



EU.EM.NET: European systematic approach for employers' engagement to anticipate skills requirements

and support quality assurance (QA) in VET

Project No. 527838-LLP-1-2012-1-SK-LEONARDO-LNW

Grant Agreement No. 212-3793/001-001

EU.EM.NET Core Methodology Testing Report

WP4

Country: Slovakia



Partner: P1 – RDA and P9 - SZK

Date: 25.5. 2015

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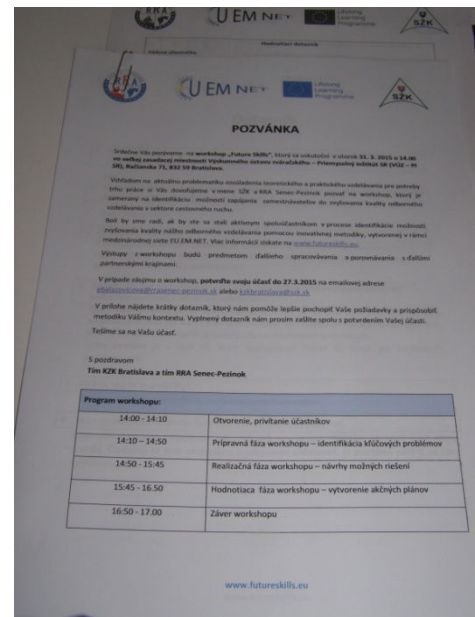
Section 1: Organisation

1.1 Selection of the invited

Selected invitees were stakeholders and contacts of the Regional Development Agency Senec-Pezinok and the Slovak Chamber of Crafts. They represented all the 3 sectors – employers, VET providers and policy-makers. Some of them were contacted during the research phase (WP2). In total 16 emails have been sent.

1.2 Preparation

Invitation letter was prepared and sent to the selected invitees by email followed-up by a phone call. Part of the invitations was sent by P1 – RDA and part by P9 - SZK. Invitation letter (in Slovak) can be found in Annex II of this report.



Together with the invitation a **pre-workshop questionnaire** was sent out as well. It posed 6 questions to introduce the invitees into the topic and gain background for the workshop facilitators. The questions were:

1. Do you think that employers are sufficiently informed about the education processes of the practical skills in the vocational education?
2. Do you think that it would be useful to actively engage the employers to the planning of the training of practical skills in the vocational education?
3. If yes, in which way?
4. According to your opinion, are there any barriers to active engagement of employers to the planning of the training of practical skills in the vocational education?
5. If yes, what are these barriers?
6. Do you have any suggestions how to overcome these barriers?

Before the workshop, **7 filled questionnaires were returned to the workshop organizers**. 3 of the respondents didn't attend the workshop in the end; one of which was replaced by a colleague from their institution. All the received filled questionnaires can be found in Annex IV of this report.

The answers received through these questionnaires form a valuable input for the workshop, but also provide insight of the Slovak stakeholders and their recommendations. The full translated summary is available in Annex V of this report.

1.3 Venue, logistics, duration

Venue: **Meeting Room of the Slovak Chamber of Crafts, Račianska 71, 832 59 Bratislava**

Type of the workshop (2-day, 1-day, 3-hours): **3 hours**

Start (time and date): **14:00; 31.March 2015**

Finish (time and date): **17:00; 31.March 2015**



The workshop took place in the meeting room used by the Slovak Chamber of Crafts, in the building complex of the Welding Research Institute, where many companies (including SZK) have their office. The venue is well known to the participants and has good public transport connection and parking possibilities. There was refreshment provided in the meeting room for the workshop participants. The duration of the workshop was appropriate for the planned activities. After closing of the workshop participants remained for a little time discussing the points raised.

