

The summary of the answers in the questionnaire for the Educators of Adults

1. What is the primary reason that you became an adult educator? You may choose more than one response.

a) Wanted to get teaching experience to prepare for a job in the formal education system.

Croatia	17
Latvia	9
Lithuania	43
Poland	21
Sweden	4

b) Wanted to leave the formal education system but continue teaching

Croatia	6
Latvia	6
Lithuania	2
Poland	17
Sweden	13

c) Wanted a second job in addition to teaching in the formal education system.

Croatia	32
Latvia	23
Lithuania	35
Poland	41
Sweden	1

d) Wanted to work with adults rather than children or young adults.

Croatia	16
Latvia	25
Lithuania	16
Poland	22
Sweden	60

e) Wanted to work in a part-time teaching job.

Croatia	1
Latvia	3
Lithuania	3
Poland	10
Sweden	1

f) Wanted to work within a more flexible education structure

Croatia	19
Latvia	24
Lithuania	21
Poland	18
Sweden	22

g) Needed a job.

Croatia	21
Latvia	3
Lithuania	11
Poland	18
Sweden	18

h) Wanted to help individuals in need.

Croatia	18
Latvia	53
Lithuania	52
Poland	28
Sweden	41

i) others:

Croatia

13 (working with people interested in the subject, development of adult education programmes and personal development, sharing working and education experience with others, it was expected of me, a new business decision, by chance, exploring unknown area, sharing knowledge and skills with others, to advance my field, a more peaceful and less demanding job, teaching anyone who wants/needs it)

Latvia	0
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Lithuania

I like to work with adults. I wanted to get different experiences. I wanted to share the experiences and knowledge's. I am consultant for adult education, it was my obligation to work with adults.

Poland 5

Sweden

18 (e.g Experience students develop/ wanting to work with both, adults and youngsters/ wanting to work with different forms of education, etc.)

2. Please rate your level of motivation for teaching in the field of adult education on a scale from 1 to 6 (1 = almost no motivation, 6 = high level of motivation).

	1	2	3	4	5	6
Croatia	0	0	3	9	31	51
Latvia	3	0	3	8	34	57
Lithuania	1	0	1	15	45	38
Poland	0	3	6	15	34	45
Sweden	0	0	2	4	21	69

3.To what extent do you desire to be teaching in the field of adult education five years from now (1 = no desire, 6 = complete desire)?

	1	2	3	4	5	6
Croatia	1	0	3	12	30	48
Latvia	1	0	7	12	39	46
Lithuania	1	1	4	34	39	21
Poland	0	2	4	17	40	40
Sweden	0	5	0*	13	26	52

* Due to a technical error the answer "3" didn't show up in our digital version of the survey, hence nobody was able to choose this answer; thus it's shown with 0,0%.

4. To what extent would you say that working in adult education is your long-term career (1 = not at all, 6 = completely)?

	1	2	3	4	5	6
Croatia	1	2	11	24	25	31
Latvia	5	5	11	13	28	43
Lithuania	2	7	15	28	33	15
Poland	0	5	15	21	37	25
Sweden	9	12	24	23	12	16

5. What would be your primary reasons for leaving the adult education system?

You may choose more than one response.

a) Need for full-time work

Croatia	6
Latvia	10
Lithuania	14
Poland	13
Sweden	1

b) Need for a higher salary

Croatia	34
Latvia	46
Lithuania	40
Poland	56
Sweden	38

c) Need for better working conditions

Croatia	25
Latvia	6
Lithuania	9
Poland	34
Sweden	20

d) Need for more job security

Croatia	19
Latvia	7
Lithuania	35

Poland	31
Sweden	2

e) Desire to work in the formal education system

Croatia	4
Latvia	1
Lithuania	6
Poland	9
Sweden	6

f) Desire to try a non-teaching career

Croatia	16
Latvia	28
Lithuania	26
Poland	28
Sweden	35

g) Need for more opportunities for professional development

Croatia	36
Latvia	34
Lithuania	32
Poland	30
Sweden	22

h) Desire to work in a higher-status, more respected field of work

Croatia	9
Latvia	19
Lithuania	15
Poland	17
Sweden	22

g) others:

Croatia

10 (retirement, lack of legal regulation, inability to do quality work, something more challenging, illness)

Latvia

Lithuania

Poland 4

Sweden

24 (e.g. Better offer, retiring, wanting to work with a different form of education)

6. Please state your level of agreement with the following statements on a scale from 1 to 6 (1 = completely disagree, 6 = completely agree) or, if you are not sure, choose 0.

a) My formal education has sufficiently prepared me for working in the field of adult education.

