



**wbl**champion



# Portuguese National Report 2024

**WP2: Regulatory Analysis &  
Curriculum Redesign**

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# Executive summary

The Work-Based Learning Champion (WBL\_Champion) project aims to integrate Work-Based Learning (WBL) into higher education institutions (HEIs) across the European Union, addressing the gap between theoretical knowledge and industry needs. This project accomplishes this by analysing National and European WBL policies, redesigning HE courses to incorporate WBL and developing tools for quality assurance and professional development.

Key findings from the report indicate that WBL in Portugal is primarily integrated into vocational education and training (VET) and specific higher education programs like Higher Professional Technical Courses (CTeSP), but it is not compulsory in most degree programs. While there are strong legal frameworks supporting WBL, challenges remain, including limited employer involvement, lack of awareness of WBL opportunities and insufficient funding.

The research also highlighted the critical importance of digital skills for enhancing employability and career readiness. However, respondents to the online questionnaire that was disseminated during this phase of the project faced challenges in implementing digital tools due to high costs, resistance to change and limited resources. Moreover, the integration of digital tools in WBL practices was not widely adopted, since few participants were familiar with relevant platforms and digital tools.

Three best practices in WBL in Portugal were identified: the University of Porto's "ECCE" program, the SIQRH business training initiative, and the "INNOVATIVE CAR HMI" program by the University of Minho. These programs have successfully fostered collaborations between academia and industry, improving student employability and workforce skills.

The report also reveals the need for greater collaboration between educational institutions and businesses, increased financial support for WBL and a reduction in administrative complexity. Recommendations include diversifying WBL opportunities, enhancing employer engagement, integrating digital tools and fostering international mobility. Additionally, creating a regulatory body, in Portugal, for higher education WBL could improve coordination and implementation.

In conclusion, the report highlights the need for strategic improvements in WBL to align educational practices with labour market needs, enhance employability, and ensure the effective use of digital tools. By addressing these challenges, the WBL\_Champion project aims to create a more impactful WBL framework across Europe.

# Introduction

The Work-Based Learning Champion (WBL\_Champion) project seeks to elevate Work-Based Learning (WBL) as a leading methodology within Higher Education Institutions (HEIs) by developing a structured framework for effective implementation of this practice across the EU. Recognizing that WBL bridges the gap between theoretical knowledge and industry needs, this project aims to enhance the integration of real-world experiences within educational curricula, ensuring students acquire job-relevant skills and greater job readiness. Although WBL policies exist within EU's educational frameworks, inconsistencies in quality and implementation in the various countries of the Union hinder widespread adoption in HEIs. To address this, WBL Champion will carry out a regulatory analysis of WBL policies, redesign HE courses that are currently lacking WBL practices, develop a quality assurance toolkit and design three Continuous Professional Development (CPD) courses to support HEI staff and industry mentors. Additionally, an online platform will foster collaboration among WBL practitioners and pilot testing in partner countries will validate the effectiveness of redesigned curricula with embedded WBL methodologies. The project's main targets are HEIs academics, students and staff, as well as companies and industry mentors that will be engaged with the project to examine the effectiveness of the implementation of WBL practices.

The project outlines 3 key objectives:

Objective 1: Enhance the digital competencies of HEI professionals, as a way to integrate digital tools into WBL practices, which will, in turn, support the digital transformation in Education. This will empower educators to effectively incorporate technology within WBL programmes, aligning with EU priorities for digital readiness.

Objective 2: Provide accessible, innovative tools for HEI staff, students, companies and industry mentors. By developing user-friendly resources, this project will ensure that all participants in WBL programmes can confidently engage with digital tools, fostering a streamlined approach to WBL across institutions.

Objective 3: Redesign six existing HEI courses to incorporate WBL within curricula, directly addressing the labour market's demand for graduates with practical experience. By embedding WBL in partner HEIs, this project will facilitate transitions for students into the workforce and strengthen the alignment between HE and VET programmes.

Through these objectives, the WBL Champion project will create a unified framework and tools to support HEIs and industry leaders, thus driving a more systematic and impactful use of WBL in higher education.

To achieve the above-mentioned objectives the project is divided into Work Packages, each with their specific set of objectives. The project will begin by establishing a strong foundation for enhancing WBL practices within higher education by analysing existing WBL policies in EU

partner countries (Malta, Italy, Portugal, and Ireland) and at the European level and applying these insights to the redesign of HEI courses. This Work Package, hereinafter referred to as WP2, is essential to ensure that HEIs effectively integrate WBL into their curricula, thereby improving learning outcomes, fostering relevant skill development and aligning educational programmes with labour market demands.

The project's first main deliverable is the report on "Identification of National and EU WBL policies". It will be core output of the project's WP2 and it will provide detailed insights into existing WBL policies and practices across partner countries, as well as identify best practices that are currently being used in both HEIs and companies. This report is crucial for the project as it will serve as the basis for developing strategies, course designs and digital tools that align with the needs of HEI instructors and student, as well as guiding the effective implementation of WBL-integrated curricula, which will be the main focus of the succeeding phase of the project.

# Overview of National and EU Work-Based Learning policies

## Legal Frameworks and Modalities of Work-Based Learning in Portugal

Work-based learning in Portugal is administered through various legal frameworks, with the Labor Code serving as the primary legislation (*Portuguese Parliament*, 2009). This code regulates employment relationships, including work-based learning modalities such as those related to apprenticeships and vocational training. Portugal's existing educational system emphasizes autonomy and curricular flexibility, guided by foundational documents such as the Student's Profile at the End of Compulsory Education (*Directorate General for Education*, 2017), the Essential Learnings (referenced and updated in multiple dispatches in the Portuguese Government's Official Gazette), the National Strategy for Citizenship Education (*República Portuguesa XXI Governo Constitucional*, 2017) and others that may be applicable.

In addition, Portugal has specific legal frameworks that apply to the various aspects of work-based learning/training.

- Apprenticeships (training modality with double certification developed according to the references/standards of competences and training associated with the qualifications included in the National Catalogue of Qualifications) were first introduced in Portugal during 1984, as part of a dual education system. Nowadays, the frameworks regulating this system were consistently updated and are currently regulated by Ordinance n° 70/2022 (*Ministries of Education and Labour, Solidarity and Social Security*, 2022). Apprenticeships, in Portugal, are separated in both apprenticeship programmes (applied to the upper secondary level) and apprenticeship+ programmes (applied to the post-secondary level, but not including the tertiary level) and the entity responsible for regulating these programmes is the Institute for Employment and Vocational Training (*Instituto do Emprego e Formação Profissional - IEFP*).
- Vocation Education Training (VET) in Portugal integrates two major components: Initial Vocational Education Training (iVET) and Continuous Vocational Education and Training (cVET). The Portuguese VET system operates under the National Qualifications Framework (NQF) and is managed by the Institute for Employment and Vocational Training (*IEFP*) (*Ministry of Labour, Solidarity and Social Security*, 2017). In addition to IEFP, the Directorate-General for Schools (DGEstE), also oversees vocational programmes offered in secondary schools. The main difference between iVET (initial



Vocational Education and Training) and cVET (continuing Vocational Education and Training) lies in their purpose, target audience, and timing within a person's education and career lifecycle. In summary, iVET is about preparation for the workforce, while cVET is about adaptation and progression within the workforce. iVET plays a vital role in equipping young people with the skills and knowledge they need to enter the labour market, in Portugal. This dual education system contributes significantly to reducing youth unemployment and school dropout rates by offering a practical and alternative route for young people who may not thrive in traditional academic settings, as well as help fill the skills gap in various industries, ensuring that graduates are well-prepared for the needs of employers.

- Double Certification is a type of initial or continuous vocational training included in the National Catalogue of Qualifications (*Ministries of Labour and Social Security, Education and Science, Technology and Higher Education, 2009*), carried out by a certified training entity or by an education/training establishment recognised by the competent ministries, awarding both an educational and a professional certification. Several vocational education and training modalities offer double certification in Portugal, such as: Professional Courses (*Cursos Profissionais*), initial training courses aimed at training of young people and favouring their insertion into active life, conferring level 4 of the NQF (*Ministries of Education and Labour, Solidarity and Social Security, 2018*); Apprenticeship Courses (*Cursos de Aprendizagem*), initial vocational training for young people, in a dual system, favouring their insertion into working life and allowing them to go on to further studies by conferring level 4 of the NQF (*Ministries of Labour and Social Solidarity and Education, 2008*); Specialised Artistic Courses (*Cursos Artísticos Especializados*), initial training courses conferring level 2 or level 4 of the NQF, for the initial training of young people, oriented towards the dual perspective of integration into the world of work and further study (*Ministry of Education, 2018*); Hotel & Catering and Tourism & Leisure Courses at Turismo de Portugal (*Cursos de Hotelaria e Restauração e de Turismo e Lazer do Turismo de Portugal, I.P.*), which are initial training courses that confer level 4 of the NQF, taught by the hotel and tourism schools of Turismo de Portugal, which are aimed at professional integration in the tourism sector (*Ministries of Economy and Digital Transition, Education and Labour, Solidarity and Social Security, 2020*); Youth Education and Training Courses (*Cursos de Educação e Formação para Jovens*), initial vocational training courses that provide level 2 or level 4 of the NQF aimed at young people who have left or are at risk of leaving the regular education system (*Ministries of Education and Social Security and Labour, 2004*).
- Adult Education and Training Courses (*Cursos de Educação e Formação para Adultos*) are initial training courses aimed at individuals aged 18 or over, who are not qualified or without adequate qualifications, for the purposes of insertion, reinsertion and progression in the labour market and who have not completed basic or secondary

education. They can be initial or continuing training, with school, professional or dual certification and confer level 2, 3 or 4 of the NQF (*Ministries of Economy and Employment and Education and Science, 2011*).