1.3 Attendance statistics

	employers/employers representatives	VET providers/schools	policy makers	total
invited	6	3	7	16
responded	6	3	6	15
attended	5	2	3	10

Employers: Ing. Vojtech Gottschall (SZK, Bageta s.r.o.), Ing. Emanuel Noga (Konicek Gastroslužby s.r.o.), Mgr. Daniela Jaslovska (SZK, Amos-K s.r.o.), Vladimír Mická (SZK), Viktor Kubal (SZK)

VET providers: Ing. Olga Hargasova (Hotel Academy Samorin), PaedDr. Jozef Horak (Secondary Vocational School Farskeho Bratislava)

Policy-makers: Ing. Eva Hylekova (Tourism Section - Ministry of Transport, Construction and Regional Development SR), Mgr. Tibor Varga (Education Department, Bratislava Self-Governing Region), Ing. Mgr. Daniela Chrancokova, PhD. (Bratislava Tourism Board, Bratislava Self-Governing Region)

Excused but provided input: Mgr. Alexandra Junaskova (State Institute for VET), Ing. Adela Provaznikova (Association of Hotels and Restaurants of SR)

Facilitator: PaedDr. Monika Snohova (RDA SP)

EU.EM.NET Project Manager: Ing. Mgr. Eva Balazovicova (RDA SP)

Section 2: Content

2.1. Key question(s)

What was(were) the Key Question(s) set for your workshop?

What are the barriers to active engagement of employers in the planning of the training of practical skills in the vocational education?

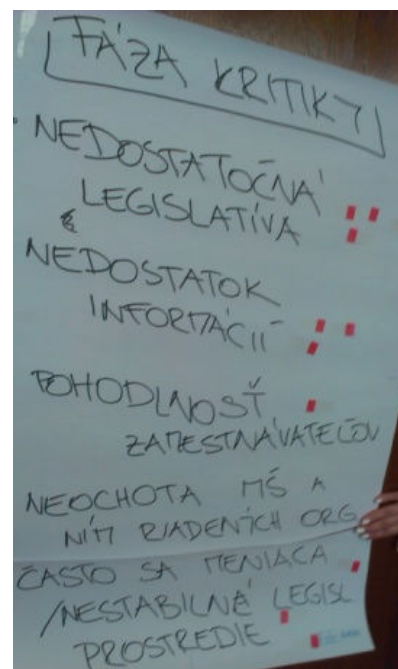
2.2 Critique phase

Gathering critique: The first step was to gather as much critique points as possible. The following critique points were named by participants:

- Insufficient legislation
- Lack of information
- Indolence of employers
- Unwillingness of the Ministry of Education and its subordinated bodies
- Often changing/unstable legislative environment
- Lack of time and possibilities on the side of employers
- Employers don't have capacities (financial and human) to deal with the problem
- Practice overrun the theory
- Bad management/distribution of financial resources in the education system
- Bad structure of curricula/training programmes
- Lack of experts on the side of the representative professional associations

Choosing critique: All participants received stickers and were asked to place them to the most important critique points (all for one or scattered). Afterwards critique points with high rating were selected for further work. High rated critique points were the following:

- Insufficient legislation (7 stickers)
- Bad management/distribution of financial resources in the education system (5 stickers)
- Lack of time and possibilities on the side of employers (5 stickers)
- Employers don't have capacities (financial and human) to deal with the problem (5 stickers)
- Often changing/unstable legislative environment (4 stickers)
- Lack of information (3 stickers)
- Indolence of employers (1 sticker)



Clustering critique: Moderator together with feedback from participants clustered selected critique points to thematically similar and different ones.

First cluster – Legislative Environment

- Insufficient legislation
- Often changing/unstable legislative environment
- Bad management/distribution of financial resources in the education system

Second cluster - Human Factor

- Lack of time and possibilities on the side of employers
- Employers don't have capacities (financial and human) to deal with the problem
- Lack of information
- Indolence of employers



2.3 Phantasy phase

As first step in the phantasy phase, the moderator asked participants to overcome the negative perspective from critique phase and to find creative ideas about how to solve identified problems in critique phase. The following ideas were named by participants:

