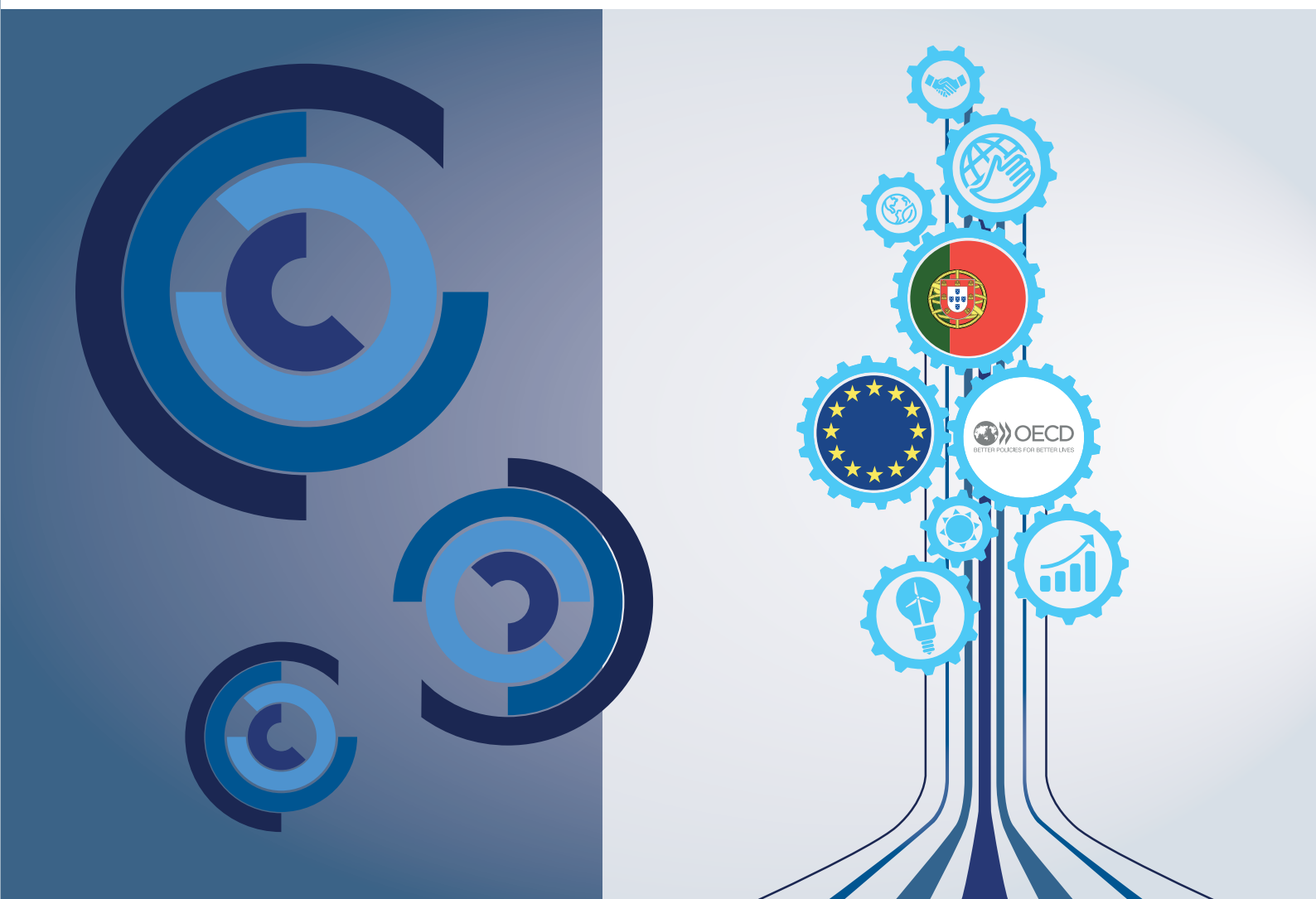# Strengthening Quality Assurance in Adult Education and Training in Portugal

IMPLEMENTATION GUIDANCE

REPORT SUMMARY

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Strengthening Quality Assurance in Adult Education and Training in Portugal

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BETTER POLICIES FOR BETTER LIVES

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Foreword

A highly skilled workforce is crucial for Portugal's ability to thrive in an increasingly interconnected and rapidly changing world.

Although Portugal has made great strides in boosting its educational and training performance, Portugal is still facing a number of complex challenges. The population is ageing rapidly and the skills gap between educated youth and older adults remains wide. Moreover, the COVID-19 pandemic, has caused a significant contraction in gross domestic product (GDP), and the unemployment rate is forecasted to increase in 2021. At the same time, participation in adult education and training, which will be indispensable for equipping the population with relevant skills to expedite faster socio-economic recovery, remains below the European Union (EU) average.

