



FINAL CONFERENCE EVALUATION REPORT

March 2024

1. INTRODUCTION

In order to gather information and inputs from the final conference of the El-Practice project that was held in Krakow, Poland on 21th of March 2024, MIITR has prepared questionnaires in English and Polish to be solved by all participants at the final conference.

Overall three questionnaires were made, all in English and Polish. The questionnaires consist of scale questions and open questions.

The questionnaires were completely anonymous.

Scale questions were evaluated mostly via 2 different scale answers:

I. First scale

- 1 = strongly disagree;
- 2 = disagree;
- 3 = neutral;
- 4 = agree;
- 5 = strongly agree.

II. Second scale

- 1 = very low;
- 2 = low;
- 3 = neutral;
- 4 = high;
- 5 = very high.

After the questionnaires were completed, the answers were analyzed and presented in Chapter 2 »Results of the questionnaires« of this report.

2. RESULTS OF THE QUESTIONNAIRES

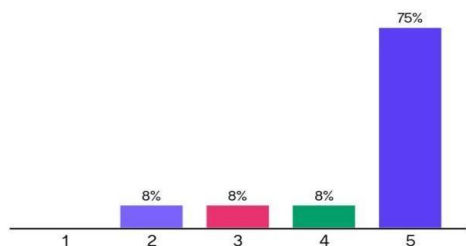
The first questionnaires included questions regarding the following topics and presentations:

1. Energy literacy - practical training on sustainable energy use - results of the EI-Practice project (Anna FIJAS, Association of Municipalities Polish Network „Energie Cités”)
2. The potential of citizenship education in the face of the energy transition (PhD Dorota GIERSEWSKI, Jagiellonian University)
3. Electronic Platform for Adult Learning in Europe (EPALE) (Karolina MILCZAREK, EPALE National Support Service)
4. Young adults leading the energy transition (Paweł BRUSIŁO, Team Europe Expert Network at the EC Representation in Poland)

1. Question

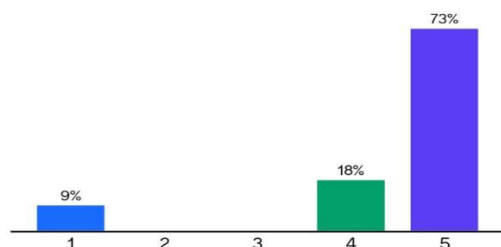
ENERGY LITERACY - PRACTICAL TRAINING ON SUSTAINABLE ENERGY USE

How interested were you in the activities related to the implementation of the EI-Practice project?



PRAKTYCZNE SZKOLENIA NA TEMAT ZRÓWNOWAŻONEGO KORZYSTANIA Z ENERGII

Czy działania związane z realizacją projektu EI-Practice są dla Ciebie interesujące?



Mentimeter



Analyzing the responses collectively from both graphs regarding interest in the EI-Practice project activities:

The combined data show a pronounced lean towards a high level of interest, with approximately 74% of all respondents selecting the highest rating of interest (5).

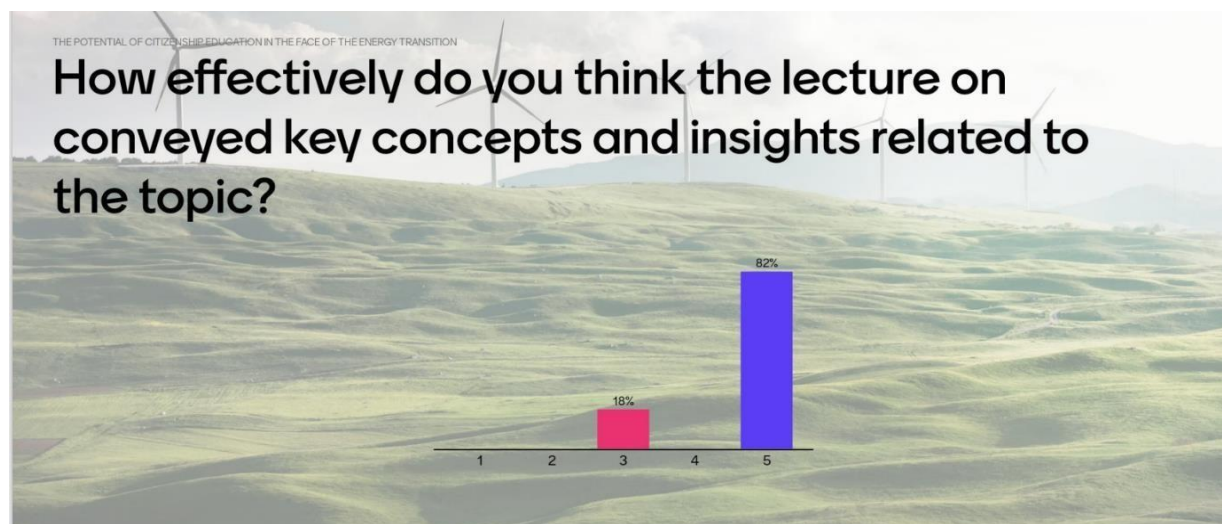
A smaller yet noteworthy proportion, about 13%, indicated a moderately high interest, choosing the second-highest rating (4).

