



3rd PLA PRALINE

Promoting Adult Learning in Networks

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Lisboa, 15th march 2022



ETAP
ESCOLA PROFISSIONAL



Praline 





(...) Every tomorrow is created in a yesterday, through a today (...). We have to know what we were, to know what we will be.

Paulo Freire

Qualifica Centers

- ✓ We are part of a network of centers that contribute to increasing qualification levels through the RVCC process, combined with training activities.
- ✓ Qualifica Centers (CQ) are centers specialized in qualifying adults that aim to improve the qualification levels of the population and the employability of individuals. These centers have as fundamental premises the valuation of the learning acquired by adults throughout their lives and the effective possibility of increasing and developing skills through the realization of qualified training pathways.

MANAGEMENT SYSTEM QUALITY WARRANTY

-  COOPETAPE
COOPERATIVA DE
ENSINO, CRL
-  CERTIFICAÇÃO ISO
9001:2015
-  CERTIFICAÇÃO EQAVET
2020-2023



Qualifica Centers - At a Qualifying Center you can

- ✓ Access an information, guidance and referral service for adults (18 years and over) and NEET for: Processes - RVCC (academic and / or professional, NQF levels 1 to 4) - education and training paths with a view to obtaining a school and professional qualification.
- ✓ Carry out a process of recognition, validation and certification of skills (RVCC) acquired throughout life, through formal, informal and non-formal channels, in its school, professional or dual certification aspects, in training areas linked to different sectors.

Qualifica Centers - Target groups



Less qualified adults



Unemployed people



NEET (Not in Education,
Employment or Training)

The *Qualifica* programme (a political priority of the Government) - 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)

Steps of intervention

Welcoming

- Registration and clarification, considering the mission and the scope of intervention of the CQ.

Diagnosis

- Candidate profile analysis, in order to identify education and/or training responses adjusted to his/her situation (motivations, needs and expectations).

Information and guidance

- Forwarding the candidate for an offer (internal or external to the Group) of education and/or vocational training or for a process of “Recognition and Validation” and “Certification of Competences”.

Processes of Recognition, Validation and Certification of Competences (RVCC Process)

- RVCC processes (academic and/or professional, levels 1 to 4 of the NQF).

Assignments of Centers *Qualifica*

- ✓ The information, orientation and forwarding of candidates, in particular for vocational education and training, based on the different types of qualifications and adapting existing offerings to profiles, needs, motivations and expectations of candidates and the dynamics of the labour market;
- ✓ The recognition, validation and certification of competences developed by adults throughout life through formal, informal and non-formal school education, professional or double certification, based on references of the National Qualifications Catalogue;
- ✓ The development of information and dissemination actions targeting young people and adults, businesses and other employers about professional education and training offerings available and the relevance of lifelong learning;

Assignments of Centers *Qualifica*

- ✓ The promotion and participation in networks of place-based partnership that contribute, in the context of vocational education and training, to a more integrated and consistent intervention, identifying concrete needs of qualification and in the organization of useful answers to the population, in particular to facilitate the marking and identification of young people who are outside the system of education and training and promote their forwarding to appropriate qualifying responses;
- ✓ The monitoring of the candidates sent to qualifying offers;
- ✓ The support to the "Agência Nacional para a Qualificação e o Ensino Profissional, I. P. - ANQEP, I.P. (National Agency for qualification and vocational education) regarding their specific competence criteria definition network structuring and implementation of monitoring mechanisms of education and training offerings.

Strategic partnerships



Nonprofit Associations (Voluntary Firefighters, Cultural Recreational and Social Associations)



Companies from all sectors of activity



Institute of Employment and Professional Training, IEFP



Private Social Solidarity Institutions, IPSS



Town Hall and Parish Councils



Higher Institutes / Universities



Training Entities

Cooperation networks

- Participation in formal and informal networks with other agents / Qualifica Centers whenever possible with the presence and monitoring of ANQEP
 - ✓ Discussion of good practices
 - ✓ Sharing action strategies
 - ✓ Clarification of doubts



Geographical and methodological proximity



Establishment of cooperation networks in the perimeter where we are developing our actions



Guided and personalized monitoring of each candidate

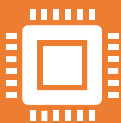


Operationalization of the action within a radius of 30 km from our facilities under protocols established with partner entities



Development of actions in locations closer to the candidates' area of residence

Digital Literacy and Foreign Language



Make available all physical, technological and human resources at the service of all candidates, namely portable computers and Wi-Fi network



Provide computer training to all candidates



Provide all interested candidates and / or those with training needs with sessions in the Foreign Language

Action Methodology



Flexibility and adaptation of schedules according to the needs and availability of candidates.



