This work presents a brief history of Vocational Psychology in Portugal. We begin by highlighting the pioneering work of António Aurélio da Costa Ferreira (1916-1977) and Alves dos Santos (1916-1969) in the domains of the educational and occupational guidance during the first decades of 20th century. We continue with the reference to the landmark that strongly announces the career guidance and occupational selection services in Portugal, the creation of the Institute of Occupational Guidance. In relation to the educational guidance movement at that time, the initiatives with more relevance were related to research focused on teacher training and in gaining a better understanding of the psychological processes with direct influence in the education of the children and the young. We then review the evolution of the career and school psychology services in the school context, and the course of Vocational Psychology outside the schools. In this sense, a historical analysis of the legal framing and of the type of interventions developed in the domain of Vocational Psychology, in Portugal, is made, with a particular emphasis on the articulation between politics, education, research and practice. Finally, the reality and evolution of Vocational Psychology in Portugal are analysed in the international context, offering implications for the future of Vocational Psychology in the Portuguese context and beyond.

Keywords: Vocational Psychology, Career Guidance, School Psychology Services, Historical Review.

### References

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- **Jornal de Psicologia, 5* (190/91 of 17 May) were created, as well, the career of a Psychologist in schools (Decree-law nº 300/97 of 31 October). These career development services help students with career problems and promote career development trough career education activities (Tavares, 2004). In 1996, at the European level, the Ministers of Education established a compromise extended to the OCDE countries: OCDE countries searched to implement lifelong learning strategies and the development of policies that promote employability through educational and occupational guidance services (OCDE, 2004).

### XXI Century

In this century, considering the several changes in employment and education around the world, Vocational Psychology assumes a new paradigm to respond to the intervention needs of different groups of population (Cardoso, 2011). Vocational interventions assume more frequently the promotion of narrative and adaptability competences. The professionals intend to help people to realize the meanings of work in their life, giving continuity to individuals' action and identity in view of the need for personal and professional development. This work presents a brief history of Vocational Psychology in Portugal, which was the first Portuguese institution of career guidance and placement. The activities of the institute focused in the analysis of individual characteristics through psychological instruments; the IPG also produced and distributed detailed descriptions of occupations and analyses of its characteristics in order to identify the correspondent psychological requirements; IPG also developed career guidance services and job placement activities for school students, especially those who were under state protection (Alves, 1969).

### Conclusion

In this chronologically analysis of the history of career guidance in Portugal, we emphasized the work of Faria Vasconcelos with the implementation of personal, educational and occupational guidance services, and also the work of Alves dos Santos and Aurélio da Costa Ferreira, who contributed to the implementation and evolution of current educational practices. Career guidance services have been recognized by the implementation of lifelong learning strategies. In promoting efficacy and efficiency in education, and in vocational training through the management of the school-work transition, achievement of economic and social objectives, and promotion of adjustment to work (ELGIP, 2009). In this sense, it is important to promote the continuity of research with implications for lifelong guidance services, demonstrating their effectiveness. The evolution of the vocational paradigms during the last century came from the need to respond to economic, educational and social challenges (Cardoso, 2011). It was observed an openness to updated practices, and the adoption of a constructivist model which it is assumed that the individual constructs himself/herself and well as the subjectivity of the perceived reality (Savickas et al., 2009).