Follow-up of CONFINTEA VI:

Reporting template for National progress reports in preparation of the
Global Report on Adult Learning and Education (GRALE)
and the end of the
United Nations Literacy Decade (UNLD)

National progress report submitted by
the Government of PORTUGAL

This report is submitted on behalf of the Government of Portugal in accordance with the commitments made at the Sixth International Conference on Adult Education (CONFINTEA VI)[1] as laid down in the *Belém Framework for Action*[2], specifically with regard to monitoring its follow-up.

This report is organised in different sections according to the key areas of CONFINTEA VI. Accompanying this are the explanatory notes[3], which are meant to provide further clarification.

Institution responsible for submitting this report	Ministry of Education and Science
Submission date	29 February 2012

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[1] For more information about CONFINTEA VI see: http://www.unesco.org/en/confinteavi/

[2] Available in nine languages at http://www.unesco.org/en/confinteavi/belem-framework-for-action/

[3] The explanatory notes are intended to be a reference material to clarify the scope and background of the reporting template and explain some basic terms.

Report elaboration process

Which institutions and stakeholders provided input to this report?	*Mark all that apply*
Government Ministries	
Agriculture	☐
Defence	☐
Education	☒
Foreign Affairs	☐
Health	☐
Interior/Home affairs	☐
Labour	☒
Others *(please mark and specify below)*	☐
Civil society organisations	☐
National non-governmental organisations	☐
International non-governmental organisations	☐
Educational or research institutions/Universities	☐
Private sector companies	☐
United Nations agencies	☐
Non-UN bilateral or multilateral organisations	☐
Others *(please mark and specify below)*	☐

Briefly provide any additional information on the process by which this report has been produced, including information on: 1) which types of public authorities were consulted or contributed to its preparation; 2) how the stakeholders were consulted and how the outcomes of this consultation were taken into account; and 3) the types of references used as a basis for reporting.

The National Agency for Qualification and Vocational Education (ANQEP) was responsible for answering this report. The ANQEP is a public institute, indirectly administrated by the State under the authority of the Ministry of Labour and Social Solidarity (now named Ministry of Economy and Employment) and the Ministry of Education (now named Ministry of Education and Science). The Agency's mission is to coordinate the implementation of education and vocational training policies for young peple and adults and to ensure the development and management of the System for the Recognition, Validation and Certification of Competences. It also played an important role in achieving the goals of the New Opportunities Iniative. We used as reference the SIGO (integrated system for management of training supplies), Statistics Portugal and the Directorate General for Budget.

1. Definitions and data collection on adult learning and education

	Yes	No
1.1 Does your country have an official definition of adult education? *If Yes, please provide it in the space below:* Set of apprenticeship processes, formal or not, allowing the adults to develop their capacities and knowledge, improve their technical or professional qualifications, or guided them in order to satisfy their own and society needs. (source: Statistics Portugal)	☒	☐
1.1.1 Are other definitions used in practice? *If Yes, please provide them in the space below:* Adult education covers all types of learning by adults who have left initial education and training, however far that process went. It includes learning for personal, civic and social purposes, as well as for employment-related purposes, and can take place either in formal education and training systems or other settings. This is the definition more used in the EU.	☒	☐
1.2 Has your country adopted or developed an official definition of literacy? *If Yes, please provide it in the space below:* There isn´t an official definition of literacy. However, Statistics Portugal has adopted a definition for illiteracy: Population aged 10 years and over that is illiterate, i.e., incapable of reading and understanding a written sentence or writing a full sentence. Literacy is addressed through the policies adopted to promote education and training.	☐	☒
1.2.1 Are other definitions used in practice? *If Yes, please provide them in the space below:* Academics have studied the subject. Definitions of literacy have changed over time in paralell with changes in our society and economy. The growing importance of lifelong learning has expanded the competences involved in literacy. Nowadays it is generally accepted that literacy encompasses the competence to read, write and count (numeracy) as well as ICT competences.	☒	☐

1.3 How is literacy data obtained in your country?	
Please select the option(s) below	
National census	☒
School administrative data (years of schooling completed/primary certificate)	☒
Direct testing (e.g. Literacy Assessment and Monitoring Programme, LAMP)	☐
Household surveys	☐
Other methodology (*please describe below*):	☒
Participation in IALS and in the Adult Education Survey (2007)	

1.4 Has your country changed literacy data collection methods since the UNLD mid-term review in 2006?	☒	☐
If Yes, please select the option(s) below that best describe the change(s)		
New conceptual definition on literacy in place (for policy)	☐	
New conceptual definition on literacy in place (for data collection only)	☐	
New assessment of youth and/or adults' literacy skills	☒	
Increase in the periodicity without significant conceptual changes	☐	
Other changes (*please provide details below*):	☐	

1.5 Has your country faced challenges in collecting literacy data? *If Yes, please describe them briefly in the space below:*	☐	☒

1.6 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in this section.

