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IMPLEMENTATION OF THE INTERNATIONAL COVENANT ON ECONOMIC, SOCIAL  
AND CULTURAL RIGHTS

Reports submitted by States parties to the Covenant concerning rights  
covered by articles 13 to 15, in accordance with Economic and Social  
Council resolution 1988 (LX)

PORTUGAL

[31 October 1983]

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\* In its note dated 31 October 1983, the Permanent Mission of Portugal to the United Nations Office at Geneva informed the Secretariat that the part of the report dealing with article 15, sections A, B, C and D, will be transmitted at a later date.

I. ARTICLE 13. RIGHT TO EDUCATION

A. Principal legislation

1. The right to education is proclaimed in the Constitution of the Portuguese Republic of 2 April 1976 and laid down as a general principle in the relevant articles, which read as follows:

"Education and culture

(Article 73)

- "1. Everyone shall have the right to education and culture.
- "2. The State shall promote the democratization of education and the conditions in which both schooling and other forms of learning can contribute to the development of the personality and the advancement of the democratic and socialist society.
- "3. The State shall endeavour to democratize culture by encouraging and guaranteeing access for all citizens, particularly the workers, to the enjoyment of culture and cultural creation through local popular organizations, cultural and recreational associations, the media and other appropriate channels.

"Education

(Article 74)

- "1. The State shall recognize and safeguard the right of all citizens to education and to equality of opportunity in schooling.
- "2. The State shall reform education so as to eliminate its tendency to perpetuate the social division of labour.
- "3. It shall be incumbent on the State, in implementing its educational policy, to:
  - "(a) Provide compulsory and free universal basic education;
  - "(b) Establish a public system of pre-school education;
  - "(c) Provide life-long education and eliminate illiteracy;
  - "(d) Guarantee access for all citizens, according to their ability, to the highest levels of scientific research and artistic creation;
  - "(e) Introduce gradually free education at all levels;
  - "(f) Co-ordinate education with productive and social activities;

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"(g) Promote the training of scientific and technical personnel of working-class origin."

2. With regard to both public and private education, the Constitution of the Portuguese Republic recognizes the role of the State in developing education at all levels. Article 75 of the Constitution states:

"1. The State shall establish a network of official educational institutions to meet the needs of the entire population.

"2. The State shall supervise private education, which is complementary to public education."

#### B. Measures taken

3. The right to education, which is laid down in the Basic Law of Portugal, has been a central concern in the plans for reform of the educational system submitted in recent years and a matter to which attention has consistently been devoted in the programmes established by successive Governments.

4. In follow-up to the educational policy of the two preceding Governments, the present Government intends, in accordance with its programme, to guarantee full enjoyment of the right to education and vocational training, on the basis of the principle of equality of opportunity and taking account, in particular, of the requirements of the most disadvantaged segments of the population (rural areas and urban and suburban agglomerations).

5. The chief aims of the educational system laid down in the programme of the Government are to:

(a) Ensure that all citizens have the opportunity to develop their personality fully;

(b) Prepare young people adequately for their working life by providing them with the appropriate tools for exercising the occupations to which they are best suited, in terms of their interests and aptitudes;

(c) Enable citizens to enjoy the advantages of the cultural and technological resources available to them and to contribute to social progress;

(d) Make a decisive contribution to the formation and further development of attitudes conducive to the understanding of the phenomena of economic, political and social life, by promoting tolerance and respect for the virtues of a pluralist and democratic society; and

(e) Remove any discriminatory barriers that might impede the full development of the individual or be detrimental to his welfare.

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6. The proposals put forward in this programme are predicated on the draft legislation on the bases of the educational system drawn up by the sixth constitutional Government in April 1980 and submitted to the Assembly of the Republic for consideration. The establishment of an educational policy depends on adoption of that bill.

7. Accordingly:

"The right of all Portuguese citizens to education shall be recognized, with a view to ensuring, through schooling and other forms of learning, the development of the personality of the individual and the advancement of the democratic and pluralist society" (Basis I, 1).

8. In the same context, the goals which the educational system will pursue are:

Basis II:

"(a) To promote the full development of the individual through the integral development of his personality, his character and his understanding of spiritual, aesthetic, moral and civic values;

"(b) To promote the cultural development of the Portuguese people in such a way as to enable them to understand contemporary phenomena in a life-long learning process;

"(c) To help to preserve and develop the cultural heritage of the Portuguese people and safeguard their national identity;

"(d) To encourage the development of democratic, free and open-minded thinking in order to facilitate the responsible exercise of freedom and the construction of a pluralist society;

"(e) To educate the individual in such a way as to enable him to contribute to the advancement of society, taking account of the interests, abilities and inclinations of each person and fostering creative and innovative talent in the cultural, scientific and artistic fields;

"(f) To develop occupational skills and to promote specific training enabling the individual to take his rightful place in contemporary society;

"(g) To safeguard the exercise of the freedom to learn and to teach, as well as the inalienable right of families to determine what type of education their children shall receive."

Basis III:

"1. All Portuguese citizens shall have equal rights regarding access to the benefits to be derived from the educational system, on the basis of equality of opportunity.

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"2. With a view to guaranteeing equality of opportunity, it shall be incumbent on the State to adopt measures to:

"(a) Guarantee compulsory school attendance by all Portuguese of school age;

"(b) Promote and support access to non-compulsory schooling without discrimination and make pre-school education available to all;

"(c) Give a second chance to receive an education to those who were unable to fulfil the school attendance requirements at the appropriate time, as well as to those wishing either to pursue their studies at a more advanced level or to further themselves professionally and/or culturally through the educational system."

Basis IV:

"1. The educational system shall comprise various standards, levels and specializations geared to a wide range of abilities and individual aspirations and to the various possibilities for occupational achievement in an individual's working life.

"2. This differentiation shall however be without prejudice to the criteria of unity and interrelation as key features of the system, which guarantee the continuity and integration of the educational process.

"3. It shall be incumbent on the State to maintain a public educational system that meets the requirements of the entire population, and the State shall promote balanced expansion of the education provided and safeguard educational standards.

"4. In implementation of the principle of the freedom of education and the recognized priority right of parents to choose the type of education their children are to receive, the State shall support private and co-operative educational activities to the extent that they promote the fundamental goals of the educational system."

9. As regards the achievement of the goals of the educational system, a number of priorities have been established owing to the vast range of existing problems. Specifically, these priorities are as follows:

(a) Developing pre-school education and making it universal;

(b) Extending the period of compulsory schooling to nine years;

(c) Restructuring secondary education, which is to last for a period of three years and cover a number of flexible fields of study, geared to either education or vocational training;

(d) Developing various types of education for the disabled, with emphasis on integration;

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(e) Developing in-school and out-of-school vocational training activities with a view to their adjustment to technological advances and to changes in living and labour-market conditions;

(f) Providing retraining in the context of continuing education;

(g) Developing forms of recurrent education;

(h) Diversifying the structure of higher education through a continuing review of university courses of study;

(i) Promoting the increased participation of adults in the educational process and strengthening the role of the community in that process.

10. The achievement of these priority goals will however require a clear identification of educational policy tools.

11. The following are some of the educational policy measures of major significance that the Government plans to implement in the forthcoming years:

(a) Strengthening and expansion of planning operations, either at the level of staff training or as regards the restructuring of the relevant departments;

(b) Strengthening and development of university autonomy, with emphasis on more effective interaction where productive activities and the community at large are concerned;

(c) Expansion of research activities, particularly those likely to increase endogenous capacity for the development of technology;

(d) Refinement and expansion of evaluation activities, particularly as regards the reforms developed in recent years;

(e) Introduction of an information and educational and vocational guidance system, taking account of both individual aspirations and the requirements of society;

(f) Restructuring of the central departments responsible for the administration of education with a view to making them more flexible;

(g) Promotion of the decentralization of educational administration and the regionalization of educational activities, through the strengthening of the role of the local authorities;

(h) Diversification of educational financing sources and promotion of the effective development of the Local Finance Act, with a view to funding the above-mentioned measures fully;

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(i) Greater recognition of the value of experience and acquired knowledge, particularly where the adult population is concerned, with a view to achieving a better balance between formal and non-formal educational activities;

(j) Expansion of both initial and further training for higher-level teaching staff and improvement of in-service training for existing teaching staff;

(k) Strengthening of the democratizing function of school curricula, particularly at the primary and secondary levels, and creation of the institutional conditions required for research activities and curriculum development;

(l) Development of methods that are the most flexible and the best suited to each particular age group, with emphasis on more profitable use of technologically advanced teaching aids;

(m) Development of various types of international co-operation, particularly as regards the evaluation and training of technicians and teaching staff.

#### C. Right to primary education

##### 1. Measures taken

12. Basic education in Portugal consists of six years of schooling, comprising primary education (four years), provided to children between the ages of 6 and 10, and preparatory education (two years), provided to children between the ages of 10 and 12. Basic education is universal, compulsory and free (Decree-Law No. 538/79 of 31 December 1979).

13. Basic education is compulsory between the ages of 6 and 14.

14. Basic education is provided:

(a) In public educational institutions (primary and preparatory) throughout the country;

(b) In television centres, in the case of preparatory educational broadcasts (Telescola);

(c) In private or co-operative schools;

(d) Within the family, as part of the system of individual education.

15. To ensure that educational obligations towards all children are met and that all are given an equal opportunity to realize their right to education, the department concerned with social welfare for schoolchildren in the Ministry of

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Education and Universities seeks to provide the necessary support for all pupils enrolled in public and official education programmes, regardless of their socio-economic status.

16. The aid provided by the aforementioned department, the Institute for Social Welfare for Schoolchildren, takes the form of support for access to schools and attendance (Ordinance No. 703/79 of December 1979; Order No. 334/79 of 20 November).

17. Access to schools is guaranteed by the provision of free school transport and the operation of residential facilities.

#### Transport

18. A school transport system covers the entire country except for densely populated areas served by urban or suburban public transport systems.

19. In these areas, pupils enrolled in the basic education programme are guaranteed the use of suburban transport systems free of charge when the distance between school and home exceeds three kilometres, if the school has no dining facilities, or four kilometres, if the school provides meals (Decree-Law No. 404/77 of 27 September 1977; Decree-Law No. 538/7 of 31 December 1979).

20. Where public transport cannot adequately meet the needs of the school population, special networks have been set up (vans, delivery trucks, taxis or private cars).

#### Accommodation

21. Residences and residential centres provide another solution to the problem of school transport and are particularly useful in socio-economically depressed areas. They are intended for, in order of priority: (1) pupils who live far from educational institutions; (2) pupils who lack adequate transport facilities; and (3) pupils who are removed from the family environment essential to studying (for example, migrant workers' children).

22. Almost 60 per cent of the total cost of running the residences and residential centres is borne by the Institute for Social Welfare for Schoolchildren; the 40 per cent attributable to the pupil may be reduced further if the pupil's socio-economic situation warrants it.

#### Welfare assistance

23. To ensure class attendance, social welfare is provided to pupils of modest means in the form of school meals and individual subsidies. Milk is distributed free of charge and cafeteria and buffet services as well as meal subsidies are provided.

24. Individual subsidies, consisting in direct financial assistance provided solely to pupils from underprivileged families, are intended to help bring about equality of access to education (Resolution 431/80 of 24 September 1980; Order No. 313/80 of 24 September 1980).

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25. Specifically, this assistance covers the costs of school supplies (textbooks and other materials); food and lodging; acquisition of prosthetic devices (eyeglasses, hearing aids, orthopaedic devices); and the purchase of protective rainwear.

#### Televised instruction

26. Televised instruction at the preparatory level was also established with a view to ensuring the fulfilment of post-primary compulsory educational requirements, especially in areas where the establishment of preparatory schools is rendered impossible by their isolation, the small number of children of school age or the lack of available facilities.

27. Established in 1965 under another name, this indirect means of instruction has been the subject of various measures aimed at bringing it into line with the direct instruction provided in traditional preparatory schools at the same level.

28. By virtue of its flexibility and the savings which it entails, televised preparatory instruction is a useful supplement to traditional direct instruction; it reaches sparsely populated regions and/or provides opportunities for training in parts of the country which have too few facilities or qualified teaching personnel for the growing number of pupils or which are experiencing other problems.

29. Televised preparatory instruction also constitutes an alternative to direct teaching within the Portuguese educational system; it allows for a choice between two types of teaching and enables children, adolescents and adults suffering from various handicaps to pursue post-elementary (preparatory) studies.

30. Indirect preparatory instruction is organised around 50 weekly lesson broadcasts. These broadcasts are watched in 1,300 television centres by a total of almost 3,600 classes of pupils.

31. Each televised lesson is followed by a period of "exploration time" or of creative work to be performed individually or in groups. These activities are directed by instructors, who follow a periodical bulletin containing not only general pedagogical guidelines but also specific guidance for each teaching unit.

#### The disabled

32. Various measures have been taken to implement a special education policy having as its goal the integration of disabled children in the regular educational system and in society.

33. The State sees to it that children with special requirements receive a basic education; to this end, the State seeks "to promote a thorough evaluation of these children's disabilities, the expansion of basic special education, support for the schools which offer it and the strengthening of measures pertaining to the training of teachers and specialized personnel in these schools" (Decree-Law No. 538/79 of 21 December 1979).

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34. The Ministry of Education and Universities, through the Division of Special Education of the Directorate-General for Basic Education, has developed a programme of "integrated education", or the placement of disabled children in regular classes on a full-time or part-time basis; this integration is carried out with the assistance of teams of specialized teachers, "special education teams", who provide itinerant support services and work in resource rooms or centres; their goal is the disabled child's integration in the family, society and school.

35. These special education teams, which are set up on a regional basis, are composed of regular and special-education teachers, therapists and other specialists. Their principal functions are the following:

- (a) To identify the educational needs of disabled children and refer them for observation and medical learning diagnostic services as necessary;
- (b) To assist with integration in school by personally accompanying the pupil;
- (c) To assist classroom teachers by providing them with an insight into the problems of disabled pupils;
- (d) To take care of equipment, etc.;
- (e) To prepare special teaching materials;
- (f) Where necessary, to provide the child with access to social welfare services in order to solve such problems as transport, food, utilization of resource rooms, etc.;
- (g) To advise parents on educational options and on all matters relating to the integration of the child within the family;
- (h) To promote the disabled child's involvement in the community;
- (i) To participate in screening activities.

36. Disabled children who have been placed in regular classes receive support at regular intervals from itinerant specialized instructors whose responsibilities include family and community action.

37. Resource rooms and the centres in which they are located function within educational institutions where children suffering from the same disability or experiencing the same difficulties receive help from specialized instructors and personnel during the school year. These facilities are available for the following:

- (a) Pupils with severe hearing impairment who require rooms equipped with sound amplification systems and special acoustic devices;
- (b) Pupils whose various educational needs require daily programme adjustments;
- (c) Pupils with learning disabilities.

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38. Other support services for disabled children worthy of mention are:

- (a) The Braille press;
- (b) Equipment production centres;
- (c) Technical assistance services (hearing impairment sector).

39. Order No. 59/79 of 8 August 1979 establishes the conditions governing compensatory education for disabled persons attending regular classes together with support and development systems suitable for them. Specifically, this involves:

- (a) Organizing "supplementary" classes for the physically or mentally impaired for subjects in which it is more difficult for them to keep up;
- (b) Reducing the number of pupils in regular classes in which pupils with impaired hearing have been placed;
- (c) Facilitating access to classrooms in which classes attended by pupils with visual or motor disabilities are held.

