PARTNERUP

Development Groups

Country Reports

Project information

Acronym	PARTNER-UP
Title	Partnerships and stakeholder engagement for Upskilling Pathways
Number	101087193
Sub-programme or KA	ERASMUS-EDU-2022-PI-FORWARD-LOT3
Website	https://partnerup-project.eu/

Co-funded by the European Union

Table of contents

Introduction

Development groups are planned as structured meetings of key stakeholders formed with the primary objective of facilitating discussion, cooperation, and partnership building in the context of improving the implementation of Upskilling Pathways. These groups are a critical component of initiatives aimed at enhancing adult learning opportunities and engaging stakeholders effectively.

These development groups serve as a platform for engaging in open and constructive discussions. They bring together a diverse set of partners and stakeholders from various sectors, including public authorities, education providers, adult learners, and other relevant parties. These discussions are centred around identifying challenges, sharing insights, and brainstorming solutions to improve the implementation of Upskilling Pathways.

Furthermore, development groups facilitate the organisation of meetings and interactions among key actors and cooperation partners. This includes representatives from public authorities responsible for policy and regulation, education providers delivering Upskilling Pathways, adult learners themselves, and stakeholders identified through comprehensive analysis. These meetings aim to create a collaborative environment where all relevant parties can come together, share their perspectives, and work towards common goals.

One of the primary tasks of development groups is to identify and design cooperation structures that can effectively support the goals of Upskilling Pathways. This involves determining how various stakeholders can work together, allocate responsibilities, and establish mechanisms for seamless cooperation. It may include the creation of frameworks, guidelines, and protocols that ensure coordinated efforts.

In addition, development groups focus on enhancing the flexibility and adaptability of learning pathways for adult learners. This involves discussing and proposing strategies to make learning opportunities more accessible, responsive to learners' needs, and adaptable to changing circumstances. The aim is to design learning pathways that empower individuals to acquire new skills and knowledge at their own pace and convenience.

Characterised by interdisciplinary collaboration, regular in situ or online meetings, data-driven decision-making, problem-solving orientation, and an action-oriented approach, development groups play a vital role in advancing the implementation of Upskilling Pathways and improving adult education. They foster collaboration, align strategies, and promote the creation of flexible and effective learning opportunities, ensuring that all relevant stakeholders work in synergy to achieve shared goals in adult education and lifelong learning.

Priorities and key areas

The following priorities have been identified based on the stakeholder analysis:

- Strengthening collaboration mechanisms between the stakeholders - setting frameworks, structures and responsibilities for allowing and facilitating effective cooperation
- Development of policies which are less fragmented and more coherent with EU strategies
- Increasing participation - working on outreach strategies and practices - promotion of good practices, information exchange, communication and publicity for greater involvement of adults with no or low qualifications.
- Improving the effectiveness of training needs analysis
- Validation of informal and non-formal competences and prior learning
- Financial support mechanisms for adult learners
- Enhancing the role of ALE practitioners
- Relevance of non-formal educational practices for ALE
- Digitisation strategy for the development of ALE
- Support for local adult engagement initiatives, involvement of regional/local level in promoting ALE development
- How to exploit European experiences linked to UP

Based on analysis findings, the development groups focus on several key discussion areas:

- Opportunities
  - What collaborations or initiatives related to UP exist within the country/at the EU level, and how can they be leveraged? Are there untapped resources, organisations, or stakeholders that could be brought into the collaborative effort to enhance UP? What best practices from other regions or countries can be adapted to improve collaboration in upskilling efforts?

- Challenges
  - What are the major barriers and challenges stakeholders identified which are hindering effective collaboration? What funding and resource allocation, policy, and/or accessibility and inclusion obstacles have been identified? What other challenges were reported?

- Possible solutions
  - What solutions have been proposed for the identified challenges and barriers? What models or strategies can be explored to overcome financial challenges in upskilling initiatives? How can policy changes to address legal and regulatory barriers to collaboration be supported? What strategies can be employed to promote partnerships in UP? Are there specific incentives that can be introduced to encourage participation and engagement from stakeholders?

- Implementation plans
  - What are the short-term and long-term goals for upskilling initiatives, and how can they be aligned with the objectives of the stakeholders? What is the timeline for implementation, and what are the key milestones that need to be achieved? How will responsibilities be distributed among the various stakeholders, and what governance structures will be put in place? What strategies will be in place to adapt and evolve the implementation plan as circumstances change or new challenges arise? What contingency plans can be developed to mitigate unforeseen challenges or disruptions in UP?

