

Building and Public Works Portuguese Federation (FEPICOP)

Portuguese National Qualification System

Portuguese National Qualification System Presentation

- 1 Historical Evolution**
- 2 Strategic Wagers surpassing delays**
- 3 Progress Accomplished**
- 4 National Qualification System**
- 5 Civil Construction Certification**

1

National Qualification System (SNCP) Historical Evolution

1991 - signed the **Political and Vocational Training Agreement** between the Government and Social Partners in which is reinforced the essential role of Vocational Training Quality Promotion and Competences Certification

1992 - SNCP was created, by the publication of DL n.º 95/92, from 23 of May, lately regulated by Decree 68/94 26 of November

2002 – underlined the importance of RVC Competences and Qualifications in sequence of the **European Social Partners approval of Actions Framework for Competences and Learning Throughout Life**

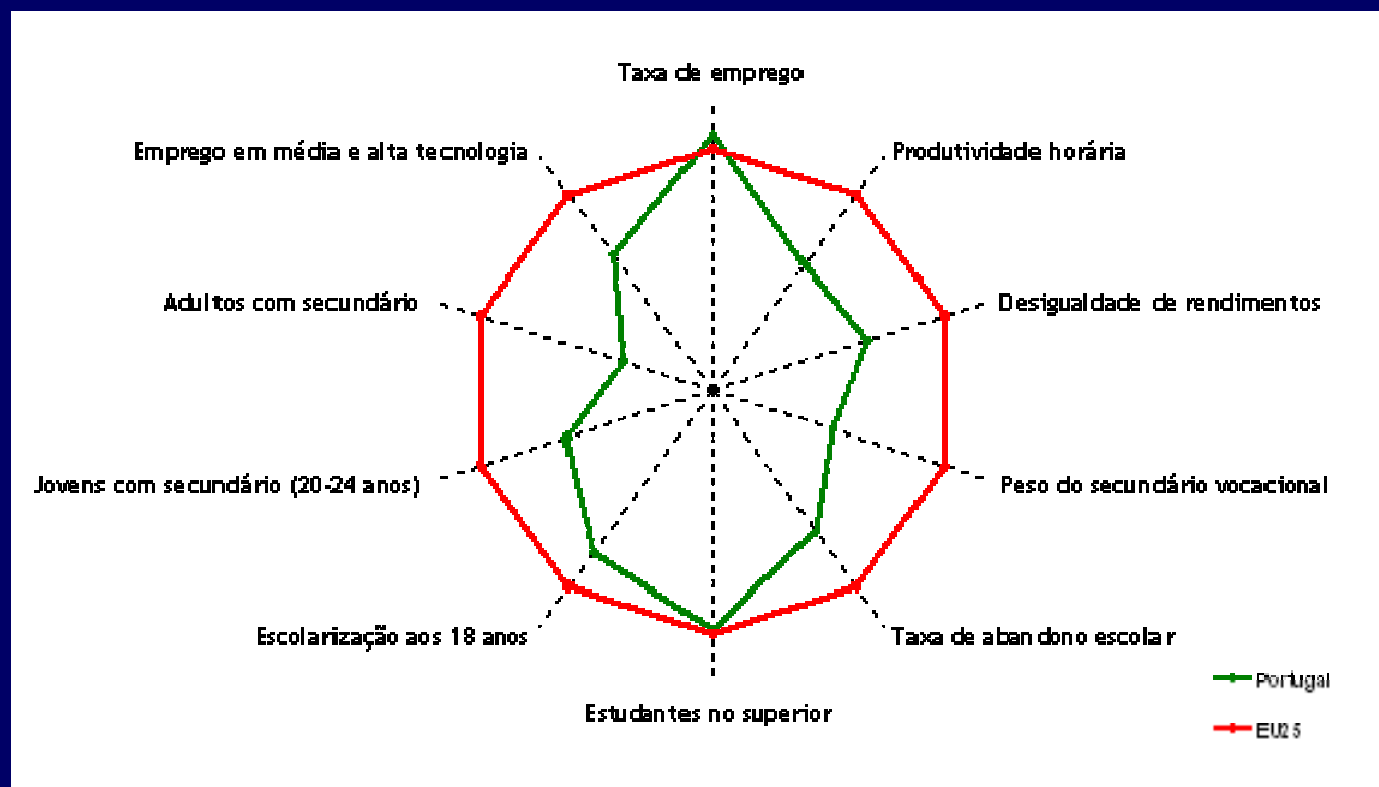
2005 – The **National Plan for Employment 2005-2008** reinforces, as priority, the promotion of the necessary conditions for **Qualifications Transparency** and the **Recognition, Validation and Competences Certification** acquired in a **non formal** and **informal way**.

