

Minutes

Meeting : 6th PLA meeting Promoting Adult Learning in Networks
(PRALINE) Date : 30th and 31st January 2022
Location : La Rochelle, France

Day 1, Monday 30 January 2023

Manfred and Philippe opened the meeting. New colleagues introduced themselves. Manfred reported that the second grant installment had been processed to partners.

Main recommendations from the mid-term report

How to improve project performance

- Need to deliver concrete, relevant and measurable results
- Need comprehensive, good quality outputs, instead of scattered and partial presentations
- Current deliverables are described in an extremely vague manner
- The selected Good Practices need to be better described

Requested improvements: Quality assurance, management, evaluation and the website

- No documentation available about QA and day to day management of project.

What's missing:

- National or regional associations can share the learning from the PLAs in their own national or regional networks, as this belongs to the core business of these Associations to work with their stakeholders in their own region or country.
- Short e-surveys approximately 8 weeks after a face-to-face activity to gauge and measure how and where participants' learning has been shared, used and/or discussed as follow-up. All partners are engaged to make sure that the national and local networks will come into their own to embed the learning into practice and policy.

Criticisms on the website

- Needs to be a dedicated website
- The part on the EUproVET website contains a rather disorganized set of objectives, among which it's difficult to find what is indicated
- No relevant additional information about the project is included in the EUproVET

network website.

Urgent recommendations

- Engage in delivering concrete, relevant and measurable results
- Establish precise management and qa protocols and monitor that they are properly followed
- Must address problems that were detected in initial and mid-term evaluation
- Selected practices must be well described and promoted not only during the project events but also afterwards

Own impression

- Need to improve performance
- Who is going to do what

Outputs

- Direct dissemination towards participating partners through participation in PLAs
- Thematic network meetings at local/regional level
- Meetings of the associations with member institutions
- Recommending successful strategies towards stakeholders and authorities on regional or national level
- Successful strategies on EU level through already well-established relationships with Commission, CEDEFOP
- Use of social media
- EPALE
- e-surveys approximately 8 weeks after every face-to-face activity
- Final conference
- Progress and news of the project on the website of EUproVET

Praline D&C evaluation comments

High level comments

- Project website – format and embedding with EUproVET site
- Social Media
- D&C strategy

The partnership will discuss in more detail on Tuesday afternoon

Good Practice 1 - Vocational Training France

Philippe Ristord

Primary school until 11

College for four years and then, at 15, the student decides an academic route (baccalaureat), technician (higher technical skills) or a vocational route (baccalaureat professionnelle). The young person could, alternatively, enter an apprenticeship at the age

of 14.

The French system is traditionally very academic. A third of students leave school without any basic qualification. It's a big challenge. According to PISA 2018 students believe that the learning environment in French schools is poor. In terms of student support, this is also rated poorly. French students do not feel listened to/empathised with in school.

Initial and continuing VET are separate systems.

It's a complex system that works for the benefit of:

- Men
- Large companies
- Those that are already trained

Therefore, there are many groups of people that are disadvantaged including women and those who are unemployed or working for SMEs.

New law (2018)

- Considers the individual (mixed individual support and training, personal training account – the funding is not limited to upwards training – could be sideways levels depending on what the individual needs. There is a large list of qualifications to choose from. Unemployed people will get more funding, but the basic amount is available to every citizen. In France social rights are very important, so this ILA model is an individual's fund.
- Gives priority to consideration of and valuing the person's experience (development of apprenticeships, on-the-job training course, validation of acquired experience etc. – recognition of prior learning).

In France, it's difficult to differentiate between pedagogy and andragogy. E.g., apprenticeships – you might have 20 – some will be young people and some will be adults. Young people and adults learn together (at the training centers of MFR). This is done purposely for younger and older people to learn from each other.

Philippe Maubant, 2005 – 'There is no specific pedagogy for adult education, but there are pedagogies available for educators, whatever the audience, whatever the context...'

Sustainable development of rural areas (MFR)

A training offer that allows young people and adults to live in their territory.

The 1984 law (article 4) specifies that the MFRs participate in the public service of education by practicing a 'full-time teaching at an appropriate rhythm' – work related learning (could be learning in the workplace). Law states that half of a student's time should be spent in internship.

Concerning MFR, it's an old system.

Steeped in rural and agricultural traditionally but now there are more activities and training programmes than just agriculture. Recognition that rural exile is a threat to rural areas –

need place-based training and education solutions.

Now MFR has 430 members in France and in other parts of the world.

MFR has around 110,000 learners in total made up of young people, adults and apprentices. These are small numbers in comparison with the main French state system.

A typical MFR would comprise of:

- 150 students and/or apprentices and 70 trainees in VET
- 150-200 members
- 300 training supervisors (workplace mentor)
- 18 administrators in a board of directors
- A team of 20 employees including: 1 director, 10 monitors (monitors are teachers/trainers but more importantly provide support to learners – visiting the workplace etc) and 9 other staff....