Findings at the national level

Croatia

Croatia

Partner organisation(s): Agency for Vocational Education and Training and Adult Education (AVETAE), Adult Education Institution Dante

Participating stakeholders

On December 12, 2023, the first, face-to-face event was held in Zagreb, as a regional event on **Motivation and Inclusion of Adults with Low Qualifications in Adult Education.** The event was attended by 85 participants - stakeholders in adult education: representatives of adult education institutions, members from the Association for the Advancement of Human Resources and Adult Education at the Croatian Chamber of Commerce, and the Croatian Andragogy Society.

On 25 and 26 January 2024, two one-day workshops were held online via Microsoft Teams on the **Inclusion of Adults with Low Qualifications in Adult Education - Cooperation, Obstacles, Challenges and Possible Solutions**. The first online workshop was attended by 31 participants and the second by 20 participants for a total of 51 participants in the online events. The participants included representatives of adult education institutions, the Ministry of Science, Education and Youth, the Croatian Employment Service (Čakovec branch) and the Croatian Andragogy Society.

Stakeholders in the adult education system have a key role in motivating adults to engage in education. They provide adults with the necessary information on prerequisites for entry into a particular training programme, the opportunities that education gives them, and entry into the labour market. The stakeholders also develop programmes tailored to learners with low qualifications as well as programmes that follow labour market needs.

1. **Association for the Advancement of Human Resources and Adult Education** at the Croatian Chamber of Commerce - they aim to bring together adult education institutions that strive to establish high-quality and accessible education for all adults. Through cooperation, exchange of experiences and joint action, they want to improve the adult education system, respond to the needs of the labour market, and encourage positive social changes to improve general societal progress. The Association for the Advancement of Human Resources and Adult Education at the Croatian Chamber of Commerce was established to strengthen lifelong learning and adult education activities and to represent, promote, and protect the common interests of education providers before state and other institutions and associations. It is also involved in the implementation of verified training programmes for workers with low skills.

2. **Croatian Andragogy Society** - they aim to inform, educate and apply andragogical theory and practice and support adults to improve their knowledge which is of the utmost importance to the society. The services of the Croatian Andragogy Society are provided for:
   - professionals in companies who manage education or human resources,
   - heads of schools that provide adult education,

PARTNERUP

- heads of institutions whose primary activity is the provision of adult education,
- andragogical professionals in educational institutions, schools and companies working with adults,
- social enterprises that also provide adult education.

Croatian Andragogy Society is involved in the creation of vouchers and micro qualifications in cooperation with the Ministry of Labour and Pension System, Family and Social Policy, and participates in thematic discussions. They are also involved in UP through participation in working groups for the development of ordinances issued by the Ministry of Science, Education and Youth. Croatian Andragogy Society emphasises key competences and transversal skills necessary to enable people to access and navigate the labour market.

3. **Ministry of Science, Education and Youth** - adult education is defined as acquiring and developing key competences as part of lifelong learning and acquiring the knowledge and skills necessary to achieve sets of learning outcomes or qualifications. The Ministry of Science, Education and Youth is the central institution for implementing educational policies aimed at training and upskilling workers with low skills. In cooperation with the Ministry of Labour and Pension System, Family and Social Policy and the Croatian Employment Service, it monitors trends in employability, career guidance and labour market needs and plans annual and multiannual activities accordingly. Also, in cooperation with the European Commission and European agencies, it participates in research related to trends in Croatia and develops strategies and guidelines for the further development of education policies and their implementation.

   Workers with low skills have been at the centre of education policies lately, especially under the influence of workforce reduction in Croatia and the entry of new workforce from neighbouring regions and third countries. Educational policies that are made in cooperation with the Ministry of Science, Education and Youth, relevant education agencies, the Croatian Employment Service, the Ministry of Labour and Pension System, Family and Social Policy, and adult education institutions are particularly influential and contribute to greater impact on the workforce with low skills and their inclusion in the education system.