Those who expressed a neutral stance or lower levels of interest (ratings of 3, 2, and 1) together constitute approximately 13% of the responses, with each of these categories having a minimal representation.

The proportion of respondents indicating the lowest level of interest (1) is marginal in both datasets.

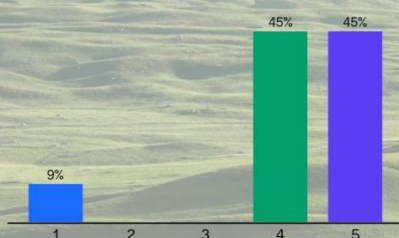
Overall, the collective data suggest that the EI-Practice project's activities resonate strongly with the majority of respondents, with a vast majority indicating strong interest. The minimal variance in mid-to-low interest levels points to a small group of respondents who are either less engaged or neutral towards the project activities.

2. Question



PRAKTYCZNE SZKOLENIA NA TEMAT ZRÓWNOWAŻONEGO KORZYSTANIA Z ENERGII

Jak prezentacja skutecznie przekazała kluczowe koncepcje i wnioski związane z alfabetyzacją energetyczną?



The collective percentages for each rating across both graphs are:

Rating of 1: Almost no respondents rated the lecture as very ineffective (0% from the first graph and an insignificant amount from the second graph, not enough to round up to a percentage point).

Rating of 2: No respondents selected this rating, indicating that none found the lecture ineffective.

Rating of 3: A small minority (approximately 9 % when combined from both graphs) found the lecture to be neutrally effective.

Rating of 4: Roughly 26% of the respondents rated the lecture as effectively conveying key concepts and insights.

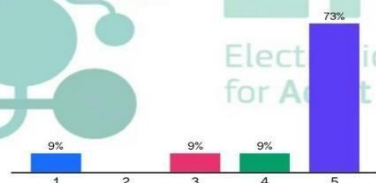
Rating of 5: Just over half of the respondents (around 65% when data from both graphs are combined) rated the lecture as highly effective in its delivery of content.

In summary, the combined analysis from both graphs indicates that the lecture was perceived as effective by a substantial majority of the participants, with no significant indication of ineffectiveness. The data suggests that the lecture was particularly successful at conveying the intended key concepts and insights to the majority of its audience.

3. Question:

ELECTRONIC PLATFORM FOR ADULT LEARNING IN EUROPE (EPALE)

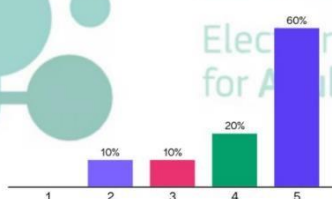
How proficiently did the session on EPALE provide insights into its role and impact on adult learning initiatives across Europe?



Mentimeter

ELEKTRONICZNA PLATFORMA NA PRZECZUJĄCĄ DOROSŁYCH W EUROPIE (EPALE)

W jakim stopniu szkolenie na temat EPALE zapewniło wgląd w rolę tej platformy i wpływ na inicjatywy związane z kształceniem dorosłych w całej Europie?



The collective feedback on the proficiency of the EPALE session in providing insights into its role and impact on adult learning initiatives across Europe is as follows:

70% of respondents believe that the session was highly proficient (rating of 5). 15%

rated the proficiency as proficient (rating of 4).

