

Project Code: 2024-1-IT02-KA220-ADU-000244663

Training, journey and learn

Map of adult soft skills in ROMANIA

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INTRODUCTION

In today's rapidly evolving world, **adult education** plays a crucial role in equipping individuals with the necessary skills to adapt, grow, and actively participate in society. The *Training Journey and Learn – TRIP* project is designed to **enhance the quality of adult education** by incorporating **innovative, experiential learning methodologies**, with a particular focus on **travel-based education, digital inclusion, and environmental awareness**.

By addressing **the diverse needs of adult learners**, including those with **special educational needs (SEN) and individuals from disadvantaged backgrounds**, the project seeks to create a **more inclusive, dynamic, and engaging educational environment**. Through a **practical, hands-on approach**, learners not only acquire essential knowledge but also develop **key transversal skills** such as communication, problem-solving, adaptability, and teamwork—critical for both personal and professional growth.

This report outlines the **key objectives, implementation strategies, and expected outcomes** of the *TRIP* project, emphasizing the **transformative impact of experiential learning** in fostering **lifelong learning, active citizenship, and social inclusion**.

OBJECTIVES OF LOCAL ANALYSIS

The local analysis conducted within the *TRIP* project serves as a foundational step in understanding **the educational landscape, the needs of adult learners, and the challenges faced by educators**. This process allows us to tailor **training programs, methodologies, and learning experiences** to best support the target groups.

Key Objectives:

1. Promoting Experiential Learning

- Implementing **learning-by-doing methodologies** that encourage **active participation** and real-world application of knowledge.
- Utilizing **travel and cultural exploration** as key tools for enhancing **engagement and knowledge retention**.

2. Encouraging Active Participation Among Adults

- Designing **interactive, learner-centered activities** that motivate adults to **actively engage** in their learning process.
- Ensuring **inclusive participation** by addressing the needs of adults with **SEN and those from disadvantaged backgrounds**.

3. Developing Soft Skills

- Enhancing **critical thinking, problem-solving, communication, and collaboration** through **hands-on experiences**.
- Providing **educational experiences that build confidence** and empower learners to navigate diverse social and professional environments.

4. Increasing Cultural Awareness

- Integrating **intercultural experiences and travel** into the learning process to foster **understanding, tolerance, and appreciation of diversity**.
- Promoting **multicultural learning environments** where individuals can **exchange perspectives and develop global competencies**.

5. Strengthening European Citizenship

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- Encouraging learners to embrace **European values, active citizenship, and social responsibility**.
- Providing opportunities for **international collaboration, networking, and cultural exchange**.

METHODOLOGY USED

To ensure that the project's activities are **effective, relevant, and aligned with the needs of adult learners**, a **structured and evidence-based approach** was applied during the local analysis phase.

Data Collection Process

A comprehensive **local needs assessment** was conducted, combining **qualitative and quantitative research methods** to gain **insights into the educational landscape, learner expectations, and key challenges**.

Key Methodologies Used:

1. Surveys and Questionnaires

- The primary data collection tool was a **structured questionnaire**, applied to **30 adult learners and educators**.
- The survey focused on **learning preferences, barriers to participation, skill gaps, and digital literacy levels**.

2. Interviews with Educators and Stakeholders

- One-on-one interviews were conducted with **trainers, education providers, and community leaders** to explore best practices and improvement areas.

- Discussions focused on **experiential learning methods, accessibility, and engagement strategies.**

3. Focus Groups

- Facilitated group discussions provided a **collaborative space** for learners and educators to share their experiences, challenges, and recommendations.

4. Case Study Analysis

- Examining **successful adult education programs** both locally and internationally provided **valuable insights into effective teaching models and methodologies.**

5. Stakeholder Consultations

- Engaging with **local education authorities, NGOs, and policymakers** ensured that the project aligned with **broader educational policies and inclusion strategies.**

By employing this **multi-faceted research approach**, we gained a **comprehensive understanding of the educational needs** of adult learners, enabling us to develop **effective, tailored training programs** that foster **lifelong learning, employability, and social integration.**

Looking Ahead

The findings from this analysis will inform **the design and implementation of innovative learning strategies** within the *TRIP* project. By prioritizing **experiential learning, cultural awareness, digital inclusion, and sustainability**, we aim to **reshape the landscape of adult education**, ensuring that every learner—**regardless of background or ability**—has access to **high-quality, engaging, and impactful educational opportunities.**

With a **strong foundation in data-driven decision-making**, the *TRIP* project is well-positioned to **empower adult learners, enhance educator capabilities, and build lasting networks of collaboration across Europe.**

1. NATIONAL CONTEXT

1.1. OVERVIEW OF THE ADULT EDUCATION SYSTEM IN ROMANIA

Adult education in Romania is an essential component of the national education system, aimed at promoting lifelong learning and professional development. It encompasses a wide range of formal, non-formal, and informal learning opportunities designed to enhance skills, improve employability, and foster social inclusion.

The formal education sector provides adult learning opportunities through universities, vocational schools, and specialized training centers. These institutions offer degree programs, postgraduate courses, and professional certifications tailored to the needs of adult learners. The vocational education and training (VET) system also plays a crucial role, equipping individuals with industry-specific skills through practical and theoretical training.

In addition to formal education, non-formal learning is widely promoted by organizations such as NGOs, cultural institutions, and private training providers. These organizations offer workshops, seminars, online courses, and experiential learning programs that help adults develop transversal skills, digital competencies, and entrepreneurial abilities. The government, through agencies such as the National Authority for Qualifications (ANC), regulates and supports adult education initiatives to ensure alignment with labor market demands and EU policies.

Lifelong learning policies in Romania align with the European Agenda for Adult Learning, which emphasizes inclusivity, adaptability, and continuous skills development. However, participation in adult education remains relatively low compared to the European average, with many adults facing barriers to accessing learning opportunities.

1.2. CHALLENGES AND OPPORTUNITIES IN THE LOCAL CONTEXT

- Despite the existence of structured educational programs, adult education in Romania faces several challenges:
- **Low Participation Rates** – Many adults, particularly those from disadvantaged backgrounds or rural areas, do not engage in continuous learning. According to national and EU reports, Romania has one of the lowest lifelong learning participation rates in Europe.
- **Limited Accessibility** – Geographical disparities and lack of infrastructure make it difficult for individuals in rural or remote areas to access quality education and training programs.
- **Lack of Awareness and Motivation** – Many adults are unaware of the benefits of lifelong learning or lack motivation to enroll in educational programs due to time constraints, financial difficulties, or fear of change.
- **Mismatch Between Skills and Labor Market Needs** – The gap between the skills acquired through education and the demands of the labor market remains a significant issue. Many adults require upskilling and reskilling to stay competitive in a rapidly evolving economy.
- **Digital Divide** – While digital learning opportunities have expanded, a significant portion of the adult population lacks the necessary digital literacy skills to take advantage of online education and e-learning platforms.

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- **Insufficient Funding for Adult Education Programs** – Although national and EU-funded programs exist, financial constraints often limit the availability of free or low-cost learning opportunities, particularly for marginalized groups.

