

Training Trajectories and the Development of the Process of Recognition and  
Validation of Acquired Knowledge

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### Abstract

The recognition and validation of prior learning is an emergent training practice. In Portugal, since 2001, it has been possible to obtain an academic certification by valuing the formal, non-formal and informal learning. Since 2006 it has also been possible to achieve professional certification. The current study was conducted with adults and trainers who were involved in the recognition, validation and certification of competences. This research study, using qualitative research methods, analysed the way how these processes are developed and organised. This analysis was specially focused on three aspects: (i) the exploration of the concept of competence; (ii) the use of one's life story as a methodological support; and (iii) the interplay between adult life experiences and the scientific concepts portrayed in the referential. The findings suggested that work analysis was not used to conceive methods, aiming at the recognition of competences.

*Keywords:* recognition, validation, certification, competence, life story

### Training Trajectories and the Development of the Process of Recognition and Validation of Acquired Knowledge

Over two thirds of Portuguese people, aged between 25 and 64, have not completed secondary education. From these, the youngest age group, 25 to 34 years old, is the one that presents the highest percentage (44%) of non completion of the secondary level (Organisation for Economic Co-operation and Development [OCDE], 2009). The association between low school levels and the growing transformations and demands caused by globalisation allows understanding the negative impact of low school levels in individual, organisational and social terms (Carneiro, 2009; Kovács & Moniz, 2001; Silvestre, 2003). Simultaneously, the learning experiences developed outside the formal systems of education/training have become an increasingly valued field of training practices (Aspin & Chapman, 2007; Barbosa, 2004). In this study, the foundation of a system of Recognition, Validation and Certification of Competences (RVCC) in Portugal was analysed. The methodologies used in the development of these processes have been presented, with particular attention on the life story. The conceptions of competence that are on the basis of the recognition and validation devices have also been analysed.

The process of recognition and validation of acquired knowledge traces back to the post-war period, in the USA and in the 70's in Canada. Other countries, such as France and the United Kingdom, followed them by creating procedures of recognition. In these countries, the process of recognition and validation has been focused on the professional and academic field (higher education) (Pires, 2005). Portugal innovated by creating a process of recognition and validation of prior learning that gives access to school diplomas at the level of basic and secondary education. The designation of recognition of acquired competences

comprises those certifications that, while not framing within the field of official validations, can be recognised as learning experiences regardless their origin (Liétard, 2001). The recognition is oriented towards the personal analysis of the acquired knowledge and competences, according to personal, social, training or professional objectives, aiming at one's enhancement. Conversely, validation refers to the institutional side of validation, which means the recognition from the others (Pires, 2005). Usually, the trainers are responsible for this validation. If the adult does not have all the competences validated, he/she can attend up to 50 hours of additional training, in order to acquire or to improve competences at fault. Different actors participate in this process. At least, one who carries the learning experiences and seeks recognition, and another one who validates them. In Portugal, after recognition and validation, there is certification. The certification involves the adult's presentation of the portfolio for about 30 minutes and its discussion with the trainers who guided the process and an external evaluator. The professional of recognition and validation of competences and trainers also play an important role in RVCC. The professional of recognition and validation of competences monitors and assists adults in building portfolios, in close liaison with the trainers, through specialised biographical methodologies, such as the balance of competences and the life stories. Trainers recognize adults' competences through the explanation of their life experience and problem-solving.

### **The foundation of a system of RVCC in Portugal**

The creation of a system of RVCC in Portugal was supported on several grounds. Above all, there is the belief that many adults carry more competences than their education attainment shows, as well as the scenery of low school levels of Portuguese adults.

