level 4 under national qualifications (12th grade).

This profile is part of the national catalogue of qualifications, in cooperation with the national plan for youth training of the Instituto Português do Desporto e Juventude, I.P.

For those who are already working in the youth field, their recognition can be achieved through the national process of recognition of skills acquired throughout life.

Talking about youth work means talking about youth workers, non-formal education and youth organisations. In fact, the most recent concerns around the achievement of young people, the difficulties of inclusion, multiculturalism, migration, access to employability, capacity building for the challenges of modernity, civic and democratic participation, health, environment, etc., make a dedicated work with qualified professionals and unconventional approaches unavoidable.

Well-prepared technical youth terms are essential to develop quality work and support young people in their activities. Instituto Português do Desporto e Juventude, I.P., in permanent structured dialogue with the sector, has been following and acting in a fast way, understanding the added value that was the concretization of the professional profile of the youth worker.

### Funding

The programmes and projects developed within the scope of Youth Work are financed by public entities with competencies in this area (IPDJ, ACM, IEFPP), either through the State Budget, own revenues or European funds.

### Cooperation

Public policies in Portugal, in the area of Youth Work, are part of the European strategy defined for this area. Portugal has developed and promoted several programs and projects in the area of Youth Work, in close cooperation with several youth organizations in Portugal (CNJ, FNAJ, youth associations, NGOs and other public and private entities) as well as with several European organizations that develop their activity in this area (Council of Europe, European Youth Forum, youth associations and European NGOs), in order to strengthen the cooperation and development of a more effective youth work.

## 10.4 Quality and innovation in youth work

### Quality assurance

Training plays a key role in youth work. Training equips young people with key skills so that they can successfully transition into adulthood and participate effectively in the articulation of policies that affect them.

The training of young people has contributed to increasing the personal development of many young people in Portugal and throughout Europe. It has promoted a significant range of activities at local, regional and national level by improving young people's opportunities in their education, employment, access to culture, leisure time, housing and family life.

In partnership with policy makers, the training of young people has been crucial to the articulation of policies in all these areas. The recommendations and resolutions on youth work, social rights, participation and citizenship in the Council of Europe, the strategies on youth work defined in the European Union, the quality and recognition agendas for formal and non-formal education, the two conventions on youth work, the European training strategy and mobility policies at European level are some of the most relevant policy developments that could not have happened without the contribution of young people, in particular the work that has been done with them in recent years.

Youth workers play a crucial role in youth work. In this context, it is essential that youth organisations reflect on the importance that youth workers have in youth work. The knowledge, skills and competences of youth workers' work must be described according to the relevant levels of the European Qualifications Framework.

Youth work is born from youth movements, from the search for autonomy, identity and authenticity as constitutive tasks of adolescence. This carries the risk of young people disrupting the established social order and causing instability, but on the other hand it is a source of renewal and creativity for society.

### Research and evidence supporting youth work

The Instituto Português do Desporto e Juventude, I.P. has invested in research in the area of youth and in supporting various programmes and projects in the area of Youth Work, in cooperation with other entities.

The Portuguese Institute of Sports and Youth, I.P. frequently collaborates with the Permanent Youth Observatory of the University of Lisbon, with ISCTE and with other universities and research centres, in order to promote research in the field of youth, having published several studies in the field of youth.

The Instituto Português do Desporto e Juventude, I.P. also collaborates with the European Knowledge Centre for Youth Policies (EKCYC) which is a partner in the area of youth research between the Council of Europe and the European Union, thus promoting knowledge and research in the area of youth.

### Participative youth work

The Instituto Português do Desporto e Juventude, I.P. has developed in recent years a set of programmes, projects and initiatives aimed at strengthening the participation and citizenship of young people (examples include the "Youth Participatory Budget Portugal", the "70JÁ! Campaign", the "Youth Parliament", among others), some of them deemed as examples of good practices, which demonstrates the quality and innovation of the initiatives aimed at young people and the work that has been developed with them.