Parents are important stakeholders within the MFR system.

Work-based learning model. Non-formal and informal skills and competencies are developed.

Programmes include classwork, training, practical workshops, group work, travel, visits, speakers. Learners are expected to be able to express views, reflect on what they see in the workplace and to analyse their learning points.

In terms of work-based learning what works is:

- General education combined with vocational training
- A permanent pedagogical back and forth
- On work experience: work, deepen, exchange, study
- At the MFR: analyse, be reflexive
- A socio-professional project built step-by-step
- Easier social and professional integration
- Recognise that not everything comes from the teacher

Monitors have special teacher training – special status in France
Monitors are recruited and employed locally by each MFR.

The association's members are mainly families, professionals, and elected representatives, those with an interest in education. Not all parents are members. There is a management board with a President, Treasurer and Secretary.

The Board comes from the MFR, the Union Nationale's role is supportive/advisory. Priority is that the membership are the decision makers.

By level of education:

EQF level 2 – 32%

Level 3 12%

Level 4 52%

Good practice 4

La Rochelle – a Zero Carbon Territory:

Joffrey Perrussel (Low Carbon Strategy Officer)

Sustainable development is a priority in La Rochelle for more than 40 years
La Rochelle Zero Carbon Territory is an expression of the commitment made by all stakeholders to fight climate change

Carbon footprint significant from economic activities, food etc.
Need to lower our emissions: sobriety and efficacy
Increase carbon sequestration capacity
Contribute to development of virtuous projects thanks Carbon Cooperative

Ecosystem of 130 partners: local authorities, companies, associations, laboratories, networks, and citizens

There are 10 priorities – most important is citizen participation.
Lots of wetlands in the area – work to protect them.
Sharing of energy (energy communities)
Ecological transition of companies
Green IT – minimize environmental impact of digital

€80m programme across 7 years.

Existing skills need to be adapted in order to meet the needs of the Green agenda in the La Rochelle area.

There was already a lot of good initiatives taking place in the area, so the programme has been able to facilitate a boost for these actions.

Funding for retrofitting the homes of La Rochelle citizens.
Promotion of user behaviour – working to make people use public transport and use bicycles.

Keen to have a sustainability/zero carbon module in every education programme. How are they going to implement this? Who will they liaise with? Recommendations from government to have a common framework about sustainable development. How does it filter from HE level to vocational level?

Julien Cluchague (University of La Rochelle)

University created in 1993. Small university (8700 students). 'Smart' campus –

How to create a low carbon university

Digital transition – how to create a university ‘on demand’

Societal transition – students to become new types of citizens

University has created ‘Transfères’ programme which will give every student a solid pool of knowledge and competences about global change, transition and sustainable development. Students will be transformed into a new kind of citizen. Citizen 2.0.

3 step programme:

- Acquisition of SDSA expertise and tools to transform their thinking – fundamental, technical, and applicative expertise
- How to transfer knowledge acquired through voluntary citizen involvement (voluntary placements in local NGOs or a public or social entity). This gives the student a first experience of certain key behaviours and civic awareness
- Implementation of transgenerational awareness actions – to become a sharer of good practice and knowledge.

Project budget is €200k. They are testing in September 2023, opening to volunteer students in 2024/25 and it will be mainstream provision by 2028.

Questions: Don't the teachers need these knowledges and competences to transfer the knowledge

Good practice 3

The job of ‘monitor’ in MFR: a global education and training function

Mathias Ledouce

Role of monitor involves working with many different people (learners, families, professionals/companies, and the association).

At beginning learners can lack confidence (most start at 14), so they test out a couple of different vocational pathways and a couple of different internships. They will need to take the ‘brevet’ exam at 16. They can then specialize in their chosen vocational field for the next stage of their education. MFR centres are residential for younger learners. For adults this is not mandatory. The ‘monitor’ role extends into the evening where monitors have dinner and evening activities with the students and have a shared responsibility for tasks.

The monitor's role is key in ‘following’ the learners to see how they are during class time and how this differs in the internship. Understanding adult learners' challenges helps the time in the classroom. Monitors also develop projects throughout the year. They also focus on certain themes with learners (such as climate change). There are also new responsibilities around students with special educational needs and disabilities.

Sandrine Guibert from the National Association for Training and Research on work based learning. Sandrine was a monitor for 27 years. Since 2020, Sandrine has been working for the regional federation. She trains the monitors. There are 54 MFRs in Nouvelle Aquitaine region. Agriculture, Commerce, hospitality, health care. Objective of MFR is to propose

some trainings that reflect regional skills needs.

MFR pedagogy is known as an alternative training system. Builds around the learner's work experience in a socio professional environment and personal development.

