



Educação e cultura

Sócrates
Comenius



The Portuguese Education System

**Socrates Comenius I Project
Escola Profissional de Aveiro**

16 March 2006

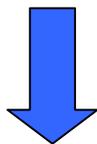
**Nuno Pereira – npereira@epaveiro.edu.pt
Fernando Mesquita – fmesquita@epaveiro.edu.pt**



Education System

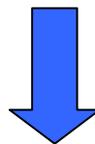
Organisation

Pre School Education



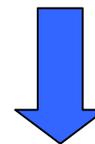
It complements the education given by the family

School Education



Basic Education
Secondary Education
Higher Education

Extra-School Education

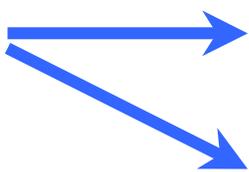


Literacy activities
Improvement and updating
Professional improvement



Education System

I - Pre-School Education



Children between 3 years old and the age of admission to the Basic Education

Not compulsory

II – School Education

Basic Education

- Universal
- Compulsory – between 6 and 15 years old
- Free

3 cycles



Each cycle completes, deepens and broadens the previous stage



Global Unity of the Basic Education



Education System

Secondary Education

- 3 years
 - Vocational courses
- and**
- Courses for students hoping to continue on to higher education.

Higher Education

University Education

- *bacharelato* (first degree course normally 3 years' duration);
- *licenciatura* (normally 4 or 5 years' duration);
- masters' degrees and doctorates.

Polytechnic Schools

- *bacharelato* (first degree course normally 3 years' duration);
- *licenciatura* (normally 4 or 5 years' duration);



Educação e cultura

Sócrates
Comenius



Education System

Special forms of the School Education

- Special Education
- Vocational training
- Adult education
- Distance learning
- Portuguese language teaching abroad



Education System

III – Extra-School Education

“The aim of extra-school education is to enable all individual citizens to develop their knowledge and potential, in a way which complements their academic education or fills the gap left by their failure, for any reason, to attend normal schooling”.

Compulsory schooling



Basic Education

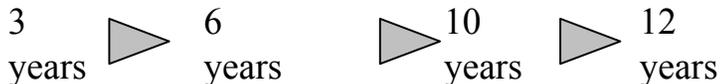
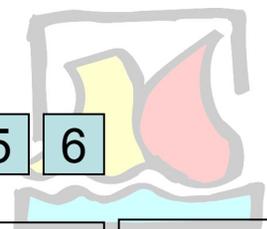


Secondary Education



Higher Education

Pós-Graduate



Pre School Education

1st Cycle Basic Education

2st Cycle Basic Education

3rd Cycle Basic Education

Education Courses

Technological Courses

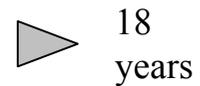
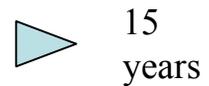
Professional Courses

Bacharelato
Licenciatura

Bacharelato
Licenciatura

Master Degree

doctorates



Adult education system

Adult education system

Post-Secondary Non-Higher Education

courses of technological specialization

Polytechnic





Education System



Pre-school education

Pre-school education is considered the first stage in basic education, viewed as part of the lifelong education process. It should encourage the balanced growth and development of the child, with a view to full integration in society as an independent, free and socially responsible person.

Pre-school education

is aimed at children aged between three and five years and is provided at public, private and co-operative nursery schools which offer educational activities and support for the family, especially in the form of socio-educational activities



Education System

Basic education

Children aged six to fifteen are required by law to attend, which they may do at state schools or in private or co-operative schools.

The basic education system is divided into three cycles, organised as follows:

- *1st cycle*, with a duration of four school years, providing a rounded education, with students taught by a single teacher (who may however be assisted by others in specialist areas).
- *2nd cycle*, with a duration of two school years, in which the learning process is organised into interdisciplinary areas (basic level), mostly with one teacher for each area.
- *3rd cycle*, lasting three school years, organised around a unified curriculum, including a variety of vocational areas, with one teacher for each subject or group of subjects.



Education System

The general **aims** in basic education reflect the following pedagogical concerns:

→ to create a setting propitious for overall and harmonious personal development, by allowing students gradually to discover their interests, aptitudes and capacities, so that they can grow and develop both as individuals and as members of society.

→ to develop values, attitudes and behaviour which contribute to the development of democratically aware and active citizens.