40. With a view to establishing conditions that enable pupils to participate in special education programmes and promote the development of these pupils' knowledge and abilities, the Institute for Social Welfare for Schoolchildren (IASE) will take action specifically aimed at providing support for disabled children, such as the allocation of subsidies for: transport to resource centres; accommodation; purchase of specific equipment; and food (Order No. 110/77 of 8 September 1977; Order No. 108-A/80 of 16 October 1980).

41. IASE assistance is provided:

- (a) On an individual basis, in the form of a subsidy allocated after an assessment of the economic status of the pupil's family; and
- (b) On a collective basis, in the form of a global subsidy paid to the school to help defray the operating expenses of the various school welfare services which pupils receive.

42. In addition to the special educational programmes already mentioned, there are also in Portugal special educational institutions which operate as boarding schools or day-boarding schools, and special classes for the majority of children with learning difficulties.

43. The Ministry of Education and Universities provides pedagogical and financial support to schools for mentally handicapped children which have been established on the initiative of parents' associations or co-operatives.

44. Act No. 66/79, published in October 1979, established an Institute for Special Education within the Ministry of Education and Universities which has responsibility for the training of disabled children and adolescents at the central and regional levels.

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### Migrants

45. With regard to the education of migrants, the Portuguese State is obliged, under Act No. 74/77 of 28 September 1977, to:

Ensure "the protection of the rights to education of Portuguese nationals living and working abroad and of those of their children, particularly the right to education and to equal opportunity for access to compulsory schooling, in agreement with the sovereign organs of the countries of immigration;

"Approach the countries of immigration with diplomatic initiatives designed to protect the right to education of Portuguese nationals and of their children, particularly the right to the preservation of their national language and culture and to recognition of Portuguese school diplomas."

46. In order to attain those objectives, the State must:

(a) Promote the integration of the teaching of the disciplines of Portuguese language, history, geography and culture in the education systems open to them, in countries where Portuguese nationals and their children are living;

(b) To establish or officialize schools or courses in the event that the above-mentioned integration is not possible;

(c) To establish basic education courses in the Portuguese language or other school support systems in the places where school-age children or adults who have not received compulsory schooling reside;

(d) To promote gradually "the expansion of instruction in Portuguese language and culture as part of basic education, support for Portuguese schools and the organization of basic education by means of extramural studies, particularly correspondence courses supported by audio-visual means, with the aim of enabling Portuguese children residing abroad to receive compulsory schooling" (Decree-Law No. 538/79 of 31 December 1979).

### Non-discrimination

47. No special provisions exist on the subject of the education of girls: this is because there is no discrimination against them and because school programmes and curricula are the same for both sexes.

48. Primary and preparatory schools have been co-educational since the school year 1972/73 (Decree-Law No. 48/72 of 28 November 1972).

### Pre-school education

49. Portugal has recently entered an important phase affecting children's short period of attendance at nursery school. Since 1973, legislation exists under which pre-school education is considered as a phase of the educational system and is complementary and preventive in nature, envisaging also the all-round development of the child and his integration in society.

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50. However, the establishment of a public system of pre-school education, by Act No. 5/77 of 1 February, with the aim of providing equality of opportunity in life, set the following objectives:

(a) Promotion of the harmonious development of the child;

(b) Mitigation of the discriminatory effects of socio-cultural conditions as regards access to the school system.

51. Nursery schools within the public system of pre-school education administered by the Ministry of Education and Universities are free of charge and are open to children between the age of three and the age of commencement of primary education. Attendance at nursery schools is not compulsory.

52. The relationship between the family, the community and the State is of primary importance in the policy for children outlined in the Nursery School Statute (Decree-Law No. 542/79 of 29 December), which supplements Act No. 5/77 and regulates the operation of pre-school educational establishments:

"Pre-school education is the beginning of a process of continuing education, achieved through the combined efforts of the family, the community and the State aimed at:

"(a) Providing conditions conducive to the harmonious and all-round development of the child;

"(b) Mitigating the discriminatory effects of socio-cultural conditions with regard to access to the school system;

"(c) Encouraging its implementation as a useful and necessary element of the spiritual, moral and cultural, social and economic progress of the community."

53. Among the trends affecting pre-school education in the immediate future, outlined in the draft legislation on the bases of the educational system, mention may be made of the following:

"Pre-school education at appropriate institutions is optional and supplementary to the education process in the family, with which it is closely co-ordinated in view of the essential educational role played by the family.

"Pre-school education is provided by nursery schools and will be gradually extended through joint action by the public, private and co-operative sectors.

"The educational methods used in the context of pre-school education are flexible in nature, so as to be adaptable to the different economic, social and cultural situations found in Portugal."

## 2. Statistical data

54. School enrolment for basic education (6 to 12 years of age) increased from 3 per cent in the school year 1967/68 to 29.5 per cent in 1977/78.

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3. Education without charge

55. The basic education at public educational establishments and in private or co-operative schools under contract is provided without charge (Decree-Law No. 538/79 of 31 December 1979).

56. Basic education is provided without charge through:

- (a) Exemption from registration, enrolment and examination fees;
- (b) Free transportation (see para. 19 above);
- (c) Extra food provided to pupils receiving primary education and those receiving preparatory education through educational television;
- (d) Allowances for food and for accommodation, when necessary;
- (e) Direct financial assistance for children of families with incomes so low that they would not otherwise be able to send their children to school;
- (f) Exemption from payment of stamp duty and fees for school documents, with the exception of certificates proving the completion of one phase or one year of attendance.

57. It is planned to increase direct financial aid as and when the budget of the Ministry of Education permits; the efforts along these lines are designed to make basic education entirely free of charge by extending this benefit to school supplies, food and accommodation.

58. Preparatory education through educational television is free of charge both in the case of the public television centres and in the case of most of the private ones; this benefit also extends to supporting printed matter and transportation. Welfare assistance is also provided for pupils in this educational category.

59. In 1977, education without charge was extended to cover the period until the end of the ninth year, or the entire period of compulsory schooling to be introduced under the draft legislation on the bases of the educational system (Decree-Law No. 421/77 of 4 October 1977).

Difficulties

60. The activities of the Institute for Social Welfare for Schoolchildren involve the establishment of equal conditions of access to school for all pupils, regardless of their socio-economic situation or place of residence. With this aim in view, there is an extensive school transportation system and, as an alternative, the provision of accommodation.

61. The implementation of this school enrolment policy has, however, met with difficulties, firstly as regards travel to school:

- (a) Possible absence of roads or lack of available vehicles for transportation;

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(b) Long travel time, if the school is too far away, or long wait for the bus - factors which inevitably affect pupils' performance at school;

(c) Insufficient infrastructure available to the State for the provision of accommodation; possible makeshift solutions (accommodation with families or private bodies) are often unreliable or non-existent.

62. As regards the motivation of the population, reference should be made to the resistance of many parents to compulsory schooling, particularly when it extends beyond the first four years of school; this resistance is due, in particular, to the following factors:

(a) Use of child labour for agricultural work or domestic chores;

(b) Objection to children leaving home, particularly when this separation involves boarding arrangements elsewhere;

(c) Financial difficulties and fear that schooling may involve too much expenditure;

(d) Ignorance of the importance which the school-leaving certificate will have for the future of their children.

63. The difficulties affecting basic schooling in general are considerably less in the case of preparatory education through educational television (Telescola), because of the flexibility of this type of education and the easier access to it.

64. In order to overcome the difficulties just mentioned, the Ministry of Education and Universities has adopted measures to make the public aware of the advantages of education and to explain the welfare assistance available to pupils.

65. These measures include:

(a) Publicity campaigns using: the media (films, audio and video presentations, round-table discussions carried over radio and television, posters, stickers, etc.); the programmes of preparatory education through educational television (Telescola); and direct contacts between the school and parents or persons with educational responsibilities;

(b) Activities organized at the local or regional level with the participation of the regional organs of the Ministry of Education and Universities and of teachers;

(c) Meetings attended by the delegates of the school area, the representatives of the heads of preparatory schools, those responsible for the educational television centres used in preparatory education, the local welfare assistants and, where appropriate, the heads of private schools; the purpose of these meetings is to consider the situation and study the most effective means of reaching children who are not enrolled, in order to remove the obstacles to enrolment.

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66. With a view to ensuring compulsory school attendance, other measures have been taken.

67. The local authorities are instructed to organize, in collaboration with the Ministry of Education, an annual count of school-age children who are not enrolled in courses at public establishments or at private or co-operative establishments (Decree-Law No. 538/79 of 31 December 1979).

68. The diploma certifying the completion of compulsory (six-year) schooling is required in the case of persons born after 1 January 1967 who wish:

(a) To hold any post in a body of the central, regional or local public administration, without prejudice to the other qualifications required by law;

(b) To obtain work in nationalized services or private bodies;

(c) To participate in official sports competitions;

(d) To occupy posts of leadership in amateur sporting or cultural associations or clubs;

(e) To obtain a driving licence.

69. Teachers in pre-school establishments, children, the authorities and all citizens in general must "exert their influence on persons who have educational responsibilities and who are not complying with the legal provisions concerning compulsory schooling, trying to explain their duty to them and to make them aware of the personal and social advantages conferred by schooling" (Decree-Law No. 538/79 of 31 December 1979).

#### D. Right to secondary education

##### 1. Measures aimed at making secondary education generally available

70. Secondary education encompasses the six-year period of schooling - from the seventh to the twelfth year - between primary education and higher education. It consists of a unified general course (seventh, eighth and ninth years) and the complementary courses (tenth, eleventh and twelfth years of schooling).

71. In recent years, structural changes have been made in the Portuguese educational system in order to adapt it to the national objectives. Specific mention should be made of the objectives which have been pursued in the context of secondary education and which concern the right to that level of education. The structural changes made in connection with each of those objectives will be described.

72. To correct the discriminatory effects which social and cultural conditions have on access to secondary education, unified education is provided without charge from the seventh to the ninth year of compulsory schooling.

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73. To eliminate the difference between technical and academic secondary education and hence the discrimination this difference engenders, a unified general course of secondary education has been established. Its curricula are based almost entirely on a common core of subjects, and it is only after the ninth year that there is a diversity of subjects ("vocational options") (Order of 27 June 1975; Order No. 109/76 of 27 April 1976; Order No. 78/77 of 22 June 1977).

74. The unified course of secondary education, which began with the introduction of the seventh year of schooling in the school year 1975/76, followed by the introduction of the eighth and ninth years in 1976/77 and 1978/79 respectively, represents the most radical change made in recent years in the Portuguese educational system, since the choice between systems is postponed until the age of 15 or 16 and the social discrimination inherent in the two previous channels of education has been eliminated. Those two channels of education, which were parallel but of unequal prestige, have been replaced by a single programme, open alike to students who enter the labour force and those who pursue their studies.

75. The purpose of this measure was to adapt education to the political, economic and cultural requirements of Portuguese society.

76. The following steps have been taken to prepare 15-18 year age group to pursue their studies at a higher level, to begin work immediately or to enter the vocational training system:

(a) Introduction of complementary courses at the secondary level (tenth and eleventh years of schooling) on an experimental basis (Normative Decree No. 140-A/78 of 15 June 1978);

(b) Establishment of a twelfth year of schooling as the final year of the complementary secondary-level courses and as a replacement for the so-called propaedeutic year (which was based on a system of extramural studies, in this case using television) (Decree-Law No. 240/80 of 19 July 1980).

77. The tenth and eleventh years of schooling, which were instituted in 1978/79 and 1979/80 respectively, constitute the first step in a pedagogical experiment in diversification during the final years of secondary education. Schooling during these years covers five areas of study which, in addition to the common core of general subjects, include both a specialized component and a vocational component structured with a particular field of activity and/or course of higher education in mind.

78. The courses for the tenth and eleventh years have been designed to take into account the structure of the ninth year and are intended to constitute a well-balanced continuation of that year, particularly with regard to the opportunities offered by the vocational options. In general, they are directed towards the following goals:

(a) To provide and develop general education by fostering the attitudes, research methods and work habits which are essential for both entry into the working world and continuation of studies;

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(b) To promote special instruction in the major fields of knowledge and human activity with a view to strengthening the relationship between the scientific and technical components and the practical aspects of education;

(c) To provide vocational training in the specialized field chosen by the student so as to facilitate his or her immediate entry into the working world or into a formal or non-formal vocational training system;

(d) To offer the necessary information, either as regards the job market or in terms of educational guidance. Such information is an important factor in elucidating the choice between the academic and vocational studies capable of harmonizing the student's wishes and aptitudes and the needs of society;

(e) To promote contacts with places of work and to enable students to become familiar with them by strengthening the arrangements for interaction between schools and the working world;

(f) To help to eliminate the difference of social prestige inherent in the existence of two separate channels: the academic and the technical.

79. The so-called propaedeutic year, which was instituted in 1977 by Decree-Law No. 491/77 of 23 October to replace the "civic service", was based on a system of extramural studies (in this case, using television). Its purpose was to prepare students for admission to higher education, which was limited by a quota. This stopgap solution, which used a medium (television) that was obviously unsuited to the age level of the students concerned, greatly accentuated the existing social discrimination in many respects, and it became urgently necessary to remedy that situation.

80. Decree-Law No. 240/80 of 19 July 1980 eliminated the propaedeutic year and replaced it by the twelfth year of schooling, which is now the final year of secondary education. The twelfth year comprises two separate courses of study: an academic course and a vocational course. The former is a pre-university programme which prepares students specifically for further study. Its purpose is to reinforce knowledge and instruction in the basic subjects required for entrance to higher education. The second course of study comprises vocational training that is specially designed to provide first-level vocational qualifications in both the theoretical and practical aspects of various technical subjects. This course of study also leads to short-term advanced studies at polytechnics.

81. The structure of the eleventh and tenth years of schooling will shortly be brought into line with that of the twelfth. Next year, the structure of the eleventh year, and later, that of the tenth year, will be divided into two courses of study.

82. Measures have also been taken to reorganize the curricula and study programmes of secondary education so as to ensure that the various levels of education are interrelated.

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83. With a view to developing civic and democratic awareness, research skills, a critical faculty and recognition of the close relationship between schools and their environment, the curricula and teaching methods used in secondary education have been the object of structural changes directed towards modernizing this level of education. The result has been the introduction of social studies, civic education, polytechnic subjects, workshop activities and other vocational subjects, instruction in which, for the most part, has been successively improved. However, in many cases new subjects have been eliminated because of the difficulties in instituting them or because of a distorted and, at times, tendentious interpretation of their content.

84. Also in the context of secondary education, evening courses have been organized for students who are at least 14 years old by 1 March of the year in which they register.

85. The general evening courses, for which new curricula were instituted in 1975/76, have a different structure from the daytime courses, since they are generally attended by "student-workers" and by adults. Accordingly, it seemed appropriate to keep their structure diversified and oriented towards practical training and to maintain study programmes and curricula suited to the socio-economic level of those attending them.

86. These courses are as follows: academic course and technical courses - administration and business, mechanics, electricity, civil construction, chemistry, textiles and visual arts.

87. Complementary evening courses include the academic course and technical courses, the latter being divided into three areas: industry, services and visual arts.