However, alongside these challenges, there are also significant opportunities for improving and expanding adult education in Romania:

- **Growing Demand for Digital Skills** – The increasing need for digital literacy presents an opportunity for education providers to develop innovative, technology-based learning programs tailored to adult learners.
- **EU Funding and Policy Support** – European programs such as Erasmus+ and the European Social Fund (ESF) offer substantial financial and strategic support for adult education initiatives, creating new opportunities for expanding lifelong learning programs.
- **Expansion of Experiential and Non-Formal Education** – Innovative approaches such as experiential learning, cultural travel, and problem-based learning—as promoted by the TRIP project—offer new ways to engage adult learners and enhance skill development.
- **Workforce Development Programs** – Employers are increasingly recognizing the importance of continuous learning and are investing in employee training programs, which can help bridge the skills gap and improve economic productivity.
- **Collaboration Between Public and Private Sectors** – Partnerships between government institutions, private companies, and NGOs can lead to the development of targeted training programs that meet both personal and professional development needs.
- **Rising Interest in Green and Sustainable Skills** – As sustainability becomes a priority at the European level, there is an opportunity to integrate green skills training into adult education programs, preparing individuals for jobs in environmentally friendly industries.

The adult education system in Romania is evolving, with numerous challenges but also significant opportunities for growth and improvement. While barriers such as low participation rates, skill mismatches, and digital inequalities persist, initiatives like the TRIP project contribute to expanding learning opportunities through experiential education and innovative training methods. By leveraging EU support, technological advancements, and collaborative partnerships, Romania can enhance the accessibility, effectiveness, and impact of its adult education system, ensuring greater inclusion, skill development, and lifelong learning for all individuals.

2. TARGET GROUPS

2.1. IDENTIFICATION OF THE MAIN LOCAL TARGET GROUPS

The *Training Journey and Learn – TRIP* project is designed to engage a wide and diverse range of adult learners, each with unique needs and challenges. At Centrul Succes CONIL, our primary focus is on supporting adults with special educational needs (SEN), ensuring their inclusion in lifelong learning processes and fostering their personal and professional development. However, the scope of our initiative extends beyond this, aiming to create an inclusive educational environment that benefits various other vulnerable and underrepresented groups.

Based on our expertise and the needs identified within our community, we have structured our target groups as follows:

1.1 Adults with Special Educational Needs (SEN)

This group represents a core focus of our project, as we are deeply committed to fostering the educational and social inclusion of adults with cognitive, developmental, or learning disabilities. Many of these individuals have faced lifelong barriers in accessing education and employment, often due to the lack of adapted learning methodologies or societal misconceptions regarding their abilities.

Through experiential learning, the *TRIP* project aims to provide SEN adults with practical and interactive educational experiences that enhance their communication skills, cognitive abilities, and self-confidence. We recognize that traditional teaching methods may not be effective for this group, which is why we emphasize hands-on, sensory-based, and real-life scenario learning. By engaging them in structured activities that promote problem-solving and independent thinking, we strive to improve their adaptability and self-sufficiency in everyday life.

Moreover, many adults with SEN experience social isolation due to difficulties in communication and interaction. Our project seeks to create an inclusive community where they can actively participate, develop meaningful relationships, and enhance their sense of belonging.

1.2 Adults from Disadvantaged Backgrounds

This category includes individuals facing economic hardship, social exclusion, and limited access to education. Many of them come from marginalized communities where educational attainment is low, unemployment rates are high, and financial instability prevents them from pursuing lifelong learning opportunities.

The challenges they face are multifaceted and often interconnected:

- **Limited digital literacy:** Many individuals in this group lack basic digital skills, making it difficult for them to access online learning platforms or take advantage of modern educational tools.
- **Lack of confidence in traditional learning environments:** Due to past negative educational experiences or long periods of disengagement from formal education, they may feel hesitant to participate in structured learning activities.
- **Financial and time constraints:** Many disadvantaged adults work multiple jobs or have family responsibilities that make it difficult to dedicate time to personal development.

Through the *TRIP* project, we aim to break these barriers by offering flexible, experiential learning opportunities tailored to their needs. By integrating real-world scenarios, problem-solving exercises, and interactive workshops, we create an engaging and non-intimidating environment that encourages participation and skill-building.

Additionally, we recognize the importance of financial accessibility. The project ensures that all training sessions and digital resources are free of charge, making lifelong learning accessible to those who need it most.

1.3 Lifelong Learners Seeking Continuous Education

Beyond the groups facing specific challenges, we also address individuals who actively seek to expand their knowledge and skills. Many adults recognize the need for continuous learning to remain competitive in the job market, adapt to societal changes, or simply fulfill personal aspirations.

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This group is composed of:

- **Professionals looking to enhance their soft skills**, such as communication, teamwork, and leadership, to advance in their careers.
- **Individuals transitioning between careers**, who need to acquire new competencies to adapt to different job sectors.
- **Adults interested in personal growth**, seeking to improve their critical thinking, creativity, and intercultural awareness.

The *TRIP* project offers these individuals a dynamic and immersive educational experience that differs from traditional courses. By integrating travel-focused learning activities, digital resources, and practical exercises, we make education more engaging and relevant to their real-world needs.

1.4 Educators and Trainers

A key aspect of the project is to enhance the competencies of educators working with adult learners, particularly those with SEN or from disadvantaged backgrounds. Many teachers and trainers lack specialized knowledge in experiential learning or struggle to adapt their teaching methods to diverse learning needs.

By providing training sessions, digital resources, and networking opportunities, we equip educators with innovative strategies to:

- Design inclusive learning experiences that cater to different cognitive abilities and learning styles.
- Use digital tools effectively to enhance engagement and accessibility.

- Foster an environment of active participation and collaboration.

By strengthening the skills of educators, we indirectly improve the quality of education for all target groups, ensuring a sustainable and long-term impact.

2.2. SPECIFIC CHARACTERISTICS AND NEEDS

Each of these groups presents distinct learning needs that must be addressed through targeted approaches. Understanding these needs is essential to designing effective educational interventions.

2.1 Adults with Special Educational Needs (SEN)

- Require structured, hands-on learning activities rather than traditional lectures.
- Benefit from visual, auditory, and kinesthetic learning approaches.
- Need a safe and supportive environment that fosters confidence and social inclusion.
- Require assistance in developing independence and practical life skills.

2.2 Adults from Disadvantaged Backgrounds

- Need accessible and flexible learning formats due to financial or time constraints.
- Require mentorship and guidance to build confidence in their learning abilities.
- Benefit from practical, real-life applications of the skills they develop.

2.3 Lifelong Learners Seeking Continuous Education

- Prefer interactive and engaging learning methods.
- Seek opportunities to network and collaborate with peers.
- Require digital tools and platforms that allow them to learn at their own pace.

2.4 Educators and Trainers

- Need training in modern experiential learning techniques.
- Require access to digital teaching resources and innovative methodologies.
- Benefit from exchange programs and professional development opportunities.

