

Apoio à Inclusão de Alunos de Origem Migrante

CASCAIS Câmara Municipal



Support for the Inclusion of Migrant Students in Schools in the Municipality of Cascais

Municipality of Cascais, September 2025

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PORTUGUESE EDUCATION SYSTEM

Portuguese Education System's organization

1. Structure
2. Educational and training opportunities
3. Portuguese as a Non-Native Language
4. Student Assessment
5. Absence policy
6. Students' rights and responsibilities
7. Role of parents and guardians
8. Support for families

The Portuguese education system is organised from pre-school to higher education as follows.

1. Structure

Higher Education	ISCED 8	Doctorate			
	ISCED 7	Master			
	ISCED 6	Bachelor's degree			
	ISCED 5	Higher Technical Professional Courses	Technological Specialisation Courses		
Post-Secondary Education					
12 Years of Mandatory and Free Schooling (ages 6 to 18)	ISCED 4	Secondary Education	Specialised Artistic Courses (Articulated Schooling)	Technological Courses	15 – 18 y
				Vocational Education and Training	
	ISCED 3	Basic Education		1 st Cycle	
	ISCED 2		3 rd Cycle		12 – 15 y
	ISCED 1		2 nd Cycle	10 – 12 y	
	ISCED 0	Pre-school education			6 – 10 y
				3 – 6 y	

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International Standard Classification of Education (ISCED) -classification of educational levels designed to enable the comparison of statistics and educational policies between different educational systems.

2. Educational and training opportunities

Preschool Education

Early childhood education is the first stage of basic education and aims to complement the family's educational activities. It is intended for children between the ages of 3 and 6. Attendance is free and optional.

Educational activities take place from 9:00 AM to 3:00 PM or 3:30 PM, with a break for lunch and a snack. Parents can request an extension of the schedule, upon co-payment of a monthly fee. This extended time is referred to as Family Support and Enrichment Activities (in Portuguese: “Atividades de Animação e Apoio à Família” - AAAF)

1st Cycle of Basic Education

1 st Cycle Subjects (1 st to 4 th grade)	<ul style="list-style-type: none"> • Portuguese • Mathematics • Social Studies • English (3rd and 4th grades) • Arts • Citizenship and Development • Information and Communication Technologies • Physical Education • Study Support • Complementary Offer 	Mandatory	25 hours/week
	• Moral and Religious Education (EMRC)*	Optional	1 hour/ week
	• Curricular Enrichment Activities		5 to 7.5 hours/ week

In most schools, activities take place between 9:00 a.m. and 4:00 p.m., with breaks for lunch and playtime. Parents can request an extended schedule, subject to a monthly fee based on the period and type of attendance. This extended provision is referred to as the Family Support Component (in Portuguese “Componente de Apoio à Família” - CAF).

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*In addition to EMRC, there are established programmes for religious education in other religious denominations, namely Evangelical Moral and Religious Education, Religious Education According to the Bahá'í Teachings, and the Buddhism Education Programme. The pupil guardian should check with the School Group about the available options.

[Check the 1st cycle schools available in Cascais:](#)



2nd Cycle of Basic Education

The 2nd cycle comprises two years of schooling, 5th and 6th grade (10-12 years old).

2 nd Cycle Subjects (5 th to 6 th grade)	<ul style="list-style-type: none"> • Portuguese • English • History and Geography of Portugal • Citizenship and Development • Mathematics • Natural Sciences • Visual Education • Technological Education • Music Education • Physical Education • Information and Communication Technologies 	Mandatory	1350 minutes / week
	<ul style="list-style-type: none"> • Moral and Religious Education* • Study Support 	Optional	45 minutes/ week
	<ul style="list-style-type: none"> • Complementary Offer 	Confirm with the school	

In Cascais, parents can request an extended schedule, subject to a fee that varies according to the period and type of attendance. This extension is referred to as the Family Support Component (in Portuguese “Componente de Apoio à Família” - CAF).

[Check the 3rd cycle schools available in Cascais:](#)

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Consulte as escolas de 2.º ciclo existentes em Cascais

3rd Cycle of Basic Education

The 3rd cycle comprises 3 years of schooling: 7th, 8th and 9th grades (12 to 15 years old) and marks the end of basic education.

3 rd Cycle Subjects (7 th to 9 th grade)	<ul style="list-style-type: none"> • Portuguese • English • Foreign Language II (French, Spanish) • History • Geography • Citizenship and Development • Mathematics • Natural Sciences • Physical Chemistry • Visual Arts • Physical Education • Information and Communication Technologies 	Mandatory	1350 minutes / week
	• Moral and Religious Education*	Optional	45 minutes/ week
	• Complementary Offer	Confirm with the school	

Check the 3rd cycle schools available in Cascais:



Consulte as escolas de 3.º ciclo existentes em Cascais

Specialized Artistic Courses

Specialised Artistic Courses are an educational pathway that provides specialised training to young people who demonstrate talent for pursuing artistic studies. These courses foster social, scientific and artistic skills while simultaneously enabling students to obtain a basic and/or secondary level of education.

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Specialized Artistic Courses operating in Cascais public schools 2025/2026.

Course	School Group	Typology	Partner Entity
Music	Frei Gonçalo Azevedo	Basic Education (2 nd and 3 rd cycle)	Conservatório de Música de Cascais
	Parede		Conservatório de Música de Cascais e de Sintra/ Academia N.ª Sr.ª do Cabo
Dance	Carcavelos		Conservatório de Dança Ana Mangerição (EDAM)
	Parede		Vocational Education and Training*
Contemporary Dance Performer	Parede	Escola Profissional de Teatro	
Theatre	Ibn Mucana		Basic Education (2 nd and 3 rd cycle)
	São João Estoril		
	Cascais		
Artistic Production	Carcavelos	Secondary Education	

Secondary Education | Scientific-Humanistic Courses (General Courses/High School general pathway)

Scientific-Humanistic courses are an educational pathway designed for students who wish to pursue higher education (either university or polytechnic). They are intended for students who have completed the 9th year of schooling. They last three academic years, corresponding to the 10th, 11th, and 12th grades. They lead to a high school/secondary education diploma, corresponding to qualification level 3 of the National Qualifications Framework (QNQ)/ISCED 3. Each course includes specific subjects, [which can be consulted through the QR Codes provided below](#). In this regard it's important to confirm which optional subjects are offered at each School Group.



Secondary Education | Professional/Vocational Courses

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Professional Courses are an upper-secondary education pathway with dual certification. They develop the social, scientific and vocational competences required for the practice of a professional activity and, at the same time, provide an upper-secondary education qualification. These courses prepare young people for a more qualified entry into the labour market and allow them to continue their studies in post-secondary and higher education. They are intended for students who have completed the 9th year and last three academic years. Students obtain a professional certification, which confers level 4 qualification of the National Qualification Framework (QNQ)/ISCED 4.

Each Cascais School Group offers different courses, [which you can explore using the QR Code provided](#). In addition, there are also other Professional/Vocational Schools in the municipality offering other professional training courses: Escola Profissional Val do Rio, Escola Profissional de Teatro de Cascais, Escola de Hotelaria e Turismo do Estoril e CERCICA.



Other teaching modalities

For adults aged 18 or over who have not completed mandatory education or who wish to improve their academic and/or professional qualifications, there are several options in Cascais:

- **Adult Education and Training Courses (Educação e Formação de Adultos - EFA)**

A type of education pathway designed for adults that allows them to obtain an academic qualification at a basic level (4th, 6th, or 9th grade) or at the secondary level (12th grade), a professional certification, or both - in which case it is referred to as double certification. It corresponds to qualification levels 1, 2, 3 or 4 of the National Qualifications Framework / ISCED 1–4.

In Cascais, EFA courses are available at the Alcoitão Vocational Training and Rehabilitation Centre (IEFP), at Qualifica Centres, and in some public schools in Cascais.

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- **Recognition, Validation and Certification of Skills (in portuguese “Reconhecimento, Validação e Certificação de Competências” - RVCC)**

The Recognition, Validation, and Certification of Competencies (RVCC) consists of the process through which adults demonstrate the competences they acquired and developed throughout their lives via formal, non-formal, and informal learning pathways, and which may be validated and certified for the purpose of obtaining a qualification.

It is intended for adults who do not hold the qualification required for entering or progressing in the labour market, and is particularly suited to adults with incomplete education or training pathways. Adults aged up to 23, inclusive, must have at least three years of professional experience.

Completing this process allows adults to obtain an academic certification at the basic level (4th, 6th, or 9th grade) or secondary level (12th grade), a professional certification or both, in which case it is called dual certification and confers a level 1, 2, 3, 4, or 5 qualifications on the National Qualifications Framework.

