

GOOD EDUCATIONAL PRACTICES

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Title of this Good Educational Practice
Social Intervention Projects: identifying the reality of the context where I am living
About the experience (Country, city, Institution, academic year, total hours of the activity or complete course)
The courses are offered to adults: employees, unemployed or adults interested in social areas and acting in local communities. Physical locations can be quite different according to places provided by communities. The classes are held semiannually. They occur once a week, for 2 hours and in groups, up to a total of 48 hours of face to face lessons. Participants must have completed 9 th grade school or higher.
Such studies, or type of training in this Good Practice (educational level or type of course)
Such training itineraries are continuing education free courses. The main goal is to identify local situations where social intervention projects can be developed by adults and people who attend vocational training spaces.
Descriptive keywords that define this Good Practice
Social intervention, problem-solving, local community needs, parish councils
Goals and competences
The main goals privilege the analysis of the local community and the design of intervention projects that will be presented to the parish councils. Those projects must develop the citizen awareness, collecting information on problem-situations and the needs of the local community. The skills to be developed by participants are: the ability to analyze and to know how to use some instruments of information collecting (questionnaire, internet research, and observation grids), design of structured proposals to solve particular needs, in order to improve interaction in their local community.
Brief summary
The training pathways will provide discussion contexts in order to identify problems and emerging needs in the local community and also to propose possible interventions projects to parish councils.
Students' profile (women and men's number, ages approx., occupation, educational initial level)
Most of the participants are men that are seeking for new ways to professional reintegration or retired men who are interested in collaborating in the place where they live.
Staff involved in this Good Practice; and their level of participation (teachers, guidance, other institutions ...)
Classes are taught by a training teacher and by some volunteers.
Methodology (phases of activity, types of activities carried out, spaces used, etc.)
Group lessons - once a week for two hours. Classes start with the observation results in the local community, the individual positioning and participation in that community. In a second phase, the dialogue is extended to the main local situations, problem situations, emerging needs and other

important issues to the context. After the dialogue and narratives sharing, a context is created to discuss suggestions and experiences to the same needs or problem situations from other contexts. Next, one learns to use some technical tools to better identify these situations. After having defined and studied the context, a proposal is designed and present to the community public entities, in this particular case the parish councils, allowing the emergence of possible intervention projects.

Assessment implemented

Peer evaluation where participants suggest and analyze the proposals. There is a moment of collective sharing and contribution to the proposals, moderated by the trainer.

Weaknesses or difficulties

Adjust the courses to the participant's needs and expectations, in particular the issues of employability. Construct proposals that might be of interest to parish councils and that also meet the proponents' wishes. In addition, to structure strategies and work dynamics in the classes that stimulate creativity and dialogue about the problem situation and the local needs, getting apart individual concerns, and sharing and observing common features of places where participants belong to.

Strengths or success

There is a growing interest for courses on intervention and social and citizen action that represent new perspectives of creating workspaces at local and community contexts.

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Introduction

Adult education and training (EFA) courses at the basic level provide school qualification (only with basic training), and are an offer of education and training for adults who want to raise their qualifications. These courses are organized in a lifelong learning perspective, as a tool to promote socio-professional (re) insertion and a progression in qualification. They are intended for unqualified or unskilled adults with a view to entering the labor market.

Title of this Good Educational Practice
Adult education and training (EFA) courses
About the experience (Country, city, Institution, academic year, total hours of the activity or complete course)
Course conducted in a primary and secondary school, since 2014, with a total duration of 2300 hours.
Modality of studies, or type of training in this Good Practice (educational level or type of course)
Course that allows participants to complete basic education at different levels: 1st, 2nd and 3rd cycles of basic education. In the end there is correspondence with formal education.
Descriptive keywords that define this Good Practice
Second chance education and training; adult education
Goals and competences
The courses aim at the student's cognitive development associated with the development of basic academic skills. It aims to develop the skills of reading, writing, calculating, personal and social skills and ICT.
Brief summary
The EFA course analyzed is situated at the level of basic development of reading, writing, calculating, personal and social skills and in ICT for elements of the adult population in situation of serious exclusion. In this way, it seeks to improve social integration and job placement. In this sense, the approach taken also encompasses a broad range of topics, such as environment and health; political and economic organization; training and professions; daily life; interpret and produce texts; mathematics and problem solving and problem situations; use of ICT (basic skills); integration / interpersonal relationship.
Students' profile (women and men's number, ages approx., occupation, educational initial level)
Participants in the course have varied ages, coming from social groups in situations of serious exclusion (ethnic minorities) and who did not have the opportunity to study at the appropriate time. The group that is attending the course in 2017 was composed of 53 women and 73 men,

distributed by different levels of schooling. They are mostly unemployed (about 80%) or self-employed in the area of street vending (about 20%)

Staff involved in this Good Practice; and their level of participation (teachers, guidance, other institutions ...)