88. There is no discrimination between the sexes in terms of either curriculum or study programme. However, it is impossible to overlook the fact that the technical training provided during secondary education does, in practice, contain various discriminatory elements:

(a) Since 1975, secondary education has combined academic and technical instruction, whose earlier separation was the source of considerable discrimination, both in economic and social terms and in terms of unequal access by the two sexes to the different types of technical education;

(b) Despite unification, secondary education is still, in most cases, dispensed in the former academic and technical schools, which have now been converted into secondary schools, and has not undergone the necessary structural changes to ensure the effective introduction of a unified system of education (general availability of options, at least at the local level, and of facilities);

(c) The above-mentioned situation affects the decisions taken by parents (or by persons exercising parental authority over the student) concerning the educational establishment, the option, the field of study and the vocational component that must be selected at the end of the student's eighth year;

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(d) The choice of field of study is also influenced by the job market and by the traditional image of the occupations considered to be appropriate for each sex, instead of being made on the basis of the real capabilities and wishes of the individual.

2. Measures aimed at making technical and vocational secondary education accessible to everyone

89. The general secondary education course is organized in accordance with a unified plan which includes vocational options in the ninth year (final year).

90. The unified general course is designed to provide:

(a) A balanced education, by ensuring that, in terms of curricula, the relevant subjects in the major branches of knowledge, the technical training activities and physical education are interrelated;

(b) A system in which the vocational options enable students, by the final year, to determine their interests, to develop individual attitudes and to become integrated in the orientation and vocational training systems.

91. In accordance with the curricula of the unified general course, technical training is provided in the seventh and eighth years in workshop classes (four hours weekly), which are divided into eight areas of activity: woodwork, metalwork, electricity, basic administration techniques, textiles, interior decorating, horticulture, floriculture, agriculture and animal husbandry. In the ninth year, this training is continued in the classes on one of the vocational options (five to seven hours a week), to be selected from the following: agriculture, animal husbandry and food production, health, sports, mechanical technology, electrical technology, civil construction, chemical technology, textiles, administration and business, introduction to economics, art and design, theatre and music.

92. These job-oriented technical subjects do not provide direct preparation for an occupation. Instead, they prepare students for the acquisition of the knowledge, skills and attitudes that will facilitate entry into the working world and contact with the main areas of human activity. The purpose is to inform students about formal pre-vocational instruction at school and to enable them to make a judicious choice of training, in accordance with their interests and aptitudes.

93. It should be noted that the workshop activities and the vocational options are currently all that is available to the secondary school age group, since the educational system does not include any academic or vocational guidance structures.

94. Since the complementary relationship between schools and the working world should be reflected in various practical forms (for example, in the initial vocational training process in the education of young people), pilot training courses have been organized at the end of compulsory schooling.

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95. During the past school year, pilot training activities were instituted at the end of compulsory schooling (sixth year). Their purpose is both to complement the sixth year and to enable young people (over 14 years of age) to obtain the necessary vocational studies certificate to begin working and/or the diploma certifying qualifications equivalent to the ninth year of schooling (Joint Decree of the Ministries of Education and of Labour of 21 February 1980).

96. These courses, which last three years, are developed, maintained and supported through the joint efforts of the Ministries of Education and of Labour, in close co-operation with enterprises.

97. The new model for the complementary secondary school courses (tenth, eleventh and twelfth years) has a co-ordinated system to ensure that, up to the end of the eleventh year, students can continue their studies and/or begin work. The model is organized by field of study and comprises:

(a) A two-year cycle (tenth and eleventh years) combining general training, specialized training and vocational training components in a coherent structure which leaves the way open for a future choice between higher education and/or the commencement of employment;

(b) A final year (twelfth year) to complete the training provided during the previous cycle, which was already geared to the choice between moving on to higher education or beginning an occupation.

98. The purpose of the vocational programme in the twelfth year, the various options of which follow on from the vocational training selected by students during the tenth and eleventh years of secondary education, is to train students to a specific level of technical skills. Occupational preparation is accomplished through the successful completion of the twelfth year, which is work-oriented, followed by a short training course.

99. The level of occupational skills and the job descriptions in each of the sectors will be established in accordance with the level of basic training in the complementary courses, the requirements of the labour market and the economic and social outlook.

100. The vocational instruction provided in the twelfth year is generally dispensed in secondary schools with appropriate facilities. However, there are many occupations which can be taught only in co-operation with various public or private organizations and services, whether or not these are administered by the Ministry of Education, and with the aid of their human and technical resources.

101. Secondary school students receive social welfare from the Institute for Social Welfare for School Students (meals, transport, allowances, etc.).

102. In response to the needs of students who are already working, secondary-level evening courses have been arranged. In addition to the general course and the complementary academic course, there are other general courses in mechanics, textiles, administration and business, and visual arts, as well as complementary technical courses, which are divided into three sectors: industry, services and visual arts.

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103. These courses provide basic scientific, technical and cultural instruction, which relates in so far as is possible to the occupational activities of economically and socially underprivileged students who are already at work and, consequently, cannot attend courses during the day.

104. In addition to the common core of subjects of a practical or general cultural nature, these courses include technical and/or technological subjects, which vary according to the individual course.

105. Because of the age and the social and occupational situation of these students, it is felt that the methods of instruction should be suited to the nature of the evening courses and should be different from those of the daytime courses intended for adolescents. In accordance with the principle that knowledge acquired at the workplace or elsewhere should be recognized, students who have passed a test certifying that they have attained the level of knowledge established by the programme are not required to take certain subjects.

### 3. Free secondary education

106. Free unified secondary education (seventh, eighth and ninth years) was instituted by Decree-Law No. 421/77 of 4 October 1977.

107. The fundamental goal is to provide nine-year compulsory schooling without charge, in accordance with the principle laid down in the draft legislation on the bases of the educational system, whose provisions are to govern the Portuguese educational system in the years to come (Basis VIII, para. 1; Basis IX, para. 1). Accordingly, it is planned that:

"Secondary education will be of three years' duration;

"The curricula for secondary education will be organized by subject or activity with emphasis on theory, theory and practice, or practice, as the case may be;

"The structure of secondary education will include fields of study with dual curricula, one leading to post-secondary education and the other providing pre-vocational training geared to employment;

"The possibility of transfers between pre-university and vocational channels will be guaranteed (Basis XI, paras. 1, 2, 3 and 4);

"Secondary education will be dispensed in secondary schools affording a wide range of curricula;

"The geographical distribution of secondary schools will be organized with a view to ensuring that each region has the greatest possible diversification of fields of study and curricula, taking into account local and regional interests;

"Provision is being made for the establishment, where appropriate, of secondary schools providing both theoretical and practical instruction in specific courses of study" (Basis XII, paras 1, 2 and 3).

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108. In view of the achievements of the developed countries in providing preparation for employment and productive labour, the Government believes that progress along these lines, in the context of a system of continuing education, is necessary. It therefore intends to overhaul this type of schooling, particularly in terms of extramural secondary education and recurrent education, by making optimum use of the resources of the public and private sectors. There are plans to institute school extension programmes and machinery to provide support to the "student-worker", while gradually developing vocational guidance, orientation, training and retraining. Also, the Government plans to take steps to provide pre-vocational facilities for the cohorts of young people about to enter the labour market each year. To that end, an effort will be made to involve both public and private organizations in apprenticeship programmes.

109. In accordance with the draft legislation on the bases of the Portuguese educational system mentioned earlier, the goals of initial and vocational training are as follows:

- "(a) To supplement formal schooling with knowledge and techniques of relevance to future employment;
- "(b) To offer basic, general and specialized training geared to the vocational interests and aptitudes of the individual;
- "(c) To promote cultural and occupational versatility so as to facilitate adjustment to technological progress and to changes in working and living conditions;
- "(d) To facilitate occupational redeployment and access to retraining through a system of continuing education" (Basis XIII, para. 1).

110. The orientation and vocational training programmes are to be developed in the context of secondary, post-secondary and extramural education. Vocational training activities will be carried out either in existing schools, or in specialized institutions (with the co-operation of public or private entities), or through open-enrolment extramural studies (Basis XXII, paras. 2 and 3).

#### 4. Factors and difficulties affecting the degree of realization of this right

111. The State recognizes the right of all citizens to education and equal educational opportunity at school (art. 7 of the Portuguese Constitution). Moreover, it is considered essential for young people to have access to instruction and to the benefits of a training which emphasizes the full development of their personality and their progressive participation in social life in a spirit of democratic solidarity and occupational dignity. However, one important factor constitutes a major obstacle to efforts to make secondary education truly generally available to the entire population: Portugal's meagre financial resources.

112. Mention should also be made of the difficulties encountered in providing equal opportunities at the end of the unified educational programme, in other words, as indicated earlier after the ninth year (the final year of free education in which

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the curriculum is almost the same for everyone). At this stage, the process of selection starts to be felt more acutely, not only because of the need to pay school fees - economic selection - but also because of the diversified curricula, which create a network of courses that are not always consistent with the real interests of the students.

113. Another form of selection, which occurs at the end of the unified general course or of the complementary courses, is encountered by students who, for one reason or another, do not pursue their education. Because of the virtual non-existence of specialized training for them, young people who leave the formal school system between the ages of 14 and 17 to begin work must inevitably settle for jobs requiring fewer skills, for which the pay is low, a situation which is aggravated by the current widespread unemployment crisis.

114. In addition to these difficulties, another serious problem has arisen: all available facilities and equipment are being used as a result of the changes in secondary education, both those designed to make programmes generally available and the structural changes stemming from the creation of the twelfth year.

#### E. Right to higher education

##### 1. General measures taken to make higher education equally accessible to all on the basis of capacity

115. Higher education in Portugal is at present provided by nine universities, two university institutes and other institutions of a specialized character.

116. Polytechnics were recently established for the purpose of training qualified higher-level technicians.

117. There are also private institutions of higher education. The most important of these is the Catholic University, which confers academic degrees equivalent to those of the State educational system and which is made up of departments situated at Lisbon, Oporto, Braga and Viseu. The Free University, at Lisbon and Oporto, was founded recently.

118. Until 1973, there were only four universities, all of the traditional kind, located at Coimbra, Lisbon (both classical and technical) and Oporto and offering instruction in the sciences, the humanities and technology. They are organized on the basis of faculties, with the exception of Lisbon Technical University which comprises various institutes with a large degree of autonomy.

119. For the purpose of providing these universities with personnel structures adequate to their needs, an administrative reform was begun in 1980.

120. Since 1973, five new universities have been established, located at Braga, Aveiro, Evora and Lisbon and in the Azores. They have a departmental structure with the exception of that at Lisbon which is made up of faculties. The establishment of a University of the Algarve at Faro is at present under study.

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121. The polytechnics at Vila Real and Covilhã were transformed in 1979 into the university institutes of Trás-os-Montes e Alto Douro and Beira Interior.

122. The new universities and university institutes are part of a policy for the diversification of higher education and the development of the regions in which they are located.

123. The system of higher education offers a range of about 100 courses of instruction in literature and the humanities, the exact and natural sciences, the social sciences, technology, law, agriculture and animal husbandry, the medical sciences and pharmacology, the fine arts, and physical education.

124. In December 1979, there was created a network of institutions of higher education called higher technical colleges and colleges of higher education. They came together to form polytechnics and some of them have already begun the process of formation. Courses of instruction last from two to three years and are aimed at the training of higher-level technicians in the fields of industrial technology, agriculture, animal husbandry, forestry, health (nursing and paramedical services), journalism, management and accountancy as well as the training of kindergarten teachers and primary school teachers.

125. The higher institutes of engineering and of accountancy and administration will probably be integrated into the system of polytechnic education.

126. Admission to higher education is subject to the restriction imposed by the numerus clausus. Pupils who have completed the twelfth year of schooling must take a nation-wide examination within the channel giving access to higher education. Persons of over 25 years of age who have not taken the prescribed examinations may take an examination for admission to the faculty of their choice.

127. For the purpose of facilitating any necessary adjustments in the pursuit of studies, greater flexibility in course structure and wider career choices, a system of commutable course units has been introduced. Such a system permits the mobility of the student who, after obtaining a properly attested equivalency certificate, may, if he so desires, transfer from one institution of higher education to another.

128. The Co-ordinating Bureau for Access to Higher Education is the ministerial department responsible for all the modalities of such access.

129. Entry to the various courses of instruction in higher education may be contingent on the human resource needs of the country and on the need to safeguard the quality of education. Accordingly, the size of the student body in any institution is restricted by the numerus clausus.

130. This restriction was also introduced with a view to helping to implant the idea of higher polytechnic education and, thereby, to bring about the training of specialist personnel within a short time (two to three years).

131. The diversification of higher education (new courses of study in already existing universities and the establishment of new, shorter-cycle educational institutions) also facilitates access to such education by reducing transport, living and class-attendance costs.

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132. The introduction of secondary school courses which are essentially pre-vocational will make it possible to leave the educational system at that level. This will have the consequence of alleviating pressure on access to higher education.

## 2. Financial assistance

133. In Portugal, free education does not at present go beyond the ninth year of schooling. It can nevertheless be stated that the administrative costs paid by students in higher education - registration and tuition fees - are, in practice, purely nominal: fees per subject/year are fixed at 100 escudos (\$100) for registration and 300 escudos for tuition.

134. Moreover, Decree-Law No. 132/80 of 17 May lays down the general provisions governing the essential structure of the social welfare services for higher education and the social assistance to be granted to the most disadvantaged students in terms of scholarships, grants, loans and exemption from or reduction of study fees.

135. Those services are also required to establish, maintain and supervise the operation of university housing and dining facilities, outlets for texts, books and educational material as well as medical and social services.

136. In this regard, the diversification of higher education, mentioned in paragraph 131, should once again be stressed.

## F. Right to fundamental education

### 1. General and specific measures

137. Education is compulsory for all citizens between the ages of 6 and 14 (see para. 13). Those who have reached the upper age limit but have not completed the second year of preparatory education may enrol in so-called "supplementary" classes:

(a) In the daytime, if under 18 years of age;

(b) In the evening, if over the age of 18 and/or if over the age of 16 and already at work.

138. The curricula for the daytime classes are those approved for the regular system, the methodology being adapted for the age group concerned.

139. For the evening classes, specific curricula and a methodological approach suitable for adult education have been developed.

140. The provisions of Act No. 3/79 of 10 January 1979, on the elimination of illiteracy, have the object of ensuring fundamental education for the adult population. This Act governed the formulation of the national literacy and fundamental adult education plan in collaboration with the National Council for Literacy and Fundamental Adult Education.

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141. It is fitting here to quote certain principles of the above-mentioned Act:

" (a) Article 1 (Principles)

"It is the duty of the State, in the spirit of the Constitution, to provide universal fundamental education and to eradicate illiteracy.

"State initiative should result in concerted action by central and local administrative bodies, in full compliance with the principle of administrative decentralization.

"The State recognizes and supports existing initiatives in the field of literacy and fundamental adult education, particularly those of the mass educational associations, cultural and leisure groups, cultural co-operatives, locally-based mass organizations, trade union organizations, workers' committees and denominational organizations.

" (b) Article 2 (Definition and framework)

"Literacy and fundamental adult education are viewed in the dual perspective of the personal development of adults and their progressive participation in cultural, social and political life with the aim of building a democratic and independent society.

"The literacy process is focused upon learning to read and write, accompanied by other non-formal educational programmes.

"Fundamental education involves, as a first stage, preparation corresponding to the elementary basic education assessment test and, ultimately, the setting of curricula appropriate for adults at the post-fundamental level."

142. Prime responsibility for the development of this plan devolves on the Directorate-General for Adult Education within the Ministry of Education and Universities. Decree-Law No. 61/79 of 30 March 1979 requires that the said department should be supported by the Ministry of Finance and Planning, the Ministry of Agriculture and Fisheries, the Ministry of Labour and the Ministry of Culture.

