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*Sharing effective educational practices and systematising a training
competences programme for employment and inclusion for vulnerable adults*

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Lifelong learning from an international perspective



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SUMMARY

- 1-The adult educator and diversity of the adult world.
- 3- Challenges placed on adult trainers
- 4-Practical activity - group work
- 5 -Key competences required for work in adult training contexts
- 6- Examples
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 - Example 2 - The RVCC process (Recognition, Validation and Certification of Skills Competencies) and its implementation in Portugal.
 - Example 3 - Graduate Studies in Adult Education and Local Development
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- 7 - Discussion in large group
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Hamburg Declaration on Adult Education, **1997 p.1**

Adult education denotes the entire body of ongoing learning processes, formal or otherwise, whereby people regarded as adults by the society to which they belong, develop their abilities, enrich their knowledge, and improve their technical or professional qualification or turn them in a new direction to meet their own needs and those of their society.



Lifelong learning is the

“development of human potential through a continuously supportive process which stimulates and empowers individuals to acquire all the knowledge, values, skills and understanding they will require throughout their lifetimes and to apply them with confidence, creativity and enjoyment in all roles, circumstances, and environments.”

(Longworth and Davies, 1996, p. 22)



Comparative general data

In general, more than 80% of people with higher education are employed compared to about 70% of those with upper secondary education and 60% of those without upper secondary education

Education at a Glance 2014: OECD Indicators

Adults with a low level of education (ie lower than lower secondary education - ISCED level 2) represent less than a third of the European adult population. This corresponds to around 76 million adults in the EU.

The proportion of the adult population without upper secondary education (ISCED level 3) completed is:

In Hungary, Austria, Slovenia, Finland, Sweden and Norway, it does not exceed 20%.

Almost 50% of the population in Spain and Italy,

Around 70% in Malta, Portugal and Turkey.

About 25% of adults (25-64) in the EU - about 70 million people - did not complete the elementary secondary level.

Of these about 20 million (6.5% of adults in the EU) leave the education system with only elementary education

Eurodyce 2015, p.7

The rates of adult participation in formal education or training programs are as follows:

7% in Portugal,

6% in Spain,

5% in Malta,

4% in Italy

And 2% in Greece and Turkey

In a study conducted in 17 European countries it was concluded that:
(PIAAC),

19.9% - low proficiency in reading

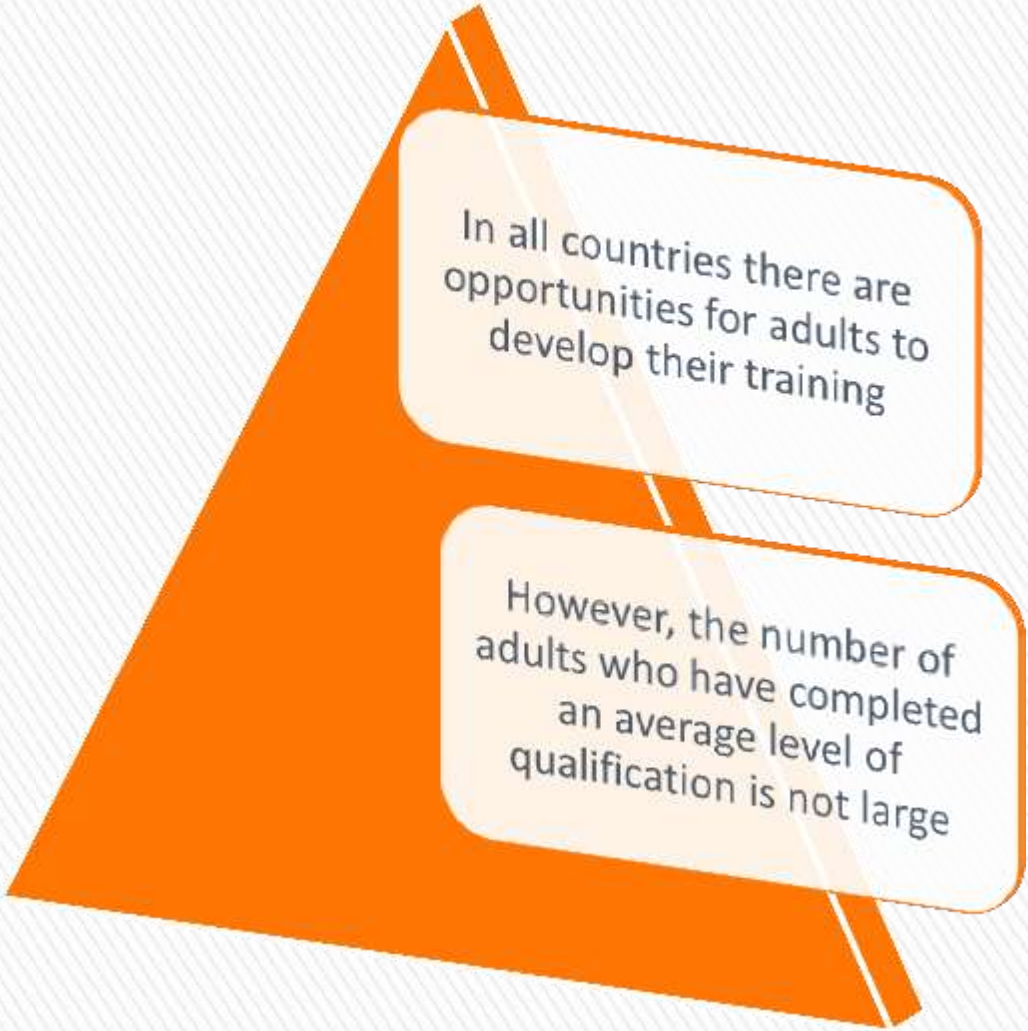
23.6% - low proficiency in numeracy.