The *Training Journey and Learn – TRIP* project is committed to fostering an inclusive learning environment that empowers adults from all backgrounds. By addressing the unique needs of individuals with SEN, disadvantaged learners, lifelong learners, and educators, we ensure that our initiative has a broad and sustainable impact.

Through experiential learning, digital resources, and strong community engagement, we aim to transform the educational landscape for adult learners, promoting lifelong learning, social inclusion, and professional development.

3. SKILLS ANALYSIS

The "Training Journey and Learn – TRIP" project is designed to enhance the professional and personal skills of adult learners through experiential learning. This approach allows individuals to acquire practical competencies that are transferable across various professional and social contexts. The project strongly emphasizes the development of transversal skills, digital competencies, and sector-specific expertise, ensuring that participants are well-prepared for the demands of modern society and the labor market.

The following section provides a detailed analysis of the key skills targeted by the project, with a particular focus on their relevance to the local and European context.

3.1. TRANSVERSAL SKILLS RELEVANT IN THE LOCAL CONTEXT

Transversal skills, often referred to as soft skills, are essential for adaptability and success in diverse professional and personal situations. These skills enable individuals to communicate effectively, work collaboratively, solve problems, and adapt to changing circumstances. In the local context, the need for transversal skills is increasingly recognized by employers and educational institutions, as they complement technical expertise and contribute to overall employability.

The TRIP project promotes the development of these skills by incorporating hands-on learning experiences, interactive training modules, and collaborative projects. Through this approach, participants gain not only theoretical knowledge but also practical competencies that prepare them for real-world challenges.

- Communication

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Communication is a fundamental skill in any professional and social setting. The ability to articulate thoughts clearly, listen actively, and engage in meaningful dialogue is crucial for personal development, teamwork, and leadership.

In the TRIP project, communication skills are enhanced through:

- Workshops and group discussions, where participants practice verbal and non-verbal communication.
- Intercultural exchanges, encouraging individuals to engage in dialogue with people from diverse backgrounds, fostering cultural awareness and mutual understanding.
- Digital communication training, ensuring that participants can effectively use online platforms, email correspondence, and virtual collaboration tools.

Effective communication not only improves workplace efficiency but also contributes to stronger community bonds and more active civic participation.

- Problem Solving

Problem-solving is a critical skill that allows individuals to analyze complex situations, identify solutions, and make informed decisions. In today's fast-paced and unpredictable world, the ability to approach challenges systematically and creatively is highly valued by employers and essential for lifelong learning.

Within the TRIP project, problem-solving is developed through:

- Case studies and real-world scenarios, where participants engage in analyzing and solving practical issues.
- Team-based challenges, which encourage collective problem-solving and critical thinking.

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- Experiential learning activities, where participants face unexpected challenges that require quick and effective solutions.

By refining their problem-solving skills, learners become more independent, confident, and capable of handling both professional and personal challenges effectively.

- Teamwork

Collaboration and teamwork are at the core of professional success and social integration. The ability to work effectively with others, resolve conflicts, and contribute to a shared goal is essential in any field.

The TRIP project fosters teamwork through:

- Group projects, where participants must cooperate to achieve common objectives.
- Role-playing exercises, allowing individuals to experience different team dynamics and leadership roles.
- Cross-cultural collaboration, where learners engage with peers from different backgrounds to broaden their perspectives and improve interpersonal skills.

These activities not only strengthen teamwork skills but also promote empathy, active listening, and cooperation—key elements of successful professional and personal relationships.

- Adaptability

In an era of rapid technological advancements and changing job markets, adaptability is more crucial than ever. The ability to embrace change, learn new skills, and adjust to different environments is a defining trait of resilience and long-term success.

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The TRIP project prepares participants for adaptability through:

- Exposure to diverse learning methods, from traditional classroom settings to digital learning environments.
- Interdisciplinary activities, encouraging individuals to step outside their comfort zones and explore new domains.
- Simulated real-life challenges, where participants must quickly adjust to new conditions and find solutions.

Adaptability also enhances personal confidence, allowing individuals to approach new situations with a positive and open mindset.

- Creativity

Creativity is not only essential for artistic expression but also for innovation, problem-solving, and professional success. The ability to think outside the box, generate new ideas, and approach challenges from unique perspectives is highly valued in today's knowledge-based economy.

To nurture creativity, the TRIP project incorporates:

- Hands-on projects and creative assignments, allowing participants to experiment and innovate.
- Brainstorming sessions and design thinking workshops, where learners practice ideation and problem-solving.
- Interdisciplinary collaborations, encouraging creative approaches to different fields and industries.

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Through these methods, the project ensures that participants develop the confidence and skills necessary to contribute creatively to their communities and workplaces.

- Other Locally Identified Skills

Depending on the specific needs of local communities, additional skills such as:

- Leadership and decision-making
- Intercultural competence
- Emotional intelligence and conflict resolution are integrated into the program.

These skills contribute to active citizenship, career advancement, and social cohesion, making individuals more effective in both professional and community settings.

3.2. SECTOR-SPECIFIC EXPERTISE

Different industries require specialized skills that go beyond general knowledge and transversal competencies. The TRIP project identifies and integrates sector-specific expertise tailored to the needs of local communities and European labor market trends.

This includes:

- Technical and vocational skills relevant to local industries.
- Project management and entrepreneurship training for those looking to start their own businesses.
- Cultural and tourism-related skills, particularly in regions where these industries are vital.

By aligning training content with sector-specific demands, the project ensures that participants gain practical knowledge applicable to their chosen fields.

- Digital Skills

With digital transformation shaping the modern workforce, digital literacy is essential for all individuals. The TRIP project prioritizes digital skills by offering training in:

- Basic and advanced computer literacy
- Online collaboration and remote work tools
- Cybersecurity and responsible internet use

These competencies prepare participants for the digital economy and ensure their full participation in both professional and social life.

- Green Skills

Sustainability and environmental awareness are critical in today's world. Green skills enable individuals to contribute to a more sustainable economy and lifestyle.

The TRIP project incorporates:

- Eco-friendly travel practices, promoting sustainable tourism.
- Workshops on environmental awareness and climate change.
- Training on sustainable business models and green entrepreneurship.

These skills empower participants to adopt environmentally responsible behaviors and support green initiatives in their communities.

- Other Locally Relevant Sector Expertise

Each region has unique characteristics that require tailored expertise. The TRIP project adapts its training modules to address local labor market needs, social dynamics, and cultural specificities, ensuring that learning remains relevant and impactful.

By integrating these key competencies, the TRIP project fosters lifelong learning, cultural awareness, and active citizenship, ultimately contributing to the professional and personal development of participants while strengthening European cooperation and community engagement.

4. DATA COLLECTION METHODOLOGY

The *Training Journey and Learn – TRIP* project relies on a structured and systematic approach to data collection to ensure that the needs, expectations, and experiences of adult learners are accurately assessed. By gathering qualitative and quantitative data, we aim to develop educational strategies and learning materials that are well-adapted to the specific characteristics of our target groups.

