

Minutes

Meeting	:	2nd PLA meeting Promoting Adult Learning in Networks (PRALINE)	
Date	:	7th and 8th October 2021	
Present	:	Manfred Polzin	MBO Raad, The Netherlands
		Scilla van Cuijlenborg	MBO Raad, The Netherlands
		Rini Romme	MBO Raad, The Netherlands
		Marguerite Hogg	AoC, UK
		David Corke	AoC, UK
		Tatyana Jones	Education and Training Board Ireland, Ireland
		Patricia Hehir	Education and Trianing Board Ireland, Ireland
		Saku Lehtinen	AMKE suomi, Finland
		Matti Isokallio	AMKE suomi, Finland
		Nives Počkar	Skupnost Zavodov Konzorcij Solskih Centrov, Slovenia
		Adrijana Hodak	Skupnost Zavodov Konzorcij Solskih Centrov, Slovenia
		Natalija Klepej Gržanič	Skupnost Zavodov Konzorcij Solskih Centrov, Slovenia
		Tiia Randma	EAAVE, Estonian Qualifications Authority, Estonia
		Triin Laasi-Oige	EAAVE, Estonian Qualifications Authority, Estonia
		Alba Estanyol	Ikaslan Bizkaia, Spain
		Mariano Romair	Ikaslan Bizkaia, Spain
		Elena Argudo	Asociación de Centros de Formación Profesional FPEmpresa, Spain
		Guillermo Gonzalbez	Asociación de Centros de Formación Profesional FPEmpresa, Spain
		Philippe Ristord	UNMFREO, France
		Luís Costa	ANESPO, Associação Nacional de Escolas Profissionais, Portugal
	Hugo Martins	ANESPO, Associação Nacional de Escolas Profissionais, Portugal	
	Dražen Maksimović	HRVATSKO ANDRAGOŠKO DRUŠTVO, Croatia	
	Tihomir Žiljak	HRVATSKO ANDRAGOŠKO DRUŠTVO, Croatia	
Location	:	Valencia, Spain	

Day 1: 07-10-2021

1. Welcome and tour de table

Manfred and Elena welcome everyone. Manfred asks all participants to introduce themselves and to state which goals and ambitions all partners have with the project in general and for this PLA specifically. This PLA is the first face to face meeting of the project group after the previous meetings,



that were all online due to the Covid pandemic. The meeting will be attended by different European partners in the project, as well as some other guests who will share different good practices that are being developed in the field of Adult learning and Vocational Education and Training. The first part of the morning programme was used for a profound discussion about objectives and expectations and further clarifications about the project.

For this purpose, the group was split up in 4 smaller groups. Every group had one reporter and all points were gathered in order to come back on it after lunch.

After the morning break the program was continued with the presentation of two Good Practices.

2. Good Practice 1 – Improving employability, a territorial vision.

Speaker: Robert Crespo Rico. Teaching technician of the vocational training department of the Valencian Generalitat.

For the Valencian Community, promoting the employment opportunities of Vocational Training students is a strategic objective on which we have been working for a few years now. To achieve this, we have designed two action strategies closely linked, on the one hand, to encourage the implementation of Dual Training projects with a clear direct employment and, on the other hand, to strengthen the links between companies and vocational training centres.

The success of these strategies will depend on establishing mechanisms for direct interaction between the different stakeholders: schools, companies, administration, social agents, etc... and a driving force structure that allows for the adaptation of the vocational training system to the changing needs of these agents in a dynamic and flexible way.

VET is considered as the most appropriate answer to the regional needs of the labour market.

For this reason it is essential to work with a differentiated local approach. The university of Valencia distinguished 19 territorial areas in the region of Valencia, all with different characteristics and needs. Determining factors are local, cultural and economic features, as there are urban integration areas / costal areas / inland areas (not by sea) etc. Mr. Crespo Rico introduced a new function, called: Prospector ("searcher for gold and minerals").

These are former teachers, who work now in Training Centres to encourage schools and training centres to work more tailor made in a dual system with companies and to collect the actual demands of the labor market. Goal is to contribute to changes in the curricula, that is often too rigid. Their tasks are:

- To assist educational centres in the processing of all the documentation involved in Dual projects.
- To resolve doubts from educational centres regarding the application of the regulations.
- To explain the characteristics of Dual Training.
- To highlight Dual Training as a recruitment tool for companies.
- To connect companies with educational centres which offer DUAL projects in the training areas they need.
- To stimulate educational centres.
- To identify the problems of the system and propose solutions.
- To act as intermediaries between educational centres and the administration in document management.