30% - low proficiency in ICT

About half of the adults surveyed feel that their ICT skills do not match the needs of the labor market.

14000 programmers





In all countries there are opportunities for adults to develop their training

However, the number of adults who have completed an average level of qualification is not large



Deep changes in the world of work

International redefinition of the division of labor.
Redefinition in the nature, form and value of work

Increase in temporary and seasonal work

Learning in the workplace

Means of recovery from:

Everyday knowledge

Local knowledge

Indigenous knowledge



Dynamism of culture

... every cultural system is ever changing. Understanding this dynamic is important in mitigating the clash between generations and avoiding biased behavior. Just as it is fundamental for humanity to understand the differences between peoples of different cultures, it is necessary to be able to understand the differences that occur within the same system. This is the only procedure that prepares man to serenely face this constant and admirable new world of the future.

Laraia (1986, p. 51, 14^a edição)



Knowledge society

Mobility,

Web 2

average

Globalization

migration

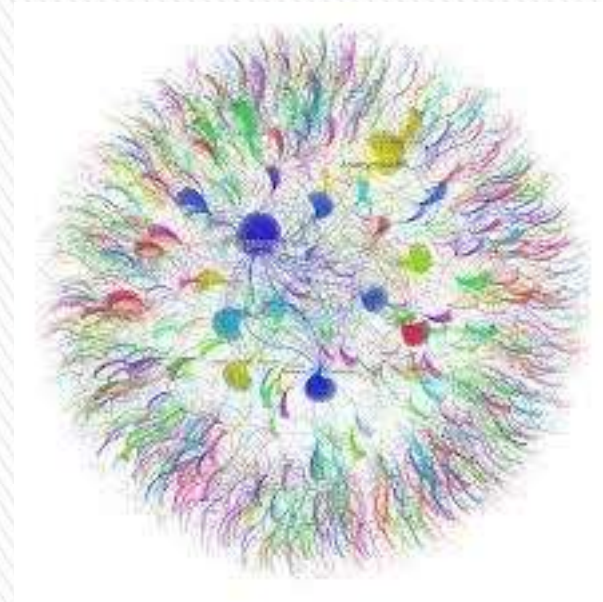
Multiculturalism

Interculturality

Hybridity

Learning.

(Hermans & Kempen, 1998)



Travel, wars, media, and other indirect sources diversify the forms, nature and types of social and cultural interactions, increasing the complexity of societies.



