



Partners in project PRALINE			2nd kick-off meeting PRALINE - Good practice 1-Overview of adult education in Spain			
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)
P01	MBO Raad	The Netherlands	7	Maybe	We need to look more in detail what we can do with it and apply. we need to delve more into the possibilities, good to see the practice being integrated	
P02	Association of Colleges	United Kingdom	10	Maybe	The difficulty would be national versus local devolution of responsibility for adult education	
P03	Education and Training Boards	Ireland	9	Yes	It is apparent that there is a culture of joined up thinking within this area and that the critical actors are indeed working together in order to achieve common goals. Additionally, the focus on indigenous industry such as the Haizea wind group illustrate the critical role that industry must play within the regional and national realms. From an Irish perspective, a more joined up approach can be achieved by incentivising critical actors to work together in this regard in order to inform policy and ultimately shape the future.	
P04	AMKE	Finland	8	No		Some parts can be applied, but most of the no. For example we have strong national legal framework and many local adjustments are not possible.
P06	EAAVE	Estonia	9	Maybe		
P07	Ikaslan Bizkaia	Spain	10	Yes	It was my experience	-
P08	FPEMPRESA	SPAIN	10	Yes	The good practices were from Spain.	
P09	UNMFREO	FRANCE	9	Yes	I seem to have understood that this already exists in France.	
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	
P12	Hrvatsko andragoško društvo	Croatia	9	Yes	To compare national Education systems (context) and collect more details by direct contacts with the Spanish colleagues.	
P12	HRVATSKO ANDRAGOŠKO DRUŠTVO	CROATIA	10	Yes	MOTIVATION OF ADULT EDUCATIONAL PARTICIPANTS TO WORK APPLICANTS FOR ADULT EDUCATION WHO ENROLL THE COURSES	
P07/08	Ikaslan Bizkaia en FPEmpresa	Spain	Hosting Partner			

Partners in project PRALINE		2nd kick-off meeting PRALINE - Good Practice 2: Lifelong Learning perspective from a company				
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).
P01	MBO Raad	The Netherlands	6	Yes	It is good to see how ICT is important for young people, teachers and adults. And that ICT is loaded from the practice.	
P02	Association of Colleges	United Kingdom	9	Maybe		
P03	Education and Training Boards	Ireland	9	Yes	There are examples of similar initiatives in Ireland however where the country could benefit further in this regard is to increase the scale of the activity. One challenge from an Irish perspective is perceptions around investing in long term training as some employers are apprehensive as they feel they are taking on the risk as employees suddenly become very employable and attractive to other employees once they complete their training. One aspect to be considered would be to provide incentives through mechanisms such as tax relief for employers as a means of offsetting the costs. This would require action at government levels.	
P04	AMKE	Finland	8	Yes	Yes, most of the examples can be used in Finland too. The difference is that we use a lot of apprenticeship with adult education, upskilling and reskilling.	
P06	EAAVE	Estonia	8	Maybe		
P07	Ikaslan Bizkaia	Spain	10	Yes	It's the Spanish system, so it's common in the Basque Country, too	
P08	FPEMPRESA	SPAIN	9	Yes	The good practices were from Spain.	
P09	UNMFREO	FRANCE	9	Yes	I seem to have understood that this already exists in France.	
P11	ANESPO	Portugal	9	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	
P12	Hrvatsko andragoško društvo	Croatia	8	Maybe		
P12	HRVATSKO ANDRAGOŠKO DRUŠTVO	CROATIA	9	Yes	PERSISTENTLY WORK ON AWARENESS RAISING AND NEEDS FOR ADULT EDUCATION	
P07/08	Ikaslan Bizkaia en FPEmpresa	Spain	Hosting Partner			

Partners in project PRALINE			2nd kick-off meeting PRALINE - Good Practice 3: Basque Act 1/2013 on Lifelong Learning			
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.2	If no: list why it is not possible (because of the specific regulations).2
P01	MBO Raad	The Netherlands	9	Yes	It is great to see how learning from practice can take place, how innovations are shared in the region and how teachers are freed up to train other teachers. very attractive educational offerings.	
P02	Association of Colleges	United Kingdom	10	Maybe	It was really interesting to hear from Alba about the system in the Basque Country. I'm unsure that we could use this in the UK. I wish we could. There may be some elements that could help us make a case for it in England.	
P03	Education and Training Boards	Ireland	8	Yes	In a lot of ways the system in Ireland is relatively integrated, however there can at times be a certain level of disjointedness, particularly if multiple agencies are involved. We would therefore need to foster a culture of multi-agency interaction in order to deliver a similar level of integration.	
P04	AMKE	Finland	8	Maybe	Some elements can be applied, but for example social security is much stronger in Finland, so it is also easier adult reskill themselves.	
P06	EAAVE	Estonia	9	Maybe		
P07	Ikaslan Bizkaia	Spain	10	Yes	My experience	
P08	FPEMPRESA	SPAIN	9	Yes	The good practices were from Spain.	
P09	UNMFREO	FRANCE	9	Yes	I seem to have understood that this already exists in France.	
P11	ANESPO	Portugal	9	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	
P12	Hrvatsko andragoško društvo	Croatia	9	Yes	More contacts with Spanish colleagues about few details.	
P12	HRVATSKO ANDRAGOŠKO DRUŠTVO	CROATIA	9	Yes	CONTINUOUSLY WORK WITH MARGINALIZED GROUPS WITH THE PARTICIPATION OF ALL STAKEHOLDERS IN THE PROCESS, SUCH AS LOCAL COMMUNITY, REPRESENTATIVES OF TARGET GROUPS, EDUCATIONAL OWNERS AND EDUCATIONAL PROVIDERS	
P07/08	Ikaslan Bizkaia en FPEmpresa	Spain	Hosting Partner			