- Technological Specialisation Courses (*Cursos de Especialização Tecnológica*) are initial training courses that confer level 5 of the NQF, which aim to award a qualification based on specialised technical training (professional certification) (*Presidency of the Council of Ministers, 2022*). These courses can be administered by multiple entities, including secondary schools and qualified training centres.
- Higher Vocational Technical Courses (*Cursos Técnico Superior Profissional - CTeSP*) are non-degree higher education programmes with a duration of 2 years which award a diploma of higher professional technician. These courses can only be administered by polytechnic higher education institutions, and they facilitate progression to university degrees. The decree-laws that regulate these courses were initially created in 2006 and have undergone several updates, the most recent being Decree-Law No. 27/2021 of 16 April (*Presidency of the Council of Ministers, 2021*).
- Other examples of professional training modalities in Portugal that incorporate WBL include Modular Training courses (short-term training units included in the National Catalogue of Qualifications), Action Training courses (continuous training courses aimed at companies and based on the provision of integrated training and consultancy services) and Initial and Continuous training activities carried out by companies as part of innovation and modernisation of Public Administration sector (Ministry of Labour and Social Solidarity, 2010). Aside from the above-mentioned modalities, the NQF integrates the Recognition, Validation and Certification of Competences acquired throughout life in formal, non-formal and informal contexts, including those obtained through work-based learning. This system represents an integrated framework of structures, tools and methods in VET, designed to enhance basic education and professional development in alignment with the European Qualifications Framework (EQF). This system is under the tutelage of the Ministry of Education and the Ministry of Labour, Solidarity and Social Security, with implementation managed by the National Agency for Qualification and Vocational Education (ANQEP, IP).



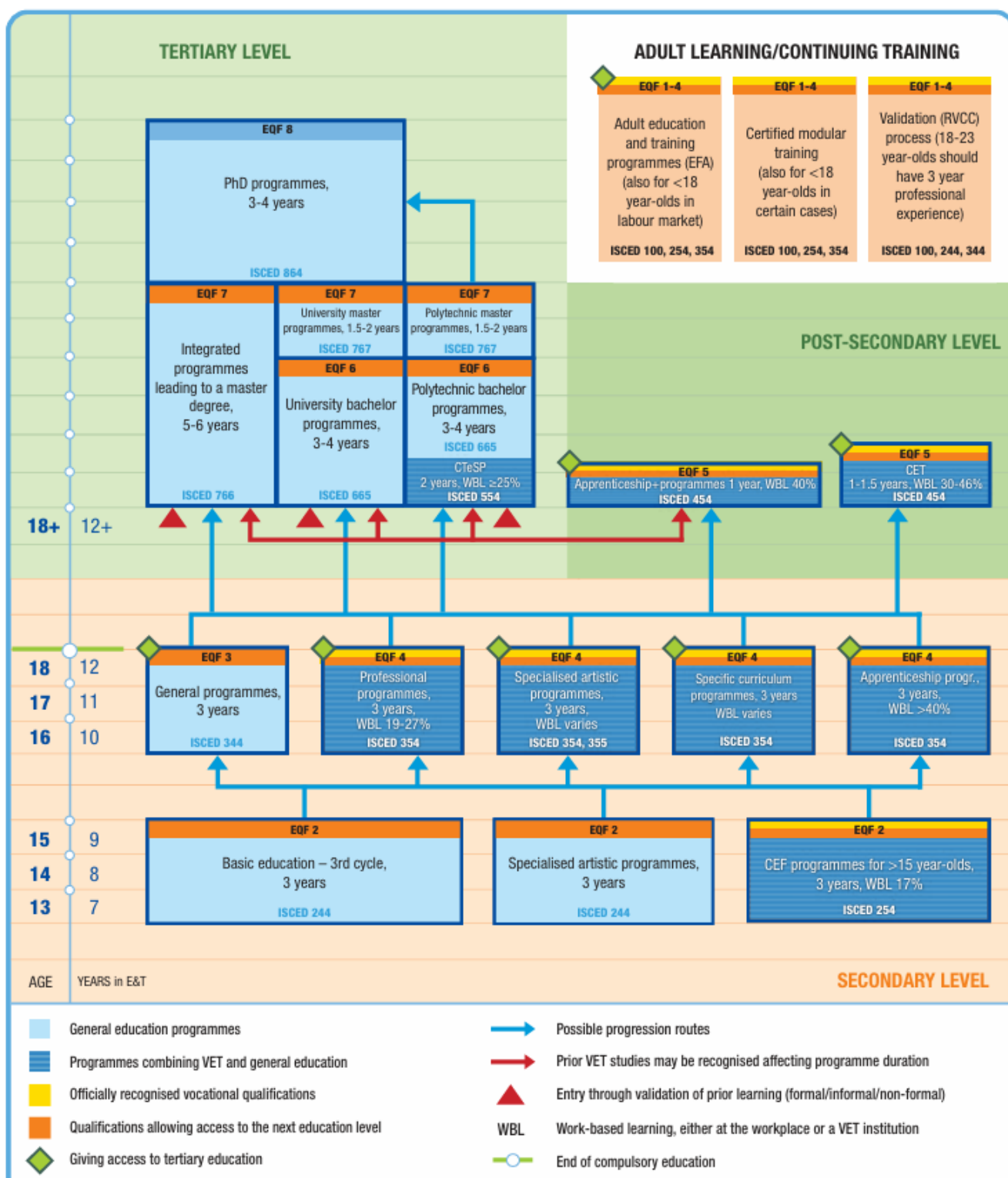


Figure 1: Complete description of education and training system chart: Portugal. Information refers to ISCED-P 2011 classification system. Source: Cedefop, & Directorate-General of Employment and Industrial Relations (DGERT). (2023). Vocational education and training in Europe – Portugal: system description. In Cedefop, & ReferNet. (2024). Vocational education and training in Europe: VET in Europe database – detailed VET system descriptions.

Figure 1 presents the complete description of the education and training system chart as it currently stands in Portugal. It provides a special emphasis on the types of teaching in which WBL is an integral part of education and the share of work-based learning provided by schools and companies.

A summary of WBL is integrated into the Portuguese educational system can be found in the report “Vocational education and training in Europe – Portugal: system description” (Cedefop & Directorate-General of Employment and Industrial Relations (DGERT), 2023), as outlined below:

- Education and training programmes for young people (CEF) leading to EQF level 2 (ISCED 254):
  - Learners must be aged 15 or more and without a lower secondary education qualification.
  - WBL Share: 17%
  - Type: In-company practice and practical training at schools.
- Professional Programmes leading to EQF level 4 (ISCED 354):
  - Learners need to be between 15 and 18 years old (with exceptions foreseen by legislation) and to have completed lower secondary education.
  - WBL Share: 19% to 27%
  - Type: Apprenticeships, in-company practice foreseen in an agreement between the school and the enterprise and has a minimum duration of 600 hours up to a maximum of 840 hours.
- Specialised Artistic Programmes leading to EQF level 4 (ISCED 344, 354):
  - Learners must be at least 15 years old and have completed the third cycle of lower secondary education (9<sup>th</sup> year of schooling).
  - WBL Share: Varies by field.
  - Type: Work-based learning through internships in artistic fields. The work-based component includes in-company practice foreseen in an agreement between the school and the enterprise and has a minimum duration of 600 hours up to a maximum of 840 hours.
- Specific Curriculum Programmes leading to EQF level 4 (ISCED 344, 354):
  - Learners must be at least 15 years old and have completed the third cycle of lower secondary education (9<sup>th</sup> year of schooling).
  - WBL Share: Varies according to the study field and school.
  - Type: Work-based learning in companies or organisations.

- Apprenticeship Programmes - Initial VET programmes leading to EQF level 4 (ISCED 354):
  - Learners up to 29 years old.
  - WBL Share: More than 40%
  - Type: In-company training (apprenticeships).
  
- Technological Specialisation Programmes (CET) leading to EQF level 5 (ISCED 454):
  - Learners must have:
    - an upper secondary education or equivalent; hold a level 4 qualification of the NQF/EQF;
    - have completed all the subjects of the 10<sup>th</sup> and 11<sup>th</sup> years of schooling and have been enrolled in the 12<sup>th</sup> year of schooling or legally equivalent qualification without completing it;
    - a technological specialisation certificate or a higher education degree and wishing to have a professional requalification.
  - WBL Share: 31% to 48%
  - Type: Work-based learning in companies.
  
- Higher Professional Technical Programmes (CTeSP) leading to EQF level 5 (ISCED 554):
  - Learners must:
    - an upper secondary qualification (EQF level 3 or 4);
    - succeeded in the special contest for those who want to attend higher education and are over 23 years old;
    - a CET or CTeSP diploma (EQF level 5) or a higher education degree, if they wish a professional requalification.
  - WBL Share: At least 25%
  - Type: Internship in companies.
  
- Apprenticeship+ Programmes - Initial VET programmes leading to EQF level 5 (ISCED 454):
  - Learners up to 29 years old, who want to complete lower or upper secondary education and/or obtain a professional qualification
  - WBL Share: More than 40%
  - Type: In-company practice.

This data makes it clear that WBL in Portugal is restricted to VET and other vocational courses. Traditional general education programmes, such as those focused on subjects like humanities, maths and sciences, don't usually include WBL as part of their curricula. These

are more centred on academic learning without direct involvement in practical work experience.

Regarding WBL in Portuguese higher education, the incorporation of this practices is not compulsory for all study cycles. However, there are specific programmes, such as the Higher Professional Technical Courses (CTeSP), which require the inclusion of WBL as an integral part of their curriculum. As mentioned previously, these are non-degree higher education programmes, mainly taught by polytechnic institutes, which correspond to level 5 of the National Qualifications Framework. These courses have a strong practical component and compulsorily include a professional internship lasting one semester, with the aim of providing direct experience in the labour market and making it possible to continue studying for a degree.

