



## CASE STUDY SUMMARY: PORTUGAL

Number	SUMMARY	SECTOR
CS1	<p><b>CS1 presentation of AE centre EDISME:</b> The CS is about the work of ESDIME’s New Opportunities Centre, a 3<sup>rd</sup> sector institution.</p> <p>It explains in detail the origins, remit and functions of the Opportunity centre - voluntary work, support to new enterprise development and regeneration, adult education and training, youth activities - where it’s possible for adults over 18 to obtain an academic certificate/diploma of basic and secondary levels, through recognition of competences acquired throughout life. Its activities are based on partnership, local resources, and local project development.</p> <p>The CS reports that the work carried out in Recognition, Validation and Certification of Competences has given rise to a new professional activity – the RVC professionals, who are adult educators, usually educated to HE and post graduate level, often with substantial experience in AE and training, having worked in local development projects. The CS goes on to present the methodology used by the RVC professionals: an exploration with adults in groups or individually of their life paths, in order to gather data that enable the professionals to ascertain to what extent competences have been acquired, to provide motivation and involve adults in the process of self-reflection, dialogue and interpersonal interactions.</p> <p>It highlights the role of these professionals in designing “mediation forms”, essential tools to guarantee the process effectiveness, and their role with and within the validation jury. The CS also highlights what it calls a ‘tension’, for the professionals, between two seemingly opposite models of validation: the humanist assessment, or developmental model of adult education (favouring a formative mode of assessment) and an “instrumental assessment” perspective, which links the validation to the labour market needs and requires efficiency from the Centres in terms of results and numbers of adults going through the process.</p>	AE/ 3 <sup>rd</sup> sector

CS2	<p><b>CS2 EDISME Ana’s case:</b> This CS follows on from the first CS “ESDIME-RPL- advisers”, by describing an individual, Ana, going through the process of validation, who had various job experience in low paid sectors at home and abroad, but working at the time of the validation in a Bank where she performed cleaning but also filing tasks and even occasionally dealing with the public, which she liked. The CS explains the process Ana goes through, from her first interview to a complete validation, which would give her the level of a completed secondary education. It is clear from the CS the process was understood by Ana as a strategy to finalise a study cycle, and to improve her chances for better job, as well as catching up on her missing education.</p>	AE/ 3 <sup>rd</sup> Sector
CS3	<p><b>CS3 Cova da Moura Educational Assistants :</b> The case study describes the development since 1987 of community development interventions, through an adult education association, in the district of Cova da Moura where the inhabitants faced socio-economic problems, in particular childcare and children’s play facilities, basic infrastructure, women’s training and unemployment, in an area where 70% of the 5000 thousand inhabitants are of Cape Verdean origin, and the rest from other African countries or Portuguese from ex-colonies.</p> <p>It relates to a set of projects (all determined by European funds) and the various stages involved in order to enable Educational Assistants (women mainly) and babysitters, working in the Association’s various structures and in local organisations, to have their competences recognised and validated; this in the context of the Association’s aims to address the community’s problems in an ‘integrated and sustainable way’, seeking to value interculturality and provide empowerment to the inhabitants. All together the district has childcare and play structures for over 400 children.</p> <p>It describes how one particular European partnership, CREDIT, enabled the Association and the women to elaborate an instrument of validation of competences for Educational Assistants with modules, and portfolio construction. The case study refers to the various stages of reflection and self-recognition, and highlights the importance of teamwork and mutual respect between the qualified workers and the women. It also remarks upon unexpected effects, such as the way in which the Northern partner actually learned from the Cape Verde women’s actions in the less well-developed South, and how this project has resulted in the Ministry of education setting training standards for the Educational Assistant profession</p>	AE/ 3 <sup>rd</sup> Sector