In the Municipality of Cascais, the RVCC can be completed at the Qualifica Center of the São João do Estoril School Group (with satellite offices in the parishes of São Domingos de Rana and Alcabideche) or at the Alcoitão Vocational Training Center/IEFP.

- **Higher education**

In Portugal, there are several higher education pathways:

- Higher Professional Technical Courses (CTeSP): post-secondary non-higher education, lasting two years, aimed at professional qualification and the award of a higher professional technical diploma
- Bachelor’s degree (Licenciatura): corresponds to the 1st cycle of higher education, lasting 3 years and conferring a high education degree.
- Postgraduate (Pós-graduação): short programmes for those who have completed the 1st cycle of higher education.
- Master's degree: may be integrated (combining bachelor’s and master’s studies in a single programme lasting 5 to 6 years) or taken as a 2nd-cycle programme (lasting 1 to 2 years).

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- Doctorate (PhD): 3rd cycle of studies, which confers the degree of doctor and corresponds to the highest level of academic qualification.

*In the case of foreign students, it is necessary to have a permanent residence permit.

- Scholarships and Support

The Municipality of Cascais promotes a Scholarship Programme for Higher Education Students residing in the municipality, providing financial support to students who wish to continue their education in higher education. The scholarships contribute to the educational costs of students with fewer financial resources.

The municipality also facilitates the accommodation of displaced students, both national and international, in university residences within the municipality (Santa Maria do Mar Monastery and Cascais Living Hub), thus reducing the costs these young people face during their educational journey. The municipality of Cascais has three higher education institutions and plans to open more in the coming years.



Ensino Superior
no concelho
de Cascais



Programa de Bolsas
de Estudo do Ensino
Superior de Cascais



Regulamento
e formulário de
candidatura

3. Portuguese as a Non-Native Language (Português Língua Não Materna - PLNM)

In Portugal, schools offer the subject of Portuguese as a Non-Native Language (PLNM) and/or specific support measures in basic education (1st, 2nd, and 3rd cycles) and secondary education (scientific-humanistic courses, Specialized Arts Courses, and professional/Vocational Education and Training).

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This subject is intended for students new to the national education system who have no knowledge or a low level of Portuguese proficiency (Level Zero, Beginner: A1 and A2, and Intermediate: B1).

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If there are not enough students to create a PLNM group (a minimum of 8 students for Level Zero and/or A1, or a minimum of 10 students for the remaining proficiency levels), students attend the regular Portuguese class with their mainstream class, where they complete PLNM-specific work and are assessed as PLNM students. Students attend PLNM as a substitute for the regular Portuguese subject and take the PLNM Tests/Exams as part of external assessment (6th year, 9th year and 12th year). In the 12th year, the PLNM exam is valid for completing secondary education, but it does not allow access to higher education programmes that require Portuguese.”

Student Assessment

The student assessment system is governed by Decree-Laws No. 54/2018 and Decree-Laws No. 55/2018.

In the Portuguese education system, student assessment includes two modalities: formative assessment, which monitors the learning process and serves to identify difficulties and support progress, and summative assessment, which is final and serves to assign grades and certify learning.

The table below presents the main stages of final assessment for the different levels of education.

Level of education	Tests/ Examinations	Year/ Grade	Objective	Important notes
Basic Education	Learning Monitoring Tests (ModA).	4 th and 6 th	Monitor students' progress throughout their school career.	Portuguese/PLNM, Math, and a rotating subject every three years;
	End-of-Cycle Exams	9 th	Assess skills at the end of the 3 rd cycle, counting toward the final grade.	Subjects: Portuguese/PLNM and Mathematics (mandatory);
Secondary Education	National Exams	11 th and 12 th	Mandatory exams, which aim to assess specific learning and allow access to higher education.	Students must take three exams, one of which is Portuguese/PLNM and the

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				other can be chosen by themselves
Access to higher Education	Final Exams as Entrance Exams	11th and 12th	These are used for application to university/polytechnic.	Each higher education program requires specific exams as entrance exams.

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4. Absence policy

The absence policy in Portuguese schools, governed by the Student Statute and School Ethics, sets limits for unjustified absences: 10 days in the 1st cycle and twice the weekly teaching hours per subject in the other cycles of education. Absences must be justified in writing, before or up to 3 working days after the absence, and unjustified absences may lead to retention or other disciplinary measures.



6. Students' rights and responsibilities

The Student and School Ethics Statute establishes the rights and duties of elementary and secondary school students and the commitment of parents or guardians and other members of the educational community to their education and training.

The Student and School Ethics Statute aims to promote attendance, merit, discipline, student integration into the educational community and the school, and compliance with compulsory education.



Students have the **right to:**

- Be treated with respect and courtesy by any member of the educational community, and may not, under any circumstances, be discriminated against



based on ethnic origin, health, sex, sexual orientation, age, gender identity, economic, cultural, or social status, or political, ideological, philosophical, or religious beliefs.

- b) Enjoy quality education and teaching, under conditions of effective equality of access.
- c) Have their merit, dedication, attendance, and effort in work and academic performance recognized and valued and be encouraged accordingly.
- d) Enjoy a school schedule appropriate to the grade level, as well as balanced planning of curricular and extracurricular activities, especially those that contribute to the cultural development of the community.
- e) Benefit, within the scope of school social assistance services, from a support system that allows them to overcome or compensate for socio-family, economic, or cultural deficiencies that hinder access to school or the educational process.

The student has the **duty to**:

- a) Study, applying himself/herself appropriately to his/her age, educational needs, and the grade level he/she is attending.
- b) Be diligent, punctual, and committed to fulfilling all his/her duties within the scope of school activities.
- c) Follow the teachers' instructions regarding their teaching process.
- d) Treat any member of the educational community with respect and courtesy, and may not, under any circumstances, be discriminated against based on ethnic origin, health, sex, sexual orientation, age, gender identity, economic, cultural, or social status, or political, ideological, philosophical, or religious beliefs.
- e) Be loyal to all members of the educational community.
- f) Respect the authority and instructions of teachers and non-teaching staff.

7. Role of parents and guardians

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The guardian (Encarregado de Educação – EE) is the person responsible for monitoring and directing the education of minors entrusted to him or her, whether they are children or other students, and for ensuring that their rights and duties are fulfilled, notably attendance and respect in the school environment.

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This responsibility includes promoting the physical, intellectual, and civic development of minors, coordinating homeschooling and school, and collaborating with teachers and the educational community.



Papel dos encarregados de educação

1. Parents or guardians have a special responsibility, inherent in their power and duty, to direct the education of their children and students in their best interests and to actively promote their physical, intellectual, and civic development.

2. Each parent or guardian must:

- a) Actively monitor their student's school life.
- b) Promote the connection between education in the family and teaching at school.
- c) Ensure that their student effectively benefits from their rights and rigorously fulfils their duties, as per the Student Statute and School Ethics, conducting themselves with correct behaviour and commitment to the teaching process.
- d) Contribute to the creation and implementation of the school's pedagogical project and internal regulations and participate in the life of the school.

8. Support for families

Family Allowance

Family allowance is a monthly cash benefit granted to offset family expenses related to the support and education of children and young people. It can be

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requested beginning during pregnancy (Prenatal Family Allowance) for children up to 16 years of age and may be extended under certain conditions.



Apoio social
escolar em Cascais

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The request can be made:

- Online on the Direct Social Security Portal (Segurança Social Direta) to make the request free of charge.
- In person at a Social Security counter or at a Citizen Service Centre that offers the service.

The benefit may be requested by:

- Parents, equivalent persons, or legal representatives of children.
- The person or entity that has administrative or judicial custody of the child or young person.
- The young person themselves if they are over 18 years of age.

Children and young people are entitled to this support if they meet the following conditions:

- Residents of Portugal or equivalent.
- Members of families with a reference income below the threshold.
- Members of families with movable assets (bank deposits, stocks, bonds, etc.) less than 240 times the Social Security Index (IAS).
- Not working, unless over 16 years of age and working during school holidays under an employment contract.

The amount of the Family Allowance varies according to the household income bracket.



MATRÍCULA / ENROLMENT

Enrolment in the Portuguese Education System

1. Recognition of qualifications/equivalences
2. Required documents
3. Registration on the Enrolment Portal
4. School transfer

Necessary Steps to Enrol

To enrol in the Portuguese Education System, students with a migrant background must complete several steps.

