

**Adult Education and Lifelong Learning in Portugal – Analyses**

This paper covers the situation of Adult Education and Lifelong Learning in Portugal. It is divided into three sections. The section Policy and Law gives an overview of the key policy currently in force, and also outlines the main legislation or political situation in the country. The section twoo Measures resulting in inclusive educational environment, gives a more detailed look at the organizational structures, and also outlines the main adult education providers, mainly looking at the measures used in non-formal and informal learning and the section three Expectations of seniors based on the study made as part of the Project.

 We want to thank our students for their contributions to this reflection on the adult education situation in Portugal. Inevitably there will be new things emerging within the ever changing situation of adult education, but we believe the majority of the information provided will be relevant and useful for the foreseeable future.

 **Overview**

The underlying policy for adult education in Portugal can be summed up by Article 73 of the 1976 Portuguese Constitution, which establishes that everyone should have free access to education. This law encouraged the establishment of various forms of education (including formal and non-formal) and aimed to contribute in overcoming economic, social and cultural inequalities, including the personal and social development of citizens. It also aimed to promote a spirit of tolerance, mutual understanding, solidarity and responsibility. Over the last decades, Portugal has made a significant effort to increase the qualification level of the general adult population. However, the current reality is still far from the situation of many European Union and OECD countries as Portugal continues to have low qualification levels, particularly in the older generations and young people.

**Politics and Law**

 In 2002, a structural governmental reform replaced the National Agency for Adult Education and Training with the Direcção-Geral de Formação Vocacional (Directorate General for Vocational Education and Training) as a central department of the Ministry of Education to carry out integrated policies and systems addressed to both adults and young people. Between 2002 and 2006, the Directorate General for Vocational Education and Training, a central department of the Ministry of Education, was responsible for managing and coordinating non higher adult learning and education (ALE) at a national level, which was shared with the Instituto do Emprego e Formacao Profissional (Institute for Employment and Vocational Training), a public institute of the Ministry of Labour and Social Solidarity. In 2005 the government began the New Opportunities Initiative as a national strategy within the scope of the National Employment Plan to co-ordinate the accomplishment of the education and vocational training policies addressed to Portuguese young people and adults, as well as to ensure the development and management of the System for recognizing, validating and certifying competences. The Agencia Nacional para a Qualificacao (National Qualifications Agency) was created in 2006 as a public institute under the joint responsibility of the Ministry of Education and the Ministry of Labour and Social Solidarity. This was a result of restructuring the Directorate General for Vocational Education and Training and the end of the Instituto para a Qualidade na Formacao (Institute for Quality in Training).

It is accepted that people gaining qualifications has an impact on economic growth, and on promoting social inclusion and sustainable employment. Skills have become the key drivers of individual well-being and economic success in the 21st century. The place of innovation, technological transformation, digitalization and globalization requires all people to engage in lifelong learning for upskilling, re-qualification or skills updating purposes. Nowadays, there are no jobs for life, therefore lifelong learning (LLL) is crucial for people to acquire the necessary skills to stay employable. More than ever, LLL is the key to face globalization and its challenges.

Portugal has made remarkable progress in recent years in addressing the significant deficit of qualifications among the adult population. And yet there is still much to be done:

* There are still 895.140 adults (in a total of about 10 million inhabitants) with no education level and almost 500.000 people are illiterate (2011 National Census);
* 55% of people aged 25 to 64 have not completed upper-secondary education (2015 Eurostat);
* These adults have significant problems in basic skills (literacy, numeracy and digital skills) and face obstacles to enter the labour market and to achieve full social integration in today’s society of information and knowledge;
* The less well qualified tend not to participate in LLL activities;
* Targeting adult education and LLL towards the low skilled was identified as one of the challenges for Portugal (Diagnostic Report - 2015, OECD Skills Strategy) and the adult learning system is the focus of the Action Phase of this project (2017-2018).

The New Opportunities Initiative, launched in 2005, was a large governmental programme dedicated to upgrading the qualifications of the population (minimum upper-secondary education as reference objective). In 2010 Portugal implemented the Basic Skills Training Programme, targeted at adults aged 18 or over who do not hold literacy, numeracy and ICT skills. Within the scope of the project for the implementation of the European Agenda for Adult Learning in 2017-2019**,**Portugal intends to implement a basic skills e-learning platform (in which materials in the three basic skills will be available).