Paraphrasing Selwyn, Gorard & Furlong (2006, p. 5)

“The success of the knowledge society lies in a system of extensive education and training and post basic education, where everyone has access to sustainable opportunities for lifelong learning.”

Esta necesidad de aprender a lo largo de la vida viene:
De la naturaleza humana (perspectiva antropológica)
De las características de la sociedad actual en que vivimos.

(Zayas, E.; Capdevila M. 2002).



The perspective of adult education

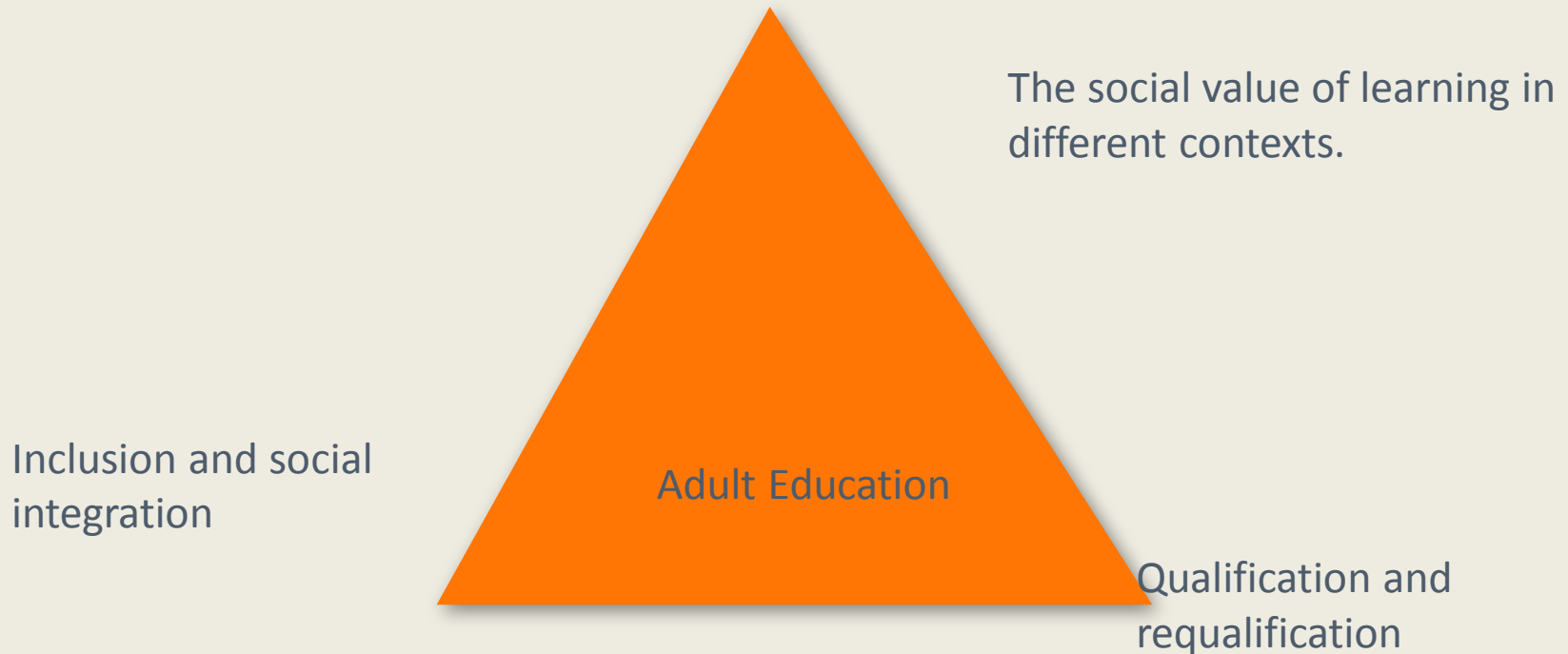
A perspective that highlights the social value of adult education as a lifelong learning process.

- For individuals to become more competent and knowledgeable
- To embrace inclusion in work and civic participation
- To incorporate technological and economic development.

