



# NPAL

National Plan For Adult  
Literacy in Portugal

*TECHNICAL SUPPORT TO THE DESIGN OF A  
NATIONAL PLAN FOR ADULT LITERACY IN PORTUGAL*

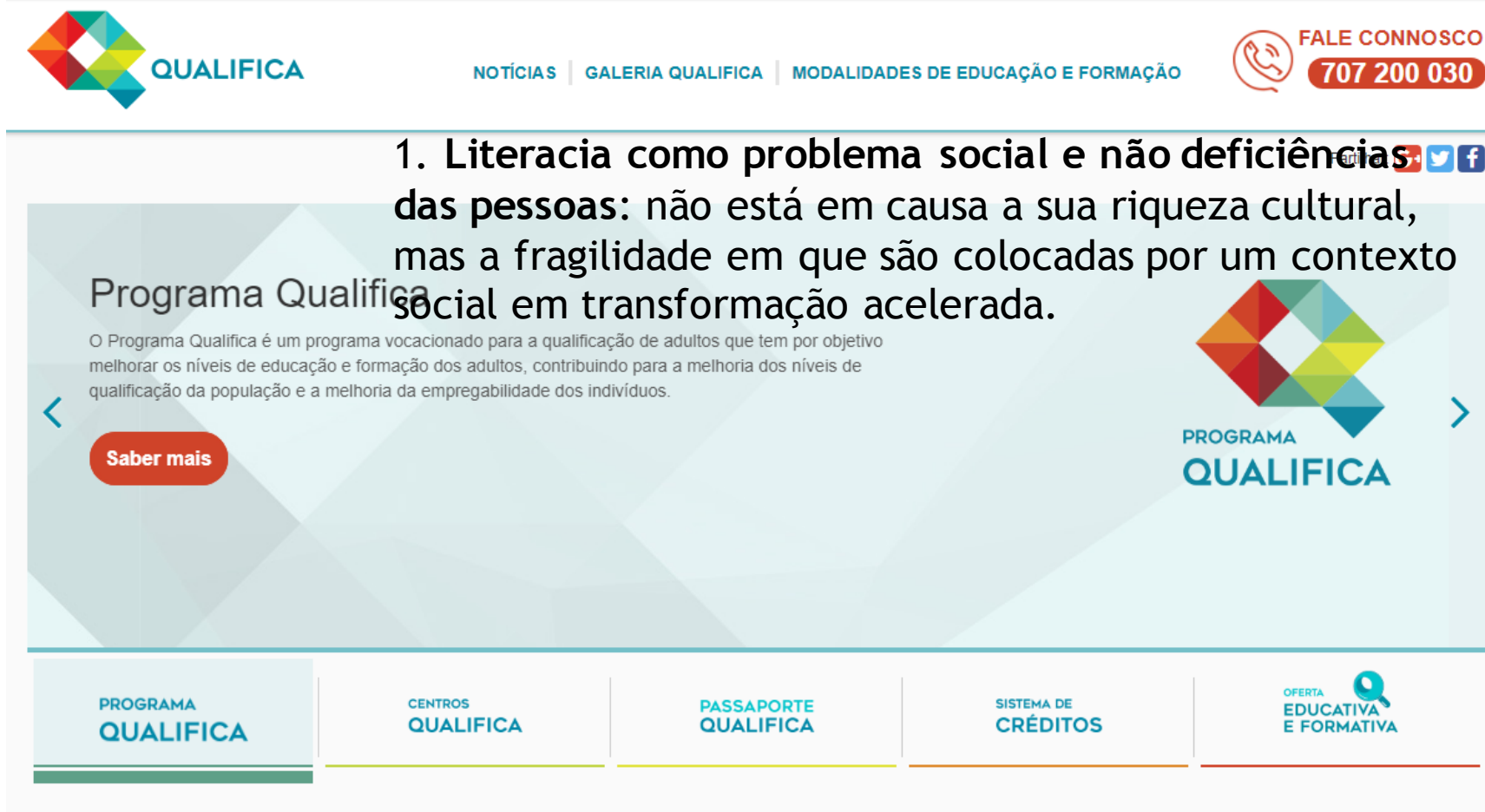
*A new approach to adult education in Portugal*