Pedagogical training is mandatory for monitors – has to be completed within their first 3 years in post with MFR. It is recognized at level 6 (EQF). The training takes 2 years to complete and is composed of 8 modules. The monitor needs to write a graduation thesis following the conduct of a pedagogical/educational project with learners. The training is certificated A to E. Monitors must not obtain a D or E.

Monitors must experience what the learners experience to understand the learner journey. Monitors do have to know their limits with the students. They are not psychologists, for example. There is a lot of discussion of ethics and monitors support each other in an almost supervisory capacity.

Good practice 5

Quality step in training organisations in France - MFR CSR positioning – a strategic decision

Emmanuel Clero

The training organisations took voluntary steps (ISO 901 and OPQF) in terms of quality assuring their education offer.

In 2018 a new law was created, in relation to the training sector. This liberalized the training sector. This gave citizens the choice of what training they should undertake. Alongside this, there was the creation of a mandatory quality certificate for providers. The power now lies with the state and businesses. The certificate is called 'Qualiopi'. There are 7 criteria and between 25 and 32 indicators:

- Information
- Rights
- Teachers
- Administrative and pedagogical processes
- Training processes
- Documentation
- Permanent improvement

Training centres must prepare to undertake the certificate. The organisations that provide the quality certificate are contracted by the state. The providers must pay to be inspected.

It's a demanding process but provides a collective challenge, better rigour, better ways to process and an administrative process and leads to the sector becoming more professionalized and the improvement of skills and abilities. There is more transparency. There is, perhaps, less room for creativity.

MFR had initiatives such as Corporate Social Responsibility. There were several national projects looking at collective involvement, to be responsible and have values that's anchored in the local area. MFR partnered with the agency Lucie Label. Lucie Label is the certificate provider. Between them they have come up with a CSR certificate that complements Qualiopi's main quality assurance certificate. There are six commitments within the CSR certificate which are local and global responsibility, working relationships, sustainable development goals, ethical business, specific pedagogical training and democratic governance.

They still have a number of commitments and principles of action as the standard Qualiopi certificate but have supplemented these with CSR specific ones.

- MFR VET centres have to carry out a self-evaluation about CSR with 66 questions.
- There is an audit

You decide which commitments the centre wishes to progress

You then get a CSR label for a period of 3 years

There is mid-way control

And there is a lifetime of commitments

212 MFR centres are CSR accredited

47 MFR in the process of seeking CSR accreditation

Key success factors are:

- Governance – good to trust in behaviour improvement of the centres
- Collective
- Convinced hard core – key group of people will drive the initiatives
- Integrated approach
- Renewed global project
- Commitments of progress
- Distributed progress actions
- QUALIOPI really inside: management of the two together
- CSR also for students
- Network
- Valuation and positive communication

New behaviours developed:

- Local purchasing
- New green behaviours
- Bio-waste
- Sobriety
- Water saving
- Biodiversity projects
- New democratic experiences

- Better ways of working
- More collective experiences
- Experience of carbon measures

Weak points:

- Large and deep step
- Difficult and heavy for some MFR
- Abilities to manage this step and organise
- The cost
- An additional and an integrated step.

Good practice 6 – identifying, recognizing, enhancing and certifying skills using digital tools: a sustainable development approach for the individual

Judith Fischer (Director of DISCOVIA)

Yann Mengus

Developed tools for identifying and promoting skills.

Tools to certify their existing workplace skills of employees. Available for people of all ages and abilities. Online tool that supports learners furthest from the labour market, i.e., those with special educational needs and disabilities (SEND). The goal of the company is that the tool will be used externally by companies. The app is multi-language use. Learners can be referred to the tool or can self-refer. Online repositories of skills competences. There is a repository for soft skills acquisition as well as the vocational skills.

Agreement on the next PLA meeting dates

Helsinki 22 and 23 May

Croatia (Zagreb) 2 and 3 October

Netherlands 30th Nov and 1 Dec

EUproVET presentation

Matti and Scilla introduced EUproVET membership.

EUproVET partners with CEDEFOP, ETF, VET4EU2, EFEE and EQAVET. EUproVET has a strong position in terms of influencing EU policy because of the relationship and regard it has with the European Commission.

Matti and Scilla asked those project partners who were considering joining EUproVET to indicate this to them or Manfred before the next PLA in Finland so more discussions can be had online to enable an agreement signing in Finland.

Praline Survey

Marguerite had sent partners the draft survey report in advance of the meeting. Two questions left to analyse and she would also come out to partners for a little bit more context where there were 'outlier' results from certain countries. Tihomir made the point that it would be important to state in the report introduction that the results were reflections by individual institutions and should not be taken as a full reflection of the situation in a certain country.

Preparation for the next PLA in Finland

Discussion was had around some of the potential good practice themes for the Finland meeting.

Closing remarks

Philippe believes that their system is a lot more flexible than they thought – in comparison to some of the other partner countries.

Manfred thanked all for participating in good discussions.

Fiona said 'goodbye' as she will be leaving her role at ETBI and all partners wished her well for the future.