When it comes to degree programmes, such as bachelor's and master's degrees, the inclusion of WBL is not obligatory by law and varies according to the course and the higher education institution. Universities and polytechnic institutes, within their study plans, are free to integrate internships or other forms of WBL, depending on the profile and needs of the course. Some courses, especially in the areas of technology, health or education, can integrate internships or other forms of WBL into their curriculum, but this depends on the specific guidelines of each institution.

## Work-Based Learning Quality Assurance in Portugal

The framework for vocational qualifications in Portugal is set by the National Qualifications System (SNQ) which is managed by the National Agency for Qualification and Vocational Education (*Agência Nacional para a Qualificação e o Ensino Profissional* - ANQEP). ANQEP implements this system to guarantee that qualifications are aligned with labour market needs and European standards, including those with a focus on WBL. The SNQ governs the structure and content of vocational training programmes, including apprenticeships and professional courses that integrate WBL (ANQEP - Instruments of the National Qualifications System, 2017). This system defines the standards for VET qualifications and ensures that WBL is integrated into relevant vocational programmes.

Quality assurance of work-based learning practices is also regulated through formal contracts, assessment of learning outcomes and accreditation/certification of providers. Apprenticeship programmes in Portugal are governed by formal contracts between students, training providers and companies, outlining the roles and responsibilities of each party, which in turn ensures that the practical components of the training are closely integrated with real-world work environments. When it comes to assessment of learning outcomes of WBL practices, the responsibility is divided among institutions, depending on where these practices are being employed: the Institute for Employment and Vocational Training (IEFP) is responsible when it

comes to VET programmes; the Directorate-General for Schools (DGEstE) oversees vocational programmes offered in secondary schools and ANQEP oversees the overall quality and effectiveness of the system and ensures alignment with national and European standards. When it comes to accreditation and certification of WBL providers, the Directorate for Quality and Accreditation Services (DSQA), a core organic unit of the Directorate-General for Employment and Labour Relations (DGERT), has the specific responsibility for managing the Certification System for Training Entities. The certification of training providers is enshrined in Council of Ministers Resolution no. 173/2007, which approves the Vocational Training Reform (Presidency of the Council of Ministers, 2007).

## Alignment with EU policies and frameworks

Several EU policies and frameworks support the development of WBL in member states.

- The [Erasmus+ Programme \(2021-2027\)](#) is the EU's flagship initiative for education, training, youth, and sport. It is focused on expanding opportunities, promoting inclusion, supporting the green and digital transitions and enhancing Europe-wide cooperation in lifelong learning. Erasmus+ integrates WBL into its core priorities for both VET and HEIs in several ways. One of its key initiatives is supporting cross-border mobility for apprentices, interns and both VET and HEI students, allowing them to gain hands-on experience in real-world settings in other EU countries. This international experience enhances employability and skill development in a variety of fields. Additionally, Erasmus+ funds partnerships between educational institutions and industries, which are essential for creating WBL programmes that reflect real labour market needs. The programme is also focused on developing digital and green skills, preparing participants for future-focused careers, and ensures that WBL is inclusive and accessible by offering financial support and resources to individuals from disadvantaged backgrounds and with fewer opportunities.

*Agência Nacional Erasmus+ Educação e Formação* is responsible for overseeing the Erasmus+ Programme in Portugal, ensuring that the country's institutions can take advantage of international WBL opportunities, exchange programmes to strengthen students' capabilities and international partnerships.

- [The European Skills Agenda](#) builds upon the ten actions of the European Commissions' 2016 Skills Agenda. Updated in 2020, the Agenda sets objectives to be achieved by 2025 and sets out to enhance skills development across the EU, aligning with the European Green Deal and Digital Strategy priorities. It emphasizes upskilling and reskilling to address emerging labour market demands through WBL, promoting

initiatives that support digital, green and foundational skills. The key objectives of the European Skills Agenda include improving lifelong learning, fostering quality VET and strengthening partnerships with industry. It supports programmes like the European Education Area and the European Pillar of Social Rights, aiming to build a highly skilled workforce and increase employability in the EU. [The Pact for Skills](#) is one of the flagship actions of the European Skills Agenda, aimed at fostering upskilling and reskilling across industries. It is a partnership model that supports companies and organizations to offer high-quality apprenticeships and work-based learning opportunities, fostering cooperation among businesses, training providers and public authorities.

In Portugal, the implementation of practices associated with the Pact for Skills is the shared responsibility of multiple organisations. The Ministry of Planning manages the national governance of initiatives aiming to enhance upskilling and reskilling efforts in line with Portugal's recovery and resilience objectives, promoting initiatives focused on WBL.

Additionally, ANQEP plays a significant role in supporting vocational education and training, aligning with the goals of the Pact for Skills. ANQEP collaborates with various stakeholders to implement upskilling and reskilling actions across the country.

- [European Education Area](#) (EEA), which was introduced in 2020 with the goal of being fully established by 2025. This initiative replaced the former framework known as Education and Training 2020 (ET 2020). While ET 2020 served as a valuable foundation for cooperation in education and training across EU Member States, the EEA builds on this framework with updated priorities, including a stronger emphasis on digital transformation, inclusion, green transitions, and fostering a common European identity. The EEA aims to create a unified, high-quality education area where learning and skills recognition are seamless across borders, adapting to the evolving needs of the EU education landscape. EEA promotes WBL by integrating it into its priorities for quality education, employability, and skills development across the EU.

The Portuguese Ministry of Education, through its various departments, works in collaboration with other national bodies such as the ANQEP and the "*Direção-Geral da Educação*" (DGE), to align Portugal's education policies with the European Education Area's objectives.

- Introduced in 2021, the [European Pillar of Social Rights Action Plan](#) supports the implementation of the European Pillar of Social Rights, focusing on fair working conditions, equal opportunities, social protection, and inclusion. The plan outlines specific targets to be achieved by 2030, such as having 78% of the EU's working-age



population employed, providing training for at least 60% of adults annually, and reducing the number of people at risk of poverty or social exclusion by 15 million. This Action Plan aligns with key EU initiatives, including the European Green Deal, the European Skills Agenda and the EEA, ensuring that social rights are a core part of the EU's post-pandemic recovery and long-term growth strategy. Organizations such as the Ministry of Education, ANQEP, IEFP, DGE and *Confederação Empresarial de Portugal* (CIP) – a key representative of employers in Portugal – collaborate to ensure that Portugal's national policies are in line with the objectives set out in the European Pillar of Social Rights, with a particular focus on improving access to education and training, enhancing job quality, as well as promoting and supporting WBL in Portugal by integrating it into vocational training, education and employment programmes.

- The EU's [Youth Guarantee](#) was launched in 2013 and reinforced in 2020 with the Youth Employment Support initiative. Its goal is to ensure that all young people under 30 receive a good-quality offer of employment, education, apprenticeship or traineeship within four months of becoming unemployed or leaving formal education. The Youth Guarantee is fundamental to European efforts to combat youth unemployment and promote successful transitions from education to the workforce across Member States.

Portugal has established a robust Plan to Implement the Youth Guarantee strategy (Council of Ministers, 2013) and a dedicated [Youth guarantee website](#) was launched in January 2014. The portal allows participants to sign-up in order to be registered for the Youth Guarantee and presents information on the scheme and the services/offers available. Organisations can also register to join the network of providers. *Instituto do Emprego e Formação Profissional* (IEFP) plays a central role in coordinating this programme in Portugal, offering support to young people through various employment and training opportunities. The initiative also involves collaboration with other entities, including regional and local authorities, educational institutions and companies.

- The [European Alliance for Apprenticeships \(EAfA\)](#) was established in 2013 and continues to operate under the broader goals of the EEA and the European Skills Agenda, focusing on improving the quality, availability, and attractiveness of apprenticeships across the EU. EAfA remains instrumental in fostering public-private partnerships, aligning training with labour market needs, and promoting apprenticeships as an effective form WBL. This initiative also establishes collaborations with governments, businesses, social partners, chambers of commerce and VET providers to offer apprenticeships that enhance youth employability, reduce skills gaps

and support lifelong learning opportunities. In recent years, EAfA has also expanded to include digital apprenticeships and green skills training, aligning with the EU's priorities. Portugal's commitment to the EAfA is reflected through its active participation in the alliance and its alignment with the initiative's objectives. Portuguese institutions, including IEFP and ANQEP, actively engage in EAfA activities. Their involvement includes organizing events, sharing best practices, and collaborating with other European countries to enhance apprenticeship systems.

Furthermore, according to the European Commission's EAfA page, 475 organisations throughout Europe have pledged to improve their apprenticeship offerings, with 24 of them being Portuguese institutions.

- [The European Framework for Quality and Effective Apprenticeships \(EFQEA\)](#) was adopted by the Council of the European Union in 2018 and provides guidelines and criteria to ensure high-quality apprenticeships across EU Member States. The framework focuses on improving both learning and working conditions for apprentices, setting out criteria such as fair remuneration, clear learning outcomes, and structured support. EFQEA is implemented and continues to be relevant within broader EU initiatives like the EEA and the European Skills Agenda, as it supports the EU's commitment to quality WBL. This framework also plays a key role in the EAfA and other EU-level programmes that aim to bridge the skills gap and enhance employability across the region.

Since 2018, Portugal has made significant progress, including the full implementation of criteria such as written contracts, pay/compensation, workplace components, social protection and quality assurance. Challenges remain in areas like financial support for companies and flexible pathways for apprentices. Notably, IEFP will fund international mobility for apprentices in the 2021-2027 period, aiming to strengthen apprenticeship quality and ensure greater graduate tracking. Additionally, the Commission for Equality in Labour and Employment (CITE) proposed, in June 2020, tools to combat gender segregation in vocational choices by challenging gender stereotypes (European Commission, 2021).

