

Study Visit/Job Shadowing – ERI SEE
Building on the topics sent on 19.July

Index	Page
1. Internal quality mechanisms within your Inspectorate	2
2. Use of DATA for external evaluation	2
3. Job-shadowing (visiting a school during the external evaluation – possibly a split-group visit so VET colleagues visit a VET school and general education colleagues visit a general school, or visiting a school outside of external evaluation to learn about how they prepare for the external evaluation and about self-evaluation)	2
4. Graduate Tracking Systems: Exploration of Portugal's specific solutions and systems for tracking graduates. Discussion on how the Portuguese tracking systems operate and the possibility of getting acquainted with their methodologies	2
5. PISA Study Improvements: Portugal has significantly improved its PISA results over the last decade. Suggestion to learn from Portugal's approaches to PISA, considering that South Eastern European economies perform poorly in PISA assessments. Proposal to have someone explain or demonstrate Portugal's methods for quality monitoring through PISA	2
6. Quality Assurance for Vocational Education and Training (QA VET). Focus on monitoring and evaluation processes.	8
7. Quality Assurance Regulation at State Level: Understanding how Quality Assurance (QA) is regulated not only by the Inspectorate but also at the state level (system level). Discussion on the roles of Ministries, National Qualification Agencies, and other bodies involved in QA.	14
8. Quality Measurement in Adult Education: in our region, there is a lack of a system for measuring the quality of adult education, both legislatively and practically. Do you have any experiences or practices regarding the quality assurance of adult education?	15
9. Validation of External Evaluation: Discussion on the validation of external evaluation reports by hierarchy	16

1. Internal quality mechanisms within your Inspectorate

IGEC draws:

- up an annual activity report;
- up overall reports on monitoring activities that include follow-up actions.
- on the findings of assessment questionnaires answered by schools after the inspections have been carried out.
- on the findings of assessment questionnaires to IGEC's staff.

2. Use of DATA for external evaluation

InfoEscolas indicators used in the External Evaluation of Schools – 3 October

- 3. Job-shadowing (visiting a school during the external evaluation – possibly a split-group visit so VET colleagues visit a VET school and general education colleagues visit a general school, or visiting a school outside of external evaluation to learn about how they prepare for the external evaluation and about self-evaluation)**

Two schools will be visited – vide agenda.

- 4. Graduate Tracking Systems: Exploration of Portugal's specific solutions and systems for tracking graduates. Discussion on how the Portuguese tracking systems operate and the possibility of getting acquainted with their methodologies.**

Graduate Tracking Systems presentation – 3 October

- 5. PISA Study Improvements: Portugal has significantly improved its PISA results over the last decade. Suggestion to learn from Portugal's approaches to PISA, considering that South Eastern European economies perform poorly in PISA assessments. Proposal to have someone explain or demonstrate Portugal's methods for quality monitoring through PISA.**

Portugal's improvements in PISA over the last decade. Methods of quality control through PISA presentation – 3 October

Information that might be helpful:

Measures implemented that have impacted on pupils' outcomes

Since 2004, education policies have focused on improving school outcomes and reducing dropout rates. For more than a decade, measures have been implemented to support schools in this mission, including the Mathematics Plan, the National Reading Plan, the expansion of Educational Priority Intervention Territories, the signing of Autonomy Contracts and the provision of credit hours for support and project development. These

measures and projects were intended to improve school success rates and reduce dropout rates.

Improvements were evident in all the statistical indicators of school achievement and in the results obtained by pupils in international tests, such as PISA (reading, mathematics and science), TIMSS (mathematics and science) and PIRLS (reading). *Vide attachment Políticas Educativas e Desempenho de Portugal no PISA. Prof. Domingues Fernandes.*

In Portugal, the importance given to the well-being of children and pupils, in the scope of educational policies, is very high. It is considered that well-being is extremely important for children and pupils to develop their potential. Schools must therefore ensure that the children and pupils feel safe, valued, and respected, regardless of their nationality, gender or religion, and they are actively integrated and truly engaged in all the school's activities. Portuguese schools are geared towards promoting positive self-esteem, fostering the autonomy of their learners, and boosting positive and supportive relationships between teachers and pupils.