	1	2	3	4	5	6	0
Croatia	13	21	17	18	17	7	1
Latvia	5	9	10	20	40	17	4
Lithuania	8	3	13	20	31	20	5
Poland	8	23	9	22	22	17	2
Sweden	10	7	9	22	23	22	3

b) The field of adult education is adequately represented in teacher education study programmes in my country

	1	2	3	4	5	6	0
Croatia	30	32	14	7	1	0	10
Latvia	5	12	20	25	14	4	25
Lithuania	6	22	15	19	22	9	7
Poland	8	23	24	15	12	10	11
Sweden	29	18	15	8	7	10	9

c) During my formal education I was familiarised with the field of adult education.

	1	2	3	4	5	6	0
Croatia	39	16	17	7	9	5	1
Latvia	23	17	11	17	18	14	5
Lithuania	17	28	12	14	12	15	2
Poland	13	21	14	15	18	19	3

Sweden	29	22	10	8	12	8	7
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d) Teacher training programmes in my country treat adult and child education as separate fields of study.

	1	2	3	4	5	6	0
Croatia	22	12	12	10	8	13	17
Latvia	4	4	6	15	27	15	34
Lithuania	5	5	10	12	26	24	18
Poland	8	8	13	18	16	22	18
Sweden	10	3	8	6	3	6	60

e) Adult education was an integral part of my studies.

	1	2	3	4	5	6	0
Croatia	56	16	8	4	6	2	2
Latvia	35	18	11	13	10	9	9
Lithuania	39	24	10	11	6	7	3
Poland	35	23	10	13	8	9	5
Sweden	43	15	7	5	8	7	9

f) I was able to attend elective courses related to adult education during my studies.

	1	2	3	4	5	6	0
Croatia	64	13	3	3	4	7	0
Latvia	46	14	7	9	8	9	12
Lithuania	41	17	8	8	10	8	8
Poland	37	26	13	8	5	10	4
Sweden	38	11	5	5	8	7	22

g) I had the opportunity to work with adults as part of my studies.

	1	2	3	4	5	6	0
Croatia	49	15	7	8	7	8	0
Latvia	37	15	8	12	8	17	8
Lithuania	42	17	9	8	6	12	6
Poland	46	20	9	8	4	13	3
Sweden	38	5	10	5	11	15	12

7. Which of the following would you choose as your top THREE concerns about initial education and training with respect to adult education in your country? Please choose only three responses.

	a) Lack of recognition of adult education as a separate field of study
Croatia	54
Latvia	51
Lithuania	46
Poland	49
Sweden	40
	b) Equal treatment of adult and child education
Croatia	33
Latvia	19
Lithuania	28
Poland	29
Sweden	49
	c) Lack of obligatory content related to adult education in teacher education programmes
Croatia	39
Latvia	38
Lithuania	43
Poland	56
Sweden	36
	d) Lack of elective courses related to adult education
Croatia	37
Latvia	52
Lithuania	37
Poland	50
Sweden	21
	e) Lack of opportunities to work with adults during formal education
Croatia	31
Latvia	27
Lithuania	21
Poland	52
Sweden	10
	f) Insufficient time devoted to the development of competences and skills necessary for working in adult education
Croatia	69

Latvia 83
 Lithuania 65
 Poland 54
 Sweden 39

g) Others:

Croatia

1 (Adults come from a wide spectrum of industries, and industry awareness outside a discipline is needed)³

Latvia

Lithuania

There is no strategy. The lack of motivation of adults to learn.

Poland 2

Sweden

15 (e.g. poor education, poor salary, etc.)