Key developments in Portugal include:

- The “Learning Gives Employment” project, which is expanding to other sectors like automotive, construction, and textiles.
- IEFP's commitment to enhancing apprenticeship quality through measures such as creating the Network of Excellence Partners for Apprenticeships and promoting apprenticeships via campaigns.
- ANQEP launched a public tender in June 2020 to update the national qualifications catalogue, impacting future reforms in the apprenticeship system.

- [European Quality Assurance in Vocational Education and Training \(EQAVET\)](#) emerged in 2009 from a recommendation of the European Parliament and Council. It is a European wide framework to support continuous quality assurance (QA) and improvement in VET across the EU by helping Member States develop and improve QA systems within their VET programmes. EQAVET also supports the implementation of the [2020 recommendation on vocational education and training for sustainable competitiveness, social fairness, and resilience](#). This VET Recommendation describes how EQAVET can be used to strengthen the quality of initial and continuing VET and presents the complete EQAVET Framework. In Portugal, the implementation of the European Quality Assurance in Vocational Education and Training (EQAVET) framework is overseen by the Agência Nacional para a Qualificação e o Ensino Profissional (ANQEP). As the National Reference Point (NRP) for EQAVET, ANQEP ensures that vocational education and training (VET) institutions align with European quality assurance standards by providing guidance, tools, and support for their application.

The EQAVET framework is embedded in Portugal's national policies and legislation. The Decree-Law No. 92/2014 and its amendments establish the governance framework for VET, integrating EQAVET principles into the National Qualifications System (Ministry of Education and Science, 2014). This ensures that all VET providers, including apprenticeship courses and other vocational programmes, implement internal quality assurance mechanisms based on EQAVET indicators. The implementation of EQAVET in Portugal involves a strong focus on monitoring and evaluation. ANQEP collects and analyses data on student progression, completion rates and employability of graduates, ensuring that vocational training programmes effectively prepare students for the labor market. The Quality Assurance System for Professional Schools further ensures compliance with EQAVET standards by conducting regular audits and assessments of VET institutions.

A key aspect of EQAVET in Portugal is continuous improvement and stakeholder involvement. ANQEP collaborates with employers, social partners, and education providers to refine VET programmes, ensuring they meet evolving labour market needs. Portugal is also actively engaged in international collaboration and EU reporting under EQAVET. ANQEP participates in peer reviews and best practice exchanges with other European countries, ensuring that the Portuguese VET system aligns with European developments. Additionally, the agency reports to the European Commission on progress and measures taken to improve quality assurance in vocational education.

# Best practices in WBL

For the purpose of this research, 3 cases of best practices in WBL in Portugal were identified. Here is the overview of each best practice:

1. **“Programa de Estágios Curriculares em Contexto Empresarial (ECCE)”** is implemented by the University of Porto (U.Porto), specifically in the Faculty of Science (FCUP). The programme operates at the company and regional levels, fostering collaboration between academia and businesses. It was launched in 2006 and remains active.  
The ECCE programme aims to facilitate the integration of FCUP graduates into the labour market by providing them with practical experience in real-world work settings. It encourages trainees to apply their technical and scientific knowledge in professional environments while improving teamwork, time management, communication and professionalism. Another objective is to promote the skills and training of FCUP graduates within the business sector.  
It connects students from U.Porto with companies through internship placements, allowing them to gain hands-on experience while applying their academic knowledge. It also strengthens university-business collaboration by fostering innovation and professional development opportunities. The key actors involved in the implementation include University of Porto, Faculty of Sciences (FCUP) and SMEs and large companies that provide internship placements. The primary beneficiaries of the ECCE programme are master's students from FCUP.  
The programme is implemented through internship placements, collaboration between academic institutions and businesses and structured support and mentoring for students throughout their internships. Its success has been facilitated by strong institutional backing from U.Porto, established partnerships with industries that ensure diverse internship opportunities and active engagement of students and companies.  
One of the main challenges has been securing enough internship placements to meet student demand. This issue has been addressed by expanding industry partnerships and ensuring that both students and companies benefit from the internship experience. It has had a significant impact by improving the employability of FCUP graduates, strengthening connections between academia and industry and enhancing collaboration on innovative research and projects between U.Porto and participating companies.
2. The **“SIQRH - Formação Empresarial Individual – Clusters programme”** is a business training initiative implemented by certified training entities and funded by

COMPETE 2030. It operates at a national level and was launched in 2023, with ongoing activities.

The programme aims to promote the qualification of entrepreneurs, managers and workers while increasing the productivity and competitiveness of companies within specific industry clusters. It achieves this by implementing targeted training actions designed to foster innovation and improve business processes.

The key actors involved in the initiative include the Portuguese government, which provides funding through COMPETE 2030, certified training entities and companies operating within specific clusters. These clusters include Footwear and Fashion, Automotive, Architecture Engineering and Construction (AEC), Sustainable Habitat, Textile Technology and Fashion, Produtech and Engineering & Tooling. The primary beneficiaries of the programme are entrepreneurs, managers and workers within these sectors.

The training is delivered either in person or online and consists of classroom-based interventions, simulated practices or practical training in a work environment. The successful implementation of the programme has been supported by financial backing from COMPETE 2030, the involvement of certified training entities and the clear identification of training needs within the participating clusters.

A key challenge in implementing this initiative was identifying the specific training needs of each cluster. This was addressed through detailed diagnostics and close collaboration with participating companies to ensure relevant and impactful training.

It has had a positive impact by improving the skills of the workforce, increasing the competitiveness of companies in the target clusters and strengthening cooperation between businesses and training providers.

3. The **“INNOVATIVE CAR HMI programme”** is a collaborative initiative between the University of Minho and Bosch Car Multimedia Portugal aimed at developing advanced Human-Machine Interface (HMI) systems for the automotive industry. It operates at both the regional and national levels within a corporate network. The programme started in 2015 and remains active.

The initiative focuses on developing integrated solutions for automotive HMI systems, fostering technological advancements for "zero accidents" mobility and investing in innovative areas such as vehicle-to-vehicle (V2V), vehicle-to-infrastructure (V2I) and vehicle-to-pedestrian (V2P) communications, sensors and intelligent vehicle software. The collaboration between the University of Minho and Bosch enables the development of cutting-edge automotive technologies, including new systems for vehicle communication, entertainment and user interfaces.

The key actors include the University of Minho, Bosch Car Multimedia Portugal and over 400 researchers and engineers working on 30 projects related to automotive HMI. The target groups for this initiative include researchers, engineers, automotive industry professionals and students in automotive-related disciplines.

It is implemented through collaborative research and development, an industry-academia partnership and technological prototyping and testing. Its success has been supported by a strong partnership between academia and industry, financial backing for R&D activities and a high level of expertise in the automotive sector.

A major challenge in implementing the programme has been integrating diverse technologies from multiple sectors, including automotive, telecommunications and software. This challenge was addressed by fostering effective collaboration between academic researchers and industry engineers and focusing on cross-disciplinary training.

The programme has contributed to significant advancements in automotive HMI technologies, strengthened Portugal's global competitiveness in the automotive sector and supported the formation of a highly skilled workforce specializing in innovative automotive technologies.

## Analysis of gaps and challenges

In order to identify gaps and challenges faced by students, teachers and policy makers in accessing, implementing and enforcing WBL initiatives in Portugal, an online questionnaire was provided and an interview with Dr. Ana Barroso from ANQEP was conducted.

The questionnaire had 25 answers, with 17 answers from higher education staff, 4 company representatives, 3 VET professionals and 1 scientific investigator. When asked in which sector/industry participants work in, the majority of answers stated it to be higher education, in areas such as energy, education, corporate training, football, packaging, engineering, textiles, media and healthcare being identified by the participants.

When asked about their familiarity with work-based learning practices, most respondents (15) stated that they are highly familiar WBL, 7 stated to be somewhat familiar with these methods and a few (3) have little familiarity. Participants were also asked about the nature of their involvement in WBL. From the multiple answers provided, 11 have worked or currently work as educators/academics, 10 as coordinators of WBL programmes, 9 as participants, 5 as WBL supervisors, 5 as investigators in WBL projects, 3 as employers in companies that have WBL programmes, 1 as political decision maker, 1 as responsible for the organization of WBL programmes in their company and 2 have stated to never have contact/involvement in WBL practices.



When asked about the recency and frequency of their involvement with WBL methodologies, a significant number of participants stated that they interact with WBL practices daily (48%), while others have engaged within the last year (28%) or between one and two years ago (16%). As stated previously, 2 participants do not recall ever participating in WBL practices, neither as supervisors, coordinators, participants, or other possible roles.

Regarding familiarity with national and European WBL policies, more than half of the respondents are aware (56%), while the others are currently not familiar with national and European WBL policies. From the participants that responded affirmatively in the previous question, we inquired them about the effectiveness of these policies (in a 1-5 scale) and most rated them as moderately effective (53,3%), while others were more neutral (40%), and 1 respondent believes that the policies lack effectiveness.

Respondents were asked which policies they were most familiar with. Erasmus+ is the most commonly mentioned policy. Other policies mentioned: Initial Teacher Training Programs, Micro-credential programs, Skillsfor21 Century, Portugal 2020, European Social Fund, IEFPP Professional Training Support, Competitiveness Programs (Compete 2020), Qualifica programme, Youth Guarantee, CTESP opportunities. This shows that participants recognized both National and European policies and initiatives.

Everybody that answered the questionnaire was asked to identify which are the most significant challenges in the current national WBL policies. Limited involvement from employers was identified as the major issue (64%), while lack of awareness about WBL opportunities (56%), lack of dissemination of WBL opportunities and lack of funding were the other major problems identified (both with 48% of selections). Other challenges were considered less significant, such as, differences between the curriculum and labour market necessities (36%), administrative expenses or high complexity (28%). Lack of participation from employees was deemed to be the less significant challenge.