Human factor

- Seriousness, responsibility, morale
- Quality and responsive cooperation - schools + employers
- Pupils happily learning in programmes that interest them, without manipulation from the side of parents
- Qualified teachers and trainers appropriately remunerated
- Human factor stems from the needs of the labour market – new legislation, law enforcement, regulation of the numbers of pupils – resp. make the market ready for the possibilities of 3-year study programmes
- Regulation according to the needs of labour market – rationalisation and optimisation of the schools network
- Invent the elixir of life
- Motivation of employers to actively engage in vocational education
- Finally establish communication with alien civilizations and learn from them how to behave and move around in this world
- Enhance the human relationships through electronic hypnosis
- In the framework of central government establish by changing the constitution that anybody couldn't be in the government and the parliament longer than 4 years



Legislative environment

- Professional associations – mandatory membership
- Personal liability of civil servants
- Respect of the society to all professions
- Legal acts for 20 years
- Less bureaucracy
- Stable environment
- Stable legislation
- Sufficient funding fairly distributed
- Legislation creating convenient environment both for schools and employers
- Compliance with/obeying the law by all!
- Expertise
- Integrated and mutually connected system of education and labour market
- Vocational education reflecting the structure of economy and current needs of the labour market (while taking into account sustainability)
- In the legislation, besides the duties and possibilities for employers, deal with/solve also motivational financial source for the work on vocational education! (so there was interest for “theoretical entry” of people from practice into the development and content of vocational training)
- Law enforcement
- When drafting the laws, it is needed to proceed responsibly, so that legislators take into account that according to that the organisations, schools, healthcare, etc. will be governed/ran, and so that it is not found out instantly that it needs to be amended or additional measures or acts/laws being approved again
- Control – sanction, repressive measures
- Legislation – broader discussion, official consultation process – aim also towards lower units



2.4 Realisation phase

In the last phase participants were asked to stand for the idea group they find more important or more interesting for further work. After 2 small groups were formed, they were asked to formulate concrete requests on the basis of ideas in each cluster. The following requests were formulated and presented by the 2 small groups:

Group 1

- **Lower employers' tax and social contribution burden**
- **Subventions/funding for the support of vocational education (material and financial backing of the pupils)**
- **Optimalisation and rationalisation of the schools network according to the needs of the labour market and of the regions**

Group 2

- **Interconnecting the education system and the labour market with appropriate material, technical and financial support**
- **Personal liability of civil servants at all levels**

The participants were then asked to choose a request and transform it to a project plan to work on it as a group, but they were reluctant to choose one, as they found all very and equally important, and they didn't feel in the position to propose an action themselves. They felt that working on the identified requests is the responsibility of the relevant state bodies, who should act in a coordinated way.



Section 3: Feedback

3.1 Feedback report/analysis

Questionnaires prepared by P1-Rinova were translated into Slovak, printed and distributed to the participants at the end of the workshop.

8 evaluation questionnaires were collected out of 10. (8 scanned evaluation forms are attached to the report)

Summary of the collected answers:

1. Have today's discussions helped you think about ways in which the interface between employers and training providers could be improved, thereby improving skills levels and better meeting employer's needs? (1=No; 10=It was very useful)

P1	P2	P3	P4	P5	P6	P7	P8	average
10	4	4	8	8	4	7	10	6,9

2. Did you find the workshop methodology a useful way of promoting thought, discussion, exchange and problem solving? (1=No; 10=It was very useful)

P1	P2	P3	P4	P5	P6	P7	P8	average
10	8	6	9	8	8	8	10	8,4

3. The methodology involved a number of stages: critique, fantasy and then realisation? Did you find this a useful / productive way of exploring the question? (1=No; 10=Yes)