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*Bratislava, 29-11-2018*

# The national policies for adult education:

## ► Qualifica Programme



The screenshot shows the Qualifica Programme website. At the top, there is a navigation bar with the Qualifica logo on the left, followed by links for 'NOTÍCIAS', 'GALERIA QUALIFICA', and 'MODALIDADES DE EDUCAÇÃO E FORMAÇÃO'. On the right side of the navigation bar, there is a 'FALE CONNOSCO' button with a phone icon and the number '707 200 030'. The main content area features a large banner with the title 'Programa Qualifica' and a description: 'O Programa Qualifica é um programa vocacionado para a qualificação de adultos que tem por objetivo melhorar os níveis de educação e formação dos adultos, contribuindo para a melhoria dos níveis de qualificação da população e a melhoria da empregabilidade dos indivíduos.' Below the description is a red button labeled 'Saber mais'. To the right of the banner, there is a large Qualifica logo and the text 'PROGRAMA QUALIFICA'. At the bottom of the website, there is a footer with five links: 'PROGRAMA QUALIFICA', 'CENTROS QUALIFICA', 'PASSAPORTE QUALIFICA', 'SISTEMA DE CRÉDITOS', and 'OFERTA EDUCATIVA E FORMATIVA'.

**1. Literacia como problema social e não deficiências das pessoas:** não está em causa a sua riqueza cultural, mas a fragilidade em que são colocadas por um contexto social em transformação acelerada.

**Programa Qualifica**

O Programa Qualifica é um programa vocacionado para a qualificação de adultos que tem por objetivo melhorar os níveis de educação e formação dos adultos, contribuindo para a melhoria dos níveis de qualificação da população e a melhoria da empregabilidade dos indivíduos.

**Saber mais**

**PROGRAMA QUALIFICA**

**PROGRAMA QUALIFICA** | **CENTROS QUALIFICA** | **PASSAPORTE QUALIFICA** | **SISTEMA DE CRÉDITOS** | **OFERTA EDUCATIVA E FORMATIVA**

# The National Plan for Adult Literacy

Some key principles:

- ▶ 1. Literacy as a social problem and not a deficit of people;
- ▶ 2. Diversity of concepts used to speak about literacy: crucial to define what do we intend to tackle when we speak about literacy: Reading and writing (including, of course, reading and writing digitally)
- ▶ 3. Understanding that having literacy competences means having the necessary conditions for a self determined life, for Lifelong Learning, social participations and active professional life;
- ▶ 4. It is essential to promote the critical use of Learning skills in the daily routines (social and professional)
- ▶ 5. Literacy is a social challenge

# The National Plan for Adult Literacy

## ► Governance:

**a) Steering Committee-** to steer and monitor the implementation of the project; To update the work plan and activities when necessary; To approve project's outputs and other tasks related to the implementation of the contract;

The SC is composed by the following institutions:

- Ministry of Education / Ministry of Employment
- ANQEP
- EC SRSS
- EAEA (with InED, IPP if needed)

## **b) Stakeholder Advisory Group (SAG) - civil society representatives**

- Meets twice in person (Oct 2018 and April 2019);
- Is consulted via e-mail or other online means on the development of the National Plan and its implementation;
- Provides advice, input, recommendations and ideas on how to develop, structure, establish and implement the NPAL;
- Informs its members, partners and stakeholders about the NPAL and its implementation;
- Helps ensuring that the future NPAL will be implemented successfully;

## Output 1:

- ▶ Technical Analysis Report ( Part 1) presenting an analysis of needs and best practices with resulting draft policy recommendations
  1. the results of research;
  2. the guidelines from the international workshop
  3. policy recommendations for the National Plan for Adult Literacy (NPAL) to be relevant and responsive to the actual needs of the learner and the sector.