2006 - Agreement between the Employers and Unions Confederations to apply the **Recognition, Validation and Competences Certification System** in the **Enterprises** creating the pass ways between the professional and scholar life

2007 - Portuguese National Qualification System Reform

2

Strategic Wagers surpassing delays



2

Strategic Wagers surpassing delays

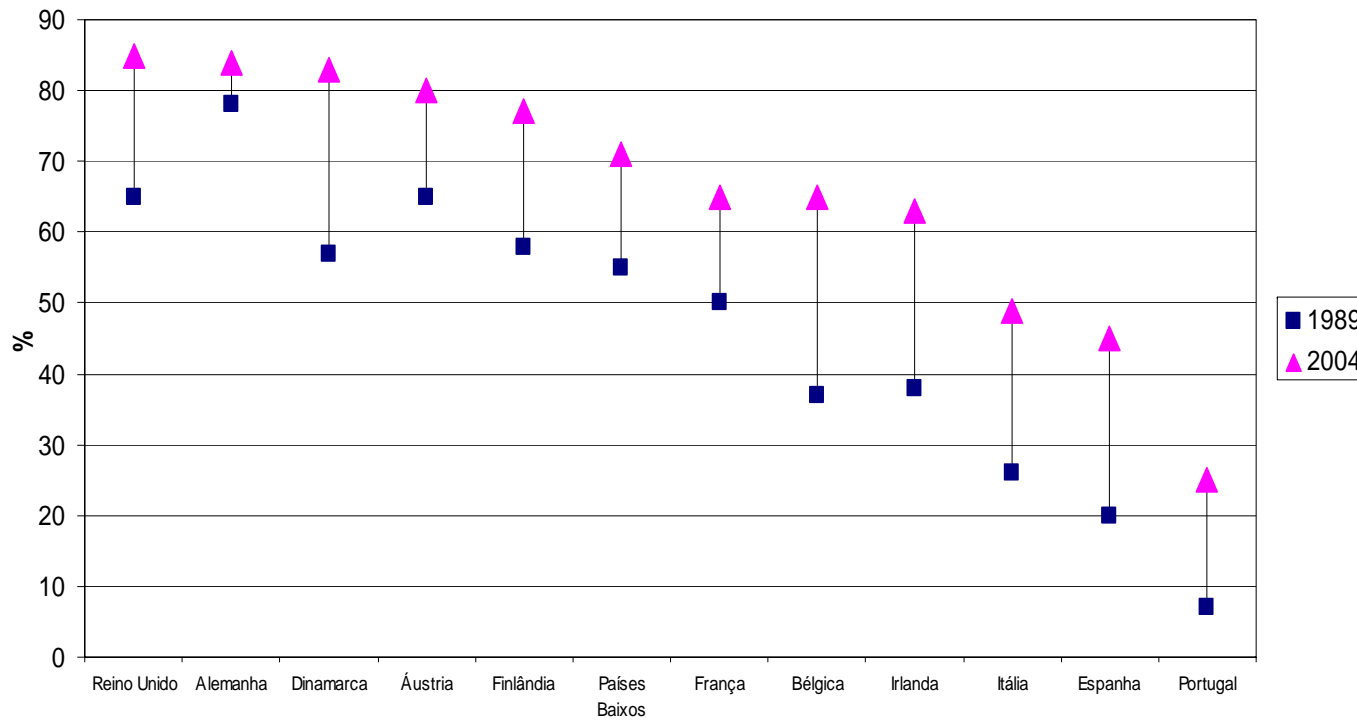
- Qualification of the active population

	ACTIVE	POPULATION	
			Objective
Developed Countries	≥ 12 th Grade	70%	
Portugal			
2,6 Millions	< 9 th Grade	52%	12th Grade
3,5 Millions	< 12 th Grade	70%	12th Grade

- A heavy inheritance that displaces Portugal when compared with the developed countries
- Two divisions (inter- and intra- generational)

2

Adult Population (25-64 years) with secondary school or more



- 48.4% of Youth 20 – 24 years old has a secondary level education (UE 25 77%)
- 25% of Youth between 18 and 24 years old dropped out of school without completing basic education
- Vocational Training Courses are only 28.3% of Supply
- Rudimentary evolution in the qualification levels of active population

3

Progress Accomplished

Gross completion rate for secondary education per type

	General Programmes	Pre-vocational and vocational programmes
Germany	36	62
Spain	45	25
Ireland	66	34
Holland	34	66
Portugal	40	14
Czech Republic	18	69
OECD Average	47	44
EU19 Average	42	50

Source: OECD, Education at a Glance, 2006; gross completion rate, which enables figures above 100 in total;