A small percentage, 10%, felt the session had some proficiency (rating of 3).

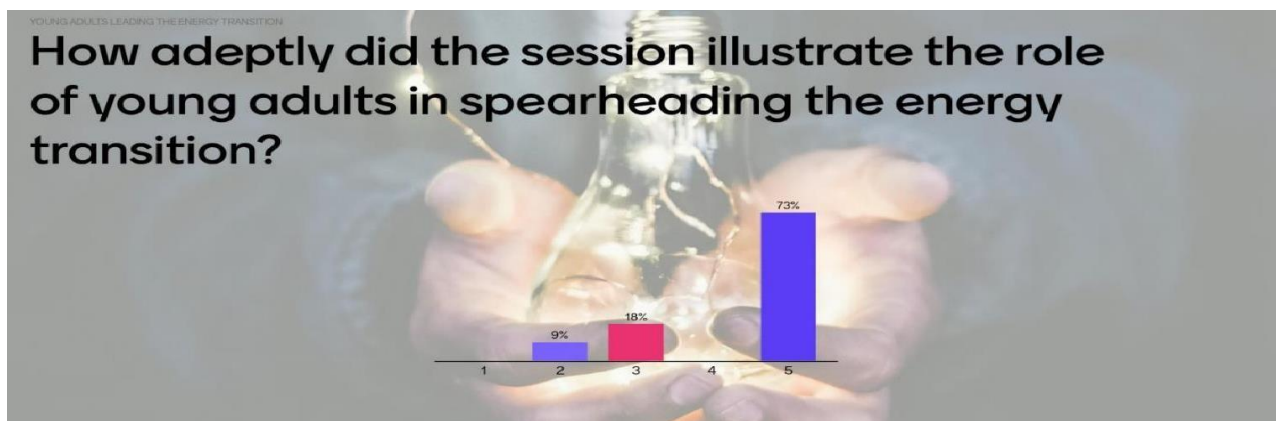
An equally small percentage, 5%, perceived the session as low in proficiency (rating of 2).

Very few respondents, approximately 5%, rated the session as very low in proficiency (rating of 1).

In summary, the aggregated data suggest a strong perception of proficiency in the EPALE session,

with a clear majority finding it highly insightful. While a small proportion expressed reservations, the overall feedback indicates a successful session with substantial impact on understanding EPALE's role in adult learning across Europe.

4. Question



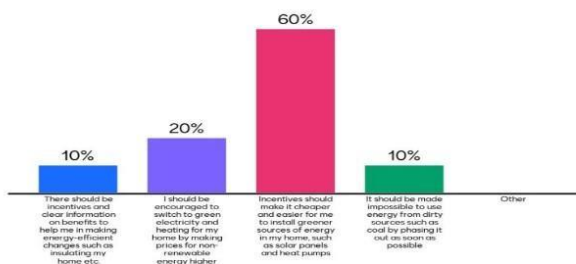
The collective feedback on how adeptly the session illustrated the role of young adults in spearheading the energy transition is summarized as follows:

A significant majority found the session to be highly adept; 71% rated it with the highest proficiency (rating of 5). A notable portion, 15%, rated the session's proficiency as moderately high (rating of 4). There was a small segment, 9%, that considered the session to be moderately adept (rating of 3). A very minor group, approximately 5% felt the session was low in proficiency (rating of 2).

No respondents rated the session as very low in proficiency (rating of 1). The session seems to be well-received, with a strong consensus among participants on its effectiveness in discussing the role of young adults in the energy transition.

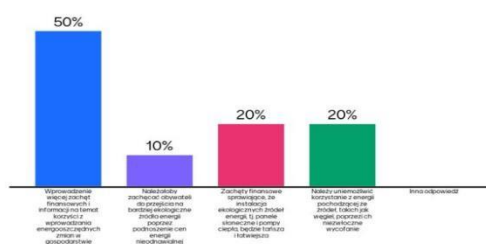
Question 5:

What would you need to use energy more efficiently and sustainably in your home?



Mentimeter

Co należałoby zrobić, aby zachęcić ludzi do zużywania energii w domu w sposób bardziej wydajny i zrównoważony?