According to the European Commission Report ***The twin challenge of equity and excellence in basic skills in the EU. An EU comparative analysis of the PISA 2022 results***, pupils' well-being is very high in Portugal: more than 8 out of 10 students (81.9%) feel like they belong at school, one of the highest shares in the EU. Sense of belonging is associated with an increase of 18 score points in mathematics after taking into account pupils' and schools' socio-economic characteristics. 13.9% of 15-year-olds reported being bullied at least a few times a month, one of the lowest rates within the EU (p. 93). Also to be highlighted is the **Psychological Health and Well-Being** in Portuguese Schools Report, a partnership between agencies of the Ministry of Education and the University of Lisbon: https://aventurasocial.com/dt_portfolios/estudo-saude-psicologica-e-bem-estar/

Children's well-being in Pre-School Education

The document *Curriculum Guidelines for Preschool Education* highlights the importance of promoting children's emotional and physical well-being, their confidence, and their interaction with others and the world. Well-being is defined as a child's feeling of emotional joy, which stems from the satisfaction of his/her physical needs for affection, security, recognition, and statement, feeling competent, and feeling good about himself/herself, others, and the world. Well-being happens when children (and adults) feel good, act spontaneously, are open to the world and available, express inner peace and relaxation, show vitality and self-confidence, deal with their feelings and emotions, and enjoy life. The curriculum in Preschool Education is organized to encourage children's well-being, development, and learning.

Schools' organizational and curricular choices

Within the scope of school autonomy, there is a set of organisational and curricular options that enable schools to adopt solutions suited to all their contexts and pupils' specific needs, in order to improve learning, bringing together the possibilities of flexible management of the curricular guidelines of lower and upper secondary education and training provision (Decree-Law No 55/2018, 6 July) with the provisions included in the Legal Framework for Inclusive Education (Decree-Law No 54/2018, 6 July in its current version).

Due to the COVID pandemic, actions were envisaged to support pupils on their return to face-to-face classes, aimed at welcoming them, strengthening their learning, boosting activities that promote psychological well-being, fostering social skills, and interacting with the community. Thus, since 2020, we cannot restrict target groups but rather consider a range of universal measures that each school must address to support all pupils within a multilevel approach.

Strategies to support pupils' achievement

Support actions for pupils in primary, lower, and upper secondary education include, among others:

- implementation of literacy and intercultural projects;
- support from peers/tutors;
- strengthening of study support actions;
- additional support included in the pupil's timetable;
- specific tutorial support;
- differentiated pathways which include dual certification courses aimed at fulfilling compulsory education and integration into the working world (education and training courses for young people).

For **primary and lower secondary education pupils**, actions promoting academic achievement and prevent school dropout have been adopted. These include:

- a) co-teaching in the classroom, highlighting collaborative experiences and practices;
- b) Educational continuity in the transition to the 1st grade, in coherence with the Curriculum Guidelines for Pre-School Education - Beginning a cycle (domain 2. + Curricular Autonomy of the 23 | 24 School+ Plan);
- c) continuing study support in primary education, alongside other curriculum enrichment activities;
- d) support for pupils who move to the lower secondary education with a grade below 3 in Portuguese and Maths in the previous school year;
- e) adoption, under exceptional conditions duly justified by the school and approved by the relevant educational administration services, of different pathways, namely alternative curricular pathways and integrated education and training programs, adapted to the profile and specificities of the pupils.

According to Regulatory Order No 10-B/2018, schools are entitled to additional timetable credit to provide specific tutorial support pupils in lower secondary education who repeated a grade two or more times during their time at school. Tutorial support, in the terms indicated above, is permanent monitoring of pupils to find suitable solutions to the specific problems of each pupil, facilitating and supporting study, their integration into class and the school, following school rules and school life.

For pupils underachieving at any point in any subject there is a pedagogical plan that contains remedial strategies to overcome the issues identified.

Strategies for learning and inclusion for all pupils who struggle to access the curriculum include increasing credit hours granted exclusively to the Multidisciplinary Support Teams for Inclusive Education (EMAEI).