A relevant goal for contemporary societies today, since the role of adult education in the knowledge society, as Jarvis (2001, p. 67) pointed out is "... a human right and a fundamental need in today's societies ".



The Place of Adult Education in Contemporary Society



The socio-economic role it plays and which has become an important resource for stabilizing the economy and personal careers.

Relates to some different aspects of life in the 21st century



But there are many that are not included in these processes

...

[Those] who are underrepresented in basic and higher education and whose participation, especially in higher education, is limited by structural factors.

This includes, for example: "non-traditional student":

The students whose family did not go to university before,

Students from low-income families,

Students from ethnic minority groups,

Those who live in places that have traditionally been considered as "low participation areas",

Students over 65 years old

And students with special needs.

(Merrill e Tett de 2013, p.116)



Several scenarios lead to demand for lifelong learning

Willingly

mandatory

For suggestion of the place of work

Inherent in professional culture



Reasons that lead to the search for more qualification and requalification? Several scenarios lead

Updating of knowledge and development of new skills

Going to new job opportunities

To consolidate skills in day-to-day situations, to create a business of your own, for greater security in professional activities or to find people and fun.

To explore new areas of interest.

To increase the chances of finding a job

For accreditation of competencies and possibilities of professional development



Diversity of the adult world - multiple facets

The age, which can range from young adults aged 18 to older adults over 65 years.

Language and cultural background.

Socioeconomic status.

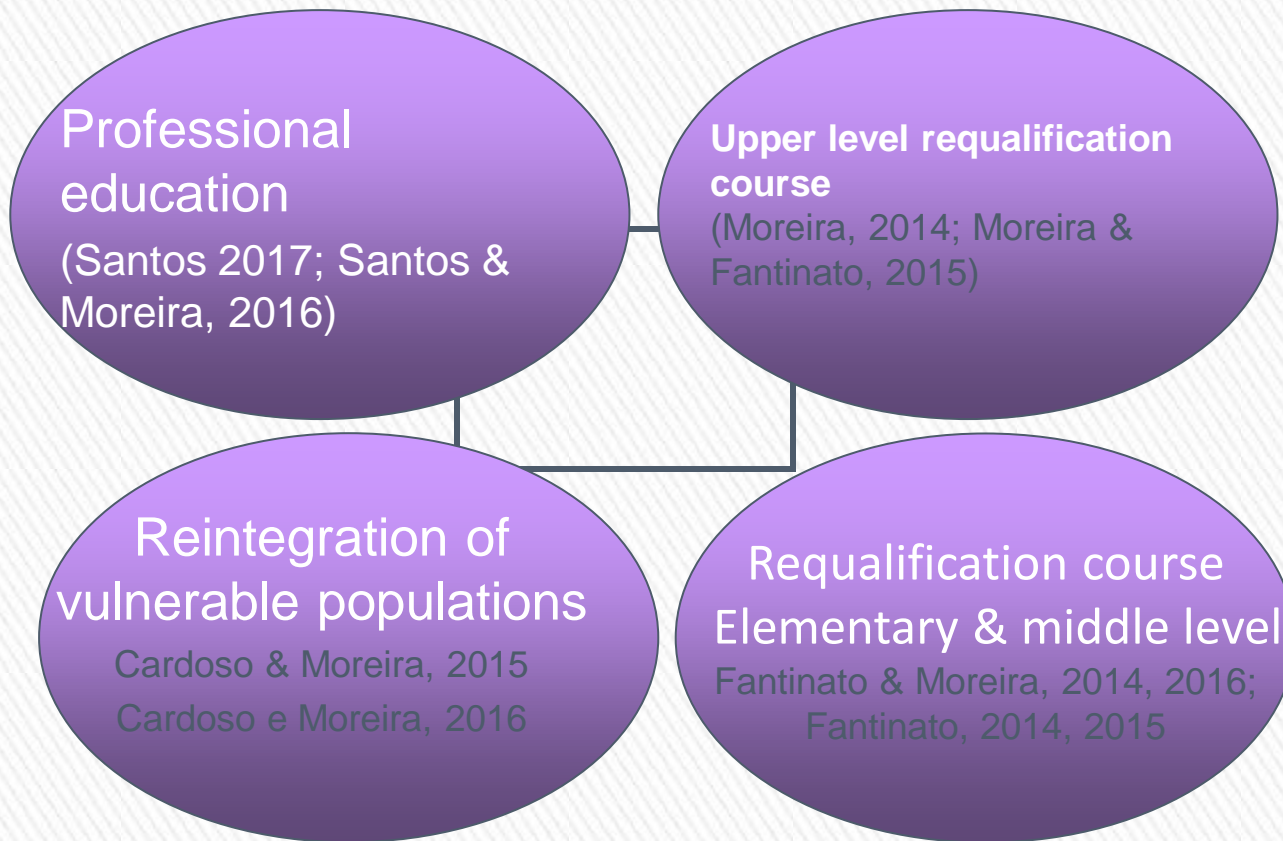
The motives that lead adults to embark on formal education;
How they resort to such a qualification, in particular whether it is voluntary, on their own initiative or by imposition of the owners of the undertakings in which they work or by another institution;