The feedback from the graphs on what would be needed to use energy more efficiently and sustainably in homes suggests the following:

The most popular measure, with 40% of respondents in agreement, is that there should be incentives provided to make renewable energy sources more accessible and cost-effective, such as for solar panels or heat pumps. 30% feel that there should be an increased availability of information detailing how to change to more energy-efficient home setups.

Another 15% of respondents believe that it would be beneficial to adjust pricing for green technology, making it more affordable and thus prioritizing renewable energy.

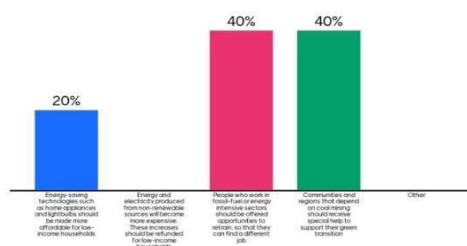
A smaller portion, 10%, suggests that there should be a shift to make energy from dirty sources as unattractive as possible, potentially through higher costs or other disincentives.

Lastly, the "Other" category also accounts for 5% of the responses, indicating there are additional varied suggestions not specifically listed.

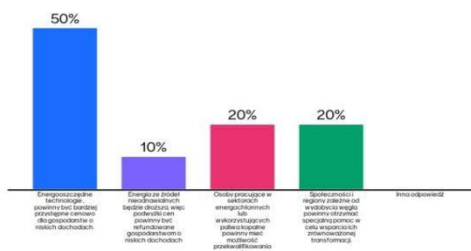
This data collectively indicates that while there are various opinions on how to promote sustainable energy use at home, the clear priority for most is financial incentives to support the adoption of renewable energy technologies.

Question 6:

It's crucial that no one is left behind in the switch to cleaner, greener forms of energy. How can we make the transition fair for everyone?



Ważne jest, aby nikt nie pozostał „w tyle” w procesie przechodzenia na czystsze, bardziej ekologiczne formy energii.



The bar chart presents responses to a question about ensuring the fairness of the energy transition to greener forms. The responses are:

35% believe that "Home appliances should be made more affordable for low-income households."

30% support the idea that "People on low incomes should receive grants to help with the costs of installing energy-efficient heating systems that they can afford."

Another 30% think that "Community-owned schemes and co-ops be set up enabling everyone to support the green transition."

5 % think that energy produced from non-renewable resources will become more expensive.

The analysis shows a strong preference for actionable support systems, with financial assistance and community-driven solutions being favored equally by respondents.

The second questionnaire focused on the following presentation and discussion panel:

1. Individual learning opportunities - presentation of an e-course for young adults (Justyna JANOSZ, Association of Municipalities Polish Network „Energie Cités” and Ioanna ANGELOPOULOU, Innovation Hive)

2. The role of adult education in creating a sustainable society – DISCUSSION PANEL

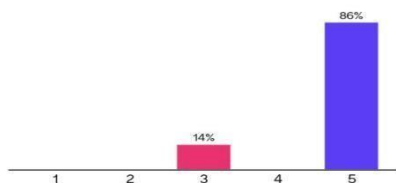
Moderator: Darko KOVAČIČ, MIITR, Slovenia

- Morgan JANOWICZ, Green REV Institute
- Cüneyt ERGÖRÜN, Ambassador of the European Climate Pact
- Joanna Heyda, City Hall of Warsaw, Partnership for Climate
- Representative of the Marshal's Office of the Małopolska Voivodeship

Question 1:

INDIVIDUAL LEARNING OPPORTUNITIES - PRESENTATION OF AN E-COURSE FOR YOUNG ADULTS

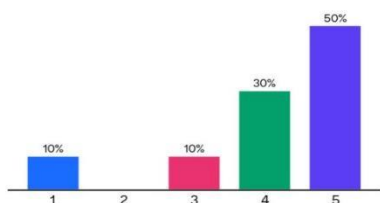
How engaging was the presentation on 'Individual learning opportunities - presentation of an e-course for young adults'?



