



Partners in project PRALINE			1st PLA meeting PRALINE-France - Good Practice 1: Territoire apprenant / Learners' Territories			
Partner nr.	Name organisation	Country	1. Was the good practice clearly explained during the meeting?	2. Could this good practice be applied to the situation in your country?	If yes: list what needs to be done to apply this good practice to the situation in your country	If no: list why it is not possible (because of the specific regulations)
P02	Association of Colleges	United Kingdom	8	Maybe		
P03	UNMFREO	FRANCE	8	Yes	This good practice is continuing and developing in several French territories	
P03	Education and Training Boards Ireland	Ireland	7	Maybe	The presentation provided an effective overview of industry, socio-demographic and policy driver trends. The focus if we are reading this correctly appears to be very much two fold, making a region attractive for industry/enterprise to establish footprint within a region, while also attracting the appropriate talent to the area or developing the skills in situ. This regional development outlook has certainly been considered from an Irish perspective, however we could benefit from scaling this up in a similar manner to what was presented. Mechanisms to incentivise enterprise would be a key enabler, and support from regional authorities in terms of developing capital infrastructure and services.	
P04	AMKE	Finland	8	No		Our legal framework differs too greatly
P05	Skupnost zavodov Konzorcij šolskih centrov	Slovenija	7	Yes	The conditions to launch that kind of initiative in our country are already established. There is, however, one thing that might be approved, which is to establish better connection and collaboration among the relevant stakeholders. This connection has been somehow lost mostly during the covid period.	
P06	EAAVE	Estonia	7	Maybe		
P07	Ikaslan Bizkaia	Spain	9	No		The system has many similarities, but due to specific regulations, we cannot implement, for example, the obligation to study until age 18.
P08	FPEMPRESA	SPAIN	9	Maybe		The structure for implementing initiatives that impact the entire territory of Spain is very complicated, given the political complexity of Spain. In Spain, the competences in matters of Education depend on the Autonomous Communities. Therefore, implementing something at the impact level of the entire territory is complicated. This type of project that can be carried out in different territories is easier to face from the autonomy of the center that each school has.
P08	HRVATSKO ANDRAGOŠKO DRUŠTVO	CROATIA	9	Yes	THE INFLUENCE OF EDUCATED TEACHERS ON ADULT EDUCATION PARTICIPANTS	
P11	ANESPO	Portugal	9	Yes	in our case we have the flexibility to apply this practice, for its operationalization we just need to disclose it to the schools and their management	
P11	Hrvatsko andragoško društvo	Croatia	7	Yes	Search foto more details and practical information at next (face to face) meeting.	
P03	UNMFREO	France	Hosting Partner			

Partners in project PRALINE			1st PLA meeting PRALINE-France - Good Practice 2: 100 % inclusion / 3D experience pathways			
Partner nr.	Name organisation	Country	1. Was the good practice clearly explained during the meeting?2	2. Could this good practice be applied to the situation in your country?2	If yes: list what needs to be done to apply this good practice to the situation in your country.	If no: list why it is not possible (because of the specific regulations).
P02	Association of Colleges	United Kingdom	7	Maybe		
P03	UNMFREO	FRANCE	9	Yes	This good practice is continuing and developing in several French territories. it allows for the development of an engineering approach to the support of people who are far from employment, which is entirely appropriate and which calls into question the profession of trainer	
P03	Education and Training Boards Ireland	Ireland	9	Yes	This presentation provided an overview of what appears to be an extremely effective initiative. The two main areas that could be considered in Ireland is first of all the investment in a project such as this 3D Experience Pathways. More often than not in Education experimentation is critical for determining what may or may not work, and this support is an example of how this can be delivered at a large scale. The 100% inclusion aspects is also an area that could add considerable value in the context of our country, and would have numerous societal, industry and economic benefits.	
P04	AMKE	Finland	7	Yes	We have very strong policy about inclusivness.	
P05	Skupnost zavodov Konzorcij šolskih centrov	Slovenija	8	Yes	This case focuses very much on personalised approach to the learner. We have been using the approach of user centricity for the last five years and we are doing our best to improve it every year by getting user feedback. We consider this approach one of our most important, since our existence bases on our users needs and expectations.	
P06	EAAVE	Estonia	8	Maybe		
P07	Ikaslan Bizkaia	Spain	9	Yes	We have similar actions developed in a regional manner to promote and help people with low qualifications, and companies to meet their demands.	
P08	FPEMPRESA	SPAIN	9	Maybe	In Spain today this accompaniment is being carried out by the Public Employment Services, in this case it is also a political competence that is transferred to the autonomous communities. Although in general, all the Public Employment Services of all the Autonomous Communities have a support and orientation service that tries to accompany them in training and job integration itineraries, which may be accompanied by some other type of complementary action.	
P08	HRVATSKO ANDRAGOŠKO DRUŠTVO	CROATIA	9	Yes	HOW NEW TECHNOLOGIES AFFECT INTEREST IN ADULT EDUCATION	
P11	ANESPO	Portugal	8	Yes	in our case we have the flexibility to apply this practice, for its operationalization we just need to disclose it to the schools and their management	
P11	Hrvatsko andragoško društvo	Croatia	8	Yes	To check this practice in national adult education policies.	
P03		France				