3

Progress Accomplished

LEARNING THROUGHOUT LIFE

Table 1: Participation rate in any kind of learning by age and sex

	25 - 34			35 - 44			45 - 54			55 - 64			total		
	female	male	TOTAL	female	male	TOTAL	female	male	TOTAL	female	male	TOTAL	female	male	TOTAL
EU25	50	51	50	45	45	45	40	41	40	28	31	30	41	43	42
BE	50	51	51	43	47	45	38	44	41	24	30	27	40	44	42
CZ	31	36	34	33	32	32	28	28	28	17	22	20	27	30	29
DK	83	81	82	85	82	83	80	80	80	72	72	72	80	79	80
DE	48	52	50	44	46	45	40	42	41	30	33	32	41	43	42
EE	41	42	41	40	31	36	33	26	30	15	17	16	33	30	31
EL	28	27	27	18	20	19	11	15	13	5	10	7	16	19	17
ES	35	32	33	26	26	26	19	20	20	14	14	14	25	24	25
FR	59	63	61	51	59	55	47	55	51	28	36	32	47	55	51
IT	57	58	57	50	53	52	43	50	47	32	39	35	46	51	49
IE	55	47	51	56	47	52	52	42	47	47	38	42	53	44	49
CY	50	54	52	39	44	41	30	36	33	15	24	19	35	40	38
LV	63	49	56	52	45	49	46	38	42	37	34	36	50	42	46
LT	38	30	34	39	24	32	28	23	25	18	14	16	32	24	28
LU	87	86	86	83	85	84	78	80	79	76	75	75	81	82	82
HU	21	18	20	15	11	13	9	8	8	4	5	4	12	11	12
MT	83	80	82	29	28	29	73	74	74	16	20	18	53	54	53
NL	48	53	51	40	47	44	39	40	39	27	33	30	39	44	42
AT	91	88	90	89	87	88	88	86	87	94	91	93	90	88	89
PL	42	39	41	35	31	33	27	25	26	15	18	16	31	29	30
PT	56	53	54	46	46	46	38	40	39	30	36	33	44	45	44
SI	88	85	86	85	81	83	81	80	80	79	78	78	83	81	82
FI	87	82	85	87	78	82	81	72	76	69	62	66	81	74	77
SE	75	78	77	76	72	74	75	67	71	64	60	62	73	69	71
SK	62	63	62	62	62	62	60	61	61	46	52	49	59	61	60
UK(*)	45	44	44	44	41	42	41	36	39	21	24	23	38	37	38

(*)Informal training is not included in UK

Source: Eurostat LFS, Ad Hoc module on Lifelong Learning 2003

Target population: 25-64 years old

3

Progress Accomplished

LEARNING THROUGHTOUT LIFE

- Amongst the available assessment elements, stands out the contribution towards a culture of training which, however...:

Is characterised by the “prevalence of the individual decision to seek training (80%) and its scarce articulation within the work context”

“This is a dynamics that ends up keeping away those which most need training: the less schooled and naturally more represented in the older age brackets.”

3

Progress Accomplished - the Systems

LEARNING THROUGHTOUT LIFE

- The structuring of an **Adult Educational and Training System** which:
 - Articulates education and training policies
 - Promotes the professionalizing content of the adult qualification strategies
 - Promotes the principle of individualisation of the answers
 - Operationalizes the concept of recognising competences

4

The SNQ Agenda

With the Goal of:

- Carrying out the **New Opportunities Initiative**
- Wider the access, working so that **all the Vocational Training Courses** assures **educational and professional progression** and increases its relevance to **enterprises modernisation**.

A reform agenda centred on 5 crucial lines:

- To structure a relevant and certified supply;
- To reform institutions and regulate the Vocational Training;
- To define priorities and appropriate financial models;
- To promote Vocational Training quality;
- To facilitate the access and promote the demand for Vocational Training.

Geared towards a perspective of integration

4

The SNQ Agenda

The SNQ goals

- To promote the **generalisation of secondary school**
- To guarantee that Vocational Training Courses for youth confer the **double certification** and increase the base qualifications of the active population
- To promote a **diversified Vocational Training Supply**
- To boost and consolidate the **Recognition of Qualifications**
- To promote coherence, **transparency**, and **comparability** of qualifications (domestic and international)

4

The SNQ Agenda

SNQ Instruments

- National Catalogue of Qualifications (CNQ)
- Device for the Recognition, Validation, and Certification of Competences (RVCC)
- Individual Certificate of Competences and Training (book)

4

The SNQ Agenda

National Catalogue of Qualifications (CNQ)

What is it?

