

Meeting	:	4th PLA Meeting Promoting Adult Learning Networks (PRALINE)
Theme	:	Language Learning for Migrant Learners
Date	:	10th and 11th May 2022
Location	:	Liberties College, Dublin (Google Maps)

Minutes

Day 1: 10th May 2022

Welcome and Opening Address

Welcomed by Robert Lynch, EU Projects Development lead, ETBI, Manfred Polzin MBO Raad, and Paddy Lavelle, General Secretary, ETBI.

FET Sector overview and ETBI Digital Library

Tanya Jones, FET Strategy and Policy Manager ETBI

David Hughes, Digital Library Systems, ETBI

- High level presentation provided by TJ outlining FET provisions in Ireland, organisational makeup current activities.
- Provided an overview of future FET strategic focuses, including simplified pathways, easier access for learners, learner experience, and building a stronger identity.
- A brief discussion focused at one stage on how Irish EQF v NFQ levels can be vary. It was suggested that Irish levels can be quite high when compared to EU counterparts.
- An overview was provided of the CAO (central applications office), a mechanism traditionally used for processing higher education learn applications and how it now features options for FET and Apprenticeship training in Ireland since 2021.
- Irish apprenticeship models were discussed, outlining the phases of training and professions generally associated with them.
- Some general discussion also focused on examples from previous experiences of attracting female trainees into apprenticeship schemes.
- David Hughes provided high level overview of digital library, illustrating some of the key knowledge sharing and available digital resources.
- Specific ESOL examples were also provided, illustrating the manner in which the resource has been deployed in order to facilitate ease of access for migrant learners during the Ukrainian Crisis.

Good Practice 1: Overview of ESOL and relation provisions in City of Dublin ETB

Lorraine Downey, ESOL Development Officer, CDETb

- Lorraine Downey provided an overview of immigration landscape and population base in Ireland.
- Discussed policy level focuses on inward migration
- ESOL provision in Ireland outlining examples of providers
- Discussed examples of ESOL programmes provided in CDETb and how courses were adjusted and updated based on evaluation
- Efforts were made to target key stakeholders to provide a more holistic approach. For example, homeless members of the population or certain socio-demographic contexts where access to education was not possible.

- Provided additional examples of programmes including part time or integrated programmes which go hand in hand with other FET programmes.
- Discussed examples of tailor made programmes which were developed as a result of a number of emergent social needs including:
 - Unaccompanied minors and young refugees.
 - Specific programme for refugees or migrants aged 15-21. This came about as a result of specific challenges which arose for these cohorts.
 - Homeless adults.
 - “Women only classes” delivered in partnership with city centre mosque.
 - ESOL classes for parents.
 - Intensive courses in English for employment.
 - Intensive courses in English for academic purposes.
- ESOL provisions are also available in prison education in Ireland.
- Example of outdoor ed integration
- Briefly discussed examples of the Ukrainian response in Ireland.
- Provided an overview of certain barriers to participation which included:
 - Childcare
 - Casual/shift work
 - Housing crisis
 - Mental health
 - Social exclusion
 - Absence of national strategy
 - Access to resources
 - English as a medium for instruction
- Provided the following information links:
 - [City of Dublin Education and Training Board \(CDETb\)](#)
 - [CDETb Youth and Education Service for Refugees and Migrants](#)
 - [City of Dublin ETB Adult Education Service](#)
 - [CDETb Foundations Project](#)

Good Practice 2: Guidelines and Toolkit for the Initial and Ongoing Assessment of the English Language Competency of Migrant Learners

Michael Donohoue, CMETB

- Provided an overview and background of research delivered in the context of ESOL provision with a view to develop and deliver research based ESOL guidelines and toolkits.
- Described the methodologies used during the research itself which included an international literature review and primary research efforts.
- Outlined ESOL definitions.
- Research provided categorisation of ESOL literacy.
- Described guideline objectives outlining 2 high level focuses.
- Outlined overview of the development process.
- Described specific guidelines developed.
- Described aspects of ongoing assessments from toolkit, illustrating their practical application considerations.
- Highlighted how the Scottish assessment had been adopted and used by numerous ETBs nationally.
- It was determined that this was suitable as a result of similarities between countries and its alignment with EU Frameworks.
- Illustrated examples of toolkit sample readings.