To address these challenges, it will be vital for Portugal to bolster the coherence and quality of its adult education and training system, in order to guarantee relevant and rewarding adult education and training opportunities for all. In this context, strengthening quality assurance of the adult education and training system is indispensable, as it serves as key building block in Portugal's strategy to provide its population with the skills to facilitate sustainable recovery from the COVID-19 crisis.

Upon request from the Government of Portugal through the European Commission's Structural Reform Support Programme (the Technical Support Instrument, as of January 2021), the European Commission has partnered with the OECD Centre for Skills to provide technical support to Portuguese authorities to aid the development of a National Plan, which foresees the implementation of concrete reforms for strengthening the quality assurance of Portugal's adult education and training system. This project has involved detailed analysis and widespread engagement with stakeholders and international experts, and has led to concrete policy recommendations and technical guidance for the implementation of the proposed reforms, supported by lessons learned from other countries in addressing similar challenges.

The OECD stands ready to support Portugal as it seeks to build resilience into its skills system by implementing effective and targeted skills policies.

1 Key insights and recommendations

This chapter introduces the context and objectives of the project on Strengthening Quality Assurance in Adult Education and Training in Portugal. It provides an overview of the key challenges of Portugal's system of quality assurance in adult education and training, and summarises the proposed recommendations and implementation guidance for its improvement.

Context

A highly skilled workforce is critical to help countries meet the challenges of an increasingly complex and rapidly changing world. Although Portugal has made great strides in boosting its educational and training performance, the population is ageing rapidly and the skills gap between educated youth and older adults remains wide.

Several reforms and initiatives relating to skills have been implemented in Portugal in the past two decades, as skills policies have become a top priority for policymakers. In 2016, the Qualifica Programme was launched to reboot the country's strategy to upgrade the education and skills of adults. The Government together with social partners within the Permanent Commission for Social Dialogue *(Comissão Permanente de Concertação Social)*, are currently also discussing a Strategic Agreement on Vocational Training *(Acordo Estratégico sobre Formação Profissional),* that aims to introduce substantial reforms to modernise the vocational training system and make it more responsive.

Portugal has made substantial progress in raising the educational attainment of its population: The share of young adults aged 20 to 24 years with at least upper secondary education has increased from 49.4% in 2005 to 82.5% in 2019 (Eurostat, 2020[1]). Similarly, the number of early leavers from education and training has decreased dramatically from 38.3% in 2005 to 10.6% in 2019 (Eurostat, 2020[2]). Despite these improvements, Portugal still faces significant skills challenges.

Figure 1.1. Education attainment of Portuguese adults is low

Education attainment rate of adults (25-64 year-olds) in Portugal and selected countries, 2019
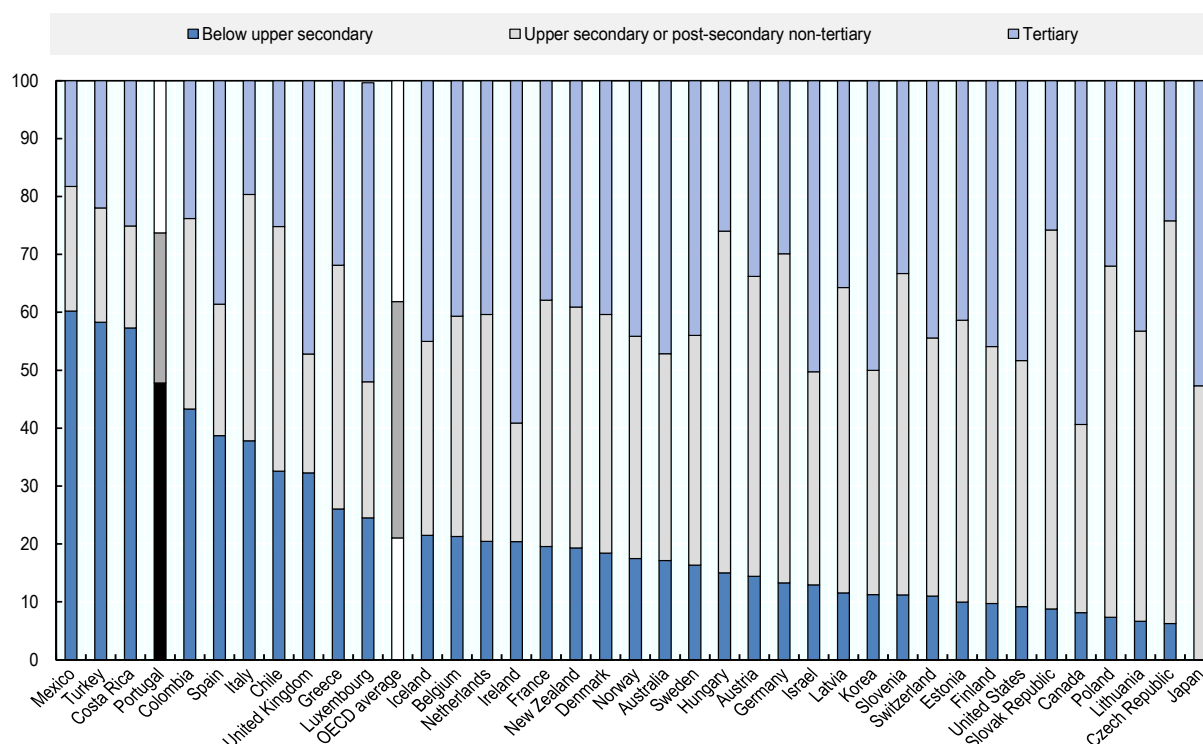
Source: OECD (2020[6]), *Education at a Glance 2020: OECD Indicators*, https://dx.doi.org/10.1787/69096873-en.