- a) Request recognition of qualifications or equivalencies,
- b) Gather all necessary documents, such as their CPF (Individual Taxpayer Registry) and Social Security number, and finally,
- c) Register on the Enrolment Portal.

a) Recognition of qualifications/equivalences

A student who attended school in another country (between basic and high school) and who wishes to continue their studies in Portugal must request the recognition of qualifications/equivalence.

This process allows for the comparison of foreign qualifications with the Portuguese educational system, allowing for the identification of the most appropriate academic year for the student's integration.

To request the equivalency of a foreign diploma, you must go to the headquarters of the School Cluster (Agrupamento de Escolas) in your area of residence and submit an application along with the supporting documents proving the qualifications obtained abroad.



Saiba mais sobre a equivalência de habilitações

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b) Required documents for registration application

- Parent/guardian's citizen card (EE) and respective PIN;
- Student's citizen card and PIN;
- A recent colour passport-type photograph with a plain background showing only the face;
- Student's tax identification number (NIF), if already assigned;
- Health/vaccination record;
- Health card/beneficiary number, identification of the entity and the number relating to the health subsystem, if applicable;
- Data relating to the composition of the household validated by the Tax Authority, only in cases where the guardian is not the father or mother, or to prove that they belong to the same household as the student, siblings or other children attending the same educational establishment;
- Proof of tax residence address issued by the Tax Authority;
- Proof of professional activity address;
- Proof of Social Security (only for students in income brackets A and B).

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Tax Identification Number



In Portugal, the Tax Identification Number (NIF) is a unique number assigned to each person or entity. In common usage, many people refer to the NIF simply as the 'taxpayer number.'

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It serves to identify each individual in their dealings with the tax system (Finanças) and is required in many everyday situations, such as working, opening a bank account, signing contracts, making purchases with an invoice, or paying taxes.

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Documents required to obtain the Tax Identification Number:

- Civil identification document or passport;
- Tax Representative identification document;
- Application form (Form Annex II available at consular offices);
- Document certifying tax representation (Form Annex III available at consular offices) or a representation mandate agreement expressly stating acceptance of tax representation.

The Tax Identification Number (CPF) and Social Security registration (via NISS) are essential and mandatory for most social benefits in Portugal, such as family allowance, and for obtaining a residence permit, as they constitute the basis for identifying and recording citizens' contributions and rights in the country's tax and social systems.

Social Security Number (NISS)



Para aceder
ao Portal da
Segurança Social

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The Social Security Identification Number (NISS) is a unique, personal number that identifies citizens for Social Security purposes in Portugal. It is essential for accessing rights such as sickness and unemployment benefits, pensions and other social support.

It is assigned to all citizens, including Portuguese and foreign nationals, and can be requested online or, in some cases, assigned by an employer at the time of registration in the labour market.

To obtain a NISS, you must access the Social Security portal and fill in the form, attaching the necessary identification documents.

Alternatively, you can apply in person, by appointment through the SIGA app or the helpline.

Residence Permit



Saber mais sobre a autorização de residência - AIMA

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A residence permit is an official document issued by the Agency for Integration, Migration, and Asylum (AIMA) that allows foreign citizens to live legally in Portugal for a certain period of time. It is required to reside, work, study, or access public services.

This document replaces the foreign citizen's identification document and proves legal resident status in Portugal. It must be renewed periodically.

A residence permit in Portugal can be obtained by any non-Portuguese citizen, whether adult or minor.

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c) Registration of the student on the Enrolment Portal

In Portugal, all children between the ages of 6 and 18 are required to attend school, and public education is free.

The first step to attending school in Portugal is to enroll in school, which in public schools takes place between April and July of each year, through the online Enrolment Portal or at the school office of the school group in the student's area of residence.

In Cascais, the public education system consists of 11 School Groups and one school with an association agreement, which offer early childhood education, basic and secondary education.



Consulte aqui o
Portal de Matrículas



Consulte aqui
o Guia de Matrículas

Once submitted within the established deadlines, admission is managed according to the priorities established in Normative Order No. 2-B/2025, of March 21. If enrolment is submitted after the established deadlines, the student will be subject to the number of available places at the local school and must await further information. If no place is available at the school in their area of residence, they should contact the municipal services using the email: matriculas@cm-cascais.pt, attaching the document of enrolment.

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Portal das
Matrículas



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Bem-vinda/o ao Portal das Matrículas

Um Portal onde pode:

- Matricular pela primeira vez na educação Pré-Escolar e no 1.º ano do ensino básico;
- Renovar matrícula na transição para os 5.º, 7.º, 10.º e 12.º anos;
- Renovar matrícula para os outros anos sempre que pretenda ou seja necessária:
 - A mudança de estabelecimento de educação ou de ensino;
 - A alteração da/o encarregada/o de educação;
 - A mudança de curso ou de percurso formativo;
 - A escolha de disciplinas.

Autentique-se e aceda à sua área pessoal



Encarregados de Educação

School's Area of Influence*

In Portugal, when parents/guardians intend to enroll their children in public education, they must indicate their preferred schools on the Enrolment Portal. However, a child's placement in a specific school does not depend solely on this choice.

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The Ministry of Education establishes legal criteria to decide which school a child will be placed in. One of the most important criteria has to do with proximity to the family's residence. Whenever possible, the child should be placed in a school within their area of influence*, that is, the school closest to the area where they officially live.

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The **GeoCascais portal** allows you to find out which areas of influence* the School Groups are in and the location of the municipality's educational establishments.

** It corresponds to the set of streets or neighborhoods associated with a school or school group. Each address belongs to a specific area of influence. These areas vary according to the level of education: some areas are defined for preschool and primary school, others for secondary and secondary school, and still others for secondary school.*

On the **Enrolment Portal**, you must use your citizen card, digital mobile key or credentials to access the Finance Portal.

When applying for enrolment, you must indicate **5 establishments in order of preference**. The 5 establishments may belong to different municipalities. The preferences indicated, even if they correspond to the area of residence of the parent/guardian, may not guarantee placement.

Places are filled according to the criteria established in the legislation in force and depending on the number of places available at the educational establishment.

The parent/guardian cannot be changed during the school year, except in exceptional cases that are duly justified and proven.

For children/students who are beneficiaries of the School Social Assistance (Ação Social Escolar - ASE), at the time of enrollment they must provide proof (Social Security declaration) of their position in the family allowance allocation scale.

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Using GeoCascais

Step 1

- Click the button in the upper right corner, with this image:
- Then, click, consecutively, on the tabs “Município”, “Educação e Juventude”, “Educação”, “Agrupamentos”, and finally, select the tab “Ag. Pré-Escolar e 1º Ciclo” (if your student is going to preschool or 1st cycle), “Ag. 2º e 3º Ciclo” (if your student is going between 5th and 9th grade), or “Ag. Secundário” (if your student is going to 10th to 12th grade). Example: Imagine you have a child who is going to 5th grade, select “Ag. 2º e 3º Ciclo”.
- You should get an image similar to the one in the figure.

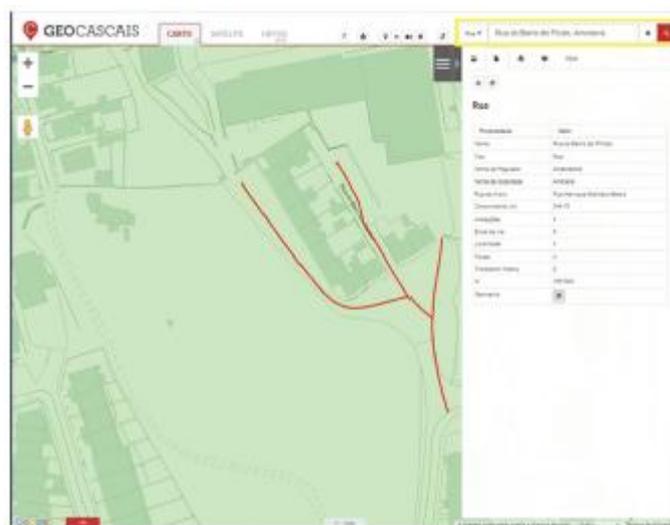


Step 2

- In the search field shown in the upper right corner of the screen, highlighted with a yellow rectangle, type the name of the street. Example: Rua do Bairro do Picoito, Amoreira (you can add the house number, separated by a comma). Finally, click the button:
- You should see a screen similar to the one in the image.