When assessing EU support for WBL, most respondents (36%) believe these policies provide some level of assistance, while 24% do not know how EU policies and initiatives support WBL programmes in Portugal. Only 20% of respondents believe that EU policies and initiatives strongly support WBL in Portugal, while 16% had a neutral opinion and 1 respondent believe that European initiatives do not support implementation of WBL in Portugal.

Application of digital skills and tools in WBL programmes are also an important topic of discussion in the WBL\_Champion project, so participants were asked about the level of importance that digital skills have in the implementation of WBL programmes. The responses highlight that, overall, participants consider them to be highly important, with only 2 participants having a neutral opinion and 1 expressing that these skills are not very relevant.

When asked to explain their reasons for their evaluation, the responses highlight a strong consensus on the importance of digital skills for effective WBL and career readiness. Many respondents emphasize that digital competencies are essential for employability, ensuring

that students are prepared for the technological and innovative challenges of the modern job market. Several responses stress that digitalization is not optional but rather a key driver of development, particularly for regions like Portugal. Another recurring theme is the role of digital skills in enhancing learning and training effectiveness. Digital competencies are seen as crucial for online and hybrid learning, efficient communication, information management and self-directed learning. Some respondents mention their role in innovation and creativity, as well as in strengthening competitiveness in the labour market. There is also recognition of the need for better training in digital skills for educators, employers and students to fully integrate digital tools into WBL. A few responses focus on practical benefits, stating that digital skills lead to better monitoring and performance assessment of students, allowing for more effective program implementation. Others mention their relevance in international collaboration and remote interaction, which are becoming increasingly common in professional environments. However, not all respondents share the same perspective. One response argues that digital competencies have limited importance for certain target groups, particularly individuals with low academic backgrounds, where digital tools are not a feasible option. Another response suggests that the importance of digital skills depends on the specific professional context, indicating that their relevance may vary by sector and role.

Only 28% of participants are familiar with digital tools to support WBL in Portugal and in their institutions, such as LMS (Learning Management Systems) tools, Moodle, Google Workspace, Microsoft Teams, Padlet for learning diaries, Miro for structuring ideas, NAU as a national training platform, SIGA as an academic management system, LinkedIn Learning and Google Forms. In terms of preference for digital tools for WBL methodologies, respondents expressed a preference for online platforms, learning management systems, digital assessment tools, collaboration platforms like Teams and Trello, mobile applications and augmented reality and virtual reality systems.

The participants that have experience with integration of digital tools in WBL practices highlighted some of the challenges they faced, such as: high implementation costs, resistance to change, digital illiteracy, limited IT infrastructure, administrative complexity and language limitations.

This research methodology provided valuable insights into the gaps and challenges faced by the WBL\_Champion project's target group members in accessing, implementing and enforcing WBL initiatives in Portugal. Many respondents were from higher education, and most were highly familiar with WBL practices, with many involved in roles such as educators, coordinators and participants. Key issues identified include limited employer involvement, lack of awareness and dissemination of WBL opportunities and inadequate funding opportunities. There was a consensus on the importance of digital skills in WBL, with most respondents emphasizing their role in employability, learning effectiveness, and career readiness. However, challenges in integrating digital tools into WBL practices were noted, including high implementation costs and resistance to change.

While the findings are valuable, greater participation from industry experts would further enrich the project and provide a more comprehensive understanding of the challenges and opportunities within WBL. Unfortunately, these professionals were difficult to reach or lacked interest in participating, limiting the breadth of perspectives from those directly involved in the workforce. Their insights would be crucial in addressing the practical application of WBL and its alignment with industry needs, thereby improving the overall impact and relevance of WBL initiatives in Portugal.

The findings from the questionnaires will be presented in the form of graphs and can be found in **Annex 2**.

## Recommendations

Participants were asked to indicate what aspects, if any, of European WBL policies they considered that are needing upgrades to better answer the necessities of their sector, as well as provide general recommendations to improve WBL programmes at both a national and European level.

One of the most emphasized suggestions is to diversify opportunities and ensure continuous support for learners, including fostering international mobility and aligning internships with market needs. Respondents also stressed the importance of promoting digitalization and including soft skills as part of the curriculum. Additionally, there is a call for WBL to be made more accessible to all students, particularly through financial support and for strengthening partnerships between educational institutions and businesses.

Several participants mentioned the need for greater employer awareness and institutional outreach to increase understanding of the benefits and opportunities of WBL. They also highlighted the necessity of evaluating the impact of WBL programs and increasing funding, with particular attention to ensuring that the initiatives are aligned with the current needs of the labour market. Some respondents emphasized the importance of personalizing WBL experiences, as well as improving communication and dissemination about these opportunities.

Regarding the operational aspects of WBL, respondents suggested that there should be more workplace visits to better understand the sector-specific training needs, while others proposed a stronger focus on ergonomics and workplace safety programmes. Reducing bureaucracy and increasing transparency were also mentioned as necessary improvements to make WBL more effective.

A number of answers pointed out the importance of developing flexible training options, such as part-time internships or remote work opportunities, especially for students with additional responsibilities. Furthermore, there was a call to integrate digital tools in the learning process to facilitate monitoring, assessment and continuous feedback.

Lastly, some respondents stressed the importance of monitoring progress post-implementation and improving the dissemination of program results, with a focus on clear communication and transparency. There were also suggestions for better collaboration between education and industry, particularly through industry associations and technological clusters.

The interview with Dr. Ana Barroso from ANQEP also highlighted some important factors. ANQEP is the regulatory entity that oversees WBL practices in VET programmes in schools, but Portugal currently does not have an entity that is responsible for the same type of regulation in higher education, due to HEIs having full responsibility for the implementation of these practices in their curriculums and institutions, as well as having to coordinate the partnerships with industries and sectors to secure WBL practices. The creation of this entity could greatly benefit the implementation and improvement of WBL practices in Portuguese HEIs.

In summary, the responses reflect a strong desire to improve WBL through better collaboration, increased financial and institutional support, the integration of digital tools, and a focus on outcomes rather than administrative complexity. The key challenge remains the dissemination of opportunities and ensuring that all stakeholders are well-informed and engaged.

## Conclusion

The findings from the Work-Based Learning Champion project's research provide critical insights into the current state of WBL practices in Portugal and across Europe. The project highlights the importance of integrating WBL into higher education curricula, fostering closer collaboration between educational institutions and industries and promoting digital skills to ensure students are prepared for the demands of the modern job market. The research identified several challenges, including limited employer engagement, inadequate dissemination of WBL opportunities, and a need for more financial support. These challenges underscore the necessity for greater awareness of the benefits of WBL and the inclusion of both digital competencies and soft skills in the curriculum.

The feedback from participants points to a strong demand for diversifying WBL opportunities, enhancing support for students, and improving communication between education providers and employers. There is also a clear call for policy improvements, particularly in fostering international mobility, aligning internships with market needs, and reducing administrative barriers. The research also reveals that the integration of digital tools and the evaluation of program effectiveness remain key to enhancing the overall impact of WBL.

One of the main limitations of the study is the relatively low participation of industry experts. Their insights are crucial for addressing the practical applications of WBL, and greater

involvement from this group would provide a more comprehensive understanding of how to align WBL programs with industry needs. Unfortunately, despite efforts, reaching industry professionals proved challenging, limiting the breadth of perspectives from the workforce.

In conclusion, the WBL Champion project presents a clear path forward for improving work-based learning practices in Portugal and the EU. The recommendations from the research emphasize the importance of collaboration, increased financial and institutional support, and the integration of digital tools to enhance the quality and accessibility of WBL programs. By addressing the challenges identified and implementing the suggested improvements, the project aims to foster a more effective and impactful WBL framework that aligns education with the evolving needs of the labour market.

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# Annex

## Annex 1: Analysis of WBL best practices

<b>Title of the best practice:</b>	Programa de Estágios Curriculares em Contexto Empresarial (ECCE)
<b>Type of entity implementing:</b>	High-Education Institutes or Universities: University of Porto (U.Porto), specifically Faculty of Sciences (FCUP)
<b>At what level is/was it being applied:</b>	Company level / Regional level
<b>Year of starting</b>	2006
<b>Is it still ongoing?</b>	Yes
<b>Key objectives</b>	<ul style="list-style-type: none"> <li>- Facilitate the integration of FCUP graduates into the labour market;</li> <li>- Challenge the trainee to apply technical and scientific knowledge in a real work context;</li> <li>- Improve teamwork, time management, communication and professionalism skills, time management, communication and professionalism skills in a real-life environment;</li> <li>- Disseminate the training and skills of FCUP graduates in the business world.</li> </ul>
<b>Brief description of best practice</b>	The ECCE programme provides students from U.Porto with internships in companies, allowing them to apply their academic knowledge in real-life work environments. The programme also aims to foster collaborations between the university and businesses, enhancing innovation and professional development.