Additionally, it was established the possibility to articulate the different learning contexts (informal, non-formal and formal) and to attribute equal value to them (Direcção-Geral de Formação Vocacional [DGFV], 2006b). In Portugal, the first practices of RVCC emerged in 2001, when the net of centres of recognition, validation and certification of competences (CRVCC) was established. The mission of these centres was to admit and guide adults over 18 years old who had not completed the ninth school year, for processes of RVCC. These centres aimed at improving levels of school certification and of professional qualification. This was fulfilled within a perspective of lifelong learning. This process of RVCC has enabled the access to certifications of B1 (first cycle), B2 (second cycle) and B3 (third cycle) levels<sup>1</sup>, on the basis of the four areas presented in the referential of the key-competences of adult education and training from the National Agency for Adult Education and Training (Agência Nacional de Educação e Formação de Adultos [ANEFA], 2001). The four areas which structure this referential are: (i) Language and Communication; (ii) Mathematic for Life; (iii) Technologies of Information and Communication and; (iv) Citizenship and Employability.

Subsequently, in 2006 the first Centres of New Opportunities (CNOs) emerged and replaced the CRVCCs. There are some differences between the CRVCC and the CNO. The CRVCC guided adults exclusively to the process of RVCC, while the adults attending the CNO have the chance to choose from a range of training practices (RVCC, Education and Training of Adults, System of Learning, Technologic Specialisation). The CRVCCs could only certify the basic education, whereas the CNOs certify both basic and secondary education. The school certification of secondary level became possible through the approval of the Key-Competences Reference Framework for Adult Education and Training of

Secondary Level (DGFV, 2006a). The three areas which structure this referential are: (i) Culture, Language and Communication; (ii) Society, Technology and Science; and (iii) Citizenship and Professionalism. After publication of the National Qualifications Catalogue (Agência Nacional para a Qualificação [ANQ], 2007), professional certification became possible for some professions.

The research studies that have been carried out on the practice of RVCC in Portugal (Carneiro, 2009; Centro de Interdisciplinar de Estudos Económicos [CIDECE], 2004, 2007) are mainly focused on the analysis of its impact in personal, social and organisational terms. However, scientific evidence on how these processes were developed is scarce. These studies provided data on the evolution of unemployment and employment rates; the effect of certification in career progression; the effect of certification in studies pursuance, among others. In these studies, the statistics presented were globally positive concerning involvement in training, especially at the level of the effective personal gains. This is useful information, however, it tells us little about how these training processes were developed, as well as the way they were organised at the worker's level and, above all, they do not help understanding some cases of failure. It is not known whether through this process workers, by becoming aware and formalising their competences and knowledge, become able to adopt new points of view that enable the transformation of the work situation itself and/or adaptation to new situations. It is not yet possible to realise whether work analysis is used in conceiving contents and methods, aiming at the recognition of competences. By recovering the principles of the professional didactic (Pastré, 2002), it is not yet known whether work situations are used as a support for training and for the development of professional competences. Guérin, Daniellou, Duraffourg, Kerguelen and Laville (2001) have considered

the understanding of work as the starting point for its transformation. This understanding should be developed by the worker and by all the actors that intend to support him/her in this transformation. The identification and analysis of the task requirements are prerequisites to the training design, and in order to professional trainings to be effective, they should be designed after the analysis of the objectives and the already acquired competences. The understanding of the training offer should be developed from the point of view of the worker himself (Falzon, 2007). Josso (2002) has drawn attention to the impossibility of understanding training processes, if the analysis is not made from the adult's point of view. It is by coming upon their training experience and the reflexive turn around to it that will enable the access to data and will potentiate the construction of new meanings and senses, of life and, hence, necessarily of work. From the research studies already carried out it was not possible to understand how the trainers' work is developed within this process. It is unknown the way trainers articulate life paths with the referentials. It is also unidentified how this interplay is combined with adults' practice of self-reflection. The researches already carried out did not contribute to comprehend how adults and trainers understand this transferal. Considering that training intervention was assumed as a "social construction of a cooperation" (Falzon, 2007, p. 598) and the trainer as a co-producer of knowledge, it then becomes critical to get to know the trainer's work in the processes of recognition and validation of prior learning.