In question 1.4 we would like to clarify that in 2010 Portugal created a Programme for adults without Basic Skills (reading, writing, numeracy and ICT). Data is available on SIGO.

2. Policy: political commitment to adult education and adult literacy

2.1 Does your country have laws, legal regulations or other public policy measures/initiatives with a primary focus of supporting lifelong learning, adult education and adult literacy? Please name them, giving the year in which they were enacted and adding documentation/evidence, if possible.

	Yes	No	If Yes: name of legal/policy instrument and references (add as many lines as needed)	Year
Lifelong learning	☒	☐	New Opportunities Initiative	2005-2010
Adult education	☒	☐	LLP - sub-programmes Grundtvig and Erasmus	2007-2013
Adult literacy	☒	☐	National Reading Plan Basic Skills Programme	2007-2011 (1st phase) 2010

2.2 Which target groups of learners do current national adult education and/or adult literacy policies address? Examples could include women, youth, indigenous peoples, minority linguistic/ethnic groups, migrants, individuals with disabilities, rural residents, prisoners and others (please specify). Which age groups are targeted? What is the size of the target group?

	Specific target groups, including age range (add as many lines as needed)	Total number of individuals in the group
Adult education	New Opportunities Initiative - Adults (aged 18 and over) who have not completed the 9th grade of schooling and secondary education (12th grade of schooling) or did not possess any professional qualification (namely, levels 2 or 4 according to the National Qualifications Framework recently adopted in Portugal – October 2010 – , and the European Qualifications Framework); In 2007, disabled people gained access to all adult education and training supplies grounded on both Key Competences Frames of Reference for AET in order to obtain an academic certification. Lately, to improve attractiveness, flexibility and tailor-made paths, as well as to supply adults' qualification needs, particularly those employed, the AET courses are adjusted and short term	

modular training are ruled within the National Qualifications Catalogue;

In Portugal there is specific funding for non-formal education activities directed at, for instance, social education, political education, social and cultural animation, local development, leisure time initiatives, third age activities, etc. An example is Priority 6 from the Thematic Operational Programme for Human Potential — Citizenship, Social Inclusion and Social Development — that meets a set of policy instruments aimed at creating conditions for increasing social and professional integration of social excluded groups, as well as to promote active citizenship and social participation, through actions to prevent and repair social exclusion.

Formal adult education is provided at all levels (in basic education, comprising the 1st, 2nd and the 3rd cycles; in secondary education, including regular education and vocational training schools and centres; and in higher education, within the programme Aged More than 23 Years Old established in 2006 – Decree Law 64/2006).

Foreign people living in Portugal (provide immigrants the knowledge on the Portuguese language in different levels)

Enrolled in New Opportunities Centres, in 2010:	2.410
Enrolled in New Opportunities Centers, in 2011:	1.941

Unemployed citizens who are registered in job centres, holders of qualifications lower than the complete 12th grade.	
Enrolled in New Opportunities Centres, in 2010:	6.501
Enrolled in New Opportunities Centres , in 2011:	118.312
People with disabilities:	
Enrolled in New Opportunities Centres, in 2010:	681
Enrolled in New Opportunities Centres, in 2011:	599
Source: SIGO, provisional data dated 31 January, 2012.	
The Programme for people without basic skills is aimed at adults aged 18 years and over who did not attend the 1st cycle of basic education (4 years of schooling) or having attended it do not have basic competences in reading, writing and numeracy.	
Portuguese adult population whithout basic skills:	
Enrolled in New Opportunities Centres, in 2010:	404
Enrolled in New Opportunities Centres in 2011:	4.445

(Row label: Adult literacy)

2.3 Has your country set any goals and deadlines that national policy/ies in adult education and/or adult literacy are expected to reach? If yes, please specify the goal and, if applicable, relevant timeframe.				
	Yes	*No*	*Specify goal*	*Specify timeframe*
Adult education	☒	☐	The main goals set for	2005-2010

		adult education within the New Opportunities Iniative are: - To reinforce the offer of occupational courses for adults – at the level of 9 and 12 years of schooling – so as to involve 350,000 adults in these training paths; - To reorganize the current model of recurrent education, with the training response being based on the AET (Adult Education and Training courses) courses format; - To qualify 1,000,000 active workers by 2010, through the national System for Recognising, Validating and Certifying Competences, as well as through the Adult Education and Training Courses, and the Modular Certified Training; - To guarantee that more than 650,000 people obtain a competences certification;	

			The National Reading Plan has the following objectives: Promote reading, considering it an essential element in individual development and national progress; Create a social environment is favourable to reading; Make an inventory and valorise educational practices and other activities stimulating pleasure in reading amongst children, young persons and adults; Create instruments enabling the definition of increasingly more precise targets for the development of reading; Enrich the skills of social players, developing both the formal and informal action of teachers and reading mediators; Consolidate and increase the role of the Public Library Network and School Library Network in developing reading habits;	
Adult literacy	☒	☐	Gradually achieve better results in national and international studies	2007-2011 (1st phase) As of 2012 (2nd phase)

		evaluating literacy.	