<b>Key actors involved</b>	<ul style="list-style-type: none"> <li>- University of Porto (U.Porto)</li> <li>- Faculty of Sciences (FCUP)</li> <li>- SMEs and large companies offering internships</li> </ul>
<b>Target group(s)</b>	- Students from U.Porto (mainly Master's students from the Faculty of Sciences)
<b>Sources</b>	<a href="https://info.fc.up.pt/fcup/ecce/?f_id=408">https://info.fc.up.pt/fcup/ecce/?f_id=408</a>
<b>What methodology was used in the application of this BP?</b>	<ul style="list-style-type: none"> <li>- Internship placements</li> <li>- Collaboration between academic and business sectors</li> <li>- Structured support and mentoring for students</li> </ul>
<b>Elements that facilitated the implementation of the best practice (institutional, economic, social, and environmental)</b>	<ul style="list-style-type: none"> <li>- Strong institutional backing from U.Porto</li> <li>- Established partnerships with industries</li> <li>- Active engagement of students and companies</li> </ul>
<b>Main challenges encountered in delivering this best practice, and how were they overcome?</b>	- Securing sufficient internship opportunities for all students. Overcome by actively engaging with a broad network of companies and ensuring mutual benefits from internships
<b>What was the overall impact of implementing this practice?</b>	<ul style="list-style-type: none"> <li>- Improved employability of students</li> <li>- Strengthened ties between academia and industry</li> <li>- Increased collaboration on innovative research and projects between U.Porto and companies</li> </ul>

<b>Title of the best practice:</b>	SIQRH - Formação Empresarial Individual – Clusters
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<b>Type of entity implementing:</b>	Certified training entities  Business Training Programmes funded by COMPETE 2030.
<b>At what level is/was it being applied:</b>	National
<b>Year of starting</b>	2023
<b>Is it still ongoing?</b>	Yes
<b>Key objectives</b>	<ul style="list-style-type: none"> <li>- Promote the qualification of entrepreneurs, managers, and workers.</li> <li>- Increase the productivity and competitiveness of companies in target clusters.</li> </ul>
<b>Brief description of best practice</b>	This initiative implements training actions for entrepreneurs, managers and workers in companies within specific clusters, with a focus on innovation and process improvement.
<b>Key actors involved</b>	<ul style="list-style-type: none"> <li>- Portuguese government, funded via COMPETE 2030</li> <li>- Companies participating in specific clusters (I. Footwear and Fashion Cluster II. Automotive Cluster III. AEC Cluster - Architecture, Engineering and Construction IV. Sustainable Habitat Cluster V. Textile, Technology and Fashion Cluster VI. Produtech Cluster VII. Engineering &amp; Tooling Cluster)</li> <li>- Certified training entities</li> </ul>
<b>Target group(s)</b>	<ul style="list-style-type: none"> <li>- Entrepreneurs</li> <li>- Managers</li> <li>- Workers in companies within the target clusters</li> </ul>
<b>Sources</b>	<a href="https://portugal2030.pt/2025/02/07/apoio-para-formacao-empresarial-individual-e-conjunta-em-clusters-de-competitividade/">https://portugal2030.pt/2025/02/07/apoio-para-formacao-empresarial-individual-e-conjunta-em-clusters-de-competitividade/</a>

	<a href="https://www.compete2030.gov.pt/aviso/siqrh-formacao-empresarial-compete2030-2023-04/">https://www.compete2030.gov.pt/aviso/siqrh-formacao-empresarial-compete2030-2023-04/</a>
<b>What methodology was used in the application of this BP?</b>	<ul style="list-style-type: none"> <li>- In-person or online training.</li> <li>- Classroom interventions, simulated practices, or practices in a work context.</li> </ul>
<b>Elements that facilitated the implementation of the best practice (institutional, economic, social, and environmental)</b>	<ul style="list-style-type: none"> <li>- Financial support from COMPETE 2030.</li> <li>- Active involvement of certified training entities.</li> <li>- Clear identification of training needs within the target clusters.</li> </ul>
<b>Main challenges encountered in delivering this best practice, and how were they overcome?</b>	<ul style="list-style-type: none"> <li>- Identifying specific training needs within each cluster. Overcome through detailed diagnostics and close collaboration with participating companies.</li> </ul>
<b>What was the overall impact of implementing this practice?</b>	<ul style="list-style-type: none"> <li>- Improved skills of the workforce.</li> <li>- Increased competitiveness of companies in the target clusters.</li> <li>- Strengthened cooperation between companies and training entities.</li> </ul>

<b>Title of the best practice:</b>	INNOVATIVE CAR HMI programme
<b>Type of entity implementing:</b>	High-Education Institutes: University of Minho in collaboration with Bosch Car Multimedia Portugal
<b>At what level is/was it being applied:</b>	<p>Regional level and National level</p> <p>Corporate network</p>
<b>Year of starting</b>	2015



<b>Is it still ongoing?</b>	Yes
<b>Key objectives</b>	<ul style="list-style-type: none"> <li>- Develop integrated solutions for automotive Human-Machine Interface (HMI) systems.</li> <li>- Foster technological advancements for "zero accidents" mobility.</li> <li>- Invest in innovative areas like V2V, V2I, and V2P communications, sensors, and software for intelligent vehicles.</li> </ul>
<b>Brief description of best practice</b>	The INNOVATIVE CAR HMI programme is a collaboration between the University of Minho and Bosch to develop cutting-edge automotive technologies, including innovative systems for vehicle communication, entertainment and user interfaces.
<b>Key actors involved</b>	<ul style="list-style-type: none"> <li>- University of Minho</li> <li>- Bosch Car Multimedia Portugal</li> <li>- Over 400 researchers and engineers involved in 30 projects</li> </ul>
<b>Target group(s)</b>	<ul style="list-style-type: none"> <li>- Researchers</li> <li>- Engineers</li> <li>- Automotive industry professionals</li> <li>- Students in automotive-related disciplines</li> </ul>
<b>Sources</b>	<a href="https://green.fibrenamics.com/newsletter/bosch-innovative-car-hmi?utm_source=chatgpt.com">https://green.fibrenamics.com/newsletter/bosch-innovative-car-hmi?utm_source=chatgpt.com</a>  <a href="https://www.eng.uminho.pt/pt/investigareinnovar/projetoscomempresas/Paginas/programainnovativecarhmi.aspx?utm_source=chatgpt.com">https://www.eng.uminho.pt/pt/investigareinnovar/projetoscomempresas/Paginas/programainnovativecarhmi.aspx?utm_source=chatgpt.com</a>
<b>What methodology was used in the application of this BP?</b>	<ul style="list-style-type: none"> <li>- Collaborative research and development</li> <li>- Industry-academia partnership</li> <li>- Technological prototyping and testing</li> </ul>
<b>Elements that facilitated the implementation of the best practice (institutional,</b>	<ul style="list-style-type: none"> <li>- Strong partnership between academia and industry</li> <li>- Financial backing for R&amp;D activities</li> <li>- High level of expertise in the automotive sector</li> </ul>

economic, social, and environmental)	
<b>Main challenges encountered in delivering this best practice, and how were they overcome?</b>	<ul style="list-style-type: none"> <li>- Integrating diverse technologies from multiple sectors (automotive, telecommunications, software).</li> <li>- Overcome by fostering effective collaboration between academic researchers and industry engineers, focusing on cross-disciplinary training.</li> </ul>
<b>What was the overall impact of implementing this practice?</b>	<ul style="list-style-type: none"> <li>- Significant advancements in automotive HMI technologies.</li> <li>- Strengthened global competitiveness of Portugal in the automotive sector.</li> <li>- Formation of a skilled workforce specializing in innovative automotive technologies.</li> </ul>

## Annex 2: Analysis of online questionnaires

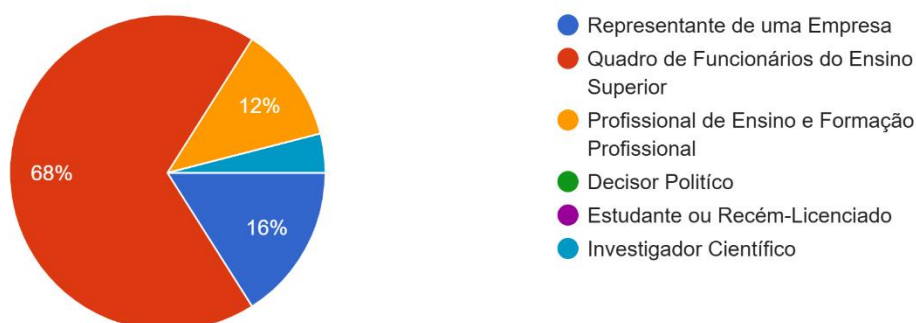
An online questionnaire (Via Google Docs) was developed and distributed to key stakeholders to solicit feedback on both national and European policies, and work-based learning practices in Portugal.

In this section will be represented the graphs of the responses to that questionnaire (in the original portuguese language in which it was sent to the participants, whose answers were already fully explained in the section **Analysis of gaps and challenges**.

1. Which category best describes you?

Qual das seguintes categorias o/a descreve melhor ?

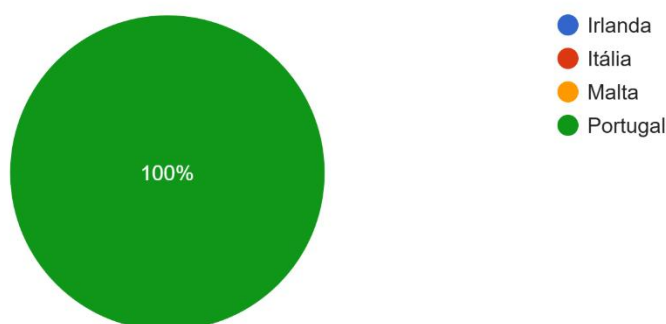
25 responses



## 2. In which country to you reside in?

País de residência

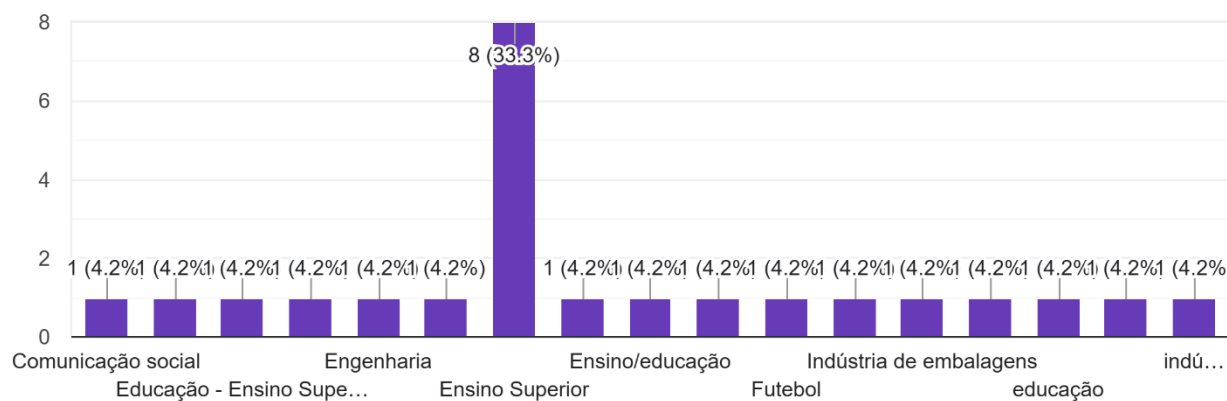
25 responses



## 3. In which sector/Industry do you primarily work in?

Em que sector/indústria trabalha predominantemente?