Portugal's educational attainment rates are still among the lowest among OECD countries. In 2019, 47.8% of Portuguese adults aged 25 to 64 had not attained upper secondary education (Figure 1.1). Educational

attainment is particularly low for older adults. In 2019, 70% of 55- to 64-years-olds had not reached upper secondary education (Eurostat, 2020[4]), compared to roughly 25% amongst the people aged 25 to 34 (Eurostat, 2020[5]).

To address these challenges, it will be vital for Portugal to strengthen its adult education and training system. In particular, raising the accessibility and quality of adult education can help adults, especially those with low skills, acquire the necessary skills to remain in or re-join the workforce, and facilitate a faster socio-economic recovery.

As a result of significant efforts undertaken by Portugal over the past decades, the country has managed to significantly increase its population's participation in adult learning (Figure 1.2). In 2010, only 5.7% of Portuguese adults reported having participated in learning in the previous four weeks, whereas the European Union (EU)-27 average was 7.8%. By 2019, the participation rate was close to the EU average: 10.5% of adults responded that they had participated in some adult learning in the previous four weeks, compared to an EU-27 average of 10.8% (Eurostat, 2020[7]).

Figure 1.2. Participation in adult education and training in Portugal has increased, but room for improvement remains

Participation rate in education and training (last 4 weeks) amongst 25-64 year-olds in Portugal and selected countries, 2019 and 2010
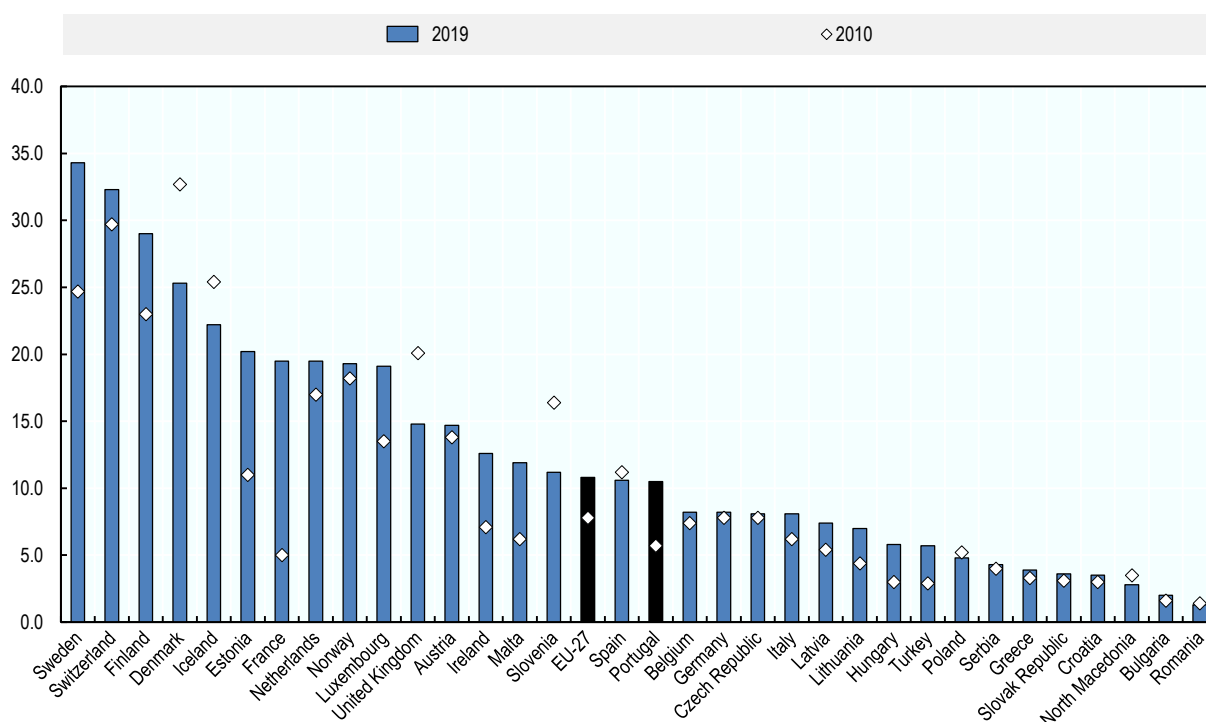
Source: Eurostat (2020[7]), *Participation rate in education and training (last four weeks) by sex and age,* https://appsso.eurostat.ec.europa.eu/nui/show.do?dataset=trng_lfse_01&lang=enc.