8. As a teacher in adult education, please rate on a scale from 1 to 6 how much you need (1 = no need, 6 = great need) to develop the following skills, competences and knowledge or, if you are not sure, choose 0.

a) Understanding how adults learn

	1	2	3	4	5	6	0
Croatia	3	5	14	16	34	21	1
Latvia	6	10	18	12	25	34	0
Lithuania	8	21	13	20	15	20	3
Poland	7	15	17	13	25	23	3
Sweden	6	13	17	28	16	13	3

b) Connecting teaching with real life examples

	1	2	3	4	5	6	0
Croatia	3	7	14	14	23	32	1
Latvia	5	8	10	13	14	55	0
Lithuania	12	11	15	20	22	18	2
Poland	3	10	10	9	27	38	6
Sweden	10	16	17	25	15	9	4

c) Curriculum development

	1	2	3	4	5	6	0
Croatia	4	10	14	14	24	26	2
Latvia	5	10	13	21	24	32	0
Lithuania	7	12	14	18	25	20	4
Poland	9	10	16	11	25	29	3
Sweden	10	15	19	21	14	8	9

d) Lesson planning

	1	2	3	4	5	6	0
Croatia	9	11	13	18	25	17	1
Latvia	9	15	18	24	23	16	0
Lithuania	15	14	23	18	18	10	2
Poland	8	11	14	16	24	29	1
Sweden	17	27	16	16	11	6	3

e) Developing didactic materials

	1	2	3	4	5	6	0
Croatia	4	5	15	19	29	21	1
Latvia	1	13	8	32	24	24	3
Lithuania	9	8	16	17	25	19	6
Poland	5	13	9	15	27	32	2
Sweden	8	14	17	18	22	11	6

f) Computer skills

	1	2	3	4	5	6	0
Croatia	10	18	10	15	20	17	4
Latvia	16	12	17	12	19	29	0
Lithuania	17	22	13	12	17	17	2
Poland	13	18	9	12	20	29	2
Sweden	0	12	15	16	25	24	4

g) Determining and evaluating learning outcomes

	1	2	3	4	5	6	0
Croatia	3	6	12	17	35	20	1

Latvia	7	9	13	21	25	30	0
Lithuania	8	10	17	21	17	23	4
Poland	6	14	14	23	23	22	1
Sweden	4	13	15	23	25	13	3

h) Adult education teaching methodology

	1	2	3	4	5	6	0
Croatia	3	2	14	14	26	33	2
Latvia	3	6	8	20	27	39	2
Lithuania	6	11	17	18	23	23	2
Poland	7	10	13	11	29	29	4
Sweden	7	5	12	23	29	18	2

i) Intercultural knowledge and skills

	1	2	3	4	5	6	0
Croatia	4	4	18	22	27	18	1
Latvia	2	11	23	18	23	24	4
Lithuania	4	11	16	22	27	17	3
Poland	6	10	13	18	25	25	6
Sweden	2	7	15	25	23	20	4

j) Assessment of learners' achievement

	1	2	3	4	5	6	0
Croatia	3	4	19	18	31	18	1
Latvia	4	11	15	23	24	28	0
Lithuania	7	13	15	22	21	17	5
Poland	8	19	13	21	24	16	2
Sweden	7	24	20	22	10	9	4

k) Continuous monitoring of learners' progress

	1	2	3	4	5	6	0
Croatia	3	7	16	20	30	16	2
Latvia	5	8	15	22	29	26	0
Lithuania	7	10	17	21	21	19	5

Poland	8	16	17	22	20	20	0
Sweden	6	14	17	20	23	12	4

l) Knowledge of foreign languages

	1	2	3	4	5	6	0
Croatia	4	12	15	15	26	19	3
Latvia	11	8	9	19	26	31	1
Lithuania	11	3	9	11	18	45	3
Poland	7	10	1	22	26	31	6
Sweden	4	16	18	20	20	11	7

m) Knowledge of the labour market

	1	2	3	4	5	6	0
Croatia	1	5	10	23	29	22	4
Latvia	5	18	13	29	17	21	2
Lithuania	9	7	24	23	19	16	2
Poland	4	14	9	16	27	28	5
Sweden	8	16	25	14	18	11	4