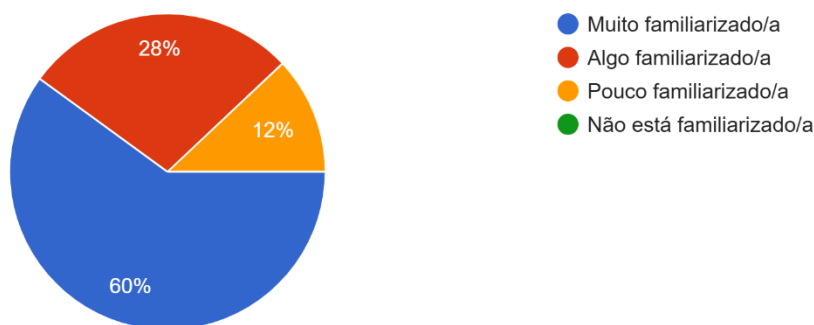
24 responses



#### 4. How familiarised are you with WBL practices in your institution ?

Quão familiarizado/a está com práticas de formação em contexto de trabalho na sua instituição ?

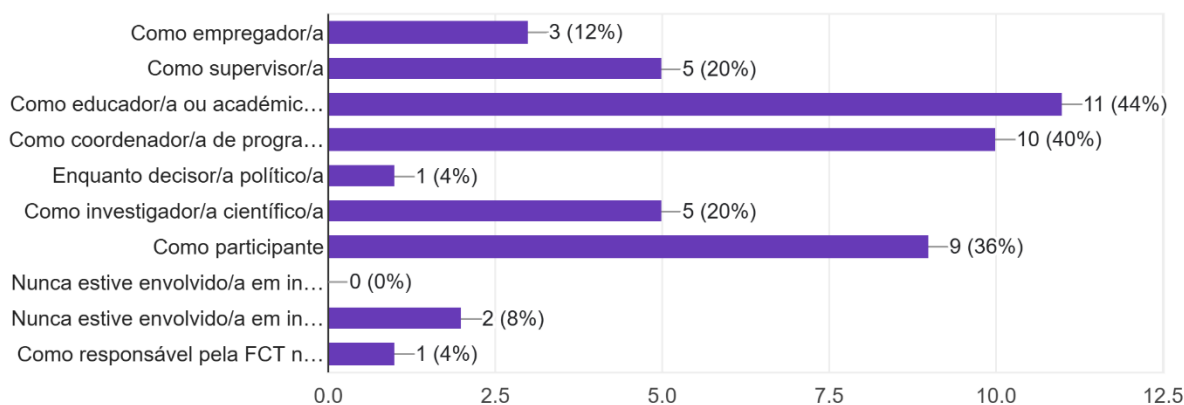
25 responses



#### 5. What is/was the nature of your involvement in WBL programmes or initiatives (e.g. apprenticeships, internships, dual education systems, others)? (multiple answers can be selected)

Qual é/foi a natureza do seu envolvimento em programas ou iniciativas da FCT (por exemplo: aprendizagens, estágios, sistemas de ensino dual, outros)? (podem ser escolhidas várias respostas)

25 responses



6. How recently have you been involved in WBL practices (implementation, supervision, as a participant, etc.)?

Quão recentemente se envolveu com práticas de formação em contexto de trabalho (implementação, supervisão, como participante, etc.)?

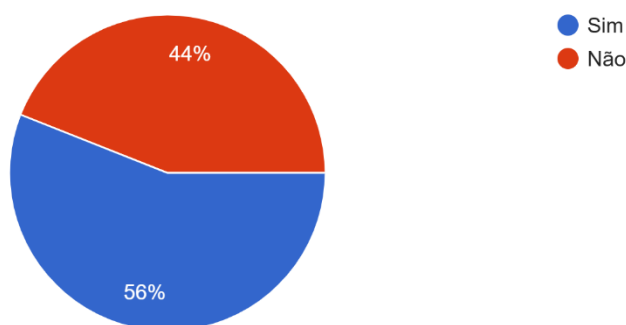
25 responses



7. Are you familiar with national or European policies supporting WBL?

Está familiarizado/a com as políticas nacionais ou europeias de apoio à formação em contexto de trabalho?

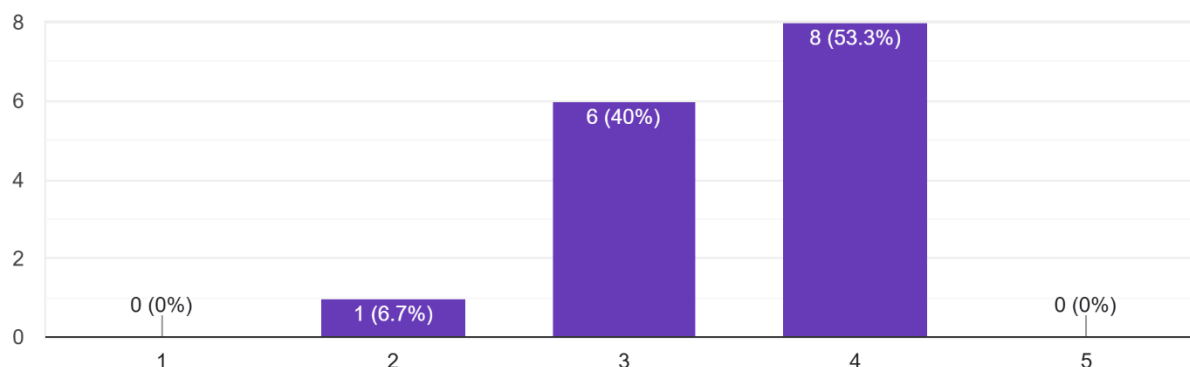
25 responses



8. If you answered 'Yes' to the previous question, how would you rate the effectiveness of national or European policies in supporting WBL in your country?

Se respondeu "Sim" à resposta anterior, como classificaria a eficácia das políticas nacionais ou europeias no apoio à FCT no seu país?

15 responses



9. Can you name the specific policies you are familiar with?

Erasmus+

Programa Erasmus+; Fundo Social Europeu (FSE); Empregabilidade Jovem; Portugal 2020;

Aprendizagem e Estágio Profissional

Formação Inicial de Professores

Compete 2020

Não conheço políticas nacionais, só as da minha instituição.

Erasmus+; Mínimo de 40h de formação em contexto de trabalho; apoio do IEFP em formações profissionais

Concursos

Não sei

ERASMUS

mão estou familiarizada

ERASMUS +

Não estou

Não estou familiarizado

Programa Erasmus

Programa Erasmus+

Programa de microcredenciais, skillsfor21 century, Acordo sobre Formação Profissional e Qualificação, programa qualifica, desconheço

Erasmus

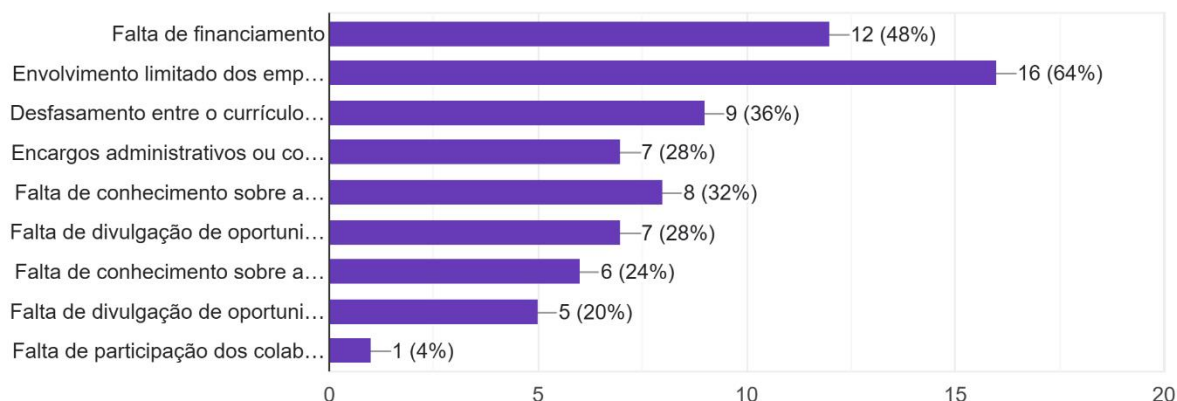
Formação Inicial e Contínua de Professores; estágios CTESP e estágios curriculares



10. What do you consider to be the most significant challenges in current national WBL policies?

Quais considera serem os desafios mais significativos nas atuais políticas nacionais de FCT? (Selecione até 3 opções)

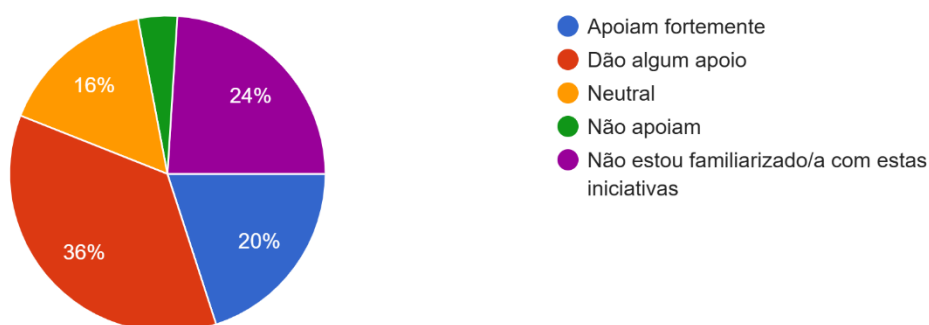
25 responses



11. To what extent do you consider that European Union policies and initiatives (e.g. Erasmus+, European Framework for WBL) are supporting WBL in your country?