For upper-secondary students, whenever learning issues are identified, actions are taken to prevent school failure and dropout, via the following:

- Referral to educational provision that is adapted to the pupil's profile, after the redefinition of their school pathway, resulting from the recommendations of monitoring and guidance teams.
- Implementation of a modular system, as an alternative to the regular education curriculum for students over 16.
- Encouraging both pupil and parent or guardian to choose the school whose educational project best suits the pupil's pathway and motivation for learning.

During the 2020/2021 school year, given the pandemic, specific tutorial support was extended to upper secondary school students who had been retained the previous school year. This action was extended in 2021/22 (cf. Plan 21/23-School +; Teaching and learning area, specific action 1.6.1).

Support measures for educational attainment at school

National programme for the promotion of school attainment (PNPSE)

Created by the Council of Ministers Resolution no. 23/2016, 23 March, PNPSE complies with the guidelines and strategic priorities of public educational policy, to mobilise the Portuguese society to a continuous struggle against school failure and educational inequalities.

During the 2020/21 academic year, cognisant of the social and educational inequalities accentuated by the pandemic and lock-down, the Ministry of Education, through the PNPSE Mission, invited schools to design personal, social, and community development plans (PDPSC). The aim was to promote improvements in social, physical and emotional well-being, consolidating family and community engagement in educational dynamics and promoting quality learning.

PDPSC was kept going since 2020/21 academic year, as part of the School+ 21|23 Plan, together with the Learning Recovery Plan, and in 2023/24, as part of the 23|24 School+ Plan, as a support measure for schools under the "Teaching and Learning" and "Supporting Educational Communities" areas. The PDPSCs focus priority intervention on stimulating socio-emotional intelligence and personal development, family and community engagement, and the development of reading, writing, and communication skills.

4.2. Programme for Priority Intervention Educational Areas (TEIP 3)

The TEIP 3 Programme was created by Normative Order No 20/2012, 3 October, aiming to improve the quality and effectiveness of the educational system and create conditions for pupils' academic attainment, key issues of the educational system.

The main objectives of the TEIP 3 Programme are:

- To improve the quality of learning, reflected on the pupils' achievement.
- To tackle indiscipline, early school leaving, and school absence.
- To create conditions for guidance learning and qualified transition from school to working life.
- To promote coordination among schools, social partners, and training institutions from the education territory.

The TEIP 3 programme is designed exclusively for schools in underprivileged areas, with high rates of early school leavers, associated with exceptionally poor school failure rates. Throughout the development of TEIP3, school clusters/non-clustered schools were challenged to build and implement multi-year improvement plans (PPM), based strongly on

evidence and the knowledge that the schools have about local situations, by consolidating their autonomy and adopting positive discrimination actions.

In line with the recommendation in Decree-Law No 55/2018, 6 July, the focus is on three intervention areas:

Area 1 - School culture and pedagogical leadership.

Area 2 - Curriculum management.

Area 3 - Partnerships and community.

Actions include cooperation among teachers, thus promoting more diverse and personalised pedagogy; pupil-centred pedagogical approaches; interdisciplinary and multidisciplinary work creating a more integrated curriculum, parents'/guardians' and local partners engagement in the development of educational dynamics to promote school and educational achievement.

Due to changes in educational communities, such as greater migratory flows and an increased number of native languages in schools not yet covered by the programme, in July 2021, 10 new schools were included in the programme.

Currently, 146 schools are covered by the action, representing about 18 % of Portuguese schools.

Monitoring and evaluating plans are key aspects of the Priority Intervention Educational Areas Programme intervention model. This is the responsibility of schools and the programme coordinators. Two reports are produced regarding this (biannual and annual), which are useful for schools as contributions to their self-regulation. This seeks to promote internal reflection upon the work developed and goals achieved, as well as identifying successful interventions and others that need to be restructured every school year.

The monitoring process involves encouraging the sharing of practices, the dissemination of important projects, training using experts in areas identified as priorities, and close monitoring to support schools.

The TEIP 4 Programme was created by Normative Order 7798/2023 of 28 July and schools can apply until the end of March 2024. This educational policy measure is aimed at schools located in areas with a high number of children and young people at risk of social vulnerability, aiming to guarantee inclusion and educational achievements, improve the quality of learning and tackle school dropouts. The programme focuses on a strategy of positive discrimination, granting greater autonomy to schools in vulnerable territories, aiming to boost flexible, innovative interventions adapted to local needs, mobilising endogenous educational resources to promote sustainable local development.

