

Praline

Loppuwebinaari 9.1.2023



Partners & Project Overview

- MBO Raad (Lead Partner)
- AoC, ETBI, AMKE, Konzorcij, EAAVE, Ikaslan Bizkaia, FPEmpresa, UNMFR, ANESPO, HAD
- One of the primary general objectives of this project is establishment, development and strengthening of the networks associated with the partner organisations in order to support regional, national and international collaboration with an aim of promoting Adult Learning Education. Development and strengthening of the networks will in turn strengthen the existing EUproVET network, a representational platform for European VET and Adult Education providers' associations at both national or regional level.

Hankekokoukset

- Hanke alkoi korona-aikaan. Kick off kokous ja ensimmäinen PLA oli verkossa, hankekokoukset 2-9 olivat läsnäkokouksia. Viimeinen kokous oli Rotterdammassa marras-joulukuun taitteessa.
- Kuva Dublinin kokouksesta.



Muutama yksittäinen nosto

Qualifica

Main Goals

Thinking about our employees, we are trying to provide them with new paths and solutions, bet on their qualification.

We are already in the 3rd edition of the program at Lidl (2019, 2020, 2022).

Investment by Contributor

Around €800 per employee (hours).

How long the program lasts and how it works over the 6 months

19 sessions School Certification (2022) = 4h/session

Interruption: Easter, July and August and December



National Response



- Temporary Protection Directive grants temporary protection of Ukrainians in Ireland
- Equal access to education provided as a result

Structure adopted:

- Regional Education and Language Teams (REALT) Teams developed for primary/ post primary education
- Hosted by the 16 regional Education and Training Boards (ETBs) nationally working independently but collectively

We are a digital society

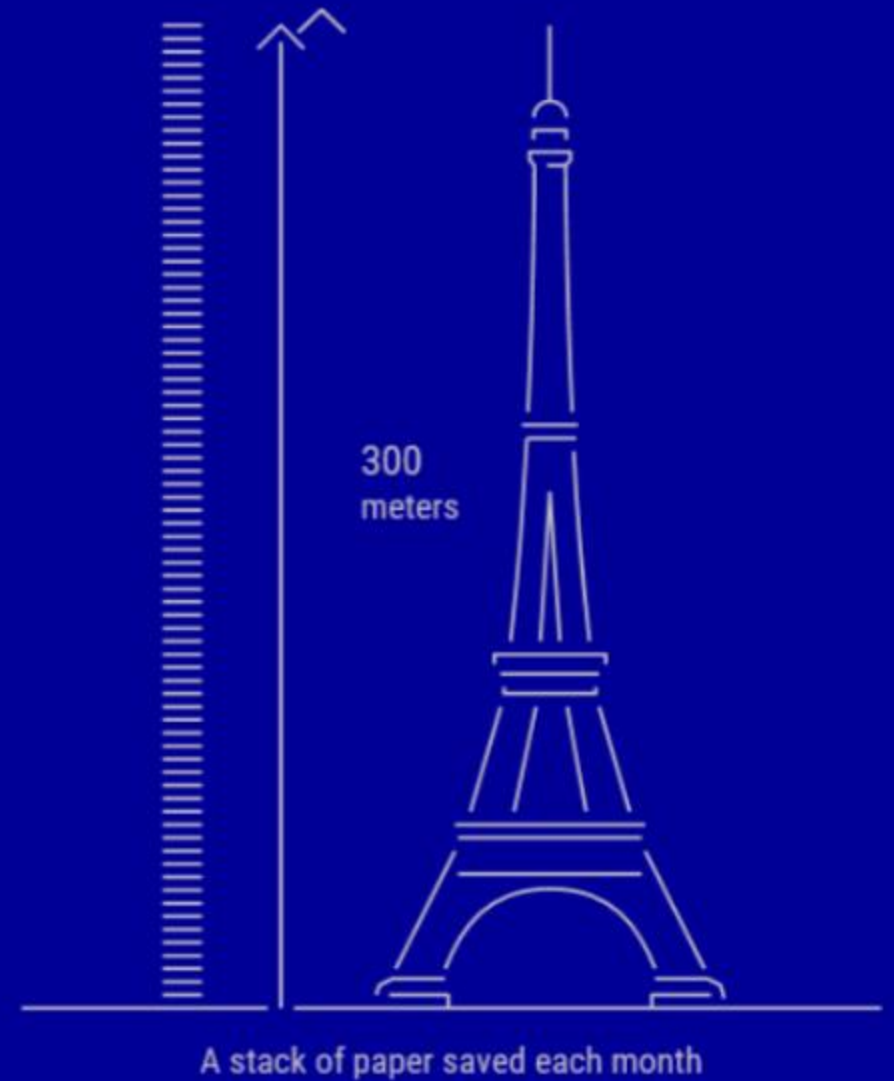
- +99% state services are online
- +internet is a social right
- +Estonians trust e-solutions
- +digital signature saves 5 days a year



Need for ICT specialists



IT Academy programme
ProgeTiger programme



Tulokset

- EUproVET:in jäsenmäärä kasvoi kolmella
- KA3 hankkeissa pitää olla policy-tason tuloksia, tuloksena syntyi 18 suositusta, ne ovat jaoteltu seuraavasti: Learning opportunities, Labour market and other stakeholders, Quality, VET providers and teachers, Status ja Finance.



Policy recommendations



Learning opportunities

1. Ensure that all students, independent of socio-economic background, have access to quality education and training in order to provide them with the necessary skills, in particular those required by the digital and green transition. Less common approaches to reach out to the 'hard to get' target groups might be fruitful (GP in Portugal, Spain)
2. There is a need to be more innovative in 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.



Labour market and other stakeholders

4. Ensure a stronger link between educational institutions and the demands of the labour market in order to increase the responsiveness of education and training systems to meet the needs of learners and the rapid changes in the labour market and society as well as enable smooth transitions. (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. 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 in Netherlands, Spain/Basque country)

Labour market and other stakeholders



7. Promote vocational and educational training 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)
8. 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.
9. Improve the collaboration between policy making authorities and adult education providers on several levels: local, regional, national, and European

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 personnel in relation to digital and green transition of VET institutions and in light of the recovery from the Covid-19 pandemic. (school in Nova Gorica, Slovenia)

11. Increase attractiveness of the profession of adult learning educators, VET trainers and other education personnel by improving recruitment processes and ensuring their retention, decent working conditions and stable employment. (GP in France)

Quality, VET providers and teachers



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 AE. 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.

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)



Finances



16. If a variety of learning access is offered, i.e., hybrid learning, to increase adult participation, then 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)



Hyödyt AMKE:n jäsenille

- AMKE on mukana vahvassa verkostossa
- Verkoston jäsenet ovat joko kansallisia tai alueellisia toimijoita eri EU jäsenvaltioissa
- Kontaktit ovat kaikkien AMKE:n jäsenten käytettävissä



Kiitos

- <https://pralineadulteducation.eu/>

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