143. Lato sensu, literacy is an integral part of fundamental education.

144. Thus, in the light of the explanations of the General Conference of UNESCO (Nairobi, 1976) with regard to the difficulties encountered by illiterate persons or groups, or other groups which are disadvantaged with respect to education and resources, in adjusting to society, adult education activities are designed not only to enable adults to acquire basic knowledge (reading, writing, arithmetic, basic understanding of natural and social phenomena), but also "... to make it easier for [adults] to engage in productive work, to promote their self-awareness and their grasp of the problems of hygiene, health, household management and the upbringing of children, and to enhance their autonomy and increase the participation in community life".

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145. Measures taken in 1980 for the development of fundamental adult education bore largely on the planning of various activities with a view to achieving the following objectives:

- (a) Establishment of regional adult education centres;
- (b) Completion of studies on the activities assigned to the national literacy and fundamental adult education plan;
- (c) Establishment of a network of public cultural and educational centres;
- (d) Action relating to emigration;
- (e) Development of an integrated regional programme for the northern region of the country;
- (f) Literacy and elementary basic education;
- (g) Support for mass educational associations;
- (h) Establishment of public libraries;
- (i) Production, acquisition and distribution of printed matter and audio-visual material;
- (j) Establishment of consciousness-raising and training activities for the staff of the centralized services and for district co-ordinators.

146. Action taken during 1981 followed up previously planned activities. The enlargement of the field of operations of the Directorate-General for Adult Education so as to include adult education at the post-fundamental level was the central concern of officials.

147. Studies are under way with a view to implementing projects integrated into a system of recurrent education. The object of such projects is to devise alternative modes of action for training and cultural advancement subsequent to the stage of compulsory education.

148. The Institute for Educational Technology, a department of the Ministry of Education and Universities, will join in the activities of the national literacy and fundamental adult education plan by co-operating with the Directorate-General for Adult Education in matters relating to the implementation of recurrent education projects. Such collaboration will take place with regard, in particular, to the design and development of correspondence courses covering subjects at the post-elementary level.

## 2. Factors and difficulties affecting the implementation of this right

149. The difficulties encountered by officials in formulating the national literacy and fundamental adult education plan were, *inter alia*, the following: the scanty number of previous basic studies; the lack of specialists in such matters (or their assignment to other duties); and the strict deadline imposed.

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150. There are, in the context of continuing education, certain factors which have an adverse effect on activities in the field of fundamental adult education, namely the following:

- (a) Inadequate training of adult education workers;
- (b) Paucity of human, technical and financial resources;
- (c) The need to create and co-ordinate operational models for action at the central, regional and local levels.

151. Among the factors which have influenced the effective exercise of these rights, reference should further be made to the lack of identification in concrete terms of the needs of the disadvantaged sectors of the population. With the aim of overcoming this difficulty, it has been suggested that a specific restricted area should be surveyed with a view to subsequently carrying out there an operation involving consciousness-raising and the development of a fundamental adult education programme in the context of continuing education.

### 3. Statistical data

152. The table hereunder contains statistical information on the activities of the Directorate-General for Adult Education in the years 1980/81 and 1981/82:

	<u>1980/81</u>	<u>1981/82</u>
Teachers involved in literacy projects .....	748	850
Grants to mass educational associations .....	227	499
Scholarships for adult education activities .....	393	819
Public libraries .....	2 964	3 019
Number of participants in literacy projects .....	19 151	31 080

## G. Development of a system of schools

### 1. Principal legislation

153. In so far as primary, preparatory and secondary education are concerned, the principal legislative measures for school construction and mapping are:

(a) Order No. 9/79 of 23 September 1979, concerning the transfer of authority; the administration, modification and implementation of the primary school construction plan becomes the responsibility of district school offices and municipalities, under the provisions of Act No. 1/79 concerning local financing;

(b) Order No. 82/80 of 27 February 1980, laying down regulations for the School Mapping Commission established in December 1979;

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(c) Order No. 446/80 of 16 December 1980, concerning the regulations governing school mapping procedures for primary, preparatory and secondary education;

(d) Draft protocols (currently under discussion) aimed at putting into effect a system which would integrate those services of the public administration involved in the preparation of school mapping.

154. The following decree-laws apply to higher education:

(a) Decree-Law No. 402/73 of 11 August 1973, on the establishment of new universities, polytechnic institutes and higher teachers' colleges; lays down the rules governing their installation committees and provides a set of measures for the training and recruitment of personnel required for their operation;

(b) Decree-Law No. 513-LI/79 of 27 December 1979, concerning the implementation of measures to enhance and expand the institutionalization of polytechnic higher education; defines the terms under which schools are to be set up;

(c) Decree-Law No. 35/82 of 4 February 1982, concerning the termination of the installation procedures for the new universities established under the relevant decree-law referred to earlier.

## 2. Practical measures

155. A number of significant measures relating to the planning, financing and implementing of school mapping within the primary, preparatory and secondary educational systems should be noted.

156. The provisions governing the operation of the School Mapping Commission are as follows. The members of the Commission are representatives of offices within the Ministry of Education, specifically, the Directorate-General for Basic Education, the Directorate-General for Secondary Education, the Directorate-General for School Facilities and the Research and Planning Office. The school mapping nucle (centre) forms part of the last-mentioned office, which is responsible for ensuring that the Commission functions and that its operation is co-ordinated.

157. In this connection, the primary objective is the establishment and development of school mapping.

158. In working towards that objective, efforts are made to:

(a) Meet the spontaneous demand for unified and complementary secondary education, preferably in areas where access to schools is the responsibility of the Institute for Social Welfare for Schoolchildren;

(b) Ensure that all pupils complete the six years of compulsory schooling;

(c) Bring about the gradual unification of post-primary educational tracks by emphasizing direct primary instruction (Order No. 446/80 of 16 December 1980).

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159. Major medium-term planning trends in primary education are:

(a) The gradual adjustment of school mapping to the primary education system in terms of structures and instruction;

(b) Development of a system of classroom-related facilities for specific activities, to be used in a flexible manner (Order No. 446/80 of 16 December 1980).

160. The establishment of a public system of pre-school education is governed by general criteria which are fundamentally intended to:

(a) Take into account the special features of certain areas, i.e. areas with a high proportion of working women;

(b) Give help to those areas having a greater need for social and cultural agencies, i.e. rural and suburban areas;

(c) Give weight to initiatives from groups of citizens or economic, social or cultural groups (Nursery School Regulations, Decree-Law No. 542/79 of 29 December).

161. Most nursery schools have been started on the initiative of parents' associations and other local groups. At present, nursery schools in the public pre-school educational system are established at the request and with the collaboration of local authorities.

162. The rural areas are particularly active in establishing and operating nursery schools. School involvement in the community, community participation and teacher-family ties are particularly strong here.

163. In the context of basic and secondary education, mention should be made of:

(a) The planned expansion of school mapping and the adjusting of supply to demand on the basis of pre-testing by the 1984/85 school year;

(b) The allocation of responsibility among the participants in the expansion of the system, viewed in terms of the prospects for administrative decentralization which have been opened up by the Local Financing Act;

(c) The identification of critical aspects of the planning and implementation processes.

164. Methodology adapted to the participation of local authorities in this process was the subject of a study carried out in 1980 as part of a course in a planning training programme supported by UNESCO. Representatives of central and local government bodies participated in the course. The methodology used was evaluated in 1982.

165. With regard to secondary education, the Directorate-General for School Facilities conducted typological school studies in preparation for the gradual transformation of schools required by the growing demand for quantitative and qualitative training at this level.

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166. Since 1975, the unification of secondary education and the introduction of vocational training have made it imperative that a thorough examination of the problems posed by facilities and equipment in the face of this sectoral educational reform should be carried out. Today, no measures may be taken with regard to existing buildings (modification, extension, additions) without a plan which takes vocational training sectors into account. The World Bank is currently financing a project for the renovation of 43 schools (now in progress) which covers approximately 90 per cent of equipment costs and 28 per cent of construction costs.

167. The new preliminary construction plans provide for community utilization of various parts of the school building (library, all-purpose room and sports facilities). These new areas intended for technical training in the complementary courses can thus be used for vocational training purposes.

168. Primary, preparatory and secondary schools are established on the basis of a proposal from the commission and a study carried out by the Research and Planning Office of the Ministry of Education. In the case of primary education, this study is based on:

- (a) Proposals to this end initiated by school-district offices (deconcentrated bodies of the Ministry of Education);
- (b) Statements of intent by local authorities;
- (c) Availability of facilities and permanent or temporary buildings.

169. With regard to primary education, local authorities are responsible for:

- (a) Assisting in the selection of facilities;
- (b) Drawing up and monitoring the implementation of building and installation projects for new schools;
- (c) Overseeing the upkeep and maintenance of schools already in operation.

170. The Directorate-General for School Facilities (an office in the Ministry of Education and Universities responsible for both the setting of standards and the promotion of studies) is required to draw up medium-term construction plans and transmit annual plans to the agencies responsible for executing them, i.e., the Ministry of Public Works and Transport and local government offices.

171. Without detriment to priority objectives, the current use of school facilities is flexible:

- (a) Preparatory schools may be used for the unified secondary course;
- (b) Private schools subsidized by the Ministry of Education and Universities may be used to hold classes for public school pupils.

172. At the primary level, it has been possible to reduce the number of pupils per week, particularly since 1976. A new scheme, introducing the "open-air" school in place of the earlier standard arrangements, has been studied and put into effect.

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173. It is expected that, in the near future, higher education in Portugal will be characterized by the following trends:

(a) An expansion of the system through the development of the universities established in 1973;

(b) An accelerated expansion of polytechnic higher education, particularly with regard to institutions located in the most disadvantaged regions, which already benefit from integrated development plans;

(c) The refurbishing of existing universities.

174. The following measures for setting up and opening institutions of higher education should be noted.

175. A board to co-ordinate the installation of institutions of polytechnic higher education has been established. This Board is composed of the installation committees of polytechnic institutes and the chairmen of the installation committees of colleges of higher education (which are outside the polytechnic framework). The Board is responsible for outlining the policy for installing and operating of the new polytechnic institutes and evaluating development programmes and plans submitted by the chairmen of the installation committees.

176. The main lines of that policy is as follows.

177. The installation committees, whose members are appointed by the Minister of Education and serve a minimum term of three years, are responsible for:

(a) Collaborating with the Directorate-General for Higher Education (an office within the Ministry of Education and Universities) in the work of installing the polytechnic institutes and the schools which make up these institutes;

(b) Taking the necessary steps to secure contracts for the rental, procurement or construction of buildings;

(c) Acquiring equipment and furniture in accordance with standards set by the Directorate-General for Higher Education;

(d) Studying and submitting plans for permanent facilities;

(e) Concluding contracts with technical offices for the execution of projects, studies and construction.

178. Construction and other work pertaining to the renovations and acquisitions decided on by the installation committees are authorized by ministerial order, issued by the Minister of Education and Universities and the Minister of Housing, Public Works and Transport, and are financed by central government funds allocated to the two ministries for this purpose.

Financing of school construction

179. As a general rule, the State does not allocate revenue funds for education; enrolment fees are paid for in revenue stamps and therefore covered by indirect taxes forming part of the inland revenue.

180. Funds allocated from external loans under specific agreements are, of course, an exception to this rule.

181. The ceiling for recurrent expenditures is established on the basis of estimated revenue. The various ministries and institutions are therefore responsible for preparing their budget estimates.

182. After negotiations in the Council of Ministers on the ceiling for global expenditures (which is the responsibility of the Minister of Finance) and after adding up the budget estimates of the various State services (for which the services concerned are responsible), a general ceiling of expenditures for the various ministries and other institutions is established.

183. Expenditures under the regular budget are intended specifically to cover the remuneration of personnel (of the central services and the teaching staff of all schools), operating costs and other activities, particularly school social welfare activities, subsidies to ensure that preparatory schooling is provided free of charge, grants for study and research, etc.

184. Most of the extraordinary expenditures, i.e. so-called planning investments, are meant to cover the construction of premises for preparatory, secondary and higher education and the purchase of furniture, equipment and teaching aids for these premises and for primary schools.

185. This budget also provides for the construction and equipping of school canteens and student hostels, sports facilities, life-long education, and the training of teaching staff for the pre-school to the secondary levels and for special education.

186. The Ministry of Housing, Public Works and Transport also finances education in terms of the construction of buildings for preparatory instruction and secondary education and the purchase of permanent equipment and furniture.

187. The local authorities are responsible for defraying the cost of maintaining primary schools.

188. An analysis of the available figures (see table 1) shows that expenditures on education over the period in question are increasing more slowly than public expenditures, namely at a rate of approximately 21 per cent as against 26 per cent, but the increase is already higher than that of GDP which is not more than 18.65 per cent.

189. It should be noted, however, that the figures given do not show a similar increase for educational services. As there is no mechanism capable of halting inflation with regard to educational expenditures, it is difficult to evaluate to what extent this increase is attributable to the rise in the respective salaries and prices.

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Table 1  
Education budget, public expenditures, GDP  
(Thousands of escudos at current prices)

	1979			1980			1981 a/			Growth rate (Percentage)
	Percentage	Amount	Percentage	Percentage	Amount	Percentage	Percentage	Amount	Percentage	
Education budget b/ Operating budget Planning investments	100 86 14	43 347 35 674.1 5 672.9	100 84 16	100 84 16	54 126 45 526 8 600	100 86 14	100 86 14	60 696 52 424 8 272	21.15 21.2 20.75	
General State budget (public expenditures) Operating budget Planning investments	100 84.4 14.6	308 149 263 037.3 45 111.7	100 90.2 9.8	100 90.2 9.8	406 678 366 678 40 000	100 91.2 8.7	100 91.2 8.7	490 016.6 446 978.0 43 029.6	26.10 30.4 -2.3	
GDP, at market prices		997 600			1 201 500			1 404 600		18.65
Education budget General state budget	13.4%			13.3%				12.4%		
Operating budget - education Total operating budget	13.6%			12.4%				11.7%		
Planning investments - education Total planning investments	12.6%			21.5%				19.2%		
Education budget GDP	4.1%			4.5%				4.3%		

Sources: Budget laws, budgetary decrees, information from the Ministry of Housing, Public Works and Transport and the Central Planning Department.

a/ Estimate.

b/ Including, in addition to the Ministry of Education, the figures for the Directorate-General for School Buildings of the Ministry of Housing, Public Works and Transport. The Ministry of Social Affairs, the Ministry of Agriculture and Fisheries, the Ministry of Industry and the local authorities are other sources of funding.

190. A slight downward trend is apparent in the percentage of educational expenditures in the total for public expenditure: 12.4 in 1981 as against 13.4 in 1979. This trend should, however, be interpreted with some reservations, because the figures for 1981 are those given in an initial budget; moreover, if the public debt is subtracted from the State budget, the ratio levels off at about 15 per cent in the last three years.

191. It must also be added that the expenditures of the local authorities on education are not entered and, bearing in mind the Local Financing Act, this will explain a certain drop in the amount estimated by the central administration, because under Act No. 1/79 (local financing) the local authorities are now fully responsible for building primary schools.

### 3. Statistical data

192. The number of rooms in the public nursery schools has risen remarkably over the last five years: school year 1978/79 - 142; 1979/80 - 406; 1980/81 - 950; 1981/82 - 1,538; 1982/83 - 1,798.