Language support actions for migrant pupils

To promote the educational achievement of migrant pupils who have recently come aboard the Portuguese education system, there is support for learning Portuguese as a subject and as a school language, namely Portuguese as a non-native language (PLNM) in primary and lower education, as well as science-humanities courses, specialised artistic courses in upper secondary education, and vocational courses.

It is worth mentioning the publication by the Direção-Geral da Educação (Directorate-General for Education), *Inclusão de Alunos Migrantes em Meio Educativo* (Inclusion of Migrant Pupils in Educational Settings), which puts forward school strategies for the effective integration of migrant pupils:

https://www.dge.mec.pt/sites/default/files/Curriculo/EBasico/PLNM/inclusao_de_alunos_migrantes_em_meio_educativo.pdf

Support measures for refugee children and young people

As a result of actions previously adopted to speed up the integration of children and young people who are seeking international protection into the education system, there are exceptional actions in place to welcome this target group into schools, namely the development of language learning in the country that is hosting them and, in the first phase of integration, the attendance of subjects/activities that the school deems appropriate for the child/pupil, without him/her being separated from the group/class.

These exceptional actions focus on:

- a) granting equivalences of foreign qualifications and/or a place in a given academic year and educational provision;
- b) gradual integration within the Portuguese curriculum and consolidation of Portuguese language learning;
- c) school social support.

Hunger-Free Portuguese Schools

The Programme for the Generalization of the Provision of School Meals aims to tackle hunger among preschool children and pupils in Portuguese schools, since hunger and malnutrition can negatively affect the academic performance and well-being of children and young people. The programme aims to ensure that all pupils have access to at least one nutritious and balanced meal during the school period, regardless of their socio-economic situation. These initiatives can include the distribution of free or subsidized meals, the creation of affordable school canteens, the implementation of nutritional education programmes and raising awareness among the school community about the importance of healthy eating. The price of meals served in school canteens is subsidized for all pupils, and there are free meals for poor pupils. The most deprived preschool, primary and secondary school pupils will receive free breakfast at school. Free breakfast is an important action in ensuring that everyone has a good start to the day, having a positive impact on the health and well-being of children and pupils, promoting healthy eating routines and contributing to their physical and cognitive development.

Free textbooks

All pupils attending compulsory education (1st to 12th grade) in public and private schools with association contracts get free textbooks. Free textbooks are allocated via the MEGA platform, using a voucher system. Each voucher includes a unique code and corresponds to a textbook. To access the vouchers, parents must register on the MEGA platform.

6. Quality Assurance for Vocational Education and Training (QA VET). Focus on monitoring and evaluation processes.

We have collected some thoughts on vocational education, regarding an activity designed and developed by IGEC in the past:

Main question: How is practical training integrated in our country's vocational education?

Within the European Union and the economic and social development that urged to foster, the qualification of Portuguese human resources through the expansion of the vocational training provision became one of the drivers of the modernization of Education. The vocational schools and vocational courses were created by Decree-Law No. 26/89, 21st January, resulting from the joint initiative of the Ministries of Education and Employment and Social Security, in cooperation with state and private institutions, as training provision after 9th grade (15 year-old students).

In 2004-2005, within the reform of Secondary Education, vocational courses became integrated into the secondary level of Education, and the provision of initial training in public secondary schools increased. Vocational Education ceased to be a specific type of Education and became part of the diversity of qualifying provision of double certification (both school accreditation and professional qualification) of Secondary Education. Its generalization to all public schools in 2006-2007 combined with 12 years of compulsory education makes it clear that raising the qualification in Portugal continues to be a national priority, with vocational courses playing an important role in achieving this goal.