Partners in project PRALINE			2nd kick-off meeting PRALINE - Good Practice 4: Vocational Education and Training Centres			
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.3	If no: list why it is not possible (because of the specific regulations).3
P01	MBO Raad	The Netherlands	6	Maybe		we have similar educational offerings in the Dutch context, it is good to combine practice and theory into an attractive offering.
P02	Association of Colleges	United Kingdom	8	Maybe		
P03	Education and Training Boards	Ireland	5	Maybe	Unfortunately I cannot find a copy of this presentation and I do not think it appears within the recording.	
P04	AMKE	Finland	5	Maybe		Presentation was more about the company than education, so this one remained unclear.
P06	EAAVE	Estonia	9	Maybe		
P07	Ikaslan Bizkaia	Spain	10	Yes	My experience	
P08	FPEMPRESA	SPAIN	9	Yes	The good practice were from Spain.	
P09	UNMFREO	FRANCE	9	Yes	The conditions for success would be a much less administered training system leaving more room for the initiatives of individuals, vocational training organisations and companies	
P11	ANESPO	Portugal	9	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	
P12	Hrvatsko andragoško društvo	Croatia	8	Maybe		
P12	HRVATSKO ANDRAGOŠKO DRUŠTVO	CROATIA	9	Yes	CONTINUOUS LONG-TERM WORK	
P07/08	Ikaslan Bizkaia en FPEmpresa	Spain	Hosting Partner			

Partners in project PRALINE			2nd kick-off meeting PRALINE - Good Practice 5: Lifelong Learning Service			
Partner nr.	Country	Name organisation	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.4	If no: list why it is not possible (because of the specific regulations).4
P01	The Netherlands	MBO Raad	7	Yes		
P02	United Kingdom	Association of Colleges	8	Maybe		
P03	Ireland	Education and Training Boards	5	Maybe	Similar to previous comment, we cannot locate this presentation or view it in the recording.	
P04	Finland	AMKE	8	Maybe		In Finland our education system has no dead ends, so we have more options, for example, combining VET and higher education.
P06	Estonia	EAAVE	9	Maybe		
P07	Spain	Ikaslan Bizkaia	10	Yes	My experience	
P08	SPAIN	FPEMPRESA	9	Yes	The good practices were from Spain.	
P09	FRANCE	UNMFREO	9	Yes	The conditions for success would be a much less administered training system leaving more room for the initiatives of individuals, vocational training organisations and companies	
P11	Portugal	ANESPO	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	
P12	Croatia	Hrvatsko andragoško društvo	9	Yes	Once more check the details from web sites and other sources.	
P12	CROATIA	HRVATSKO ANDRAGOŠKO DRUŠTVO	8	Maybe	IT IS NOT A FIELD WE DEAL IN BUT IT IS AN INTERESTING REVIEW	
P07/08	Spain	Ikaslan Bizkaia en FPEmpresa	Hosting Partner			

Partners in project PRALINE			2nd kick-off meeting PRALINE - Good Practice 6: Partner centres; Barakaldo Local Development Agency			
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.5	If no: list why it is not possible (because of the specific regulations).5
P01	MBO Raad	The Netherlands	7	Maybe		It is inspiring to see how the regional authorities work together in educating adults and to be able to take stock of the demand from companies.
P02	Association of Colleges	United Kingdom	8	Maybe		
P03	Education and Training Boards	Ireland	5	Maybe	Similar to previous comment, we cannot locate this presentation or view it in the recording.	
P04	AMKE	Finland	8	Yes	-	
P06	EAAVE	Estonia	9	Maybe		
P07	Ikaslan Bizkaia	Spain	10	Yes	My experience	
P08	FPEMPRESA	SPAIN	9	Yes	The good practices were from Spain.	
P09	UNMFREO	FRANCE	9	Yes	It seems to me that this is similar to what is done at the regional council level in France. It seems to me that this is similar to what is done at the regional council level in France. For this to work, it is necessary to work on the skills needs of the professional sectors	
P11	ANESPO	Portugal	9	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	
P12	Hrvatsko andragoško društvo	Croatia	8	Yes	To collect more details about selection of staff and participants profile.	
P12	HRVATSKO ANDRAGOŠKO DRUŠTVO	CROATIA	8	Yes	THE ROLE OF THE DEVELOPMENT AGENCY AS A SUPPORT FOR ADULT EDUCATION DEVELOPMENT	
P07/08	Ikaslan Bizkaia en FPEmpresa	Spain	Hosting Partner			