n) Working with special needs' individuals

	1	2	3	4	5	6	0
Croatia	5	5	16	13	28	23	4
Latvia	11	11	18	22	17	24	5
Lithuania	10	14	19	14	19	20	4
Poland	5	10	10	20	27	27	4
Sweden	7	10	11	14	28	22	4

o) Interpersonal skills

	1	2	3	4	5	6	0
Croatia	4	13	10	18	27	18	4
Latvia	7	14	10	14	29	31	0
Lithuania	14	14	14	21	12	22	3
Poland	3	16	12	16	20	34	2
Sweden	16	18	24	13	7	13	5

p) Counselling skills

	1	2	3	4	5	6	0
Croatia	2	11	17	10	28	24	2
Latvia	8	10	13	18	24	32	0
Lithuania	16	11	13	19	15	23	3
Poland	4	12	15	21	19	30	2
Sweden	13	15	25	16	11	6	10

r) Communication skills

	1	2	3	4	5	6	0
Croatia	4	14	11	16	18	29	2
Latvia	8	17	10	8	17	43	2
Lithuania	20	10	17	20	12	18	3
Poland	4	18	10	7	26	36	2
Sweden	15	22	14	18	7	12	8

s) Organisation skills

	1	2	3	4	5	6	0
Croatia	3	14	11	15	21	28	2
Latvia	7	15	16	18	17	32	0
Lithuania	20	14	15	20	12	17	2
Poland	6	16	8	17	21	34	1
Sweden	10	16	26	14	7	13	10

t) Administrative skills

	1	2	3	4	5	6	0
Croatia	4	16	20	17	22	14	1
Latvia	9	18	16	18	23	19	2
Lithuania	15	15	28	19	12	7	4
Poland	8	15	8	26	21	21	4
Sweden	14	19	17	16	11	8	11

u) Dealing with heterogenous classes

	1	2	3	4	5	6	0
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Croatia	2	14	16	9	27	20	6
Latvia	7	11	17	13	24	29	4
Lithuania	12	9	24	18	18	12	7
Poland	4	10	14	12	29	30	4
Sweden	10	17	16	16	13	7	17

w) Knowledge of different learning styles

	1	2	3	4	5	6	0
Croatia	3	9	11	18	21	27	5
Latvia	6	3	10	16	22	48	0
Lithuania	11	10	21	20	22	14	2
Poland	4	15	12	19	21	31	1
Sweden	10	16	15	20	19	10	6

y) Conflict resolution skills

	1	2	3	4	5	6	0
Croatia	4	9	16	17	22	22	4
Latvia	6	7	13	14	29	36	0
Lithuania	15	10	19	12	26	16	2
Poland	2	13	19	11	30	27	1
Sweden	12	17	18	13	18	12	6

z) Motivation skills

	1	2	3	4	5	6	0
Croatia	2	7	8	14	27	31	5
Latvia	7	4	9	16	26	42	1
Lithuania	11	12	13	13	22	27	2
Poland	2	12	13	9	30	36	1
Sweden	9	13	9	18	20	21	6

aa) Showing learners how to learn

	1	2	3	4	5	6	0
Croatia	4	5	12	21	31	17	4
Latvia	3	12	16	11	29	31	3

Lithuania	6	16	17	13	21	24	3
Poland	4	12	13	13	27	31	3
Sweden	6	7	17	16	20	23	7

ab) Knowledge of the subject matter

	1	2	3	4	5	6	0
Croatia	15	13	10	14	10	28	4
Latvia	17	16	10	6	8	46	2
Lithuania	15	19	19	12	16	17	2
Poland	6	14	8	15	25	31	4
Sweden	11	15	16	19	17	13	5

ac) Knowledge of different teaching strategies

	1	2	3	4	5	6	0
Croatia	3	8	11	18	28	22	4
Latvia	3	7	6	19	30	38	2
Lithuania	6	11	22	19	28	12	2
Poland	3	12	14	15	21	36	2
Sweden	6	10	17	22	23	13	5

ad) Knowledge of different teaching techniques

	1	2	3	4	5	6	0
Croatia	6	5	11	16	29	22	5
Latvia	3	5	7	17	33	37	3
Lithuania	6	15	23	14	23	16	3
Poland	3	12	17	12	27	29	3
Sweden	4	12	17	24	23	11	5

af) The ability to work in a team

	1	2	3	4	5	6	0
Croatia	4	12	15	16	21	22	4
Latvia	10	18	9	17	21	28	2
Lithuania	17	20	14	10	20	16	3
Poland	4	16	8	11	27	35	2