2.4 Does your country have a policy on the language of instruction in adult education?	*Yes*	*No*
	☐	☒

If Yes, please provide a brief explanation and references in the space below including when it was put in place:

2.5 Does your country have a policy framework to recognise, validate and accredit non-formal and informal learning?	*Yes*	*No*
	☒	☐

If Yes, please provide a brief explanation and references in the space below, including when this policy framework was put in place:

Since 2000, Portugal has developed the National System for Recognising, Validating and Certifying Competences (RVCC) carried out in the National Network of Centres for Recognising, Validating and Certifying Competences (later named New Opportunities Centres) hosted in public or private local bodies strongly established in their own community.

The recognition of competences lifelong and lifewide acquired is not only an important mechanism to reinforce individual self-esteem and social justice, but also a vital resource to promote adults' integration in new processes of formal learning. The recognition of competences makes it possible, at a collective level, to structure complementary training paths adjusted on a case-by-case basis.

New Opportunities Centres aim at informing; preparing a diagnosis, by assessing the education and training needs of adults in order for them to get a school certification and/or a professional qualification; guiding adults according to available education and training pathways; recognising, validating and certifying competences; and, certifying education and training pathways.

This form of provision, provided by the New Opportunities Centres, is based on two Referentials of Key Competencies ("Language and Communication", "Maths for Life", "ICT" and "Citizenship and Employability" for courses equivalent to the 1st, 2nd and 3rd cycles of basic education; and "Society, Technology and Science", "Culture, Language and Communication", "Citizenship and Professionality" for courses equivalent to upper secondary education).

The competences included in the candidates Portfolios will determine their certification (of the 1st, 2nd or 3rd cycles of basic education or upper secondary education). If adults do not demonstrate a certain degree of competences, the Recognition, Validation and Certification of Competencies may be complemented with education and training in the form of short courses, developed outside the New Opportunities Centres, in a training provider. Apart from this form of provision, the Recognition, Validation and Certification of Competences of "double certification" (allowing one to obtain a school certification and a professional qualification) has recently been established. This professional qualification allows for professional qualification according to the National Qualifications Catalogue.

2.6 Have action plans been formulated or updated since CONFINTEA VI (December 2009) at national or sub-national level?	Yes	No
Adult education	☐	☒

If Yes, please provide a brief explanation and references:

Adult literacy	☒	☐

If Yes, please provide a brief explanation and references:
The Programme for people without basic skills, launched in 2010, is addressed to adults (18 years and over) who do not have competences in reading, writing and numeracy. The programme also includes the use of ICT competences.

2.7 Have adult education and adult literacy been included in other national plans/strategies?

Adult education:	*Mark all that apply*	*Timeframe*	*References*
National Development Plan	☐		
Poverty Reduction Strategy Paper	☐		
Education strategy	☐		
Skills development (including vocational education and training) strategy	☐		
Education For All Fast Track Initiative (EFA FTI) Education Sector Plan	☐		
Sustainable development strategy	☐		
Other (specify in the space below) National Employment Plan and the Technological Plan	☒	2005-2010	New Opportunities. it pays to learn, Ministry of Labour and Social Solidarity and Ministry (MLSS) of Education (ME) http://www.novasoportunidades.gov.pt

Adult literacy:	*Mark all that apply*	*Timeframe*	*References*
National Development Plan	☐		
Poverty Reduction Strategy Paper	☐		
Education strategy	☒	2007-2011	http://www.planonacionaldeleitura.gov.pt/pnltv/english

Skills development (including vocational education and training) strategy	☐	
Education For All Fast Track Initiative (EFA FTI) Education Sector Plan	☐	
Sustainable development strategy	☐	
Other (specify in the space below)	☐	

2.8 Have adult learners and/or adult literacy learners been involved in discussions about your policy and or plans?

	Yes	No	*Specify policy/plan (add as many lines as needed)*	*References*
Adult education	☐	☒		
Adult literacy	☐	☒		

If Yes, please elaborate how they have been involved.

2.9 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in this section.

In question 2.3 we only mention the goals established for the first cycle (2005-2010) of the New Opportunities Initiative.

