



# Adult Education in Portugal - Strategy and implementation

## RVCC System and Qualifica Programme

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## General features of RVCC system

- The creation of the RVCC system has been **crucial to effectively recover the qualification levels of the adult population**
  - Portugal has long faced a **structural problem of low educational attainment** (53% of the people aged 25-64 had not completed upper-secondary education in 2016, against the EU average of 23%).
- RVCC is **developed by a network of (303) validation centres and is targeted at adults aged 18 or plus**
- The RVCC system has been **co-funded by the ESF and the State Budget**. It is a free of charge process for individuals and is directed at all adults living in Portugal.

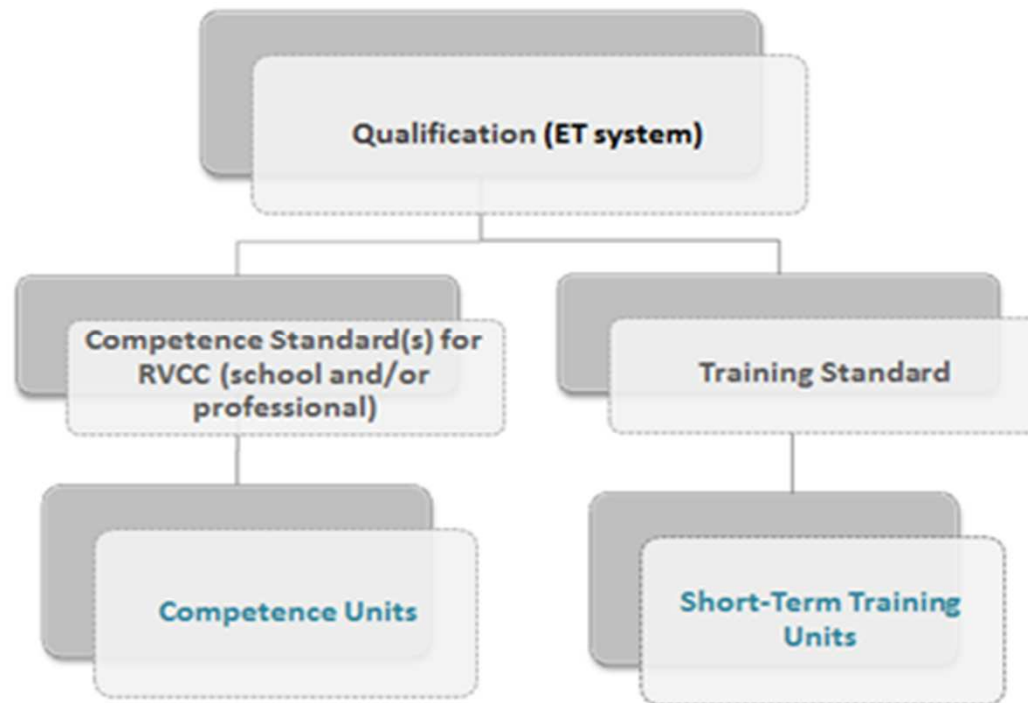
## General features of RVCC system

- NQF levels 1 to 4 can be granted through RVCC, in the case of a full certification.
- NQF levels 5 and 6 are accessible through RVCC.

NQF Level	Qualifications	EQF Level
Level 1	2 <sup>nd</sup> cycle of basic education obtained via general education, VET pathways or RVCC	Level 1
Level 2	3 <sup>rd</sup> cycle of basic education (lower-secondary education) obtained via general education, VET pathways or RVCC	Level 2
Level 3	Upper-secondary education obtained via general education, VET pathways or RVCC	Level 3
Level 4	Upper-secondary education obtained via general education, VET pathways or RVCC	Level 4
Level 5	Post-secondary non-higher education qualification with credits to pursue higher education studies	Level 5
Level 6	Bachelor degree	Level 6
Level 7	Master degree	Level 7
Level 8	Doctorate degree	Level 8

## General features of RVCC system

- The same qualification can be obtained via RVCC or via education and training.
- The **National Catalogue of Qualifications** facilitates the access to qualification, by promoting the flexibility in attaining qualifications (training units of 25 to 50 hours and units of competence).



## AE and RVCC policy: Main Milestones

2000

- Centres for the Recognition, Validation and Certification of Competences (RVCC Centres)
  - Certification of adults exclusively in the basic level of education

2005

- New Opportunities Initiative
  - Governmental programme to upgrade the qualifications of young people and adults (minimum upper-secondary education)

2007

- Creation of the National Qualifications System
- New Opportunities Centres network
  - Certification of secondary level of education
  - Certification of professional competences (2008)

2013

- Redesign the New Opportunities Centres and resize the national network
  - Creation of the Centres for Qualification and Vocational Education – CQEP

2017

- **Official launch of the *Qualifica* programme**
  - Creation of the *Qualifica* Centres