The expectations underlying the search for new qualifications and what they intend to do with them;

The characteristics of previous formal education pathways that may have been experienced with greater or lesser suffering.



Adult and Young Adult Education / Studies developed in Portuguese context- Open University



-Theoretical framework
local problematic related to global contexts
And final considerations



Example 1: Professional education

(Santos, 2017, Santos & Moreira, 2016)

- Vocational education is playing an increasingly important role in the training and schooling of young people.
- Since 2001, growth has been steady and accentuated since 2005, when the provision of vocational courses was generalized to public schools.
- A strategy created by the Portuguese government to combat the failure to complete secondary education in Portugal, when compared to other OECD countries.



1986

- The entry of Portugal into the European Economic Community and the Basic Law of the Educational System open doors for the creation of professional schools in the field of non-higher education

2008/2009

- There were 236 professional schools, with only 31 public schools

2014

- About 118 thousand young people attending vocational education both in secondary schools and in vocational schools, a figure four times higher in a decade.

Were born as a result of the needs that each promoter identified in each location or region and not the unilateral and central decision of the Ministry of Education

Although the State takes on a regulatory role, municipalities, together with companies or business associations,

Were the most dynamic social actors in this process, since they were able to add to themselves a varied set of partners with the objective of promoting the educational, social and economic development of the population that serves.

Innovative dimensions of professional schools in the current education system (Azevedo 2010)

The size of each school and the pedagogical relationship that it fosters: small size, closer monitoring of students, enhancing the pedagogical differentiation of learning;

The pedagogical model: a modular model of organization and evaluation more adapted to the students' rhythm allows a continuous progression over the three years;

Connecting to the local community: local and community-based schools facilitate student integration into civil and business society by opening doors to internships, study visits or project design.

The administration and management regime: greater administrative and financial pedagogical autonomy.

The certification scheme: a diploma of technician awarded by vocational schools gives equivalence to the secondary level and a professional qualification to enter the labor market (Santos, 2017)

Moreira, D. (2017) , Curso de Verano Competencies for e-learning Oviedo



The three main reasons for attending vocational education are all related to the world of work.