4. **Croatian Employment Service (CES)**. In the context of the rapid and often very significant changes that have characterised the labour market in the last few decades, there is a need to acquire additional knowledge and skills in addition to those acquired during formal education. To be competitive in a changing labour market, where the accelerated development of new technologies and methods of work results in changes in typical tasks within a particular occupation, extinguishes existing or shaping new occupations, it is necessary to adapt and strive to acquire new knowledge and skills that will improve adult's work performance or increase their employability if they are unemployed or are considering a career change. For this purpose, the Croatian Employment Service (CES), in cooperation with the Agency for Vocational Education and Training and Adult Education, developed many programmes that were used in the

voucher system. As of June 2023, in addition to green and digital areas, the so-called general areas are being co-financed for micro qualifications through the Croatian Employment Service's voucher system. Programmes from general areas are co-financed through the ESF+ Fund, while green and digital areas are co-financed through the National Recovery and Resilience Plan. With the CES voucher, a user can co-finance any educational programme in line with the Croatian Qualifications Framework's standards and offered by an education provider who registered the programme in the CES voucher system. CES creates, i.e. provides education programmes that are deficient and in demand in the labour market. Every year, the CES prepares recommendations for the enrollment and education policy. The Croatian Employment Service creates a list of professions that are deficient and surplus for all counties in the Republic of Croatia and creates its education policy based on those results. The CES conducts a labour market test to gain insight into which professions are most in demand and what kind of workforce is needed. The Croatian Employment Service has given people who have not yet completed primary school the opportunity to do it and continue their training for an occupation. The measure implemented by the Employment Service is the POSAO+ programme (JOB+ programme), which is primarily provided for people who have only completed primary school and people who do not have completed primary school and will be able to get a full qualification. It was emphasised that this complete qualification must also be aligned with the CROQF and that there are already programmes that have been published in the CROQF register. These are long-term unemployed persons who have completed only primary education. About 19,000 of them are registered with the CES in the entire Republic of Croatia. The goal is to motivate them and include them in the POSAO+ activation programme through which they will get involved in education and vocational training.

5. **Adult education institutions** – carry out adult education following the prescribed Adult Education Act. Adult education may be carried out by an institution established exclusively to carry out adult education, a school, or a higher education institution, as well as an institution that performs other activities in addition to adult education.

Activities and methods used

The tools used in the online environment included the MS Teams application, a PowerPoint presentation and evaluation forms.

Participants were divided into breakout rooms to discuss questions related to the implementation of UP in Croatia, divided into four categories. The participants were extremely satisfied with the organisation of the event, tools and methods used, especially with working in groups. This resulted in discussions with a lot of useful and constructive information on the position of adults with low qualifications in the Republic of Croatia. Participants used the workshop to network and share their experiences in working with adults with low skills, as well as to give suggestions on how to motivate them to engage in education and possible continuation of education. Based on the responses received in the evaluation form, we can conclude that the workshop exceeded participants' expectations and enabled them to openly discuss challenges and possible solutions, and exchange experiences and knowledge. The workshops allowed participants to communicate with representatives of institutions facing similar or the same challenges and to reach possible solutions for solving them. The session that was highlighted as most constructive was the *Possible solutions* session on involving learners with low skills in adult education. Different participants offered viable solutions to facilitate access to adult education and that will result in a positive outcome.

The workshops had a positive outcome, with participants being interested in joining similar meetings and workshops related to adults with low qualifications and UP.

During the in-person meeting, a PowerPoint presentation was used, a Slido activity through which participants answered a series of questions, and a Google Forms evaluation was used at the end of the day.

The workshop enabled adult education stakeholders to meet with participants from many different or related areas, discuss current events and news in adult education, and contribute to better networking among stakeholders.