The initiative is now one year on its way, so too short to draw reliable conclusions, but the first signs are very positive.

3. Good Practice 2 – Límite zero tours "Formative Travel Agency".

Speaker: Santiago Rodrigo Tamarit. Teacher at CIPFP Mislata, Valencia.

The project that we are carrying out in the 2nd year of the CFGS in Travel Agencies and Event Management, aims to create, under the umbrella brand Límite Zero Tours travel agencies specialised in a market segment.

The roadmap is made up of 3 professional modules or subjects (Management of tourist products, Sale of tourist services, and Management of Intermediation Companies) and from there, 4 milestones are designed that our students will discover during the two trimesters that make up the course. In parallel, they carry out other authentic learning activities to make it meaningful, memorable and as close as possible to a professional environment.

Límite zero tours is vocational learning travel agency, based in CIPFP Mislata/Valencia with the objective to put into practice the curricular content acquired during the training cycle.

Important features of the training methodology are:

- Problem based learning
- Cooperative Learning to create heterogeneous and inclusive team
- Own philosophy about thinking
- Assessment to learn

Thanks to this combination of elements, the student at the end of the course has obtained a number of crucial technical and soft skills (teamwork, critical thinking, autonomy, resilience and digital culture) necessary to practice as a professional.

The course is designed for students and teachers of the 2nd year of the Higher Degree of Travel Agencies and Event Management. It appeared to be designed in the first place for VET and not for LLL Adult education.

4. Discussion about GP's

After the lunch break, we came back on the reports from the 4 groups in the morning. The vivid discussion about all points that were raised regarding objectives, expectations and ambitions finally resulted in the "Values and Challenges" document (see Annex 1).

The program of this 1st day went on with a discussion about the reallocation of the Turkish partner REDVET, who was unfortunately not able to stay in the project. It was finally agreed that the budget of the Turkish partner should become equally spread among all 12 partners, minus 3600 for a film at the end of the project, which will be subcontracted. The remaining budget is € 34.610,-, which means € 2884,- for every partner.

For this sum we defined the following additional tasks:

- 5 short films of the PLAs from 01-01-22 on. (own productions from the hosting organisation)
- 1 film of the final conference in The Netherlands, including interviews (professional= subcontracting)



- 6 podcasts about the PLAs to come, including the one in Spain (October 2021)
- Survey to identify key barriers, opportunities and Good Practices that have proved to work/case studies, to be backed up with data from the partner organisations/countries (10 EU-countries and the UK). Topics are reskilling, upskilling and the role of micro credentials
- Creating Linked in page and using it actively by increasing the followers and inviting them to share GPs

5. Wrap up day 1

The day was finished with a wrap up and some remarks:

- The “Values and Challenges” document was considered as a powerful format to learn and inspire and to influence policy and systems.
- It was suggested that every country should look at what this means for its participation in this process
- All partners need to look at what they can do with this project to strengthen own work in the own organisation
- We should examine whether and how the values that are mentioned, such as being a family, can be further elaborated so that the basis that exists for learning from each other can be strengthened.

Day 2: 08-10-2021

On the 2nd day we had three further Good Practices. One from the area of Valencia, belonging to the network of FPEmpresa and one more from Spain, which was from the Basque partner in the project, Ikaslan Bizkaya. The last presentation was from Tihomir Ziljak from the Croatian partner in the project, who spoke about the Croatian Strategic framework for the promotion of adult learning as part of lifelong learning.

6. Good Practice 3 – Inclusive ICT Training applied to actual business needs located in disadvantaged areas

Speaker: Sandro De Gregorio, social and educational project staff

The project aims to provide effective e-commerce tools to companies and retailers located in disadvantaged areas in Valencia, which were severely effected by the aftermath of the Covid pandemic. It was developed by Vocational Training students at Santiago Apóstol school, belonging to social groups at high risks of social exclusion. They interviewed entrepreneurs belonging to a social association to detect their needs in terms of digitalisation and were then trained and guided by external professionals in the fields of e-commerce solutions, brand management. Teamwork, empowerment, motivation and marketing. The project was selected within the “Challenges 2020” call for innovative projects in the field of Education.

