



Conselho Nacional de
Educação

New Skills for new jobs

EUNEC Conference

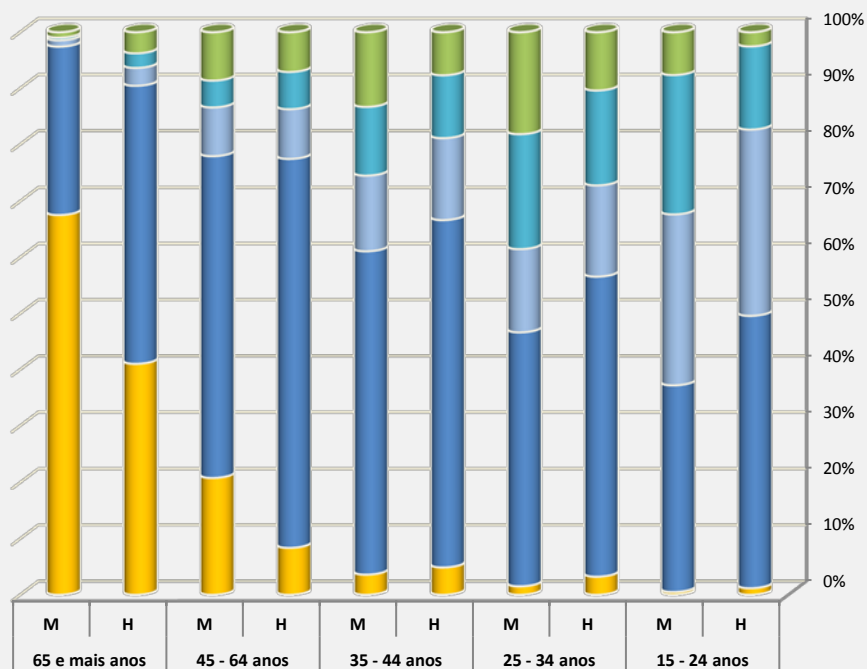
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**Valuing People, Raising Qualifications in
Society**

**Ana Maria Canelas
Sandra Rodrigues**

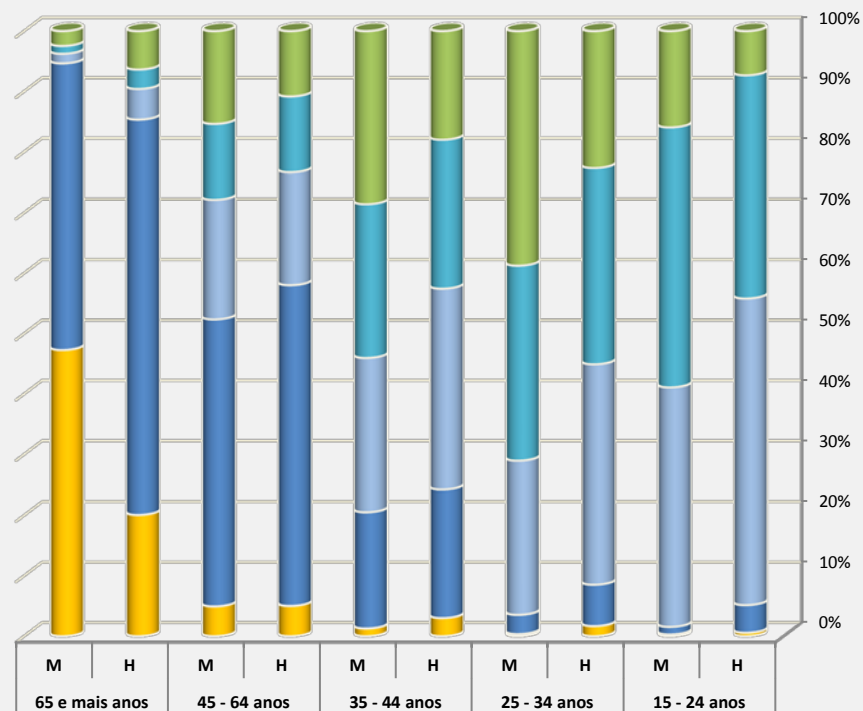
Active population education levels (%) in 2000 and 2010, in Portugal

2000



■ Nenhum
■ 1º e 2.º Ciclos
■ 3º Ciclo
■ Superior
■ Secundário e pós-sec

2010



■ Nenhum
■ 1º e 2.º Ciclos
■ 3º Ciclo
■ Superior
■ Secundário e pós-sec

How and when do people learn ?