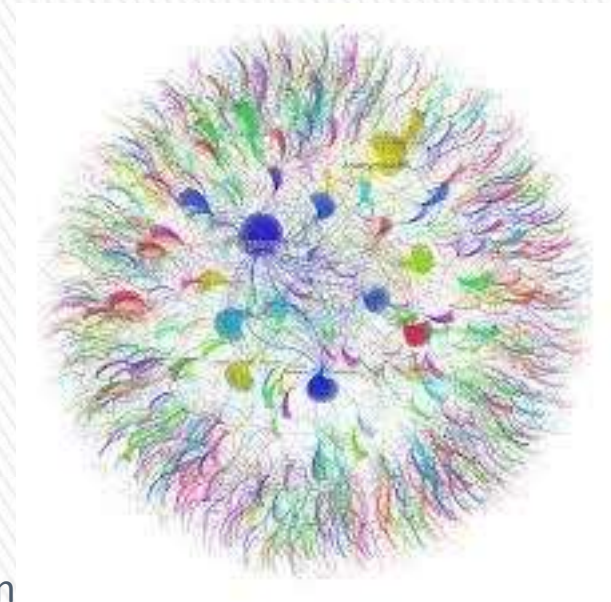
Final considerations

- ✧ Technical and vocational education is a response to the problems of school drop-out and failure,
Difficulties of insertion of young people in the labor market
Of mismatches between the academic qualification and the professional activity "(Madeira 2006, pp. 122-123).
Facilitating entry into the labor market
Preparing for professional life
- ✧ Many young people find in vocational education a way of reconciling with school, leading some to think of pursuing studies for higher education rather than entering active life.
- ✧ The trainees recognize the "importance of obtaining greater certification and qualification in the face of the growing changes in the labor market" (Pacheco, 2014, p. 117), thus valuing the qualification obtained



Example 2: Requalification upper level

In the frame of the learning society it is now very well accepted that people learn at all stages of life and that ICTs are crucial to empower citizenship and to support the acquisition of new skills for the workplace. According to the Council of the European Union (2002, p. 9)



According to the Council of the European Union (2002, p. 9), [We] underline the need to adapt education and training systems not only to the demands of the knowledge society and to the need for a higher level and quality of employment ... In particular, Member States should strengthen their efforts to use In learning the Information and Communication Technologies.



Change - the role of ICTs

- **ICT diffusion in the context of adult education** (Selwyn, Gorard & Furlong, 2006)

Flexibility

Individualized and accessible education,
Easier contact among adults who have similar interests,
Social advantages,
Pedagogical transformations
Ease of inclusion, (not forgetting the rural populations, the unemployed, the disabled, domestic women, and senior adults),

Several authors consider that, despite the widespread view that ICT is commonly used by everyone in the "knowledge society," adult literacy literature is still sparse in gathering evidence that clearly answers the questions about "who" ICTs, "why" and "what purposes" (Selwyn, Gorard & Furlong 2006; Webb, 2006) .

Participants

Diverse group of adults in relation to:

Age (from 28 to 55 years old)

Professional experience

Expectations and reasons that led to the search for requalification and frequency of a distance course.

80% were women



All sought out distance learning as a form of requalification and simultaneously developed their knowledge in online educational settings.



Student Testimonials

- ❑ During my professional activity, I began to feel the need to learn new aspects in the area of digital platforms.
- ❑ Learning to interact with distance students using digital platforms seemed to me important in the sense that contact with a different reality could bring positive aspects to my professional activity as well as to others in my workplace.



Frequency for personal initiative. In the words of the students:

The need was felt by me and not by the employer, who accepted my enrollment in this course with some reservations.

I am currently working on a social program at a local institution and this graduate program seemed perfect for my current career

Speaking from my experience, I finished my degree in Social Sciences, but I did not find a job in this area and I started working in a bank, but I realized that in order to keep my job, I would have to acquire more skills in this area ... and consider this course Of graduate as an opportunity, to acquire new tools for my professional work every day.



Considerations

Because learning is a social act, and there are several communities of practice, adults experiment and try various modes of learning and often use social and digital networks.

Thus, when the adult student decides to attend an online EaD course to acquire knowledge and skills most useful for their own professional development, there is the underlying idea of an intentional change.

The importance of the local context of individual students and the workplace for the development of the learning community emerges.



EDUCATION IN NETWORK - BUILDING THE GLOCAL

As elements of a community of learners, students share their ideas of development and innovation that emerge from their local knowledge and through communication, participation and involvement move to a new sense of knowledge - that is, a more global type of knowledge Built in articulation with previous experiences, with social value. (Moreira,2007).



Example 3: Elementary and middle level qualification

RVCC Proces

- Recognition, Validation and Certification of Competence (RVCC) process: initially carried out in 2001 on an experimental scale, a large national policy called the New Opportunities Initiative, which aimed to give impetus to the qualification of the Portuguese

Recognition practice of experiential acquired.