### **Conceptual matrix of the methodological elements that support RVCC**

In Portugal, in the conceptual matrix of the methodological elements that support the development of processes of RVCC, the option was found for: (i) life story; (ii) balance of

competences (from the French “bilan des compétences”); and (iii) learning reflexive portfolio (DGFV, 2006b). In the current study, we have chosen the more in-depth analysis of the life story due to the possibility of having access to singularity.

In historical terms, the emergence of life stories appreciation is explained by two reasons: The evolution of the methods and the principles of scientific creation and the emergence of an “unconscious logic of collective memory” (Clapier-Valladon, Poirier & Raybaut, 1995, p. 9). In processes of RVCC the (self) biographical approach is being used as a mean to collect information of self and hetero-discovery and of clarification of competences (DGFV, 2006b). Clapier-Valladon, Poirier and Raybaut (1995) have emphasised that only may be called (self) biographies those that are freely produced by the individual himself, without the participation of any intermediary. Josso (2002) has stressed that in the construction of the life story, the author is the subject, since it is him/her who reflects upon his/her temporal whole, his/her acquired competences and, in consequence, he/she considers his/her projection in the future, that is, in all his/her past and present existence. Therefore, life story portraits individuality and reveals a certain “social lived” (Clapier-Valladon et al., 1995, p. 45). Thus, life story turns out to be a process of discovery and not of confirmation, enabling the construction of a new look upon reality, being the adult in the process of training seen as an “active and reflective learner” (Falzon, 2007, p. 598).

In the beginning of the 80’s, the concept of competence was welcomed by fields of training and employment, its contribution being emphasised for the inversion of the scenario of workers’ low qualifications, by the displacement of the intervention of the qualification towards the competence (Santos, 2004; Stroobants, 1993, 2006). Although the objective of

this review is not to make a reflection on the process of the transition from a notion of qualification to the competence, it cannot be denied that this transition mirrors the process of the rising emphasis on the role of experience and the ever growing individualization of societies. The path is made from the qualification and the social towards the competence, portrayed in the process of individualization (Elias, 2004). The issues formerly attributed to social dimensions are today awarded to the individual, leading him/her to situations of higher vulnerability, with the risk of exclusion of the more fragile, under-qualified and older (Santos, 2004). Additionally, presently there is the tendency to attribute a material and tangible value to something that does not hold that attribute. This tendency is portrayed, for instance, in the translation of each worker to repertoires, to competences, leading to dehumanization (Musil, 2008). Workers have to be active, entrepreneurs; they should seize the training opportunities and formalise the learning experiences. Moreover, it cannot be denied that the emphasis on the bureaucratic dimension requires that everything is recognised and certified, otherwise it does not exist.

The notion of competence is difficult to define, not only because it is integrated in several domains, but above all because of its sensitivity to the subject, to the moment and to the context. Pastré (2002) defined the competent person as someone that knows how to do and that understands and analyses what he/she does. According to Jobert (2002), the competence has lost its trace of stability of theoretical knowledge and of prescription. Although the notion of competence is object of varying definitions, according to the several authors, it is possible to find some stability regarding some features (Bellier, 2002; Pastré, 2002; Pires, 2005; Stroobants, 1993). One aspect refers to the articulation between competence and action. The competence is dependent from the activity and it is shown from

it. Another trait refers to the connection with the context; hence, it is associated to a given professional situation, being contingent to it. A third attribute regards the fact that the competence integrates diverse sorts of knowledge. Bellier (2002) has stressed that this knowledge is not conveyed in action in a merely cumulative logic, but rather through construction and integration.

