

## Minutes

<b>Meeting</b>	: 1st PLA meeting PRALINE, France
<b>Present</b>	: See attendance list
<b>Date</b>	: 18-5-2021
<b>Minutes</b>	: Diana Antonius
<b>Location</b>	: via TEAMS

### ***1. Opening and welcome Manfred Polzin and Philippe Ristord***

Manfred Polzin welcomes all participants. More than 50 persons are on the list of attendees for this meeting, which is a result of forwarding the invitation to colleagues. It is the 2nd PLA, the first one was done in 2 parts in order to match with the application.

France is hosting this PLA meeting, Philippe Ristord welcomes everybody. The director of the MFR was not able to attend. Phillippe provides some information about himself and his work.

### ***2. Minutes previous meeting. Introduction to new members, if any.***

The last PLA meeting was on February, 11th 2021. The minutes are approved. In the future the minutes will be send to the participants through Sharepoint and email as well since some participants are having problems accessing Sharepoint.

### ***3. Presentation of MFR and the structure of Adult Education and VET in France in general Phillipe Ristord***

Phillipe has sent a document with a summary of the vocational training system in France to the participants through Jacqueline earlier. The presentation gives an insight in the history and foundation of the MFR. Phillipe elaborates on the organisational structure of the MFR and its position in the educational system in France.

Manfred is curious how the MFR facilitated the funding of long life learning and Philippe explains that every French citizen has a right to a budget, dependent on the circumstances such as level of education and being employed or not.

Reacting on a question of Triin Laasi, the participants discussed about how to motivate people with a low education to go back to school, money is not always the only key. Manfred asks the participants to share any information in English on this subject with the group.

### ***4. Europe and the challenges of sustainability, greening and circular economy***

Martina Ni-Cheallaigh from the European Commission gives a presentation on the challenges reaching the climate targets and on different sustainability issues. The issue of long life learning and how this can be facilitated (within the EC context) came up for discussion once again.

The presentation will be sent to the members.



### **5. Good Practice 1: Territoire apprenant, followed by questions and discussion**

Presentaion by Giang Pham. Key in this presentation of the good practice is the cooperation between stakeholders to achieve a better environment for long life learning in rural areas.

The presentation will be sent to the participants of the PRALINE program.

### **6. Good Practice 2: 100 % inclusion, followed by questions and discussion**

Presentaion by Brigitte Gehin and Nathalie Bordereau about an experimentation project co-financed by the French Government in the framework of the Skills Investment Plan (PIC). A project that takes place in the program entitled "100% inclusion, the Factory of remobilization"

### **7. BREAK**

### **8. Break out session in small groups about the Good Practices and own experiences.**

Jacqueline Hagen provides some brief instructions for participating in the groups, consisting of about 7 persons.

*Questions to be discussed in the break-out sessions:*

- What is your opinion about the demonstrated Good Practices?
- Are they useful for you to contribute to more sustainability in your daily work?
- What essential elements should be retained ("lessons to be learned") from these 2 interventions, in general in your situation and in the framework of the "PRALINE" program ?
- Are there similar experiences in your country, territory or organization?

Manfred asks the participants to appoint one person in the group to give one emerging message of what they have discussed, when they come back in the plenary session.

### **9. Emerging messages from the groups Marguerite Hogg**

It is very important that people who enter the vocational system have access to some kind of assistance to determine the level of their skills and subjects of interest. They have this system in Estonia, not for adults but for the young students. An institution, positioned in between the government and the schools is appointed with this task. It is important to make efforts to bring as much as possible adults back to the educational system.

Although it isn't always easy to grasp the educational systems outside the own country, the best practices were interesting. The cooperation between the different agencies was highly appreciated. Concerning life long learning it is important that it has to be diverse and is done in cooperation with the learners to focus on their needs.

There are similar programs experiencing similar difficulties in the various countries, especially in relation to rural areas (e.g. Wifi, 3G & transport).

The systems in European countries are very different and some strategies are not so easily applicable but there was recognition in existing issues like too



much bureaucracy and the importance of inclusion of policy makers. The objective is not only to learn from each other but to try to change the system for the better as well.

The importance of education on the topic of sustainability and green economy was also discussed and acknowledged. *“Cooperation should prevail above competition, inclusion should be emphasized in life long learning and no one should be left behind. Everyone should have the same opportunities in life long learning”* was the strong message from this group.

#### **10. Good practice 3: From policy level to each individual: Education for Green deal through VET providers in Slovenia: followed by questions and discussion.**

Presentation by Miran Saksida. The presentation will be sent to the participants.

Manfred congratulates Miran for establishing the first zero energy school in the world. He appreciates the use of local products from the immediate surroundings.

Questions:

Q: Who is funding the projects? A: it depends on the project. Some (big) projects are funded by the department for Education but the main approach is partnerships and building trust. Companies are helping as well.

Q: is there a team appointed to carry out the fundraising activities? A: in Slovenia there are schools and also intercompany centers with various project workers which are able to support the work on the projects and a strong network is also very important.

#### **11. Wrap up, Lessons learnt, Conclusions Manfred Polzin**

Sharing peer learning activities online is not easy. Manfred hopes that face to face meetings will be possible shortly.

The next PLA meeting was scheduled in Turkey. As the Turkish partner has left the program, the next meeting will be held in Spain: Malaga or Valencia, at the end of September. A proposal with possible dates will be sent to the participants.

Tanya Jones reminds everybody that Slovenia is working on the newsletter at the moment and urges the participants to send any relevant information regarding the issues discussed in the groups (or any other information that would be interesting to the partners) to Natascha or Adriana or herself. Also soon a webpage will be shared for the PRALINE project which can be used in the dissemination with the local networks.

Manfred mentions the reflection forms that have not been shared yet. Those are to reflect on the good practices seen until now: Spain, France, Finland and Slovenia. He will send a quite simple form to the members with a few questions, mainly about the usefulness of the examples. After all the PLA's are to learn and inspire each other.

Manfred kindly requests the participants to fill out the forms and send them back to him.

#### **17.00h Closure**