On the other hand, also recognizing the growing relevance of the role of the youth worker in society, the IPDJ made significant changes to its main support programme for the training of agents and actors in the youth sector, giving rise to the FORMAR+ Programme. Thus, a specific measure was created for the training of youth workers that aims to promote training in the field of qualification of youth workers and the provision of training,

with a multidisciplinary approach, in matters of the youth area, in order to intervene in the design, organisation, development and evaluation of programmes, projects and activities with and for young people, through methodologies in the field of non-formal education.

It is also worth mentioning the work developed by the Lisbon Youth Centre, as a focal point for innovation in the development of youth policies for young people through educational support, residential facilities (Casa das Associações) and physical spaces to stimulate their projects. It is a laboratory and educational space in the development of quality standards for working with young people, with its own characteristics for the promotion of actions in the field of non-formal education and in the dissemination of the values of the Council of Europe and European information in the youth sector.

The programmes and projects referred to, in the area of civic participation, such as the "Participatory Budget for Youth Portugal", the "70 JÁ! Campaign" or the "Youth Parliament" and the "Formar +" programme aim to strengthen the civic and democratic participation of young people.

### **Smart youth work: youth work in the digital world**

Youth work has evolved over time. Today, the requirements and skills of youth workers are significantly higher than in the past. In order to develop quality work with young people in the area of youth work, it is necessary to have highly qualified youth workers with the necessary skills. The best way to communicate with young people is through digital media (social networks, email and others). Young people par excellence use digital media to communicate with each other, and it is therefore crucial that the work with young people in the youth work area takes into account the digital age in order to make this work more effective and efficient. In this context, the Instituto Português do Desporto e Juventude, I.P. preferably uses digital media to communicate with young people, either through social networks (facebook, instagram, twitter), or by email or other digital channels. The future of communication in the area of youth work lies in strengthening communication with young people through digital media. This is the most effective and efficient way to communicate with young people and thus encourage them to participate in the various activities aimed at young people.

## **10.5 Youth workers**

### **Status in national legislation**

As mentioned above, in 2015, the professional profile of the youth worker was created in Portugal. This is a professional or volunteer whose work is defined as "intervening in the conception, organization, development and evaluation of projects, programs and activities with and for young people, through non-formal education methodologies, facilitating and promoting citizenship, participation, autonomy, inclusion and personal, social and cultural development.

The essence of the definition of youth worker, as found enshrined in national legislation, was designed taking into consideration the European portfolio of youth work and youth leaders as a starting point, but, naturally, taking into account the context and characteristics of the national scenario, as well as the contributions collected over time from the representative platforms of young people, especially the National Youth Council (CNJ) and the National Federation of Youth Organisations (FNAJ).

The general architecture of the concept of youth work requires an integrated professional in a certain worldview, a political and social vision of an integrated youth policy and grassroots practices aimed at reaching all young people capable of dealing with the expression of their diversity.

## Education, training and skills recognition

If there is to be quality work with young people, it is necessary to focus on training and strengthening the skills of youth workers and young people.

There are a number of challenges to be faced in order to improve youth work as a profession at national and European level:

- The training and guidance of youth workers must be adapted to the changing needs of young people. It is important to reach out more easily to young people by identifying and recognising their potential for cooperation;
- Youth work must provide sufficient and attractive opportunities for continuing education and training, with permanent guidance and motivation for various target groups;
- Youth workers in the field must have the necessary knowledge, skills and competence to balance the interests and motivations of participants and stakeholders.

In order to improve the profession of youth worker it is necessary to set quality standards at national and European level. To this end, it would be interesting and recommended that the criteria for the learning outcomes of the training of youth workers be clearly indicated in the national and European qualifications frameworks.

The Instituto Português do Desporto e Juventude, I.P. has invested in training and strengthening the skills of youth workers, so that it is possible to develop a work of higher quality with young people. Youth workers and young people are the key pillar of youth policies.