Despite this progress, more remains to be done. Although participation in adult education and training has improved, it remains weak compared to other European countries, such as the Nordics. At the same time many adults in Portugal, but especially the low-educated and low-skilled, face significant barriers to participation in adult education and training.

The OECD *Skills Strategy Implementation Guidance for Portugal: Strengthening the Adult-Learning System* (OECD, 2018[8]) recommends that Portugal improve pathways to, and the coherence of, the adult education delivery network and improve the quality of the adult education and training system.

OECD (2018[8]) argues that improving the coherence and quality of the adult education and training system will require measures to strengthen quality assurance, including by developing a performance monitoring and evaluation system and a set of key performance indicators. It will also require strengthening the governance structures and arrangements that help coordinate the actions of multiple ministries and government agencies as well as social partners and other stakeholders, and it is positive that Portugal is already discussing these issues under the Strategic Agreement on Vocational Training. Finally, OECD (2018[8]) argues for reinforcing existing local networks at the municipal level to ensure that the quality of the adult education and training system responds not only to national needs, but also to local needs.

In order to address these challenges, Portugal has requested support from the European Commission on the establishment of the Structural Reform Support Programme (SRSS). In particular, it has requested support from the European Commission's Directorate-General for Structural Reform Support (DG REFORM), which mobilises EU funds and technical expertise for the preparation and implementation of growth-enhancing administrative and structural reforms. This report is the final deliverable of this project, which was commissioned to the OECD.

Objectives

This project seeks to develop expertise and give support to Portuguese authorities to identify and implement strategies to strengthen quality assurance in adult education. In order to achieve these objectives, it assesses the Portuguese system of quality assurance in adult education and training, makes concrete policy recommendations and provides technical guidance for the implementation of the proposed reforms by taking into account the lessons learned by other countries in addressing similar challenges. Box 1.1 explains what is understood as adult education and training in the context of Portugal in this report.

Box 1.1. What does adult education and training include in Portugal?

Adult education and training courses (EFA)

Adult education and training courses (*Cursos de educação e formação de adultos, EFA*) offer academic and dual certification (academic and vocational/professional) at the European Qualifications Frameworks (EQF) Levels 1, 2, 3 and 4. EFA are delivered by a variety of different providers, including vocational education and training (VET) schools, Centres of the Institute of Employment and Vocational Training (*Instituto do Emprego e Formação Profissional, IEFP*) and other accredited training providers.

Certified modular training courses (FMC)

Certified modular training courses (*Formações Modulares Certificadas, FMC*) are aimed at adults looking for training options outside of full-time courses for (re)insertion or progression in the labour market. FMC are divided into short, "stackable" modular units, and allow learners to acquire a recognised certification at levels 1, 2, 3 and 4 of the Portugal's National Qualifications Framework (*Quadro Nacional de Qualificações, QNQ*) and the EQF. FMC are delivered by the same type of providers.

Other courses

Other programmes at the lower- and upper-secondary level available to adults in Portugal include, but are not limited to: Host Language Courses (*Cursos de Português Língua de Acolhimento, PLA*), and Basic Skills Training (*Formação em Competências Básicas, FCB*) for adults who never completed primary education.

Throughout this project, the OECD, in collaboration with National authorities, the European Commission and stakeholders, assessed Portugal's current legislation and other regulations, governance arrangements, processes and actions taken to ensure that the quality of education and training meet certain minimum standards, and that the quality of the system is systematically monitored and improved over time.

This report is the final deliverable of the project on *Strengthening the Quality Assurance in Adult Education and Training in Portugal*. It builds upon the discussion paper prepared for the Policy Recommendations Workshop, and the background paper produced in support of the Good Practices Workshop. It incorporates insights from multiple workshops, working group consultations, interviews with key stakeholders, direct inputs from local experts in Portugal working in the field, and knowledge gathered through desk research drawing upon OECD's comparative and sectorial policy expertise. This report serves to provide technical support to Portuguese national authorities for the development of a National Plan to implement reforms to improve the quality assurance of adult education and training. More specifically, this report:

- Provides an overview of the Portuguese adult education and training system.
- Provides a description of the quality assurance system governing adult education and training in Portugal.
- Introduces an analytical framework presenting key quality assurance dimensions, which was used to analyse the effectiveness and efficiency of the overall quality assurance system.
- Analyses key challenges of the Portuguese system of quality assurance in adult education and training.
- Makes policy recommendations to address the identified challenges.
- Delineates concrete guidance for the implementation of the proposed policy recommendations.
- Complements the implementation guidance by drawing on lessons learned from five international best practice case studies.

