From the European Qualifications Framework to the National Qualifications Frameworks: The Portuguese Approach for the Recognition, Validation and Certification of Competences

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The EQF

Launched by the European Commission
September 2006

Deadline for implementation on the national level extended until 2015

Voluntary process
Some remarks about the EQF:

„ A translation Device based on Learning Outcomes“

Why do we need it?

› To promote geographical and labour market mobility

› To promote Lifelong Learning

› To foster cooperation between the stakeholders within the education sector & between the education sector and the world of work

› To foster reform sin the education systems
Remarks (II)

- How does it work?

- „Framework of Frameworks“
  - Neutral reference point for national qualifications
  - Not to harmonize systems, but to make them comparable

- Based on a set of outcome descriptors
  - Simple and generic
  - Approximation of descriptors to make qualifications comparable
Each of the 8 levels is defined by a set of descriptors indicating the learning outcomes relevant to qualifications at that level in any system of qualifications.

<table>
<thead>
<tr>
<th>LEVEL 1</th>
<th>KNOWLEDGE</th>
<th>SKILLS</th>
<th>COMPETENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>The learning outcomes relevant to <strong>Level 1</strong> are</td>
<td>basic general knowledge</td>
<td>basic skills required to carry out simple tasks</td>
<td>work or study under direct supervision in a structured context</td>
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<td><strong>LEVEL 2</strong></td>
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<td>The learning outcomes relevant to <strong>Level 2</strong> are</td>
<td>basic factual knowledge of a field of work or study</td>
<td>basic cognitive and practical skills required to use relevant information in order to carry out tasks and to solve routine problems using simple rules and tools</td>
<td>work or study under supervision with some autonomy</td>
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<td><strong>LEVEL 3</strong></td>
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<tr>
<td>The learning outcomes relevant to <strong>Level 3</strong> are</td>
<td>knowledge of facts, principles, processes and general concepts, in a field of work or study</td>
<td>a range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information</td>
<td>take responsibility for completion of tasks in work or study; adapt own behaviour to circumstances in solving problems</td>
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<td><strong>LEVEL 4</strong></td>
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<tr>
<td>The learning outcomes relevant to <strong>Level 4</strong> are</td>
<td>factual and theoretical knowledge in broad contexts within a field of work or study</td>
<td>a range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study</td>
<td>exercise self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change; supervise the routine work of others, taking some responsibility for the evaluation and improvement of work or study activities</td>
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<tr>
<td>LEVEL 5*</td>
<td>The learning outcomes relevant to <strong>Level 5</strong> are</td>
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<tr>
<td></td>
<td>☐ comprehensive, specialised, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge</td>
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<td></td>
<td>☐ a comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems</td>
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<tr>
<td></td>
<td>☐ exercise management and supervision in contexts of work or study activities where there is unpredictable change</td>
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<tr>
<td></td>
<td>☐ review and develop performance of self and others</td>
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<tr>
<th>LEVEL 6**</th>
<th>The learning outcomes relevant to <strong>Level 6</strong> are</th>
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<tbody>
<tr>
<td></td>
<td>☐ advanced knowledge of a field of work or study, involving a critical understanding of theories and principles</td>
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<tr>
<td></td>
<td>☐ advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work or study</td>
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<tr>
<td></td>
<td>☐ manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts</td>
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<td></td>
<td>☐ take responsibility for managing professional development of individuals and groups</td>
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<tr>
<th>LEVEL 7***</th>
<th>The learning outcomes relevant to <strong>Level 7</strong> are</th>
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<tbody>
<tr>
<td></td>
<td>☐ highly specialised knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original thinking and/or research</td>
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<td></td>
<td>☐ critical awareness of knowledge issues in a field and at the interface between different fields</td>
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<tr>
<td></td>
<td>☐ specialised problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields</td>
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<tr>
<td></td>
<td>☐ manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches</td>
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<td></td>
<td>☐ take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams</td>
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<tr>
<th>LEVEL 8****</th>
<th>The learning outcomes relevant to <strong>Level 8</strong> are</th>
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<tr>
<td></td>
<td>☐ knowledge at the most advanced frontier of a field of work or study and at the interface between fields</td>
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<tr>
<td></td>
<td>☐ the most advanced and specialised skills and techniques, including synthesis and evaluation, required to solve critical problems in research and/or innovation and to extend and redefine existing knowledge or professional practice</td>
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<tr>
<td></td>
<td>☐ demonstrate substantial authority, innovation, autonomy, scholarly and professional integrity and sustained commitment to the development of new ideas or processes at the forefront of work or study contexts including research</td>
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From the EQF to the Portuguese NQS
The NQS – The portuguese case