193. In 1975 the inventory of primary education requirements showed a shortage of 17,461 classrooms. In 1980 the figure fell to 15,383, which indicates that 2,078 classrooms had been made available during the period 1976-1980.

194. In 1978 the inventory of preparatory instruction requirements showed a shortage of 9,072 classrooms. In 1981 the figure fell to 8,273, which indicates that 799 classrooms had been made available during the period 1979-1981 (11.53 per cent).

195. At the present time, 2,363 classrooms (33.4 per cent) are being built or adapted.

196. In 1978 the inventory of secondary school requirements showed a shortage of 7,697 classrooms. In 1981 this figure fell to 7,459, which indicates that 238 classrooms (26.8 per cent) had been made available during the period 1979-1981.

197. In 1978 the inventory of complementary education requirements showed a shortage of 1,520 classrooms. In 1981 this figure fell to 1,471, which indicates that 49 classrooms (3.2 per cent) had been made available during the period 1979-1981.

198. At the present time 413 classrooms (27.2 per cent) are being built or adapted.

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Table 2  
Number of primary schools

Type of school	School year										
	1971/72	1972/73	1973/74	1974/75	1975/76	1976/77	1977/78	1978/79	1979/80		
Public and private	16 526	16 406	16 045	14 856	11 584	10 778	10 690	..	..		
Public	15 843	15 867	15 363	13 950	10 979	10 134	10 063	9 834	9 019	a/	

a/ Provisional.

Table 3  
Number of preparatory instruction establishments, including direct and televised instruction

Type of establishment	School year										
	1970/71	1971/72	1972/73	1973/74	1974/75	1975/76	1976/77	1977/78			
Public and private	1 150	1 135	861	1 343	1 491	1 527	1 627	1 765			
Public	202	339	600	969	1 175	1 279	1 379	1 527			

Table 4  
Number of secondary schools

Type of school	School year									
	1971/72	1972/73	1973/74	1974/75	1975/76	1976/77	1977/78	1978/79	1979/80	
Public and private	488	461	464	471	449	456	422	..	..	
Public	89	119	151	153	183	188	185	285 a/	287 a/	

a/ Provisional.

Table 5  
Number of higher education establishments

1973	1975/76		1979/80		1980/81		1982/83	
	Scheduled under Decree-Law No. 402/73		Scheduled under Decree-Law No. 513-T/79 of 26 December		Scheduled under Decree-Law No. 513-T/79 of 26 December		Scheduled under Decree-Law No. 513-T/79 of 26 December	
In operation	U:4	U:3	U:8	U:7	U:1	U:8+1 a/	U:8+1 a/	U:8+1 a/
		I:1	I:2	I:1		I:2	I:2	I:2
		PHE: 19	PHE:7	PHE:9	PHE:27	PHE:9+7 a/	PHE:9+9 a/	PHE:9+9 a/

Source: Taken from annex I of "L'enseignement supérieur polytechnique au Portugal: aspects de sa mise en oeuvre", by Ricardo Charters d'Azevedo (IV-B.2 MEC/UNESCO-IIPE), Lisbon, March 1981.

U: universities; I: university institutes; PHE: polytechnic higher education.

a/ Establishments the Installation Committee of which is already appointed but which are not yet in operation.

b/ This category includes educational establishments awarding only the degree of bachelor.

4. Difficulties encountered

199. The following factors and difficulties are affecting and have affected to date the full development of school mapping:

(a) The official bodies have been unable to monitor the school construction sector owing to the inadequacy of the legislation governing compliance with the deadlines prescribed for carrying out the work;

(b) Economic difficulties at the national level; repercussions of this situation on the construction sector - high cost of land and materials;

(c) The absence of detailed urban planning, which makes it difficult to estimate the availability of land suitable for building schools in the localities;

(d) The absence, in heavily populated urban zones, of renewal plans which would make it possible to use sites suitable for building schools.

B. Establishment of an adequate fellowship system

1. Principal legislation

200. The laws and regulations on the award of grants and subsidies at the basic and secondary school levels are as follows:

(a) Ordinance No. 703/79 of 26 December 1979 and Order No. 334/79 of 20 November 1979 concerning welfare for pupils in the public and officialized schools, without any discrimination; this aid is provided by the Institute for Social Welfare for Schoolchildren, whose services include support in the school and assistance in gaining access to school;

(b) Decree-Law No. 553/80 of 21 November 1980 extending the above-mentioned services to pupils in the private and co-operative schools.

201. The following apply at the higher education level:

(a) Ordinance No. 192/78 of 7 April 1978, whose provisions regulate the awards of grants for the training and/or further training of medical and nursing staff and personnel for the rehabilitation and auxiliary diagnostic and therapeutic services;

(b) Ordinance No. 127/79 of 21 March 1979 regulating short-term grants for study abroad (up-dated by Ordinance No. 597/81 of 16 July 1981);

(c) Ordinance No. 128/79 of 23 March 1979 concerning the regulation of long-term grants for study abroad (up-dated by Ordinance No. 596/81 of 16 July 1981);

/...

(d) Decree-Law No. 132/80 of 17 March 1980 regulating social services for higher education (under the Ministry of Education) responsible for the welfare of students at the post-secondary level; financial subsidies are of two kinds (Ordinance No. 760/81 of 4 September 1981): grants and exemption from tuition fees;

(e) Ordinance No. 957/81 of 7 November 1981 concerning approval of the regulations on grants awarded by the National Institute of Scientific Research (INIC) (for the functions of INIC, see para. 277);

(f) Decree-Law No. 3/82 of 8 February 1982 concerning the creation, within the framework of the Ministry of Education, of the "Francisco Sá Carneiro" and "Adelino Amaro da Costa" grants.

## 2. Measures taken

202. The welfare measures taken by the Ministry of Education for the particular purpose of eliminating socio-economic discrimination are enumerated below.

203. There are no programmes to provide grants at the basic and secondary education level; pupils at these levels, however, receive the aid they need in order to complete their schooling (see paras. 15-17). This aid consists of measures to ensure such pupils' access to school and attendance at classes. Low-income pupils are eligible for school-meal programmes and individual subventions.

204. Attention should be drawn to the following principles governing social action at the higher educational level. On the basis of the principle that "no one shall be deprived of the right to education and to vocational training because of socio-economic difficulties" (Ordinance No. 760/81 of 4 September 1981), students receiving higher education can apply for grants and exemption from tuition fees provided that:

(a) They are Portuguese, their financial means are below the limits set by ministerial order, and a proposal is submitted by the Board of Social Services for Higher Education;

(b) They are stateless persons or political refugees;

(c) They are nationals of countries which have concluded co-operation agreements with Portugal, and the agreements provide for such benefits on a reciprocal basis.

205. In order to be eligible for grants and exemption from tuition fees, students must have a good academic record and slender financial means, as measured by the average monthly income of the student's family or the student himself (Ordinance No. 760/81 of September 1981).

206. In the case of the National Institute of Scientific Research (INIC), grants are awarded for:

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(a) Scientific, technical and pedagogical research, in Portugal or abroad, leading to a higher qualification than the licenciatura;

(b) Attendance at lectures or training courses abroad, research and instruction of students in higher education (short-term grants for a maximum period of six months);

(c) Attendance at mestrado lectures within the framework of the functions of INIC (see para. 277), which is responsible for "helping to train the qualified personnel needed for the country's development".

# I. Improvement of the material conditions of teaching staff

## 1. Principal legislation

207. Attention should be drawn to the following legislative measures designed to improve the material conditions of teaching staff.

208. At the primary level, conditions are determined by the following:

(a) Decree-Law No. 513-M1/79 of 27 December 1979, concerning the adjustment of pay scales in the civil service and the teaching profession, taking into account the specific features of the latter;

(b) Decree-Law No. 412/80 of 27 September 1980, the provisions of which are designed to systematize and improve the administration of public primary institutions in respect of pupil enrolment, distribution and transfer, the creation of teaching posts, the appointment of teachers and the holding of competitive examinations for teachers.

209. At the preparatory and secondary levels, the following are of relevance:

(a) Decree-Law No. 580/80 of 31 December 1980, which lays down all the arrangements relating to the "multi-year" contract system and in-service training leading to established status; it introduces changes in the procedure for applying for multi-year contracts, formerly governed solely by Decree-Law No. 519-TI/79 of 29 December 1979;

(b) Decree-Law No. 581/80 of 31 December 1980, amending the system of annual and other examinations for assistant teachers, formerly governed by the provisions of Decree-Law No. 1;

(c) Decree-Law No. 431-A/80 of 1 October 1980, concerning the introduction of an in-service training programme leading to the certification of teachers in private and co-operative schools; the provisions governing such training in that sector are determined by Ordinance No. 278/81 of 10 March 1981;

(d) Recently established regulations governing the operation of education councils and the bodies assisting them in the preparatory and secondary schools.

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210. At the level of higher education, attention should be drawn to the following:

(a) A policy of deconcentration and decentralization of the functions of the Ministry of Education and Universities; some of the co-ordinating functions of that Ministry's central services have been transferred in effect to the university system in accordance with Decree-Law No. 107/79 of 2 May 1979;

(b) The statute applicable to university teaching staff (Decree-Law No. 448/79 of 13 November 1979 and Act No. 9/80 of 16 July 1980);

(c) An established career structure for scientific research workers which provides definite opportunities for advancement, in accordance with Decree-Law No. 415/80 of 27 September 1980;

(d) The approval of the regulations applicable to teaching staff in establishments of polytechnic higher education, promulgated by Decree-Law No. 185/81 of 1 July 1981, the provisions of which govern such staff;

(e) Changes in the system of administering establishments of higher education, as provided for in Decree-Law No. 781-A/76 of 28 October 1976, the purpose of which was to define the responsibilities delegated to the governing bodies;

(f) The establishment, pursuant to Decree-Law No. 187/79 of 22 June 1979, of the National Higher Education Board as a standing consultative body of the Ministry of Education and Universities;

(g) The establishment by Decree-Law No. 125/82 of 22 April 1982, of the National Education Board under the auspices of the Ministry of Education and Universities; as a consultative organ, the Board gives advice, upon the Minister's request, respecting matters on which its guidance is desirable, in accordance with the provisions of the draft legislation on the bases of the educational system;

(h) The creation in the State universities (by Decree-Law No. 188/82 of 17 May 1982) of statutory administrative machinery competent to perform administrative and financial management functions.

## 2. General measures adopted

211. Primary schoolteachers require a diploma issued by the colleges of education for primary teachers. At present, the diplomas are awarded following a three-year course which includes teaching practice.

212. There are two categories of primary schoolteachers:

(a) Non-graduate teachers who have not been appointed to a permanent post in a school;

(b) Graduate teachers (known as "permanent staff") whose professional status is determined by their permanent appointment, on the basis of a competitive examination, to an established post in an educational institution.

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213. As the ongoing training of primary schoolteachers is a matter of concern to the Ministry of Education and Universities, activity in that area has been strengthened considerably and made more dynamic.

214. Since the 1977/78 school year the Directorate-General for Basic Education has been organizing an ongoing training programme for primary schoolteachers which is designed to reach the largest possible number of teachers currently in service together with personnel who perform administrative or educational co-ordination functions. The programme comprises:

(a) Direct actions conducted by the colleges of education and emphasizing matters relating to the primary school curricula and teaching practice. The duration of these actions depends on the number of teachers interested in them and on regional characteristics;

(b) Indirect actions; television broadcasts and documentary support.

215. At the preparatory and secondary education level there are the following categories of teachers:

(a) Graduate teachers (known as "permanent staff") who have been permanently appointed to an established post in an educational institution on the basis of a competitive examination open only to graduate teachers;

(b) Graduate teachers who are not "permanent staff";

(c) "Assistant" and "special" teachers - categories of teachers with many years of service but whose appointment is temporary or conditional; some of these teachers are guaranteed a permanent position on the ground of seniority, which means that they are not required to take a teacher training course;

(d) "Provisional" or "potential" teachers, who have the qualifications required for teaching a particular subject;

(e) "Provisional" or "potential" teachers, who have only the qualifications deemed adequate.

216. Measures have been taken to stabilize and improve the contractual procedures for non-graduate teaching staff; to create conditions for the accelerated accreditation of teaching staff by means of in-service training; to decentralize the training of teaching staff serving in the most disadvantaged areas; and to lay the foundations for an in-service training system.

#### Accreditation of teachers

217. The system for appointing and accrediting non-graduate teachers was radically changed in the school year 1980/81. The new system of appointment and accreditation is a decisive step towards improving the conditions affecting the exercise of the teaching profession.

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218. It will be possible to recruit "provisional" teachers with the requisite qualifications on a basis of multi-annual contracts conferring the following rights:

(a) A contract guaranteeing two years of teaching service or service in an equivalent category in the establishment with which the contract is concluded, or in one or more other similar establishments for which the teacher has applied;

(b) The possibility of becoming an accredited teacher through in-service training;

(c) Renewal of the contract, unless it is denounced by one of the contracting parties (the teacher or the Ministry of Education and Universities).

219. The possibility of becoming an accredited teacher through in-service training is open to "provisional" teachers with the requisite qualifications who hold annual contracts. The Ministry of Education and Universities will call upon applicants for in-service training from among the higher graduates on a national list, bearing in mind the educational requirements. In-service training lasts two school years, during which the trainee must prepare an "individual work plan" for the purpose of completing, or advancing in, each of the following subjects: (1) scientific information; (2) information on, or training in, educational sciences; and (3) supervised observation and teaching practice.

220. Sufficiently qualified teachers are recruited and assigned on one-year contracts; these contracts guarantee appointment to fill vacancies on a year-to-year basis.

221. So-called temporary contracts, i.e., those of less than one year, are concluded with teachers replacing other temporarily unavailable teachers.

222. The introduction of accreditation through in-service training is extremely important in private and co-operative education because it represents an obvious improvement in the employment and material situation of teaching staff in this sector. Care has been taken, however, to safeguard:

(a) The various specific terms of their contracts;

(b) The possibility of bringing the legal provisions governing the in-service training of teaching staff in the public sector into line with those applying to teaching staff in the private or co-operative sector.

223. Accreditation in these schools is equivalent in all respects to accreditation in the public sector schools. Furthermore, private schools are required gradually to promote the accreditation of their teaching staff, bearing in mind the training needs of the teachers and the opportunities offered by the Ministry of Education and Universities.

224. Private school teaching staff with the requisite qualifications for teaching in the public sector are eligible for accreditation in the manner described above.

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225. Under the provisions of the university teaching statute, university teaching staff means persons holding the degrees of Mestre and Doutor and the following categories: departmental professors; associate professors; professors extraordinary; auxiliary professors; probationers; and assistants.

226. Among the measures designed to enhance the teaching profession, the following should be noted:

(a) The possibility of choosing an exclusive service régime entitling the teacher to supplementary remuneration and the research grant;

(b) The granting of sabbatical leave and study leave for the purpose, as appropriate, of post-graduate studies, refresher courses, research, training or other activities in Portugal or abroad.

227. The polytechnic higher education sector comprises the following categories of staff: tutors; associate professors; and co-ordinating professors.

228. The above career structure was established in order to ensure a balanced combination of both academic and scientific qualifications and technical and professional skill.

229. Emphasis will be laid on the fact that it is in the polytechnic higher education sector that the teaching staff at the pre-school and basic education levels will be trained, with a view to upgrading the teaching profession.