Key challenges and recommendations

Recommendations and implementation guidance for strengthening quality assure in Portugal's adult education and training system are provided in two key quality assurance dimensions:

- Recognition and certification of adult education and training providers.
- Monitoring of adult education and training providers and adults' outcomes.

A high-level overview of the challenges and recommendations for strengthening quality assurance in adult education and training in Portugal in the key quality assurance dimensions is presented in Figure 1.3.

Figure 1.3. Key challenges and recommendations for strengthening quality assurance in adult education and training in Portugal
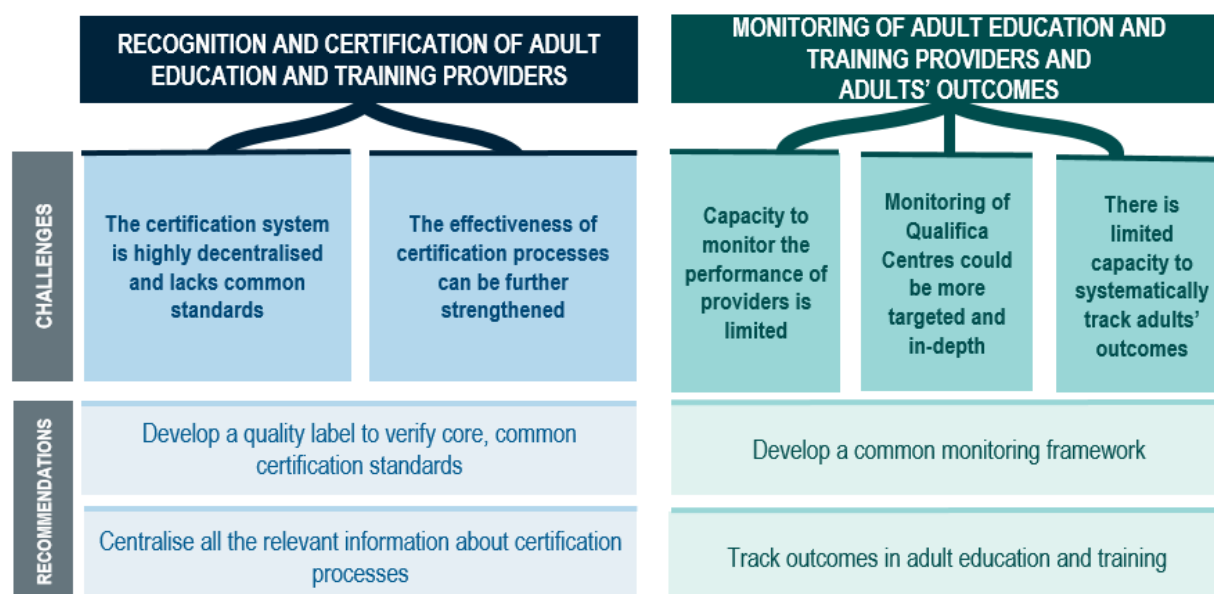
Recognition and certification of adult education and training providers

Challenge 1: The certification system is highly decentralised and lacks common standards

Portugal's certification system is complex, with many certifying entities responsible for providing different certifications to adult education providers or specific courses. The Ministry of Education, through the Directorate-General for Schools (*Direção-Geral dos Estabelecimentos Escolares*, *DGEstE*), certifies public schools and teachers; the National Agency for Qualification and Vocational Education and Training (*Agência Nacional para a Qualificação e o Ensino Profissional, ANQEP*) certifies the establishment of new Qualifica Centres on the premises of private or public entities; Directorate-General for Employment and Labour Relations (*Direção-Geral do Emprego e das Relações de Trabalho, DGERT*) provides a certification of general quality and capacity; Institute for Employment and Vocational Training (*Instituto do Emprego e Formação Profissional, IEFP*) covers certification of its own network of providers and trainers; and sectoral public institutions ("*entidades setoriais*") regulates the provision of specific courses for regulated professions. The certification requirements are often overlapping, which results in inefficiencies in certification processes that could be avoided. At the same time, insufficient co-ordination between the certifying entities creates transparency challenges.

It is difficult to compare the quality of providers across the system because the different certification bodies carry out their respective certification processes without adhering to certain common minimum quality standards. Portugal has not yet defined such minimum quality standards for certification of adult education providers to be applied by all bodies. As a result, it is challenging to compare the quality of providers operating within the system.