The secondary level Vocational Courses are regulated by Ordinance No. 235-A/2018, of 23rd of August, which materializes the fulfilment of the principles established in Decree-Law No. 55/2018, of 6th of July, setting out the rules and procedures for the curriculum operationalization, as well as the assessment and accreditation of learning, aimed at providing students with an initial vocational training and diversified learning, according to their interests, aiming at the pursuing of studies and/or integration into the labour market. The curriculum of the vocational courses incorporates the curricular plan organized as established in the Curricular Matrix - basis (Table 1), which includes the following training components:

- Sociocultural
- Scientific
- Technological
- Practical Training

Quadro 1 - Matriz Curricular dos Cursos Profissionais

Componentes de formação		Carga horária Ciclo de formação (horas) (a)
Sociocultural:		
Português	Cidadania e Desenvolvimento (f)	320
Língua Estrangeira I, II ou III (b).....		220
Área de Integração		220
Tecnologias de Informação e Comunicação/Oferta de Escola (c).....		100
Educação Física		140
Subtotal		1000
Científica:		
Duas a três disciplinas (d).....		500
Tecnológica:		
UFCD (e).....		1000 a 1300
Formação em contexto de trabalho		600 a 840
Educação Moral e Religiosa (g).....		(g)
Total (h)		3100 a 3440

a) Carga horária não compartimentada pelos três anos do ciclo de formação a gerir pela escola, no âmbito da sua autonomia pedagógica, acautelando o equilíbrio da carga anual de forma a otimizar a gestão modular, a formação em contexto de trabalho e o seu projeto de flexibilidade.

b) O aluno escolhe uma língua estrangeira. Se tiver estudado apenas uma língua estrangeira no ensino básico, iniciará obrigatoriamente uma segunda língua no ensino secundário.

c) A escola opta pelo desenvolvimento da disciplina de Tecnologias de Informação e Comunicação ou por uma Oferta de Escola, de frequência obrigatória, gerindo a carga horária em função da necessidade de reforço das aprendizagens.

d) Disciplinas científicas de base a fixar nos referenciais de formação do CNQ, em função das qualificações profissionais a adquirir.

e) Unidades de formação de curta duração desenvolvidas de acordo com os respetivos referenciais de formação constantes do CNQ, observando as orientações da Agência Nacional para a Qualificação e o Ensino Profissional, I. P., designadamente nos cursos enquadrados em regime provisório no CNQ, para os quais se mantêm as três a quatro disciplinas definidas nos planos de estudo publicados nas portarias de criação de cada curso, devendo ser aplicados os respetivos programas em

vigor.

f) Componente desenvolvida com o contributo de disciplinas e componentes de formação.

g) Disciplina de oferta obrigatória e de frequência facultativa, com uma carga horária anual nunca inferior a 54 horas nos três anos do ciclo de formação.

How and where is practical training positioned in (programs of) vocational education?

Additional questions:

- **Is practical training a mandatory part of a vocational program? And what does it look like?**
- **Are there any legal requirements for practical training? For instance, concerning its duration or its nature?**
- **How can practical training be programmed in the curriculum? For instance, planned for a couple of days a week, or a number of weeks practical training without attending classes in school? Etc...**
- **Can practical training take place in a position where the student is already working as an employee? Or is this not allowed?**
- **Etc.**

As shown in Table 1, practical training (Formação em Contexto de Trabalho - FCT) is one of the training dimensions of Vocational Courses with a timeframe between 600 and 840 hours, delivered by educational institutions during three years of the training cycle (Secondary Education- 10th, 11th, and 12th grades).

FCT is preceded by the signing of an agreement between the school and state and/or private companies (host organizations), which must conduct professional activities that are both compatible and appropriate to the professional profile associated with the respective qualification.

The organization and development of the FCT follow an individual work plan, drawn up and signed with the participation of the stakeholders involved (competent school authority, host organization, student, and also the parents or guardians, if the student is underage), becoming part of the training agreement. This document must specify (i) the objectives and the technical, relational, and organizational skills to be developed during the FCT; (ii) the schedule, duration, time, and place for carrying out the activities; (iii) the means for monitoring and tracking the student and those responsible for its implementation; (iv) the rights and duties of the stakeholders involved as well as (iv) the development of skills in the area of safety and health at work.

FCT carried out in companies or other organizations as work experiences namely as traineeships shall be tailored to their working hours and shall not exceed, whenever possible, thirty-five hours per week or seven hours per day. FCT does not generate employment and shall cease at the end of the training. Moreover, the students are entitled to insurance coverage for the travelling they are required to do, as well as for the activities to be developed.

How are students accompanied during their practical training?