The "Formar +" programme promoted by the Instituto Português do Desporto e Juventude, I.P., which aims to promote and support training activities for young people, entities and professionals with an intervention in the youth field, has foreseen, by 2020, the development of several specific training courses for youth workers, as a way to strengthen their skills in youth work.

### Mobility of youth workers

The Instituto Português do Desporto e Juventude, I.P. promotes the strengthening of the skills and mobility of youth workers. In this context, several youth workers from IPDJ, I.P. and several youth organizations have participated in national and international programs and projects.

The mobility of youth workers is key to acquiring knowledge and strengthening skills.

At European level, the youthpass certificate plays an important role, as it records the competences acquired by participants in a project. Youthpass provides greater recognition across Europe of the development of skills in youth work. Youth workers participating in European projects under the Erasmus+ Programme receive a 'youthpass' as a way to recognise and validate their skills.

The mobility of youth workers is essential to enable them to strengthen their skills, in a national and international context, and thus to develop quality youth work.

## 10.6 Recognition and validation of skills acquired through youth work

### Existing arrangements

The process of Recognition, Validation and Certification of Competencies is one of the modalities of the National System of Qualifications (SNQ). This process is based on a set of methodological assumptions (balance of competences, autobiographical approach) that allow the identification, recognition, validation and certification of competences previously acquired by adults throughout their lives, in formal, non-formal and informal contexts. The

process consists of the application of a set of assessment instruments and the development of concrete activities with a view to building a portfolio (instrument where evidence and/or proof of competences held by adults in relation to a given benchmark is made explicit and organised).

The process of Recognition, Validation and Certification of Competences is based on references integrated in the National Catalogue of Qualifications (Reference of Basic Level Key Competences, Reference of Secondary Level Key Competences and Professional Competences Reference), and the Recognition, Validation and Certification of School Competences is organized by areas of key competences and the Recognition, Validation and Certification of Professional Competences by Competence Units.

The processes of Recognition, Validation and Certification of Competences have a variable duration depending on the competences evidenced by candidates and the level of qualification proposed.

The information, guidance and referral of young people and adults is ensured by a Technician for Guidance, Recognition and Validation of Competences (TORVC). The development of the Recognition and Validation process is ensured by a set of trainers, holders of teaching qualifications in specific recruitment groups according to the areas of key competences that integrate the benchmark of key competences for adult education and training.

The process of Recognition, Validation and Certification of Competences is developed in two stages: recognition and validation and also certification of competences, the adult can perform a process of Recognition, Validation and Certification of school and professional competences or a double certification.

In the recognition and validation stage, the competences held by the adult are identified, valued and recognised, using the competences assessment methodology and the adult's life history, as well as the mobilisation of a set of specific assessment activities and instruments.

Competence validation comprises the results of the hetero-assessment carried out by trainers in the different areas of key competences.

Certification of competence implies that the adult is subject to a test, assessed by a jury, based on the candidate's performance in that test combined with the portfolio analysis and the assessment tools applied during the stage of recognition and validation of competence.

The Qualification Centres are structures of the National Qualification System that play a decisive role in building bridges between the worlds of education, training and employment, from a perspective of lifelong learning. These Centres support young people and adults in the identification of educational and training responses appropriate to the profile of each candidate, develop processes of recognition, validation and certification of school and professional skills and monitor the progress of young people and adults towards the different qualification modalities, in order to assess the compliance or deviation from the defined trajectories, in a perspective of continuous valorisation.

The knowledge and skills acquired by youth workers in youth work can be recognised, validated and certified through this process.

## **Skills**

The Instituto Português do Desporto e Juventude, I.P. also promotes the Recognition, Validation and Certification of the skills of young people who participate in various programmes and projects in the area of volunteering through the Youthpass.

The Youthpass is a tool for recording participation, recognition and validation of learning developed by young people in non-formal education processes and activities outside the school context.

The Youthpass, which is free of charge and made into an individual certificate, which can be updated in time and content, is an instrument produced, generated and issued by the Instituto Português do Desporto e Juventude, I.P.

The Youthpass is aimed at young people between the ages of 12 and 18, inclusive.