The basic level device of the RVCC process (up to the 9th year of schooling) presents four areas of key competences:

Mathematics for life

Information and communication technologies,

Citizenship and employability,

Language and communication



THEORETICAL ASSUMPTIONS FOR THE RVCC

In the reference framework of key competences of basic education and adult education, it is stated that "life experience is generally an excellent resource for the adult formative process" (ANEFA, 2002, p.3)

Recognition practice of experiential acquired.

Two ideas constituting their essential essentials:

The idea that one learns from experience

The principle according to which people should not be taught what they already know (Canário, 2006).

It assumes that "people are producers of their knowledge throughout their lives, and that this knowledge, resulting from experiential formation processes, can be the object of recognition, validation and certification" (Cavaco, 2009, p.150).

As a practice of recognition of experiential acquired, the RVCC process implies the recognition and appreciation of acquired knowledge, especially in informal and non-formal contexts, as a reflection of adult life learning.

Skills approach.

It implies recognition and appreciation of acquired knowledge, especially in informal and non-formal contexts, as a reflection of adult learning.

It differs from approaches that favor the acquisition of disciplinary contents in formal contexts of learning.

Competences appear "as emerging from action, which gives them a finalized, contextual and contingent character" (Canário, 2006, 41).



Recognition practice of experiential acquired.

Two key ideas:

The idea that one learns from experience

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RVCC Process Completion Time:

It takes four or five months for the regular trainees.

Cases of people who spend a year, a year and a half in the process, because they give up and then return.

Motivation to carry out the process:

In search of school certification.

To live up to the household.

Because they learn in the process.

Search for CNO of its own accord.

Referred by companies.

So as not to run the risk of having government subsidies cut off (the unemployed).

The preconceived idea that the process is easy and fast leads to a drop in motivation.



Considerations

- ❖ The process brings a lot of learning, both for trainees and for trainers. For adults it brings a redemption of self-esteem, not only because they receive a certificate of schooling, but also because they see appreciated learning in extracurricular contexts.

We agree with John, who says that:

I think this is the great wealth that we leave to the adult ... he recognizes that in his life he has learned a lot, and also recognizes, that after this process, he continues to learn (John). (Fantinato & Moreira, 2013 p.4)

New identity postures related to the search for new methodologies of teaching and validation of learning, broadening previous perspectives and developing the understanding of the meaning of being a teacher / trainer in a more holistic way and framed in the Portuguese educational reality.





Example 4: Vulnerable Population Reintegration

Educational experience, which addresses the construction of identity in its relationship with the world, of 6 subjects;

The participants are in a precarious situation (lack of community participation, loneliness, lack of economic resources, etc.);

6 women in the 53-78 age group, living in the northern interior of Portugal.