Em que medida considera que as políticas e iniciativas da União Europeia (por exemplo, Erasmus+, Quadro Europeu para a ACT) estão a apoiar a FCT no seu país?

25 responses





14. Please explain your reasons for choosing the assessment in the previous question.

Para adaptar os programas às necessidades do mercado de trabalho moderno, bem como para garantir que os estudantes estejam preparados para os desafios tecnológicos e inovadores que encontrarão nas suas futuras carreiras.

Apenas porque elas são fundamentais em qualquer formação profissional.

Para mim é pouco importante, na medida em que o meu alvo de formandos são pessoa com baixo nível académico que não é sequer uma hipótese realizar atividades que envolvam competências digitais

A transição digital não é uma opção, pois é a principal via de desenvolvimento atual para as sociedades periféricas como Portugal.

Para poder retirar o maior proveito possível, é necessário ter competências digitais

Maior eficácia na implementação

Proporcionar um melhor e continuado acompanhamento e integração.

É o presente e o futuro.

por conta dos métodos de avaliação e por serem na maioria das vezes cursos on line

As competências digitais são fundamentais à empregabilidade e falta formação a empregadores, educadores e estudantes

Na era digital, essas competências são fundamentais

As competências digitais são extremamente importantes para a implementação eficaz dos programas de Aprendizagem em Contexto de Trabalho (ACT), especialmente no contexto atual, onde a transformação digital está a reformular a forma como as organizações operam e como os profissionais se desenvolvem. Eis alguns motivos que destacam a relevância destas competências:

1. Facilitação da Integração no Ambiente de Trabalho 2. Potencialização da Aprendizagem Online e Híbrida 3. Acesso e Gestão de Informação 4. Comunicação Eficiente 5. Desenvolvimento da Autonomia e Responsabilidade 6. Fomento da Inovação e da Criatividade 7. Reforço da Competitividade no Mercado de Trabalho

melhor monetarização e avaliação do desempenho

A digitalização é um fenómeno em evolução constante que deve ser sempre considerado em qualquer formação.

A digitalização tem um peso significativo nas atividades atuais.

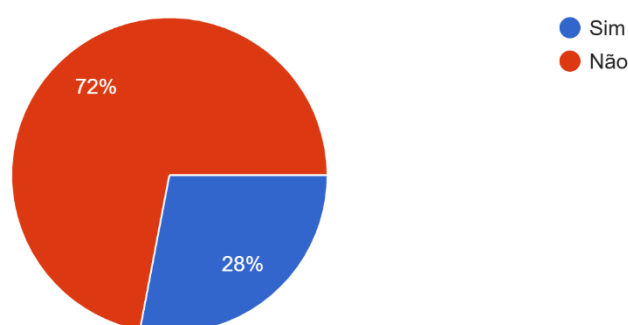
necessidade de interação internacional e remota

A importância das competências digitais está relacionada com o contexto profissional/ área em que a ACT se realiza.

15. Are you aware of any digital tools currently used to support WBL in your country or institution?

Tem conhecimento de alguma ferramenta digital atualmente utilizada para apoiar a FCT no seu país ou instituição?

25 responses



16. If you answered 'Yes' to the previous question, could you share the name and main functionality of that tool?

Facilitam a comunicação entre instituições académicas e empresas: SIGA (Sistema Integrado de Gestão Académica); Plataforma de Estágios do Instituto Superior de Engenharia do Porto.  
Comunicação: Teams; Google Classroom. Sistemas de Gestão de Competências e Aprendizagem: Moodle; LinkedIn Learning.  
Plataforma NAU - formação ao ritmo do formando e certificada.  
Plataformas digitais para ensino a distancia  
teams  
Moodle, GOOGLE Workspace, Microsoft Teams,  
google forms  
Ciência Vitae  
Qualquer LMS; Padlet para diário de aprendizagem; MIRO que permite inovar criar, estruturar e apresentar em ACT.

17. What kind of digital tools do you consider most useful for supporting WBL programmes (e.g. online platforms, learning management systems, digital assessment tools)?

Plataformas online  
Não sei  
SIGA; LMS; Teams; Zoom; Trello...  
Considero relevante que os programas de FCT incluam recursos digitais diversificados, sejam eles plataformas, LMS ou outros, mas adequados à formação em curso.  
As 3 acima indicadas colo exemplo  
Plataformas de comunicação

Sistemas simplificados para iniciantes

plataformas online

Plataformas on-line

teams e moodle

Conheço apenas o Moodle

Avaliação digital, questionários em formato digital

sistemas de gestão da aprendizagem

Todas as referidas no preâmbulo.

sistemas de gestão de aprendizagem; ferramentas de avaliação digital; ferramentas de mentoria e sistemas de realidade aumentada e virtual.

moodle; google forms.

sistemas de gestão de aprendizagem

Penso que depende da área de formação e do setor em causa

aplicação mobile

Talvez os LMS pela sua flexibilidade

18. What challenges did you encounter (if any) when trying to integrate digital tools into WBL practices?

N/A

Resistência à mudança, falta de infraestrutura e capacitação digital.

não encontrei.

Tenho realizado tudo de forma manual

A resistência dos empregadores.

Falta de computadores em determinados grupos de pessoas

Estarem mais desenvolvidos ao nível de UX

Nunca integrei

Não aplicável

a falta de formação em plataformas digitais dos participantes

Não apliquei

Não sei

n/d

n/a

NA

Iliteracia digital dos formandos.

Custos de implementação e manutenção elevados; integração com outros sistemas; heterogeneidade tecnológica dos utilizadores; resistência à mudança.

nada a apontar

nada a comentar

Programas caros, aplicabilidade ao contexto de trabalho e público alvo que não tem muitas competências digitais

No caso Ciência Vitae incluir o campo da formação contínua pedagógica

Densidade de informação e a utilização de um único idioma

Não encontro grandes desafios

19. Please share specific examples of successful WBL practices in your country or institution (if possible, provide links).

N/A

ISEP/IPP - Erasmus+: <https://www.ipp.pt/internacionalizacao/menu-internacional/erasmus>;  
<https://www.isep.ipp.pt/Page/ViewPage/MOBILITYSTUDENTS>

A FCT na minha instituição prende-se com formação inicial de professores que se regula por diplomas legais específicos.

<https://portugal2030.pt/2023/11/23/aviso-do-compete-2030-para-formacao-empresarial-individual/>  
 Parceria entre IEFP e Efacec

Bolsas

Não tenho conhecimento na matéria

Não tenho informação

formações em excel, formações em segurança e saúde no trabalho, formações em direito do trabalho

Não conheço

Não tenho

n/D

Erasmus +

NA

Erasmus+

Link me Up (Politécnico Leiria) \_ <https://www.ipleiria.pt/link-me-up-1000-ideias/>; Programa de estágios profissionais remunerados do IEFP; Cursos Técnicos Superiores Especializados (CTeSP) participação e resolução de problemas, bem como na gestão e desenvolvimento de produtos.  
[https://alumni.uminho.pt/pt/news/Paginas/\\_07\\_Jul\\_Noticias/bosch.aspx](https://alumni.uminho.pt/pt/news/Paginas/_07_Jul_Noticias/bosch.aspx)

Na nossa empresa a formação em contexto de trabalho é realizada por observação e registo numa folha de presenças. Posteriormente avaliamos a eficácia da mesma

Em 2024, a FCT registou uma execução financeira total de 833,3 milhões de euros, representando um aumento de 42,2% face a 2023.

Desconheço

Femst Project <https://erasmusfemst.com/>

20. What recommendations would you make to improve WBL programmes in your country or at European level?

Diversificar oportunidades, promover um acompanhamento contínuo; fomentar a mobilidade internacional; promover a digitalização; alinhar estágios com o mercado; incluir soft skills; tornar a FCT acessível a todos os estudantes, com apoio financeiro; fortalecer parcerias

A FCT na minha instituição prende-se com formação inicial de professores que se regula por diplomas legais específicos.

Que fossem realizadas visitas aos locais de trabalho para melhor entender as verdadeiras necessidades formativas de casa setor

Atribuir mais importância a estes cursos

Maior sensibilização dos empregadores e instituições de formação.



Não sei

Mais informação clara

Não tenho conhecimento na matéria

Promoção da disseminação incluindo resultados dos programas com estabelecimento de indicadores

Melhor divulgação.

mais diversidade de formações, os trabalhadores acabam por fazer sempre do mesmo

Mais acompanhamento e monitorização após implementação.

Sem informação

N/D

Não sei

NA

Divulgação mais ampla.

1. Fortalecer Parcerias Entre Instituições e Empresas, Envolver associações industriais e clusters tecnológicos para facilitar a identificação de competências demandadas no mercado. 2. Integrar Ferramentas Digitais, incluindo funcionalidades como a monitorização de estágios, avaliação contínua e feedback. 3. Oferecer opções flexíveis, como estágios a tempo parcial ou trabalho remoto, para estudantes com outras responsabilidades. 4. Apoiar Financeiramente os Estudantes maior colaboração entre ensino e empresas

Focar nos resultados e reduzir a burocracia e a preocupação excessiva com "cosmética" (aparência ou detalhes superficiais) é uma abordagem estratégica que favorece a eficiência e a objetividade.

N/a

Mais divulgação

Reduzir a carga administrativa e burocrática associada às candidaturas e relatórios de projetos.

Melhorar a divulgação e serem suportadas em IA para tradução

Não respondo



# wblchampion



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