

Portugal: Basic Skills Training

Introduction

Title: Basic Skills Training

Country: Portugal

Type of tool: These courses are part of Adult Education and Training Modalities and aim at the acquisition, by adults, of basic reading, writing, calculation and use of information and communication technologies – ICT, promoting their socio-professional integration.

Target group: People who are 18 years or older who did not attend the 1st cycle of basic education (or equivalent) or did not demonstrate basic reading, writing and calculation skills.

Potential transferability: Possible because Basic Skills Training programme is based on referentials/short-term training units.

Organisation and description of the tool

The Basic Skills Training Programme has six short-term training units of 50 hours each: **Reading and Writing** (initiation, deepening and consolidation), **Calculation** (initiation and deepening) and **Awareness of Information and Communication Technologies**.

Short-term training units of Reading and Writing include oral activities (development of oral communicative competence), reading and writing.

Short-term training units of Calculation focus on the domain of the four operations (addition, subtraction, division and multiplication) and correspond to the basic necessities of everyday life in this area.

The 50 hours of Awareness of Information and Communication Technologies short-term training unit is divided up into the Reading, Writing and Calculation units, in order to make the use of new technologies to consolidate learning. Technological literacy refers to the knowledge of a large number of instruments that we are confronted with in our daily lives (e.g. transportation tickets, passwords in Health Centres and Hospitals, calculators, mobile phones) which the trainees have to learn how to deal with.

Before starting a Basic Skills Training, candidates have to make a diagnostic test that will allow trainers to identify what trainees already know to position them in the short-term training units that fit to their level. The exercises can be performed orally and in writing, or only in writing, using clear sentences/instructions.

By the end of a Basic Skills Training course (150 to 300 hours), trainees can apply to Adult Education and Training courses (EFA courses) or be referred to Recognition, Validation and Certification of Competences process (basic level). A diploma of basic competences is also issued.

Implementation

The programme is intended for individuals, aged 18 years or above, who have not attended the first cycle of basic education or equivalent or who, having attended, do not demonstrate to have basic reading, writing and calculation skills. Exceptionally, young people under the age of 18 may access the programme when this integration promotes their access to training and with the authorisation of the Regional Director of Education or the regional delegate of the Institute for Employment and Vocational Training (IEFP, IP), territorially competent.

Implementation

The activities carried out under the programme are carried out by public schools, supervised by the Ministry of Education, and by vocational training centres of the Institute of Employment and Vocational Training, I. P., directly managed or protocol.

The **curricular organisation** of the programme comprises six training units, of 50 hours each, designated by: a) Reading and writing (initiation); b) Reading and writing (deepening); c) Reading and writing (consolidation); d) Calculation (initiation); e) Calculation (deepening); f) Information and communication technologies (awareness).

The training units listed in the previous number are part of the National Qualifications Catalogue.

The management of the contents of the training units referred to in paragraph 1 is the responsibility of the trainer, depending on the results obtained in the diagnosis.

The **duration** of each action under the programme shall be determined according to the objectives of each project and the characteristics of each group, and shall not be less than 150 hours nor exceed 300 hours, without prejudice to the following paragraph.

In duly substantiated situations, the programme may be supplemented by a further 50 hours of training to reinforce learning in one of the areas of training or skills in the different areas.

Where the duration of the action is less than 300 hours, the course of the adult may include only the training courses and/or consolidation units, or to exclude one of the areas in full, as the trainees already have skills.

The **trainees** are the object of a diagnosis to identify the learning profile of each one, and training groups are created by affinity of level of knowledge and skills and by area.

The number of trainees required for the organisation of an action under the programme may vary according to their nature, but each training group may not have a number of trainees of less than 12 or more than 15.

The **trainers** of the actions developed under the programme should, as an alternative:

a) be holders of teaching qualifications at any level of education and non-higher education, obligatorily complemented with a specialised training course of higher education in an area corresponding to education adult basis; or

b) be holders of teaching qualifications in the 1st or 2nd cycles of basic education, in recruitment groups 110, 200, 210, 220 and 230 and preferably have experience in adult education and training.

The trainers referred to in the previous paragraph should also preferably have ICT competences (information and communication technologies).

Actions undertaken under the programme should be carried out by trainers on a one-to-one basis.

When it is not possible to select a single trainer to guide all training units, it may be possible to assign another one (s) to complement the training activity, with the authorisation of the Regional Education Directorate or the IEFP Regional Delegation, IP , territorially competent.

Description of the target group

People who are 18 years or older, who did not attend the 1st cycle of basic education (or equivalent) or did not demonstrate the basic reading, writing and calculation skills.

Policy context

In recent years, Portugal has made an effort to raise the qualification levels of its population, in particular the employed and unemployed assets. To this end, an agreement was signed between the Government and the social partners in 2007 aimed at promoting vocational training reform.

Policy context

As a result of this reform process, Decree-Law no. 396/2007 of 31 December was published, which establishes the legal framework of the **National Qualification System (SNQ)** and defines the structures that ensure its operation. In this context, courses on adult education and training, recognition, validation and certification of competencies and certified modular training were made available.

However, a still significant part of Portuguese adults do not have the basic skills that allow them to access such qualification offerings and get involved in the available training paths. It is therefore important to create training strategies that enable these adults to acquire basic reading, writing, calculation and use of information and communication technologies, necessary for entry into qualification courses leading to more skills and certification as well as the promotion of their autonomy, self-learning and cooperative work.

The acquisition of these core competencies thus favours access to or continuation of training on qualifying courses and thus contributes to the social integration of this population, while increasing their employability levels. In this way, the Government now approves the conditions for the operationalisation of a training programme aimed at promoting basic reading, writing, calculation and sensitisation skills for the use of information and communication technologies, structured into training units and intended for adults who wish to obtain a qualification.

Impact for assessees

The impact assessment was not carried out for this tool.

Link

<https://www.iefp.pt/>

Interviewee

Sara Silva – Responsible of Basic Skills Training IEFPP (see also video interview).