PART NER UP

Opportunities

Stakeholders in adult education, especially adult education institutions, stated that they mostly cooperate with the Agency for Vocational Education and Training and Adult Education in the development of new adult education programmes. AVETAE organises workshops for adult education institutions during which institutions have the opportunity to learn how to write and develop programmes. Cooperation with the Croatian Employment Service was also highlighted, with which institutions consult on professions that are missing, for which it would be good to develop new programmes. They also cooperate with entrepreneurship centres, employers' associations, the Education and Teacher Training Agency, the Association for the Advancement of Human Resources and Adult Education at the Croatian Chamber of Commerce, among others. Furthermore, representatives of institutions often accept invitations from the Ministry of Science, Education and Youth or other ministries to join working groups, which allows them to give practical examples of what is happening in the field and thus contributes to the creation of an educational policy based on realistic and practical examples from the field. Many stakeholders seek to influence local policies through the organisation of public events - public lectures, round tables and forums. Cooperation with other educational institutions was also highlighted, primarily at the regional level and beyond at the state level. They also collaborate with vocational schools, which contributes to the creation of new work plans, programmes, and projects. The Ministry of Science, Education and Youth directly cooperates with the Agency for Vocational Education and Training and Adult Education by continuously monitoring the daily needs of institutions and cooperating with other ministries, particularly the Ministry of Labour, Pension System, Family and Social Policy. Through certain projects, they also cooperate with CES, the Croatian Employers' Association, the Croatian Chamber of Commerce and directly with other institutions. Croatian Andragogy Society highlighted the cooperation with the Croatian Employment Service, the Ministry of Labour, Pension System, Family and Social Policy, the Ministry of Education and The Agency for Vocational Education and Training and Adult Education (AVETAE). Croatian Andragogy Society participates in meetings with the Ministry of Labour, Pension System, Family and Social Policy and cooperates with AVETAE on the planning of andragogical training and international conferences. The Croatian Employment Service cooperates with the Ministry of Science, Education and Youth, the Ministry of Labour and Pension System, the Agency for Vocational Education and Training and Adult Education, educational institutions and other stakeholders. The greatest cooperation is established in the development of education programmes. They cooperate with secondary vocational schools, colleges, faculties, and Public Open Universities. One form of cooperation that stands out the most is the organisation of a round table to which unemployed people are invited to learn more about education programmes and how to get involved in education. Association of Adult Education Institutions cooperates with the Agency for Vocational Education and Training and Adult Education, the Ministry of Science, Education and Youth, the Croatian Employment Service, companies and local government. All stakeholders are key, especially in creating education programmes and in project cooperation.

Stakeholders believe that there are examples of good practices of other countries, but that they are not applicable in the Republic of Croatia due to the incompatibilities of the systems.

List of stakeholders that could be involved in UP:

1. social work centres
2. citizens' associations
3. associations of persons with disabilities
4. associations of blind and visually impaired people
5. local governments, local committees in rural areas
6. media/local radio/newsletters
7. employers/tradespeople
8. local entrepreneurship hubs

Examples of good practice from other countries:

Slovenia was listed as an example and their application for basic skills assessment for adults. For example, within the application participants were given tasks to assess their mathematical literacy.

An adult education institution in Slovenia has established a family centre, the Pantry of Wisdom, which is open to everyone and to people with fewer opportunities. The centre enables different generations to gather, supports easier reconciliation of family and professional life, improves mutual relations and parental competence, and is a place for exchanging good practices and positive experiences. Programmes implemented by the Ministry of Labour and Social Welfare and the local community. The programmes are free of charge. Staff at the centres support adults to take part in education, get involved in the community, and enrol in non-formal programmes. Within the institution, they have a self-study centre where adults are provided with various materials and a mentor who helps them.

An example from Macedonia was also mentioned, in which there is great cooperation between NGOs and adult education institutions.

A large number of educational institutions in Europe have also introduced remote teaching and the development of online teaching materials (video tutorials), which allows learners to (re)view them whenever and as many times as they want. This way they do not depend only on classical teaching and their notes, but have continuous access to additional materials tailored to their needs.

Examples of good practice from Croatia:

Institutions have listed an example of employers sending employees for specific courses (e.g. how to operate a certain machine), for which they do not need a certificate, but only skills and experience. This allows institutions to create tailored courses that are in line with the needs of the labour market and that are needed by employers.

Furthermore, employers often send employees who have not completed formal primary education. Completion of primary education results in the continuation of education and enrolment in a specific training programme and ultimately job retention or better income.

Challenges

Stakeholders in the adult education system have listed some of the main obstacles and challenges faced by learners when engaging in adult education:

1. Low motivation

2. Lack of learning practice

3. Lack of learning ability, functional and IT literacy

4. Acquiring knowledge is more difficult than acquiring skills

5. Working in shifts

6. Lack of free time or poor time management

7. Poor learning conditions

8. Adult learners very often feel ashamed to engage in the learning process as this might highlight the absence of their formal education – they feel discomfort and insecurity due to not having participated in education

9. In some contexts, transport to/from an adult education institution is a barrier

Key shortcomings and challenges in the education market, i.e. in the training and upskilling of people with low qualifications, are primarily related to the motivation of adults to get involved in the education processes. Participants are not interested enough in education, and they quickly drop out of the education programme, primarily due to self-confidence and great distrust in the possibility of employment after completing their education. After that, participants list course attendance and general obligations when attending educational programmes. Representatives of the Croatian Employment Service believe that it is necessary to introduce vocational guidance that would facilitate the inclusion of people with low skills in further education. Furthermore, the target group to be included in education through vouchers are people with low skills. A challenge they face is that there are not enough programs for them. Many more training programs on the market are not intended for people with low skills as they have a pre-requisite of having obtained professional qualification for participation. There are far too few training programs available for people with low skills.