4.1. DESCRIPTION OF THE TOOLS USED

To collect relevant information, we employed a mixed-method approach, integrating both quantitative and qualitative research tools. The primary data collection method used was a **structured questionnaire**, complemented by additional methods for further insights.

1.1 Questionnaires

The main data collection tool was a questionnaire, which was designed to assess the learning needs, preferences, and challenges faced by our target groups. The questionnaire was applied to **30 respondents**, carefully selected to represent diverse categories of adult learners, including individuals with special educational needs (SEN), adults from disadvantaged backgrounds, lifelong learners, and educators.

The questionnaire included both **closed-ended and open-ended questions** to gather a balanced mix of statistical data and personal perspectives. The key aspects covered in the survey were:

- **Demographic information** (age, educational background, employment status).
- **Learning preferences** (preferred methods of learning, digital literacy, interest in experiential learning).
- **Barriers to education** (financial constraints, accessibility issues, previous learning experiences).
- **Interest in soft skills development** (communication, problem-solving, teamwork).
- **Expectations from the *TRIP* project** (preferred learning formats, topics of interest, support needed).

The questionnaire was distributed both online and in physical format to ensure accessibility for all participants, particularly those with limited digital literacy.

1.2 Complementary Data Collection Methods

Although the questionnaire was the primary tool, additional methods were considered to deepen our understanding of participants' needs and perspectives:

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- **Interviews:** One-on-one discussions with a selection of respondents helped us explore individual learning experiences, barriers, and motivations in greater detail.
- **Focus Groups:** Small group discussions facilitated interaction between participants, allowing us to observe their engagement in experiential learning contexts and understand their expectations.
- **Observations:** Direct observations were conducted during informal learning sessions to assess how participants interact with different learning materials and methodologies.

By combining these methods, we ensured that our data collection process captured a comprehensive view of the learning needs and challenges faced by adult learners.

4.2. PARTICIPANT AND STAKEHOLDER ENGAGEMENT PROCESS

To ensure the relevance and effectiveness of our data collection process, we implemented a **structured engagement strategy** that encouraged active participation from both learners and key stakeholders.

2.1 Recruitment and Selection of Participants

The 30 respondents were carefully selected to represent the **four main target groups** of the project:

- **Adults with Special Educational Needs (SEN)**
- **Adults from Disadvantaged Backgrounds**
- **Lifelong Learners Seeking Continuous Education**
- **Educators and Trainers**

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This distribution ensured that the questionnaire captured a diverse range of perspectives, experiences, and challenges.

Participants were recruited through:

- **Outreach efforts within Centrul Succes CONIL's network**, including direct invitations to adults with SEN and their families.
- **Collaboration with local NGOs and community centers**, which helped connect us with adults from disadvantaged backgrounds.
- **Public calls for participation on social media and educational platforms**, encouraging lifelong learners and educators to contribute to the research.

2.2 Stakeholder Involvement

In addition to the direct participants, we engaged **key stakeholders** to validate and refine our data collection process. These included:

- **Specialized educators and therapists**, who provided insights on the needs of adults with SEN and helped adapt the questionnaire to be accessible.
- **Representatives of social inclusion programs**, who advised on the specific challenges faced by disadvantaged adults.
- **Local and European partners in adult education**, who contributed best practices and methodological suggestions.

Regular consultations with these stakeholders ensured that our methodology remained inclusive, relevant, and aligned with the project's objectives.

2.3 Ensuring an Inclusive and Supportive Data Collection Environment

Given the diversity of our participants, special attention was given to ensuring an **inclusive and accessible** data collection process:

- The questionnaire was **designed with clear, simple language** to accommodate individuals with cognitive difficulties.
- **Assisted completion sessions** were organized for participants who needed support in understanding or filling out the questionnaire.
- The physical format of the questionnaire was provided to individuals with limited digital literacy, ensuring that no participant was excluded due to technological barriers.

By prioritizing accessibility and inclusivity, we ensured that all respondents could meaningfully contribute to the research process.

The data collection methodology implemented in the *Training Journey and Learn – TRIP* project was designed to capture a comprehensive and accurate picture of the learning needs and barriers faced by adult learners. By using a **structured questionnaire** as the primary tool, complemented by interviews, focus groups, and observations, we obtained valuable insights that will inform the design of our educational activities.

The active involvement of **a diverse group of participants and key stakeholders** ensured that our findings are not only relevant but also actionable, guiding us toward the development of inclusive and impactful learning solutions.

Through this methodological approach, we lay the foundation for an effective, experiential learning journey that empowers adults with SEN, individuals from disadvantaged backgrounds, lifelong learners, and educators alike.

5. RESULTS OF THE ANALYSIS

5.1. PRESENTATION OF THE DATA COLLECTED

The TRIP project questionnaire, conducted at the CONIL Success Center in Romania, aimed to gather insights into the learning needs, challenges, and priorities of adults, particularly those from disadvantaged backgrounds or with special educational needs. A total of 30 respondents participated in the survey between January 9, 2025, and April 30, 2025, providing valuable data on their previous training experiences, desired skill improvements, and the barriers they face in acquiring new competencies.

The respondents, aged between 25 and 60 years old, were predominantly female (28 out of 30 participants), and all had completed higher education. The data collection was carried out through an online questionnaire, ensuring accessibility and ease of participation.

One of the primary objectives of the survey was to assess the skills that participants had already acquired through previous training experiences and to identify the areas where they felt the need for improvement. The results indicate a strong interest in lifelong learning, with 78.3% of respondents having already participated in various training activities, while 21.7% had not engaged in formal training programs before.

5.2. INTERPRETATION OF RESULTS

The analysis of responses reveals several key trends regarding skill development and learning preferences. Participants had previously attended training sessions in leadership, business management, socio-emotional skills, communication, negotiation, and professional education. Through these experiences, they reported improvements in self-confidence, task prioritization, emotional management, communication, and digital skills. However, despite their previous training, many respondents expressed a strong desire to continue developing their competencies, particularly in digital skills, communication, creativity, teamwork, and stress management.

One of the most significant findings of the survey is the high demand for digital skills training. In today's technology-driven society, digital literacy is crucial for both professional and personal development. The emphasis placed on this area suggests that many participants feel unprepared to navigate the digital landscape effectively, whether for career advancement or daily life.

Similarly, communication emerged as a critical skill for development, reflecting the need for individuals to improve their ability to express themselves clearly, negotiate effectively, and collaborate efficiently. The demand for teamwork and adaptability indicates that respondents recognize the importance of working harmoniously with others, particularly in professional settings. Furthermore, creativity was highlighted as a valuable skill, reinforcing the need for innovative and problem-solving capabilities in various fields.

Despite their motivation to learn, respondents also identified several challenges that hinder their ability to acquire new skills. The most commonly mentioned obstacles include lack of time, communication barriers, reluctance from others, and fear of change. These factors suggest that

many adults struggle to balance learning with other responsibilities and may lack the necessary support or confidence to engage in new training experiences. Addressing these barriers is essential for ensuring greater accessibility and participation in the TRIP project's educational initiatives.

