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**PORTUGAL**

**Nacional Agency for Qualification and Vocational Education and Training  
ANQEP I.P.**

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# Why? The policy challenge in Portugal

- Still half of the adult population (aged 25-64) have not completed upper-secondary education (53% in 2016, Eurostat).
- Only 33% of the aged 25-34 have completed secondary education (OECD 2016).
- Almost 500.000 people are illiterate (2011 Census).

# Why? The policy challenge in Portugal

- Significant problems in basic skills (literacy, numeracy and digital skills).
- Facing obstacles to get in the labour market and to achieve full social integration.
- The less qualified tend not to participate in LLL activities (the low-skills trap).

# What? The Qualifica Programme

- **Main objectives**
  - Raise the qualification level of adults and their employability;
  - Increase digital and functional literacy;
  - Better align the training provision with labour market needs;
  - Facilitate tailored training pathways that lead to raising the qualification level of adults (better combining RVCC with adult education and training).
- **Target groups**
  - Less qualified adults;
  - Unemployed people;
  - Young NEET.

# The Qualifica Programme

- **Goals until 2020**
  - 300 Qualifica Centres in 2017;
  - 50% of the active population with upper secondary education;
  - 15% of adults in LLL activities;
  - 600,000 adults involved by 2020.
- Presently, the network encompasses **310 Qualifica Centres**

## The Qualifica Centres

- Play a key role in motivating adults for LLL and in the local networks for qualification (employers, ET providers, municipalities).
- Provide information and guidance to adults (18 or over and NEET) to:
  - RVCC processes (including at least 50 hours of complementary training)
  - or education and training pathways,
  - both for academic and/or professional, levels 1 to 4 of the NQF
- Implement RVCC processes that allow adults to certify prior learning acquired in formal, non-formal and informal contexts.

## Key stakeholders of the Qualifica

- A diversified network of Qualifica Centres: PES and VET Centres, Public Schools and Professional Schools, other organizations
- Increasing local engagement with community associations, municipalities, ET providers and employers.

## Key tools of the Qualifica

- Qualifica webportal [www.qualifica.gov.pt](http://www.qualifica.gov.pt)
- Qualifica Passport  
[www.passaportequalifica.gov.pt](http://www.passaportequalifica.gov.pt)

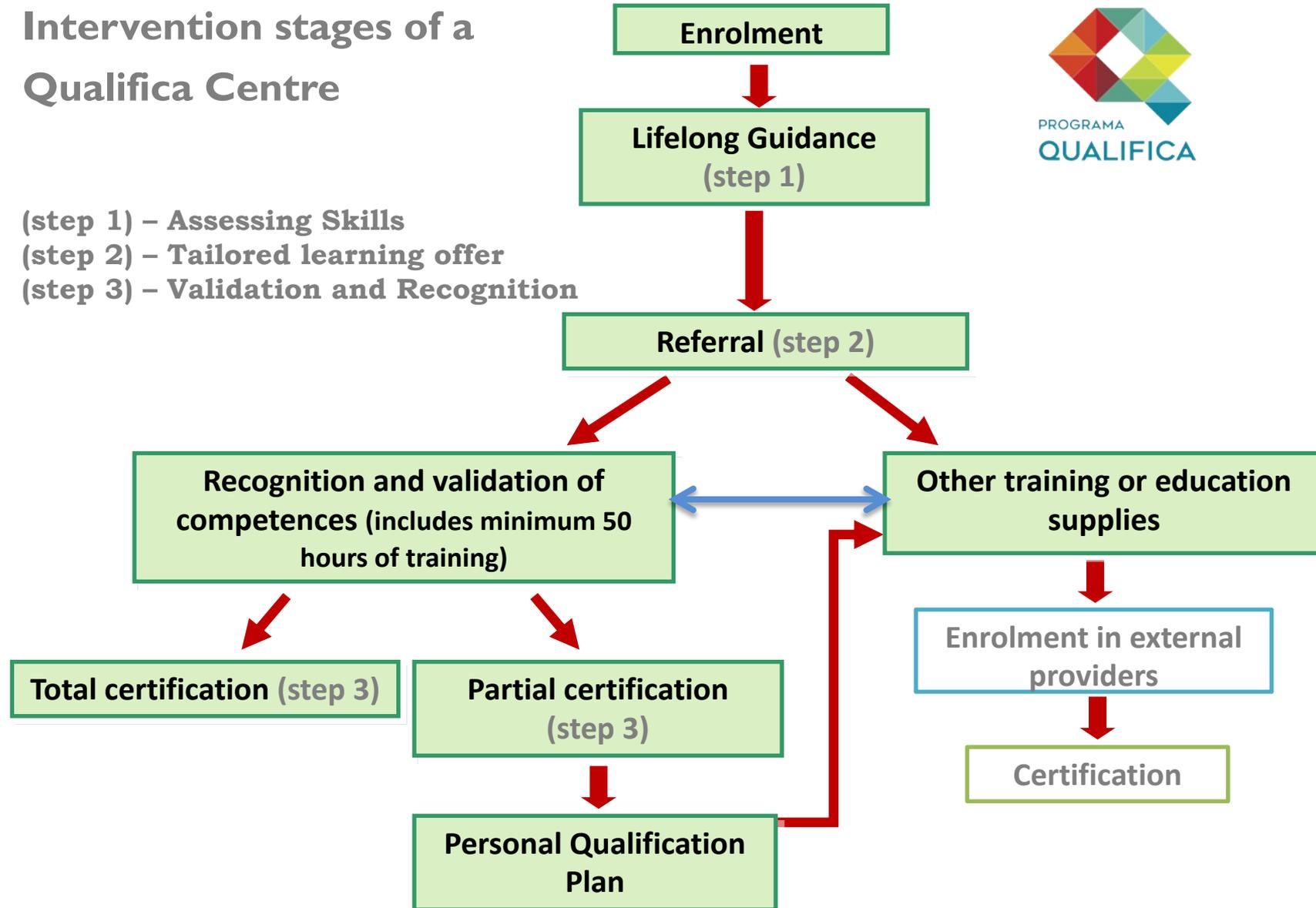
An online tool for LLL guidance using credit accumulation and transfer - ongoing developments based on the National Credit System for VET