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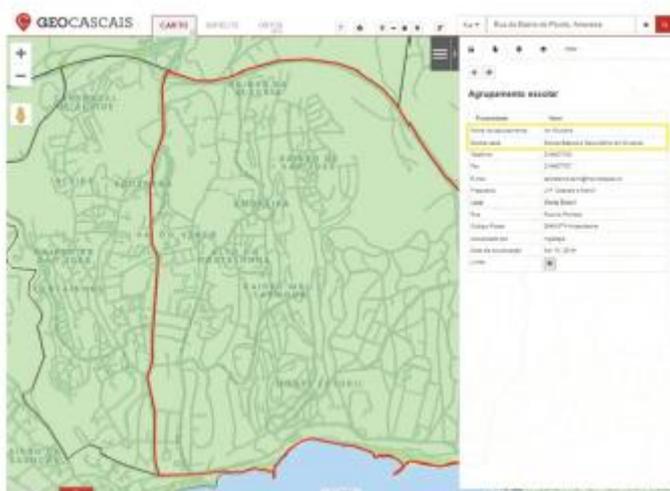
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Step 3

- Click on the red line at the point closest to your address.
- You should see a screen similar to the one in the image to the right.
- In the example used, Rua do Bairro Picoto, Amoreira, is in the area of influence of the Ibn Mucana School Group, whose headquarters are the Ibn Mucana Elementary and Secondary School (as marked inside the yellow rectangle in the figure on the right).
- You must enroll there! The group's address and contact information are shown in the image.



d) School Transfer

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A guardian can request that their student be transferred to another school within Portugal.

This request is free and can be made in person, at the School Group headquarters, or online, through the Enrolment Portal. In the latter case, you must use your Citizen Card, Digital Mobile Key, or your Finance Portal credentials to access the portal and **complete a form with identification information and proof of address and domicile**. It is important to check the deadlines, as mid-year transfers are limited to proven changes of residence.

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SCHOOL SOCIAL ASSISTANCE (Ação Social Escolar - ASE)

The School Social Assistance (ASE) is a support measure for families, provided by the Portuguese State, with the expenses of purchasing books and school supplies, meals, and transportation.

The ASE covers preschool, elementary, and high school students who belong to households with an annual income equal to or lower than that defined for the 3rd level of the Family Allowance (Abono de Família) program, who have difficulty covering education-related expenses.

Students with refugee status are automatically included in the first level of the family allowance and in level A of the School Social Assistance.

At the time of enrollment, document proving the household's family allowance level must be presented, with the School Social Assistance level being indexed to the family allowance. If, during the school year, there is a decrease in household income that is reflected in the child benefit level, the guardian must provide proof of the new situation to the school office, taking effect from the date of submission.

a) Meals

The school meal service is designed to ensure that children and students have the right to a balanced, safe, and appropriate diet for their development, in an environment that promotes health education, healthy lifestyles, and social equity.

LUNCH - Consisting of:

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- a) A soup made from fresh vegetables, based on natural potatoes, vegetables, or legumes;
- b) A meat or fish dish on alternate days, and a daily vegetarian option, with basic side dishes appropriate to a balanced diet, including cooked or raw vegetables. Additionally, for 2nd and 3rd cycles and secondary education, a “Quick Meal” option is available;
- c) Fresh daily “mixed” bread;
- d) A dessert consisting daily of a variety of seasonal fruit. Once a week, alongside the fruit, jelly or cooked/baked fruit should be available, and once a month a homemade cake;
- e) Water (the only permitted beverage).

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SNACK (preschool and elementary school children):

This is a supplement to lunch. It consists entirely of three items:

- a) 1 bread roll with butter/jam/quince paste, or milk bread/croissant brioche with cheese (once a week);
- b) 1 piece of fruit or carrot sticks, or triangle-type cheese;
- c) Liquid yogurt (3 days a week) and “100%” fruit juice, without added sugars and/or sweeteners, on the remaining two days.

It is possible to provide lunches and snacks according to specific diets for medical reasons (submission of a medical certificate is required) or for religious reasons.



Normas de Funcionamento
dos Refeitórios Escolares
de Cascais



Programa
Alimentar

SCHOOL MILK AND FRUIT PROGRAM

(Preschool and Elementary School)

Managed by the Municipality of Cascais (CMC) and the School Clusters, this is a national program of the Ministry of Education that provides all preschool children and 1st cycle students with free daily access to a 200ml carton of plain or chocolate school milk, as well as two servings of vegetables per week. In cases of medically justified lactose intolerance, lactose-free milk or soy drink may be provided.

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Enrollment in the School Cluster attended by the child is required to participate in the program.

Lunches and snacks are co-funded by the Ministry of Education, the Municipality of Cascais, and families, according to the family allowance income bracket.

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School Social Assistance Level (ASE)	A	B	C
Lunch	Free	0,73 €	1,46 €
Snack	Free	0,25 €	0,50 €

b) Classroom materials

Students in ASE income brackets A and B are also entitled to financial support for the purchase of school supplies. The amount of the contribution is determined by an order from the Ministry of Education, Science, and Innovation. The method of granting the school supplies allowance may vary from school to school, and the student's legal guardian should inquire at the Administrative Services at the headquarters of the School Cluster.

c) Universal support from School Social Assistance (Ação Social Escolar – ASE)

School Social Action also provides a range of support measures for all students in public education, regardless of their families' income.

- The 'Creche Feliz' program guarantees free daycare for all children born from September 2021 onwards.

Families can access free places in private daycare centres located in their parish of residence, their parents' workplace, or neighbouring parishes, whenever there is a lack of available spots covered by the free provision in the social network.

d) Free School Textbooks - MEGA

In Portugal, all students enrolled in public schools and in private or cooperative schools with association agreements are covered by the free provision and reuse of school textbooks.

Parents or legal guardians only need to purchase activity books.

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To obtain the free school textbooks, parents or guardians must register on the MEGA platform or download the 'Edu Rede Escolar' app.

The platform provides access to students' school data, vouchers for textbooks, and a list of bookstores where the books can be collected

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Manuais Escolares
Gratuitos

e) School Insurance

It is a mandatory and free protection system that provides financial coverage for assistance to students in the event of a school accident, occurring at school, during school activities, or on the home-school-home route, covering injuries and illnesses resulting from accidents.

School insurance is free for all students in public education, from preschool to secondary school, with costs covered by the Portuguese State.

Additionally, the Municipality of Cascais finances insurance for students enrolled in AAAF and 1st cycle CAF, outside school premises (e.g., field trips/visits) during periods before and/or after school hours and school breaks, as well as insurance for students enrolled in 2nd cycle CAF for activities carried out inside and/or outside school premises, during periods after school hours and school breaks.



Esta medida é
regulamentada pela
Portaria n.º 413/99

f) Viver Cascais school card

The Viver Cascais card allows residents, students, and workers in Cascais to enjoy a range of exclusive benefits for free, in various areas such as: mobility (municipal network of free road transport), access to the Navegante Card, health (teleconsultations in general and family medicine and pediatrics), culture and

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leisure (free admission to the Bairro dos Museus, discounts on events), among others.

In addition to these benefits, the card also functions as a student card, allowing management of the student's school life, including access to the school, cafeteria, stationery, and school bar. The card can be topped up via MbWay, Multibanco, or in cash at Payshop payment points (CTT).

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Cartão escolar



g) EDU Cascais App

An application that allows parents and legal guardians of students in public schools to have quick access to a set of information about their child(ren)'s school

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life. EDU Cascais integrates, in addition to the information available in Inovar, details regarding school meals (SIGA).



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h) Transport

MUNICIPALITY TRANSPORT

“Since January 2020, the Municipality of Cascais has ensured access to free bus transport for all students, workers, and residents in the municipality through the municipal public transport network – MobiCascais Program. Transport is free on the 41 routes operating solely within the municipality, designated with an ‘M’ at the beginning of the route number. To use free road public transport, it is necessary to obtain the Viver Cascais Card, either the physical version or the digital card available in the MobiCascais app.

Additionally, all students in public, private, and cooperative education up to 23 years old can use public transport (bus, train, metro, etc.) free of charge in the Lisbon metropolitan area. To access this free transport, it is necessary to obtain the **Navegante Pass**.

STUDENTS WITH SPECIFIC NEEDS IN CASCAIS

Schools aim to meet the specific, permanent needs of children and young people with limitations in communication, learning, mobility, autonomy, and social interaction and participation, through a set of educational offerings, in accordance with Decree-Law No. 54/2018 of 6 July

Cascais Local Early Intervention Team (Equipa Local de Intervenção Precoce - ELI)

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Support measures in the areas of social services, education, and health for children aged 0 to 6 and their families, aimed at improving children's learning opportunities, strengthening caregivers' skills, and promoting family and community resources.