#### Requirements for access to and advancement in teaching careers

230. The career path of primary teachers is made up of four "stages" or levels.

231. Access to the second level is subject to two requirements, namely, appointment to an established primary school post and achievement of the grade "good" in the previous years of service. For access to the third and fourth levels, primary schoolteachers must have 11 or 18 years, respectively, of "good and effective" service in the public education system credited to them.

232. In the case of preparatory and secondary education, the teaching career is open only to graduate teachers. Career advancement is divided into four "stages" or levels: a graduate teacher has access to the first level, while access to the second level is dependent upon appointment to an established post and upon achieving the grade "good" in service in the public educational system over a period of five years; in order to reach the third and fourth levels, teachers must have 11 or 18 years, respectively, of good and effective service in the public educational system credited to them.

233. The career path of "assistant teachers" in preparatory and secondary education and that of "special teachers" in secondary education also comprises four stages, but in their case there are certain exceptions to the rule.

234. Access to teaching careers in higher education is governed by the following principles:

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235. Trainee assistants are recruited on a competitive basis through examination of their files. This competitive examination is open to persons who have obtained the licenciatura degree with a minimum grade of "good" and who meet the edictal conditions for the examination, which will be published in the Official Gazette of the Portuguese Republic and in the national press. If, following this initial competitive examination, the applicants do not fulfil the requirements set, the Scientific Council may announce a further competitive examination and waive the requirement that candidates should have obtained the grade "good".

236. "Assistants" are recruited either from among the "trainee assistants" and the "quest assistants" who have obtained the Mestre degree (or the equivalent thereof) or from among those who, after two years of service in this category, have passed pedagogical aptitude and scientific qualification tests. Persons who have obtained the Mestre degree or a doctorate may also be appointed to the post of assistant.

237. Teachers are remunerated according to their category and their length of service, in accordance with the salary scale (sections A to U), as all public officials are. Moreover, teachers may receive other additional and supplementary types of remuneration.

238. Teachers are entitled to annual leave and other types of leave and to social security benefits, in respect of sickness, disability, old-age and retirement on the same basis as all public officials.

#### Social security

239. The Ministry of Education and Universities has adopted, through the social welfare departments, a number of social welfare measures, including:

(a) Operation of day nurseries for children under three years of age and kindergartens for children from three to six years of age; the fees payable by the parents are set on the basis of per capita family income;

(b) The granting of subsidies for the launching and operation of day nurseries and kindergartens integrated into public educational institutions;

(c) The granting of subsidies for attendance at day nurseries and kindergartens;

(d) Holiday camps at the seaside or in the country for the children of employees of the Ministry of Education, with parents bearing just over 50 per cent of the total cost;

(e) Canteen meals at prices based on the food subsidy granted to all public officials;

(f) Loans without interest to families in temporary financial difficulty.

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3. Participation by teachers and their organizations in the formulation of educational plans

240. Curriculum development and planning for primary schools is carried out at the national level and falls within the jurisdiction of the Directorate-General for Basic Education, which is responsible for drawing up, reorganizing and reformulating curricula and programmes. However, primary schoolteachers are responsible for carrying out certain school duties, either direct or through their elected representatives. In all schools with more than two teaching posts there is an institutional council made up of all the teachers employed at the school. The head of the institution is elected by this council, which is above all responsible for:

(a) Proposing both pedagogical and administrative solutions to the supervisory authorities;

(b) Analysing and considering questions of a didactic and pedagogical nature from the point of view of national policy.

241. In primary education a gradual decentralization is taking place at the administrative and pedagogical levels.

242. In each commune there is an "area commission", whose membership is as follows: one school delegate; co-ordinators, whose number is established on the basis of the number of primary schoolteachers in the area in question; and a co-ordinator for school welfare action.

243. A pedagogical section and an administrative section operate on a permanent basis at the headquarters of each school district. School delegates and pedagogical co-ordinators are elected by secret ballot from among the teachers employed in the area.

244. The school delegates have administrative duties, while the co-ordinators are responsible for the following, in particular:

(a) Organizing periodic meetings with the teaching staff in order to analyse pedagogical and didactic and psychopedagogical issues;

(b) Contributing to the planning of school work in co-operation with the teaching staff;

(c) Providing assistance in connection with mutual interaction aimed at teacher development, with the participation of school educational departments, inspectors and colleges of education for primary teachers.

245. At the secondary and preparatory levels the establishment of programmes and curriculum development take place nationally, with the exception of regional experiments, which however have no real quantitative significance.

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246. The Directorates-General for Basic and Secondary Education are responsible for developing, reformulating and changing the basic and secondary curricula and programmes, which are adopted following official approval by the Ministry of Education and Universities.

247. A number of school activities are the responsibility of the teachers, through their representatives elected to:

(a) The governing council, which is responsible for the administration of the establishment;

(b) The education council, which is responsible for the educational policy of the establishment, co-ordination of in-service training and the adoption of measures to provide continuing teacher training;

(c) Bodies that support the education council: group, subgroup or disciplinary committees, division committee, class committee, and council of directors of division and buildings managers.

248. In the case of higher education, the current management policy is to endeavour to promote the autonomy of the universities. The universities and university institutes could be given administrative and financial autonomy, and it is planned to provide them with the means they require in order to participate more actively in the economic and social development of the nation, by providing the highly specialized services of their teaching staff, researchers and technicians.

249. Participation by professors in drawing up curricula and programmes of study is basically ensured through the governing bodies of the higher education establishments: the general assembly of the establishment, the assembly representatives, the governing council, the education council and the scientific council.

250. Teaching staff in higher education are also represented through:

(a) The Council of Rectors, which is responsible for co-ordinating activities carried out in the context of the universities and university institutes and whose role is also to give an opinion on any questions relating to activities carried out by the universities and university institutes that may be brought before it by the Ministry of Education and Universities;

(b) The National Higher Education Board, which is a standing advisory body with 30 members, 14 of whom are appointed by the Ministry of Education and Universities and the remainder by the bodies representing the teaching staff; this Board provides the Ministry with educational and scientific support in the form of analysis and opinions in such areas as: the establishment of the general outline for the educational system, degrees and diplomas at the higher education level, the priorities to be set in higher education, the development and review of courses and programmes of study, methods of establishing equivalences, development of knowledge and international conventions.

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J. Right to choice of school

1. Principal legislation

251. In accordance with the constitutional principles laying down the freedom to learn and to teach and safeguarding the essential role played by parents in choosing the type of education their children are to receive, Act No. 9/79 of 19 March 1979 states:

"All citizens shall have the opportunity to develop fully their personality, abilities and potential through, in particular, guaranteed access to education and culture and enjoyment of the right to the freedom to learn and to teach.

"The State shall be responsible for establishing the necessary conditions for providing access for everyone to education and culture and for guaranteeing equality of opportunity for all in choosing from the entire range of types of education and educational conditions.

"It shall be recognized that parents have priority in selecting an educational process and the type of education their children are to receive."

252. In accordance with the general provisions laid down in the Private Education Ordinance (Decree-Law No. 553/80 of 21 November 1980):

"The State shall recognize the freedom to learn and to teach, including the right of parents to determine what type of education their children shall receive and to influence the educational process in question.

"The freedom of education may be limited only by the requirements of the common good, the general goals of the educational system and agreements concluded between the State and private educational institutions.

"It shall be incumbent on the State, in the context of support for the family, to grant subsidies to help parents meet the cost of the education of their children."

253. With a view to creating the necessary conditions for facilitating free choice of the educational process and equality of opportunity as regards access to education, the State shall be responsible for:

"Granting subsidies and other types of support to private educational institutions and co-operative educational institutions under contract;

"Allocating, where necessary, to private and co-operative schools operated in accordance with the goals set for the educational system a special grant for the launching phase, educational innovation, financial viability, expansion of premises, equipment and re-equipment, out-of-school activities or other duly supported activities" (Decree-Law No. 553/80 of 21 November 1980).

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2. Measures taken

254. Freedom of education, in the broad sense of the freedom to learn and to teach, is one of the aspects of the freedom of the individual.

255. In promoting implementation of the educational policy for which it is responsible, the State shall safeguard the rights that assist parents in bringing up and educating their children in accordance with their beliefs.

256. According to the provisions of Act No. 65/79 of 4 October 1979, "the exercise of the freedom to teach is laid down in the Constitution and the law" and calls for respect for the following principles, in particular:

"The State may not lay claim to education and culture in accordance with any particular philosophical, aesthetic, political, ideological or religious criterion;

"Public education shall not be denominational;

"Both pupils and teachers shall be guaranteed access to the various types of educational institutions without any discrimination whatsoever, particularly of an ideological or political nature."

257. In accordance with the provisions of the above-mentioned Act, a council for the freedom of education, which operates within the context of the Assembly of the Republic, has been established. The purpose of this council is to promote respect for the freedom of education and to give an opinion on any infringements thereof that may be brought before it.

K. Liberty to establish and direct educational institutions

258. The statute governing private and co-operative education (Decree-Law No. 553/80 of 21 November 1980) contains the basic provisions concerning the liberty to establish, administer and operate a private educational institution, and the corresponding responsibilities, and the provisions concerning complete equality of access to education.

259. According to the provisions of this statute, "any natural or juridical person of a private character is at liberty to establish private or co-operative schools".

260. The establishment and approval of private and co-operative schools and educational institutions is regulated by ordinances of the Ministry of Education and Universities. Natural or juridical persons applying to the Ministry for a permit to operate a private or co-operative school must produce a "certificate of competence" (attesting to the holder's pedagogical competence and physical and mental health), in accordance with the laws in force. Members of the staff of the Ministry of Education and Universities are not permitted to establish such schools.

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261. With a view to promoting and encouraging private initiative and the formulation of original educational projects, the aforementioned statute provides that:

"(a) Private schools may prepare their own educational projects, provided that at each level of instruction they provide an all-round education equivalent to that provided at the corresponding level in public educational institutions;

"(b) Private schools shall establish their own internal rules;

"(c) Entities that have been granted a permit to operate a private educational institution must: define clearly the main lines of the policy of their school; provide the necessary financing; assume responsibility for the proper management of the grants, loans or other financial support provided; assume responsibility for recruiting and supervising the staff."

262. Each private or co-operative school must have an "education directorate", appointed by the entity to which the operating permit has been granted; the directorate is responsible for the teaching policy of the school and the performance of certain functions, such as: representing the school vis-à-vis the Ministry of Education and Universities; planning and supervising all curricular and cultural activities; supervising curricula and syllabuses; maintaining teaching standards.

263. The foreign schools operating in Portugal are, for the most part, run by private entities supported by the respective Governments, with the exception of the Spanish Institute in Lisbon, which is owned by the Spanish State.

264. One of the main concerns of these schools is to ensure that their students will eventually be able to transfer from their systems to the Portuguese educational system.

265. For this reason, many of these schools - especially those with a high percentage of Portuguese students - have tried to incorporate gradually in their curricula the study of the Portuguese language and Portuguese culture.

266. Sometimes the latter subjects are incorporated in the curricula in accordance with cultural agreements - as is the case with the French Lycée Charles Lepierre and the Spanish Institute of Lisbon.

267. In other instances, it is the school itself which opens the relevant negotiations with the Directorate-General for Private and Co-operative Education: this is the course that has been followed by the German School of Lisbon and the English school (St. Julian's School), in Carcavelos.

268. In no case does the Ministry of Education and Universities insist that a curriculum must include instruction in the Portuguese language and Portuguese culture.

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269. With regard to access to higher education, students graduating from foreign schools in Portugal are subject to the same admission requirements as Portuguese students. However, they do benefit from special conditions with regard to examinations: a special session held in December enables them to take examinations in any subject or subjects they may lack in order to complete the set of three twelfth-year subjects needed for access to higher education.

270. In addition to the measures described above, mention should be made of the provisions of Act No. 65/79 of 4 October 1979, referring to the "absence of all political or ideological discrimination with regard to the authorization, financing and support granted by the State to private or co-operative schools".

II. ARTICLE 14: PRINCIPLE OF COMPULSORY EDUCATION,  
FREE OF CHARGE FOR ALL

271. At the time when Portugal became a party to the International Covenant on Economic, Social and Cultural Rights, basic education was already compulsory and free of charge for all in Portugal (see above, paras. 12, 13, 55-59, 106 and 133).

III. ARTICLE 15: RIGHT TO TAKE PART IN CULTURAL LIFE AND  
TO ENJOY THE BENEFITS OF SCIENTIFIC PROGRESS AND THE  
PROTECTION OF THE INTERESTS OF AUTHORS

E. Right to the freedom of scientific research  
and creative activity

1. Principal legislation

272. The following legislative measures concern the above-mentioned right:

(a) Decree-Law No. 414/80 of 27 September 1980 on the restructuring of the National Institute of Scientific Research (INIC), which is under the supervision of the Ministry of Education and Universities. The new structure endows INIC with a collegial body empowered to take decisions regarding all scientific questions and also makes it autonomous as regards administration, finance and assets;

(b) Regulatory Decree No. 72/80 of 12 November 1980 on the establishment of scientific councils to act as specialized supporting bodies for INIC;

(c) Regulatory Order No. 46/81 of 12 February 1981 on the granting of technical specialization fellowships by INIC;

(d) Decree-Law No. 415/80 of 27 September 1980 on the career structure of scientific research workers;

(e) Regulatory Decree No. 51/81 of 19 October 1981 on the establishment, nature and attributions of INIC research centres;

/...

(f) Ordinance No. 957/81 of 7 November 1981 on the regulation of INIC fellowships;

(g) Decree-Law No. 448/79 of 13 November 1979 embodying the regulations governing the career of university teachers;

(h) Decree-Law No. 185/81 of 1 July 1981 on the career structure of teachers at polytechnic institutions of higher education;

(i) Decree-Law No. 105/82 of 8 April 1982 on the establishment of the Institute of Tropical Scientific Research (IICT), within the framework of the Ministry of Education and Universities.

## 2. Measures of major importance

273. Mention should be made of the publication of the regulations governing the career of research workers, which have helped to improve conditions in the scientific research sector at the university level.

274. The definition and structure of this career are aimed specifically at achieving the following objectives:

(a) Promoting the establishment of research teams consisting of specialists qualified to perform the tasks assigned to them;

(b) Training of research staff and their continuous development through continuing training;

(c) Ensuring long-term career development in the field of high-level technical research;

(d) Ensuring the essential social and professional security with a view to obtaining the services of experienced and dedicated technicians.

275. The National Institute of Scientific Research was established with a view to setting up proper structures for the planning of research; its powers and attributions are the following:

(a) The co-ordinated formulation and implementation of national scientific policy;

(b) The formulation and implementation of plans for training the high-level personnel whom the country needs.

276. Thus, within the limits of its institutional powers and the funds available to it, INIC has provided increasing support for scientific activities in the universities and for the training of qualified teachers and scientists.

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277. In accordance with the objectives assigned to it, INIC is called upon to:

(a) Finance research projects or projects for the training of high-level personnel which are developed by INIC itself or presented by natural or juridical persons dependent on or independent of the Ministry of Education and Universities;

(b) Grant fellowships for study in Portugal or abroad for the purpose of training university teachers or research workers;

(c) Grant technical specialization fellowships to graduates of institutions of higher education;

(d) Grant status equivalent to that of a fellowship-holder, in Portugal or abroad, to: teachers at institutions of higher education; high level research workers and technicians at research institutions, whenever the value of their work plans justifies temporary total or partial exemption from regular duties; teachers at primary and secondary educational institutions wishing to pursue graduate studies;

(e) Establish, support and co-ordinate the activities of research centres or other bodies responsible for carrying out scientific research activities and experiments in the various branches of science.