## Output 2

- Analysis of implementation challenges through case studies and implementation recommendations
  - Meeting of development groups
  - Implementation recommendations

# The development groups

## Why?

- ▶ To discuss the needs, challenges and preconditions for an effective and efficient potential implementation plan across Portugal;
- ▶ These groups will serve to bring civil society together with an exceptional opportunity to tap into their collective intelligence and experiences and guide committed action to the grassroots level where action is needed.

## What will be done?

- ▶ policy (what needs to be changed to make it happen);
- ▶ implementation (outreach, co-operations at different levels, linking and establishment of learning pathways etc.)
- ▶ provider level (non-formal approaches, outreach, possible training needs etc.)

The results of the consultation will be presented in the

Technical Analysis Report (part II)

# THE DEVELOPMENT GROUPS

## How?

- ▶ Up to 6 groups of local/regional/national civil society agents and learners;
- ▶ The groups will be composed of around 10 people;
- ▶ Meet, on average 3 times over a period of 3 months and will be led by a national expert that will be financed under the project;
- ▶ The facilitator/ expert will prepare, moderate the discussions of and draft reports about each meeting;
- ▶ An international expert as well as the EAEA project coordinator will follow this process: the former by providing online feedbacks on the outcomes of the first meetings; the latter by participating in the last meeting to draw the group's conclusions;
- ▶ **Deliverables/Outputs:** 18 Meeting reports (6 groups x 3 meetings)

# THE DEVELOPMENT GROUPS

## Designation of the Development Groups

- ▶ 1. Literacy and local development
- ▶ 2. Methodologies and intervention with senior adults
- ▶ 3. Literacy, multiculturalism and diversity
- ▶ 4. Life Skills for working life
- ▶ 5. Literacy and Digital Skills
- ▶ 6. Literacy, networks and partnerships



# THE DEVELOPMENT GROUPS

Guidelines for the creation and implementation of the Development Groups under the National Plan for Adult Literacy

Questions/ challenges to be addressed:

## 1. Participation and empowerment: understanding of social dynamics and key challenges

- ▶ a) What are the social reasons and circumstances of literacy problems in some social groups?
- ▶ b) What are the main obstacles to learning, motivation to learn, measures to improve learning and successful approaches to the promotion of essential literacy skills?
- ▶ c) What specific didactics to implement according to the different circumstances of the learners?

# THE DEVELOPMENT GROUPS

**Guidelines for the creation and implementation of the Development Groups under the National Plan for Adult Literacy**

**Questions/ challenges to be addressed:**

## **2. Methodologies and interventions: resources, training of professionals, etc...**

- ▶ d) How to develop appropriate teaching methods and materials to be used by different groups and adjusted to the different levels of linguistic proficiency?
- ▶ e) Who are they and in what way can we qualify and professionalize educators in the fields of adult literacy and basic education?
- ▶ f) How to guarantee their training in a work context, supported by the reflection on the practices developed, the new research results and the dissemination of relevant practices?
- ▶ g) How to ensure the focus on understanding the real needs of adult learners, as well as on the diverse range of training and teaching solutions for building meaningful and individualized learning pathways?

# THE DEVELOPMENT GROUPS

**Guidelines for the creation and implementation of the Development Groups under the National Plan for Adult Literacy**

**Questions/ challenges to be addressed:**

## **3. Structures and governance for the promotion of literacy and basic adult education**

- ▶ h) What could be the inter-ministerial space in charge of promoting adult literacy and basic education in the framework of the promotion of adult education and training?
- ▶ i) How to promote literacy and basic education in a sustainable manner as an interdisciplinary topic in the public administration bodies of the Government and municipalities, following an interdepartmental coordination approach?
- ▶ j) What local networks exist at municipal level, considering that they consider the promotion of adult literacy and basic education, taking into account local circumstances?
- ▶ k) How to improve the mechanisms for publicizing the available offers, namely through the mobilization of the Qualifica Centers and other local educational and cultural structures?