→ to facilitate the acquisition and mastery of the knowledge, tools, skills, capacities, attitudes and values needed to make an informed choice about further educational options or employment opportunities.



National Curriculum

“Set of learning and competences, to be developed throughout the basic education, according to the objectives set by the Basic Education System Law”.



Curricular Project of the School

Development strategies of this curriculum with the purpose of being adjusted to each school's context.



Developed inside each class



Curricular Project of the Class



Educação e cultura

Sócrates
Comenius



Curricular Guidelines

Curricular Activities

Complementary Curricular Activities

- Working methods (“Estudo acompanhado”)
- Practice of Projects (“Área de Projecto”)
- Civic Education (“Educação cívica”)

Time management: 90 minutes classes



First cycle

In the first cycle, **Primary School Education**, the following curricular areas are defined:

- Portuguese Language;
- Mathematics;
- Environment and social studies;
- Arts and drama education;
- Personal and Social Development or Religious Education;

There is also an area of school's educational project work



Second cycle



In the second cycle, the curricular plan is organised according to pluridisciplinary areas.

SUBJET	Number of lessons per week (x 90 min)	
	5 th grade	6 th grade
Portuguese Language	5	5,5
Foreign Language (Eng. or Fren.)		
Portuguese History and Geography		
Mathematics	3,5	3,5
Science		
Visual & Technological Education	3	3
Music		
Physical Education	1,5	1,5
Religious Education (optional)	0,5	0,5
Complementary Curricular Activities	3	2,5



Third cycle



With the third cycle, lasting 3 years, basic compulsory schooling of 9 years ends. Teaching is on a one teacher per subject basics.

SUBJET	Number of lessons per week (x 90 min)		
	7 th grade	8 th grade	9 th grade
Portuguese	2	2	2
Foreign Language (Eng. or Fren.)	3	2,5	2,5
History	2	2,5	2,5
Geography			
Mathematic	2	2	2
Science	2	2	2,5
Physics & Chemistry			
Artistic Education	1	1	1,5
Physical Education	1,5	1,5	1,5
Religious Education (optional)	0,5	0,5	0,5
Informatics?			1
Complementary Curricular Activities	2,5	2,5	2



Educational Offer

Basic Education

- 
- Ordinary education
 - Adult education
 - Educational Training courses
- } Young people aged 15 and above

Alternative Curriculum (to the Basic Education)



Educational Offer

Secondary Education



Scientific and Humanistic Courses



Courses for students hoping to continue on to higher education.

Technological courses



Specially designed to enhance the employability of school leavers but also allows to continue on to higher education.



Educational Offer

Secondary Education

Arts courses



Specially designed to enhance the employability of school leavers but also allows to continue on to higher education.

Professional courses



Privilege school leavers' entrance in the job market but also allow to continue on to higher education.



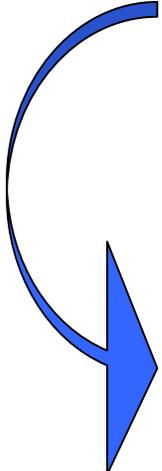
Educational Offer



Secondary Education

Adult education system

It is designed to offer a second chance to attend basic and secondary education for those of above normal school age and allows them to study and work at the same time.

- 
- Scientific and Humanistic courses
 - Technological courses
 - Arts courses

Educational Training Courses

- 
- For young people who run the risk of abandoning school
 - For young people who have abandoned school without completing the 12th form

They grant a professional qualification.



Higher Education



Higher education comprises university education and polytechnic education, organised along different lines. Most students in higher education are aged between eighteen and twenty five. However, people aged 25 or over may apply for place in higher education even if they do not possess the necessary secondary education or equivalent qualification, or a higher education qualification, provided they prove they have the necessary skills and knowledge.

There are limits on the number of students admitted to higher education (*numerus clausus*).



University education



University education leads to the following degrees:

- a) **Licenciado** , after a course lasting four or five years;
- b) **Master** , a process lasting a total of two years, including a specialised course (master course) and preparation and presentation of a dissertation.
- c) **Doctor** , through the preparation and presentation of a thesis. Masters have access to doctorate level, and, in special conditions, licenciados.

This teaching is administered in universities, organised, as laid down in their statutes, in units that may adopt different names: e.g. faculty, institute, school, and department. University teaching can also be administered in university colleges that are not integrated in universities, which are usually specialised.