P1	P2	P3	P4	P5	P6	P7	P8	average
9	7	4	9	9	7	8	10	7,9

4. Do you have any comments to make about the workshop format?
 - *No*
5. Were there any aspects of the workshop that you found particularly valuable or useful?
 - *Representation of different groups of stakeholders involved in the topic of VET*
 - *Uderstandability, professionalism*
 - *Open and task oriented process*
 - *Setting the initial rules*
 - *Yes, the whole system of the workshop*
6. Were there any aspects of the workshop that didn't work for you or could be improved?
 - *The part "Utopia", which is followed by "Realisation" (which is based on real possibilities)*
 - *Weak outcomes*
 - *Long presentations of individuals – they should be cut :)*
 - *I am satisfied*
 - *No*

7. How would you rate the venue, organisation and hospitality for this event? (1=Unsatisfactory; 10=Excellent)

P1	P2	P3	P4	P5	P6	P7	P8	average
10	9	9	10	10	9	9	10	9,5

8. Do you have any other comments you would like to add?

- *Thank you*
- *Involve also officials from the Ministry of Education, Science, Research and Sport of the Slovak Republic*
- *It would be useful to execute the workshop on the level of "highest" relevant representatives of the responsible institutions – employers; state (ministry of education!); schools*
- *Is is needed to continue*

3.2 Partner's (organiser's) experience

The two partners – P1-RDA and P9-SZK – acting together managed to gather relatively decent amount of relevant stakeholders representing the relevant target groups. The participants showed will to collaborate on the change of the current situation in Slovak VET and employers engagement in skills forecasting. They welcome any initiative aimed at helping the situation and they showed will to participate at further activities as well.

On the other hand, they claim that there is a lot of discussion going on already, but persistent day-to-day effort on the side of policy-makers and the executive bodies (public officers) is still missing. They would like to see the requirements identified during the Future Skills Workshop translated into concrete action on the side of the legislative and executive powers. They highlighted that they would like to have the outcome of the session and of the EU.EM.NET project as such at their disposal in a comprehensive material they could use as a data and argument in further negotiations with the relevant bodies.

The realisation phase was the weakest point. The participants claimed that they formulated their requirements and presented on different fora already, but no/limited action followed. The overall opinion was that in Slovakia, we need to define processes in a binding way (legislative environment) and we need commitment and responsibility on the side of the stakeholders and public officers/administration (human factor). The workshop was seen as a good platform for discussion, but to change the situation, more action is required and the outcomes should be more tangible.

3.3 Any other information

The workshop timing was in the aftermath of the approval of the new law on vocational education and training introducing the so called „dual system“ – part of the formal training takes place also in the company (employer). The act 61/2015 Coll. started to be effective on April 1, 2015 – one day after the Future Skills Workshop took place in Bratislava. So the discussion on collaboration between VET schools and employers is still „hot“ in Slovakia and there was need to clarify in the beginning that the workshop is not an activity related purely to this new law. But still, now is the time to give the legislative document some time to see it functioning in practice, and a lot of work is now ahead on the cooperation between the schools and employers, who still feel there are barriers to their engagement.

Also, big national projects aimed at the topic of skills mismatch/skills forecasting are being implemented in Slovakia. More awareness raising, communication of results and coordination would be helpful.

Section 4: Recommendations

4.1 Recommendations towards the Core Methodology/ Future Skills Workshop

What would you recommend for the future use of the Core Methodology, having the experience of the first workshop?

The workshop is a good platform for discussion, stakeholders were willing to share their opinions and follow the structure, which enabled them to think in a slightly different way. On the other hand, they would expect some follow-up action coming from the Methodology, not from them directly through the Realisation phase, which was not used as it was supposed to. It felt a little unfinished, with formed requirements being left open and a little „hopeless“.

4.2 Recommendations for action in the field of future skills needs

What would be the main recommendations from the workshop? Any action plan?

More coordination on the central level – meaningful legislation acts and responsible action.

Section 5: Summary for dissemination

Testing the EU.EM.NET Future Skills Workshop in Slovakia

On 31st March 2015, one day before the new act on vocational education and training became effective, the stakeholders representatives gathered in Bratislava to discuss the engagement of employers in the skills forecasting in the tourism and hospitality sector and to test a new methodology developed within the LLP network project - EU.EM.NET Future Skills Workshop. The workshop was organized by the project partners Regional Development Agency Senec-Pezinok and the Slovak Chamber of Crafts.