## Qualifica main results – 2017 – 2022 (January)

- 723.919 enrolments in Qualifica centres
- 87% (632.102) of them (enrolments) have already had their skills assessed (Lifelong Guidance and referral)
- Adults were predominantly (477.521) oriented to ET pathways (tailored learning offer)
- More than 150.000 adults are in RVCC processes and around 47% (72.146) attained a certification

# Intervention stages of a Qualifica Centre

- (step 1) – Assessing Skills
- (step 2) – Tailored learning offer
- (step 3) – Validation and Recognition



## Recognition, Validation and certification of competences (RVCC)

### Aims:

- ❑ Allow adults (18 or plus) who do not hold either basic (4<sup>th</sup>, 6<sup>th</sup>, 9<sup>th</sup> grade) or upper secondary education (12<sup>th</sup> grade) or a professional certification to recognise, validate and certificate competences (school and/or professional) acquired throughout life in formal, non-formal and informal contexts;
- ❑ Enable the capitalization and certification of competences developed throughout life in formal, non-formal and informal contexts.

## Recognition, Validation and certification of competences (RVCC)

### Features:

- ❑ Do not require a minimum school level;
- ❑ Are developed based on balance of competences methodologies;
- ❑ Comprise a dimension of individual work and a dimension of working with the Qualifica Centre team;
- ❑ Are flexible, allowing the activities to be, totally or partially, developed at a distance, with digital resources that allow audio and video contacts;
- ❑ Are developed by specialized teams (trainers and other technicians) from different areas, who play a crucial role in motivating adults for Lifelong Learning.

# Recognition, Validation and certification of competences (RVCC)

## Stages of the process:

### Recognition of Competences

+

Minimum of 50 hours of training

- In academic RVCC, this stage comprises the elaboration of a portfolio (by the adult) that integrates biographic and curricular documents, in which the evidences of the competences are presented, in order to be validated by comparison with the standard
- In professional RVCC, this stage comprises the use of different tools:
  - Form for portfolio analysis;
  - Script for technical interview;
  - Evaluation in workplace (or simulation)

### Validation of competences

- The trainers verify and assess the candidate's competences in comparison to the competences defined in the standard, formalized through a validation session.

### Certification of competences

- It involves a presentation/practical test, assessed by a jury and corresponds to the final stage of the process, which leads to a partial or total certification.

# Strengths and challenges in Adult Education, in general

- **Strengths**
  - increasing recognition on the importance of raising skill levels;
  - the positive effects of RVCC on the individual (self-esteem; motivation towards future learning);
  - return on skills and employability (especially when associated with training).
- **Challenges:**
  - achieving wide consensus regarding AE as a policy priority;
  - reducing the reliance on EU funds;
  - improving the social value/recognition of diplomas obtained via RVCC;
  - increasing the engagement of stakeholders, especially employers;
  - raising awareness on the benefits of learning so as to go beyond motivational barriers.

# Thank you!

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