- Discussed the elements of the speaking assessment and how they are informal discussion based designed to keep learners at ease and definitively assess proficiency in English.

Good Practice 3: FET Response to the Ukrainian Crisis

Fergus Craddock, Active Inclusion Manager, ETBI

- Provided national overview in Ireland outlining challenges and examples of national responses.
- Discussed findings from survey and case studies developed based on national examples.
- Outlined geographical ESOL needs in Ireland and trends experienced throughout regions.
- Discussed key aspects of the ETBI responses including resource material, psychological first aid, ESOL material via digital library, new and existing tutor training.
- Facilitated group discussions around the following question areas:
 - Initial discussion focused on the allocated resources, illustrating examples of the national efforts to appoint REALT coordinators and administrative equating to circa 48 posts.
 - Discussion also outlined how the response will vary from region to region based on specific wants or needs.
 - Discussions also centred on how to quantify Ukrainian refugee are extremely challenging to determine.
 - Questions raised around what sort of structures have been put in place if any around ESOL in the various countries.
 - In the Netherlands, the structure has been to integrate into existing systems however it was highlighted that including flexibility into the system is critical to ensure that it has the desired effect.
 - Discussions also centred on ESOL capacity and how lack thereof is limiting potential spaces on ESOL courses
 - Points raised highlighting the need to adopt holistic models which are inclusive and don't only focus on formal education, but informal settings also such discussing the 'Failte' example.
 - In Slovenia the focus has not been to develop new structures but strengthen existing frameworks. Nationally these provisions have been primarily delivered via VET systems.
 - Challenges existed around integrating participants into society, so the focus was broadened to parents and non-formal learning contexts.

PRALINE Mid-term review presentation

Scilla Van Cuijlenborg, MBO Raad

- Discussed the French PLA the theme of which was UN SDG's and what it means for VET
- Provided an overview of the good practices.
- Discussed lessons learnt.
- Philippe provided insights about ongoing research in relation to the UN SDG's and the synergistic relationship between the learners highlighting how we should and get our youth to focus on the local environment and the associated environmental and economic benefits
- The Spanish PLA's (online and face-to face) focused on basic skills for all outlining the good practice focuses and lessons learnt.
- The Lisbon PLA focused on Adult Education discussing lessons learnt
- Highlighted the need to ensure that 'investing in people' also considers life long and not just addressing labour market needs
- Discussion also highlighted the need for public and private sectors to collaborate in order to maintain relevance
- Labour market needs are primarily coming from emerging economies

- In Slovenia the focus is very much on building networks in order to facilitate greater public and private sector collaboration

Day 2: 11th May 2022

Good Practice 4: Considering ESOL from the National Policy Perspective: Expert presentation from SOLAS

Roisin Doherty, SOLAS Director of Learner Support

- Provided FET Sector overview.
- Outlined sectoral and sociodemographic overview.
- Discussed the manner in which educational focus has shifted towards being more inclusive.
- The focus on ensuring that all citizens can participate in society around critical areas such as digital skills.
- Major focus on wellbeing within citizens.
- 60,000 enrolled in literacy programmes.
- The issue at present is not cost effectiveness but reaching the target cohorts.
- Considerations such as peer ambassadors are used to promote learning provisions.
- FET supports refugee and asylum seekers are prioritised from a policy perspective and seen as an opportunity to build more inclusive societies.
- There are also links with higher education in order to support the potential transitions and pathways.
- The example of the Netherlands was discussed and the compulsory nature of the training of Dutch language training for migrant learners.
- English programmes are not compulsory in Ireland but are a necessary for receiving certain benefits or more long-term commitments such as citizenship.
- Discussed refugee resettlement programme.
- Discussed the national research and ESOL toolkits and how they are more 'supportive' as opposed to 'assessment' in nature.
- Discussed migrant integration strategy and how this is linked with FET and dept of social protection.
- Briefly illustrated funding levels for national ESOL programmes.
- Discussed the provisions which have been developed to place ambassadors in local communities e.g. ETBs to reach cohorts not accessing education.
- Two-pronged approach:
 - Policy
 - Local level
- Discussed how a major emphasis has been placed on linking the Healthy Ireland strategy with broader educational and economic focuses in an effort to recognise the critical role that individual and national health plays in building stronger and more inclusive societies.
- Discussed how the idea of training needing to align perfectly with labour market needs is losing ground and the recognition of broader more holistic approaches in order to maximise impacts.
- The idea of developing more holistic training models which are all inclusive are emerging. Economists are becoming more aware of the wellbeing of the economy