Sweden	20	18	12	16	11	11	8
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ag) Management skills

	1	2	3	4	5	6	0
Croatia	4	7	13	19	21	25	5
Latvia	10	12	11	19	24	28	1
Lithuania	11	14	21	19	19	13	3
Poland	3	18	11	15	30	25	1
Sweden	16	17	9	19	15	14	6

ah) Critical thinking

	1	2	3	4	5	6	0
Croatia	3	14	13	15	19	27	3
Latvia	8	12	10	15	19	41	0
Lithuania	13	10	19	15	18	22	3
Poland	4	13	14	19	23	28	0
Sweden	13	20	14	15	17	12	25

9. Please state which skills, competences and knowledge necessary for working in adult education you believe to lack most. Please limit your answer to three choices.

Croatia

Most frequent answers:

- administrative skills (8)
- motivation skills (16)
- monitoring learners' needs, the learning progress, and achievement of learning outcomes (6)
- organisation skills (6)
- working with heterogeneous classes (6)
- development of teaching materials (9)
- adult teaching methodology (10)
- understanding how adults learn (8)
- evaluation of learning outcomes (9)
- computer skills (8)
- foreign languages (5)
- curriculum development (7)
- working with special needs' individuals (10)
- knowledge of the labour market (6)
- teaching methodology in general (12)
- communication skills (8)

- critical thinking (3)
- intercultural skills (3)
- lesson planning (3)
- conflict resolution skills (7)

Interesting answers:

- knowledge of different methodological approaches, pedagogical knowledge – andragogic approach to adults
- experience in formal education of adults, pedagogical competencies
- continuous professional advancement
- development of new programmes
- motivating coworkers, long-term and medium-term planning
- application of digital materials in adult teaching, lesson planning based on learning outcomes
- knowledge of new tools and methods of working with adults
- adjustment of content and methods to learners' individual needs
- in 20 years of working within the formal education system as well as with adults I have gained skills, competences and knowledge necessary to work in the adult education system, which constantly need to be improved upon

Latvia

The most often answers:

- Learning strategies, techniques, different teaching styles
- Material development techniques in adult education
- Computer skills in preparing presentations/computer skills, presentation skills
- Conflict resolution
- Language skills
- Motivation skills
- Management skills
- Critical thinking

The most interesting answers:

- Foreign languages, computer use and skills in developing materials. There is no lack of knowledge and skills. There is a desire to modernize them.
- Sharing experience with other trainers
- The ability to achieve results when working with adults who cannot dedicate time to permanent work outside the classroom
- Linking the topic with topicality and application in practice
- Facilitation skills
- Facilitation practical classes, facilitation discussions,
- Intuitive teaching method
- Innovative training methods
- Examples of good practices from other organizations / countries - exactly where to look and quickly find the information they need because there are so many!
- To understand how adults are learning.

Lithuania

The most frequent answers:

- j) foreign language knowledge (12)
- k) using IT in teaching process (9)
- l) psychological knowledge (8)
- m) motivational skills, how to motivate adults (6)
- n) preparation of practical tasks (5)
- o) how to use critical thinking in adult education (3)
- p) providing feedback to trainers (2)
- q) learning achievement and progress assessment (2)
- r) the basis of oratory art (2)

Interesting answers:

- creativity, managerial knowledge,
- working methods with adult
- planning time
- adapting educational content to individual needs
- experiential learning, different learning environments and tools
- time planning, material structure
- ability to work with special needs adults
- preparation the program for adult learners
- the knowledge how adults education is going in foreign countries
- working in team
- communication and cooperation with adults

Poland

The most often answers:

