



Establishing partnerships with local services to improve outreach and access

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Portugal

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Parallel workshops
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Context and rationale



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

(Portugal Census, 2011)

Context and rationale



The problem of literacy is a social issue.
It is a challenge that involves everyone.

Context and rationale



To fight the discredit of the value of investment in education for elderly people in isolation contexts.

No one left behind! EDUCATION FOR ALL!





Is it a necessity?

- Lack of resources
- Shared funding
- Sustainability



Challenges

1.st

Find the partners

2nd

Keep the partners engaged

Potential partners



To involve municipalities, associations, social institutions, libraries, third age universities, leaders in the communities...

Create a network of community social educational workers:
Municipal Teams of Adult Education.

Preconditions



- Sustainable and stable investment for sustainability and professionalization in Adult Education and Literacy.
- Accessibility, flexibility, diversification and decentralization of educational offerings. The structures must work together!

Preconditions



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

Objectives



- Integrated action of the educational and social areas.
- Replace the assistance perspective with an empowering perspective.

Objectives



- Link between formal and non formal Adult Education offers.
- More flexible, integrated, contextual, participatory logic.

Objectives



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

Objectives



Community involvement for:

- greater participation (learners, team, partners);
- more recognition of the value of non formal adult education.



Objectives



Promote conditions that facilitate participation, access and success, eg reconciling work and family.



Objectives



Partnerships with local and national radios, newspapers, tv, social networks to **promote learners voice impact.**



*“Emergency” Adult Education in Covid 19 times
#LearningNeverStops*

Some portuguese partnership examples:

1. LETTERS FOR LIFE / LETRAS PRÁ VIDA

Intervention Community Project

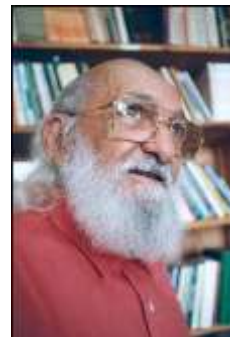
COMMUNITY INTERVENTION

TRAINING

APPLIED RESEARCH



COMMUNITY OF PRACTICE



Service Learning (Sigmon, 1979, Bringle & Hatcher, 1996, Jacoby, 1996, Butin, 2005);

Andragogy, Self-Directed Learning, Learning Contracts (Knowles, 1973, 1975, 1980);

Reflection on, to and about action as a formative process (Schön, 1983);

Learning by Experience (Dewey, 1997);

Pedagogy of Autonomy (Freire, 1996);

Critical Participatory Action Research (Kemmis & Robin McTaggart, 2014);

Empowerment Evaluation (Fetterman, 2001) ...

Literacy Workshops

*Letters for Life: writing and “reading the world”
(Freire)*





*Keys for Life:
critical digital literacy
workshops*

Music for Life Workshops:
music at the service of *literacy with the heart*



Our Partners



How we create partnerships?



- Self-organizing local communities that call us and create the network in the context.
- Because of the visibility created by the media, the potential partners contact us!
- We present the project all over the country (and internationally) at Education, Ageing and Media conferences and there we meet people that get interested and build bridges.
- We contact local associations and municipalities, that “spread the word”. We present the project to the local potential partners at an open meeting, using storytelling, videos, ...
- The Grundtvig Award was a huge help!

How we keep the Partners engaged?

Collaborative, Participatory, and Empowerment Evaluation

Stakeholder Involvement Approaches



David M. Fetterman,
Liliana Rodríguez-Campos,
Ann P. Zukoski, and Contributors

Collaborative, Participatory and Empowering Evaluation Strategies and Practices

WHO?

Participants

Facilitators Team

Partners

Community of Practice: our Critical Friends

WHAT?

Processes and Products

Benefits, Difficulties, Challenges

Impacts (literacy, well-being, policies...)

HOW?

Participatory Observation

Critical discussions and reports

Interviews, questionnaires

Content analysis ...

Self and collaborative evaluation reflection

**Participatory
action research**

**Qualitative
approach**

What have we learned?



- 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.

What have we learned?



The partners involved recognize, in their collective effort, greater ability to respond to the needs and potential of the older population.



Project *Letters for Life* Coimbra- urban and rural area



**Partnerships with local social and health services
Home visits, phone calls, social media interactions...**

Online training for professionals at elderly care homes



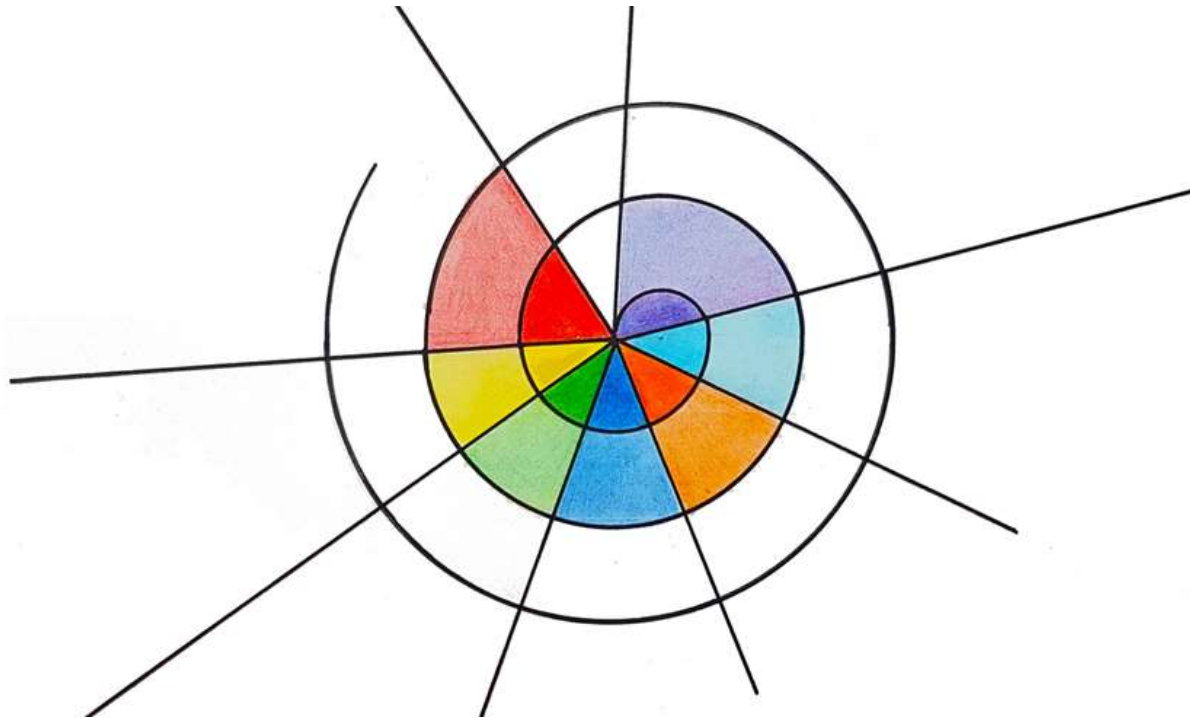
O que trabalhar na LITERACIA DIGITAL CRÍTICA?



2. Project *Literacy for Democracy*

One of the activities: literacy workshops

Sailors district - urban area near Lisbon



Partnerships with community associations and municipality to reassure that people get support when they have to isolate themselves and lose their regular income.

3. The itinerant library helps distributing the flu vaccines, targeting elderly people isolated

Montalegre – rural area



November, 2020, Municipality of Montalegre

Health services attract new users for the mobile library!

**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