# Qualifica Programme

## *Framework*

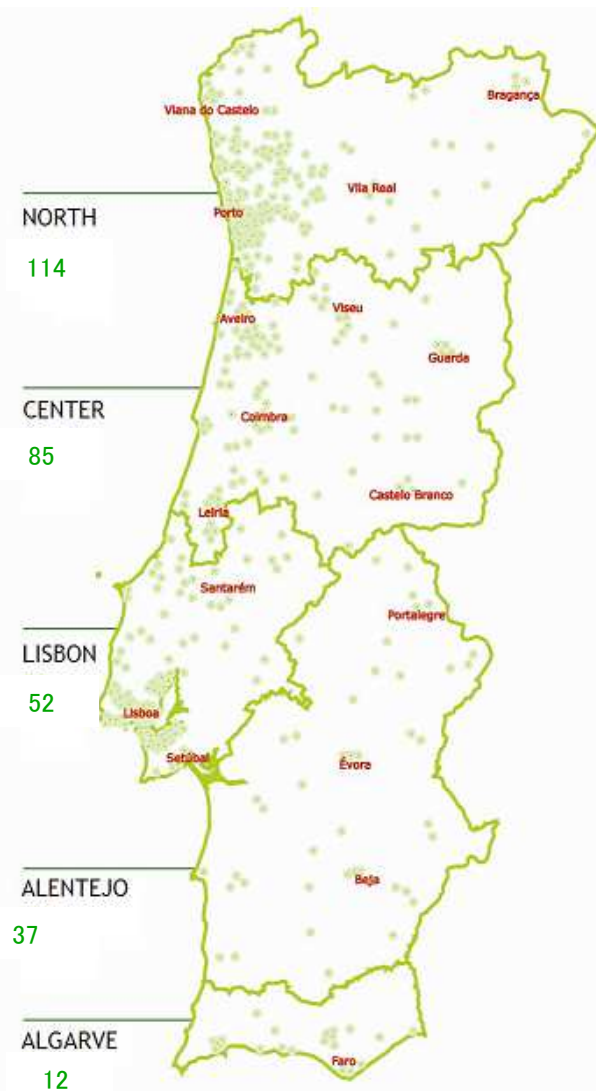
- Valuing adult education and training and lifelong learning
- Articulation between training and RVCC processes
- Enlargement the network of centres specializing in adult qualification (Qualifica Centres)
- Goal setting for adult education and training
- Increased ambition in the results of the network of Qualifica Centres

# Qualifica Centres

## Main Goals

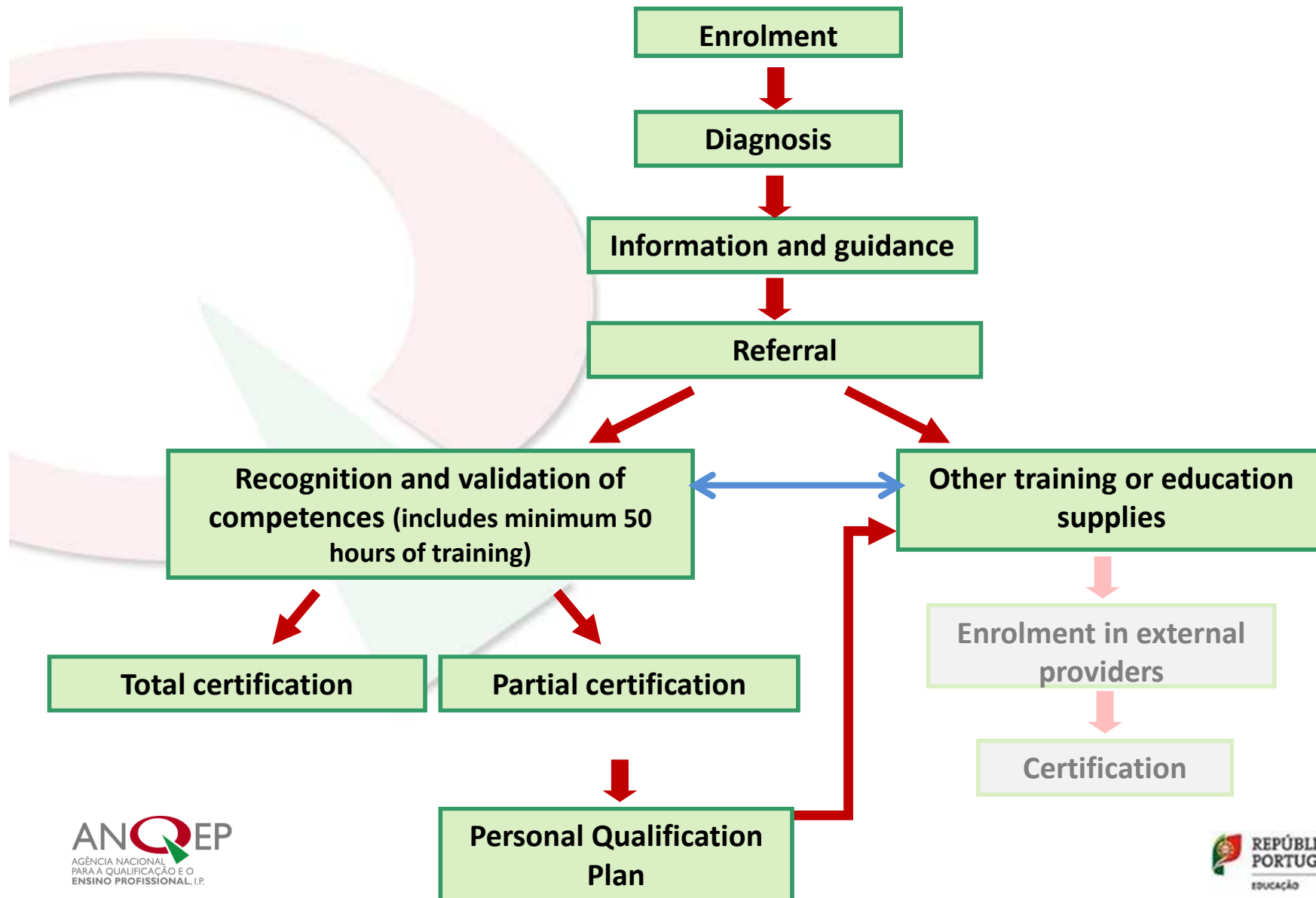
- Guidance and referral of adults to education and training paths, aiming to an academic or professional certification;
- Development of recognition, validation and certification of competences processes (RVCC), concerning academic or professional competences;
- Development of activities and dissemination of information about the supply of education and vocational training and the relevance of lifelong learning;
- Establish partnerships with other relevant entities of the territory (raise the public awareness, more integrated intervention, organizing training responses).