In Portugal, the whole process of recognition and validation of prior learning is oriented towards the identification and clarification of competences. The competences to explicit and to evidence are those that are stably defined in the referential. However, Stroobants (2006) has emphasised that the possibility of anticipating the learning product does not allow anticipating the process itself. The referentials of competences, by formulating competences, provide references for the analysis, but they do not clarify the process through which the daily experiences give rise to the evidence of the concepts in the referential. Due to the difficulty in understanding this translation, referentials may reduce this process to an odd and vague identification of competences. Boterf (2002) has claimed the recovery of an original meaning for the referentials, resembling them to music scores to be read and interpreted by each one, being the competent answer specific to each person and situation. Considering the multidimensional and multifunctional nature of the competences that characterise professional activities (Falzon, 2007), it may be important to understand how referentials integrate such a richness.

Recovering the Vygostky's concepts of "spontaneous" and "scientific", and defining them, in the first case, as those that are acquired through the personal experience (they emerge from the experience of a real situation) and, in the latter, as being founded in structured learning situations (learnt in a mediated context regarding their object) (Clot &

Prot, 2003; Santos & Lacomblez, 2007), it is important to understand how these two kinds of concepts are involved in the recognition work and how they are integrated. These two concepts are acquired differently, the development of the scientific concepts is descending (from the abstract to a more concrete level), whereas in the case of the spontaneous concepts it is ascending, as it goes from the concrete to the abstract (Santos & Lacomblez, 2007).

Vygotsky has also contributed to the understanding of the role of language in the construction of the conceptual thinking and in the reorganisation of the psychological processes towards their superior forms (such as, for instance, abstraction, generalisation and selective memory). Santos and Lacomblez (2007) have stressed that, in training, access to workers' language and discourses is critical in order for development to occur – “If training does not provide the possibility of «putting into words» the daily activity, conflict solving and the internalization of the result from these debates, then it will not allow development to occur” (p. 13). Furthermore, and considering that some workers perform their work activities almost automatically, that is, they execute but they are not aware of the aspects that compose that execution, it becomes essential that training concurs to the awareness of the symbolic system used in work performance.

In this research, we tried to understand how the national system of RVCC has been developed in Portugal. The analysis was built up from two points of view: the trainers' – and the work they developed in order to articulate referentials and life paths – and the adult's – who sought the training offer. Finally, we have studied the methodologies used in the development of these processes, paying particular attention to the life story. The conceptions of competence that are on the basis of the recognition and validation devices have also been

analysed. Moreover, and considering the indispensability of an analysis to the work before training, the connection between these processes and work has been analysed.

The main research questions may be synthesised as follows:

- How are the adults' life paths portrayed in the referential?
- How does the life story support methodologically the development of processes of recognition and validation of prior learning?
- Which conceptions of competence are on the basis of the processes of recognition and validation of prior learning?

## **Method**

### **Participants**

Participated in this study 17 adult men ( $M_{age} = 36.2$ , age range: 20-56 years) who were attending the RVCC's process and nine trainers (seven women, two men,  $M_{age} = 32.7$ , age range: 25-41 years). The 17 adults were organised into two groups: one took place in a company of metalwork (group A) and the other one was developed in a company of car components (group B). The option for a comparative analysis is traditional in Work Psychology and reflects the aim of understanding the specificities of each group.

Group A included 13 men aged between 20 and 56 years ( $M = 36.2$ ;  $SD = 12.1$ ), all of whom worked in the metal field, ranging in work experience from one year to 38 years ( $M = 21.8$ ;  $SD = 11.4$ ). Four participants (30%) completed the first cycle and nine (70%) concluded the second cycle. The participants dropped out of school early, ranging in duration from leaving school from six years to 43 years ( $M = 22.2$ ;  $SD = 11.7$ ). Regarding the reasons for giving up school, two adults quitted because of bad results; three participants

pointed the need to work in order to support the family economically; six referred the disinterest for school and two adults wanted to be financially independent from their parents. Group B integrated four men aged between 41 and 55 years ( $M = 49.8$ ;  $SD = 6.1$ ), all of whom were workers of a car components' company, ranging in work experience from 22 year to 32 years ( $M = 27.5$ ;  $SD = 4.1$ ). One participant completed the first cycle and three concluded the second cycle. The participants dropped out of school early, ranging in duration from leaving school from 19 years to 44 years ( $M = 22.2$ ;  $SD = 11.7$ ). All the participants of this group gave up school due to the economic disadvantage of their families and the need to support them financially.