The course is guided by a management team, and the content is taught by teachers coming from regular education. There is also support from administrative staff. There is also the participation of other public institutions and social support, signaling and track participants in the courses.

Methodology (phases of activity, types of activities carried out, spaces used, etc.)

The course is developed over a period of one year, aiming at the end that the participants have acquired the knowledge and skills essential to the attended level (EFA1 and EFA2). Because it is a long course, several methodologies are used, but are intended to be based on an articulation between active and autonomous work. Collaborative work is done in small groups, the use of technological resources, tasks based on problem solving and individualized tutoring. In addition to classroom activities, there are study visits and complementary training sessions (health, conflict management, gypsy culture, security forces, sustainable development, citizenship ...).

Assessment implemented

Continuous assessment

Weaknesses or difficulties

The participants (manly belonging to gypsy groups) devalue the knowledge that goes beyond the basic skills of reading, writing and some calculation.

Strengths or success

The partnerships assure the regular attendance of the trainees, collaborate in the knowledge of the surrounding environment and participate in the training of the students in certain areas (for instance, health education).

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Introduction

CENTRO SOCIAL 6 de Maio aims at fighting social exclusion by offering Portuguese Language training Programmes to African Community that have migrated to Portugal. Most of them come from Senegal and Guiné-Konakri. The great majority is unemployed or retired. The social center is located in the periphery area of Lisbon (Damaia) which is an area with drug problems and poverty. Its main objectives are: to minimize social exclusion through language training and social competences, to foster adults' social participation in various kinds of activities like music classes.; to propose activities encouraging African migrants to spend actively their free time with the community of Damaia.

CENTRO CULTURAL DA DAMAIA is supported by the religious catholic congregation of the Dominican Missionary Sisters of the Rosary. The language courses are held every day, during the after-work time, and teachers are volunteers with different formation. The center also proposes various social activities on a regular basis aiming at fostering intergenerational cooperation.

Title of this Good Educational Practice
<i>Providing Portuguese courses to African migrants</i>
About the experience (Country, city, Institution, academic year, total hours of the activity or complete course)
<i>Portuguese language courses are held daily with different volunteer teachers. In the class, adults are mingled with students of different ages. The courses take place in the Social Center 6 de Maio in Damaia. Each class takes 1 hour. The sessions last from October to July.</i>
Such studies, or type of training in this Good Practice (educational level or type of course)
<i>Courses of language training content, not officially regulated, aimed at people over 50 years.</i>
Descriptive keywords that define this Good Practice
<i>Portuguese language training; Social competences; Communication and inclusion</i>
Goals and competences
<i>We try to help foreign adults and seniors to get along in the Portuguese society by driving their communication skills and knowledge about Portuguese society; the Social Center 6 de Maio also tries to bring together different generations and foster the inclusion of seniors in the surrounding community.</i>
Brief summary
<i>Group classes regarding Portuguese language training and social competences for African immigrants in Portugal</i>
Students' profile (women and men's number, ages approx., occupation, educational initial level)
<i>10% women, 90% men Most of our students are unemployed but the class attendance is important for them to get residence authorization by the Portuguese government.</i>
Staff involved in this Good Practice; and their level of participation (teachers, guidance, other institutions ...)
<i>The classes are taught by different teachers who work together in regular meetings.</i>
Methodology (phases of activity, types of activities carried out, spaces used, etc.)
<i>Topics learned during the courses: how to write a curriculum vitae, learn information about the social and political Portuguese organization, songs and poems. No computer was allowed in the classroom for security reasons, due to the area being dangerous.</i>
Assessment implemented

This course is without formal assessment but has a certificate of attendance which is important for residence allowance by the Portuguese government. Self-assessment is foreseen in different phases of the course.

Weaknesses or difficulties

The main challenge was the difficulty of the students to work together and express themselves, demanding the teachers' attention for themselves alone. There was great difficulty to involve themselves outside class for example in homework, and also outside their African community. There was also difficulty in keeping a continuous program because of the irregular presence of some participants.

Strengths or success

The activities of the center are good opportunities to put adults and seniors in contact with the Portuguese community through informal classes or ludic activities, mingling people with different ages. The Portuguese course improve their self-confidence. For them, it is a way to socialize and learn new things.

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Introduction

The Vozes da Folgosa (Folgosa's voices) is a project of collection of narratives authored by people from the village of Folgosa do Douro, Armamar municipality, Viseu district, that publish periodical in physical and digital formats.

The project was born in 2014 and is supported by We and Voices - Association of Social and Cultural Intervention and Community Development, a non-profit association.