To recover ASAP from an heavy delay…

• More than 485 thousand youngsters with ages between 18 & 24 are working without secondary education (more than 260 thousand have not concluded compulsory school);

• 3,5 million active adults have less than secondary educations;

• 2,5 million active adults do not have the compulsory school level – together about 60% of active population

• Only 20% had secondary education - average OECD countries is 70%;
The NQS – The portuguese case

**Three main strategies:**

- To improve the access to education by meeting all those who need new learning opportunities and recognition of competences;

- To develop a system where all non formal education strategies or formal training courses have a value and contribute to education progression;

- To increase the relevance of adult education for economy modernization – or we risked to loose funding – developing the capacity for producing qualification and critical competences for competitiveness but also - or in first place – for personal and social development;
The NQS – The portuguese case

The NQS

• Was discussed and adopts the principles agreed with social partners;

• Integrates the New Opportunities Initiative’s aims and creates the New Opportunities Centers

• Reformulates VET and CVET, by compiling everything in one system;

• Guarantees articulation with funding (mainly ESF)
Quality

NQS

Structures

TOOLS

NQF Coordination

National Agency for Qualification - ANQEP
The Portuguese NQS—AIMs

• Secondary Education as minimum pathway of education;

• To improve flexibility in CVET for adult population and validate & certify acquired competences;

• To structure VET & CVET, correctly adapted to the market job needs – New skills for new jobs – based on emerging needs from companies and social sector;

• To promote coherence, transparency and matching qualifications, at a national and international/european level;
The NQS tools:

• The National Catalogue for Qualifications (CNQ)

• The Individual Passport for Competences

• The NQF
The National Catalogue for Qualifications:

It’s a dynamic tool for strategical management of qualifications (excluding higher education) that aims to promote:

• The access to qualification, mainly for adults with low level of qualification;

• It improves the flexibility of the standards, once it offers training modules of 25h or 50h, independently certified and which can contribute to one or more qualification;

• It offers the possibility of Recognition, Validation and Certification of competences developed in different contexts;
The National Catalogue for Qualifications

Available on...

www.catalogo.anq.gov.pt
The National Catalogue for Qualifications

It defines for each qualification...

Professional Profile

- Mission
- Activities
- Competences
  - Knowledges
  - Soft skills

Standards for VET
or CVET

- Profile after the course
- Standards Organisation:
  - Schoolar training
  - Technological training
- Workplacement
- Development of training modules
- Pedagogical resources suggestions

Standards for RPL

- Competence Units
- Evidence Criteria

Nowadays, it includes...

274 qualifications… in 39 Educational areas
The CNQ standards…

Are exclusively used in Adult Education and Training

Training courses

Recognition of Prior Learning/ Recognition, Validation and Certification of competences

Certification:
- Qualification Certificate
- Diploma

- It is thought as qualifications based on Competences, which guarantees articulation with the EQF and with the ECVET – European Credit System for VET – learning outcomes are centralised and lifelong learning promotion and value is guaranteed;
The Portuguese NQF Tools:

- The National Qualification’s Catalogue - CNQ
- The Individual Passport of Competences
- The EQF
The Individual Passport of Competences

It allows the registration of...

• All competences and training modules/ courses acquired by the adult during his life and which are identified in the CNQ;

• Other non formal learning activities which are not previewed in the CNQ;

Some advantages...

• It allows to each adult to communicate effectively his lifelong learning activities and competences acquired and validated;

• It allows to the employers to better understand the match between their demand and the candidate supply;

• It allows to the owner to better organize his lifelong learning pathway, identifying strengths and weaknesses;
New Opportunities Centers (CNO): Mission, Constitution and Reference patterns

Recognition, Validation & Certification of Competences
New Opportunities Centers – CNO – Recognition, Validation and Certification of Formal, non Formal and Informal Competences

Management...

• Managed by ANQEP – National Agency for Qualification;

ANQEP authorises the creation & implementation of the centers, by considering the needs of the population at a local or regional level;

• ANQEP monitors and evaluates the New Opportunities Centers – CNO – functioning;

• Defines the ESF allocation of costs;
For whom?