### **Data collection**

Data were collected through observations in RVCCs sessions and interviews due to the richness of information provided by real context. All the recognition sessions of the two groups were observed. During all sessions speeches from adults and trainers were registered.

The trainer's interview contemplated several areas of RVCC development in companies. The interview included questions about adult involvement in training and the methodologies used in RVCC processes, comparing the processes developed in companies and in centres of New Opportunities. The interview was recorded after trainer's authorization.

In addition to observation and trainer's interview, a document review was conducted on adults' files, including training certificates, and a background interview. This background interview, conducted by the professional of recognition and validation of competences, included questions on basic demographics (e.g., age, gender, education); attitudes and motivations towards participating in training; spare time occupations, activities and interests (e.g., study routines, experience with computer technology and internet, mastery of foreign

languages) and educational, training and professional background. Supplemental data were also collected through field notes, activities developed during sessions and adults' life stories.

### **Procedure**

Regarding the procedures for selecting participants, initially a contact with a CNO was established. The responsible for the centre received an explanation of the study and authorised it. Then the responsible identified two companies interested in participating in the study – a company from elements of group A and a company from elements of group B. Although we did not participate in the groups formation, we were informed about the selection criteria: (i) to have professional and personal experience; and (ii) to have not completed the third cycle. The observation days were established by the RVCC's schedule. All the sessions occurred off the working hours, immediately after leaving work (group A) and before start working (group B). The first contact between researchers and participants was established in the first session of each group. During observation, notes were taken and subsequently organised and summarised. Subsequently, an interpretative analysis was used to identify general themes that united two groups' different sessions. This methodology was used to give meaning to the diverse data. NVivo8 was used to analyse the data.

## Results

In this study 36 hours of RVCC sessions were observed. In group A, 20 hours of training sessions between March and April of 2010 were observed, whereas group B's observation occurred between April and June of 2010 and totalised 16 hours of observation. Each session lasted 120 minutes. All the sessions, which were guided by the trainers, were organised into four moments: (i) trainer's presentation (name and academic background); (ii) adult's presentation (name, age and occupation); (iii) presentation of correspondent area of the referential of the key-competences of adults education and training (ANEFA, 2001); and (iv) development of activities. The number of sessions attended by each adult from group A may be observed in Table 1, and group B's data may be observed in Table 2. Four elements from group A quitted the process. From the 13 elements who finished recognition, 15% (N = 2) decided to participate in RVCC because they did not know how long this opportunity would last; 8% (N = 1) participated because their work colleagues also decided to take part in the process; 31% (N = 4) wanted to finish the third cycle; 23% (N = 3) wanted to learn; 8% (N = 1) took the opportunity because it was developed in his company and 15% (N = 2) were searching for personal valorisation through RVCC. Although the process was developed at the participants' workplace, none of the trainers had access to information about the participants' work before it started.

Four common topics were found in the data: (a) Concept of Competence and Life Story; (b) Attitude towards learning; (c) Activities Set; and (d) Evaluation. Sample Quotes from RVCC Sessions for each topic can be observed in Tables 3, 4, 5, and 6, respectively. Regarding the concept of competence and life story, in none of the sessions adults were told what a competence or life story was. Adults were encouraged by the trainers to collect evidences of competences in their portfolio ("For example, you should put in your portfolio academic and training