Again, in March 2016 another governmental programme was launched - the *Qualifica* programme - an integrated strategy to foster the training and qualification of adults. The Programme targets less qualified adults, unemployed people and NEET and has the following objectives:

* Raise the qualification level of adults and their employability;
* Increase digital and functional literacy;
* Better align training provision with labour market needs;
* Facilitate tailored training pathways that lead to an increase in the qualification level of adults (by better combining Validation of Non-Formal and Informal Learning/VNFIL with adult education and training).

The *[Qualifica](http://www.qualifica.gov.pt/%22%20%5Ct%20%22_blank)*[webportal (link is external)](http://www.qualifica.gov.pt/%22%20%5Ct%20%22_blank) aims at easing access to information, services and tools included in the Programmme. Its main users are trainees, employers and adult education and training providers. It enables people to consult education and training opportunities, to update their *Qualifica* Passport and to find a *Qualifica* Center. These Centers, currently 303, act as the pathway to qualifications for adults. A relevant tool for the upskilling of adults is the *Qualifica* Passport, an online tool in which qualifications and skills acquired are recorded. It provides guidance to pathways that support adults in completing, or obtaining new, qualifications, taking into account the training already completed and the skills acquired. The Passport can be modified, updated and printed at any time, thus being a tool that accompanies the adult throughout his active life. In this sense it is an important lifelong guidance tool.

Investing in the qualification of the Portuguese population has been a common aim for various public policies, this is namely since Portugal began to benefit from structural funds aimed at supporting the adjustment path to the development of average standards in the European Union. [4] The creation of a system to improve the qualification levels of the adult population required the mobilization, adaptation and reinforcement of the various opportunities available. Particular importance was given to the recognition, validation and certification of lifelong and life-wide competences, which are seen as the starting point for adult training, and occupational training for adults with low schooling levels. Since 2000, Portugal has developed the National System for Recognizing, Validating and Certifying Competences (RVCC), carried out in the National Network of Centers for Recognizing, Validating and Certifying Competences (now replaced by New Opportunities Centers) hosted in public or private local bodies which are strongly established in their own communities. With regard to the vocational education and training, usually aimed towards adults with low qualification levels, the emphasis is placed not only on rapid expansion and dissemination but also on the creation of conditions to enable working adults to attend [5].

**Future trends/key concerns/directions**

The directions that ALE is progressing towards in Portugal at the moment are primarily focused on strengthening the skills base in the population. There is a particular emphasis on secondary level schooling for adults, which is now seen as the minimum level of certification. There is also a drive towards the dual certification of EFA (Education and Training for Adults) courses, and modular training courses [6]. The course the country will take in the coming years, however, clearly depends on the current economic situation faced by many countries within Europe, and therefore is very difficult to predict.

**Structure overview**

Extending education and training to the adult population is, in Portugal, seen as an issue of the utmost importance. The aims are either the acquisition of qualifications, or the creation of conditions for social recognition, validation, certification, acquisition or development of competencies (both academic and professional) for a significant part of the population who didn't have the opportunity to have a longer education. Besides the specific effects of lifelong learning in relation to the participation of citizens in all aspects of life, the adaptability of the national production system to the demands for economic competitiveness - namely upgrading production levels - relies on active adult education and training. This is sustained through a dialogue with the civil society and economic initiatives, in a framework where a core role is played by the companies´ policy on human resources, namely in continuing training. The non recognition and certification of many competencies acquired in informal and non-formal contexts by most of the Portuguese, namely in a labour context, reinforces the need for a national effort towards recognition, validation and certification of those competencies in the framework of lifelong learning, with a view to defining individualized education and training pathways in accordance with each particular situation. Although traditionally in Portugal, the situation concerning the classification of qualifications did not fully recognize both informal and formal learning, steps have already been made to change this situation. This is firstly clear in the existence of a system within the RVCC (Validation and Certification of Competencies) National Qualifications System which states that these (no formal) qualifications are seen as equally worthy as those obtained through the formal education system. The governmental strategy to improve ALE is based on two pillars: raising the academic training of the workforce, and making vocational education a real option for people. Education and training of adults is developed in specific ways including:

• A Lifelong Recognition System,

• Validation and Certification of Competencies (RVCC), through formal, informal and non-formal learning, allowing students to obtain dual academic and professional certifications;

