Developing competences framework in adult learning in Portugal

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The Portuguese situation in adult education until 2000

• low levels of education and vocational qualifications of the adult population

• delays in the catching up process towards the European Union patterns in education and training

• diverse attempts for *solving the problem of adult's qualification* not well succeed

The paradigmatic change (2000-…)

• the role of Lisbon Strategy (*lifelong learning* as a key issue to be addressed by the national governments)

• the *competence's approach* (innovation in adult education and training systems)

• the *double certification* principle (simultaneously educational and vocational components are included in the adult's courses)

The pilot experience of RVCC in Portugal (2000-2005)

• conception by a team of experts of the first Competences Framework for the Basic Education

• creation of the first RVCC centres (RPL processes developed as pilot experience for the basic education: 1st, 2nd and 3rd grade of elementary education formally recognized through RPL)

The pilot experience of RVCC in Portugal (2000-2005)

- Key competences were defined in 4 areas:
    - literacy
    - numeracy
    - ICT
    - citizenship and employability

- 3 different levels of certification (B1, B2 and B3) according to the Portuguese educational system

The up-scalling of the intervention (2005-2011)

• Conception by a team of experts of the Competences Framework for the Upper-secondary Education

• The creation of a national network of *New Opportunities Centres* (RPL for basic and upper-secondary education levels, guidance and counselling for adult's education and training pathways, first pilots of vocational RPL processes)

• *Double certification* as a core principle and concept of the adult's education and training public policies

The key-competences framework for upper secondary adult's education

- 3 key-competences areas:
    - Science, technology and society
    - Culture, communication and Languages
    - Citizenship and Professionality

- Each Key-competences area presents the following elements:
    i) justification;
    ii) structure;
    iii) units of competences and evidence criteria;
    iv) key-Competences profiles

The key-competences framework for upper secondary adult's education

- 7 (or 8) Core Thematics for demonstrating competences:
  - Technical equipments and systems
  - Environment and Sustainability
  - Health
  - Management and Economics
  - ICT's (advanced using)
  - Urbanization and mobility
  - Fundamental knowledge

  (88 competences listed)

- 4 dimensions:
  - Individual
  - Institutional
  - Societal
  - Macro structural

RPL processes

Recognition phase

Validation phase

Certification phase

Challenges for the future

• Higher and wider public recognition of the RPL processes as part of the education and training systems

• Training of the trainers and evaluators as a key issue (the new role of teachers in the contemporary societies)

• *Tailored and customized* learning processes must be developed further

• Integration or articulation with the National Qualifications Frameworks or National Qualifications Systems (the *learning outcomes* approach)

Thank you for your attention!

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