

Minutes

Meeting : 3rd PLA meeting Promoting Adult Learning in Networks (PRALINE)
Date : 14th and 15th March 2022
Location : Escola de Comércio de Lisboa (Portugal)

Welcome by Manfred Polzin and Luis Costa.

João Costa, dep. Minister of Education, is unfortunately unable to attend. There is a new government in Portugal, with the same parties. At the moment, the composition is being negotiated. It is still uncertain whether João Costa will be part of it.

Welcome to the school by Theresa Escola (director of the Ensinus educational group that also includes the Escola Comercio Lisboa).

It was addressed that we all think about the situation in the Ukraine.

The school where we are now is part of a larger group of schools, from nursery to university level. The school group is strong in the field of VET. Also partnerships from Mozambique to Brazil. Diversity, freedom and democracy are the basic values for all schools.

Welcome by Catarina Esmenio (Director Escola Comercio Lisboa)

Adult education at VET level is done in collaboration with the Qualification Centre and in partnership with companies. VET for life.

Good Practice 1

Teresa Damásio CEO of ENSINUS Group and Piedade Pereira, directora ECL.

The Educational Project of the Lisbon School of Commerce (ECL)

- A history: youth and adults
- Connection to the labour market

Tour in the school

The school has 600 students with classes of up to 25 students. Since it is a private school, companies can sponsor the school to equip practical areas, such as a sales area, a reception area, etc. The school has close ties to the business world. Current developments in the labour market are discussed in advisory boards in which the school management and regional and national entrepreneurs are represented. Because it is a private school, there is more room to design educational programmes yourself and to be flexible.

The framework of Eqavet is used for educational quality.

Anespo, is the co-working umbrella organisation for private education. Anespo does knowledge sharing, lobbying and training. Membership fee depends on the size of the school. In the 80s there were no private VET schools, now there are 50 VET members.

Good Practice 2

Alexandra Teixeira, Department of ANQEP - the National Agency for Qualifications and Vocational Education

Adult Qualification in Portugal: Challenges and ongoing policy measures

Good Practice 3

Andreia Lopes, Regional Director of HR at LIDL Portugal (central region)

School-company cooperation in the qualification of employed workers - The case of the LIDL Group

Discussion in smaller groups

Introducing new members Praline: Fergus and Robert from Ireland, Julia from UK and Mojmir from Slovenia.

Discussion of the first draft of Robert's brochure.

The aim of this project is to investigate systemic changes and to provide recommendations, in our case with regard to adult education.

We are talking about the title of the education that we are covering. Is it Adult Education and Skills, is it Further Education? In the language, it is important to indicate what value you give it. In Finland, it is about continuous learning. It is about learning every day. We agree that we will use **Continuous learning**.

What is our focus then? It's about units (not so much the level), transparency and flexibility, about good skills. And which preconditions must be met and what is our real target group? The challenges in the labour market are huge, with many different target groups (working, unemployed, low-skilled, etc.). It is more about showing opportunities that fit the person. Let us also look at developments outside our own VET "bubble". Such as developments in higher education and on the labour market when it comes to Skills. We need a big picture. And don't forget Alumni, they are a source of information about developments in the labour market. The draft should make clear that it is about mind-set change and that motivation is crucial for this.

Margarite's survey is good; it concerns a limited number of questions, which makes it easy to do. There is also room to add free text and to pick up examples.

Manfred Polzin and Luis Costa concluded the day. It was a very instructive day with a lot of input from the presentations and good content discussion.

The group goes on the road to the city centre to have dinner together in the Fado Museum

Tuesday 15th March 2022

Opening of the day by Luis Costa and Manfred Polzin.

Good Practice 4

José Bourbon IPTRANS Director

Helena Nunes IPTRANS Qualifica Center

Recognition and school validation of informal and non-formal skills.

Good Practice 5

Methodologies and practices in adult education

Hugo Martins

ETAP Qualifica Centre

After the lunch break, we will **discuss the results of this PLA.**

Recommendation to the organisers: the order of the presentations should be changed to first show the larger story (system) and then the GPs.

The example of Lidl was very good: investing in learning (at the expense of and during working hours) so that people can develop further, even though Lidl runs the risk of losing well-trained people later on. Investing in training is always good, for the people themselves and ultimately for the company. Also in Ireland, people like to work for Lidl because of the good career prospects.

Transversal Skills are important, if an entrepreneur indicates what is needed, then the trainer can figure out which skills are needed and from which training domains.

Upskilling and Reskilling. Reskilling is absolutely necessary for adults. Otherwise, people will lose their jobs. It is important to take a good look at the profile of the people themselves and the profession. Invest in providing adult learning and look at the motivation of people. VET must be and remain accessible, no matter for what reason.

In the UK, upgrading is a problem and the government is focusing mainly on up-skilling. In Spain, re-skilling is only possible if you change sector. In Portugal, only the reskilling offer is free to all, re-skilling only if you are unemployed. In Croatia, the adult offer starts from level 5.

Recommendation from the group: there should come a European recommendation that reskilling and remaining on the same level but in another kind of job should be facilitated by national authorities to promote a better match on the changing demands of the labour market. The focus is too much on upskilling.

Up-skilling is often the case in higher education, but in VET it is also very important to focus on Re-skilling. In Finland, they also look at the reason for dismissal and subsequently at the transition possibilities from one sector to another. Re-skilling is especially important here. Another reason for the importance of Re-skilling, is that the retirement age is going up all the

time. In some sectors, people cannot keep up the hard work until they retire.

A good example of people re-skilling themselves is that during Corona catering staff went elsewhere to work, without training. Now that the restaurants are opening again, there are no more staff. This is due to the poor salaries and the average young age of employees. In order to give these people a perspective, it is necessary to use microcredentials for skills recognition.

Reaching out to adults

This is quite a tricky issue with no single answer. It is about the awareness that learning matters. Learning for a living and not as a last resort. A good and strong European lobby is also important here, to indicate that VET is an option with many benefits for working people. In Spain, there are sufficient resources to offer courses, the big question remains however, how to motivate and reach people to participate.

Skills gaps. Better look at what we are talking about, what skills are involved, what is the demand and what is needed to bridge that. How do you match people's demand with the demand from the labour market and society?

Role of teachers. Teachers also play a crucial role in learning, what does adult education or better continuous learning require from teachers? How do you as a teacher deal with people who are not motivated and have a negative experience with learning and attending school?

Wrap up of the meeting and next stop, Manfred Polzin.

We discuss the planning of the visits, the first coming visit is to Ireland on 10 and 11 May in Dublin. It will be on the theme of Language learning for migrant learners. The follow-up visit will be on 6 and 7 October in Estonia, and will be about Digitalisation, Automation and Artificial Intelligence - Upskilling and reskilling adults in a digital age.

In addition, attention for Robert's paper, there has been a lot of input from this PLA.

It was suggested to add something about what the scenario will be in 10 years and the state of art. How to prepare for VET for the future?

Manfred indicated that in EUpVET context the same discussion is at stake as in Praline and that we should bring this to the attention of the Commission. It is important that it is supported by Europe.

Thank you and conclusion, Manfred Polzin and Luis Costa

With a glass of Moscatel of Honour in our hands, we say goodbye and thank our Portuguese guests for their hospitality and the very informative PLA, in which we have become acquainted with how to make adult education accessible to all target groups and at all levels.