• Education and Training (EFC) for students from 15 years;

• Courses of Education and Training for Adults (EFA);

 • Modular Training for students over 18 years. [7]

**Vocational Institutions and career-related training**

The recognizing and validating of knowledge, skills and competences, non-formal and informally acquired, carried out on the basis of a National Key Competences Framework for Adult Education and Training Key-Skills Referential points to the certification of basic and secondary education levels. This process is developed through the National Network of New Opportunities Centers. The Recognizing, Validating and Certifying Competences (RVCC) process and the AET courses are based upon the Key Competences Frame of Reference for AET to obtain a formal certificate of 4, 6 and 9 years of schooling and on the specific Occupational Standards to get a level I and II of professional qualification. In 2006, a new Key Competences Frame of Reference for AET extended the possibility of formal certification through the RVCC process and the AET courses to 12 years of schooling, as well as a level III professional qualification according to specific Occupational Standards. In 2007, disabled people gained access to all adult education and training based on both Key Competences Frames of Reference for AET in order to obtain an academic certification. Lately, to improve accessibility and appeal for learners, paths to learning were made more flexible and ‘tailor-made´, and to meet the qualification needs of adult learners (particularly those in employment) the AET courses were adjusted, with short term modular training now within the National Qualifications Catalogue. This service is provided within the National Network of New Opportunity Centers (NO Centers) through public and private entities duly accredited by the Directorate General for Vocational Training. They are, among others, enterprise associations; associations for local /regional development; associations of municipalities; Institutional social partners and public institutions. Although the New Opportunities Centers´ mission is the school certification of adults who have not accomplished the standard nine years of basic schooling, it is expected that this service will also aim to respond adequately to the real expectations and needs of the population.

**Universities**

Portuguese universities are gradually increasing their role in adult education. They provide different typologies of courses for adults and every institution is free to provide courses specifically designed for adults or continue to focus its attention on young people.

**e-learning**

In 1988 the Universidade Aberta was created with the purpose to promote e-learning for adults, where there is also the possibility to attend both traditional and distance courses. Since its foundation the Universidade Aberta - the aim of which is to train large and geographically disperse audiences - has given new opportunities for higher education training in around 24 countries. Universidade Aberta has been promoting actions related to higher and continuous training. It has also contributed to the active dissemination of the Portuguese language and culture, especially in Portuguese speaking countries and communities. As far as research is concerned, Universidade Aberta awards PhD degrees in different subject fields however paying special attention to research in distance education. The university teaching model rests on e-learning and on the intensive use of different online communication tools. Because online learning requires specific skills on the part of the student, all degree programmes include a preparation program. The assessment of knowledge and skills, focused on a system of year-long assessment, will assume different forms depending on the teaching model. [16]

Among the organizations with responsibility on the non formal adult education we have Rutis, who is part of this project.

**Exploratory study of Senior Education in the AMBESP and RUTIS Senior Universities - Expectations of Seniors analyses**

**Introduction**

We all have different needs and want to use our technology for different purposes. You can compare buying technology with buying a car. Some people will be working with it every day and need the most from it and so buy a Rolls or Porsche. Others need a good old Mazda or Ford, a middle of the range product that will do what they need and has a little extra, just in case. Some people have a very basic need, 'I just want to do this'… so a base model is all that is required. The development of new technologies provides policy-makers with significant resources that can be used to address the literacy needs of adults and to advance social and economic development goals. However, these new resources also present policy-makers and donors with significant challenges, particularly in developing countries. Fortunately, a number of policy studies and projects in both developed and developing countries provide help for both policy-makers and donors (Wagner, 2000; World Bank, 2002; Jones, 2003; Kozma, 2003c; Pont, 2004; UNESCO, 2004).