The presentation was about the Cabanyal district in Valencia. A district with many small shops run by people with many multifarious nationalities and backgrounds. In order to help these little retailers to survive, students from the Santiago Apóstol school helped them to make their websites etc. and to enhance their position as a little independent retailer.



7. Good Practice 4 – Promoting Adult Learning in Networks - EUSKADI

Speaker: Alba Estanyol, Ikaslan Bizkaya

The presentation concentrated on three main issues:

a. Situation of the Basque Country promoting adult learning

Euskadi (Basque country) is an autonomous community with 2,500,000 inhabitants where the Vocational Training arose from the needs of the productive market and its companies.

Likewise, all public actors are aligned in the achievement of the same objectives:

- Employability
- Improvement of technical and soft skills,
- Upskilling of workers
- Training of the unemployed

b. Cooperation between entities to meet the VET needs of the region.

Tknika is a Basque VET applied research center

<https://www.youtube.com/watch?v=3KltPZVn1Ac> and very important for the innovations in the Basque country. It is a centre promoted by the Deputy Ministry of Vocational Education and Training of the Education Department of the Basque Government. Innovation and applied research are at the core of Tknika in its ongoing efforts to place Basque Vocational Training at the European forefront. Tknika is modelled after some of the world's most advanced vocational training centres. Through networking and direct involvement of the Basque Vocational Training teaching staff, the Centre develops innovative projects in the areas of technology, education and management.

c. Good collaborative practice between private entities, public agents and Basque vocational training centers through the project LaborLan, which is an initiative of the provincial council of Bizkaya <https://www.dema.eus/programas-dema/programas-activos/>

LaborLan is a mixed employment-training programme. A program in which comprehensive guidance, training, work experience (possibly leading to an employment contract) and cooperation with companies come together.

It is not a common program with courses, nor is it just another employment program. It is based on previous work with companies in order to detect the sectors that need qualified staff, with the result that hiring of 50% of the participants is ensured.

The active sectors in this first edition of LaborLan are bakery, metal industry ICT and transport. Thanks to the methodology of integral guidance participants will have job orientation, tutoring, training in personal skills, both in the training phase and in the hiring phase, as well as personal follow-up beyond the duration of the program.

8. Good Practice 5 - Strategic framework for the promotion of lifelong learning in Croatia

Speaker: Tihomir Žiljak, assistant professor at the University of Zagreb and vice-president of Croatian Andragogy Society

The presentation explained the policy document for the Croatian promotion of adult learning as part of lifelong learning: Strategic Framework For The Promotion Of Lifelong Learning In The Republic of Croatia 2017-2021. The goal of the Strategic framework is to acquire a high-quality analytical basis



and professional tools that will help organizations and institutions in planning and implementing activities to promote lifelong learning. The presentation provided the need for the development of such a strategic framework, the main target groups, tools for its implementation, and the expected results. The development and implementation of the Strategic framework was analysed in the context of national and EU policies related to the improvement of adult learning. The main advantage of this framework is that it is an example of evidence based policy (good analytical basis), clearly defined and described target groups that participate not enough in adult education, realistically selected tools to achieve the goals and the use of practices that are still successful (e.g. Lifelong Learning Week). The presentation showed also the challenges regarding its implementation.

9. Wrap up day 2

FPEmpresa's Project Manager, Elena Argudo, highlighted at the end of the meeting:

"The ultimate objective of the PRALINE project is to strengthen the international networks of adult education providers that are already in operation and to learn from each other, through peer learning, counselling and capacity building. In this project, we strengthen collaboration between organisations similar to FPEmpresa from 11 different countries and it has been a very fruitful gathering to see first-hand how lifelong learning is being developed in other countries." Argudo also pointed out that this activity will be very useful for the creation of a solid network of contacts that will allow the development of new projects. "This has been the first face-to-face activity carried out since the beginning of the COVID-19 pandemic. Therefore, it has been very special for all the participants", she concludes. Manfred Polzin, as project leader fully agreed with these words and said that he was looking forward to the next PLA, that will be held in Portugal on 20 & 21 January 2022, hopefully again face to face.

In addition to this day, attendees had the opportunity to enjoy different activities in the city that allowed them to experience the Spanish culture.



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