



# International Conference and Workshop on Current and Future Prospects of (Local) Social Policies From Turkey and EU Countries

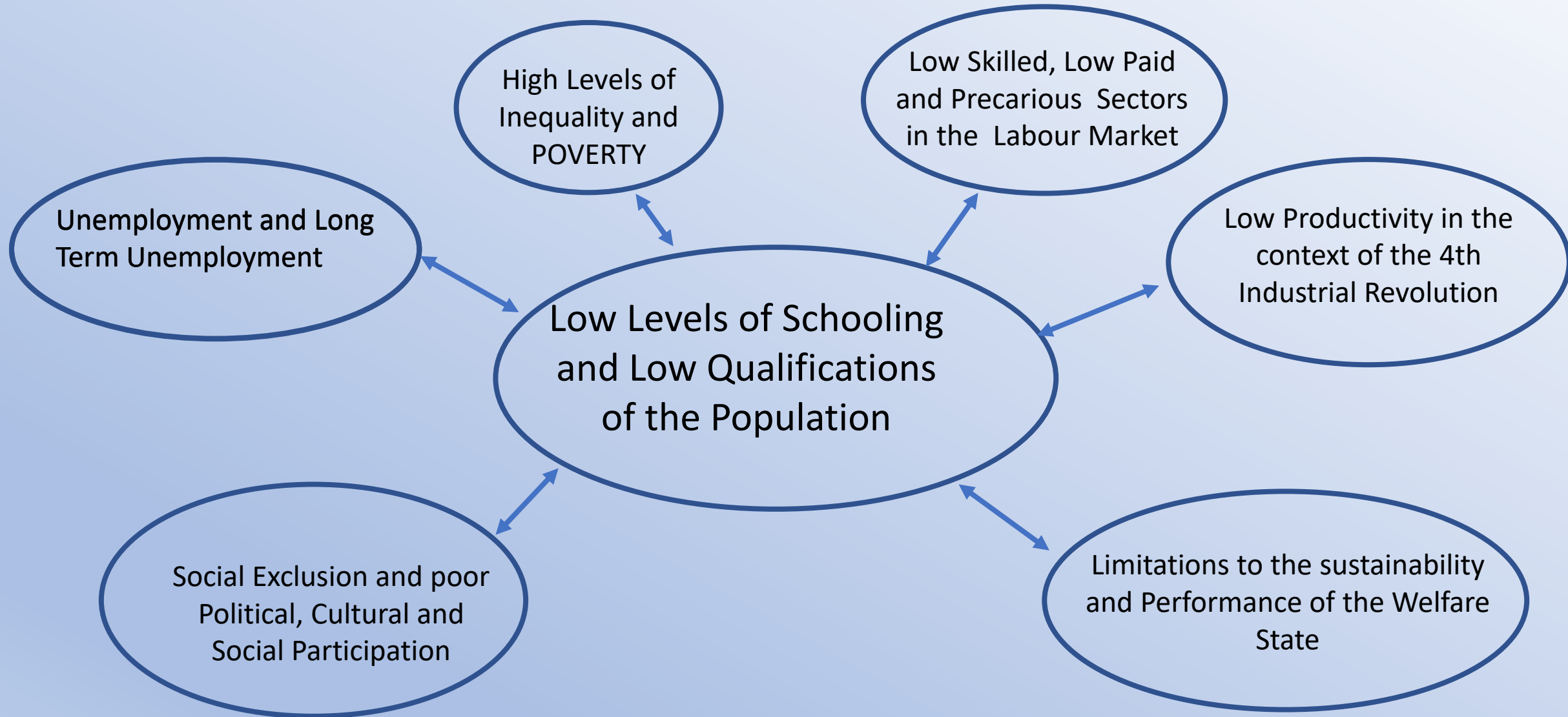
Istambul, 10th – 13th January 2019

## Community Development Projects, Anti-Poverty Policies