Partners in project PRALINE			1st PLA meeting PRALINE-France - Good practice 3: From policy level to each individual: Education for Green deal			
Partner nr.	Name organisation	Country	1. Was the good practice clearly explained during the meeting?2	2. Could this good practice be applied to the situation in your country?2	If yes: list what needs to be done to apply this good practice to the situation in your country.2	If no: list why it is not possible (because of the specific regulations).2
P02	Association of Colleges	United Kingdom	7	Maybe		
P03	UNMFREO	FRANCE	8	Yes	There are already training organisations involved in this field	
P03	Education and Training Boards Ireland	Ireland	10	Yes	One area that would be extremely impactful would be the aspects of integrating more nature themed areas into the curricula/learning experiences. Examples such as the Bees in the education process, considering the micro factors of beekeeping and the more macro effects of bees on the planet has the potential to provide learners with a truly holistic overview of their importance on global eco-systems. The local tastes initiative was also another example of connecting learners to where food comes from and the skills associated with preparation.	
P04	AMKE	Finland	9	Yes	I think we have a great deal to learn more about new ways for green transition.	
P05	Skupnost zavodov Konzorcij šolskih centrov	Slovenija	9	Yes	It is Slovenian case, so we use it:)	
P06	EAAVE	Estonia	8	Maybe		
P07	Ikaslan Bizkaia	Spain	9	Yes	In Euskadi we are working with Tknika projects related to this area. They are understood as fundamental and that is why the Administration also works with other centers of excellence, in order to learn and network	
P08	FPEMPRESA	SPAIN	9	Yes	The green deal is a similar political action that is already being taken into consideration in the field of Education and projects similar to this are being carried out in Spain.	
P08	HRVATSKO ANDRAGOŠKO DRUŠTVO	CROATIA	8	Maybe	THE FOCUS WAS ONWARDS BUILDING INFRASTRUCTURE TOWARDS A BETTER PREREQUISITE FOR EDUCATION	
P11	ANESPO	Portugal	8	Maybe	in our case we have the flexibility to apply this practice, for its operationalization we just need to disclose it to the schools and their management	
P11	Hrvatsko andragoško društvo	Croatia	7	Maybe		
P03		France				

Partners in project PRALINE			1st PLA meeting PRALINE-France - Topic: Reflection on all presented good practices	
Partner nr.	Name organisation	Country	In case there is a good practice that can't be applied to the situation in your country, list the number of this particular good practice and describe what needs to be done to make it possible (fo...	THANK YOU!
P02	Association of Colleges	United Kingdom		
P03	UNMFREO	FRANCE	These experiences lead me to believe that innovation in vocational training cannot be achieved without introducing strong partnerships with socio-professional actors (companies, professional organisations, families, local councillors, etc. and the learners themselves)	
P03	Education and Training Boards Ireland	Ireland	In general, the presentations and discussions provided some extremely valuable and insightful considerations at both regional, national and an EU level. The focus on both regional development, and examples of connecting educational experiences with the outdoors were particularly interesting and would support the development of lifelong learning cultures and ultimately societal and economic growth throughout.	Thank you for a very enjoyable and informative PLA.
P04	AMKE	Finland	Green skills should be included in VET qualifications more strongly.	
P05	Skupnost zavodov Konzorcij šolskih centrov	Slovenija	If we could change regulations, we would provide more flexible educational/training programmes regarding the content and the approach to VET delivery.	
P06	EAAVE	Estonia		
P07	Ikaslan Bizkaia	Spain	The legal and regulatory situation of the states makes the full implementation of good practices impossible. Although it is true that the Basque Country works with many projects and pilot programs to tackle, from our reality, similar singular actions: The need for business collaboration, also at an economic level, is fundamental.	THANK YOU!
P08	FPEMPRESA	SPAIN	Two key points:  Find a simple system that allows initiatives to be implemented at the national level.  That the Employment and Education systems are more interconnected and can implement joint actions.	
P08	HRVATSKO ANDRAGOŠKO DRUŠTVO	CROATIA	DIFFERENT APPROACHES AND MATERIAL CONDITIONS MAY AFFECT THE QUALITY OF ADULT EDUCATION	THANK YOU
P11	ANESPO	Portugal		
P11	Hrvatsko andragoško društvo	Croatia	Focus to adult learning and CVET	
P03		France		