At the same time, the multiplicity of bodies and certification procedures that lack common minimum quality standards translates into a highly complex certification system which is difficult for providers navigate. In Portugal, there is presently no "one-stop-shop" clearly outlining which providers need to possess which specific combination of licences from the different actors, explaining how these interact and complement each other, or specifying the application deadlines and fees.

Challenge 2: The effectiveness of certifications processes can be further strengthened

Several stakeholders interviewed in this project noted that there is room to improve the effectiveness of certification processes of adult education providers in Portugal, and especially their ability to effectively guarantee important aspects of quality (such as pedagogical excellence). The certification processes are primarily viewed as burdensome procedures focused on verifying administrative aspects of providers' operations.

The existing certification process that is used to verify the pedagogical competences of trainers who lead adult education courses is seen as a necessary but insufficient tool to ensure the delivery of high quality training. All trainers who want to deliver training within the framework of the SNQ need to possess the Certificate of Pedagogical Competences (*Candidaturas ao Certificado de Competências Pedagógicas, CCP*) awarded by IEFP. However, stakeholders have identified the potential to further improve its strictness and comprehensiveness, especially in setting a sufficiently high standard for prospective trainers' professional pedagogical experience.

At the same time, certification processes often fail to ensure that trainers have adequate field-specific qualifications. The guidelines delineating the type and combination of qualifications that trainers need to possess are too vague to meaningfully support certification entities in assessing the trainers' portfolios. In practice, officials have to complement this assessment by subjective judgement, which limits the systematic nature and rigour of the process.

There is also room to improve the quality standards within the process by which DGEstE authorises public schools to become adult education providers. The certification requirements primarily focus on verifying courses' financial sustainability, and the number of adults interested in attending the course.

Recommendation 1: Develop a quality label to verify core, common certification standards

In order to increase efficiency and effectiveness of the certification process, and foster quality improvements among adult education providers, Portugal should consider developing a quality label based on a set of common certification criteria, and operationalised through common quality guidelines.

Given the diversity and heterogeneity of adult education providers operating in Portugal, prescribing the same quality requirements across the board could be counterproductive, because it would mean setting standards that might be unreasonably high for some or, conversely, insufficiently high for others. For example, the requirements imposed by the different sectoral public institutions certifying courses in regulated professions need to be much more stringent and area-specific than those imposed on private providers of broader areas of general adult education. Therefore, it is preferable for Portugal to adopt a "two-tier" quality framework, with two levels of certification criteria.

The first tier would consist of minimum criteria reasonable to ask of all providers, regardless of the size, type of training provided or groups of adults targeted. Based on the commonalities in certification requirements across key quality entities in Portugal, the first-tier of Portugal's proposed quality label is detailed in Table 1.1.

Table 1.1. First-tier certification criteria, which Portugal can streamline under its quality label

Four macro-dimensions of first-tier certification criteria, with their respective requirements listed in bullet points

Macro-dimensions and specific requirements			
Organisation	**Staff**	**Training**	**Outcomes**
Registration and legal constitution • Formal proof of entity registration and legal constitution	Pedagogical and non-pedagogical human resources • IEFP's Certificate of Pedagogical Competences (CCP) or pedagogical competences assessed by the Ministry of Education • Presence of at least one "experienced trainer" • Provision of continuous professional development to trainers • Brief description of management policies (contracts, allowances, etc.)	Planning and management of training • Verification of course connection to QNQ and EQF • Brief description of course regulations • Brief description of course objectives and desired outcomes (qualitative and quantitative)	Presence of tools and mechanisms for measuring learners' satisfaction and labour market outcomes
Facilities and equipment • Brief description of spaces dedicated to learning activities and pedagogical equipment		Design and development of training • Policies for evaluation of training • Policies in place to ensure in-class inspections	
Operational processes • Brief description of providers' quality assurance process			
General administration • Health and safety • Finances • Complaints handling			

Recommendation 2: Centralise all the relevant information about certification processes

In order to reduce the administrative burden and confusion among Portuguese adult education providers and mitigate inefficiencies between regulatory agencies, Portugal should establish a centralised online information centre and application portal.

The information hub would clearly describe the timelines, costs, and application guidelines for obtaining the common quality label as well as the second-tier certifications. The common application portal would be especially effective in operationalising the two-tier certification system outlined in Recommendation 1. The application portal would allow providers to apply for the common quality label through a standardised first-tier application system, outlining all the common certification requirements. Where necessary, the portal could automatically direct each training provider to relevant second tier certification processes, which would still be overseen by each of the relevant certification entities (sectoral institutions, DGERT, DGEstE, ANQEP, and IEFP). However, each of these entities would use this common portal rather than maintain their own individual certification portals.

Monitoring of adult education and training providers and adults' outcomes

Challenge 3: Capacity to monitor the performance of providers is limited

There is a large number, and a great variety of adult education and training providers in Portugal. However, the technical and human resource capacities for monitoring their performance and continuous quality

improvement are constrained, giving rise to questions about the effectiveness of the monitoring exercises in place.