These measures are provided by multidisciplinary teams (special education teachers, child health nurses, social workers, psychologists, therapists, among others), based on institutional partnerships established between the Ministry of Education, Ministry of Health, and Ministry of Labour, Solidarity, and Social Security.

The service is headquartered in the Alcabideche Building:

UCC Cascais Care – ULSLO

Activities are carried out at the headquarters or throughout the municipality.

Rua Rio das Grades – Ground Floor

2645-037 Alcabideche

Phone: +351 214 604 512

Email: elicascais@gmail.com



Learning Support Centers (Centros de Apoio às Aprendizagens – CAA)

CAA (Autism Support Centres) are dynamic support structures that bring together human and material resources, aiming to support the inclusion of children and young people with Specific Needs within the group/class and in the routines and activities of the school, namely through:

- Diversification of strategies for accessing the curriculum;
- Facilitating and supporting access to education, higher education, and integration into post-school life;
- Promoting access to leisure, social participation, and independent living.

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With the publication of Decree-Law No. 54/2018, specialized units were consolidated under the CAA and are currently referred to as **Valências (Specialized Services)**, namely:

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- **Structured Teaching Services** (providing responses for the development of teaching methodologies and strategies directed at Autism Spectrum Disorder - ASD);
- **Specialized Support Services** (providing responses for the development of personal and social autonomy skills)



Agrupamento de Escolas	1.º Ciclo	2.º/3.º Ciclos e Secundário
Alcabideche	EB Malangatana	
	EB Bruno Nascimento	
Alapraia	EB H. A. Oliveira Marques	EB de Alapraia (2 valências)
Alvide	EB de Alvide	
Carcavelos	EB do Arneiro	
Cascais	EB Branquinho da Fonseca	EB Pereira Coutinho
Cidadela	EB José Jorge Letria	EB e Secundária da Cidadela
Frei Gonçalo Azevedo	EB Rómulo de Carvalho	EB e Secundária Frei Gonçalo de Azevedo (2 valências)
Ibn Mucana	EB Fernando Teixeira Lopes	EB e secundária Ibn Mucana
	EB Padre Agostinho da Silva	
Matilde Rosa Araújo	EB António Torrado	EB e Secundária Matilde Rosa Araújo
	EB de Tires	
Parede	EB de Santo António	EB de Santo António
São João Estoril	EB da Galiza 1	EB São João do Estoril (Galiza 2.3.)

Below are some of the educational and social responses available in Cascais for students with specific educational needs.

Educational Response		Description
Therapeutic Activities to	CERMOV CERCICA	Complementary Therapeutic Activities under the Ministry of Education that combine content, strategies, and dynamics from

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Support Inclusion		different areas of intervention (such as Physiotherapy and Psychomotricity)
	Projeto Crescer Juntos – CRID	Promotes occupational activities aimed at developing autonomy and daily living skills for students with specific learning needs.
	Centro Educativo Especializado AISA	It is a Family Support Component service aimed at children and young people with Specific Needs, aged between 6 and 18 years, offered after school hours (from 3:00 p.m. to 7:00 p.m.) and during the month of July (from 9:00 a.m. to 5:00 p.m.), through activities that promote personal, social, cognitive, and academic development.
Support Service Home Care/ Serviço de Apoio Domiciliário (SAD)		<p>It is a social service aimed at providing individualized and personalized care at home for people with physical, motor, or intellectual disabilities who are partially or fully dependent, with the objective of:</p> <ul style="list-style-type: none"> • Ensuring the satisfaction of basic needs (such as food, personal hygiene, and housing); • Supporting activities of daily living and promoting autonomy; • Contributing to the improvement of the quality of life of beneficiaries and their families; • Preventing early institutionalization by promoting their stay in their family and social environment. <p>Cooperative for the Education and Rehabilitation of Disabled Citizens of Cascais (CERCICA) – fp@cercica.pt</p>
Inclusion Resource Center/ Centro de Recursos para a Inclusão – CRI		<p>RI (Inclusive Resource Centres) are composed of specialized teams that support and enhance the school’s capacity to promote students’ educational success, assisting in the inclusion of children and young people with Specific Needs. The objective of CRI is to support the inclusion of children and students who require additional learning and inclusion support measures, by facilitating access to education, training, work, leisure, social participation, and independent living, promoting each student’s full potential in partnership with community structures.</p> <p>CRI teams, composed of professionals from different areas (Psychology / Speech Therapy / Occupational Therapy / Physiotherapy), provide schools with technical means and specialized human resources to facilitate the development of children and young people with specific needs, within the framework of coordinated interaction among different educational agents, aiming for full inclusion in school and community.</p> <p>Headquartered at CERCICA (Cooperative for Education, Rehabilitation, and Inclusion Capacity in Cascais): Rua Principal, nº320 / 320 A Livramento, 2765-383 Estoril Phone: +351 214 658 590 Email: coordenacaocri@cercica.pt</p>
Reference Schools for		Reference schools have human resources that, in partnership with health and social services, enable mechanisms that

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<p>early childhood intervention/ Escolas de Referência para a intervenção precoce na infância</p>	<p>ensure universal coverage of early intervention, the development of individual plans as early as possible, and the improvement of transition processes.</p> <p>Reference schools must ensure coordination with local teams operating under the National Early Childhood Intervention System, established by Decree-Law No. 281/2009, of 6 October.</p> <p>In the Municipality of Cascais, the Alapraia School Cluster is the organizational unit of reference for early childhood intervention.</p>
<p>Psychopedagogical Tools Loan Centre/ Banco de empréstimo de Produtos Psicopedagógicos</p>	<p>Resource bank for free loan to specialized educators and/or legal guardians, aimed at promoting conditions that contribute to equal opportunities for access and academic success, as well as the improvement of quality in education.</p>
<p>Information and Communication Technology Resource Centre for Special Education/ Centro de Recursos de Tecnologias de Informação e Comunicação para a Educação Especial de Sintra (CRTIC Sintra)</p>	<p>It is one of the 25 Resource Centres in a national network of Centres prescribing assistive products. Its coverage area includes the municipalities of Sintra, Cascais, Oeiras, and Mafra.</p> <p>CRTICs (Centres for the Assessment of Assistive Technology) carry out assessments of students' needs at the request of schools for the purpose of assigning assistive products for curriculum access, under the terms established in Article 7 of Decree-Law No. 93/2009, of 16 April, amended by Decree-Law No. 42/2011, of 23 March – Assistive Product Assignment System (SAPA).</p> <p>Among its various responsibilities are:</p> <ul style="list-style-type: none"> • Providing information, training, advice, and documentation to teachers, other professionals, and families regarding the use of assistive products and the methodologies to be implemented in the classroom; • Supporting students who are hospitalized or homebound due to serious illness or disability and who use a videoconference system connected to the school (teleclass); • Promoting solutions for adapted equipment and materials.
<p>Special Education Allowance/ Subsídio de Educação Especial</p>	<p>It is a Social Security benefit in Portugal aimed at children and young people up to 24 years of age with a proven disability (physical, intellectual, sensory, or multiple), who attend special education institutions or require individualized support not provided free of charge by the State, such as therapies, specialized assistance, or attendance at special education institutions. This allowance helps families cover these needs that are not guaranteed free of charge by public services.</p> <p>Requirements:</p> <ul style="list-style-type: none"> • The child must be dependent on a Social Security beneficiary with a registered contribution record. • There must be a medical-educational report proving the need for the support. • The supports must be properly documented (with budgets, invoices, or service contracts)

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Educational Response	Modalities	Partner Entities and Contacts
Sports	Swimming and Hydrotherapy	<ul style="list-style-type: none"> • CERCICA – Natação e Hidroterapia - fp@cercica.pt • Associação Nacional da Espondilite Anquilosante (ANEA) - anea@anea.org.pt • Centro de Medicina e Reabilitação de Alcoitão (GDDCA) - gddalcoitao@gmail.com
	Water Sports and Nautical Activities	<ul style="list-style-type: none"> • Surfing Clube de Portugal – Surf adaptado - info@surfingclubportugal.com • Dive Center – Mergulho Adaptado - cascaisdivecenter@gmail.com • Clube Naval de Cascais – Vela adaptada (incluindo através da ANEA e projeto Vela Sem Limites) - anea@anea.org.pt
	Therapeutic Riding	<ul style="list-style-type: none"> • Associação Hípica Terapêutica - info@aht.org.pt • Centro Hípico da Costa do Estoril - geral@centrohipicocostaestoril.com • Real Clube de Campo D. Carlos I (Hipismo) - rccdc.chipico@hotmail.com
	Fencing	<ul style="list-style-type: none"> • DUELO – Clube de Praticantes e Estudiosos de Esgrima - clubeduelo@gmail.com
	Adapted Football/ Special/ Olympics Specials Olympics Portugal	<ul style="list-style-type: none"> • Futebol para pessoas com deficiência intelectual - specialolympics@mail.telepac.pt
	Sports and Recreation Community	<ul style="list-style-type: none"> • Centro Recreativo e Cultural da Quinta dos Lombos (CRCQL) - crcql@crcql.org.pt

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Care and Support Centre in the inclusion area

It aims to provide information, support, and guidance to people with disabilities and their families, covering areas such as health, education, legislation, social support, and integration into active life, with the goal of promoting inclusion in the community.