• All adults with 18 years old or more;

• Without qualification or with low, insufficient or mismatched qualifications for his personal or professional needs;

• Who have not completed levels, 1, 2, 3 or 4 of qualification;
What do they do?

- Tutoring and guidance for CVET routes;

- Recognition, Validation and Certification of Competences acquired in all contexts of life:
  - For obtaining a different / superior level of qualification;
  - To allow the adult to understand whereas in what concerns qualification levels he is positioned;
Which institutions can be a New Opportunities Center?

- Public or private institutions, such as:
  - Schools;
  - Training Providers;
  - Municipalities;
  - Local Development Associations;
  - Companies;
- What makes the difference?

- its influence area;
- its domain of intervention;
- target publics;
New Opportunities Centers – CNO –
Recognition, Validation and Certification of Formal, non-
Formal and Informal Competences

The Team…
• Director (1);
• Coordinator (1);
• Guidance staff (1);
• Tutors (5);
• Assessors (at least 5);
• Administrative staff (2)
The Quality Commitment contains:

- The Mission and principles;

- The phases/ steps for intervention;

- The quality reference patterns
New Opportunities Centers – CNO – Recognition, Validation and Certification of Formal, non Formal and Informal Competences

**The Mission:**

- To give a flexible and individualized answer to all adult citizens;

- To promote the motivation for looking for new formal or non formal learning activities;

- To ensure the quality and relevance of the investments made by each adult in his own lifelong learning route, by giving social value to the acquired competences;
New Opportunities Centers – CNO – Recognition, Validation and Certification of Formal, non Formal and Informal Competences

**Principles:**

- Flexibility…
- Confidentiality…
- Quality and Efficiency…
- Responsibility and Autonomy…
New Opportunities Centers – CNO – Recognition, Validation and Certification of Formal, non Formal and Informal Competences

Steps/ phases for intervention…

• Registration
• Diagnosys
• Guidance (for the center (RVCC) or for a training route)
• Recognition of competences
• Validation of competences
• Certification of competences
CNO – Step by step...

A. Registration
B. Diagnosys
C. Guidance

D. RVCC Process

Other CVET
Partial Certification

Certification by the VET Provider
Total Certification (by the jury in the CNO)

E. Personal Development Plan
The Methodology...

“... my life was full of images without any link. Now i’m building the puzzle...”

It is a system that feeds itself from Life!!!
The Methodology...

- The harmony and complementarity between the “Bilan des compétences” & Biography;

- The Bilan des compétences works like a GPS that helps us to find our life experiences in our memories. It gives us a code for reading and interpreting those life experiences;

- The Biography works like the instructions book for solving “the puzzle” of life experiences;
New Opportunities Centers – CNO - Recognition, Validation and Certification of Formal, non Formal and Informal Competences

The Network evolution:
New Opportunities Centers – CNO -
Recognition, Validation and Certification of Formal, non Formal and Informal Competences

The network, considering the type of promoter…
Looking into Europe..

- Lifelong Learning Programme as support to develop new methods and share practices around Europe:
  - Exs. Grundtvig, Leonardo da Vinci sectoral programmes

- AMaP – Age Management in Practice
The Age Management in Practice (AMaP) project is a collaborative partnership involving organisations from:

- Germany;
- Greece;
- Poland;
- Portugal;
- Sweden;
- UK (coordinator)

AMaP aims to address the challenge around access to, and participation in, Continuing Vocational Education and Training (CVET) among older workers aged 50+, and to increase awareness of the European Qualification Framework (EQF).

The project also considers the challenge of an ageing workforce through the lens of employers, seeking current views and attitudes towards older workers and promotes the implementation of age management practices.
AMaP’s aims and objectives:

Improve access to CVET for older workers by identifying challenges and supporting participation in lifelong learning

Develop a learner engagement model for older workers aged 50+

Outcomes:

a) AMaP Learning Model
AMaP’s aims and objectives:

To raise awareness and give visibility to EQF in European Countries

Develop a mapping system that allows each adult to focus on their position and redefine lifelong learning plans
AMaP’s aims and objectives:

- Investigate and positively influence attitudes of employers towards older workers
- Conduct an employer’s survey to measure awareness of the ageing workforce and attitudes towards older workers
- Organise seminars for employers on age management and create a DVD of employer views

www.a-map.eu
Thank You!
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