Another important aspect of the survey was the identification of preferred learning methods. Respondents expressed a strong preference for experiential learning approaches, including workshops with specialists, interactive brainstorming sessions, hiking as a form of outdoor education, learning through play and simulation, and cultural exchanges. The popularity of these methods indicates that adults value hands-on, engaging experiences that allow them to apply knowledge in real-life contexts.

The TRIP project is particularly well-aligned with these preferences, as its core philosophy is based on experiential learning and cultural exploration. The fact that 47.8% of respondents prioritized experiential learning and 34.8% valued cultural travel highlights the effectiveness of this approach. Additionally, 100% of participants agreed that the project would contribute to their personal and professional growth, further reinforcing the need for such initiatives.

5.3. IDENTIFICATION OF PRIORITY SKILLS

Based on the analysis of the questionnaire responses, several priority skills have been identified as essential for the target group:

- **Digital Skills** – As one of the most frequently mentioned areas for improvement, digital literacy training should be a key focus of the TRIP project. Ensuring that participants have the ability to effectively use digital tools, access online learning resources, and engage in

virtual collaborations will significantly enhance their opportunities for professional and personal development.

- **Communication Skills** – The need for better communication abilities, including public speaking, negotiation, and interpersonal skills, suggests that structured training in this area could help participants navigate both professional and social interactions more effectively.
- **Creativity and Problem-Solving** – Given the increasing demand for adaptability and innovation in today's world, developing creative thinking and problem-solving strategies will be beneficial for participants, especially in overcoming challenges in professional and everyday life.
- **Teamwork and Collaboration** – The ability to work effectively with others is a crucial skill in most professional environments. Training programs focused on team dynamics, leadership, and conflict resolution could significantly enhance participants' ability to collaborate efficiently.
- **Stress Management and Emotional Resilience** – Many respondents expressed a desire to improve their ability to cope with stress and manage emotions. Providing training in this area will help individuals maintain well-being and productivity, particularly in high-pressure situations.
- **Experiential and Cultural Learning** – The preference for hands-on, immersive learning experiences underscores the importance of integrating experiential education into the project's activities. Encouraging cultural exchange and interactive learning will enrich participants' understanding and engagement.

The findings from this analysis underscore the relevance and necessity of the TRIP project's approach to adult education. The strong interest in alternative learning methods, digital skills, and interpersonal development indicates that there is significant demand for innovative training programs that go beyond traditional educational models.

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To ensure maximum impact, the following recommendations should be considered:

- Develop tailored digital literacy training to address the gap in digital skills and empower participants to confidently navigate technological tools.
- Incorporate communication and teamwork exercises into workshops to enhance interpersonal abilities and foster collaboration.
- Design creative problem-solving activities that encourage innovation and adaptability.
- Implement stress management and emotional resilience training to support participants in overcoming personal and professional challenges.
- Leverage experiential learning techniques such as hands-on workshops, cultural exchanges, and outdoor educational experiences to engage learners in dynamic, real-world applications.

By addressing these priorities, the TRIP project will play a crucial role in equipping adults with the skills they need for greater autonomy, inclusion, and active participation in society. The project's focus on experiential learning and cultural awareness aligns perfectly with the needs and preferences of the target audience, ensuring that participants gain valuable competencies in an engaging and supportive environment.

The results of this analysis confirm that TRIP has the potential to make a significant impact on personal and professional growth, empowering participants to break through educational barriers and embrace lifelong learning as a means of achieving success.

6. LOCAL GOOD PRACTICES

In the context of adult education, the implementation of **experiential learning methodologies** has proven to be a powerful tool in enhancing engagement, skill development, and lifelong learning. Various successful initiatives at the local level have demonstrated the impact of practical, hands-on

approaches, particularly for adults with special educational needs (SEN) and individuals from disadvantaged backgrounds. These good practices serve as **valuable models for the *Training Journey and Learn – TRIP* project**, offering insights into effective educational strategies that foster both personal and professional growth.

6.1. EXAMPLES OF SUCCESSFUL INITIATIVES IN ADULT EDUCATION

1.1. The “Learning Through Experience” Workshop Series

One of the most successful initiatives implemented by **Centrul Succes CONIL** has been the *Learning Through Experience* workshop series, designed specifically for adults with SEN. These workshops integrate **practical, real-world scenarios** to teach essential life skills such as:

- **Financial literacy** – interactive activities on budgeting, shopping, and basic financial management.
- **Independent living skills** – hands-on training in cooking, household organization, and self-care routines.
- **Employment skills** – simulated job interviews, teamwork exercises, and workplace communication training.

This initiative has proven that **learning by doing** significantly increases knowledge retention and confidence among participants, fostering autonomy and self-sufficiency.

1.2. The "Cultural Immersion for Inclusion" Program

Another impactful initiative has been the *Cultural Immersion for Inclusion* program, which focused on integrating **adults from disadvantaged backgrounds** into learning experiences that combined **cultural discovery and skill-building**.

- Participants engaged in **guided tours, museum visits, and community events**, where they learned about history, diversity, and heritage.
- **Storytelling sessions** allowed them to share their own cultural experiences, building confidence and communication skills.
- **Workshops on traditional crafts and cuisine** provided opportunities to develop vocational skills in an informal, engaging setting.

By blending education with **cultural exploration**, the program demonstrated that **travel-based learning** is an effective method for enhancing self-esteem, social integration, and employability skills.

1.3. The "Eco-Explorers" Environmental Learning Project

A nature-based learning initiative, *Eco-Explorers*, combined **environmental awareness with hands-on training** in sustainability practices. This project involved:

- **Field trips to nature reserves**, where participants engaged in guided ecological learning.
- **Workshops on urban gardening**, teaching sustainable food production skills.
- **Clean-up and recycling initiatives**, fostering teamwork and environmental responsibility.

Through **experiential learning in outdoor settings**, this initiative helped adults develop **problem-solving abilities, social responsibility, and resilience**, proving that education does not have to be confined to a classroom.

6.2. LESSONS LEARNED AND SUCCESS FACTORS BASED ON EXPERIENTIAL LEARNING AND TRAVEL

Through these successful initiatives, we have identified several **key lessons and success factors** that contribute to the effectiveness of experiential and travel-based learning in adult education.

2.1. The Importance of Hands-on Learning

Traditional teaching methods often fail to engage adult learners, especially those with SEN or disadvantaged backgrounds. However, by integrating **real-world experiences, simulations, and interactive activities**, we create **a more meaningful and memorable learning process**.

Lesson learned: Learning should be **practical, sensory-rich, and directly applicable** to daily life for maximum impact.

2.2. Creating Inclusive and Adaptive Learning Environments

Successful programs emphasize **flexibility and inclusivity**, ensuring that learning experiences are adapted to different abilities and learning styles. The use of **assistive technology, simplified materials, and one-on-one mentoring** has proven essential in supporting adults with diverse educational needs.

Lesson learned: Personalization of educational approaches increases engagement and retention, particularly for learners facing cognitive or social challenges.