Additional questions:

- **How are students coached (or accompanied) by their school/teachers/etc.?**
- **How and by whom are students coached in the organisation where the practical training takes place?**

- **Are there any (legal or school's) requirements for the people who are responsible for coaching students?**
- **In what way students are protected by law during their practical training? What are their rights and obligations?**
- **Etc.**

While developing FCT, students are coached and monitored by the supervising teacher, designated by the school administration and management board from among the teachers or trainers who teach the subjects of the technological training component and by the tutor designated by the company/organization (host institution), in compliance with the individual work plan.

Ordinance No. 235-A/2018, of 23rd of August establishes the responsibilities of the FCT stakeholders, namely:

- Specific responsibilities of the school:

- a) Ensure its implementation under the conditions established in the law and the applicable regulations.
- b) Assure the preparation and signing of agreements with the host institutions.
- c) Settle the criteria for the placement of students in the hosting organisations.
- d) Ensure the drafting and signing of training agreements with students and their parents or guardians, the latter if underage.
- e) Ensure the preparation of each student's work plan, as well as the respective signature by the stakeholders.
- f) Monitor the implementation of each student's work plan, as well as the evaluation of their performance, in collaboration with the host institution.
- g) Ensure that students are covered by insurance in all FCT activities.
- h) Ensure, together with the host institutions and the students, the logistics necessary for the accomplishment and monitoring of FCT.

- Specific responsibilities of the FCT supervisor

- a) Design the student's work plan, in collaboration with the course director and, where appropriate, with the other pedagogical coordination and supervision school bodies, as well as with the other teachers and trainers of the course and the tutor assigned by the host institution.
- b) Monitor the implementation of the student's work plan, namely through periodic visits, at least twice each term, to the places where FCT is performed.
- c) Assess, along with the tutor appointed by the host institution, the student's performance.

- d) Support the student in the preparation of FCT reports.
- e) Recommend to the assessment class council, after consulting the tutor, the student's FCT grade.

- Specific responsibilities of the host institution

- a) Designate the tutor.
- b) Cooperate in the preparation of the agreement and the student's work plan.
- c) Assign the student tasks that enable him/her to carry out his/her work plan.
- d) Collaborate in the monitoring and evaluation of the student's performance during FCT.
- e) Ensure access to the information necessary for the development of the work placement, particularly concerning the student's socio-professional integration into the institution.
- f) Check the student's attendance and punctuality.
- g) Ensure the logistics necessary for the development and monitoring of FCT in collaboration with the school and the student.

- Specific responsibilities of the student

- a) Collaborate in the preparation of his/her work plan.
- b) Participate in the FCT monitoring and evaluation meetings whenever he/she is invited.
- c) Comply with his/her work plan as far as he/she is concerned.
- d) Respect the organization of work at the host institution and use with care its assets, pieces of equipment, and facilities.
- e) Not make use for other purposes, without prior authorization from the host institution, of the information to which he/she has access during the FCT.
- f) Not miss work and be on time.
- g) Justify any absences to the class director, the course director, and the tutor, in compliance with the internal rules of the school and the host institution.
- h) Prepare the intermediate reports and the final report of the FCT, in accordance with the school's internal regulations.

How do you guarantee sufficient available practical training positions on a national or regional level?

- **Are there any (legal or school) requirements or conditions for the company to offer practical training positions?**

- **Is there an organisation (national/regional) that validates and/or monitors the quality of companies offering practical training positions? And how does it work?**

The management board of educational institutions (schools) is responsible for signing agreements with companies/organizations for the development of professional activities within the scope of the FCT, which are compatible and appropriate to the professional profile related to the respective qualification of the courses provided.

Main question: how is supervision on practical training currently organized?

How is practical training integrated in your supervision on vocational education?