Furthermore, stakeholders recognised the insufficient role of Social Welfare Centres in educational activities. Members of the population with low educational attainment are often beneficiaries of Social Welfare Centres, but there is no support and connection with adult education institutions, not even regarding motivation and support to get involved in education.

Another highlighted obstacle or challenge is projects. Stakeholders believe that many associations as well as vocational schools are in a better position than adult education institutions in the context of applying for certain projects and funding opportunities. There are a large number of projects intended for vocational education. Paradoxically, there are a

large number of programmes related to vocational education in adult education to which adult education institutions cannot apply for due to funding programme pre-requisites.

One of the key obstacles to the inclusion of workers with low skills is certainly the lack of IT literacy, which primarily causes difficulties when using the online voucher system. It is difficult for people with low skills to decide to apply for free education through vouchers from the Croatian Employment Service because they lack digital competences. In addition, the low level of IT knowledge and skills and the inability to access the Internet prevents them from accessing voucher-funded programmes as many institutions implement certain programmes online. Furthermore, participants highlight the difficulty in filling out voucher applications and the entire education process, which requires a high level of IT literacy. They find the voucher app too complicated to use.

The obstacle encountered by institutions is the difficulty of finding a partner for work-based learning, especially in rural areas, all related to the lack of teaching staff, especially vocational teachers with appropriate qualifications. The conditions for the implementation of work-based learning are quite demanding and employers are reluctant to accept learners, so unemployed learners have issues getting access to work-based learning. Employers fear that learners who lack knowledge and expertise will do damage while working on expensive machines. They would like to take on only the best learners with the most experience who can be immediately involved in the work process, and not those who need additional instruction and learning.

Stakeholders also cited the inflexibility of educational institutions to accept individual learners as an obstacle/challenge. It is easier for educational institutions to form a larger group of learners because it is more financially cost-effective for them, while individual learning sessions are more expensive for the learner.

Another challenge is the lack of a database for tracking leavers from primary and secondary education. The existence of such a database would provide an opportunity for learners who have left school to be contacted and encouraged to engage in continuing education. A public call for tenders could be used to reach as many institutions and associations as possible to get involved and help motivate workers with low skills to get involved in continuing education.

As a next challenge, stakeholders also cited programme funding. Learners do not want to select voucher courses which require co-funding since the cost of education is higher than estimated in the voucher system. This ultimately results in learners selecting institutions that do not have any additional charges. The price plays a key role for the learners and it poses a major obstacle, i.e. a challenge where the cost of certain trainings should be more consistent.

Some representatives of institutions believe that there are major obstacles to the financing of basic adult education. Basic adult education is financed by the Ministry of Education, but only at the end, so as a large number of participants leave education, these institutions cannot charge

the Ministry for the process. Institutions propose monitoring the percentage of learner participation in classes as some learners do not pass the final exam and the institution cannot charge for it.

Furthermore, the institutions stated that they lack the financial resources to promote their institution to attract a larger number of participants (whether through leaflets, or traditional and social media advertising).

In conclusion, the main obstacles and challenges faced by learners when engaging in adult education and which hinder effective cooperation are primarily motivation, insufficient funds, lack of mathematical, reading and digital literacy, and a small number of programmes that require only a primary school diploma. The Ministry of Science, Education and Youth believes that the programme offer is satisfactory in terms of existing professions. However, the changes in the labour market that are expected in the coming period pose new needs and challenges. Adult education institutions that proposed training programmes for people with low skills monitored labour market needs. In the next two years, a huge change in the labour market is expected, and therefore the adjustment of training and professional development programmes. This is a central issue for both European and Croatian education policies.

Furthermore, learners with low skills often do not have education as a priority or do not perceive it as an opportunity to progress or change their jobs. Some of them also have traumatic experiences from the regular schooling system, especially people who left school before gaining their first qualification or even before completing primary school.

We all need to work more intensively to raise awareness of the importance of education and the value of education in general. Additional efforts should be made to involve employers in motivating them to educate their workers/trainees.

Possible solutions

Various solutions and strategies have been mentioned in Croatia that can be applied to identify challenges and barriers to the inclusion of people with low skills in further education and how to overcome them:

1. **Financial challenges:**

   - Fostering funding partnerships

   - Provision of affordable credit lines or subsidies for companies participating in training programmes.

   - Make the cost of programmes funded by the voucher system more consistent

   - Enable and implement project activities through which institutions could receive funding for media promotion

   - For example, the financing of basic adult education also includes a portion of funds assigned to programme promotion and attracting a larger number of learners with low qualifications to take part in continuing education.