In question 2.8, although learners are not directly involved in the discussion, we listen to social partners, regional education and training structures and sector councils for qualification.

3. Governance: governance and cooperation in adult education and adult literacy

3.1 Please list the names of organisations, institutions or agencies that are involved in planning, implementing and evaluating policies for adult education and adult literacy. Please mark/tick the level(s) at which they operate (national, sub-national).

Governmental:

Institution (add as many lines as needed)	Geographical scope (mark all that apply)		Is it involved in the implementation of programmes/courses? (mark all that apply)	
	National	*Sub-national*	*On adult education*	*On adult literacy*
ANQEP	☒	☐	☒	☒
IEFP (Institute for Employment and Vocational Training)	☒	☐	☒	☐
Municipalities	☐	☒	☐	☒
Regional education and training structures	☐	☒	☒	☒
CNE (National Council for Education)	☒	☐	☒	☒
ACIDI (High Commission for Immigration and Intercultural Dialogue)	☒	☐	☒	☐
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐

Non-Governmental:

Institution (add as many lines as needed)	Geographical scope (mark all that apply)		Is it involved in the implementation of programmes/courses? (mark all that apply)	
	National	*Sub-national*	*On adult education*	*On adult literacy*
Sector Councils for Qualification	☒	☐	☒	☐
Social partners	☒	☐	☒	☐
Employers Associations	☒	☐	☒	☐
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐

	☐	☐	☐	☐
	☐	☐	☐	☐

3.2 Is there any entity at national level responsible for ensuring the coordination of adult education and/or adult literacy activities?	*Yes*	*No*
Adult education	☒	☐
If Yes, please provide name and contact details: Agência Nacional para a Qualificação e o Ensino Profissional, I.P. Av. 24 de julho, nº 138 1399-026 Lisboa Tel: +351 213943700 Email: anq@anq.gov.pt www.anq.gov.pt		
Adult literacy	☒	☐
If Yes, please provide name and contact details: ANQEP is responsible for the Basic Skills Programme.		

3.3 Does the national government conduct specific actions intended to facilitate cooperation among the different stakeholders in...	*Yes*	*No*
...adult education?	☒	☐

If Yes, please indicate what activities are undertaken and/or which frameworks are in place and provide references:
There is a Monitoring Committee for the New Opportunities Initiative (CAINO). Different stakeholders are represented in this Committee, which meets once a month. For further information, please visit http://www.anq.gov.pt/default.aspx.
Moreover, cooperation protocols have been established with several stakeholders with the intention of involving employers and workers in the qualification effort. Local and regional meetings among the different stakeholders are promoted by ANQEP in order to stimulate networking.

...adult literacy?	☒	☐

If Yes, please indicate what activities are undertaken and/or which frameworks are in place and provide references:
For the National Reading Plan, which involves several stakeholders, namely municipalities and libraries, there was the need to establish a strong cooperation between all stakeholders. Cooperation protocols were established with different stakeholders.

3.4 Does the national government provide capacity-building to ensure that the different stakeholders are able to participate in policy and programme development, implementation and evaluation in…	*Yes*	*No*
...adult education?	☒	☐

If Yes, please indicate what activities are undertaken and provide references:
Besides CAINO, Sector Councils for Qualification, Universities and providers participate in the process. Meetings and seminars regularly take place in order to discuss subjects and disseminate best practices. Monitoring and follow up activities are developed at local level, involving different types of stakeholders, in order to discuss and solve problems in an articulated manner.

...adult literacy?	☒	☐

If Yes, please indicate what activities are undertaken and provide references:
The National Reading Plan supports and finances different stakeholders (private and public). It has involved several stakeholders in the Plan working with them in order to define methods and strategies to reach new target groups.

3.5 Do local communities play a role in the planning, implementation and evaluation of programmes in ...	*Yes*	*No*
...adult education?	☒	☐
...adult literacy?	☒	☐

3.6 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in this section.

4. Financing: investment in adult education and adult literacy

4.1 Data on public expenditure provided in this questionnaire should refer to actual expenditure. If actual expenditure is not available, please provide budget allocation. Please indicate which data are reported:	
Actual expenditure ☒	*Budget allocation* ☐

4.2 Please indicate the name of the currency used for reporting:
Euro

4.3 Please indicate the monetary unit used in the following tables:			
Units	*Hundreds* ☐	*Thousands* ☐	*Millions* ☒

4.4 What was the overall public expenditure on education and training in the financial years ending in 2009 and 2010 (in nominal local currency)?[4]

	Amount (2009)	*Amount (2010)*	*Source*
National government	8.507,4€	8.559,2€	Directorate General for Budget (www.dgo.pt)
Sub-national governments[5]			
Total	8.507,4€	8.559,2€	