certifications; water and light bills [...]. These are evidence of competences.”). In spite of the frequent use of the word competence, adults admitted that at times they did not know what a competence was (“Sometimes I don’t know what competences are.”). Trainers gave examples of daily life to exemplify the concept of competence (“For example, being responsible, to use mobile phone is being competent”; “You’ll understand that waking up, going to sleep and working are competences.”). There was also an attempt to focus on the importance of competences developed throughout life, especially the ones developed through personal experience (“As you might easily understand, we don’t only develop skills at work, but also throughout personal life [...]. What is important is to understand that we daily develop new skills”). Interplay between competences and life story was frequently established. Adults were encouraged to write a life story, which reflected life events and correspondent competences developed (“When you begin to write your life story you must follow this approach – associate life events to competences.”). Adults were told that the four areas of the referential guided the competences which must be evident in portfolio and life story, however these areas should be interrelated (“This isn’t a diary, the experiences must be demonstrated in four areas; this cannot be segmented, it must be interconnected; more than describing events, you need to reflect upon them; high school; driving license; troops.”).

Adults and trainers frequently referred to learning. Trainers recurrently explained that adults weren’t supposed to learn anything new from the process of RVCC, but just to recognise what they have already learnt in the past (“[...] you will learn nothing with this process but recognise what you have already learned in varied contexts (professional, personal, social). This is not a course, nor training.”; “You will just recognise what you have learnt through lifelong experience”). In both groups formal learning language was rejected (“[...] homework isn’t for

adults.”; “Here we don’t have tests or worksheets [...]”), although at times there was a return to it (“Those who don’t finish here the activities, will finish them at home.”; “We’ll have homework.”). Adults expressed surprise by the role of learning in the process (“I thought that we were going to learn or at least update our knowledge. I thought we were going to learn subjects.”; “I thought we were going to learn more through his process. I thought it wasn’t like this.”).

Activities created by the trainers were used to guide the process, to explicit competences and to structure the writing of the life story (“These activities will help you write your life story.”; “This activity will help you identify your qualities, your flaws – they can help you start writing your life story.”).

Evaluation was present during the process (“We need to know if what you have learnt corresponds to the expected.”; “[...] There is nothing you need to be worried about; it is just about your life story.”; “Now I’m going to collect what you’ve done and I’ll correct it at home.”). During recognition, adults made diagnosis tests and when additional training was defined they were integrated in a level.

### **Discussion**

The purpose of the current study was to contribute to the understanding of how the RVCC process is organised and developed. The overall goal was to understand how adults’ life paths are portrayed in the referential, while attending to the notion of competence and to the use of life story. Overall, the interplay between adults’ life experiences and referential was established through the resolution of standard activities created by the trainers. A set of activities was used to structure adults’ writing of their life story.

Contrarily to what has been suggested by several authors (Clot & Prot, 2003; Pastré, 2002; Santos & Lacomblez, 2007) work situations do not seem to be used as a support for training and for the recognition of competences. Both processes were developed at the participants' workplace, however, trainers did not have access to information about the participants' work before it started. Additionally, during the process less attention was paid to work, including professional background or current work activity. The competences developed through work seemed to be underestimated, comparatively to the ones developed exclusively through personal life. This element strengthens the conclusions of a previous study developed by Carneiro (2009), which referred that the gains were more personal than professional. Through this process, both adults and trainers appear not to have the chance to understand work and, consequently, its transformation seems to become impossible.

It was unexpected to identify an ambivalent attitude towards learning. Although RVCC is supported on the valorisation of learning regardless its origin (Aspin & Chapman, 2007; Barbosa, 2004; Liétard, 2001), formal learning seemed to be consecutively denied. Simultaneously, trainers used formal learning language and praxis. The frequency of RVCC was denied to be a moment of learning, but only recognition of prior learning. It is incomprehensible how this process is supposed to be supported on the valorisation of learning and does not seem to integrate the opportunity of learning through this process attendance.