CRID - Rehabilitation and Integration Center for the Disabled

Rua D. Luís da Cunha, No. 96, Bairro Prefeito;

2755-283 Alcabideche, Cascais

Phone: 214 840 099

Email: secretaria@crid.pt

Website: www.crid.pt

BIPP - Parent-to-Parent Information Bank

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Rua Costa Pinto, No. 11, ground floor; 2765-473 Estoril

Phones: 218 204 886 / 218 207 219

Email: bancobipp@gmail.com

Website: www.bipp.pt

APSA - Associação Portuguesa de Síndrome de Asperger

Arruamento à Travessa da Granja, nº 1;

1500-335 Lisboa

Telefone: 217 119 100 Telemóvel: 961 041 214

Email: geral@apsa.org.pt

Website: www.apsa.org.pt

Novamente - Associação de Apoio aos

Traumatizados Crânio-Encefálicos e Suas Famílias

Largo do Colégio, nº 5, 2750-324 Cascais

Telefone: 21 587 10 27 Telemóvel: 912 275 506

Email: geral@novamente.pt

Website: www.novamente.pt

Adapted Transport

SPECIAL ADAPTED AND/OR ACCOMPANIED TRANSPORT SERVICES

Adapted and/or accompanied transport between the place of residence and the school is provided to basic and secondary education students in public schools who have mobility difficulties, benefit from measures under inclusive education, and have motor disabilities and/or a proven lack of autonomy that affects their ability to use public transport.

TRANSPORT FOR THERAPEUTIC ACTIVITIES, TRANSITION TO WORK ACTIVITIES

Requests for transport for therapeutic activities and/or transition-to-work activities will be granted based on availability. For more details on the operation, allocation criteria, and application deadlines for school transport, please consult the School Transport Plan.



**Plano de
Transporte Escolar**



INCLUSION OF STUDENTS WITH A MIGRANT BACKGROUND SPECIFIC SUPPORT FOR IMMIGRANTS

Resources and Practices in Cascais for the Reception and Inclusion of Students with a Migrant Background

- Resources of the Municipality of Cascais
- School Clusters of Cascais

The creation of integrated responses for migrant students and families in Cascais involves networked collaboration among various entities and stakeholders, in order to optimize existing resources and interventions, providing faster and more effective responses to the challenges faced by migrants.

1. Resources of the Municipality of Cascais

- **Local Support Centre for the Integration of Migrants (CLAIM)** – a support and information service for migrants, offering reception, guidance, and assistance in several areas such as regularization, nationality, and family reunification, among others.
- **Integrated Service Centres Vida Cascais (CIVC)** – municipal services that provide support, guidance, and follow-up to residents of Cascais in various social areas.
- **Municipal Education Service** – develops programs and strategies to support migrant students and is responsible for assisting schools and families.
- **Municipal Plan for the Integration of Migrants** – aims to promote inclusion and social cohesion in the municipality through intervention measures directed at migrant communities. Within the scope of this plan, there are also municipal intercultural mediators who work in educational and community contexts.

PLA – Portuguese as a Host Language

Certified training in Portuguese as a Host Language (PLA)

DGESTE: qualifica.aesje@gmail.com

IEFP: (QR CODE)

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Migrant Associations

ACEFAC – Associação Cultural Caiomete:

Cultural events and humanitarian support for migrants from the Northern Region of Guinea (Caiomete) | urolissilvas@gmail.com

AFAIJE:

Cultural events and humanitarian support for migrants / Youth projects
afaijeportugal@sapo.pt

ASLI – Associação Sem Limites:

Social and cultural events | asli.lxlisboa@gmail.com

Associação Cultural Edu Voz D'África:

Cultural events | isamariatavaresleandro@gmail.com

Associação Cultursol:

Cultural, recreational, and sports activities / Youth projects
juvenilson.andrade@gmail.com

Unidos de TAME:

Cultural events, social and humanitarian support for migrants from the locality of TAME | dones33@hotmail.com

Local Support Centre for the Integration of Migrants

Support for those who wish to reside temporarily or permanently in Cascais, providing guidance on how to access available resources and comply with the legal and documentation requirements in force in Portugal.

The **Municipal Reception and Support Network** offers its services at various locations and times, which can be consulted through the following contacts: (inserir QR Code)

Cáritas: claii.cascais@caritalisboa.pt

Casa do Brasil: goe.cascais@casadibrasildelisboa.pt

Diáspora Sem Fronteiras (Youth projects): diáspora.semfronteiras@gmail.com

Centro Cultural Moldavo (Cultural activities): atendimento.ccmoldavo@gmail.com

Diversity, Migrants and Refugees Team – DSQV (Migrants and Refugees – User support and follow-up): edmr@cm-cascais.pt

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PLE – Portuguese as a Foreign Language, Conversations in Portuguese, Literacy

A free program promoted by the Municipality that supports the learning of the Portuguese language for adults through in-person classes offered in different areas of the municipality of Cascais.

The program runs according to the school year, from October to July, with enrollment open throughout the year, subject to the number of available places.

This program includes the following formats: **Portuguese as a Host Language (PLA)**, **Portuguese as a Foreign Language (PLE)**, **Conversations in Portuguese (CP)**, and **Literacy (ALF)**.

LOQUI: (QR Code)



2. School Clusters of Cascais

The 11 School Clusters of Cascais have been reorganizing and creating new strategies and support resources to welcome and integrate students and families with a migrant background in Cascais.

Examples of actions being implemented in some schools in the municipality:

- Implementation of a step-by-step reception plan.
- Definition of the process, team, and reception manual for students with a migrant background.
- Creation of a pool of teachers to lead activities for students with a migrant background.
- Gradual integration into the curriculum for students who do not speak Portuguese.
- Assignment of a tutor for each student with a migrant background.

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- Organization of training sessions for the educational community.
- Creation of a platform to share resources and teaching materials for students.
- Development of multicultural education projects and activities (exhibitions, cultural presentations, music, etc.).
- Organization of capacity-building or information sessions for families of students with a migrant background.
- Inclusion of children's and youth literature or sports typical of other countries.
- Creation of a dedicated PLNM room staffed with a person and resources to support student integration.
- Development of a portfolio in which students with a migrant background independently work on their areas of interest.
- Creation of a language laboratory with technological equipment to support the integration of students with a migrant background into the school.

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Open School Project

- The **Open School Project** was created in response to the need to welcome and integrate students of different nationalities, aged between 9 and 12 years. This initiative aims to support newcomers to Portugal by promoting the development of linguistic, cultural, and social skills, which are essential for a successful transition in the school context.
- **Reception Program for students with a migrant background** during the first two weeks of September, offered in an intensive format from 9:00 a.m. to 3:30 p.m., including workshop, music, and ICT activities.

Suggestions for Assessment

- Simplify instructions and use visual examples.
- Provide extra time for tasks and tests.
- Use oral assessment.
- Allow peer support and adapted marking grids.

Suggestions for the Classroom

- Emphasize non-verbal expression.
- Share key vocabulary using visual glossaries.
- Repeat and rephrase instructions, using examples.
- Use images, diagrams, videos, and maps to contextualize topics.
- Provide written examples of answers.
- Use linking words to structure speech.
- Organize tasks in sequential steps.
- Summarize lessons using accessible language.
- Create comparative charts and mind maps.
- Encourage peer tutoring and group work.
- Value students' different cultural backgrounds in various activities.

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- Set realistic and gradual learning objectives.
- Provide regular tutorial support with positive and guiding feedback.