When young people participate in non-formal education projects that benefit Youthpass, the learning distributed in eight areas as well as the number of hours are available in Youthpass. To this end, young people have to do at least 25 hours of non-formal education per year for registry to take place.

Thus, the recognition and validation of competences in the context of working with young people is an important process for both youth workers and young people, as they are the main actors in this process. The recognition and validation of skills enables the role of the youth worker in working with young people to be valued and the commitment to the profession of youth worker to be promoted.

## **10.7 Raising awareness about youth work**

### **Information providers**

It is important that the entire Portuguese society is aware of the importance of youth work. It is essential to invest in the training of youth workers and young people so that, in the future, there will be more capable young people with more skills, so that they can make the transition to adulthood and enter the labour market more easily.

You work offers spaces and opportunities for development for all young people and is based on non-formal and informal learning processes and voluntary participation.

Youth work has three essential characteristics:

- The young people decide to participate;
- The work is done where the young people are;
- It recognises that young people and youth workers are partners in a learning process.

It includes a range of activities (social, cultural, educational, sporting and political) carried out with and for young people through non-formal and informal learning processes. Provides non-formal education and leisure activities coordinated by young professionals, volunteers and young leaders.

Young people are not only seen as beneficiaries of youth work, but should be seen as central stakeholders and co-creators in the design and implementation of youth work activities and programmes. If the youth worker does not need to include young people in youth work, then he/she is not doing youth work.

The value of youth work is recognised in the Council of Europe's conclusions on youth work, highlighted in a study published in 2014.

Youth work falls within the scope of non-formal education as well as specific leisure activities run by young professionals, volunteers and young leaders. Youth work is carried out in different ways (by youth organisations, informal groups or through youth services and public authorities). It is carried out in different ways at local, regional, national and European level.

Youth work helps young people reach their full potential. Encourages personal development, autonomy, initiative and participation in society.

Funding programmes and actions to support youth activities are also considered as youth work.

The most common ways of youth work are as follows:

- Youth centers;

- Youth projects;
- Informal youth groups;
- Youth camps;
- Information for young people;
- Youth organizations;
- Youth movements.

Its effectiveness has led to a growing number of organisations - such as those working on youth justice and improving health - to develop an approach to youth work. This allows young people who might otherwise be alienated from support to obtain and access the services they need.

Sometimes it is difficult to find a boundary between youth work and other activities aimed at young people. There are good examples of youth work in different areas of activity, such as sport, but it is important to show the differences between areas working with the same group.

Youth work should be based on the participation, involvement, active and voluntary sensitivity of young people. To do this, youth work must:

1. Have a holistic perspective and see young people as capable, resourceful individuals;
2. Improve the rights of young people, their personal and social development and their autonomy.
3. Be assigned, handed over and evaluated together with the young people;
4. Build on non-formal education and informal learning.
5. Thus, youth work should have a visible learning perspective and plan its activities according to the learning objectives relevant to youth work.

It is crucial that there is an awareness in society of youth work and that this is seen as a key process for learning and strengthening young people's skills and for easier entry into adult life. It is important to value youth work and to see it as a key part of today's world.

Youth organisations and structures are the main sources of information on the activities and work being carried out in this area.

Communication is essential if society is to be aware of the importance of youth work. Communication with the various partners of the Instituto Português do Desporto e Juventude, I.P. and especially with young people must be effective, so that awareness of the importance of the work developed for young people by youth organisations and technicians can be rooted in society.

## **Key initiatives**

The Instituto Português do Desporto e Juventude, I.P. has developed various programmes and projects aimed at strengthening the participation of young people in the various activities aimed at them, in order to root in Portuguese society an awareness of the importance of the work developed by youth organisations and youth workers for young people. Examples of such programmes are the "Participatory Youth Budget Portugal", the "70JÁ! Campaign" and the "Youth Parliament".

In the area of communication, the Instituto Português do Desporto e Juventude, I.P. will have a new portal, which will allow to reinforce the communication and presentation of information to young people, organizations and youth structures in a faster and more efficient way.