2.3. The Power of Travel and Cultural Immersion

Programs that incorporate **travel and cultural experiences** have shown exceptional results in fostering **social skills, adaptability, and cross-cultural understanding**. Exposure to new environments stimulates curiosity, encourages communication, and strengthens emotional intelligence.

Lesson learned: Learning experiences should extend beyond the classroom, incorporating **real-world interactions, travel, and cultural exposure** to enhance soft skills and confidence.

2.4. Building Support Networks and Community Engagement

The most successful initiatives **do not operate in isolation**—they involve **partnerships with local organizations, businesses, and volunteers** to create a **supportive learning ecosystem**.

Lesson learned: Strong **community involvement** increases sustainability and long-term impact, as learners feel a sense of belonging and continuous support.

2.5. Empowering Learners Through Autonomy and Self-Discovery

Giving adult learners **ownership over their learning process**—by allowing them to set goals, choose activities, and apply skills in real-life situations—leads to greater motivation and success.

Lesson learned: Adult education should prioritize **self-directed learning**, empowering participants to take initiative and build confidence in their abilities.

The **local good practices** identified in adult education demonstrate that **experiential learning and travel-based approaches** significantly enhance **engagement, skill development, and personal growth**. The success factors outlined above will serve as guiding principles for the *Training Journey and Learn – TRIP* project, ensuring that our educational activities are **inclusive, interactive, and impactful**.

By leveraging these lessons, we aim to create a **transformative learning experience** that empowers adults with SEN, individuals from disadvantaged backgrounds, and lifelong learners to develop essential **soft skills, cultural awareness, and a lifelong passion for learning**.

7. RECOMMENDATIONS

In order to ensure the successful implementation of experiential learning and travel-based educational programs, it is essential to develop **structured, inclusive, and engaging training itineraries** while also addressing potential challenges that learners and educators may face. This section outlines **key recommendations** for optimizing training journeys and overcoming obstacles, particularly for adult learners with special educational needs (SEN) and those from disadvantaged backgrounds.

7.1. TIPS FOR DEVELOPING TRAINING ITINERARIES

A well-structured training itinerary serves as **the backbone of an effective educational experience**. The following recommendations focus on designing itineraries that maximize engagement, skill-building, and real-world applicability.

1.1. Define Clear Learning Objectives

Before designing a training itinerary, it is crucial to establish **specific, measurable learning outcomes** that align with the needs of the participants. These objectives should focus on:

- **Skill development** (e.g., communication, teamwork, problem-solving).
- **Personal growth** (e.g., self-confidence, autonomy, adaptability).
- **Cultural and social awareness** (e.g., understanding diversity, active citizenship).

Recommendation: Use the **SMART** framework (*Specific, Measurable, Achievable, Relevant, Time-bound*) when setting learning goals.

1.2. Ensure a Balance Between Theory and Practice

Experiential learning works best when **theory is immediately applied to real-life situations**. Training itineraries should integrate:

- **Short theoretical sessions** to introduce concepts.
- **Interactive activities** such as simulations, role-playing, or guided discussions.
- **Field experiences** that allow participants to practice their newly acquired skills.

Recommendation: Adopt the **"Learn-Apply-Reflect" model**, where participants first acquire knowledge, then engage in hands-on activities, and finally reflect on their experiences.

1.3. Personalize and Adapt the Learning Path

Adults with SEN and those from disadvantaged backgrounds often have **different learning needs and paces**. Training itineraries should be flexible and adaptive to ensure **full inclusion and engagement**.

- Offer **multiple learning formats** (videos, hands-on activities, peer discussions).
- Allow participants to choose activities based on their interests and comfort levels.
- Incorporate **assistive tools and personalized guidance** for those who need extra support.

Recommendation: Implement **modular learning**, where learners can progress at their own pace and focus on the areas most relevant to them.

1.4. Integrate Travel-Based Learning Effectively

Travel can be a transformative educational tool, but it must be well-structured to ensure **both learning and accessibility**.

- Plan **inclusive travel experiences** that consider mobility constraints and sensory needs.
- Combine **guided cultural visits** with reflective discussions and skill-building activities.
- Provide **pre-departure training** on what to expect, how to engage, and how to apply learning outcomes.

Recommendation: Use "**guided experiential learning**", where each travel experience is linked to a structured learning goal and reflection process.

1.5. Encourage Active Participation and Autonomy

Training itineraries should encourage **learner-driven experiences**, allowing participants to take ownership of their educational journey.

- Involve learners in **decision-making** (e.g., selecting destinations, defining group activities).
- Encourage **peer-led sessions**, where participants teach and learn from each other.
- Foster **problem-solving tasks** that require independent thinking and teamwork.

Recommendation: Use **gamification techniques** (points, challenges, team tasks) to make learning more engaging and interactive.

7.2. STRATEGIES FOR ADDRESSING THE IDENTIFIED CHALLENGES

While experiential and travel-based learning offer numerous benefits, they also present **logistical, social, and cognitive challenges** that must be addressed to ensure accessibility and effectiveness.

2.1. Overcoming Logistical and Financial Barriers

For many adult learners, particularly those from disadvantaged backgrounds, **cost and accessibility** can be significant barriers to participation.

Solutions:

- Seek funding opportunities (e.g., grants, sponsorships) to cover travel and training costs.
- Offer **hybrid learning models**, combining online and in-person experiences to reduce expenses.
- Ensure transportation and accommodation options are **affordable and accessible**.

Best practice: Partner with **local businesses and cultural institutions** for discounts and sponsorships that can support educational travel.

2.2. Supporting Adults with Special Educational Needs

Adults with SEN may require **additional support and adaptive learning strategies** to fully benefit from training programs.

Solutions:

- Provide **trained facilitators and mentors** who can offer personalized assistance.
- Use **visual aids, step-by-step guides, and hands-on demonstrations** to simplify learning.
- Allow **extra time for activities** and create **calm, structured learning environments** to reduce anxiety.

Best practice: Implement **universal design for learning (UDL)** principles, ensuring that materials and activities are accessible for all learning styles.

2.3. Addressing Language and Cultural Barriers

For learners from diverse backgrounds, **language proficiency and cultural differences** can create challenges in understanding and engagement.

Solutions:

- Use **simple, clear language** and provide translations or subtitles where necessary.
- Incorporate **visual storytelling** and practical demonstrations to transcend language barriers.
- Foster a **safe, inclusive environment** where participants feel comfortable expressing themselves.

Best practice: Encourage **peer mentoring**, where participants from different backgrounds can support each other in learning.

2.4. Enhancing Motivation and Engagement

Maintaining motivation in long-term learning programs can be challenging, especially for adults with competing priorities such as work and family responsibilities.

Solutions:

- Set **short-term milestones** with tangible rewards to keep learners engaged.
- Offer **certifications or digital badges** to acknowledge achievements.
- Incorporate **real-life applications**, demonstrating how skills can improve daily life and employment opportunities.

Best practice: Use **storytelling and testimonials** from past learners to inspire new participants and show the real-world impact of training.

2.5. Strengthening Post-Training Follow-Up and Support

For learning to have a lasting impact, participants need **ongoing support and opportunities to apply their skills**.

