

NATIONAL HIGHER EDUCATION EQUITY POLICY

# Portugal



## Policy Frameworks

**Does equity with regard to supporting students from low-income or marginalized populations to enter or succeed in higher education feature in any government produced policy documents? If so, which government policy document(s) are these and can you provide website link(s) to them?**

There is no specific legislation on this matter.

However there are the following legislations which may apply to this group:

- Decree-Law 129/93, April 22, amended by Laws 113/97, September 16, and 62/2007, September of 10, and by Decree-Law 204/2009, August 31 (available from <https://dre.pt/web/guest>).
- Regulation for the Allocation of Grants to Higher Education Students (<https://www.dges.gov.pt/pt/content/despacho-no-91382020-2a-serie-de-25-de-setembro-regulamento-de-atribuicao-de-bolsas-de>).

**What policies and actions are described in these government policy documents in terms of supporting students from low-income or marginalized populations to enter or succeed in higher education?**

Direct social action (awarding grants) and indirect action (access to food and accommodation, access to health services and support for cultural and sports activities).

**Is there a standalone policy document dedicated to equity promotion in higher education? If so, which document(s) is/are these? Can you provide a link(s)?**

No information was available.

**Which equity target groups are identified in the policy documents? (Please choose as many groups as apply in your own country)**

- Low-income or lower socio-economic background students
- Students with disability (there is a specific grant for this group)
- Refugees of all kinds (internally and externally displaced; deported) Although international students cannot receive a grant, there is an exception if they are refugees

**Does the country have concrete targets for the participation of specific equity groups in higher education?**

Yes. There are special access regimes for:

- Portuguese diplomatic missions in foreign countries;
- Portuguese citizens in official missions abroad and Portuguese scholarship holders in foreign countries;
- Foreign diplomatic missions accredited in Portugal;
- Portuguese armed forces officers;
- Scholarship holders nationals of the African Portuguese speaking countries;
- High performance athletes;
- Naturals from East Timor's.

### Which agency has responsibility for policies related to equity in student participation/success in higher education?

The Directorate General for Higher Education, in accordance with the policy set by the Ministry for Science, Technology and Higher Education.

### Which stakeholder groups are consulted during the equity policy formulation? (Please choose all the stakeholders that are invited to the consultation process in your own country)

- Higher Education Institutions' Associations
- Student Organisations/Association

## Achieving Policy Targets

### Are there any non-monetary instruments such as outreach work between schools and universities, reforms to university admission etc. used to promote access/success for students from specific equity groups in higher education? If so, can you describe what they are?

No information was available.

### Are there any financial instruments such as bursaries, scholarships and loans used to promote access/success for students from specific equity groups in higher education? If so, can you describe what they are?

- Social support grants for economically disadvantaged students.
- Mobility grants for economically disadvantaged students who move to regions with less population.
- Grants for students with disabilities.

### Who is responsible for monitoring the impact of measures used to promote access/success for students from specific equity groups in higher education?

Some work has been done in this regard within the scope of co-financed projects, by the co-financing entities (namely through indicators and studies).

### What instruments, methods and data are in place to carry out the monitoring and evaluation?

An attempt is made to check the situation in which the supported student is in the following year, whether he/she had academic success, if the course was concluded, if he/she continued to study.

### What kind of autonomy do higher education institutions enjoy in reaching the policy targets set by government?

No information was available.

### How do you see the role of inter-governmental/international organisations in supporting higher education equity policies? In which areas would their contribution be the most valuable? (1= most valuable contribution 4=least valuable contribution)

1. Policy setting
1. Financial assistance (grants, loan financing, scholarships)
4. Technical assistance and capacity building

4. Facilitating peer learning, exchange of experience among countries

## COVID-19 and Equitable Access and Success in Higher Education

**How, if at all, has Covid-19 affected the existence and implementation of policies designed to encourage greater access and success on higher education of those from low-income/marginalized groups?**

Several measures were taken in the process of grants awarding due to Covid-19, namely:

1. Extension of the application deadline;
2. Extension of the grant payment up to 3 months, when the activities were postponed due to Covid-19;
3. For the purpose of awarding a grant in 2020-2021, there will be a special accounting of academic achievement in 2019-2020, as well as of the income of the household in 2020.

## Sources

This country brief was prepared as part of the [“ASEM National Equity Policies in Higher Education”](#) report, a collaboration between the [Asia-Europe Foundation \(ASEF\)](#) and the [National Education Opportunities Network \(NEON\)](#). The report was launched at the [8<sup>th</sup> ASEF Regional Conference on Higher Education \(ARC8\)](#) on *“Inclusive and Diverse Higher Education in Asia and Europe”* on 10 September 2021.

All information in this country brief was provided by the Unit for Recognition, Mobility and International Cooperation at the Directorate General for Higher Education of Portugal, as of 15 October 2020.