Individual and personalized accompaniment before, during and after the process.



Operation at the headquarters, as well as at partner entities' infrastructures.



Integration of classroom and non-classroom activities, namely with the use of new technologies, ensuring a quick and timely response.

Key to Success - The team

- ✓ Multidisciplinary
- ✓ Experienced in the different stages of the process
- ✓ Proactive in continuous improvement
- ✓ Involved and committed to their work and goals



Reasons for dropping out of school in the population

- ✓ Family constitution.
- ✓ Lack of financial resources.
- ✓ Little choice of training offer.
- ✓ Family impediment.
- ✓ Difficulty in combining professional work with school.
- ✓ Lack of motivation.

Erikson's Psychosocial Theory considers that:

Eight crises or dilemmas occur throughout life, and in adulthood these dilemmas are:

- ✓ Intimacy vs Isolation (18-40 years) – at this stage, the main objective/task is to form lasting and meaningful relationships with others.
- ✓ Generativity vs Stagnation (40-65 years) – the goal of adults in this period is to “make their mark on the world”, for example through investment in their profession, creativity and/or caring for others.

Strategies and methods to motivate adults

The team must always bear in mind that, for learning to be meaningful, the adult must have a positive and favorable attitude, that is, he must be motivated to add what he is learning to what he already knows.

It is in this way that existing cognitive structures are modified.

- ✓ In adult training there can be three types of trainees:
- ✓ those who are motivated
- ✓ those whose motivation is null and even the unmotivated (which is synonymous with being against training).



Reasons for adult participation

- ✓ Extrinsic (or professional) - tools to acquire or improve professional skills and/or to facilitate progression, (re)integration or career change, or even to avoid dismissal from a job.
- ✓ Intrinsic (or personal) - social reasons (meeting new people, contributing to the community, becoming a more active citizen...) or family reasons (for example, serving as a positive role model for children or being able to help them more with schoolwork).

Intrinsic motivation is considered better than extrinsic motivation as it is linked to deeper learning and, in general, better results.

Motivation

- ✓ Motivate is:
- ✓ create desire to...
- ✓ predispose to...
- ✓ draw attention to...



For those who are motivated, the trainer / technician has to find strategies to keep them motivated, for the others, he will have to find strategies that motivate them to learn.

How are adults motivated to learn?

- ✓ Call for participation – implies and makes trainees responsible for their own learning, while showing interest in knowing what they think or know about the subject;
- ✓ The language used must be appropriate for the recipients – if the level of education is low, the language must be simple and with some care in the use of acronyms, foreign words or very technical expressions; if, on the other hand, the level of schooling is high, the language must be technical;
- ✓ Use humor – as long as it is used moderately and properly contextualized, it facilitates the evocation of the subject being addressed.



How are adults motivated to learn?

- ✓ Initial motivation – showing interest in the reasons that led the trainees to attend that course, knowing what they hope to learn, knowing about their previous experiences...;
- ✓ Being motivated – no one can motivate if they are not motivated, this implies showing mastery of the subject (self-confidence and security);
- ✓ Being expressive – communication skills, being in tune between verbal and non-verbal expression (words and gestures), voice with inflection;
- ✓ Distribute the gaze among all the participants (exchange of glances) – the gaze must be neither persistent nor fleeting, it must look showing more interest in the person than in what he says;