The EU.EM.NET is a Lifelong Learning Programme Networks project, which means that its aim is to bring together a network of stakeholders focusing on a selected issue in the lifelong learning process. For the EU.EM.NET, the issue is enhancing the engagement of employers in the processes of skills forecasting in the sector of tourism and hospitality. The issue was chosen because **despite the fact that there are set and foreseen processes how to involve stakeholders from the side of employers, the true engagement is felt not to take place yet.** Why it is so in Slovakia, and what could be done to overcome this, was discussed in Bratislava by the 10 stakeholders attending the testing of the EU.EM.NET Future Skills Workshop. They represented all the 3 sectors – employers, VET providers and policy-makers. Most of them provided also valuable written insight into the topic on the basis of a questionnaire distributed by the organisers before the workshop.

EU.EM.NET Future Skills Workshop builds on the method “future workshop” which is often used in participatory development processes. It has been successfully implemented in education, economics, culture and politics since the beginning of the 1970’s. A future workshop is characterised by various criteria. It’s most remarkable characteristic is, to persuade a group of people, to come from a radical critique over different steps to new ideas and to a joint realisation of these ideas.

The Slovak participants went through all the 3 stages of the workshop – critique, phantasy and realisation. The critique points of all participants were taken and then discussed and clustered. **Two main critique clusters were identified – legislative environment and human factor.** Then the participants addressed those with their creative and also „utopic“ ideas what could be done to solve the critique points. In the final phase, participants formed the requirements for change – most of them were related to the wish for **more stable legislative environment and more responsibility on the side of individual stakeholders** dealing with the topic.

Since this was a testing, participants were asked to share their first impressions and provide an evaluation. They stated that they welcome any initiative aimed at helping the situation and they showed will to participate at further activities as well. On the other hand, claimed that there is a lot of discussion going on already, but persistent day-to-day effort on the side of policy-makers and the executive bodies (public officers) is still missing. Participants would like to see the requirements identified during the Future Skills Workshop translated into concrete action on the side of the legislative and executive bodies. They highlighted that they would like to have the outcome of the session and of the EU.EM.NET project as such at their disposal in a comprehensive material they could use as a data and argument in further negotiations with the relevant bodies.

Section 6: Annexes

Annex I: List of participants

Annex II: Invitation (in Slovak)

Annex III: Pre-workshop questionnaire (in Slovak)

Annex IV: Filled pre-workshop questionnaires (in Slovak)

Annex V: Translated summary of the answers gathered through the pre-workshop questionnaires

Annex VI: Evaluation questionnaire (in English)

Annex VII: Evaluation questionnaire (in Slovak)

Annex VIII: Filled evaluation questionnaires (in Slovak)

Annex IX: Photographs

Annex I: List of participants



Prezencka EUENET 31.3.15.pdf

Annex II: Invitation



POZVANKA_Future Skills Workshop_31-3-2015_final.pdf



Dotazník

1. Myslíte si, že zamestnávateľa sú dostatočne informovaní o postupoch pri výučbe praktických zručností v odbornom vzdelávaní?

Áno

Nie

2. Myslíte si, že by bolo vhodné aby boli zamestnávateľa aktívne zapájaní do plánovania výučby praktických zručností v odbornom vzdelávaní?

Áno

Nie

3. Ak áno, akým spôsobom?

4. Sú podľa vás prekážky aktívneho zapájania zamestnávateľov do plánovania výučby praktických zručností v odbornom vzdelávaní?