The responsibility to monitor the quality of public providers falls on the bodies that grant their corresponding certification. Once certified by DGERT, private providers obtain the official approval to develop training activities in the areas for which the certification was granted. However, DGERT's capacity to ascertain whether providers deliver training with the expected quality is limited. The main instrument for DGERT to monitor the quality of private providers is an audit. Because of the large number of providers certified by DGERT – 3000 as of 2019 – it is not possible to audit all providers on a regular basis. One challenge preventing large-scale auditing from taking place is DGERT's limited capacity and human resources, currently counting a team of no more than 10 people. For this reason, only approximately 2% of providers are audited each year.

IEFP obliges providers of apprenticeship courses to regularly complete self-assessment exercises. DGERT also used to require a self-assessment from providers in the past, but the practice was discontinued. Similarly to DGERT's experience, IEFP's providers do not attach great importance to the process. According to stakeholders, providers do not see the process as an opportunity to improve but rather as an additional layer of administrative burden. In addition, IEFP struggles to manage the analysis of the self-assessment forms it receives from providers, and lacks the capacity to furnish providers with meaningful feedback.

Finally, the regional services of DGEstE monitor the activity of public schools offering adult education. However, stakeholders have reported that course planning for adult education programmes provided through schools is not informed by the results of previous inspection results assessing course quality. This means that even when the quality of a course has been assessed as being low through the inspection process, it may continue to remain part of schools' offer for adults.

Challenge 4: Monitoring of Qualifica Centres could be more targeted and in-depth

There are 310 Qualifica Centres scattered across Portugal. Four inter-institutional (ANQEP-IEFP-DGEstE) regional monitoring teams are in charge of monitoring the performance and providing guidance to the Centres during in-person site visits. Over the last two years, ANQEP has implemented several measures to reinforce the monitoring of the Qualifica Centres: i) the number of human resources dedicated to Qualifica Centres' monitoring has increased and the coordination with IEFP and DGEstE was reinforced; ii) significant improvements were made to the monthly monitoring of Qualifica Centres with new data and indicators being introduced and delivered to regional teams and Centres; iii) important changes were made to the SIGO information system, which helped improve the level of autonomy and accountability of Qualifica Centres; iv) specific guidelines, especially concerning digital online activities, were introduced to respond to the COVID-19 crisis; and v) monitoring and training activities with Qualifica Centres were maintained despite the pandemic situation (in 2020, training sessions were carried out by regional teams and 1089 professionals from Qualifica Centres were involved).

Still, the activities of the monitoring teams during the site-visits at Qualifica Centres could be made more meaningful, and their role as monitoring entities of Qualifica Centres better acknowledged and supported. Some members of the monitoring teams have raised concerns about the capacity of the regional teams, as groups, to carry out the monitoring of Qualifica Centres. The four monitoring teams, each consisting of no more than five people, are often under-resourced to carry out meaningful in-person site visits to more than the 300 Qualifica Centres. In addition to this, disparities exist with respect to the number of centres covered by each team. While in some regions, the number of Qualifica Centres per team is around 50, the team covering the North region oversees almost 120 centres. Moreover, the members of the ANQEP-IEFP-DGEstE regional teams are not exclusively dedicated to this job and must accomplish other tasks in their respective agencies. Finally, despite the fact that ANQEP produces guidelines and provides data on performance levels of each Qualifica Centre helping the monitoring teams to carry out the site-visits and

evaluations, there is no reference framework that allows the teams to measure quality against a clear benchmark.

Providing the regional teams with more guidance on how to better help Qualifica Centres improve the quality of their services based on the data collected has been highlighted as an area with room for improvement.

Challenge 5: There is limited capacity to systematically track adults' outcomes

Portugal's capacity to monitor the outcomes of adults beyond course completion is constrained. Privacy concerns relating to the sharing of data between key quality assurance entities have limited the use of administrative data for tracking outcomes. At the same time, providers equally face challenges in tracking student employability outcomes and satisfaction.

To date, only IEFP and the Human Capital Operational Programme (*Programa Operacional Capital Humano, POCH*) are able to link data from some of their courses with graduates' labour market outcomes (employment status, salaries, etc.). POCH is able to do so under a protocol established between it, the *Directorate-General for Statistics of Education and Science (Direção-Geral de Estatísticas da Educação e Ciência, DGEEC*) and social security services (*segurança social*), while IEFP (under the Ministry of Labour) can also access social security data (Law no.71/2018). Still, IEFP faces challenges in tracking outcomes of learners in the training Centres providing apprenticeship courses that it oversees because social security data does not provide, for example, information on whether VET learners end up working in areas related to their completed training. Similarly, POCH's monitoring efforts are made difficult by the fact that the data is generally fragmented and incomplete.