- People learn outside the formal systems.
- These knowledges we acquire have theoretical and practical components.
- No one should be forced to learn what they already know.
- We have the right to see formally recognized what we have learned.
- We can assess with accuracy all we learn.

• *Monique Chaput, adapted*

How and when do people learn ?



Formal learning

Informal learning

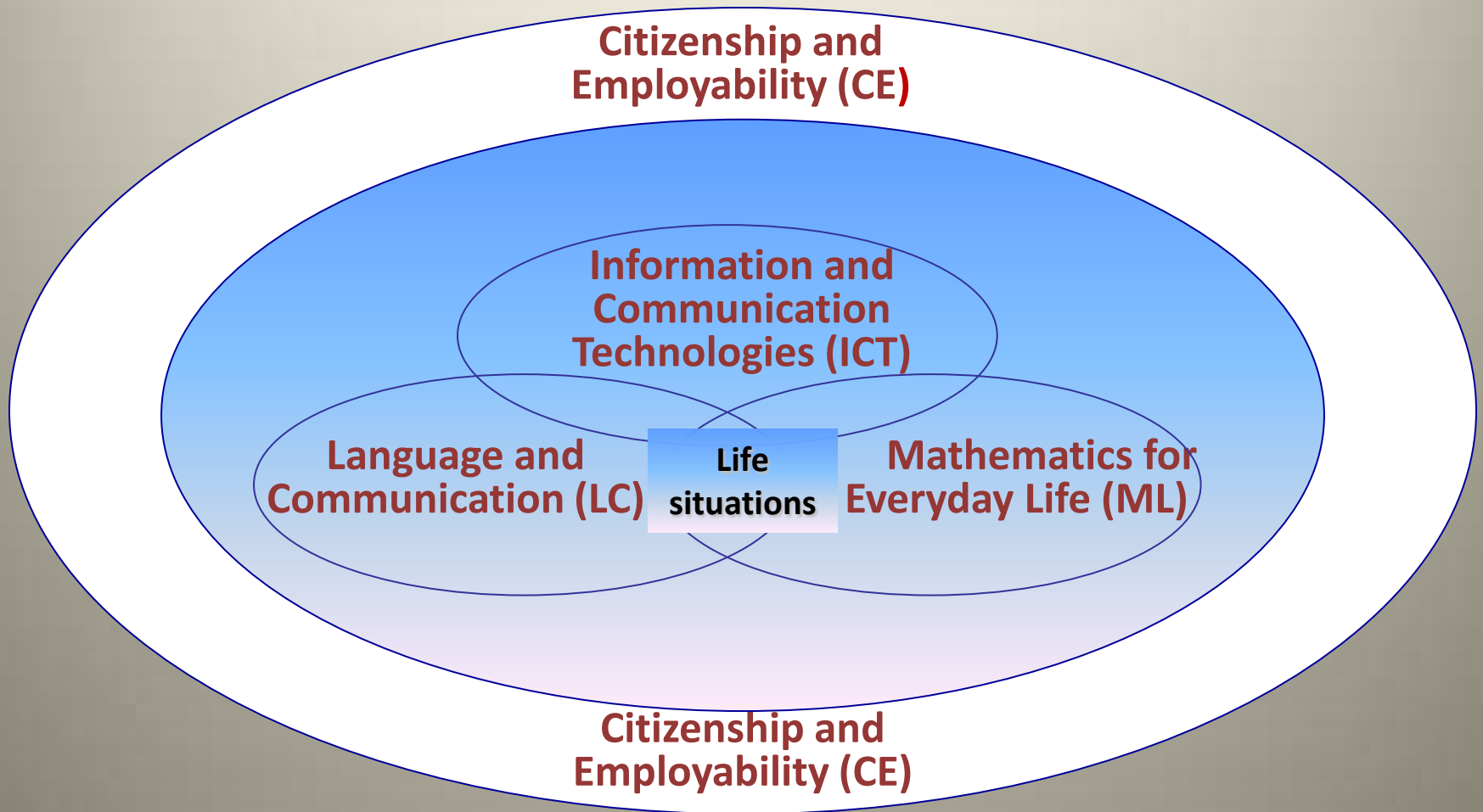
Non formal learning

By crossing different kinds of knowledges that complement each other and give sense to what we learn in the present, with what we have learned in the past and what is necessary to learn in the future