Additional questions:

- **Is there a supervision framework in which practical training is one of the topics? What does this framework look like?**
- **Do you focus on some specific legal requirements?**
- **Is practical training part of the final assessment of the quality of education? If so, how much 'weight' does the assessment of the practical training have in the overall assessment? If not, are the findings/results of the practical training used otherwise? If so, how?**
- **Etc.**

Supervision does not fall within the scope of the competencies assigned to IGEC. However, until 2022 IGEC developed a control activity, named *Vocational Courses*, which aims:

- To foster a school that is mobilised and organised to provide inclusive education, for each and every one, having as a referential of its educational action the Profile of Students Leaving Compulsory Education.
- To foster the implementation of the measures of Plan 21|23 Escola+, in its structuring axes, to recover learning in the post-pandemic period.
- To ensure compliance with the legal framework in the scope of the organisation of vocational courses.
- To appraise the procedures for the operationalisation of the curriculum and for the evaluation and certification of learning, to assess the impact of the students' training pathway on their integration in the labour market or on the continuity of their Education.
- To check compliance with the legal framework, identify possible legal constraints, to draw up proposals for change.

What kind of supervision activities do you use when inspecting practical training?

Additional questions:

- **What methods do you use?**
- **What instruments do you use?**
- **What kind of data or sources/documents are used?**
- **Do you use interviews when inspecting practical training? Who are invited to these interviews?**
- **Do you visit the locations where practical training takes place/where the student is gaining practical experience?**

The *Vocational Courses* activity focuses on (i) the analysis of the organisation and functioning of the courses; (ii) the curricular management and assessment of learning; (iii) the monitoring and assessment of the outcomes and the capacity to improve the educational institution, aiming to provide an inclusive education for each and every student.

The development of this activity follows the methodology set out in the Guidelines, which includes the observation of facilities, equipment, and educational and training settings, the analysis of documents regulating the operation of vocational courses and interviews, particularly within the scope of the FCT, with students, FCT supervisors, course directors, tutors, and representatives of companies/organisations. The triangulation of the information collected allows us to assess the quality of the training provided by the school, the company/organisation, and the student's performance.

Are inspectors trained specifically to carry out inspection regarding practical training?

Additional questions:

- **Is there a training program on this particular topic for (new) inspectors? And what does it look like?**
- **Is every inspector equipped for supervision activities on practical training? Or do you use 'specialized inspectors'?**

The coordination team of the Activity *Vocational Courses* suggested and delivered training on various themes - curricular management and assessment, FCT and Professional Competence Exam (PAP) and has organised meetings where the paperwork for the activity is discussed to prepare the inspectors for the school visits.

Can you give some examples of the effects / the results of your supervision activities regarding the quality of practical training in vocational education?

Additional questions:

- **Have you seen any improvement in the quality of practical training – because of inspection? What kind of improvements? Do you have the impression that certain matters are being put on the agenda because of your supervision? Can you give examples?**
- **Which themes/issues should be given more attention when it comes to practical training?**

As for the effects, we highlight the acceptance and recognition by the institutions of the importance of this Activity, with a remarkable impact on the outcomes, both due to the methodology followed and the feedback provided through the Report. This recognition is underlined not only by the interviewees but also by the school management at the wrap up meeting and/or in letters addressed to IGEC North, Center and South Areas.

Concerning the external impact, we stress the employability of the students in the enterprises where they carried out their FCT, the continuity or not of the agreements with the enterprises/organisations, greater care in the fulfilment of the individual work plans, as well as the increase of social inclusion and trust in the system.

The FCT and PAP (Professional Competence Exam) foster a strong bond between the School and external stakeholders (companies/organisations). That exam consists of a project

defense presentation carried out by a student or a group of students before a jury consisting of internal individuals (Director, Course Director, Tutor, and PAP Adviser, among others) and external ones (companies, individuals of acknowledged merit in the training area of the course, trade union representatives). The PAP, centred on themes and issues envisaged and developed by the students in the past two years or the final year of the training cycle, in close connection with the FCT and/or in work contexts, is evidence of the knowledge, skills, attitudes and professional competencies acquired throughout the students' training pathway in all the training components, with special focus on the areas of competence included in the Profile of Students Leaving Compulsory Education and on the professional profile associated with the respective qualification.

In short, we believe that carrying out this activity was and is worthwhile, since it is not only IGEC's response to solve a key problem in the educational system, but it also propels the performance of the schools involved, enhancing synergies that in addition to developing social, scientific and professional skills strengthen the young people's qualifications, enhance their own cultures and create jobs and businesses with skilled labour, generating new local niches of hope.

7. Quality Assurance Regulation at State Level: Understanding how Quality Assurance (QA) is regulated not only by the Inspectorate but also at the state level (system level). Discussion on the roles of Ministries, National Qualification Agencies, and other bodies involved in QA.