Teacher Training

Each university has its own curriculum in teacher training courses.
We will present the example of one University:

The University of Aveiro



Established in 1973

Population: 639 academic staff, 10 000 students (including 680 postgraduate) and 443 non academic staff



Teacher Training Structure:

[Graduate, PostGraduate and Continuous Levels]



Graduate Level: 11 Courses

- . **Pre-School Education (4 years)**
- . **Primary School Teacher Training (4 years) and
Complements for Primary School Teachers (1/2 years)**
- . **Languages Teacher Training (5 years)**
 - Portuguese-French
 - Portuguese-English
 - German-English
 - Portuguese-Latin and Greek
- . **Science Teacher Training (5 years)**
 - Biology- Geology
 - Physics and Chemistry
 - Electronics and Computing
 - Mathematics
- . **Arts Teacher Training (5years)**
 - Music



Postgraduate Level

Master Courses (Ex. Didactics of Language;
Didactics of Physics and Chemistry; Supervision)

Ph.D Programmes (Ex. Didactics; Supervision;
Educational Technology)

Continuous Level

Shorter Courses (ex. 30h) for in-service teachers



University of Aveiro



Type of Institution: Different Departments of the University are responsible for the Courses in accordance with the Teacher training specialisation (for example, the Languages Department are responsible for programmes such as Portuguese and English Teacher Training Programme; English and German Teacher Training Programme; the Mathematics Department is responsible for the Mathematics Teaching Training Programme).



Structure of the courses (ECTS credits): 5 years; total (minimum) of 300 ECTS; approval in the component of Teaching Practice.

Entry Requirements/Target Group: Exams at national level; 18 years old

Grading System and Certification: 0-20 scale (The final classification for any given discipline is expressed on a scale of 0 to 20, where a student must obtain a minimum of 10 in order to pass the course);
"Licenciatura" (5 years)

Quality Assurance: Internal and External evaluation of the Courses;
National Agency of Quality Assurance (INAFOP)



In general all the Teacher Training Programmes are organised in three phases, having each one specific aims. The next Table specifies each of these phases, the main aims of each one and gives examples of disciplines offered for the case of the Physics and Chemistry Teacher Training Programme (Phy.+Chem TTP).

Phase (duration)	Main aims	Examples of disciplines (Phy.+Chem TTP)
General Formation (2 years)	<ul style="list-style-type: none"> . to learn the scientific bases necessary to a solid formation in the field of speciality . to be able to overcome difficulties and needs they have when enrolling the Course 	<ul style="list-style-type: none"> . Mathematics; General Physics; General Chemistry; Computing
Complementary Formation (2 years)	<ul style="list-style-type: none"> . to learn advanced topics in the field of the speciality . to learn educational and didactics issues in general and in the content area where they are going to teach. 	<ul style="list-style-type: none"> . Atomic Physics; Inorganic Chemistry; History of Physics and Chemistry; Sociology of Education; Didactics of Physics and Chemistry
Applied Formation (1 year)	<ul style="list-style-type: none"> . to apply and develop knowledge in the school and the classroom setting. 	Teaching Practice (in schools, during one year)



Contents and percentages in the Curriculum: In general all the different programmes have the following several scientific components: Component of the Speciality (for example; Physics and Chemistry for Physics and Chemistry Teacher Training Programme)-around 50%; Cultural, Social and Ethical Component- 5%; Educational and Methodologies (Didactics) Component- 15%; Teacher Practice Component- 15%

Assessment: The methods of assessment vary with the different disciplines. In general there vary among the three following methods- Continuous Assessment- this is used along the process of learning and involves at least four moments of formal assessment; Periodic Assessment: involves two in-house examinations, one of which occurs half way through the term and the second of which takes place at the end of the term; Final Assessment: this involves one end-of-term final examination. Some Teachers may chose to evaluate theoretical and practical work separately and generally they set a minimum pass mark in each component in order for credit to be awarded.



Scale	Duration	Index	Payment in Euros
1st	2 years	108	887,84
2nd	3 years	125	1 027,59
3rd	4 years	151	1 241,33
4th	4 years	167	1 372,86
5th	4 years	188	1 545,49
6th	3 years	205	1 685,24
7th – I	3 years	218	1 792,11
7th – II	3 years	223	1 833,22
7th – III	2 years	235	1 931,86
8th	3 years	245	2 014,07
9th	5 years	299	2 457,99
10th	---	340	2 795,04





Educação e cultura

Sócrates
Comenius



The End