Key competencies

- **Key competence is “an articulated, transferable and multifunctional set of knowledge, capabilities and attitudes indispensable to personal fulfillment and development, to social inclusion and to professional performance” (European Commission, 2004) (Council, 2006).**
- **This concept is the same adopted by the authors of the Portuguese Key competencies frameworks.**

Key Competencies Framework for AET Basic Education (up to 9th grade) – 2000

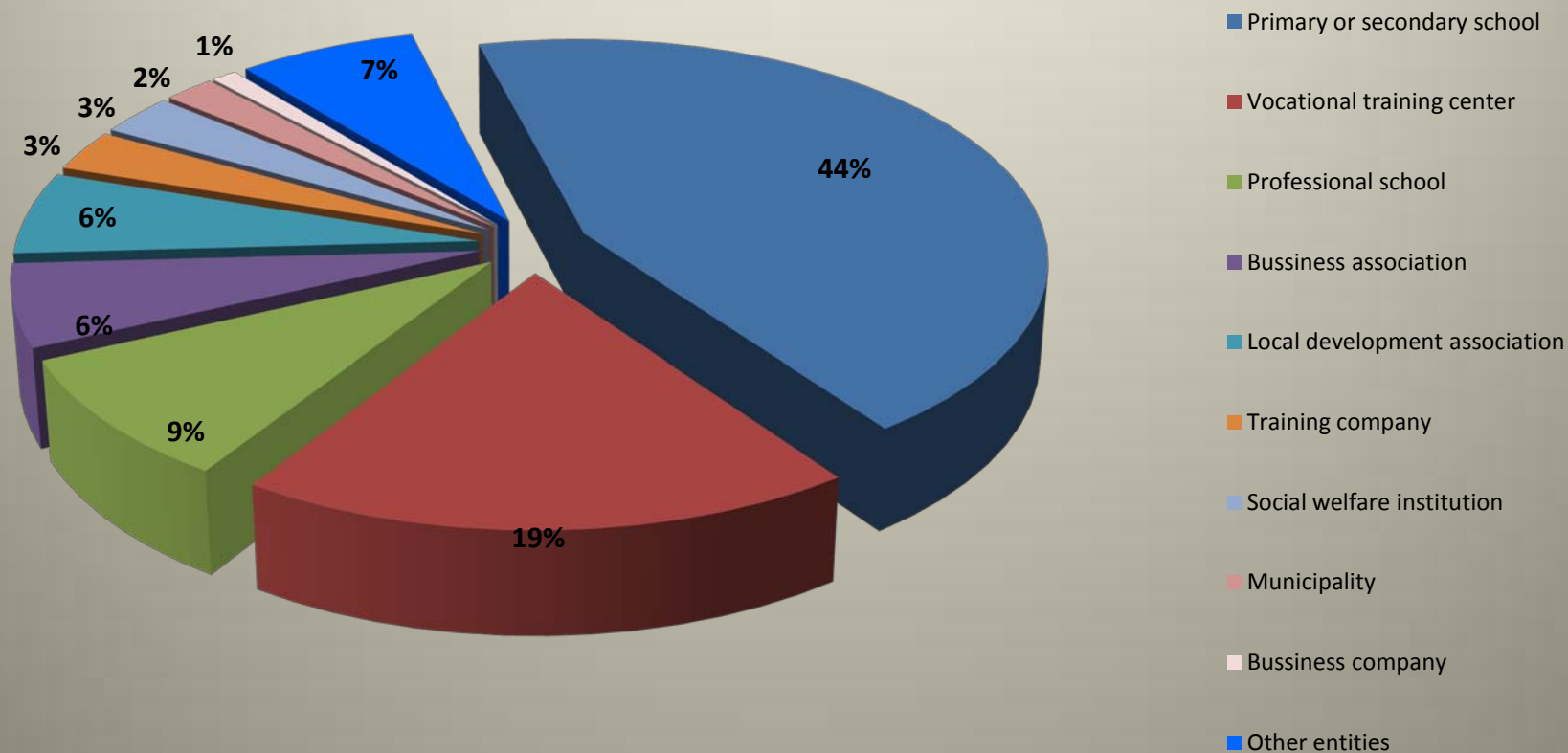


Key Competencies Framework for AET

Upper Secondary Education – 2006



Percentage of Centers by type of host institution, in 2010

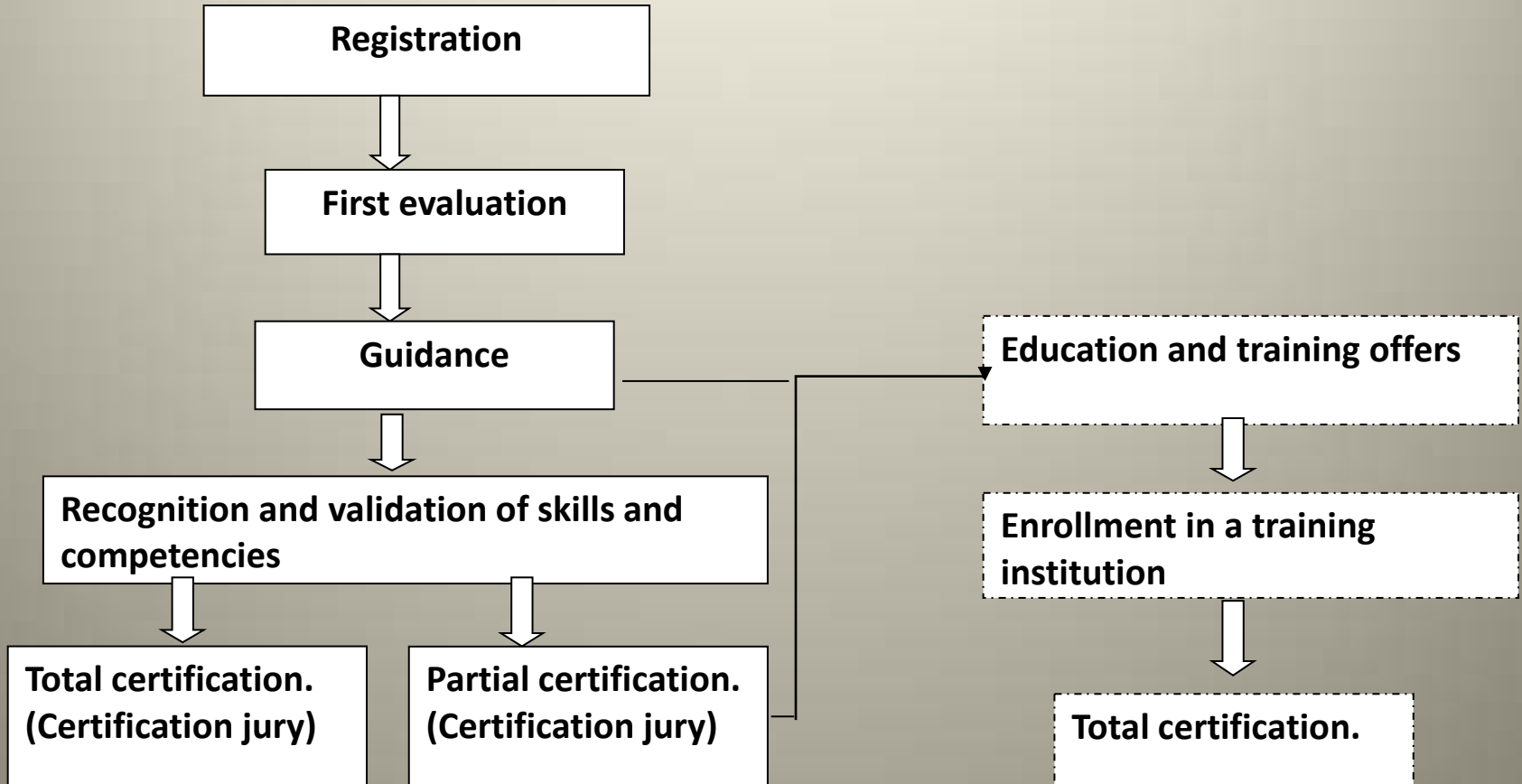


No. of Centers for the recognition, validation and certification of skills and competencies