Áno

Nie

5. Ak áno, aké sú to prekážky?

6. Máte nejaké podnety ako by bolo možné tieto prekážky prekonať.

Annex IV: Filled pre-workshop questionnaires (in Slovak)



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Annex V: Translated summary of the answers gathered through the pre-workshop questionnaires

1. Do you think that employers are sufficiently informed about the education processes of the practical skills in the vocational education?
 1. Rather not, or only partially
 2. No
 3. No
 4. No
 5. Yes
 6. –

2. Do you think that it would be useful to actively engage the employers to the planning of the training of practical skills in the vocational education?
 1. Yes
 2. Yes
 3. Yes, it is not enough only the giving of opinion of the employers' associations (RUZ, SPPK, SOPK, ...) towards the practical part of the final exam (school-leaving exam)
 4. Yes
 5. Yes
 6. Yes

3. If yes, in which way?
 1. Either directly in case of bigger employers, or through associations representing SMEs and self-employed
 2. By **systematic** cooperation school – future employer
 3. Employers are already involved in the planning of teaching of the practical skills, e.g. in the case of our profession confectioner-baker it is company Bageta in Pezinok-owner and operator Ing. V. Gottschal, 1.Bratislava Bakery / Agrofert- Mr Babiš / , in the profession of butcher it is Butchery Ivan in Malacky, Fabuš, a.s. in Púchov ...
 4. Case studies, “best practices”, model situations from the practical business experience with tasks to be solved...
 5. - Cooperation between employers and professional bodies at school level in defining the school curriculum and university curriculum
- Cooperation between employers and professional bodies on the level of higher territorial units (required jobs vs. education offer)
- Cooperation between employers and professional bodies on the state level (sectoral councils, Government Council for VET) - forecasting for at least five years
 6. A way could be establishment of consultative bodies of schools, including representatives of employers and representatives of professional organizations, or other form of closer cooperation of educational institutions in the sector and of professional associations and unions that represent not only employers but also schools and other educational institutions. The content should reflect the inputs from employers based on the needs of practice – School Education Plan could give space to the incorporation of inputs of employers through professional associations.

4. According to your opinion, are there any barriers to active engagement of employers to the planning of the training of practical skills in the vocational education?
 1. Yes
 2. Yes, but they are solvable
 3. Yes, partially (work in progress)
 4. Yes
 5. No
 6. Yes

5. If yes, what are these barriers?
 1. It is probably the insufficient or very difficult and administratively demanding communication, often different in opinion of theory and practice. There is insufficient feedback system between training institutions and the labor market, thus employers, about the evaluation of teaching practical skills and their application after the start of graduates in real practice.
 2. Low involvement of concrete people from practice to assist schools in terms of training for the future profession
 3. After the adoption of amendment to the Act on VET, it largely eliminated barriers to the active involvement of employers in the planning of teaching practical skills in the VET, although it will be for employers, especially in the early period, lot of paperwork / certification, compliance with the conditions agreed norms / which can discourage and deter employers participation. On the other hand, after some time of the system running well, it can in a short time bring benefits to both parties. Important will also be the compliance of the state with the set economic parameters /financial norm per pupil, tax breaks ... /. Especially for small businesses, self-employed and the like, there will be certain fear of the large administrative burden - it is virtually the same as in case of the large companies /automotive, metallurgy .../
 4. On the side of vocational education - curricula and syllabuses not providing space for example to undertake professional experience in enterprises, inadequate connection of educational institutions to businesses and so forth.
On the employers' side - insufficient motivation to engage in vocational training (lack of real possibilities to use the work and the results achieved by students during practice, absence of the support system of vocational education and its links to the practice at the state level and so forth.)
 5. –
 6. The current system of vocational training does not put the emphasis on linking education with practice and the main problem is that employers actually constitute a more or less passive part in the chain of education and training – position of the employer towards the school does not enable him to interfere in the content preparation.
Motivation of employers - the schools actively promote the practice at the workplace and work abroad, but the professional training must be often done by the employer from scratch, consuming a lot of time and resources for little benefit and with the perspective of loss of the trained student.
Employers involved in the process are insufficiently informed about the content of the practical training taking place in the school, students coming to practice should be armed with the knowledge about the employer that will host them (in the form of training in the school, e.g. one hour dedicated to presentation of students' projects about their future employers - Overview his offer, suggestions for change resp. other relevant data), as well the employer should receive a brief overview of the knowledge and skills that a student in a particular course of study possesses; coordination between the employer and the school is

weak and sometimes non-existent (problem of both sides) - the evaluations of schools for example, they also do not reflect the cooperation with employers, and this is not a real priority, which decreases the motivation of schools to communicate effectively with employers / their representatives.