4.5 Are equivalent figures on the financial contributions to adult education by the following agents available?

	Amount (2009)	*Amount (2010)*	*Not available*
National government	Not available	320,9 €	☐
Sub-national governments[5]			☒
Civil society organisations			☒
Donors/international aid (not loans)	601,0€*	700, 9€	☐
Private companies			☒
Learners/households			☒

4.6 Are equivalent figures on the financial contributions to adult literacy by the following agents available?

	Amount (2009)	*Amount (2010)*	*Not available*
National government			☒
Sub-national governments[5]			☒
Civil society organisations			☒
Donors/international aid (not loans)			☒

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[4] Include both current and capital expenditure on education and training directly allocated to educational institutions as well as transfers and payments to students (scholarships, grants or loans for tuition fees and/or living expenses) and the private sector. Exclude expenditure other than for educational institutions (e.g. general administration at ministry level). If the information is not available, please provide the best possible estimates. In any case, attach a detailed explanation on how this amount was computed and possible anomalies (elements not covered, etc.).

[5] Control for the potential double-counting effect of transfers across different government levels.

Private companies			⊠
Learners/households			⊠

4.7 Have new mechanisms or sources of funding for adult education and adult literacy been introduced since CONFINTEA VI (December 2009)?	*Yes*	*No*
	☐	⊠
If Yes, please provide a brief description:		

4.8 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in this section.
In question 4.4 the amounts indicated refer to the execution by state function, especifically "education". In question 4.5 the figures presented do not include the amount spent on recurrent education. The data presented is from the Thematic Operational Programme for Human Potential (POPH). * The amount indicated includes both international aid and national government contribution.

5. Participation: youth and adults' access to, and participation in, education and literacy programmes

5.1 Please indicate the areas of learning that are addressed by different organisations. Identify target groups (for example women, youth, indigenous peoples, minority linguistic/ethnic groups, migrants, individuals with disabilities, rural residents, prisoners and others) and if information and communication technologies (ICTs) are used.

Public sector organisations	Mark all that apply	Target group(s)	Use of ICT
Literacy (reading, writing, numeracy)	☒	Youth and adults	☒
Vocational (technical, income-generation-related)	☒	Immigrant citizens; youth and adults	☒
Life skills and/or health issues	☒	Immigrant citizens; youth	☒
Use of information and communication technologies	☒	educational community; youth (including minority ethnic groups), adults and elderly	☒
Official/local languages	☒	Immigrants	☐
Foreign languages	☒	Children and young people in risk of exclusion	☒
Human rights/civic education	☒	Youth; Immigrants; public officials	☒
Liberal education/personal growth (i.e. artistic, cultural)	☒	Children and young people in risk of exclusion	☒
Other (please provide a brief description below:)	☐		☐

Private companies	Mark all that apply	Target group(s)	Use of ICT
Literacy (reading, writing, numeracy)	☐		☐
Vocational (technical, income-generation-related)	☒	workers	☒
Life skills and/or health issues	☒	workers	☒
Use of information and communication technologies	☒	workers	☒
Official/local languages	☐		☐
Foreign languages	☐		☐
Human rights/civic education	☐		☐
Liberal education/personal growth (i.e. artistic, cultural)	☐		☐
Other (please provide a brief description below:)	☐		☐

Civil society or non-governmental organisations	Mark all that apply	Target group(s)	Use of ICT
Literacy (reading, writing, numeracy)	☒	people with disabilities	☐
Vocational (technical, income-generation-related)	☒	people with disabilities	☐

Life skills and/or health issues	☐		☐
Use of information and communication technologies	☒	Roma communities	☒
Official/local languages	☐		☐
Foreign languages	☐		☐
Human rights/civic education	☐		☐
Liberal education/personal growth (i.e. artistic, cultural)	☐		☐
Other (please provide a brief description below:)	☐		☐

5.2 Are there surveys on provision and demand?		
	Provision	Demand
On adult education	☒	☒
On adult literacy	☒	☒
Please provide references or attach reports that may have been produced with the information generated by these surveys (if any). There are several surveys, most of them lead at local level, by different types of stakeholders (municipalities, universities, entrepeneurial associations, etc).		

5.3 Please list which languages are used for the provision of literacy programmes. Indicate if learning materials are available in the respective language.	
(add as many lines as needed)	*Mark if language of learning materials*
Portuguese	☒
	☐
	☐
	☐
	☐
	☐
	☐

5.4 List and describe briefly any key challenges related to implementing literacy classes in languages other than the official/dominant language(s).
The basic skills programme is taught in Portuguese. Implementing it in other languages would imply having trainers proficient in foreign languages as well as learning materials in other languages.