Partners in project PRALINE			2nd kick-off meeting PRALINE - Good Practice 7: Finnish reforms			
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.6	If no: list why it is not possible (because of the specific regulations).6
P01	MBO Raad	The Netherlands	7	Yes	strong is to see that education should in principle always be accessible, and based on the needs of each individual. Learning is central.	
P02	Association of Colleges	United Kingdom	9	Maybe	The issue is scale. Finland is a relatively small country (by population) than the UK and interventions and funding for adult education is perhaps easier to achieve than in the UK. It's a fantastic model though.	
P03	Education and Training Boards	Ireland	10	Yes	There is a lot to be learnt from the Finnish model. Firstly, the presentation provided a very effective overview as it presented VET from the perspectives of the different stakeholders. Throughout the presentation the term 'customer focused' was used quite a lot, and presenting VET from these varying viewpoints highlights that the system must in fact be truly customer focused. One potential obstacle from an Irish perspective is that in order to be truly agile, dynamic and individual focused you must have significant resources at your disposal, a point highlighted during the presentation. This would suggest that we need not only additional resources, but also to become smarter in how we allocate them.	
P04	AMKE	Finland	9	Yes		
P06	EAAVE	Estonia	9	Maybe		
P07	Ikaslan Bizkaia	Spain	10	No		We'd need more flexibility of the system
P08	FPEMPRESA	SPAIN	9	Maybe	To introduce the personalized learning path, it is necessary to invest a lot of resources to make it viable.	Certain regulatory changes would be necessary to allow flexibility in the duration of training.
P09	UNMFREO	FRANCE	9	Maybe		For this to be possible in France, the vocational training system would have to be much more flexible and less administered
P11	ANESPO	Portugal	7	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	
P12	Hrvatsko andragoško društvo	Croatia	9	Yes	Collect more translated legal instruments (law) linked with reforma	
P12	HRVATSKO ANDRAGOŠKO DRUŠTVO	CROATIA	9	Yes	MAKING STRATEGIC DECISIONS IN WHICH DIRECTION SHOULD GO	
P07/08	Ikaslan Bizkaia en FPEmpresa	Spain	Hosting Partner			

Partners in project PRALINE			2nd kick-off meeting PRALINE - 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!
P01	MBO Raad	The Netherlands		
P02	Association of Colleges	United Kingdom		
P03	Education and Training Boards	Ireland	From an Irish perspective we have highlighted a number of areas of good practice which could be truly beneficial. In the general sense, and this is not perhaps unique to Ireland, but a more joined up and long term strategic approach would add significant value. Additionally, if we could adopt more of the customer centred focuses of Finland, and scale up with the industry engagement such as that illustrated by Haizea, this would provide scope to deliver VET which is not only truly impactful based on the needs of today, but would allow us to adopt a more future focused outlook in meeting the demands of tomorrow.	Thank you for an extremely informative and insightful PLA.
P04	AMKE	Finland	-	
P06	EAAVE	Estonia		
P07	Ikaslan Bizkaia	Spain	The flexibility of the new VET system is particularly interesting, because it generates many points that can generate tension: face-to-face or online time flexibility? Flexible study time at school? In Spain we would need to have more civil servants for this entire system, and it would make it more expensive and the adaptation of regulation	thanks!
P08	FPEMPRESA	SPAIN		
P09	UNMFREO	FRANCE	Vocational training issues cannot be the business of training organisations (schools) alone. Today, the issue is skills development. Training is a means (the most important one) but not the only one. For example, on-the-job training, peer-to-peer learning, learning communities, .... allow us to consider the development of skills in a trajectory logic and to (re)empower individuals (empowerment). This implies a change in the profession of trainer.  Translated with <a href="http://www.DeepL.com/Translator">www.DeepL.com/Translator</a> (free version)	
P11	ANESPO	Portugal		
P12	Hrvatsko andragoško društvo	Croatia	Always something could be changed (even by small steps).	
P12	HRVATSKO ANDRAGOŠKO DRUŠTVO	CROATIA	CHANGING LEGISLATION AND ADDITIONAL AWARENESS OF THE IMPORTANCE OF ADULT EDUCATION	
P07/08	Ikaslan Bizkaia en FPEmpresa	Spain	Hosting Partner	