Suggestions for Different Subjects	
Subjects	Strategies
Portuguese	<ul style="list-style-type: none"> • Work with simple and meaningful texts (recipes, illustrated news, etc.). • Promote oral activities with gestural and visual support. • Encourage students to write about themselves, their culture, and their language
Mathematics	<ul style="list-style-type: none"> • Use manipulatives, diagrams, and images. • Apply universal codes.
Environmental Studies / Geography / Natural Sciences	<ul style="list-style-type: none"> • Make comparisons with the student's country of origin. • Integrate students' personal experiences.
Physics / Chemistry / Natural Sciences	<ul style="list-style-type: none"> • Conduct visual and hands-on experiments and demonstrations. • Simplify instructions using action verbs + images or icons.
History / Citizenship and Development	<ul style="list-style-type: none"> • Include intercultural and migration perspectives in the content. • Promote debates and projects on topics related to human rights and tolerance. • Invite students to share their traditions and historical events. • Create timelines with historical milestones from different cultures.
Visual Education / Technology Education / Arts	<ul style="list-style-type: none"> • Explore patterns, symbols, and artistic techniques from different cultures. • Use art to express emotions and cultural identity.
Music Education	<ul style="list-style-type: none"> • Integrate music from students' countries of origin. • Work with rhythms, instruments, and dances from different cultures.
Physical Education	<ul style="list-style-type: none"> • Use body language and practical demonstration of rules and movements. • Encourage cooperative games to reduce language barriers. • Include traditional games and activities from various countries.
ICT	<ul style="list-style-type: none"> • Use digital tools with visual interfaces and accessible icons. • Encourage the use of translation apps.
Citizenship and Development	<ul style="list-style-type: none"> • Discuss interculturality and empathy. • Create a safe space where students can express their feelings and needs.

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Agrupamento Escolas Alapraia	Penelope Coelho	<i>penelope.coelho@alapraia.edu.pt</i>
	Elsa Duarte	<i>elsa.duarte@alapraia.edu.pt</i>
Agrupamento Escolas Alcabideche	Catarina Frade	<i>catarinafrade@aalcabideche.pt</i>
Agrupamento Escolas Alvide	Ana Mafalda Sadio	<i>anamafaldasadio@esalvide.edu.pt</i>
Agrupamento Escolas Carcavelos	Susete Albino	<i>susetealbino@aecarcavelos.com</i>
	Solmaz Nazari	<i>solmaznazari@aecarcavelos.com</i>
Agrupamento Escolas Cascais	Sara Palma	<i>sara.m.palma@aecas.cascais.pt</i>
Agrupamento Escolas Cidadela	Mónica Pucariço	<i>monica.pucarico@aecidadela.pt</i>
Agrupamento Escolas Frei Gonçalo de Azevedo	Isabel Pires	<i>isabel.pires@aefga.pt</i>
	Silvia Soares	<i>silvia.soares@aefga.pt</i>
Agrupamento Escolas IBN Mucana	Fátima Vasconcelos	<i>fatima.vasconcelos@ibn-mucana.pt</i>
	Carmen Lourenço	<i>carmen.lourenco@ibn-mucana.pt</i>
Agrupamento Escolas Matilde Rosa Araújo	Celeste Prates	<i>celeste.prates@aemra.pt</i>
Agrupamento Escolas São João Estoril	Ana Mendes	<i>anamargaridacarvalhomendes@gmail.com</i>
Agrupamento Escolas Parede	Ana Saraiva	<i>ana.saraiva@aeparedede.edu.pt</i>
	Raquel Luís	<i>raquel.luis@aeparedede.edu.pt</i>

In Summary...

The process of welcoming and including students with a migrant background involves different stakeholders, each with their responsibilities and roles, who collaboratively and in a coordinated manner aim to create the most appropriate responses.

1. Municipality of Cascais		Logistic support, training, and intercultural mediation. Optimization of a municipal network and strategy for welcoming students with a migrant background, and production of resources.
2. School	2.1 School Management	Ensure resources and coordination with different services.
	2.2 Class Director (Grades 5–12) or Main Teacher (Grades 1–4)	Convene parents/guardians for in-person meetings when necessary; inform parents/guardians about students' assessments; facilitate students' integration into school life; etc.
	2.3 Teachers	Curriculum adaptation and pedagogical support.
	2.4 "Technicians" (psychologists, linguistic and cultural mediators)	Provide psychosocial support and family guidance.
	2.5 Operational Assistants	Facilitate a welcoming and safe environment.

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	2.6 Families	Participate in school life and collaborate with professionals.
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SCHOOLS OF CASCAIS

Overview of the Educational Network

Public Schools:

Location and Contacts

School Facilities and Services

Extended Hours and Family Support

School Calendar

School Projects in Cascais

In Portugal, most schools are organized into school clusters. A school cluster is a group of public schools at different educational levels (usually from pre-school up to the 9th grade or even secondary education) that are managed together as a single organization.

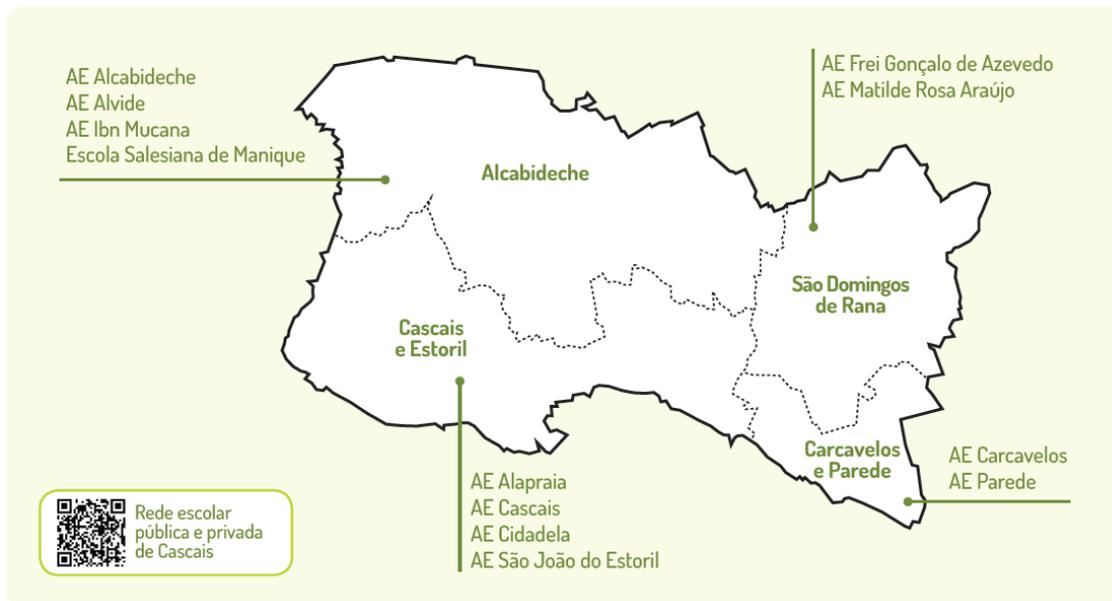
The goal of a school cluster is to promote pedagogical continuity, better resource management, and greater cohesion across educational levels. This approach avoids fragmentation between schools and ensures more consistent support for students throughout their school journey.

- Schools within the same cluster are generally located in the same geographic area.
- They share the same management (a principal and a management team).
- They have a common educational project and a coordinated action plan.
- There is a main school that centralizes administrative and pedagogical management.

The public education and schooling offer in Cascais is made up of **11 School Clusters (AE)**, 66 public educational establishments, and one association-contracted school, providing pre-school, basic education, and secondary education.

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School contacts

Escola Básica do Alto da Peça

Praceta Dr. António Gonçalves Amaral 75 A,
2645-130 Alcabideche
T.214 608 130

Escola Básica de Alpraia

Estrada Principal da Alpraia,
2765- 013 Estoril
T. 214 674 121

Escola Básica e Secundária de Alvide

Rua das Padarias – Alvide, 2755-062 Alcabideche
T. 214 824 240

Escola Básica e Secundária de Carcavelos

Rua da Escola Secundária de Carcavelos,
2775-567 Carcavelos
T. 214 530 350

Escola Secundária de Cascais

Av. Pedro Álvares Cabral, 2750-513 Cascais
T. 214 865 435

Escola Básica e Secundária da Cidadela

Rua Jaime Thompson, 2754-512 Cascais
T. 214 864 080

Escola Básica e Secundária Frei Gonçalo de Azevedo

Rua 1º de Maio - Bairro Massapés,
2785-260 São Domingos de Rana
T. 215 812 569

Escola Básica e Secundária Ibn Mucana

Rua do Pombal, 2645-074 Alcabideche
T. 214 607 700

Escola Básica e Secundária Matilde Rosa Araújo

Rua de Matarraque, 2785-438 S. Domingos de Rana
T. 214 528 340

Escola Secundária Fernando Lopes Graça

Avenida Comandante Gilberto Duarte 470,
2779-513 Parede
T. 214 548 450

Escola Secundária de São João do Estoril

Rua Brito Camacho, São João do Estoril, 2769-501
Estoril T. 214 658 440

Salesianos de Manique

Rua dos Salesianos, nº1 Manique,
2645-438 Alcabideche
T. 214 458 210

School Calendar of Cascais

Since the 2021/2022 school year, the school calendar in Cascais has been organized into two semesters:

1st Semester – September to January

- Breaks in school activities

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- Interim meetings
- Christmas break
- 1st semester assessment

2nd Semester – February to June

- Carnival break
- Interim meetings for the 2nd semester
- Easter break
- 2nd semester assessment

Extended Hours and Family Support

The “**Full-Time Growing Program**” (in Portuguese: “**Programa Crescer a Tempo Inteiro**” (CTI) is an initiative of the Municipality of Cascais aimed at ensuring that students remain at school before or after regular school hours and during school breaks.

