

NOVAS OPORTUNIDADES

(NEW OPPORTUNITIES)



There is no “knowing more” or “less knowing”, knowledge is different! Appreciate all the people you contact. Each of them have something different to teach you ...

(Paulo Freire)

The 'New Opportunities Initiative' was focused on recognising and validating the skills that adults had developed outside formal education.

To receive qualifications, adults had their skills validated, and can fill gaps in their skillsets by attending formal lessons in schools or flexible training in modular programmes.

Because literacy improvements are part of a larger educational package that recognises the importance and validity of informal and non-formal learning, adults have strong 'pull' motivations to participate persist and improve.

This approach improves learners' selfimage and self - confidence, by showing them that what they have done outside formal education is meaningful and valuable not just to them but to the formal education system.

Adult education in Portugal is traditionally considered as an important public policy.

The persistent shares of low qualified people have been a serious predicament.

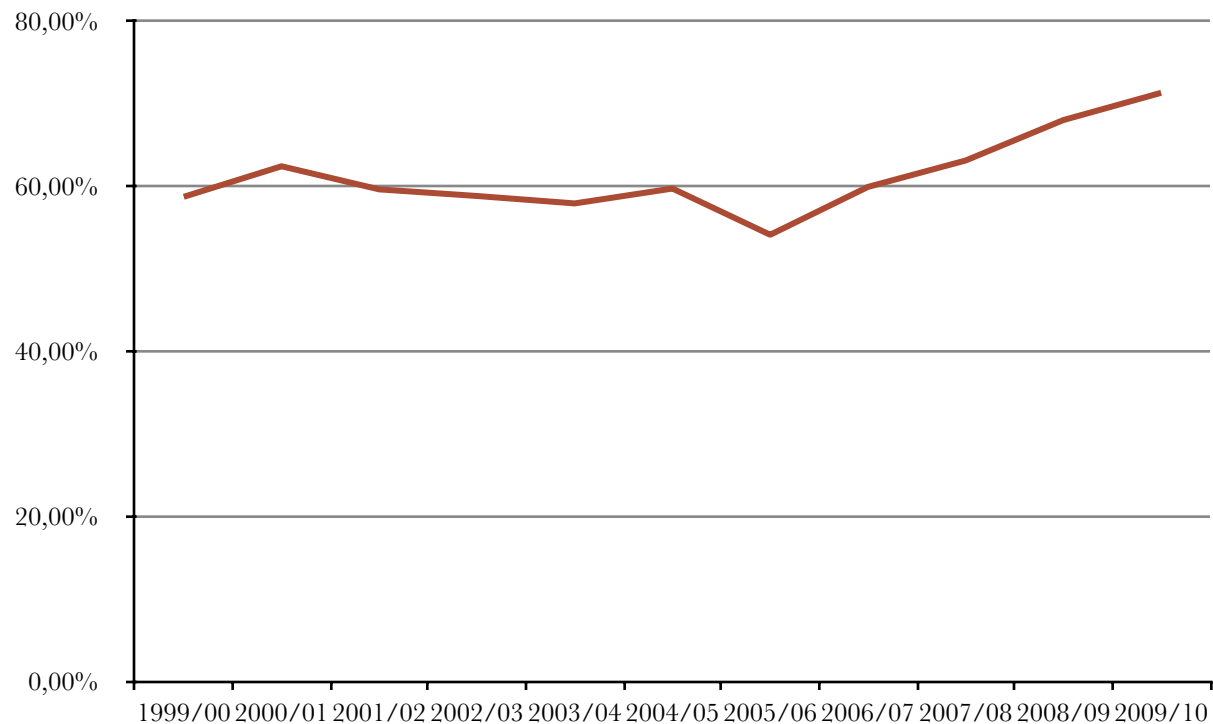
Qualifying the labour force and developing the human person have been pivotal concerns for the past and present Portuguese governments.

Main results of the “New Opportunities Initiative”

% Of population with high school (25-64 years old)

| | 2000 | ... | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 |
|----------|------|-----|------|------|------|------|------|------|
| EU 27 | 64,4 | | 69,4 | 69,9 | 70,7 | 71,4 | 72 | 72,7 |
| Poland | 79,8 | | 84,8 | 85,8 | 86,3 | 87,1 | 88 | 88,7 |
| UK | 64,4 | | 71,8 | 72,7 | 73,4 | 73,4 | 74,6 | 76,1 |
| Portugal | 16,4 | | 26,5 | 27,6 | 27,5 | 28,2 | 29,9 | 31,9 |
| Italy | 45,2 | | 50,4 | 51,3 | 52,3 | 53,3 | 54,3 | 55,2 |
| Spain | 38,6 | | 48,5 | 49,4 | 50,4 | 51 | 51,5 | 52,6 |
| Turkey | ... | | ... | 26,1 | 26,6 | 27,4 | 28,2 | 28,4 |

Enrollment rate (total population)



Methodology

Recognition, Validation and Certification
Process



Lifelong
Learning
Programme

General Overview



Diagnosis

1st stage: An adult may attend an RVCC process after registering and after an interview with the Diagnostics Technician, who determines the adult's profile, in other words, during this interview the adult shows that they have acquired skills in various contexts: formal, informal and non-formal. If the case is otherwise, the adult will be referred to a range of training courses according to his/her profile and preferences.

Orientation

2nd Step: In reference to the RVCC process, the adults' skills are analysed in accordance to the Referential of Key-Competencies, defined as: the ability to act and react appropriately in situations that are more or less complex, through the mobilization/ combination, personal attitudes and procedures within a given context.

Certification

3rd Step: the school certification, is based on the referential of key competencies for both the Basic and Secondary levels, whereas professional certification is based on the National Qualifications Catalogue.

Conclusion

The new opportunities initiative, is considered a “new impetus to qualify the Portuguese population.

As a public policy, it aims to respond to the identified weaknesses in the education and training systems and increase levels of productivity, competitiveness and c





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