**Study**

The methods we used for initial data collecting were surveys, informal interviews and observation. These research methods are qualitative and intended to explore interesting topics for these research and advance a holistic understanding of the participant. Surveys were used with older people; informal interviews for the younger group; observations of both groups were registered during the intergenerational learning activities. Surveys were applied prior to the courses, when the older participants made their registration in the project, and were used for assemble personal data, levels of technology practice and the importance of intergenerational activities for them. The interviews were conducted in order to gather information regarding attitudes, opinions and feelings related to ICT, intergenerational learning and solidarity and active ageing. In the informal interviews we try to guide it to get to know what they think about intergenerational learning and solidarity. In the Surveys we try to identify the motivation and importance to use ICT in everyday situations; identify approaches that facilitate intergenerational learning with ICT; Identify attitudes that can be improved through active ageing and solidarity between generations and identify preferences concerning to subjects to be learned. The observation during the sessions enabled to distinguish behaviors and attitudes of participants regarding intergenerational learning with ICT. Findings Surveys Through the personal data we found that female participants are in majority (83%). Older adults are in the age group between 66 and 75 years of age, the average age being 63,69 years. 100% participants are retired. Concerning the main reason that led them to participate in this project, everybody said: learn to use ICT and share experiences and knowledge. Nevertheless, they all valued the importance of active ageing, socialize and engage with different generations. In the group of questions about ICT, we found that 46% have computer equipment with Internet connection at home but the frequency of ICT use (less than once a week) is low, because they don’t have almost no experience in ICT (29%). Older adults that wont to improve training in ICT represent 48% and 52% don’t think they need to improve their training in ICT, the most important issues are Physics, Mathematics, Politics, Environment and art. Concerning to the engagement of youth, 85% think that young’s shouldn’t be involved, and when involved less than 10% think they could act as participants. When asked what is important when chose a course the main important is meeting new people more or less aside with the interestingness of the subject. The main reasons to learn something new are more than 70% (learning makes me feel good) and more than 50% won’t to improve their knowledge. More than 75% don’t imagine actively involved in participate, create, planning or organizing anything related to adult education, so, more than 90% don’t miss that possibility. Most part of the persons describe the deepening of knowledge as what describes best the reason for them to participate in adult education. More than 50% consider that is very important the attendance of Senior University for their quality of life, and 40% think that is really necessary.

Observation According to the analysis and data interpretation of observation results, we identified relevant inferences to understand learning stimuli, learning modes, learning interests, learning barriers and intergenerational learning process. About learning interests, older people would like to acquire competences in online communications (email and chat), Internet (navigation and information research), reading online newspapers and news rather than watching videos, seeing photos, social networking, play computer games, use word processing and presentations. Non-formal learning environment is promising to different modes of learning. It means that older people learn at their own time according to their interests and needs, with the help of young or starting to discover themselves asking whenever they need young help. Although motivation and willingness to learn, we recognized some barriers that difficult ICT learning, such as, the need for technology to adapt to older rather than older adapting to technology. Some older are not assiduous because of health problems or family obligations and it is necessary to repeat the same activity many times. However, not having a computer with an Internet connection for practice at home, is the principal reason; nevertheless, older participants continue motivated to learn. Lifelong learning can be a solution for it Innovative approaches and policies aimed at encouraging intergenerational solidarity Cooperation among generations contribute to cohesive and sustainable societies. Despite the opinions of older people who don’t won’t young people in the class helping them, unless they are the teacher. Intergenerational learning process is very positive.

**Conclusion**

Education provides an opportunity for older people to continue learning and to share their knowledge and experience, while also offering the opportunity to engage with other generations. This study illustrates how non-formal learning opportunities by intergenerational activities can contribute to outcome measures of wellbeing, to help assess life experiences and skills, increase comprehension between generations and have a impact positively on intergenerational relationships. Intergenerational programs constitute social vehicles that create purposeful and on going exchange of resources and learning among older and younger generations. In a nutshell, it is about ‘intergenerational engagement’ – the full range of ways in which young people and older adults. lts interact, support, and provide care for one another (Kaplan, 2002).

So, it is necessary to foster the necessary conditions so that all people, throughout their existence, can embark on learning paths that allow them to permanently develop their physical, cognitive and social skills and abilities. Those who attend senior universities perceive aging in a more positive and optimistic way, are aware of their "weaknesses" (especially physical), but also of their potentialities. According to Martín (2007: 67), "education should serve to make the transition to this new state or situation easier", that is, the natural process of aging can be successful through the learning paths adopted throughout life. In this sense, professionals who exercise (directly or indirectly) their activity among seniors should value their well-being (physical, cognitive, social, among other aspects) and the positive occupation of free time, looking at them as active individuals, with constant goals and lifelong projects. Nonetheless, is it possible for the senior population to discover different ways of occupying time and contact with new experiences, not only through senior universities, but also of other entities, such as the so-called "old age" homes or day centers? Will the activities and learning acquired at senior universities not be able to align with the day care centers' competencies (for example), creating and empowering institutions that meet the expectations, interests and needs of the entire senior population, regardless of your educational level and / or economic and social condition?