5.5 Have the languages in which literacy programmes are offered changed since the UNLD mid-term review in 2006?	*Yes*	*No*
	☐	☒
If Yes, please provide a brief description and references:		

5.6 At what administrative levels are literacy learning materials developed and who is involved in the process?			
	Mark all that apply	*Are local communities involved?*	
		Yes	*No*
National level	☒	☐	☒
Sub-national level	☒	☐	☒

Please provide references or attach documents on local community participation:

5.7 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in 5.1 to 5.6. Pay particular attention to innovative practices and services for marginalised groups.
In question 5.6 we would like to refer that there is a national frame of reference for the Basic Skills Programme, as well as an Implementation Guide. Nevertheless, at local level, trainers may elaborate their own materials as long as they are according to both the frame of refrence and the guide.

5.8 Does the government collect information on the following items...?	*Mark all that apply*
Enrolment in adult education programmes (other than literacy programmes)	⊠
Attendance in adult education programmes (other than literacy programmes)	⊠
Completion of adult education programmes (other than literacy programmes)	⊠
Enrolment in literacy programmes	⊠
Attendance in literacy programmes	⊠
Completion of literacy programmes	⊠

If this information is available please attach the corresponding figures and documentation, or provide the references:

	2010	2011
Enrolment in adult education programmes:	622.488	576.168
Attendance in adult education programmes*:	153.797	131.963
Completion of adult education programmes:	141.540	131.510

* Included only in recognition and validation process (New Opportunities Centres)

Note: includes New Opportunities Centres, Adult Education and Training Courses, Paths to Conclude Secondary education, Certified Modular Training, Recurrent Education Courses, Portuguese for foreigners and Training for entrepreneurs/company owners.

	2010	2011
Enrolment in literacy programmes:	404	4.445
Attendance in literacy programmes:		
Completion of literacy programmes:	-	2.996

Note: Basic Skills Programme included.

Source: SIGO database, provisional data updated in January 2012.

5.9 Does the government measure the learning outcomes of the following programmes...? (mark all that apply)				
	Only by teachers/ facilitators	Standardised tests for statistical purposes	Standardised tests for certification purposes	Other

	Mark all that apply			
Adult education programmes (other than literacy)	☒	☐	☐	☒
Adult literacy programmes	☐	☐	☐	☒

If this information is available please attach the corresponding figures and documentation, or provide the references:

- External evaluation of the New Opportunities Initiative (adults)
- Extrenal evaluation of the National Reading Plan.

5.10 Are there differences between men and women in terms of their participation in adult education and/or adult literacy programmes?	Mark all that apply	
	Yes	*No*
Adult education	☒	☐ ☒
Adult literacy	☐	

	Adult education	Adult literacy
If yes: Who participates more?		☐
Women	☒	☐
Men	☐	

	Yes	No
If there are differences: Have measures have been undertaken to address these differences in adult education/adult literacy programmes?		
Adult education	☐	☒
Adult literacy	☐	☐

If measures have been undertaken please provide a brief description and references:

5.11 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in 5.8 to 5.10. Pay particular attention to equity-related issues regarding access, participation and outcomes.

6. Quality: quality assurance

6.1 Do quality criteria for adult education and adult literacy exist in the following areas: curriculum, learning materials, facilitators' training, teaching/learning methodology and assessment of learning outcomes? If yes, please specify. Since when have they been in place?

Adult education

Area	Mark when quality criteria are in place	Indicate year when quality criteria were introduced	*Specify quality criteria in place*
Curricula	☒	2001 2006	-Key competences frame of reference for adult education and training (basic level) - Key competences frame of reference for adult education and training (upper secondary level)
Learning materials	☒	2007	- Qualification frames of reference available at the National Qualifications Catalogue
Facilitators' training	☒	2001 2006	University degree (qualification as a teacher);certification as a qualified trainer; initial and continuous training
Teaching/ learning methods	☒	2007	- Monitoring activities - Quality Charter of the New Opportunities Centres
Assessment of learning outcomes	☒	2007	- Providers self-evaluation, regulator bodies evaluation and external evaluation; - Regular reports on adults enrolled in training and certified (based on data obtained from the online dabase SIGO)

Adult literacy

Area	Mark when quality criteria are in place	Indicate year when quality criteria were introduced	*Specify quality criteria in place*
Curricula	☒	2010	Frame of reference available at the National Qualifications Catalogue
Learning materials	☐		
Facilitators' training	☒	2010	- University degree and expertise in teaching

Teaching/ learning methods	☐		
Assessment of learning outcomes	☒	2010	- Qualitative assessment of trainees' progress

6.2 Are there pre-service and in-service training programmes for educators/facilitators for adult education and adult literacy? Please mark all that apply, considering provider and type of training programme.