278. The research centres mentioned above are "scientific research units working in a specifically defined field of knowledge". They are established on the proposal of universities, institutions, groups of teachers or research-workers holding State doctorates and other public or private institutions or entities. The aims of the research centres include:

(a) Development of research programmes and projects;

(b) Collaboration with universities and other institutions of higher education with a view to carrying out post-graduate training and retraining activities.

279. INIC is assisted by specialized supporting bodies known as scientific councils which evaluate the scientific worth of the work, initiatives or activities to be carried out in the field of scientific research. The councils are composed of university professors, research workers and other eminent persons selected for their competence in the field of science concerned. The councils consist of the following:

(a) Scientific Council on Exact and Technological Sciences;

(b) Scientific Council on Natural Sciences;

(c) Scientific Council on Health Sciences;

(d) Scientific Council on Social Sciences.

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280. The Institute of Tropical Scientific Research (IICT) has reorganized and regrouped the centres and bodies affiliated with the former Council for Overseas Scientific Research, which prior to 1976 had amassed a vast collection of data and methodological research on the specific problems of tropical regions.

281. IICT currently has a number of objectives, including the following:

- (a) Co-ordination of the activities relating to scientific relations with countries in tropical regions;
- (b) Collaboration with competent entities and bodies in connection with the formulation and implementation of national science policy;
- (c) Formulation of proposals for the establishment of programmes of scientific and technical co-operation with, and assistance to, tropical countries;
- (d) Undertaking scientific and technical research in specific fields considered important for the scientific development of tropical regions;
- (e) Supporting university teaching and research activities falling within the scope of its research programme;
- (f) Organization of courses and assistance in the training of the personnel necessary for co-operation activities, with a view to their joining missions or working groups that may eventually travel to tropical countries.

282. Mutual understanding and the existence of a common language place Portugal in a privileged position, especially in the case of co-operation with the Portuguese-speaking African States.

283. In connection with the free exchange of information, mention should be made of the following functions of INIC:

- (a) The organization of congresses, colloquia and other scientific meetings, promoted, sponsored or supported by the Institute;
- (b) Provision of grants to research workers and teachers to enable them to participate in such activities;
- (c) Participation by the Institute in the conclusion of bilateral and multilateral contracts, treaties, conventions and agreements;
- (d) Support of and participation in international meetings relating to scientific and technical research.

284. With regard to the development and co-ordination, at the national and international levels, of "activities relating to the collection, processing and dissemination of scientific information", INIC is called upon to:

- (a) Sell, disseminate and distribute the publications which it publishes;

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(b) Grant subsidies: to scientific libraries covered by the legal depositary régime; for the publication of the results of scientific research; and to scientific and technical periodicals.

285. In addition to the aforementioned activities, the Institute provides bibliographical information services, including a permanent alerting service and dialogous research with data bases and data banks, and the development of co-operation among national and international libraries, archives and documentation centres.

286. General measures currently in force are set forth in the aforementioned legislation relating to INIC; the functions of the Institute also include the following:

(a) Collaboration with national research institutions;

(b) Financing research projects formulated by independent research centres;

(c) Financing research programmes or programmes for the training of high-level personnel proposed by natural or juridical persons independent of the Ministry of Education and Universities;

(d) Granting of fellowships for the training of teachers and research workers from universities and research centres with an established reputation;

(e) Conclusion of contracts with natural or juridical persons, whether public or private, for the performance of research supplementing that done by bodies under the control of the Ministry of Education and Universities.

F. Development of international contacts and co-operation  
in the scientific and cultural fields

287. Of the two Ministries integrated into the structure of the present Government, the Ministry of Education and Universities and the Ministry of Culture and Scientific Co-ordination, it is the former that is responsible for giving priority to regional and international co-operation in the field of education.

288. Within the Ministry of Education and Universities, the National Institute of Scientific Research (INIC) is responsible for developing international contacts and co-operation in different scientific areas (see above, para. 283).

289. The objectives of the Helsinki Conference have been extremely important, especially the attempt to rear future generations in a spirit of international peace and co-operation while respecting the values of individual countries.

290. It is in this same spirit that we have sought to develop bilateral and multilateral relations.

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### Bilateral co-operation

291. The number of cultural agreements and agreements on scientific and technological co-operation concluded with other countries has increased from five in 1973 (United Kingdom, Belgium, Federal Republic of Germany, Spain and France) to 45 in 1982. Thirty-seven programmes of co-operation have already been put into effect.

292. Particular note should be taken of the relations established with the newly independent States whose official language is Portuguese. Co-operation with these States involves a variety of actions, including: joint commissions; new agreements, additional protocols and co-operation agreements; missions by co-operation by workers; and access of fellowship holders to Portuguese public education establishments.

293. There is no need to emphasize the importance of bilateral relations, whether for enhancing countries' knowledge of each other with a view to closer relations and understanding or for exchanges of documentation, teachers and research workers, young people and sportsmen and women.

294. It is hoped that other agreements will be signed in the 1980s and new, more dynamic action undertaken.

295. Bilateral co-operation has proved fruitful and has contributed substantially not only to the study of and technical support for the reforms carried out in Portugal in the fields of education and culture but also to the success of measures to be taken in different international organs. There can be no doubt that better knowledge and co-operation at bilateral level have permitted, and will continue to permit, increasing co-operation within UNESCO, the Council of Europe, the Organisation for Economic Co-operation and Development (OECD), the European Economic Community (EEC) and other international organizations.

### Multilateral co-operation

#### Council of Europe

296. Portugal has derived many benefits and communicated the results of its own experience in areas of activity covered by the Council of Europe and, more specifically, the steering committee for cultural co-operation (CDCC).

297. We should, for instance, mention the active participation of this Ministry in projects, conferences and activities relating to teacher training, technological teaching and vocational training, adult education, migrant education and culture, the teaching of modern languages, pedagogical research and the reorganization and future development of higher education.

298. This participation, which has been carefully followed up, has permitted new contacts, exchanges of views and the presentation and discussion of documents in an ongoing interrelationship, particularly with countries which have problems similar or identical to our own. This is the case, for instance, with regard to the work

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of the Standing Conference on University Problems and the action taken by the Standing Conference of European Ministers of Education. Portugal was responsible for organizing the twelfth session of the latter Conference, which took place at Lisbon in June 1981 and was devoted to the question of the education of children aged 3 to 8 years. At this session, the European Ministers adopted a declaration emphasizing the value of pre-school education, the importance of providing such education to all young children, the urgent need to take steps to co-ordinate the content and teaching methods of pre-school education and the first years of primary education, and the need to develop the system of pre-school education and to co-ordinate pre-school education policy, including day-care policies, with other areas of policy.

299. The actual results of this policy of co-operation can already be seen in trends in the technological education system: teachers are more aware of the problems of this kind of education and are more fully informed about the issues which it raises. Developed along the lines of the "Preparation for life" project, this action will be continued and should benefit from the results of parallel activities under way, or included for coming years, in the programmes of other international organizations.

300. With regard to adult education, Portugal participated actively in activities under project No. 3 and is currently participating in work on new project No. 9: "Adult education for development". An innovative Portuguese project, the integrated regional programme for the Braga region, is associated with this Council of Europe project.

301. With regard to the teaching of modern languages, the Ministry of Education and Universities has participated in various activities organized in connection with project No. 4 of the CDCC. The results achieved in the area of teaching/training in modern languages have been considerable.

302. Taking into account the experience of Portuguese preparatory education (fifth and sixth years of school), the action taken under the modern languages project has proved very valuable not only with regard to information on modern languages but also with regard to teacher training with a view to expanding foreign language teaching in Portugal according to the principles defined at European level.

303. The courses offered by the different countries in connection with study fellowships are generally very valuable, either because they offer up-to-date information on science and teaching or because they provide contacts.

#### European Economic Community

304. The admission to EEC of Portugal and Spain - countries where the problems of economic development and educational development are intrinsically interlinked - may lead to a dynamization and intensification of the activities of the education office of the Economic Communities.

305. A start was made with the submission to the European Communities, in June 1979, of a summary report on the situation of vocational training in Portugal, prepared with the collaboration of several ministries which undertake vocational training measures.

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306. In the course of recent years and with the assistance of the services of the EEC Commission, a study was prepared on the repercussions which Community secondary legislation might have on Portuguese legislation, particularly with regard to science and research.

307. The Commission supported and gave its agreement to a project carried out by the Directorate-General for Adult Education (of the Ministry of Education and Universities), in collaboration with other local agencies and services, namely, the project for the integrated development of the micro-region of Mogadouro, which was aimed at testing the conditions in which basic education for adults can be placed in the service of economic and social development and, in particular, the extent to which it can contribute to the creation of activities and jobs.

308. The Commission lent its support to a seminar held at Lisbon in 1981 on the subject of the impact of integration in EEC on the Portuguese educational system.

309. It is hoped, for example, that Portugal will receive EEC technical and financial support for a national project relating to integration of the handicapped. This topic is the subject of studies by the Community.

#### Organization for Economic Co-operation and Development

310. Co-operation with OECD dates back several years and has strengthened since 1973.

311. At the present time, the participation of the Ministry of Education and Universities in OECD activities is divided, in particular, between the Education Committee, the Centre for Educational Research and Innovation (CERI), the Centralized Programme for Educational Building and the Committee for Agriculture; mention should be made of the annual co-operation established under the Technical Assistance Programme.

312. With regard to the Education Committee, the Ministry of Education and Universities participates regularly in the periodic sessions and in the following activities which take place within its framework:

- (a) The place of education in regional development policies;
- (b) Policies to be carried out vis-à-vis teachers;
- (c) Admission policies in post-secondary education;
- (d) Compulsory schooling policies;
- (e) Re-appraisal of educational planning;
- (f) Policies for higher education;
- (g) Consideration of national policies;
- (h) Educational statistics and indicators;

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- (i) Education and working life;
- (j) Education and equal opportunities;
- (k) Education, employment and the economy.

313. Emphasis should be placed on the meeting of the Education Committee at the ministerial level which took place in October 1978 and in which a Portuguese delegation, led by the Minister of Education of Portugal, now Minister of Education and Culture, participated. Mention should also be made of Portuguese participation in the Intergovernmental Conference on Policies for Higher Education in the 1980s.

314. It is hoped that regular participation in the periodic sessions and in some new projects of the committee will be fruitfully continued. Attention should be drawn, by reason of the importance which it has for our country, to the project relating to consideration of Portuguese educational policy, which will take place in 1983 and the ongoing preliminary work for which was begun in 1981.

#### Centre for Educational Research and Innovation

315. With regard to the activities of CERI, the Ministry of Education and Universities has participated regularly in projects relating to the following areas:

- (a) Creativity in the school;
- (b) The development of curricula for secondary education;
- (c) Institutional management in higher education;
- (d) International training for institutional management and innovation in education;
- (e) In-service training of teachers;
- (f) Seminars on innovation exchanges;
- (g) Education's response to the changing needs of children;
- (h) Intensive participation in the Mediterranean project for educational innovation;

316. At present, the Ministry of Education and Universities is participating more frequently in the project on institutional management in higher education and more or less regularly in the project on the education of the handicapped adolescent. It is hoped that there will be regular participation in some of the new projects of CERI.

317. With regard to the activities of the Decentralized Programme for Educational Building, the Ministry of Education and Universities has participated regularly in the periodic sessions of the Steering Committee and in the following activities:

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- (a) Facilities needs for the 16-19 age group;
- (b) Redeployment of existing resources;
- (c) Possibilities offered by rationalization;
- (d) Preparatory work on long-term prospects;
- (e) Particular concerns of countries whose educational system is developing;
- (f) Evaluation of the stock of educational building.

318. Emphasis should also be placed on participation in the Symposium on Educational Building (United Kingdom, 1973), the Symposium on the School and the Community-Facilities in the Urban Dynamic (Netherlands, 1980) and the Symposium on Educational Facilities Policies for the 1980s.

319. In addition to regular participation in the periodic sessions of the Steering Committee of the Programme, attention should be drawn to participation in the international seminars on the evolution of the role of central, regional and local authorities in educational building (Madrid, April 1982), the working seminar on the enhancement of the versatility of the stock of educational building and the development of effective strategies for stock rationalization (Bristol, June 1982) and the Regional Project for the Development of Facilities in the Portuguese District, which will be implemented jointly with Spain (Caceres province).

320. Portugal has participated regularly in the activities of the Committee for Agriculture in the area of higher agricultural education; we may mention in this connection the Working Conferences of Representatives of Higher Agricultural Education.

321. The Ministry of Education and Universities has benefited up to the present from the technical assistance programmes of OECD, which have provided access to the experience acquired in these matters by member countries, either through the dispatch of missions of foreign experts to our country or through courses for Portuguese officials in those countries. These exchanges play an extremely important part in the search for solutions adapted to the specific problems of development.

#### United Nations Educational, Scientific and Cultural Organization

322. Since the re-establishment of relations between Portugal and UNESCO, the Ministry of Education and Universities has been represented at:

- (a) The sessions of the General Conference held during the period 1974-1980;
- (b) International conferences of States, such as, for example, the International Conference of States for the Adoption of the Convention on the Recognition of Studies, Diplomas and Degrees in Higher Education in the States of the European Region;

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(c) The Third Regional Conference of Ministers of Education of Member States of the European Region;

(d) Intergovernmental meetings, such as the thirty-fifth, thirty-sixth, thirty-seventh and thirty-eighth sessions of the International Conference on Education, over which the Minister of Education and Universities presided.

323. The Ministry of Education and Universities has received consultative and financial support for the implementation of national projects within the framework of the evolution of its international policies. This co-operation has been extended, by preference, in the form of measures integrated within the general framework of relations between Portugal and UNESCO.

324. This most valuable co-operation which has been established in various areas within the framework of the activities of this Ministry has taken various forms:

(a) Educational specialists have visited Portugal;

(b) Portuguese technicians and teachers have taken courses abroad;

(c) Subsidies have been granted for the translation of works of educational interest (textbooks, courses, audio-visual material).

325. The co-operation of the Ministry of Education and Universities with UNESCO, under the participation programme, as well as the technical co-operation programme, and with member States has related, in particular, to the following sectors:

(a) Special education;

(b) Educational planning and administration, with the collaboration of the International Institute for Educational Planning (IIEP);

(c) Projects relating to basic, secondary and higher education;

(d) Education of migrants;

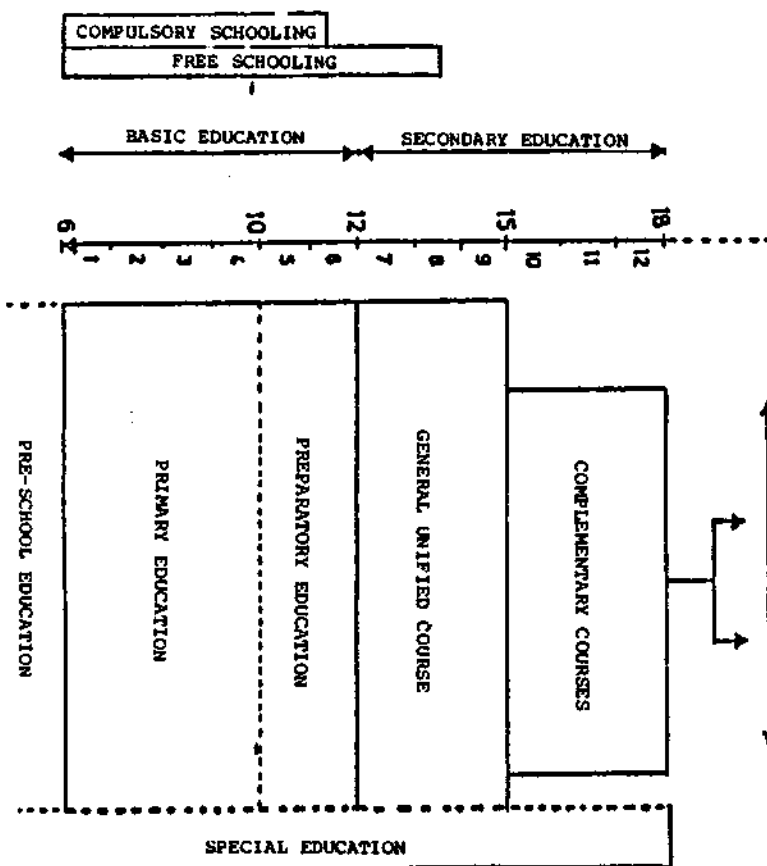
(e) Adult education.