- Strategic management instrument of the Country Qualifications that integrates:
 - Competences Referentials
 - Vocational Training Referentials
 - The essential elements for assessment of competences acquired through experience

4

The SNQ Agenda

National Catalogue of Qualifications (CNQ) Goals

- To develop a flexible, legible, and internationally comparable qualifications table (relationship with QEQ, ECVET,...)
- To promote flexibility in order to obtain qualifications and build an individual path to life-long learning (ALV)
- To recognise the qualifications independent of their access ways
- To promote the quality of the Educational and Vocational Training System
- To improve the efficiency of the Public Financing of Training
- To promote the production of qualifications and competences crucial for competitiveness and modernization of the economy

4

The SNQ Agenda

Qualification Referentials

- **Unique** for the Education and Vocational Training System
- Based on **competences**
- Organised in a **modular** logic
- Confers **dual certification** (school and vocational)
- Developed and updated in **articulation** with the **Sectorial Councils for Qualifications**

4

The SNQ Agenda

CNQ in 2007...

151 qualifications, of which 62% (93) are level 2 and 38% (58) are level 3

- Covers 33 training areas that is nearly 67% of the areas which structure the current supply
- Represents 178 vocational training outlets
- Organised in Short-term Training Units (UFCD)/Modules of 25h and 50h

Source: Final synthesis map for CNQ (April 2007)

4

The SNQ Agenda

RVCC Device

- Appropriateness of the Vocational Training Supply to the Enterprises and Workers needs (demand)
- Valuation of learning through experience
- Structuring of flexible and coherent training routes

Which places important challenges for the System: integration, coverage, quality, and response capacity, particularly in the guidance towards Vocational Training

4

The SNQ Agenda

Individual Certification of Competences and Training Book
contains:

- All the competences that the Individual acquires or develops throughout his life, namely those which are object of one RVCC Process
- All Training Courses successfully completed

4

The SNQ Agenda

Reform institutions and regulate Training

Restructuring the Certification System

A critical balance:

- Dispersion of competences
- Slow
- Connection to the labour market regulation
- Not articulated with RVCC

With a fragile impact on the organisation of the training supplying

That justifies the separation between Training Certification and Recognition of Acquired Qualifications and the Regulation to the Professions Access.

4

The SNQ Agenda

SNQ intervening parties

- National Agency for Qualification
- Sectorial Councils for Qualification
- National Council for Vocational Training
- Other services with competences within the domains of conception and execution of Educational and Vocational Training policies

4

The SNQ Agenda

National Agency for Qualification

- Preparation and updating the **Competences and Vocational Training Referentials** proposals
- Structuring of the Supply of Education and Vocational Training for **dual certification**, through a Integrated System of Supply Management
- Coordination and management of the **New Opportunities Centres (CNO)** network

Sectorial Councils for Qualification

- Identification and anticipation of competence needs
- Preparation of proposals for inclusion/exclusion of Referentials in the National Qualifications Catalogue (CNQ)

4

The SNQ Agenda

National Council for Vocational Training

- Approval of the Competences and Vocational Training referentials
- Approval of the strategic orientations for Vocational Training development
- Issuance of opinions on proposals for diplomas in matters of Vocational Training and Certification

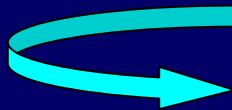
5

NATIONAL SKILLS CERTIFICATION SYSTEM CIVIL CONSTRUCTION

How to accede to the Skills Certification ?

- **Vocational Training**
 - Vocational Training Certificate
- **Equivalence / Recognition of Professional Titles**
 - Training Certificate or Work Certificate undertaken in another country, namely a European Union Member State
- **Professional Experience**
 - Validation of the skills acquired by work experience

And it is obligatory to have the school qualifications required:



- **Level 3 – 12th year**
- **Level 2 – 9th year**

NATIONAL SKILLS CERTIFICATION SYSTEM

What it is the Vocational Aptitude Certificate?

- The **Vocational Aptitude Certificate (CAP)** is a document that proofs that an individual has the necessary vocational skills to pursue a specific profession with quality.

- The **IEFP** is the **Certifying Entity** responsible for the certification of the vocational aptitude of individuals from the Civil Construction Sector according with the **Certification Guide** (the certification operation was delegated in **CENFIC** and **CICCOPN**).

NATIONAL SKILLS CERTIFICATION SYSTEM

What it is the Vocational Training Course Approval Certificate?

- The Vocational Training Course Approval Certificate is a document that proves that a vocational training course developed by a training entity has the technical and pedagogical conditions that guarantees the vocational training quality.
- The IEFP as **Certifying Entity** is responsible for the approval of the Vocational Training Courses for the Civil Construction Sector according with the **Certification Guide** (the certification operation was delegated in **CENFIC and CICCOPN**).

RECOGNITION AND CERTIFICATION

5