Adult education

Provider	Pre-service		In-service	
	Mark if yes	Typical duration (months)	*Mark if yes*	Typical duration (months)
Governmental institution	☒	variable	☒	variable
University	☒	Internship	☐	
Private company	☐		☐	
Non-governmental organisation	☐		☐	

Adult literacy

Provider	Pre-service		In-service	
	Mark if yes	Typical duration (months)	*Mark if yes*	Typical duration (months)
Governmental institution	☒	variable	☒	variable
University	☒	Internship	☐	
Private company	☐		☐	
Non-governmental organisation	☐		☐	

6.3 What is the average monthly remuneration (in nominal local currency) for a full-time educator/ facilitator in the following programmes? *(academic year ending in 2010)*

Programme	Monthly average remuneration if available	*Remarks/source*
Adult education (excluding literacy programmes)	€1.373,00 (gross remuneration)	Ministry of Education and Science
Adult literacy		

6.4 Have any initiatives been undertaken by the government concerning the working conditions of adult educators/facilitators/volunteers? Please mark if yes.

	Mark all that apply
Adult education	☒
Adult literacy	☒

6.5 Have the national or sub-national governments implemented monitoring and evaluation mechanisms? *(If yes, mark all that apply)*		
	Monitoring	Evaluation
Adult education	☒	☒
Adult literacy	☒	☐

Please provide a brief description and references:

- SIGO (integrated system for management of training supplies) implementation

- Monitoring visits to training providers (meetings with directors, coordinators and teachers to discuss critical issues concerning adult education);

- Meetings with training providers per region to present best practice activities and discuss critical issues concerning adult education);

- External evaluation of the New Opportunities Centres carried out by the Portuguese Catholic Unersity;

- Quality Charter of the New Opportunities Centres

6.6 Have the national or sub-national governments commissioned studies in order to inform policy and programme design and implementation since 2009?	
	Mark all that apply
Lifelong learning	☒
Adult education	☒
Adult literacy	☒

If one or more of the boxes is marked, please provide a brief description and references:

- New Opportunities Initiative: Results from the External Evaluation (2009-2010);

- External Evaluation of the National Reading Plan;

- Model of Lifelong Learning Centre and Road-map of evolution based on the New Opportunities Centres, 2011 (under the Going LifeLong Learning project);

- Manual and Quality Guide for Centres, 2011 (under the Going LLL project);

For further information on the studies above mentioned, please visit www.anq.gov.pt and www.planonacionaldeleitura.gov.pt

6.7 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in this section.

In question 6.4, we would like to highlight that the Government has implemented:

- The Technological Plan for Education, a programme which aims at modernising the educational system in Portugal, promoting schools' technological infrastructures, the availability of contents and services online and the students, the teachers and non-teachers ICT skills.

For futher information, please visit http://www.pte.gov.pt/pte/EN/OPTE/Missionandgoals/index.htm.

- The Secondary School Modernisation Programme, a programme for the school network modernisation.

For further information, please visit http://www.parque-escolar.pt/uk/objectives-programme.php

7. CONFINTEA VI follow-up: additional activities

7.1 Please indicate which activities have been implemented as a follow-up to CONFINTEA VI and the implementation of the *Belém Framework for Action.*

	Mark if taken place
Advocacy events (conference, forum, etc.)	☒
Media campaigns	☒
Publications (booklets, leaflets, posters, etc.)	☒
Creation of committees to streamline adult education and adult literacy	☐
Adult Learners Week/Learning festivals	☐
Creation of learners' networks and/or fora	☐
Translation of the *Belém Framework for Action* into the national language	☒
Presenting the *Belém Framework for Action* to parliament	☐
Elaboration of a funding plan	☐
Development of a national roadmap for the implementation of the *Belém Framework for Action*	☐
Other (*please specify below*)	☐

7.2 Is there any innovative experience in adult education and/or adult literacy that has been developed in your country since 2009 (CONFINTEA VI) that could be instructive for other countries? If yes, provide a brief description and references.

Under the scope of the National Reading Plan, it is worth noting the initiative called Novas Oportunidades a Ler+ (New Opportunities Reading+) which intended to improve the levels of literacy among adults involved in RVCC processes and in Adult Education and Training courses.

7.3 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in this section.

In question 7.1 we must refer that the translation of the Belém Framework for Action into Portuguese was made by Brazil.

8. The United Nations Literacy Decade (2003-2012): specific activities under the framework of the UNLD after the mid-term review in 2006

8.1 Which specific advocacy initiatives/ activities for youth and adult literacy have been undertaken in your country in the last five years? Please rank the frequency/intensity and results or impact of such advocacy work.