The interplay between adults' life experiences and referential seemed to be developed by standard activities created by the trainers. Additionally, the personal analysis developed in the recognition phase (Pires, 2005) appears to be mainly supported on these activities. Trainers recognise adults' competences, not through the explanation of their life experiences, but through

the resolution of these activities. Adults do not seem to understand the translation of their life paths into the competences required in the referential. The referential was used in a unique direction, from its scientific concepts to adults' life paths. This means that the referential does not seem to be used with flexibility (Boterf, 2002) and that adult life experiences have to fit the referential, and not the reverse. Through this process, adults appear to have the chance of formalising their competences, although they did not seem to understand which life experiences were related to the competences required in the referential. Consequently, the referential may have contributed to the reduction of adults' prior learning, and resignation to a vague identification of competences.

Several authors (Clapier-Valladon et al, 1995; Falzon, 2007; Josso, 2002) emphasised the importance of the autonomous development of the life story. Data suggested that the life story was not freely produced by adults because trainers intermediate its construction. Consequently, the understanding of the training offer did not seem to be developed by the adult's approach (Falzon, 2007; Josso, 2002), but rather by the trainer's point of view. In RVCC processes, the life story seemed to be used as a device of competence collection and explanation. The life story, in these processes, does not portrait individuality (Clapier-Valladon et al, 1995), but the competences required in the referential. Thus, construction of a life story does not seem to be a process of discovery and active learning (Falzon, 2007), but rather confrontation with a referential.

In spite of the importance of the notion of competence in RVCC, both trainers and adults had difficulty in the application of this notion. Competence was frequently associated to action, while its relation to understanding, intentionality and reflection seemed to be ignored. Additionally, the connection between competence and context also seemed to be disregarded.

Although further work is required in order to gain a more complete understanding of how the RVCC process is organised and developed, our findings seem to indicate that the interplay between life paths and referential is established by activities. The current study provides further information about the use of the life story as a methodological support of the process. A triangle became visible during this study: the adult with his/her life experiences; the trainer's speech (which considers the possibility of free explanation of competences by adults) and the practice of the trainer (who guided the process in a standardised way and not anchored in the adults' everyday life). The current study emphasised the need for a conceptual domain on the part of this process's mediators.

The current study presents limitations regarding the sampling construction. Our sample consisted entirely of men, who worked in the metal and car industry. A sample with a different gender composition and that would include other types of professionals may have resulted in different findings. Because all adults in the study sought third cycle certification, further research could analyse possible differences between basic and secondary level in RVCC processes. The groups which processes were analysed belong to the same CNO. Additional research could also include groups from different CNO. This study, as well as previous studies developed, did not contribute to the comprehension of cases of failure, such as dropouts.

Given the above limitation, the present study could be considered as being exploratory. An important way in which this study could be extended is by comparing scholar and professional certification through RVCC. The findings also suggest that additional research is needed to address other issues related to the RVCC process, such as its duration, methodological support and the employer's role. Further research could also include other data collection

strategies, such as the focus group interview, for example, to have access to trainer's representations towards structural elements of the RVCC.

The current study emphasised the need for a conceptual definition of structural elements of the RVCC and a conceptual domain on the part of this process's mediators. The growing importance attributed to school certification by the RVCC does not seem to be accompanied by the consolidation of methodologies that support this process.

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## Footnotes

<sup>1</sup> Currently, in Portugal, the minimum compulsory education is nine years. Basic education is organised into three cycles. The first cycle consists of four years, the second cycle of two years, and the third cycle of three years.

Table 1

*Number of Session Hour Attended by Elements of Group A*

Session number	Adults												
	A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	A11	A12	A13
1	2	2	2	2	2	0	2	2	2	2	2	2	2
2	0	2	2	2	2	2	2	2	2	2	2	2	2
3	0	2	2	2	2	2	2	2	2	2	2	0	2
4	0	2	2	2	0	2	2	2	2	2	2	0	2
5	0	0	0	0	0	2	2	2	2	2	2	0	2
6	0	2	2	0	0	2	2	2	2	2	2	0	2
7	0	2	2	2	0	2	2	2	0	2	2	0	2
8	0	2	2	2	0	2	2	2	0	2	2	0	2
9	0	2	2	0	0	2	2	0	0	2	2	0	2
10	0	2	2	2	0	2	2	2	0	2	2	0	2
<b>Total (hr)</b>	<b>2</b>	18	18	14	<b>6</b>	18	20	18	<b>12</b>	20	20	<b>4</b>	20

*Note.* Dropouts are in boldface.