Portugal also faces challenges in assessing other outcomes, such as whether course participants enrol in higher education institutions after having completed their training, or improve their on-the-job performance. With respect to the latter, stakeholders have underlined that it is largely impossible to obtain feedback from companies that had arranged for their workers to participate in training as firms usually do not respond to requests for this sort of information. Stakeholders also reported that tracking student satisfaction through online or email surveys is equally challenging for providers.

Portugal needs to establish protocols to share social security data with other ministries for the purposes of assessing adult learners' outcomes and to extend this practice to the entire adult education system. There is a strong agreement on the potential benefits of this practice to improve the quality of the system. Moving in this direction would not only require strong data protection and privacy standards but also collaboration between the Ministries of Education and the Ministry of Ministry of Labour.

Recommendation 3: Develop a common monitoring framework

Portugal has invested considerable efforts into developing various mechanisms to monitor the quality of its adult education system. For example, ANQEP distributes monthly reports with selected quantitative indicators to Qualifica Centres, and the Qualifica Centres' regional monitoring teams alongside other certification entities perform formative site visits and audits respectively. In order to improve the effectiveness of these efforts and increase Portugal's capacity to carry out more informed and informative monitoring exercises, Portugal should establish a common monitoring framework based on quantitative indicators gathered by the Information and Management System of the Education and Training Provision (*Sistema Integrado de Informação e Gestão da Oferta Educativa e Formativa, SIGO*) and qualitative indicators as proposed for the self-assessment component of the framework. The proposed structure of such a framework is detailed in Table 1.2.

Table 1.2. Common monitoring framework

Quantitative and qualitative components of the monitoring framework

	Quantitative indicators (SIGO and other data sources)	Qualitative indicators (self- assessment)
Organisation		• Description of leadership (managers/co-ordinators) • Description of facilities management (management of spaces dedicated to learning activities and pedagogical equipment) • Description of internal quality assurance processes
Staff	• No. of trainers/teachers • No. of "experienced trainers" • % of staff enrolled in continuous development • % of staff having completed continuous development	• Description of goals and objectives that staff professional development is helping achieve • Description of challenges in staff professional development processes
Training	• No. of certifications awarded • Course completion rates • No. of internal in-class inspections	• Description of strengths and weaknesses of pedagogical practices • Description of policies for pedagogical assessment and evaluation • Description of the results from pedagogical evaluation
Outcomes	• Employability of learners • No. of courses and course hours • No. of adults enrolled	• Results from satisfaction surveys

> *Recommendation 4: Track outcomes in adult education and training*

Successfully tracking outcomes in adult education and training is complex, and the challenges inherent in the process are not unique to Portugal. In order to initiate the effort in a systematic way, Portugal could establish a formal mechanism specifically devoted to improving the system for monitoring of adults' outcomes.

The mechanism for monitoring adults' outcomes could take the form of an inter-institutional working group that would convene multiple times a year to make recommendations for: i) making the most out of the existing administrative data; and ii) enriching the data collected through systematic student surveys, which could be combined to develop a formal graduate tracking system in the longer term (European Commission, 2020[9]). With respect to both recommendations, the outcome tracking process should focus on employment indicators (e.g. employment status, employment type, salary), while student surveys could be used to collect self-reported information on adults' progression into further education as well as on subjective impressions of the quality and relevance of the training. As a first step, the working group could focus on leveraging administrative data to track adults who completed initial vocational education and training (IVET), before enlarging the focus to include continuing education and training (CVET).

Given their responsibilities in this areas, the working group should thus encompass representatives with technical expertise in monitoring adults' outcomes from IEFP, DGERT, DGEstE, DGEEC, and the Directorate General for Higher Education at the Ministry of Science, Technology and Higher Education (*Direção Geral do Ensino Superior, DGES*).

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Strengthening Quality Assurance in Adult Education and Training in Portugal

IMPLEMENTATION GUIDANCE

REPORT SUMMARY

Provision of high-quality adult education and training opportunities is crucial to Portugal's capacity to successfully respond to the rapidly changing world of work as well as recover swiftly from the effects of the COVID-19 pandemic.

Portugal has requested support from the European Commission to improve its system of quality assurance in adult education and training. The European Commission's Directorate-General for Structural Reform Support (DG REFORM) has partnered with the OECD Centre for Skills to provide technical support to the Government of Portugal to aid the development of a National Plan, which aims to implement concrete reforms for strengthening quality assurance in Portugal's adult education and training system.

This report on Strengthening Quality Assurance in Adult Education and Training in Portugal identifies recommendations and develops detailed implementation guidance in two core dimensions of quality assurance: i) recognition and certification of adult education and training providers; and ii) monitoring of adult education and training providers and adults' learning outcomes.

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