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Erasmus+ KA3 project with the objectives:

- Support the growth and professionalisation of existing national or regional networks of Adult education (AE) and VET providers by mutual learning, peer counselling, and capacity building as (future) members of the existing network of EUproVET, also resulting in growth of EUproVET
- Sharing Good Practices on AE/VET among 11 partners in 10 countries: 5 existing partner countries and 5 potential new partner countries
Partners from Turkey and Germany left the project in a very early stage.



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Peer Learning Activities and themes:

Due to Covid, project started with online meetings: Valencia in Spain first face to face PLA.

Kick-off: Spain: Theme 6: Basic Skills for all - cooperation labour market (Basque country)

1. France: Theme 3: SDG's and impact on AE/VET
2. Spain: Theme 6: Basic Skills for all and VET in the Basque Country
3. Portugal: Theme 1: Where does the responsibility lie and how to make AE accessible
4. Ireland: Theme 4: Integration strategies and Language learning for migrants
5. Estonia: Theme 2: Automation and digital skills
6. France: Theme 3: SDGs, but also the role of tutors, learning philosophy of MFR
7. Finland: Theme 1 and 5: Responsibility and reforms, learning in the workplace
8. Croatia: Theme 1 and 5: Regional initiatives and the role of the Chamber of Crafts





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Spain, Valencia: Strong examples of how AE/VET providers are integrated in the community developments and how they support learning opportunities in the Community. Strong efforts for inclusion of most vulnerable groups.

Portugal: Good examples of how to reach out to “hard to get groups”, GP from LIDL and the legacy of the period of dictatorship

Ireland: Local responses to the flow of Ukrainian refugees and pivotal role of SOLAS for AE throughout Ireland.

Estonia: Amazing achievements regarding digital learning and a digital society in general. Strong learning culture and education is considered as a valuable investment.







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France, La Rochelle: Impressed by the expanded job of a monitor, the philosophy of MFR and what we learned earlier about the MFR efforts to support rural developments for new ways of employment on the countryside.

Finland: Finnish reforms, tailor made programs, no specific adult learning, just learning for everybody.

Croatia: regional initiatives to promote AE and to improve the qualifications of unemployed people to obtain employment opportunities. Cooperation with companies through the Crafts Chamber





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18 Recommendations, almost all on the policy level, subdivided in:

- Learning opportunities
- Labour market and other stakeholders
- Quality VET providers and teachers
- Status
- Finances



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Summary of the main recommendations:

- Make learning accessible for all, independent of socio-economic background
- Offer a variety of learning opportunities/methodologies to meet individual needs
- Take the green and digital transitions in mind
- Ensure cooperation between providers and all kind of other stakeholders
- Improve the quality of the learning environment (buildings, facilities)
- Improve the attractiveness and quality of the professions in education/teacher shortages
- Raise the status of VET and AE
- Recognize the social value of learning, also if it is not labour market oriented
- Consider supportive learning cultures/mixed groups
- It goes without saying, that necessary investments need to be made

Work Based Learning in Education legislation

Work-based learning and training for chapter 4

- 66 § Training provided in connection with practical work tasks at the workplace
- 70 § Apprenticeship Training (employment relationship)
- 71 § Training Agreement (training relationship)
- 72 § The requirements for making an apprenticeship contract and a training agreement
- 73 § Education reimbursements
- 74 § Ensuring the conditions for achieving learning outcomes
- 75 § Termination of the agreement on organizing an apprenticeship and apprenticeship training as well as termination of apprenticeship
- 76 § Termination of the training agreement and termination of training based on the training agreement
- 77 § Application of legislation concerning employment
- 78 § Student occupational safety
- 79 § Management of education and monitoring

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Learning opportunities

1. Ensure that all students, independent of socio-economic background, have access to quality education and training to provide them with the necessary skills, particularly those required by the digital and green transition. Consider unorthodox approaches to reach out to 'hard to get' target groups (GP in Pt, Es)
2. Use more innovative delivery models for adult education, creating flexible models for personalised learning paths including the recognition of prior learning and work experience. This should be reflected in a choice of access to learners – face-to-face, online or a mix of both. (GP in Finland, Estonia)
3. Paid time off for study leave. Must be regulated through law with a requirement for employers to comply.



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Labour market and other stakeholders

4. Ensure a stronger link between educational institutions and the demands of the labour market to increase the responsiveness of education and training systems and to meet the needs of learners in the rapidly changing labour market and society.
(e.g.OSKA in Estonia, regional approach in Croatia)
5. Advocate and support flexible and adequate work-based learning opportunities for adults as an important step in occupational progression for every individual.
6. Promote VET courses and other forms of lifelong learning as a means of integrating migrants and refugees in their host countries and leading them to the labour market.
(GP in Ireland, Netherlands)



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7. Facilitate strong sectoral dialogue (providers, authorities, social partners) in education and training by fostering peer learning among European, national, and regional/local partners in education and training.
8. The collaboration between policy making authorities and adult education providers should be improved on several levels: local, regional, national, and European
9. Encourage and promote stronger cooperation in public-private partnerships to make lifelong learning a reality for every individual. The importance of these partnerships was again underlined during the Covid-19 pandemic, when work disappeared in certain sectors, but arose in others The crucial role of VET/adult education providers in supporting SMEs with business innovation, productivity, and product development deserves more recognition. (GP's in Netherlands, Spain/Basque country and in Europe through the CoVE's)



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Quality, VET providers and teachers

10. Improve the quality of adult learning- and VET institutions to enhance good learning environments for students and supportive work environments for teachers, trainers, school leaders and other education staff in relation to digital and green transition of VET institutions. (school in Nova Gorica, Slovenia, Tallinn, Estonia)
11. Increase the attractiveness of the profession of adult learning educators, VET trainers and other education staff by improving recruitment processes, ensuring their retention and decent working conditions, and by promoting stable employment in the sector. (GP in France)



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12. Ensure that adult educators receive training on adult education that includes topics such as: principles of adult education (andragogy), adults' motivational orientations, adults' reasons to withdraw from training/education, use of materials in adult education, psychological counselling and guidance applications in adult education. Ensure also that the training will be systematically repeated. (GP in Croatia, France, Portugal)
13. Encourage and support the continuous professional development of teachers, trainers, school leaders, supported by necessary reforms in consultation with social partners and relevant stakeholders, in order to provide skills that co-align with the needs of the labour market and are accessible to all.



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Status

14. The profile of VET/adult education needs raising at government level. Too many people are taking a path through to university and then end up coming back to the VET system to retrain. This is an unwise use of public funds. The Covid pandemic and global conflict has shown that the VET/adult education sector is extremely resilient. Governments should build on this and support growth.
15. There is a need to consider both the social value as well as the economic value of adult education. Governments should consider the importance of both. Leisure or social adult programmes can be a first stepping stone back into education and training for hard-to-reach adults. (GPs in Portugal)



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Finances

16. If a variety of learning access is offered, i.e., hybrid learning, to increase adult participation, then the infrastructure and technology needs to be in place and the funding to cover this. Ensure also that the funding system encourages more effectiveness and transparency of learning rights and opportunities. (GP in Ireland, France)
17. Invest in supportive learning cultures for lifelong learning, in schools and companies. Combining younger and older learners contributes to a supportive learning culture and makes provision financially viable. (e.g. Finnish reforms)
18. Covid has resulted in better sharing of resources and learning materials. A move towards collaborative working between providers and teachers should be positively encouraged. (GP in The Netherlands)



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Thank you very much.

Please visit www.pralineadulteducation.eu