Table 2

*Number of Session Hour Attended by Elements of Group B*

Session number	Adults			
	B1	B2	B3	B4
1	2	2	2	2
2	2	0	2	2
3	2	2	2	2
4	2	2	2	2
5	2	2	2	2
6	2	2	2	2
7	2	2	2	2
8	2	2	2	2
Total (hr)	16	14	16	16

Table 3

*Concept of Competence and Life Story and Sample Quotes from RVCC Sessions*

Topic	Sample Quotes
<p>Concept of competence and life story</p>	<p>“For example, you should put in your portfolio academic and training certifications; water and light bills [...]. These are evidence of competences.”</p> <p>“You’ll understand that waking up, going to sleep and working are competences.”</p> <p>“For example, being responsible, to use mobile phone is being competent.”</p> <p>"As you might easily understand, we don't only develop skills at work, but also in personal life [...]. What is important is to understand we daily develop new skills. When you begin to write your life story you must follow this approach – associate life events to competences."</p> <p>“Sometimes I don’t know what competences are”.</p> <p>“You need to write your life story from your birth till present. For example, when writing your life story you should specify also your story here, at work. You should describe your activities.”</p>

Table 4

*Attitude toward Learning and Sample Quotes from RVCC Sessions*

Topic	Sample Quotes
Attitude toward Learning	<p>“[...] you will learn nothing with this process but recognise what you have already learned in varied contexts (professional, personal, social). This is not a course, nor training.”</p> <p>“Obviously you will always learn something, though it isn’t the main goal.”</p> <p>“You were told that in this process you wouldn’t learn [...]. You will just recognise what you have learnt through lifelong experience.”</p> <p>“[...] homework isn’t for adults.”</p> <p>“Here we don’t have tests or worksheets [...]”</p> <p>“Those who don’t finish here the activities, will finish them at home.”</p> <p>“We’ll have homework.”</p> <p>“I thought that we were going to learn or at least update our knowledge. I thought we were going to learn subjects.”</p> <p>“I thought we’re going to learn more through this process. I thought it wasn’t like this.”</p>

Table 5

*Activities Set and Sample Quotes from RVCC Sessions*

Topic	Sample Quotes
Activities Set	<p data-bbox="428 447 1289 705">“I’m going to write on the board some suggestions of what I would like you to put on your portfolio. What I’m going to write is to be done at home. Later I’m going to analyse what you’ve collected [...] You should make a book, a film and a trip summary [...]”</p> <p data-bbox="428 741 1101 777">“These activities will help you write your life story.”</p> <p data-bbox="428 812 1305 926">“This activity will help you identify your qualities, your flaws – they can help you start writing your life story.”</p>

Table 6

*Evaluation and Sample Quotes from RVCC Sessions*

Topic	Sample Quotes
Evaluation	<p data-bbox="505 478 1313 583">“[...] There is nothing you need to be worried about; it is just about your life story.”</p> <p data-bbox="505 653 1143 758">“You need to be worried about how to prove your competences.”</p> <p data-bbox="505 800 1287 905">“We need to know if what you have learnt corresponds to the expected.”</p> <p data-bbox="505 947 1214 1052">“Are we going to tell what we know and you are going integrate us in a level?”</p> <p data-bbox="505 1094 1313 1199">“Now I’m going to collect what you’ve done and I’ll correct it at home.”</p> <p data-bbox="505 1241 1125 1272">“[...] afterwards we are going to do a diagnosis”</p>