RVCC - Recognition, validation and certification of competences

- The Process of Recognition, Validation and Certification of Competences (RVCC) is one of the modalities of the National Qualifications System (SNQ).
- This process is based on a set of methodological assumptions (skills balance, autobiographical approach) that allow the identification, recognition, validation and certification of skills previously acquired by adults throughout life, in formal, non-formal and informal contexts. The process consists of the application of a set of assessment instruments and the development of concrete activities with a view to building a portfolio (an instrument that explains and organizes the evidence and/or proof of the skills held by adults against a certain reference).
- The RVCC process is based on references integrated in the National Qualifications Catalog (Basic-Level Key Competence Benchmark, Secondary-Level Key Competence Benchmark and Professional Competence Benchmarks), and the school RVCC is organized by Areas of Key competences and the professional RVCC by Units of Competence.
- <https://catalogo.anqep.gov.pt/>

Admission criteria

- To access the Recognition, Validation and Certification Processes of school (basic level - B1, B2, or B3 and secondary level) or professional skills, candidates must be 18 years of age or older and have significant learning (professional, social, personal, among others) against the respective Benchmarks (Key Competence Benchmarks or Professional Competence Benchmarks).
- To access the RVCC processes, candidates under the age of 23, inclusive, must also present proof of professional experience of at least three years, through a declaration issued by the competent Social Security services.

Teaching approaches and methods

- The RVCC processes have a variable duration depending on the skills demonstrated by the candidates and the proposed qualification level. They can start at any time of the year and are not governed by the school calendar. The timetable is adjustable and flexible, being agreed between the adult and the Qualifica Center in order to make it easier for employed adults to go there.
- The information, guidance and referral of young people and adults are provided by an Guidance, Recognition and Competency Validation Technician (TORVC). The development of the Recognition and Validation process is ensured by a group of teachers/trainers, holders of qualifications for teaching in specific recruitment group(s), depending on the area(s) of key competences that are part of the Reference of key competences for the respective education and training of adults, and the TORVC accompanies the adult in the process.
- The candidate whose profile of knowledge and skills, professional and social experiences and personal characteristics is consistent with the development of a RVCC process is asked to build a reflective and documentary Portfolio, based on formal, non-formal and informal learning acquired during the life.

Adult assessment and progression

- ✓ The RVCC process is developed in two stages: recognition and validation and also certification of competences, and the adult can carry out a school RVCC process, or a professional RVCC process, or even double certification.



Adult assessment and progression

In the recognition and validation stage:

- ✓ the adult's skills are identified, valued and recognized, using the skills balance methodology and the adult's life history, as well as the mobilization of a set of activities and tools for specific assessment.
- ✓ in the case of the professional RVCC there are 4 hetero-assessment instruments:
 - ✓ the Portfolio Analysis Sheet,
 - ✓ the Technical Interview Guide,
 - ✓ the Workplace Performance Observation Grid and the assessment grid of practical exercises (exercises to be developed in the context of simulated practice).

Recognition sessions (individual and group) are promoted, which are guided either by the CRVO technicians or by the different trainers/trainers



Adult assessment and progression

Candidates must attend a minimum of 50 hours of complementary training (internal or external), namely in the development of the process of recognition, validation and certification of school and/or professional skills provided by the trainers/teachers of the Qualifica Center or other training entities

Adult assessment and progression

The validation of competences comprises the results of the hetero-assessment carried out by trainers/teachers from the different Key Competency Areas within the scope of the school RVCC processes and in the different professional opportunities within the professional RVCC, resulting in a validation session minutes.

Adult assessment and progression

Hetero-assessment is scored by Competency Units, either in the school RVCC processes, or in the professional RVCC processes or by Competence Unit, in the case of a professional RVCC process, on a scale from 1 to 5.

In the case of the basic level school RVCC process, the adult obtains recognition and validation in the Competence Units whose scores are situated at levels 3, 4 and 5 according to the Validation Grid scale. However, for the CUs of an ACC, validated within the scope of the Validation Session, to advance to the competence certification stage, it is necessary that at least one of the four mandatory CUs that make up each ACC is scored at level 5 of the scale. .

In the secondary school RVCC, recognition and validation is obtained in the Reference Domains whose scores are situated at levels 3, 4 and 5 according to the Validation Grid scale. However, in order for the Generating Nucleus of a Key Competency Area (ACC) to advance to the competence certification stage, it is necessary that at least one of the four Reference Domains is scored at level 5 of the aforementioned Grid of Validation of at least one more validated Reference Domain with a score equal to or greater than 3.