- foreign languages,
- IT skills,
- interpersonal communication skills,
- management skills,
- motivating students,
- critical thinking,

The most interesting answers:

- understanding the laziness of adults and their lack of responsibility for their own education and work
- teaching without unnecessary comments, activating students to work in discomfort situations (tiredness, evening classes)

Sweden

Most frequent answers:

- Knowledge of foreign languages
- working with special needs individuals
- Intercultural knowledge and skills

10. Please rate on a scale from 1 to 6 whether you consider yourself to be a good

adult education teacher (1 = not a good teacher, 6 = very good teacher) or, if you are not sure, choose 0.

	1	2	3	4	5	6	0
Croatia	0	0	5	28	42	12	7
Latvia	0	0	7	41	39	10	6
Lithuania	1	0	6	32	50	9	2
Poland	0	0	5	28	46	17	7
Sweden	1	4	13	26	32	15	5

11. Please describe in your own words what makes a good adult education teacher.

Croatia

The most frequent answers:

- a motivated person who is also a motivator (37)
- empathic (12)
- experienced (4)
- evaluating learners' needs and previous knowledge and adapting teaching methods accordingly – individualised approach (25)
- a teacher that knows how to transmit knowledge (8)
- developed communication skills (14)
- using new teaching methods (5)
- expert in his/her subject matter (13)
- organisation skills (5)
- facilitator (4)
- continuous professional development (6)

Interesting answers:

- a teacher that recognises their own and their learners' limitations
- approaches learners as adult persons, has a research-oriented approach to teaching, is attuned to learners' experiences and knowledge, and corrects and explains mistakes
- a good teacher can assess the right moment when and how to change and apply a new strategy
- a good teacher is the one that creates a relaxed atmosphere, that uses very little frontal teaching, and that goes through the curriculum with ease
- an educator that is able to create a positive learning environment in which adults feel comfortable enough to learn without worrying about making mistakes
- one that transmits not only knowledge and skills but also gives advice to the learners, stimulates them to learn independently, encourages them and builds their self-confidence
- a teacher that will educate learners and make them interested, that makes lessons interesting and uses a lot of examples and practical tasks; a teacher with whom learners will be satisfied and gain new knowledge and skills
- a teacher that manages to dispel prejudices about the continuation of learning of adults after

formal education

- above all, a person that cares about their work, one that is authentic; a good teacher approaches their learners with respect, they are ready to learn and change their way of teaching
- the one that manages to realise their learners' potential to the fullest a good teacher is an expert that is familiar with the principles of lifelong learning and that achieves set learning outcomes

Latvia

The most frequent answers:

- Professional and competent, has practical experience and knows how to put theory into practical examples.
- Is able to give learners the knowledge and skills they want to receive.
- Empathetic, charismatic, flexible, friendly, can captivate the audience and keep the interest, has motivation skills.
- Knowledgeable in their field; is able not only to lead a lesson with theoretical material, but to supplement it with practical examples, is able to moderate discussions with the group on solutions to different situations; one that inspires participants.

The most interesting answers:

- Trainer should be as supporter in the learning process, the one who helps the learner to see the lack of knowledge, motivate and help to learn effectively.
- A good adult educator is the one who likes his work, is able to communicate with people of different ages, nationalities, and also with people who have special needs. A teacher who knows his professional field, has appropriate education and has practical experience in his profession. Is able to change, adapt, develop and still have an interest in his professional field.
- Trainer should be able to identify learning needs in building content, able to hear and communicate with the group during learning.

Lithuania

The most frequent answers:

- competent, has enough practical and theoretical knowledge (20)
- knows how to motivate adults (15)
- empathetic (11)
- respect learners (8)
- able to communicate with different groups of learners (8)
- who has a sense of humor (7)
- flexible (5)
- creative (4)

Interesting answers:

