



UP-AEPRO-webinar

"Upskilling Pathways - frontiers in Portugal and Sweden"

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**More than half a million of adults
(younger and older adults)
with no basic competence on reading or writing.**

(Portugal Census, 2011)

National Plan for Adult Literacy (2018 -...???)

PROJECT SRSS/S2018/039

It is urgent!
Participatory approach
The problem of literacy is a social issue.
It is a challenge that involves everyone.
The promotion of literacy must be integrated into a
lifelong learning and education perspective.






The promotion of literacy is much more than reading and writing, it is also to promote active citizenship.

Learning to read and write is a dream for older people.

If they are waiting for the illiterate to die, at least make the primary school a mortuary!

(Maria Conceição, 84 y.)



A photograph of two elderly women sitting at a table, focused on a laptop. The woman on the left, with short grey hair and glasses, is smiling broadly while her hand rests on the keyboard. She wears a cream-colored knit sweater and a vibrant red and blue patterned shawl. The woman on the right, with short reddish hair and glasses, is pointing at the laptop screen with a concentrated expression. She is wearing a green and yellow patterned shawl over a dark top. The laptop is a dark red color, and its screen shows some graphical elements. The background is slightly blurred, suggesting an indoor setting like a community center or classroom.

Learning digital literacy can attract people to other learning.



The social dynamics promoted by municipalities, associations, can give rise to opportunities for Adult Education and Training



Materials, resources and learning objects specifically for adults, considering their diversity and specificities. Materials should be adequate and meaningful, with affective and practical value, based on local culture and life, on people's daily needs.

Andragogic approaches must be positive and must start from what people know. People should be valued, as well as their life stories, their knowledge, working *with* them.

Participatory methodologies, based on sharing and linked to life.

Communication strategies must be horizontal and informal. Intervention should begin with active listening. It is important to restore hope to education and promote the Pedagogy of success.



Specific higher education training in Adult Education
Multidisciplinary teams
Continuous training
Community of practice and a network to share experiences, resources and materials




Sustainable and stable investment for sustainability and professionalization in Adult Education and Literacy.

Free access, accessibility, flexibility, diversification and decentralization of educational offerings.

The structures must articulate.

From civil construction to civic construction policies, for the promotion of Lifelong Learning and Education!



To involve municipalities, associations, social institutions, libraries, the Senior Universities and the leaders in the communities.

The availability of resources, internet access and physical mobility.

Reconvert primary schools.

**Network of community social educational workers –
Municipal Teams of A.E.**



Strategies for people to recognize the need to learn and that the training opportunities are aimed at all.

Integrated action of the educational and social areas.

Replace the assistance perspective with an empowering perspective.

Resistance to participation can be countered with warm informal environments.

There is pressure on the results, exerted by and on the technicians, that undermines the educational opportunity.

The "class" model should be replaced by a learning community logic based on proximity, participation, sharing and informality.

Certification should value acquired knowledge.

Challenges

Coherent and articulated strategy of Lifelong Education.

Financing that allows sustainability, an integrative policy, not fragmented, that promotes collaboration and not competition between offers!

Articulation between formal Adult Education offers and others. More flexible, integrated, contextual, participatory logic.

Adult Education beyond qualification, an effective education for life, not only for work, but for life, for everyone, from young adults to older people.



A photograph of two women, one younger with long brown hair and glasses, and one older with short brown hair and glasses, both smiling and posing in front of a large chalkboard. The younger woman is wearing a blue sweater and has her hands clasped in front of her. The older woman is wearing a patterned blue and red top. The chalkboard behind them is filled with colorful chalk drawings and text. At the top, 'FLORES' is written in large, multi-colored letters, with 'alegria' written below it in cursive. To the right, 'FELICIDADE' is written in large blue letters, with 'AMOR' written below it in yellow. In the center, 'PRIMAVERA' is written in large, stylized letters. At the bottom, 'LUNAS' is written in large, colorful letters. The text overlay on the image reads:

**Decentralized structures, based on location:
greater knowledge, greater proximity, with good examples,
involvement among peers, mediators.**

**Community involvement for: greater participation (participants,
team, partners); more recognition of the value of this work.**

**Discredit of the value of investment in education:
elderly people; in isolation contexts. PEDAGOGY OF HOPE
No one left behind! EDUCATION FOR ALL.**

**Conditions that facilitate participation, access and success,
eg reconciling work and family.**

Better communicate Adult Education:
at scientific and technical level, for society in general
Local, regional, national and (why not) international visibility:
radio, newspapers, tv, social networks.

Protagonism to the protagonists

ALFABETIZAÇÃO DE ADULTOS

Portugal
em Direto
18:33

"Letras Prá Vida" é um projeto da Escola Superior
de Educação do Politécnico de Coimbra



ENTRADAS GRATUITAS

● ESTE FESTIVAL DE VALORIZAÇÃO DOS REC.

“The Power and Joy of Learning (...) Adult education can help change lives and transform societies – it is a human right and common good.”

Manifesto for Adult Learning in the 21st century: The Power and Joy of Learning
(EAEA, 2019)



**“promoting the hope vested in education to empower adult learners,
restore democracy, build a more just society and improve lives.”**

(Presentation of the Conference ESREA, 2019)



“Emergency” Adult Education in Covid 19 times

#LearningNeverStops

Limited access, great risk of social exclusion, isolation
Technology /resistance, inaccessibility, low digital skills
Social proximity versus physical distance
Quick reaction, collaboration and solidarity
Resilience and transformation
Prevention, health, compliance with safety measures
Defense from domestic violence
Fight fake news
Avoid scams
Focus on regular education
Instability and uncertainty (learners and professionals)
Balance fear and hope



LINHA

**SOMOS TOD@S
DIGITAIS**

800 100 555



#COMUNICAÇÃO SEM BARREIRAS

A certification session at the EPATV Qualifica Center

Rosa Vieira

Joana Rocha

Adm

Francisca

Higienização no Contexto
Epidemiológico Atual
num
Lar de Idosos
Sílvia Peixoto

Emotional and Psychological Support



Escola Profissional AMAR TERRA VERDE



CENTRO
QUALIFICA
ESCOLA PROFISSIONAL
AMAR TERRA VERDE

PRECISA DE CONVERSAR ?

SENTE-SE SOZINHO E PRECISA DE ALGUM APOIO PSICOLÓGICO

DEIXE A SUA MENSAGEM E O SEU NÚMERO DE CONTACTO
COM O CENTRO QUALIFICA DA EPATV, NÓS AJUDAMOS!

CENTROQUALIFICA@EPATV.PT



Spreading the friendship virus



Nós estamos aqui!
Se precisa de ajuda, contacte-nos:
Vera Carvalho 919 039 819 | Inês Silva 910 751 263 | Fátima Carvalho 961 718 863 | Alda Oliveira 915 837 532

We need to build new bridges,
to turn the distance less distant
and the present and future
less frightening.



In these trouble waters, *“we are all building, while sailing,
the raft that will take us all to a good port”*.

Emergency Distance Education, António Dias de Figueiredo, 13/04/2020