**Use of information technology, SMART technology**

The UN Literacy Decade has only just began. Its success will depend on the mobilization of the best talents that can be brought to bear on worldwide literacy problems. The use – indeed the increased use – of effective and appropriate technologies can play a significant role in creating a more literate world. Conversely, the failure to take appropriate advantage of ICTs to help improve the lives of the poorest and least-schooled populations of the world make it all the more difficult to achieve the goals of the UN Decade, as well as the complementary goals of the EFA and the Millennium Development Goals initiatives. At the same time, it is essential to understand that neither more hardware nor more connectivity alone will positively impact the lives of poor people. At the policy level, without specific directives to the contrary, most ICT resources will end up where they are least likely to be effective for poor people. At the professional level, human resources (whether in content or in ICT design), as well as teacher training, remain heavily weighted towards the formal sector, where the vast majority of national budgets reside. This will need to change if literacy is to be increased. Furthermore, literacy and technology are becoming interdependent. Literacy and technology are ‘tools’ that have much in common. Neither is an end unto itself, but each can amplify human intelligence and human capability. Literacy education will need to take advantage of the power of technology, and work will require an ever more skilled population of producers and consumers.

**Measures resulting in inclusive education**

In Portugal inclusion is recognized as a complex process, involving several spheres of personal and of institutional lives. An inclusive society is defined as a society where everyone shares fully the condition of citizenship and is offered opportunities for social participation and access to continuous learning, as a way of fostering individual development, social progress and a more democratic society (UNESCO/European Agency for Development in Special Needs Education, nd). Participation is considered a keystone for driving the change of attitudes in society, to ensure equal opportunities and rights. For persons with special needs, it is about achieving equal status to the other members of the community (DGIDC, 2009). In order to achieve that aim Inclusive Education is enshrined in law (Law on Special Needs Education - Decree-Law 3/2008) seeking educational equity, in terms of both access and outcomes. In Portugal inclusive education refers, thus, to the process of fostering participation of all children, supporting not only those with disabilities or developmental delays, but also all groups of vulnerable and marginalized children, namely because of their cultural and social backgrounds.

So the civil society had to organize itself to create a way to involved adult learns, even if they are informal learners, in this way have appeared the Senior Universities, who the main objective is fight the social isolation, by integrating persons who are in need of socialization.

**Engagement of youth in Senior Education (intergeneration dialogue**)

The challenges posed by ageing population are changing the relations between the generations, either in the communities or in the field of education and learning. The importance of new technologies in a global world and of solidarity between generations represents an opportunity to contribute to a new view on education and learning for strengthened intergenerational relation. Recognizing the need to call world-wide attention to the social changes that take place due to ageing population besetting a growing portion of the populations of the world, European community promote the development of initiatives and programs to face these issues, such as European Year 2012 - ‘European Year for Active Ageing and Solidarity between Generations’. The year was intended to raise awareness of the contribution that older people make to society. It seeks to encourage policymakers and relevant stakeholders at all levels to take action with the aim of creating better opportunities for active ageing and strengthening solidarity between generations. Active ageing means growing old in good health and as a full member of society, feeling more fulfilled in a job, more independent in daily life and more involved in citizenship. European Year 2012 seeks to promote active ageing in three areas: employment, participation in society and independent living (European Union, 2012). In the context of the economic and social crisis, increased by demographic change, the coalition of stakeholders for the European Year 2012 to launch the ‘Manifesto for an Age-Friendly European Union by 2020’. It means fostering solidarity between generations and enabling the active participation and involvement of all age groups in society while providing them with adequate support and protection (AGE, 2012). This Manifesto identifies ten aspects that will benefit every age. All aspects are important but we emphasize the access to lifelong and intergenerational learning to acquire new skills and knowledge at any age. In your technology-dependent societies, all citizens need to be able to use technology. The development of ICT skills is crucial for elderly people’s participation and contribution in society. Lifelong and intergenerational learning with ICT can be seen as a key for the older people digital inclusion and provide a new European society based on greater solidarity, equity and cooperation between and within generations. But, how can intergenerational learning with ICT help to strengthen intergenerational solidarity? Intergenerational learning is a continuous and ongoing process involving the assimilation of information, ideas and values, constantly building and updating of knowledge, skills and competences. It is intrinsic, taking place anywhere, any time and at different levels: personal, familiar and communitarian, societal, national, international or global. Intergenerational learning is when learning takes place across generations and is bidirectional. Intergenerational learning is one form of lifelong learning involving the transfer of tacit knowledge across generations. It is informal, mostly unplanned and self-directed learning. It is situational and experiential learning through personal conversations and activities (Ho, 2010). Intergenerational learning provides a context that can improve both learning the specific learning topics and the tacit knowledge and life experiences relating to them. In this way, the learning situation also enriches the general understanding between generations (Ala-Mutka, Malanowski, Punie & Cabrera, 2008). Intergenerational learning may provide many types of positive effects, as studies have shown that young people who learn with older people have more positive and realistic attitudes to the older generation (WHO, 2002). To confirm all of these scientific issues, the ISEV project aims to promote intergenerational learning through ICT; cooperation between youth and seniors in the digital skills, sharing experiences and knowledge; and contribute to digital inclusion and participation of the senior population in the community and knowledge society which is also referred to ‘learning society’ (Cribbin & Kennedy, 2002; Jarvis, 2001; Coffield, 2000; Dearing, 1997).