- ability to establish and maintain a close relationship
- responsible
- charismatic
- formal, patient,
- use critical thinking
- a person who is able to create / design a learning process that is not afraid to experiment, to

recognize his mistakes and to see improvement in his activities

- creates a positive and emotionally safe learning environment
- a person who knows his / her subject, is able to find and maintain contact with the audience, has a sufficient "portfolio of methods", is able to take into account audience expectations, level of preparation, and flexible planning (reprogramming) content
- responding to the needs of participants, and being able to be flexible, able to control the audience - to speak non-speakers, able to present interesting material and attract audience attention
- a person is able to present himself / herself as a friend, counselor, accept adult / pupil experience as a great benefit, help in teaching
- its main goal is to help others
- has an ability to work with different groups, understanding the relevance of the topics taught and their application in a daily environment that is able to adapt to the pace of work.
- being able to actively engage learners in activities, attracting a lot of participants to your lectures / trainings
- having ideas that are not afraid of innovation, communicative, initiative
- use active teaching methods, create conditions for learning from their experience, create a safe learning environment, do not worry about uncomfortable issues
- great tutorial manager, consultant, advisor, wizard
- high emotional intelligence person
- able to work as a team member.

Poland

The most frequent answers:

- communicative,
- empathic,
- competent,
- patient and understanding

The most interesting answers:

- Professional, efficient and well organized, able to assess the level of knowledge of students on topics presented and who can present the subject in an interesting way, developing the topic depending on the needs of the participants. Supporting and stimulating the participants' attention through selection of activating methods and various forms of working with the group; using a variety of interesting teaching materials, having a good pace of work, modulating the voice and introducing a cheerful and pleasant atmosphere during the training, which helps in learning.
- constantly improving his qualifications, having respect for his students and their opinions.
- Can use the knowledge and experience of listeners, gives examples confirming theory, has good contact with listeners, is kind and understanding.
- Doesn't talk about something he hasn't seen or experienced.

Sweden

The most frequent answers:

- Being sensitive/ empathetic (28), understanding (9), as well as dedicated (13)
- Being flexible and being able to adapt their lessons (17/22)
- Possessing great knowledge of their subject (23)

Most interesting answers:

- Emphasizing the peculiarities of adult education ("adapting teaching material/ methods to adult needs", "respecting students as adults")
- Good "Pedagogics"
- Encounter students respectfully and being understanding

Comment: Furthermore it seems interesting, that general personal traits (109) were listed more frequently than professional skills (48) or behavior towards the students (45)/ in the classroom (59).

The participants:

	Croatia	Latvia	Lithuania	Poland	Sweden
female	66	83	91	73	75
male	28	22	9	30	21

The age:

	Croatia	Latvia	Lithuania	Poland	Sweden
20 – 30	7	1	5	5	5
31 – 40	38	29	11	29	14
41 – 50	27	31	48	25	31
51 – 60	20	34	32	31	35
61 +	2	10	4	13	11

What is the highest level of formal education you have completed?

	Croatia	Latvia	Lithuania	Poland	Sweden
Secondary school diploma	1	1	1	1	10
University degree	93	103	99	100	86

What is your current teaching position? You may choose more than one answer:

	Croatia	Latvia	Lithuania	Poland	Sweden
Kindergarten teacher	0	2	5	7	0
Primary school teacher	8	5	9	15	2
Secondary school teacher	27	18	42	20	8

Full-time adult education teacher	24	15	13	29	72
Part-time adult education teacher	30	41	32	30	13
University professor	7	31	2	37	0
Volunteer	2	14	20	8	0
Others	principal (4) manager in adult education (3) education manager at an education institution (2) education manager and teacher (1) secretary and teacher with a service contract (1) expert associate at a secondary school (1) lecturer in higher education (1) expert associate for education (1) unemployed (1) vocational education teacher (1) retired (1) financial and legal manager (1) developer of programmes at an adult education institution (1)		Teacher from university 5 Psychologist 4 Speech therapist 1 Special need teacher 1 Specialist from education centre 5	7	1

How many years in total have you worked in adult education?

	Croatia	Latvia	Lithuania	Poland	Sweden
Less than one year	12	4	5	6	7
1-2 years	8	6	3	6	20
3-5 years	24	22	23	13	27
5-10 years	18	24	19	27	19
10-15 years	21	14	27	18	9
15-20 years	4	17	13	17	6
More than 20 years	7	18	10	16	8