# THE DEVELOPMENT GROUPS

Guidelines for the creation and implementation of the Development Groups under the National Plan for Adult Literacy

Questions/ challenges to be addressed:

4. Needs to be addressed by the Plan, as a public policy on education, aiming its sustainability and the outreach of the most disadvantaged groups:

- ▶ l) How to promote social awareness about the relevance of this problem and the need to promote literacy and adult basic education?
- ▶ m) How to ensure that all groups, within its diversity are outreached and how to increase its levels of participation in lifelong learning?
- ▶ n) What is needed to expand existing practices and adult education offerings?
- ▶ o) How to find a wide range of spaces / ideal spaces that allow the dissemination of piloted and tested approaches, to correct those that have proved to be out of order, and rehearse new solutions to situations where there are no adequate answers?
- ▶ p) How to build personalized learning offers for different groups, including literacy issues, but also other areas of basic skills (digital, health, politics, etc.)?
- ▶ q) How to consolidate the territorial articulation of non-formal adult basic education programs and improve opportunities for self-organized learning, taking into account the integration and use of newly developed digital tools?
- ▶ r) What is the role of the State and the social partners in promoting literacy and basic adult education?
- ▶ s) What is the role of companies and workplace learning in the promotion of literacy and basic adult education?

## Output 3

### ► Drafting of a National Plan for Adult Literacy

The third component of the project will aim at drafting the National Plan for Adult Literacy. The SC will draft the plan in close cooperation with the support of international experts and in close consultation of the SAG, as civil society representatives.

The National Plan should build on the conclusions and recommendations achieved so far and will include elements such as: a regulatory framework, specific measures, estimation of resources, definition of responsibilities and competences, and impact indicators, among others, to be defined during the inception phase. Experts will provide support through regular meetings following a previously agreed work plan.

### ► Public Launch (May / June 2019)

## Output 4

- ▶ Drafting of an implementation plan

The last component of the action will provide concrete recommendations to the relevant institutions of Portugal to optimise the impact of the NPAL, including implementation actions for different levels (e.g. administration, partnerships) and elements such as an awareness campaign proposal.

- ▶ Workshop on the implementation plan (October 2019)

To practitioners and adult education staff that will be asked to implement the NPAL in their organisations, but also other relevant stakeholders that could support the plan's promotion and implementation. The aim of the workshop is to discuss the draft implementation plan with national and international experts and collect comments and feedbacks to finalise the document. This workshop can also suggest key elements that should be taken into account when considering an awareness raising campaign.

## Output 4

### ► Development of the implementation plan

The implementation plan will include guidelines of how to successfully implement the NPAL on the ground. The implementation plan can identify actions at different geographic and administrative levels and can include concrete steps in the following areas (

- Budgetary issues (national, regional and local resources, ESF etc.)
- Administrative planning (adaptions, linking different levels etc.)
- Governance issues (central vs local responsibilities etc.)
- Cooperation and partnerships (setting up and running successful partnerships for outreach etc.)
- Awareness raising (campaigns...)
- Capacity-building plans (train-the-trainer, local authorities etc.)

Obs: This implementation plan should take into account the several existing regulations on Education and Training already in place as well as the National Reforms Programme 2018-2022, namely the strategies addressing adult qualifications. This will increase the consistency with existing systems and enhance its multiplier possibilities.

# Conclusions

- ▶ The project for the National Plan for Adult Literacy relies on a lot of resources:
  - ▶ Research in Portugal
  - ▶ Civil society expertise; Learners perspective
  - ▶ Know-how of European experts
  - ▶ Knowledge and expertise of Portuguese stakeholders
  - ▶ Guidance of the European Commission
  - ▶ Network of EAEA



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