and Adult Education in Portugal



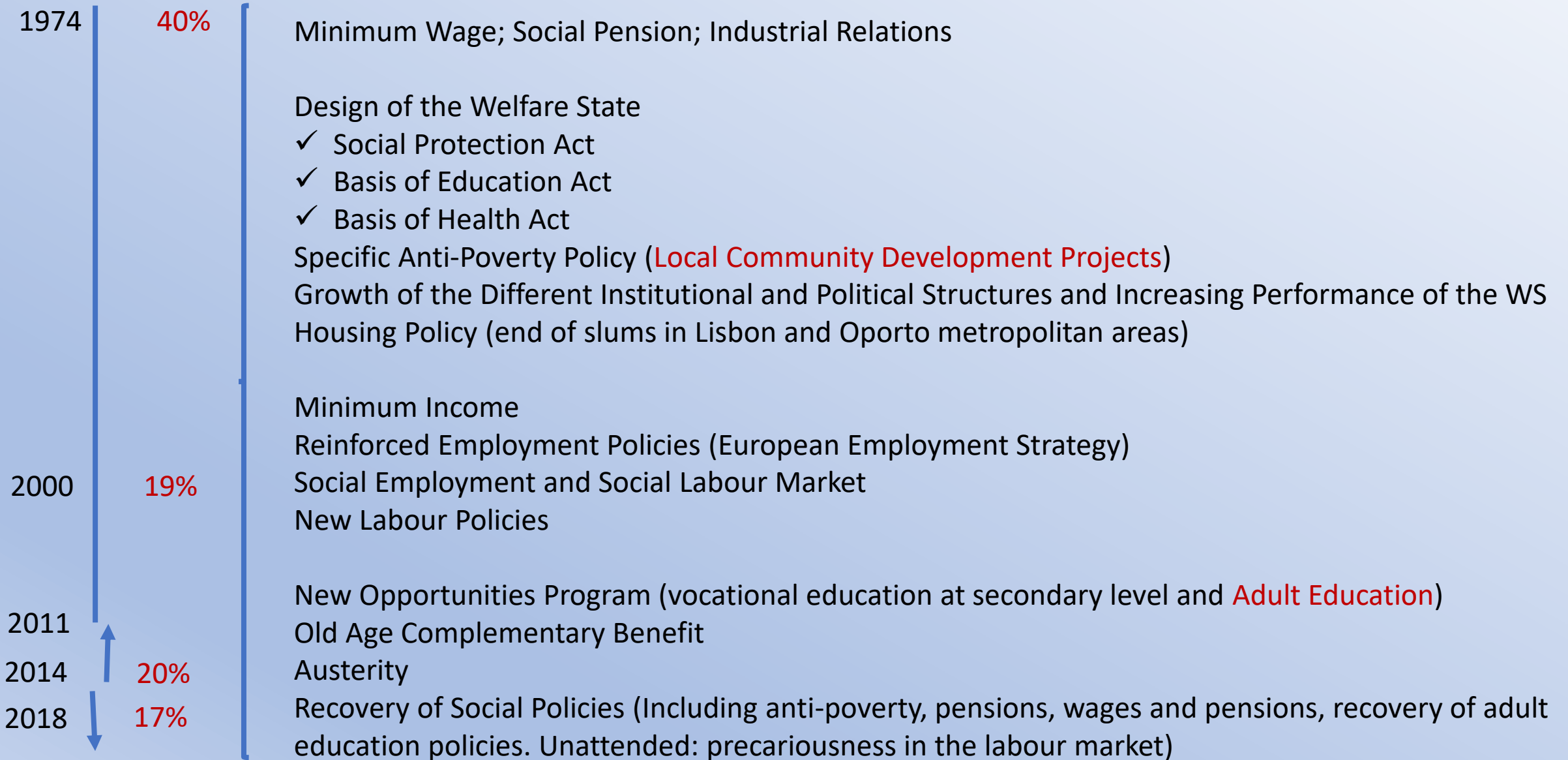
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In a 5.5 million active population, 3.5 million with less than the secondary level and 2.5 million with less than 9<sup>th</sup> grade