In the RVCC professional obtains recognition and validation in the Units of Competence whose scores are situated at levels 3, 4 and 5, according to the Validation Grid scale.

Certification

The certification of competences implies that the adult is subject to a test, evaluated by a jury, based on the candidate's performance in that test combined with the analysis of the Portfolio and the assessment instruments applied during the stage of recognition and validation of competences .

Regarding the certification of school competences, the demonstration of competences consists in the presentation to a certification jury of an exhibition that can take the form of an oral presentation, or a practical presentation of competences subordinated to an integrating theme worked within the scope of the Portfolio, which shows knowledge and skills of ACC in evaluation. In this context, the certification test requires a close connection to the work developed by the candidate and to the information contained in the assessment instruments used during the process.

Certification

With regard to the certification of professional competences (RVCC professional), the demonstration of competences consists of carrying out a test, preferably of a practical nature, which should be oriented towards the disclosure of a wide range of competences considered essential in the exercise of the profession/activity corresponding to the professional exit in question. In this way, preference is given to essentially practical tests, which may be combined with an oral or written component depending on the skills to be evaluated, where the candidate is intended to be evaluated from a technical point of view regarding the performance of tasks/activities, as well as well as the mobilization of the respective theoretical knowledge and social and relational knowledge, in the light of the RVCC Professional under evaluation.

The certification jury

The jury and the element that presides over it are appointed by the promoter of the Qualifica Centre. In order to carry out a school certification session, the presence of all its elements with the right to vote is necessary, that is, a technician for guidance, recognition and validation of competences, a trainer/teacher from each of the Key Competency Areas .In the case of professional certification, it is also necessary the presence of all its elements with the right to vote, that is, two trainers with adequate technical qualification in the area of education and training of the target reference, with at least five years of professional experience, a trainer who accompanied the candidate's process, a representative of business associations or employers' organizations, and a representative of trade union associations in the economic activity sectors in that area, when it comes to professional certification.

The certification

Certification is confirmed by issuing a certificate of qualifications and a diploma to be issued by the promoting entity of the Qualifica Centre, through the Integrated Management System for Educational and Training Offers (SIGO), in accordance with the models defined in the legislation in force. .

In the case of regulated professions and whenever the exercise of a profession depends on the fulfillment of specific requirements, the development of RVCC processes depends on the articulation with the respective responsible authority and the fulfillment of the specific requirements defined in the framework of the applicable regulations.

Completion of a school RVCC process

The completion of a process of Recognition, Validation and Certification of School Competencies (with the validation of all competencies corresponding to a qualification level) grants a basic level certification (certificate of qualifications corresponding to the 1st, 2nd or 3rd .º cycle and diploma, in case of completing the 3rd cycle of basic education – levels 1 and 2 of qualification of the QNQ) or of secondary level (qualification certificate corresponding to level 3 of the QNQ).

Completion RVCCC Professional

- if the candidate is able to certify all the Units of Competence considered necessary to obtain a level 4 qualification (associated with dual certification), he is issued not only a Certificate of Qualifications with the registration of all Units of Competence certificates, but still a Diploma (fulfillment of these two requirements, school level certification and professional level certification, can result from the school and professional RVCC process or from the conclusion of the professional's valence when the candidate already has the corresponding school qualification) ;
- if the candidate is able to certify all the Units of Competence considered necessary for professional certification, but does not have the corresponding level of education, only a Certificate of Qualifications (which identifies the Units of Competence certified) is issued.

Partial completion / partial certification

- If the process of Recognition, Validation and Certification of School or Professional Skills does not lead to the issuance of a diploma (because all the skills corresponding to a qualification level have not been validated), a certificate of qualifications is always issued, with the identification of the Units of Competence certificates and a Personal Qualification Plan is issued according to the professional competences in deficit, through which, within the scope of a school certification, the candidate is directed to a path that allows him to acquire the missing competences.
- It should be noted that the qualifications certificates and diplomas issued by Qualifica Centers without the competence to approve certificates must be approved by the entities with this competence.