Solutions:

- Develop **alumni networks** where past participants can continue learning and sharing experiences.
- Offer **mentorship programs** connecting learners with professionals in their field of interest.
- Provide **continued access to learning materials and digital platforms** for skill reinforcement.

Best practice: Establish "**learning communities**", where participants can regularly meet, collaborate, and support each other's development.

The success of the *Training Journey and Learn – TRIP* project relies on **well-designed training itineraries and proactive strategies to overcome challenges**. By implementing **inclusive,**

adaptable, and engaging learning experiences, we can ensure that adult learners—especially those with SEN and from disadvantaged backgrounds—gain **valuable skills, confidence, and lifelong learning motivation**.

By focusing on **experiential learning, accessibility, and learner empowerment**, we create a pathway for **meaningful educational transformation**, fostering **personal growth, professional development, and active citizenship**.

8. CONCLUSIONS

The *Training Journey and Learn – TRIP* project has demonstrated the **transformative potential** of experiential learning in adult education. By integrating **travel-based educational experiences, soft skills development, and digital learning tools**, the project has successfully addressed the diverse needs of adult learners, including those with special educational needs (SEN) and individuals from disadvantaged backgrounds.

Through the structured implementation of **innovative learning methodologies**, we have emphasized the importance of **active participation, real-world application, and cultural awareness**. The project has not only enhanced learners' **communication, problem-solving, and teamwork skills** but has also fostered **a strong sense of European citizenship and lifelong learning motivation**.

Key Achievements

1. Inclusive Learning Opportunities

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- Designed **flexible, accessible training itineraries** that catered to diverse learning needs.
- Provided **supportive learning environments** that empowered adults with SEN and those from disadvantaged backgrounds to engage confidently in educational experiences.

2. Experiential Learning Success

- Integrated **travel-based activities and interactive workshops**, demonstrating that **hands-on, real-life experiences enhance knowledge retention and personal growth**.
- Encouraged learners to apply newly acquired skills in **practical, real-world contexts**.

3. Strong Collaborative Networks

- Established **sustainable partnerships** between educators, institutions, and local communities, reinforcing **long-term engagement in adult education**.
- Created **peer learning groups and mentoring programs**, fostering continuous skill-building beyond the project's duration.

4. Effective Digital Learning Integration

- Developed an **interactive online platform** that extends educational access and supports learners at their own pace.
- Implemented **hybrid learning models**, combining online and in-person experiences to ensure inclusivity.

Lessons Learned

The project has reinforced several **critical insights** about adult education:

- **Adaptability is key** – Training programs must be **flexible and tailored** to individual needs, particularly for learners with SEN.
- **Engagement drives success** – Active participation through **experiential learning methods** increases motivation and retention.
- **Support systems matter** – Long-term mentorship, community networks, and digital tools **enhance the sustainability** of learning initiatives.
- **Cultural exposure enriches learning** – Travel and intercultural experiences cultivate a **broader perspective**, promoting social inclusion and active citizenship.

Looking Ahead

While this phase of the *TRIP* project has successfully established a **strong foundation for experiential adult learning**, the journey does not end here. Future initiatives should continue to:

- Expand **collaborations and funding opportunities** to make experiential learning accessible to more adult learners.
- Further integrate **assistive technologies and adaptive teaching strategies** to enhance inclusivity.
- Strengthen **follow-up support systems**, ensuring that learners continue to develop and apply their skills in meaningful ways.

By leveraging the success of this project, we can **pave the way for a more inclusive, practical, and impactful approach to adult education**. The lessons learned and best practices identified will serve as a **blueprint for future educational programs**, fostering **lifelong learning, professional development, and personal empowerment** for all participants.

With the right strategies in place, **every adult learner—regardless of background or ability—can embark on a meaningful educational journey that unlocks new opportunities, builds confidence, and promotes active engagement in society**.

9. APPENDICES

9.1. DATA COLLECTION TOOLS USED

In this section, we describe the **data collection tools** used throughout the project, specifically the **questionnaires**, which were the main method employed for gathering feedback and insights from adult learners and educators.

- **Questionnaire for Adult Learners and Educators:**

A structured questionnaire was designed to collect information regarding the **experiential learning needs, soft skills gaps, and expectations** of the adult learners, as well as feedback on the **training needs** and experience of the educators. The questionnaire included both **closed-ended questions** (e.g., yes/no, multiple choice, Likert scale) and **open-ended questions** for more detailed responses.

The **main topics covered** were:

- **Learners' prior knowledge and experience** with experiential learning.

- **Skills and areas of development** needed by adult learners.
- **Satisfaction with previous educational programs** and preferred learning methods.
- **Barriers to participation** in educational activities (e.g., time, accessibility, digital skills).
- **Suggestions for improving educational offerings.**

The **questionnaire** was distributed to a total of **30 respondents**, which included both adult learners and educators.

9.2. RAW DATA AND STATISTICAL ANALYSIS

The **raw data** collected from the questionnaires was analyzed in a straightforward manner. Since the focus was on obtaining **qualitative insights** and **basic quantitative feedback**, the data was compiled in a **tabular format** to present the responses in a clear and easy-to-understand way.

- **Survey Results:** The responses were organized by **question type** and summarized in simple tables. The data provides insights into:
 - The **number of participants** who rated their experience or skills at various levels (e.g., beginner, intermediate, advanced).
 - The **most common barriers** to participation (e.g., limited access to technology, lack of time).
 - The **preferred learning methods** of adult learners (e.g., hands-on activities, group discussions).

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- **Statistical Analysis:** As the primary goal of the analysis was to identify general trends and common responses, basic **descriptive statistics** were applied, such as:
 - **Percentage distributions** for closed-ended questions (e.g., "What do you think is the most important aspect of the TRIP project?" with answers such as " Experiential learning", " Cultural trips," " Socializing").
 - **Simple summaries** of qualitative responses to open-ended questions, focusing on common themes or suggestions.

9.3. QUALITATIVE EVALUATION

In this section, we summarize the **qualitative feedback** provided by participants through the open-ended questions of the questionnaire. The feedback offers valuable insights into the experiences and challenges faced by adult learners and educators.

- **Barriers to Learning:** Respondents mentioned several barriers, including:
 - **Special educational needs:** Many adult learners with special educational needs highlighted the challenge of adapting learning materials and methods to their specific needs. These learners often require individualized support and adjustments to fully engage in educational activities, making it essential to tailor learning experiences to better address their unique learning styles and abilities.
 - **Limited digital skills**, which hindered participation in online or digital-based learning activities.
 - **Financial limitations**, making it difficult to access certain learning opportunities.

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- **Success Stories and Positive Outcomes:** Many respondents highlighted the **positive impact** of experiential learning activities, particularly when these included **hands-on learning** or **travel experiences**. Learners appreciated the **interactive** nature of these activities and felt that they contributed to both personal and professional growth.
- **Suggestions for Improvement:** Some respondents offered suggestions on how to improve future activities, such as:
 - Providing **pre-training** on basic digital skills for those who are not familiar with online learning tools.
 - Offering more **interactive and practical activities** that are directly related to learners' everyday needs and experiences.