**Active role of seniors in Senior Education in Portugal**

Despite the difficulties of involving older adults in mainstream policies of lifelong learning, the offer of educational programs for older students has increased dramatically in the last three decades. These learning opportunities have arisen in different settings and are sponsored by different institutions, including universities, senior centers and self-organized courses (Manheimer and Moskow-McKenzie [1995](https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5549119/#CR20)). The main concern is not to acquire work-oriented skills or qualifications, but for participants to socialize and remain active and to promote their personal development (Jamieson [2007](https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5549119/#CR14)). Universities have been particularly active in sponsoring non-formal courses for older people, the best examples being the Universities of the Third Age (in Europe) or the Institutes for Learning in Retirement (in the United States) (Villar et al. [2010](https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5549119/#CR26)). In Portugal seven higher education institutions already offer formal education programs for senior students, an offer with a tendency to grow in Portugal.

RUTIS President Luis Jacob underlined the great diversity of the various existing programs, an "enriching" experience that began to emerge in Portugal eight years ago and that the approximately 190 Third Age Universities existing in the country could benefit. In that sense, Louis Jacob announced that RUTIS will formally invite those institutions to become their associates as "observer members".

Emphasizing that, in Portugal, "won the English model", an informal teaching response, without certification and practically free of charge for the population over 50 years old, Luis Jacob highlighted the fact that, from 2006 onwards, projects began to emerge at university level, along the lines of the French model.

"They are not competitors, they are projects that complement each other," said Luís Jacob, stressing that the tendency is for this type of supply to continue to grow, both because universities seek financing, and because the senior population is tendentially "cultured ".

From universities to polytechnics

There are programs at the Polytechnic Institute of Leiria (IPL), the Technical University of Lisbon, the Faculty of Arts of the University of Porto, the University of Évora, the Catholic University of Porto, the Lisbon Academy of Sciences and the University of the Azores.

But, soon there will be more institutions offering for the elderly. RUTIS will start this year, in partnership with ISLA, a postgraduate course on "Active Citizenship" for people over 50; and the School of Education of Santarém is preparing a formal training to offer for this population.

The projects vary from an offer that allows senior students, with initial training from 1st cycle to higher, to attend the normal classes of the various degree courses of the IPL, complemented by a set of parallel activities, to the very near experience of the ICU, of the University of Évora. In this case, the Popular School of the University of Évora opened its training offer to all ages and to all levels of schooling, in a totally free model based on volunteering by teachers and in partnership with institutions and local authorities.

With proposals that are admittedly different from those of the ICUs, the Technical University of Lisbon, Porto and Católica do Porto impose a minimum level of education equivalent to the 12th year, having created programs that count on contributions from the various faculties and making it possible to obtain evaluation and certification.

In the case of the Lisbon Academy of Sciences, since 2010 a "high-quality higher education" program has been offered, in which "those who want to know more, the possibility of accompanying scientific and technological advances and the cultural changes ".

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