In: ANQ 2010

Flowchart of the work developed at the Centers



The RVCC Process:

- Allows us to **recognize, validate** and **certify** the skills and **competencies** that adults acquired all their lives long and in several contexts.
- Translates the personal learning processes and knowledge into a set of skills and competencies, defined in a nationwide document :



Key Competencies Framework (KCF)

The RVCC Process is structured in 3 phases:

R - Recognition of skills and competencies acquired throughout life;

V - Validation of these skills anchored in the *Key Competencies Framework*;

C - Certification of competencies and skills, matched to a particular level of the KCF.

Basis of the RVCC Process (Stage 1)



- **Life History** of each adult, organized in a **autobiographical narrative**

Development of RVCC Process (Stage 2):



- Personal and external matching of the life skills and competencies with the *Key Competencies Framework*.
- Building a Portfolio for reflective learning, that reveals and documents the personal life journey.

The Key Competencies Framework: brief characterization

- It is a flexible working document, which presents a diverse set of skills and competencies.
- It establishes the fundamental skills and competencies that an adult must demonstrate to acquire a certain level of education.
- It structures the path through the RVCC process.
- It is organized in a set of key competencies areas, specific to each level of education

Key Competencies Areas

Citizenship and Professionalism (CP):

- The world of work as a fundamental dimension of an adult's life. It's a source of various dimensions of the learning process and as a motivation for the development of further learning.
- Appeals to critical thinking and reflection in action, as practices of democratic citizenship.

Key Competencies Areas

Society, Technology, Science (STC):

- Integrates a view of three dimensions of adults' life. Summons knowledge often built separately, but that is put into action in a integrated way as a response to problems that involve social, technical and operational skills.

Key Competencies Areas

Culture, Language and Communication (CLC):

- Puts into perspective an integrated view of the individual: cultural context determines linguistic domains and communication skills, and these define and reinforce cultural identity.

Reflective Portfolio of Learning

- This document is the outcome of a participatory process that involves the adult and the RVC team.
- The adult is responsible for building it. It is him and his individual learning process that the Portfolio reflects.
- It should present the process and the learning outcomes. A life story as an action performed.
- Evidences of adults' significant experiences are gathered in the Portfolio to demonstrate their learning journey.

An example...

- João (brief profile) - 42 years old
 - Works at a multinational automotive company (for 15 years), at the final assembly line (engines)
 - Before, he was an aircraft's engine mechanic in a large airline company
 - During his spare time, he sculpts and organizes exhibitions (wood, stone, bonsai)
 - He organizes sculpture and bonsai growing workshops
 - He lived and worked in Germany and France
 - He's a self-taught passionate for Eastern culture
 - ...

He was a case of total success in the RVCC process.

Some figures:

Adults (%) enrolled in recognition and validation process by tipe of qualification, in 2010

Type of qualification	2010
Educational	96%
Profissional	3%
Double qualification	1%

Evolution of the nº of adults registered in the Centres, by level of education

Level of education	2000 - 2005	2006	2007	2008	2009	2010
Lower secondary	153719	77 246	133 424	138 382	142 862	128 281
Upper secondary	0	0	148 588	145 126	134 686	114 641
Total	153719	77 246	282 012	283 508	277 548	242 922

Evolution of the nº of adults certified in the Centres, by level of education

Level of education	2000-2005	2006	2007	2008	2009	2010
Lower secondary	44192	25079	54 815	59 758	73 554	62 145
Upper secondary	0	0	248	14 629	38 760	36 461
Total	44192	25079	55 063	74 387	112 314	98 606