



LA ROCHELLE

SUSTAINABLE DEVELOPMENT GOALS AND WHAT DOES THIS MEAN FOR VET AND ADULT EDUCATION

6th PLA Meeting Promoting Adult Learning
Networks

La Rochelle, Jan 30th & 31st 2023



PRALINE holds its fifth PLA in La Rochelle to discuss sustainability and what this means for VET and Adult Education.

A two-day meeting of PRALINE members took place in La Rochelle on the 30th and 31st of January 2023. The meeting was hosted by the Association Union Nationale Des Maisons Familiales Rurales d'Education et d'Orientation (MFR).

The focus of this meeting of the network was to explore sustainable development goals and their implications for VET and adult education.

Over the course of the two days 6 areas of good practice were explored:

1. Understanding vocational training in France. Vocational training policy of the Nouvelle-Aquitaine region.
2. The MFR network: Vocational training organisations working on rural development.
3. La Rochelle, a Zero Carbon Territory: what is it? How can we support the development of skills in sustainable development?
4. The job of "monitor" in MFR: a global education and training function.
5. The quality approach of training centres in France and how to take sustainable development into account through the social responsibility of training centres?
6. Identifying, recognising, enhancing, and certifying skills using digital tools: a sustainable development approach for the individual?

Day one

At the end of Day 1 network members engaged in an interactive workshop to reflect on what changes are we seeing in the trainer/teacher profession and what new skills should trainers/teachers develop.

What changes are we witnessing in the VET teacher and trainer profession?

The workload of teachers is steadily growing. The environment in which the teacher operates keeps getting more complex and multidimensional. Teachers nowadays deal with situations of a pedagogical nature that are embedded in societal and social contexts that don't have clear solutions. At the same time, the amount of administrative work is rising while the salary is not increasing in line with this rising workload. Although there might be other reasons, there is concern about a shortage of teachers.

At the same time, teachers operate in a global context that cannot be ignored. Climate change, diversity and inclusion are examples that demonstrate what teachers and trainers inherently deal with daily, some more direct than others. This highly demanding spectrum showcases the need for teachers and trainers to have a stronger and more direct link to other professional networks and services like psychologists that can help carry some of this workload.

Furthermore, we live in a time of rapidly changing technological advancements. Since the arrival of Artificial Intelligence, teachers must find ways to inspire and stimulate students instead of having them hand in assignments of a more reproductive nature.

In summary, the profession of the VET teacher and trainer is evolving becoming more complex in a rapidly changing environment. The global context in which teachers operate highlights the need for lifelong learning.

Day two

On the morning of day 2 network members were asked to explore how the quality process is organised in the partner countries and what proposals for improvement can Praline make? The following is a summary of this work:

Working group day 2

Quality assurance: proposals for improvement from PRALINE

The national context differs strongly, each country has its own bureaucracy so there is no 'one size fits all'. Instead, schools (meaning educational teams and teachers) should be transparent and have ownership and the trust necessary to fulfil quality assurance. This bottom-up approach requires trust from the board to apply checks and balances from within the organization. There should be no top-down obligations that undermine the national context.

This means there shouldn't be a European bureaucratic framework but there can be a broad orientation, an abstract strategy with guidelines that outlines the possibilities for all countries. Praline is stimulating awareness about how other nationalities are organized in the context of quality assurance. Praline encourages reflection and the exchange, sharing of ideas and good practices of which countries can take their own learnings based on their national contexts and realities.

An interesting observation regarding the central theme is that most countries have not integrated the Sustainable Development Goals in their quality assurance framework. In other words, schools are not held accountable for their performance regarding attaining the SDGs in their policies.

The Quality of Vocational Education and Training in Europe:

The PRALINE Recommendation:

Following the presentation of the "good practice" nº 5 of Emmanuel Cléro, we think that the point of view of the students has been lost in it.

The quality process in Slovenia, Croatia, and Spain:

- The quality process in Slovenia is under a pedagogical control process improving the communication between adults and schools.
- The quality process in Croatia is led by processes. One of them is the VET quality assurance and the other is for the Adult Education System.
- The quality process in Spain prepares their students for companies. It means that the schools are teaching to their students the same quality processes than the companies are implementing with their workers.

Praline proposal for improvement

- Prepare an evaluation application or questionnaire form to reflect how the project is going forward to their objectives.
- Refresh the goals of the project: pedagogical,
- Improve the individual organizational, national, and European levels: these relation with professional, personal and transversal skills. The transversal skills mean: Interculture, communication, presentation, etc. In case of National skills, we want to emphasize the influence of the VET policies.
- Comparison between schools and companies.