It is important that all structures representing youth work together in this area, so that it is gradually possible to create an awareness in Portuguese society that the work with youth developed by youth organisations and technicians is fundamental in order to strengthen their skills and for the transition to adulthood to be carried out successfully.

## **10.8 Current debates and reforms**

### **Forthcoming policy developments**

A system for organising continuing training is being consolidated following the creation of the specific measure for the training of youth workers and youth workers as part of the Formar+ Programme (see section 10.4).

The integration of the profession and its professionals in some programs already developed is still ongoing, as is the case of the organization of Holiday Camps and the project of regulation of Certification of Technical Staff of Holiday Camps. Within the scope of the creation of the National Plan of Incentive to Student Associations, it is intended to develop a training and capacity building measure for youth workers.

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CITE-Commission for Equality in Labour and Employment ([Comissão para a Igualdade no Trabalho e no Emprego](#)) (last accessed 30/11/2016)

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CIG-Commission for Citizenship and Gender Equality ([Comissão para a Cidadania e a Igualdade de Género](#)) (last accessed 20/10/2017)

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## Chapter 7: Health and Well Being

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## 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 higher education establishment**: Act of verification of the fulfilment of the requirements required for the entry into operation of a higher education establishment. It is granted for a certain period of time, for one or more areas of training and for cycles leading to one or more academic degrees.

**Accreditation of a study cycle**: Act of verification of the fulfilment of the requirements for the creation and operation of a study cycle in a higher education institution.

**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.

**Bachelor's Degree**: Course of higher education with normal duration between four and six years leading to the academic degree of graduate and proof of a scientific, technical and cultural training that allows the deepening of knowledge in a specific area of knowledge and an appropriate professional performance.

**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.

**Certificate**: Official document attesting to the knowledge and skills of individuals.

**Certification**: Process that formally recognizes the knowledge and skills of individuals, through the award of academic degrees, diplomas and certificates.

**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 agreement**: a collective employment agreement of a conventional nature between one or more employers' associations and one or more trade union organisations.

**Contraception**: Use of means that avoid pregnancy through sexual intercourses.

**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.

**Doctor:** Holder of the academic degree of doctor.

**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.

**ESI Funds** - European Structural and Investment Funds: All five European Structural and Investment Funds, comprising the European Regional Development Fund (ERDF), the European Social Fund (ESF), the Cohesion Fund (CF), the European Maritime and Fisheries Fund (EMFF) and the European Agricultural Fund for Rural Development (EAFRD).

**Family reception centre:** A social response developed in equipment aimed to receive, for a limited period of time, people in need, namely floating population, displaced families and other groups in a social emergency situation and which should preferably operate in conjunction with other integrative responses.

**Family support and parental counselling centre:** A social response aimed at the study, prevention and socio-educational support of children and young people in situations of social risk or danger and their families. The intervention is focused on the family, through an integrated approach to community resources and is developed by multidisciplinary teams, with a view to improving the quality of life of the target population.

**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.

**Graduate:** Holder of the academic degree of graduate.

**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.

**Master's degree:** University teaching course that proves in-depth level of knowledge in a restricted scientific area and scientific capacity for the practice of research, and that leads to the academic degree of master.

**Master:** Individual holding the academic degree of master.

**Mental health:** Health status related to an individual's ability to realise his or her own potential, to be able to cope with daily stress, to work productively and to contribute to the community in which he or she is inserted.

**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 benefits:** Cash or in-kind benefits granted by the Social Security schemes or by the employer, respectively, to their beneficiaries or workers, whether or not they are working and whether or not they are for their own use or that of their family members.

**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.

[Youth worker](#): professional or volunteer whose activity is defined by intervening in the conception, organization, development and evaluation of projects, programs and activities with and for young people, by means of non-formal education methodologies, facilitating and/or promoting their citizenship, participation, autonomy, inclusion and personal, social and cultural growth.

## ARCHIVE

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### 2018:

 [Portugal.pdf](#)

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