	Frequency				Results			
	very frequent	often	hardly	never	excellent	good	modest	no results
Advocacy events (conference, forum, etc.)	☐	☒	☐	☐	☐	☐	☐	☐
Media campaigns	☐	☒	☐	☐	☐	☐	☐	☐
Publications (booklets, leaflets, posters, etc.)	☐	☒	☐	☐	☐	☐	☐	☐
Other (please specify below)	☐	☐	☐	☐	☐	☐	☐	☐

8.2 Have there been specific initiatives/ activities in support of...?

	Yes	No
... women and girls?	☐	☒

If yes, please provide a brief description and references:

	Yes	No
... other excluded/ under-represented/underprivileged groups?	☒	☐

If yes, please provide a brief description and reference:
There have been activities in support of groups in risk of social exclusion, namely Roma people and economically vulnerable people. A specific methodology of articulation between Employment Centers and New Opportunities Centres was developed in 2010, in order to promote the guidance and training activities focused on unemployed people.

8.3 How would you rate the impact of the UN Literacy Decade in helping to boost your advocacy efforts for literacy?

It has been extremely helpful	It has helped a lot	It has helped a little	It has not helped
☐	☐	☐	☐

If your answer is different from "it has not helped", please provide below a brief explanation and examples of advocacy efforts, commenting on their degree of success:

8.4 Have literacy policies changed in your country in the last five years?	Yes	No
	☒	☐

If yes, please specify how they have changed below and provide evidence.

In 2010 the Government implemented the Basic Skills Programme aimed at adults (18 years and over) who do not have competences in reading, writing and numeracy. The programme also includes the use of ICT competences.

8.5 Have your literacy targets changed over the last five years?	*Yes*	*No*
	☐	☒

If yes, please provide below a brief explanation:

8.6 What are the country's current capacity-building needs in literacy and what are the obstacles and challenges in meeting them?

The top priority to be met in education in Portugal is to improve the learning and teaching conditions in preschool, primary and secondary education. Starting from preschool, the goal is to attain a broader coverage of education among young children in Portugal. The challenge is to improve the training and qualification of preschool professionals, and the main difficulties are financial.

To increase the efficiency of the Portuguese education system will imply improving the quality of learning – therefore, the quality of teaching has to be guaranteed.

This Ministry is working to increase the levels of schooling and the efficiency of the Portuguese education system, by improving the quality of teaching and of learning. Among the challenges to this goal is the implementation of a valid assessment system for teachers, so as to make sure schools have the best professionals. Again, the main constraints are financial.

To reduce early school dropout, the Ministry is working in the improvement of professional training and vocational teaching for young people; that is, in the development of an alternative schooling which is closer to practice and to professions, but which benefits from the same social prestige as graduate education. The challenge is to counter the social devaluation of certain areas and professions for which no higher education is needed. Among the hardships for this goal are financial constraints and the social resistance to professional qualification in certain strategic areas, as well as the rise in unemployment rates and the difficulties in assuring job-training and job places. It will also be important the implementation of a model of educational and vocational guidance for both young people and adults to enable them to make independent, informed and realistic choices/decisions about the education and training offers, based on labor market prospects.

Accomplishing this goal will contribute to increase the levels of completion of upper secondary education among the Portuguese population, so that young people are better prepared for life when leaving school.

8.7 What are the major challenges for your literacy programme/s regarding planning and implementation, administration, monitoring and evaluation?

One of the major challenges lies in the involvement of different sectors of the population; one other concern of this Ministry is in having valid data and data access systems to make sure the right measures are adopted to increase literacy levels. Adequate data access and assessment is fundamental for determining the measures, timings, and target population.

8.8 Are there other obstacles or major challenges in increasing efforts in literacy?
Which of these areas, or other areas, requires further research?

Increasing the overall levels of adult literacy implies an investment in the development of lifelong learning. This can be made through professional requalification into different vocational areas, which is a challenge in itself. The Ministry is working with a strong stress on dual formation. Challenges to this goal have to do with social acceptance of different professional areas. Among the difficulties to be met in the fulfillment of this goal, besides financial constraints, are implementation of a functional network system of professional validation and re-qualification.

8.9 What are the prospects for sustaining efforts in literacy beyond 2013, and which steps does your government plan to take in this regard?

The efforts for assuring literacy beyond 2013 will be made in order to continue to assess the literacy levels of the population and to gradually ensure universal literacy. This implies a continuation of restructuring of educational policies and modernizing primary and secondary education curricula.

One of the measures for attaining this goal is the improvement of the quality of teaching, through professional updating of teachers, the optimization of resources and the validation of data access and assessment.