CRITICAL CONSCIOUSNESS THROUGH THE SHARING OF LIFE STORIES



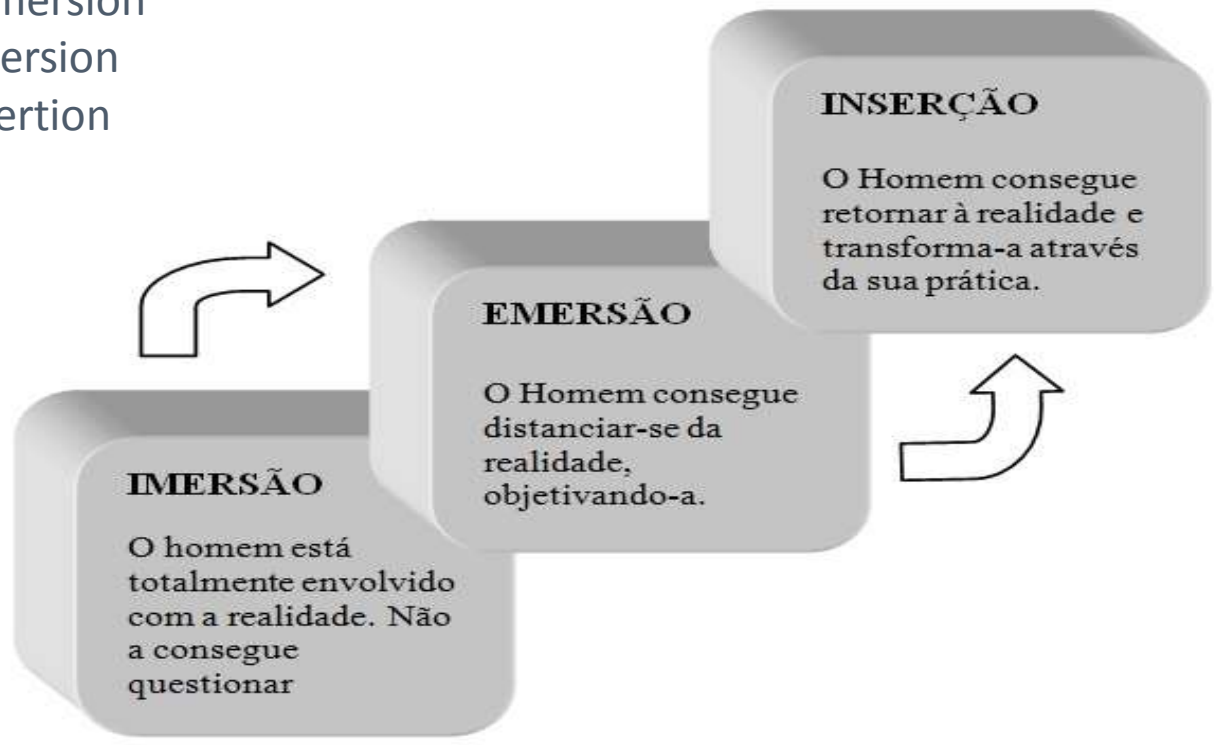
Paul Freire's Process of Awareness

- **Intrasitive consciousness**
- **Transitive consciousness**
- **Critical awareness**

Fig. 2 – Fases da Consciência de Paulo Freire

CRITICAL CONSCIOUSNESS >>> THROUGH THE SHARING OF LIFE STORIES

Immersion
Emersion
Insertion



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Life stories

Life stories indicate the path / life trajectory of a subject who, in narrating, exposes any human experience in the form of a story.

Life stories as a phenomenon try to (re) construct not only the past of the subject, but also the meaning of the lived experiences.

In the personal narrative of each participant subject, in divulging their history as unique, in the reflection of their problems confronting the past with their present situation, the process of awareness will be given.

METHODOLOGY



Participatory Research

This methodology arises from the dissatisfaction of some researchers regarding the living conditions of many people, who began to think about alternative forms of research and action focusing their attention on local and regional problems (Borda, 2001 in Lima, 2003)

It is in this theoretical context of a more interventionist and transformational nature that, in the field of educational research, "methodologies capable of providing a more productive action and consequently, insofar as they focus on critical reflection, on the one hand, and on the operational attitude of Practices on the other. "

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DISCUSSION GROUP



Assembling an educational experience



Group Dynamics Exercises



Sharing of opinions, events, good
and bad moments through the
narrative of participants' life histories



DISCUSSION GROUP



Assembling an educational experience



10 Sessions
2 hour duration
Between January and
June 2015

DATA

- ✓ Collection of narratives and life stories;
- ✓ Participant observation;
- ✓ Recording of video and audio sessions.

RESULTS



Discussion group rating

- ✓ The 6 women contributed all actively to the group work;
- ✓ They promoted bonds of solidarity among the members of the group;
- ✓ Participants were drawing their identity and belonging profile, "painting" it in a way that emphasized the positive aspects, overshadowing the aspects by which they did not want to be identified;

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RESULTS



Discussion group rating

- √ They have identified reports of their life history with those of other elements;
- √ There have been several attempts to solve situational problems;
- √ The Social Institution in which this research takes place has already shown an interest in using the same method in the context of the individual diagnosis of other users and in the planning of intervention plans.

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Final conclusions

Lifelong learning, whether formal or informal, is fundamental in contemporary societies

The demand for online education is the result of the condition that the online environment is an indispensable additional condition for learning in the Knowledge Society.

Adult personal development is an unquestionable practice that places adults at the center of a dynamic link between their learning (in online or in-person environments) and their local networks

Implications for change in local networks when relating to global meanings.

Identity and professional development for adult trainers.



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