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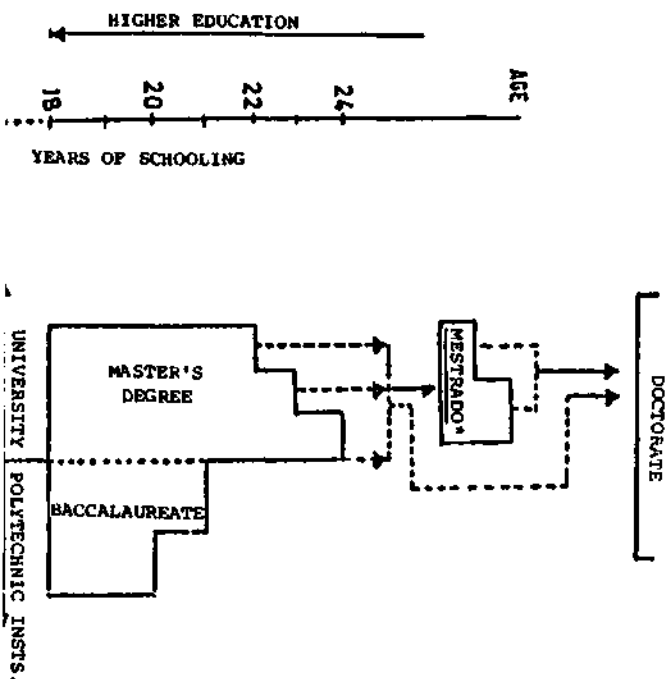
Annex  
CURRICULA

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MASTER'S DEGREE (ADVANCED TECHNICAL).



# PORTUGUESE EDUCATIONAL SYSTEM



Primary education

Awareness activities (a)

Portuguese language

Mathematics

Physical and social environment

Musical education, movement, drama

Physical education

Plastic arts

Catholic religion and ethics (optional)

In primary education, an active methodology is followed, based on observation and experimentation derived from a study of the physical and social environment. The interdisciplinary approach emerges as a dominant concern in the planning and execution of assignments, through which an attempt is made to contribute to the harmonious overall development of each child.

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(a) First phase.

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PREPARATORY EDUCATION

SUBJECTS	NORMAL DAY COURSES AND COMPLEMENTARY DAY COURSES		INTENSIVE NIGHT COURSES (FOR ADULTS)
	1st	2nd	
Portuguese	5	5	4
Social studies	3		3
History		3	
Foreign language	4	4	4
Natural sciences	3	3	3
Mathematics	4	4	3
Visual arts education	3	3	2
Manual work	3	3	
Musical education	2	2	
Physical education	3	3	2
Catholic religion and ethics	1	1	1
TOTAL	30(31)	30(31)	20 to 23

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GENERAL COURSE OF SECONDARY EDUCATION

SEVENTH YEAR OF SCHOOLING

CURRICULUM IN FORCE AS FROM THE ACADEMIC YEAR 1979/80

SUBJECTS	Hours per week
Portuguese	4
Foreign language I (continuation) (a)	3
Foreign language II (introduction) (b)	3
Mathematics	4
History	3
Geography	2
Natural sciences	3
Visual arts education	2
Industrial arts	4
Physical education	2
Catholic religion and ethics (optional)	(1)

(a) Continuation of the foreign language chosen at the preparatory stage.

(b) The new language (II) will be chosen from German, French and English.

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GENERAL COURSE OF SECONDARY EDUCATION

EIGHTH YEAR OF SCHOOLING

CURRICULUM IN FORCE AS FROM THE ACADEMIC YEAR 1979/80

SUBJECTS	Hours per week
Portuguese	3
Foreign language I	2
Foreign language II	3
Mathematics	4
History	3
Geography	3
Biology	2
Physics and chemistry	3
Visual education	2
Technical workshops	4
Physical education	2
Catholic religion and ethics	(1)

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GENERAL COURSE OF SECONDARY EDUCATION

NINTH YEAR OF SCHOOLING

CURRICULUM IN FORCE AS FROM THE ACADEMIC YEAR 1980/81

SUBJECTS	Hours per week
Common Core:	
Portuguese	3
Foreign language I	2
Foreign language II	3
Mathematics	4
History	2
Geography	2
Biology	3
Physics and chemistry	3
Drawing	2
Physical education	2
Catholic religion and ethics	(1)
Diversified sector (vocational options)	
A <sub>1</sub> - Agriculture, animal husbandry and food production	7
A <sub>2</sub> <sup>s</sup> - Health	4/5
A <sub>2</sub> <sup>D</sup> - Sports	5/6
B <sub>1</sub> - Mechanics	5/7
B <sub>2</sub> - Electricity	5/7
B <sub>3</sub> - Civil engineering	5/7
B <sub>4</sub> - Chemical technology	5/7
B <sub>5</sub> - Textile - manufacture	7
C <sub>1</sub> - Administration and commerce	5/7
C <sub>2</sub> - Introduction to economic activity	4
D <sub>1</sub> - Art and design	7
D <sub>2</sub> <sup>T</sup> - Theatre	4/5
D <sub>2</sub> <sup>M</sup> - Music	4

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NEW COMPLEMENTARY COURSES (TENTH AND ELEVENTH YEARS OF SCHOOLING)

CURRICULUM IN FORCE AS FROM THE ACADEMIC YEAR 1980/81

GENERAL EDUCATION SUBJECTS	Hours per week	
	10th	11th
Portuguese (Study areas A-B-C-E)	3	3
Philosophy (Study area D)	5	5
Philosophy	3	3
Foreign language (a)	2	2
Physical education	2	2
Catholic religion and ethics (optional)	(1)	(1)
Total	10+ (1)	10+ (1)
	12+ (1)	12+ (1)

(a) Pupils must choose between the foreign languages which they began learning at the preparatory stage or in the seventh year of schooling.

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Study area A  
Natural sciences

SUBJECTS		<u>Hours per week</u>	
		10th	11th
Specific training	Mathematics	5	5
	Physics and chemistry	4	4
	Biology	5	-
Options	Geology (one year)	-	One subject three hours per week
	Geography (one year)	-	
	Psychology (one year)	-	
Vocational training	<u>Options (a)</u>		
	Agriculture and animal husbandry		
	Food industries		
	Fish-farming (coastal areas)	4/9	6/11
	Chemical technology		
	Health		
	Sports		
Total		18/23	18/23

(a) Pupils must choose one of the vocational training options mentioned above.

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Study area B

Scientific and technical studies

SUBJECTS		<u>Hours per week</u>	
		10th	11th
Specific training	Mathematics	5	5
	Physics and chemistry	4	4
	Descriptive geometry	2	-
Vocational training	<u>Options</u> (a)		
	Textiles		
	Electricity		
	Mechanics	7/11	10/13
	Civil engineering		
	Electronics		
	Ornamental stonework (marble) (b)		
Total		18/22	19/22

(a) Pupils must choose one of the vocational training options mentioned above.

(b) (Extinct).

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Study area CEconomic and social studies

SUBJECTS		Hours per week	
		10th	11th
Specific training	Mathematics	5	5
	Economics	3	3
Options	Foreign language II (a) (two years)	4	4
	History (2 years)	4	4
	Sociology (one year)	3	-
	Law (one year)	-	3
Vocational training	<u>Options (b)</u>		
	Secretarial skills		
	Accounting and administration		
	Data-processing	9/10	9
	Planning and urban development		
Total		20/22	20/21

(a) Pupils must choose between the foreign languages already studied, or, alternatively, they may commence study of a language (French, English or German). When the vocational training option data-processing is chosen, foreign language II must be English, except in the case of pupils who are already studying that language in their common core studies.

(b) Pupils must choose one of the vocational training options mentioned above.

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Study area D

humanities

SUBJECTS		<u>Hours per week</u>	
		10th	11th
Specific training	History	4	4
	Foreign language II (a) or Latin	4	4
Options	Greek (two years)	One subject 3 hours per week	One subject 3 hours per week
	Psychology (one year)		
	Sociology (one year)		
	Law (one year)		
	Mathematics (one year)		
	Economics (one year)		
	Geography (one year)		
	Latin (b)		
Vocational training	<u>Options</u> (c)	4/7	4/7
	Journalism and tourism		
	Public administration		
	Music		
Total		15/18	15/18

(a) Pupils must choose between the foreign languages already studied, or, alternatively, they may commence study of a language (French, English or German).

(b) For pupils who chose foreign language II in specific training.

(c) Pupils must choose one of the vocational training options mentioned above.

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Study area E

Visual arts

SUBJECTS		Hours per week	
		10th	11th
Specific training	Mathematics	5	5
	Physics and chemistry	4	4
	History of visual arts	2	2
	Descriptive geometry (a)	2	2
Vocational training	<u>Options (b)</u>		
	Introduction to the plastic arts, "design" and architecture		
	Graphic arts and techniques		
	Image and audio-visual communication	5/15	5/15
	Ceramics and metalwork		
	Interior appointments and decoration Textile arts and techniques		
Total		16/28	16/28

(a) Compulsory subject only for pupils taking the vocational training option "Introduction to the plastic arts, 'design' and architecture". With regard to the other vocational training options, this subject is optional.

(b) Pupils must choose one of the vocational training options mentioned above.

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NEW COMPLEMENTARY COURSES (TWELFTH YEAR OF SCHOOLING)

TUITION PROGRAMME (CLASSICAL AND MODERN)

CURRICULUM IN FORCE AS FROM THE ACADEMIC YEAR 1980/81

12th-year courses	Basic subject	Optional subjects	Previous study areas
1st course	Mathematics	Physics Chemistry Biology Geology Descriptive geometry Geography	A, B or E
2nd course	Mathematics	Geography History French English	C
3rd course	Philosophy	History Geography German French English	All
4th course	Portuguese literature	French English German Latin Greek	D
5th course	Drawing	Physics Descriptive geometry History of visual arts Mathematics Chemistry	E

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TWELFTH YEAR OF SCHOOLING

PRE-VOCATIONAL TUITION PROGRAMME (in school)

CURRICULUM IN FORCE AS FROM THE ACADEMIC YEAR 1980/81

COURSES	HOURS PER WEEK	COURSES	HOURS PER WEEK
<u>AGRICULTURAL TECHNICIAN</u> Previous vocational training: AGRICULTURE AND ANIMAL HUSBANDRY	32	<u>HEALTH SERVICES SECRETARY</u> Previous vocational training: HEALTH	30
<u>ANIMAL HUSBANDRY TECHNICIAN</u> Previous vocational training: AGRICULTURE AND ANIMAL HUSBANDRY	32	<u>SPORTS INSTRUCTOR</u> Previous vocational training: SPORTS	30
<u>FOOD INDUSTRIES TECHNICIAN</u> Previous vocational training: FOOD INDUSTRIES	30	<u>TEXTILE TECHNICIAN</u> Previous vocational training: TEXTILES	30
<u>FISHERIES TECHNICIAN</u> Previous vocational training: FISH-FARMING (coastal areas)	30	<u>BUILDING TECHNICIAN</u> Previous vocational training: CIVIL ENGINEERING	30

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COURSES	HOURS PER WEEK	COURSES	HOURS PER WEEK
<u>CHEMICAL TECHNICIAN</u> Previous vocational training: CHEMICAL TECHNOLOGY	28	<u>CIVIL ENGINEERING DRAUGHTSMAN</u> Previous vocational training: CIVIL ENGINEERING	30
<u>TOPOGRAPHICAL TECHNICIAN</u> Previous vocational training CIVIL ENGINEERING	30	<u>ELECTRICAL ENGINEERING PROJECTS DRAUGHTSMAN</u> Previous vocational training: ELECTRICITY	30
<u>MECHANICAL CONSTRUCTIONS DRAUGHTSMAN</u> Previous vocational training: MECHANICS	30	<u>ELECTRICAL INSTALLATIONS TECHNICIAN</u> Previous vocational training: ELECTRICITY	30
<u>MECHANICAL MAINTENANCE TECHNICIAN</u> Previous vocational training: MECHANICS	32	<u>SECRETARY</u> Previous vocational training: SECRETARIAL SKILLS	28
<u>REFRIGERATION AND AIR-CONDITIONING TECHNICIAN</u> Previous vocational training: MECHANICS ELECTRICITY	30	<u>ACCOUNTANT</u> Previous vocational training: ACCOUNTING AND ADMINISTRATION	28

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COURSES	HOURS PER WEEK	COURSES	HOURS PER WEEK
<u>ANALOGUE ELECTRONICS TECHNICIAN</u>		<u>COMPUTER PROGRAMMER</u>	
Previous vocational training:	32	Previous vocational training:	28
ELECTRICITY		DATA PROCESSING	
<u>DIGITAL ELECTRONICS TECHNICIAN</u>		<u>SOCIAL WORKER</u>	
Previous vocational training:	32	Previous vocational training:	30
ELECTRICITY		SOCIAL WORK	
<u>ENVIRONMENTAL TECHNICIAN</u>		<u>DESIGN TECHNICIAN</u> (ceramics and metalwork)	
Previous vocational training:	30	Previous vocational training:	30
PLANNING AND URBAN DEVELOPMENT		CERAMICS AND METALWORK	
FISH-FARMING (coastal areas)			
<u>PUBLIC ADMINISTRATION TECHNICIAN</u>		<u>APPOINTMENTS AND INTERIORS TECHNICIAN</u>	
Previous vocational training:	28	Previous vocational training:	30
PUBLIC ADMINISTRATION		INTERIOR APPOINTMENTS AND DECORATION	

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COURSES	HOURS PER WEEK	COURSES	HOURS PER WEEK
<u>INFORMATION TECHNICIAN</u> Previous vocational training: JOURNALISM AND TOURISM	28	<u>TEXTILES DRAUGHTSMAN</u> Previous vocational training: TEXTILE ARTS AND TECHNIQUES	30
<u>GRAPHIC ARTS TECHNICIAN</u> Previous vocational training: GRAPHIC ARTS AND TECHNIQUES	30	<u>TOPOGRAPHER</u> Previous vocational training: All subjects in AREA B (tenth and eleventh years of schooling)	26
<u>AUDIO-VISUAL MEDIA TECHNICIAN</u> Previous vocational training: IMAGE AND AUDIO-VISUAL COMMUNICATION	30	<u>PHOTOGRAMMETRIST</u> Previous vocational training: All subjects in AREA B (tenth and eleventh years of schooling)	25

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