2. **Policy changes to address legal and regulatory barriers to cooperation:**

   - Study existing laws and regulations to identify barriers to cooperation and revise or amend them to facilitate partnership and collaboration.

   - Creating incentive policies that encourage cooperation between the public and private sectors (state/public institutions and adult education institutions)

3. **Promoting partnership in UP:**

   - Organisation of educational events, conferences, meetings and workshops to raise awareness of the importance of partnership among stakeholders in the system.

   - Development of effective methods and approaches aimed at empowerment.

   - Creating incentive frameworks that reward institutions and companies that successfully participate in partnerships.

4. **Incentives for stakeholder participation and engagement:**

   - Tax benefits or subsidies for companies actively participating in training programmes and partnerships with educational institutions.

   - Recognition or awarding institutions, companies or individuals that make outstanding contributions in the field of training and partnerships.

   - Involvement of media - publishing content related to adult education and monitor what is happening in adult education would result in better promotion. The media could help advertise that primary education is free, and people might respond and get involved in education.

   - Strengthen cooperation with all stakeholders

In addition to these strategies, it is important to continuously monitor and evaluate the effects of the implemented measures and adjust the approach to ensure that the identified challenges and obstacles are successfully overcome.

Implementation plans

Short-term objectives:

1. Ensure the participation of several adult education institutions in training programmes.
2. Provide relevant skills and knowledge to learners taking part in training initiatives.
3. Achieve a degree of collaboration between academia and industry.

Long-term goals:

1. Improve the competitiveness of the Croatian labour market through continuous improvement of the workforce.
2. Raise the level of innovation and productivity in the industry through the transfer of knowledge and technology between sectors.

Objectives should be aligned with the objectives of stakeholders such as ministries, agencies, and adult education institutions.

The timeframe for the implementation of the upskilling initiative may vary depending on the complexity of the programme and the objectives. Key milestones should be set to monitor progress and ensure timely achievement of objectives.

The distribution of responsibilities among different stakeholders should be clearly defined to ensure effective management of upskilling initiatives. This may include the appointment of a coordinator or programme manager, as well as the establishment of monitoring committees or councils to monitor progress and provide guidance.

Strategies for adaptation and development of the implementation plan should be dynamic and flexible to take into account possible changed circumstances or new challenges. This may include revising schedules, adjusting curricula, or changing partnership arrangements.

Contingency plans may include the development of alternative strategies or resources to deal with disruptions in the implementation of training initiatives. This may include providing back-up funding or establishing mechanisms to react quickly to unexpected events such as a pandemic or economic crises.

Evaluation of the events

Evaluation of the event and agenda:

Conference participants rated the agenda based on the relevance of the topics, the quality of presentations, the organisation of events and interaction, and most of the received feedback is excellent. A high score indicates a well-planned and implemented event with useful and relevant topics.

65% of online workshop participants rated the workshop with an excellent rating, 20% rated them as very good, and 10% of respondents rated them as good.

Discussions experienced and results:

Conference participants perceived the discussions as productive, stimulating and resulting in concrete conclusions. There were discussions at the event that led to exchanging ideas and creating new insights. The event enabled participants from many different, but related areas and institutions to meet, both during the working sessions and during the breaks.

80% of online workshop participants stated that their expectations were met. They emphasise the importance of separating into rooms to first discuss and present their experiences and thoughts in a smaller group, and then forward their conclusions to the other participants and hear theirs. They highlight: the exchange of different experiences on the same problems that institutions face, excellent cooperation with other representatives of adult education and representatives of AVETAE and CES, getting acquainted with the issue of involving people in education from the point of view of other stakeholders and proposing possible solutions.

Most valuable session or topic:

Conference participants consider the following sessions/topics the most valuable: Preparation of a system for evaluating non-formal and informal learning in adult education, a voucher system for education, project presentation and examples of good practice.

Participants in the online workshops consider the opportunity to exchange experiences and examples of good practice, new ideas for solving common problems and examples of good practice from other countries and the importance of cooperation as most valuable.

Suggestions for improvement made by conference attendees would include greater interactivity of participants, better time management to ensure that all planned topics can be adequately covered, and better communication and promotion of the event to attract more relevant participants.

Participants of the online workshops gave the following examples for improvement: workshops held face-to-face, more time to work in breakout rooms, more examples of good practice, sharing personal experiences that others would find useful, and more such workshops.

PART
NER UP