Good Practice 5: Defining the VET 2030 Vision – Design thinking workshop

Dr Hilary Kenna, IADT

- Provided an overview of how the workshop would proceed.
- Discussed key focuses including:

- Defining problem statement
- Examples of design for innovation
- Design thinking focuses which include broader contexts, customer-centric approaches, and processes which include empathising, defining, ideating, prototype development and testing.
- Commenced group work focuses which included:
 - Defining VET stakeholders
 - Understanding stakeholder perspective
 - Methods for gathering information
 - Considering stakeholder groups and characteristics
 - How to deliver impactful and engaging communication to these stakeholders
 - Applying the 'SUCCESS' model in order to make concepts 'stick'
 - Developing more focused priorities
 - Applying storytelling methods

PRALINE Project Management Afternoon Session

- Deadline for newsletters discussed as follows:
 - Next newsletter due during the end of May about the PLA's in Portugal and Ireland
 - Following (3rd) newsletter due at the end of Oct about the PLA in Estonia
 - 4th newsletter at the end of March 2023 about the PLA in France
 - 5th newsletter end of October 2023 about the PLA in Croatia
 - 6th and last newsletter towards the end of December about the final conference and the results of the entire project.
- 15th of June deadline for podcast and updating to website. This was the first podcast with Marguerite and Manfred recorded in Portugal.
According to the project plan we need to produce **6 podcasts**, so 5 more:
 1. About the PLA in Spain and Portugal and looking back to the first part of the project
 2. About the PLA in Ireland and Estonia
 3. About the PLA in France
 4. About the PLA in Croatia
 5. After the final conference and looking back to the entire project.
- Action: Newsletters will be sent to Matti, so that he can put them on the website
- Robert Lynch, ETBI will follow up with partners who have not submitted national VET priorities.
- General discussion on Survey developed by Marguerite Hogg, AOC as follows:
 - New updated survey will be circulated by the end of May
 - Partners will commence sharing the survey before the summer period in June
 - For countries with early holiday periods, partners will follow up in the Autumn.
 - Partners need to share the survey within their respective networks (members)
- Partners completed reflection surveys within their respective country groups

Overview of the face to face PLAs, that were already held:

1. Spain, Valencia: 7 & 8 October 2021
2. Portugal, Lisbon: 14 & 15 March 2022
3. Ireland, Dublin: 10 & 11 May 2022

Overview of the face to face PLA's that still need to be done, including an additional one instead of Germany:

4. Estonia: 6 & 7 October 2022: Digitalisation, Automation and Artificial Intelligence - Upskilling and reskilling adults in a digital age.
There is already a huge conference on the 6th of October, where our PLA will fit in. Further practical information will be sent out around 20th of June.
On the 7th of October, the paper "Future of VET" and strengthening of the role of EUproVET will be on the agenda.
5. France, La Rochelle: 30 & 31 January 2022 or 2 & 3 February 2023: Adult learning in the workplace (theme of the German PLA) or individual learning accounts combined with micro-credentials or a similar approach.
6. Finland: June 2023, theme needs to be confirmed
7. Croatia September/October 2023: Looking back to all previous themes; was there anything left out?
8. Netherlands: December 2023 (Final conference)

Future of Vet

Robert will send out a reminder to the partners in Spain, Netherlands, Portugal, Ireland, Croatia and the UK. All these documents are needed as a kind of supporting documents for the paper: Future of VET 2030. First draft of this paper will be done by Scilla and Robert.