Quality assurance in Vocational Education and Training - good practices. Benchmarking Quality in Adult Education presentation 3 October

8. Quality Measurement in Adult Education: in our region, there is a lack of a system for measuring the quality of adult education, both legislatively and practically. Do you have any experiences or practices regarding the quality assurance of adult education?

The provision of adult education and training courses in the Portuguese education system, within the scope of the National Qualifications System and recurrent secondary education, implies the need for accountability on the promoters' organizations.

In the 2017-2018 school year, the Inspectorate of Education and Science, as a monitoring, auditing and control organization for the operation of the education system, launched an activity, as part of the Control program of the respective Activity Plan, named *Adult Education and Training*, focused on the adult education and training modalities integrated into the National Qualifications System and recurrent education. In this first year, the activity was restricted to public education and did not cover recurrent distance secondary education (ESRaD) or education provided in prisons, nor was it directed at the Qualifica Centers - Centers for the Recognition, Validation and Certification of Competences.

Nine organic units were involved (seven school groups and two non-grouped schools), four of which were promoters and one a partner of Centro Qualifica. All the courses ran after work.

It was observed that, with regard to autonomy instruments, adult education and training modalities have limited visibility, particularly in educational projects and activity plans,

despite the fact that, in most of them, adult education is part of their history and identity. This situation is accentuated in schools' self-regulation processes, where the monitoring of adult offers is either not carried out effectively or the results are not properly integrated into self-evaluation procedures. Thus, the separation between a day school and a night school is, in some cases, an inevitable reality. However, there is effective participation by adult students in the life of some of the schools involved, whether in the context of integrating activities and dealing with Life Themes, in outreach activities and cultural, recreational and educational activities, or through their participation in general councils.

The monitoring and coordination of adult education and training is generally carried out in close coordination with the management. The monitoring and coordination of offers (offers included in the National Qualifications Catalog or recurrent secondary education) depends to a large extent on the knowledge and experience accumulated by the respective holders, and that their future sustainability will depend to a large extent on the training of other teachers to carry out these roles. It is also evident that in schools that are also promoters of Centro Qualifica, the procedures for hosting and diagnosing adults in education and training modalities, whether in Skills Recognition, Validation and Certification (RVCC) or in secondary school completion pathways, are easier than in those that don't have this service. In the latter, there is even a need for more information and training.

Schools have not identified adult education and training as an area for investment in the ongoing training of their teaching and non-teaching staff, so there are few training opportunities offered in this area, either by schools or by school association training centers. On the other hand, the training activities organized in the broader field of pedagogy and educational sciences are not intentionally geared towards teaching and training adults. As a result, the integration of new teachers (and the updating of others) in teaching these modalities depends mostly on the guidance and collaborative work of school leaders and peers.

As there are considerable rates of non-attendance in adult courses (apart from recurrent education), schools have tried to maintain active contact with trainees, although educational support and compensation arrangements (provided for in course regulations and the Labor Code) are not always properly implemented to enable learning to be caught up with previously defined objectives.

Schools need to strengthen their training evaluation mechanisms, as well as keeping records of their trainees' actual learning outcomes. At the same time, there is an urgent need for a timely update of the central certification register in SIGO (the platform for managing courses within the scope of these offers, as well as trainees' pathways), regarding both trainees' certifications and the closure of courses. It would also be important to make other documents effective, such as training contracts, as documents that confer rights and duties and commit the school and trainees to the educational process. On the other hand, it is important to promote a genuine inclusion of trainees in school life, with regards to the number of hours of daily and weekly training, access to the library/educational resource center and support centers, as well as the availability of food at school catering, given that most trainees are working students.

Schools find it difficult to implement practical training in a work context in institutions that cover the entire training area in which the course takes place, and there is also a lack of procedures for recording trainees' performance in this training component.

All the schools expressed the importance of adult education and training for their life projects and future school and professional careers (EFA courses, modular training,

recurrent secondary education) and for their integration into the national community (Portuguese as a Host Language course).

9. Validation of External Evaluation: Discussion on the validation of external evaluation reports by hierarchy.

The reports are forwarded to the competent member of the government and then formally approved.