This program covers children from preschool to the 2nd cycle and is implemented through strategic partnerships with partner organizations.

The CTI Program prioritizes giving children and students time and space for play and thematic workshops of their choice.



Programa Crescer
a Tempo Inteiro



Normativo
Programa CTI

The “**Crescer a Tempo Inteiro**” (CTI) Program provides socio-educational support as follows:

- **Pre-School Education:** Animation and Family Support Activities (AAAF).
- **1st Cycle:** Enrichment and Curricular Activities (AEC) and Family Support Component (CAF).
- **2nd Cycle:** Family Support Component (CAF)

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The CTI Program is part of the Local Play Policy, inspired by the Convention on the Rights of the Child. This policy is transversal, inclusive, and innovative, aiming to ensure that all children can grow, learn, and be happy through play.

In this way, the Municipality of Cascais, together with the educational community, commits to valuing play as part of education, recognizing its fundamental role in children's personal, social, and cognitive development, while also encouraging innovative practices in schools, creating more creative school environments open to the community, with the involvement of families.

Animation and Family Support Activities (AAAF)

AAAF are designed to ensure the supervision of children in preschool education before and/or after the daily period of educational activities (8:00–9:00 a.m. | 3:00/3:30–6:30/7:00 p.m.) and during school breaks (8:30/9:00 a.m.–6:30/7:00 p.m.), according to the needs of families.

AAAF are implemented in partnership with School Clusters and partner institutions and aim to provide children with time for playful and creative activities, while safeguarding their right to play, free time, leisure, participation, and decision-making.

Families are required to contribute a monthly fee for their children to attend AAAF, which varies according to the family allowance income bracket. In Cascais, the amounts supported by families over 11 months are as follows:

Income Brackets:

- **Bracket A:** €12
- **Bracket B:** €40
- **Bracket C:** €85

Families can request AAAF services only during school breaks (registration up to one month in advance). The family contribution will be:

- **One week of attendance (consecutive days):** 25% of the monthly family contribution;
- **Two weeks of attendance:** 50% of the monthly family contribution.
- **During school breaks for interim meetings (2 days):** up to 15% of the monthly family contribution.

During the enrollment or re-enrollment process, the School Cluster consults parents and legal guardians to identify interest in and the need for AAAF services. If interested, parents or guardians must register directly with the partner organization.

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Entidades parceiras de cada Agrupamento de Escolas



Normativo do Programa Crescer a Tempo Inteiro

Curricular Enrichment Activities (AEC)

In the Curricular Enrichment Activities (AEC) for the 1st cycle of public schools in Cascais, students benefit from a wide variety of projects, spaces, and playful-educational dynamics after regular school hours.

AEC are primarily recreational, educational, and cultural in nature. Each school defines, together with its partner, the type of project to be developed, such as movement, free play, games, nature exploration, thematic workshops, etc.

Participation in these activities is free of charge and optional.

Parents or legal guardians interested in having their child attend AEC should indicate their intention at the time of enrollment, directly with the school.

Family Support Component (CAF) – CAF is a socio-educational program aimed at students in the 1st and 2nd cycles, providing student supervision according to the needs of their families.

	School term	School break
1 st cycle	7h30/8h às 9h 17h30 às 19h/19h30	7h30/8h às 19h/19h30
2 nd cycle	14h/14h30 às 18h30	8h30 às 18h30

Families can choose to enroll their children in CAF during the school year or only during school breaks. In the latter case, they can choose weekly, biweekly, or monthly attendance.

Family contributions depend on the duration and type of attendance:

- In the 1st cycle, fees vary depending on the partner organization.
- In the 2nd cycle, fees vary according to the family allowance income bracket

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School Social Action bracket (ASE)	School term	School break
A	15€	50€
B	30€	100€
C	50€	150€

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The fee set for CAF during school breaks can be adjusted proportionally for weekly, biweekly, monthly attendance, or other situations provided for in the school calendar.



Educational Projects in Cascais

- Local Strategy for Playing and Learning Outdoors
- Voice of Youth
- Mentorship Program
- Computational Thinking, Programming, and Robotics
- Computing Program
- Sports at School
- School Libraries
- Youth Participatory Budget
- Youth Municipal Assembly

Local Play Policy

The Local Play Policy in Cascais aims to promote opportunities and spaces for play, particularly within school settings, and preferably in outdoor or alternative spaces outside the classroom. This commitment is recognized and shared by the Municipality of Cascais, the School Cluster Boards, partner organizations, and the broader educational community.

Play is considered a fundamental component of children's education and well-being. It plays a crucial role in educational complementarity, fostering learning, emotional balance, and the development of essential skills

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Voice of Youth – QR Code



The Voice of Youth Project is an annual initiative promoted by the Municipality of Cascais that aims to incorporate young people's perspectives into municipal policies, while fostering active citizenship, representative and participatory democracy, and developing transversal skills.

Secondary school students from public and private schools in Cascais have the opportunity, throughout the school year, to deepen their knowledge on a topic they consider important and to present proposals for public policy measures to the municipal executive for local implementation.

Mentorship Program



The Municipality of Cascais, in partnership with Teach for Portugal, implements the Mentorship Program in public schools for the 2nd and 3rd cycles of Basic Education and Secondary Education (including Vocational Education).

This program aims to support students' academic and personal development by assigning mentors inside and outside the classroom, guiding students through the learning process, and helping them manage their time, effort, and emotions.

The mentors' work, in collaboration with teachers, focuses on both academic and social skills.

Computational Thinking, Programming, and Robotics



The Municipality of Cascais, in partnership with Causas XXI, has been investing in the development of computational thinking, programming, and robotics for 1st cycle students in the school clusters of the parishes of Alcabideche and São

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Domingos de Rana, through funding from the Recovery and Resilience Plan (PRR) and municipal funds.

The project promotes digital and technological literacy, based on a practical, collaborative approach aligned with the challenges of the 21st century.

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Computing Program



The Municipality of Cascais, in partnership with ENSICO, has been investing in computing sessions as part of the curriculum for the 2nd and 3rd cycles of Basic Education. The project is implemented through classes throughout the school year, promoting scientific, technological, and digital literacy, equipping and preparing new generations to design, understand, and use technologies today and in the future.

Sports at School



This program started in 1988 with the main objective of organizing competitions and social gatherings among the school population, promoting physical activity and sports, and supporting special sports disciplines.

The program aims to complement the Physical Education curriculum by fostering school exchange through a series of occasional activities throughout the school year, promoted by the municipality in partnership with school clusters and local sports organizations.

School Libraries



The School Libraries Management Unit (UBIE), part of the Division of Libraries (DIBI) of the Municipality of Cascais, has the mission of developing the School Libraries Network, ensuring that these libraries serve as tools to provide equal and

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free access to information and knowledge, while promoting and fostering reading habits among children and young people.

Youth Participatory Budget



The Youth Participatory Budget (OP Jovem) of Cascais is a project by the Municipality of Cascais in which young people in the municipality, from the 2nd cycle to secondary education, present and vote on proposals to improve their school spaces and experiences. This participatory democracy process focuses on ideas originating from the young people themselves to transform their environment, with each school receiving a specific budget to implement the winning proposals.

The Municipality of Cascais allocates €10,000 to each school to be applied to ideas that improve students' spaces or experiences. Young people are also invited to submit ideas to improve the community, with a total value of up to €350,000, which will be integrated into the Participatory Budget of Cascais.

Youth Municipal Assembly



The Youth Municipal Assembly is an initiative aimed at promoting participatory citizenship and engaging young people in local political and community life. Through participation in debates, discussion of topics relevant to their future, and the development of proposals, young people can express their opinions, learn about how local government functions, and influence municipal policies. The first Youth Municipal Assembly in Cascais was held in 2025.

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