Title of this Good Educational Practice
Vozes da Folgosa – Património Imaterial de Folgosa do Douro
About the experience (Country, city, Institution, academic year, total hours of the activity or complete course)
<p>The Vozes da Folgosa (Folgosa's Voices) is a project that takes place in the parish of Folgosa do Douro, in the municipality of Armamar, in the district of Viseu. The work of sharing and disseminating the narratives and other stories belonging to the local community is materialized in physical format, through a newspaper and later in digital format through the Internet site http://vozesdafolgosa.wixsite.com/jornal-</p> <p>It takes about 100 hours divided by the various collaborators For each edition of the newspaper. The edition, collection and processing of data are carried out by two elements with training in the area of social sciences and education. The periodicity of the publication of this work is semester.</p>
Such studies, or type of training in this Good Practice (educational level or type of course)
There are no specific courses. All inhabitants can participate. Educational processes take place in a participatory way, in a community and informal base.
Descriptive keywords that define this Good Practice
Informal Education; Sociocultural animation; Community Development
Goals and competences
The main aims of the project are: to foster community cohesion, knowledge and construction of an immaterial memory of Folgosa do Douro; to increase community and intergenerational ties; to increase social and community involvement.
Brief summary
By reading the published journals, participants can learn about and from the community to which they belong. Storytellers see their life story recognized, boosting their self-esteem. They actively participate in the sharing of photographic records and local proverbs, increasing the notion that they are part of a unique project to which everyone can contribute.

Students' profile (women and men's number, ages approx., occupation, educational initial level)
The Parish has about 428 inhabitants: 212 men and 216 women. Population of active age covers about 80% of the total, and the remaining 20% are divided both by children and young people (8%) and the elderly (12%). All people can have access to the newspaper because it is distributed free of charge.
Staff involved in this Good Practice; and their level of participation (teachers, guidance, other institutions ...)
The management of the project is carried out by a local association, with family characteristics and involving other elements of the community, who jointly develop the actions of collection and dissemination of information.
Methodology (phases of activity, types of activities carried out, spaces used, etc.)
In this project, a participatory methodology is favoured, and it is used semi-structured interviews for the collection of narratives as well as video recordings and photographic records collection. With each issue we contacted a storyteller. The place where the collection takes place is at the participant's house. Collection may take 3 to 4 hours and may take longer than one session. We also contact people who are emigrated, and other inhabitants, who due to their profession and / or condition can collaborate with the newspaper giving their testimony, share a song, an experience, a cooking recipe, for example.
Assessment implemented
This project does not have an evaluation process implemented.
Weaknesses or difficulties
Reduced number of inhabitants and their availability to collaborate in the newspaper;
Strengths or success
Active and positive acceptance and active by the participants. Recognition by the national Portuguese media of the importance of the project.

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Introduction

The CQES - Qualification Course for Higher Education was the result of a protocol established between the Open University and the National Agency for Qualification with the main objective of preparing adult public for access to higher education. It has been offered since 2010. The reference year for this listing is the 2016-2017 school year.

Title of this Good Educational Practice
CQES - Qualification Course for Higher Education
About the experience (Country, city, Institution, academic year, total hours of the activity or complete course)
3 months course with Distance Learning Methodology at UAb (Portugal)
Such studies, or type of training in this Good Practice (educational level or type of course)
Preliminary course composed of basic disciplines for the access exam to higher education. It does not have formal evaluation because the success of the training results in the success in the access exam to the university.
Descriptive keywords that define this Good Practice
Introductory Course; Access to HE
Goals and competences
This course has the following objectives: to prepare students for the access exam to university; to activate knowledge already acquired, many years (or decades) ago; to set the speed of work necessary to attend a higher education course; to improve student's motivation. 5. to improve academic performance.
Brief summary
This practice is a strategy to respond to the needs of specific publics through collaboration between higher education institutions and other social organizations, in order to promote equal opportunities for access and success of learning in higher education.
Students' profile (women and men's number, ages approx., occupation, educational initial level)
<i>In 2016-17 the course had 45 men and 56 women with ages from 23 to 60 years old. The majority were middle-level technicians and professionals (23%), administrative and similar personnel (26%) and unskilled and service workers (14%).</i>
Staff involved in this Good Practice; and their level of participation (teachers, guidance, other institutions ...)
This course involves several professors of the institution and the directive structure of the University, especially the Office for Lifelong Education.
Methodology (phases of activity, types of activities carried out, spaces used, etc.)
The course runs in a virtual environment implying collaborative work in large and small groups, using ICT resources and Individual tutoring.
Assessment implemented
<i>Self assessment</i>
Weaknesses or difficulties

The main difficulties were, on the one hand, to keep the motivation throughout the course and the regular work and, on the other hand, to foster collaborative work among trainees. These factors are necessary for succeeding the course, but each student tends to work in isolation.

Strengths or success

This course is an opportunity for working adults to either improve academic performance or attend higher education. With the frequency of the course, this audience gains the confidence to overcome the difficulties inherent in having a job and a family.