6. Do you have any suggestions how to overcome these barriers?
 1. I think that the new law on vocational education creates the conditions for the removal of the shortcomings [difficult communication]. Involvement of employers in the preparation and implementation stages of vocational education is very correct prerequisite to the improvement of this situation and if also the material and personnel conditions in professional societies and chambers will be created, many of the problems will be eliminated. One more small note, quality practical skills can be taught only by solid, practical training skilled masters. This group of "teachers" requires special attention from the preparation phase to motivational tools and material and technical conditions at the workplace.
 2. Cooperation begins in the planning of the content of the practice part of the curriculum. The employer should approve the scope of each theme and the content. This part on the employer's side has to be done by professionals who are directly responsible for that particular activity on the workplace, and knows what is important and what is less important. In order to responsibly perform this, he/she must be involved in this somehow /financially/. It is also necessary to upgrade the practical knowledge of teachers of practical subjects, e.g. by one-day trainings, support in work with the new technology/tools, etc., directly in the workplace of employers, so the school teachers are "in the picture" about the latest trends. Cooperation should be deepened also in the involvement of the language teachers, the foreign and Slovak language in terms of professional language preparation of students, especially important in services. In this part are large gaps, training is very generally oriented in this aspect /mainly due to general texts on the graduation exam and not knowledge of technical terminology/.
 3. Roundtable of employers, public authorities responsible for VET schools, VET schools, Slovak Union of bakers, confectioners and pasta-makers, in close cooperation with the Guild of Bakers and Confectioners of the West Region, already adopted the aforementioned proposal [point 3 in the question 5] at the General Assembly, held recently in Nitra.
 4. –
 5. Currently, we can observe a high competence segmentation (fragmentation of responsibilities among several entities, which often do not cooperate and do not communicate), so that is not an exceptional case, if the same activities with often similar conclusions are dealt with at different levels and by different actors. This fragmentation and making available the outputs has to be overcome.
 6. -

Annex VI – Evaluation questionnaire in English

Evaluation Questionnaire

Dear Participant

We really appreciate you taking a bit of time to complete these questions. It will help us evaluate the event and also think about how the work of the EUEMNET project can be usefully taken forward and disseminated.

Thank you for your time, The EU.EM.NET Team

1. Have today's discussions helped you think about ways in which the interface between employers and training providers could be improved, thereby improving skills levels and better meeting employer's needs?

1 2 3 4 5 6 7 8 9 10

Not at all

Extremely helpful

Any comments?

2. Did you find the workshop methodology a useful way of promoting thought, discussion, exchange and problem solving?

1 2 3 4 5 6 7 8 9 10

Not at all

Extremely helpful

Any comments?

3. The methodology involved a number of stages: critique, fantasy and then realisation? Did you find this a useful / productive way of exploring the question?

1 2 3 4 5 6 7 8 9 10

No

Met

Yes

Do you have any comments to make about the workshop format?

4. Were there any aspects of the workshop that you found particularly valuable or useful?

5. Were there any aspects of the workshop that didn't work for you or could be improved?

6. How would you rate the venue, organisation and hospitality for this event?

1 2 3 4 5 6 7 8 9 10

Poor

Excellent

Any comments?

Do you have any other comments you would like to add?

Annex VII – Evaluation questionnaire in Slovak



Dokument programu
Microsoft Office Word

Annex VIII: Filled evaluation questionnaires (in Slovak)



hodnotiace dotazniky Euemnet.pdf

Annex IX: Pictures



pictures 1.zip



pictures 2.zip