Improving, in convergence with EU, but still with far away from a desirable situation

# The Case of Poverty





# Community Social Development Projects

- ✓ Territory is not just the place where things happen. It is a factor
  - It can generate (or limit) Opportunities and Resources
  - Different territorial contexts
    - Rural depressed areas (peasantry, old people with low pensions. Under developed from an economic, social and demographic point of view)
    - Segregated poor neighbourhoods in urban areas, where disadvantage categories are concentrated (Unemployed, Long term and discouraged unemployed, immigrants, poor workers in construction, manufactories and services, ethnic minorities, single parent and extended families, addicts, criminals)
- ✓ Partnership – Gave origin to the national **Social Network Program**
- ✓ Multidimensional, multisectoral, multidisciplinary approaches (including **Adult Education**)
- ✓ Promoting participation and access to opportunities and resources

# Adult Education: Education for development

- ✓ Refusal of “Second chance” adult education policies, when adults are supposed to learn the same syllabus, the same way and in the same places as children and youth
- ✓ Experience counts
- ✓ People learn things and acquires competences in non-formal and unformal contexts (mainly in their jobs)
- ✓ Doesn't matter where one learned, how, for how long. It matters what one knows, what one can do and what one is and may become.
- ✓ Orientation towards competences, and not towards teaching process
- ✓ Learning must have a sense of utility (citizenship and sense of dignity, community and family life – ex. helping children with schooling – employment, solving community problems)
- ✓ Learning implies the mobilization of several actors – companies, local governments, NGO, associations
- ✓ The involvement of all local partners creates accessibilities and opens doors

## The “Local” becomes national

Local projects, with the support of universities, developed a model of adult education services, based on

- ✓ The “double certification” philosophy
- ✓ The fact that reflecting about one’s experience conducts to new learning
- ✓ The referential guides of competences necessary for certification at the 4th, 6<sup>th</sup> and 9<sup>th</sup> years of basic education and for secondary education
- ✓ The structures, formats and proceedings for Education and Training Courses, Recognition, Validation and Certification of Competences (RVCC) processes, and the education and training modules
- ✓ Local Education and training centres, responsible for the mediation between people and institutions and services

In 2000 the experiences from local projects were the basis for a set of new legal acts that, in 2006, create the **New Opportunities** Program

- ✓ Two pillars: vocational education for youngsters and adult education
- ✓ 450 New Opportunity Centres, spread all over the country (even more because they could move within a certain territory - itinerance), able to produce diagnostics of competences and new learning needs; Deliver Education and Training Courses and modules; Organizing RVCC processes, etc. Principles of flexibility, Taylor-made measures and community relevance
- ✓ NO Centres were managed and promoted by schools, companies, local governments, Associations, NGO and Training Centres (the Program was a ME + MTSS partnership)
- ✓ All the NO Centres have put in place processes of self evaluation based on the CAF, and the whole Program was followed and evaluated continuously by an academic team



- ✓ The Program also developed the National Qualifications Framework, aligned with the European Qualifications Framework, and a Professions Guide explaining what more than 250 professions were about and how and where they could be accessed and learnt.
- ✓ The “Sectoral Committees”, integrating social partners, representatives of companies, experts and other relevant people approved the professions profile of each profession

## Achievements from 2006 to June 2011

- ✓ More than 2 million people involved in the program. When it was closed by the Government, in a context of the rule of the austerity policies in Portugal, 30 thousand people adhered every month
- ✓ 700.000 people got a certificate
- ✓ Better results of young pupils

## Shortcomings

- ✓ The professional RVCC processes started only at the end of the program
- ✓ Illiterate people and employers weren't involved as much as they should

June 2011 – June 2015

Adult Education came back in 2015, with the end of the austerity rule over Portugal

Within the “Qualifica” Program, which works with similar tools used during the New Opportunities Program

And goes on being a crucial part in local Community based anti-poverty Projects

Which, in turn, still are a part of anti-poverty policies in Portugal, as long as Poverty goes on being related with education and with the territory.

Thank you

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