9.4. LIST OF STAKEHOLDERS INVOLVED

The **stakeholders** involved in the project were integral to the data collection and the overall success of the activities. Below is the list of stakeholders:

- **Adult Learners:** Adult learners participated in the surveys, providing feedback on their learning needs, experiences, and expectations.
- **Educators:** Teachers and trainers who were involved in the project, providing feedback on the effectiveness of the methodologies used.
- **Project Team:** Members of the project team who helped administer the questionnaires, analyze the data, and implement the activities.

Presentation of the Results from the TRIP Questionnaire Responses in Romania – CONIL Success Center

1. Introduction

Purpose of the Questionnaire

The TRIP project aims to open new horizons for adults with special educational needs or from disadvantaged backgrounds by offering them learning opportunities through experimental education and travel. Through innovative methodologies, TRIP creates contexts in which participants can develop essential skills by exploring the world beyond the conventional barriers of formal education. Each experience becomes a life lesson, and each journey – a step towards autonomy, inclusion, and better social integration.

Target Audience

The questionnaire was addressed to adults.

Period for Collecting Responses

January 9, 2025 – April 30, 2025

Total Number of Respondents

30

2. Characteristics of the Questionnaire

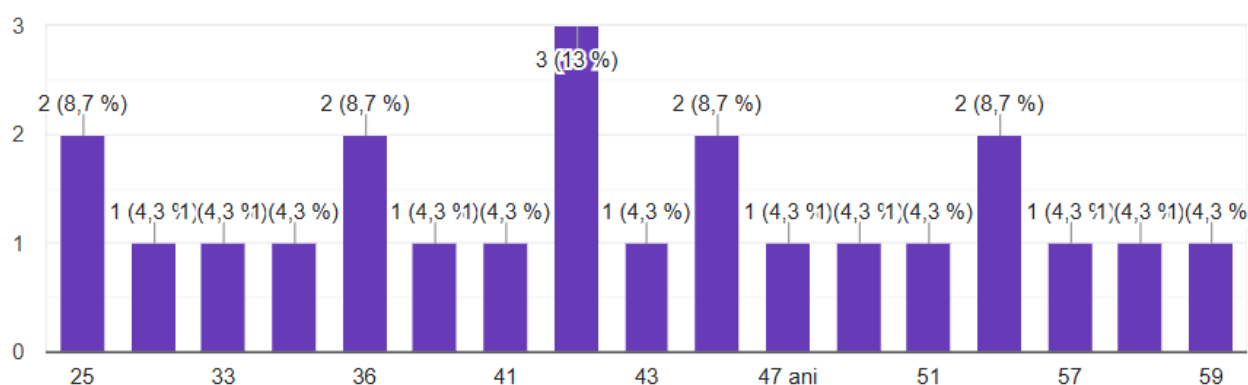
The questionnaire was administered online.

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Demographic Characteristics of the Sample:

- **Age of Respondents:** 25 - 60 years old



- **Gender:** 2 male respondents, 28 female respondents
- **Education Level:** All respondents have higher education.

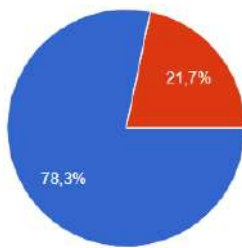
3. Key Results

Previous Participation in Training Activities:

- 78.3% of respondents answered affirmatively, while 21.7% answered negatively.

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Types of Training Activities Respondents Have Participated In:

- Leadership and business management
- Personal development training
- Development of socio-emotional skills
- Communication and negotiation in business
- Professional training in education
- Other

Skills Acquired by Respondents Through Participation in the Above Training Activities:

- Managing emotions in professional relationships
- Prioritizing tasks
- Public speaking courage
- Self-confidence
- Socio-emotional skills
- Communication skills
- Digital skills
- Teaching skills

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Skills Respondents Want to Acquire/Improve:

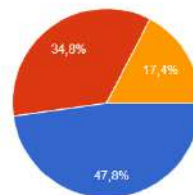
- Digital skills
- Communication
- Creativity
- Teamwork
- Stress management

Obstacles Encountered by Respondents in Acquiring New Skills:

- Lack of time
- Communication barriers
- Reluctance from others
- Fear of change

Aspects That Respondents Consider Most Important in the TRIP Project:

- 47.8% – experiential learning
- 34.8% – cultural travel
- 17.4% – socializing



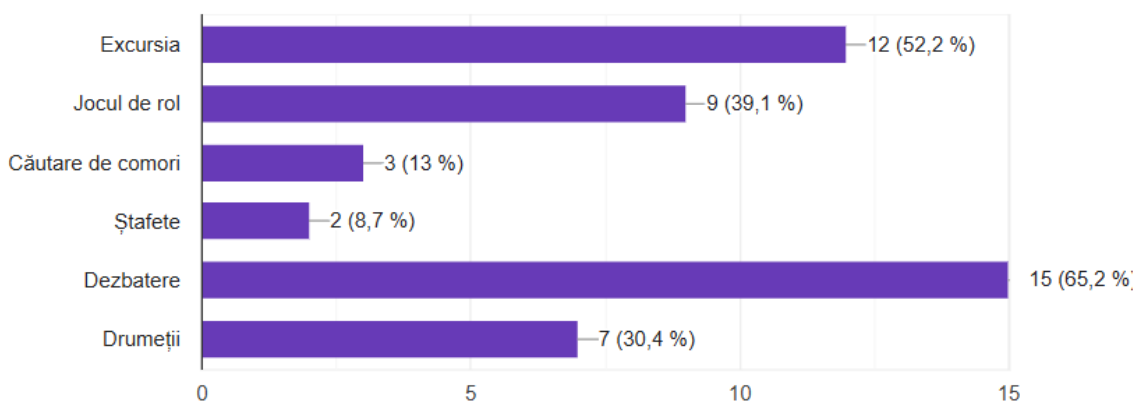
How Much Respondents Believe Such a Project Can Support Personal/Professional Development:

- All respondents believe the project can support personal/professional development.

Preferred Training Methods and Tools by Respondents:

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Non-formal education/personal education methods that respondents consider appropriate for the TRIP project include:

- Workshops with specialists from the targeted areas
- Hiking
- Interactive workshops and brainstorming
- Learning through play and simulation
- Interaction with people from different cultures

4. Analysis and Interpretation of Responses

The results highlight a high level of interest among adults in personal and professional development through alternative learning methods. The reluctance of others and communication barriers could be improved through interactive activities and experiential learning provided by the TRIP project.

5. Conclusions and Recommendations

To stimulate active participation in alternative learning methods, we recommend encouraging adults to join the TRIP program, which will provide opportunities for personal and professional growth.

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Additionally, diversifying learning activities through experimental education and travel, with a focus on interactive workshops and learning through play sessions, could attract a wider audience and significantly contribute to the development of participants' socio-emotional skills, communication skills, and teamwork abilities.