# Qualifica Centres





# Intervention stages in a *Qualifica* Centre



# RVCC Processes

- RVCC is based on:
  - two key-competences standards for **school RVCC** (basic and upper-secondary education)
  - professional standards for **professional RVCC**

## Basic Level standard:

- Language and Communication
- Mathematics for Life
- Citizenship and Employability
- Information and Communication Technologies (ICT)

\* There is a standard adapted to people with disabilities

## Secondary Level standard:

- Culture, Language and Communication
- Society, Technology and Science
- Citizenship and Professionality

## Professional standards:

- 156 standards for professional RVCC

[www.catalogo.angep.gov.pt](http://www.catalogo.angep.gov.pt)

# RVCC Process: the recognition and validation stage

## RECOGNITION and Validation

### Recognition of Competences

- Analysis of RVCC standards for the qualification to be obtained
- Systematization of personal /professional experience
- Portfolio elaboration
- Competences balance (Analysis and assessment of the adult's interests and competences, aiming at linking them to the competences presented in the standard)
- Application of assessment tools (professional RVCC)

*Team members involved: guidance, recognition and validation of competences practitioner + teachers/trainers*

*Type of sessions: group or individual*

### Validation of Competences

- Presentation of self-evaluation and evaluation by the team of the portfolio, with a view to assessing the competences acquired and their correspondence to the competence standards
- Identification of competences that the candidate actually holds and those that can be certified

*Team members involved: guidance, recognition and validation of competences practitioner + teachers/trainers*

*Type of sessions: group or individual*

# RVCC Process: the certification stage

## Certification

### School certification:

#### Who:

- A trainer or teacher from each of the key-competences areas and the guidance, recognition and validation of competences practitioner who accompanied the candidate's process.
- Trainers or teachers involved in his/her RVCC process are excluded from the jury.

#### How:

- Certification examination consists in an oral presentation of a work on a theme that demonstrates knowledge and competences on the key-competences areas of the respective standard.

### Professional certification:

#### Who:

- Two trainers with adequate technical qualification in the education and training area of the standard under assessment (with at least five years of work experience); the trainer who accompanied the candidate's process; a representative of the business associations or employers; and a representative of trade union associations in the activity sector.

#### How:

- Certification examination is a practical demonstration of the competences held within the professional competences standard.

# Evaluation, monitoring and quality assurance

- Existence of national standards for RVCC
- Existence of guidelines for RVCC
- Training provided to the staff of the validation centres
- Goal setting for the validation centres
- Monitoring performance and quality of the network of validation centres and of each centre (on a monthly basis)
- Accuracy and reliability of the data provided by SIGO

## Conclusions and challenges

- A well-developed and flexible RVCC system helps overcoming the challenges faced by low-educated adults (e.g. the barriers to accessing the formal education system). RVCC is a vital mechanism to promote the return of adults to the education and training system;
- A comprehensive network of validation centres has contributed both to giving RVCC relevance in acquiring a non-higher qualification and to providing lifelong guidance;
- The flexibility of the RVCC system contributes to the effectiveness and efficiency in obtaining a qualification, enabling the certification in less time and with lower costs than in formal education;
- The outcomes of this system have been determined by political cycles and their respective interest and investment in adult education;

## Conclusions and challenges

- **Challenges remain, including:**

- reducing the reliance on EU funds to support the RVCC system, which can be a challenge for the long-term sustainability of the system;
- achieving wide consensus regarding policy priorities for adult education;
- improving the social value/recognition of diplomas obtained via RVCC;
- increasing the engagement of stakeholders, especially employers, in order to mobilize low-skilled employees and facilitate their access to RVCC;
- raising the awareness of the benefits of learning so as to go beyond motivational barriers.

# Thank you!

Siga-nos em:



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