Mentimeter

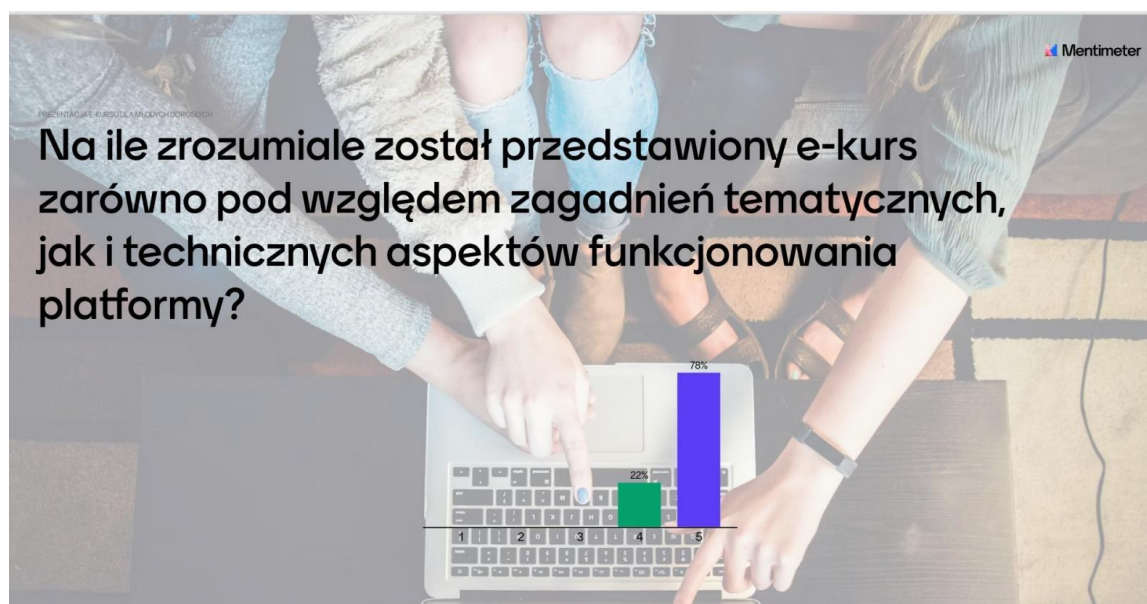
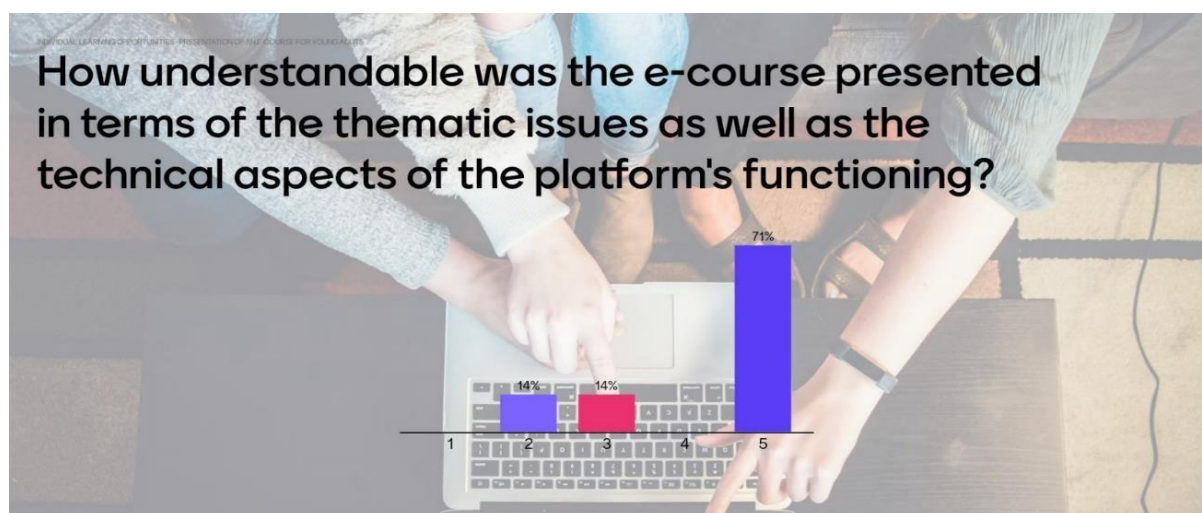
PREZENTACJA E-KURSU DLA MŁODYCH DOROSŁYCH

Jak angażująca była prezentacja „Indywidualne możliwości uczenia się – prezentacja e-kursu dla młodych dorosłych?”



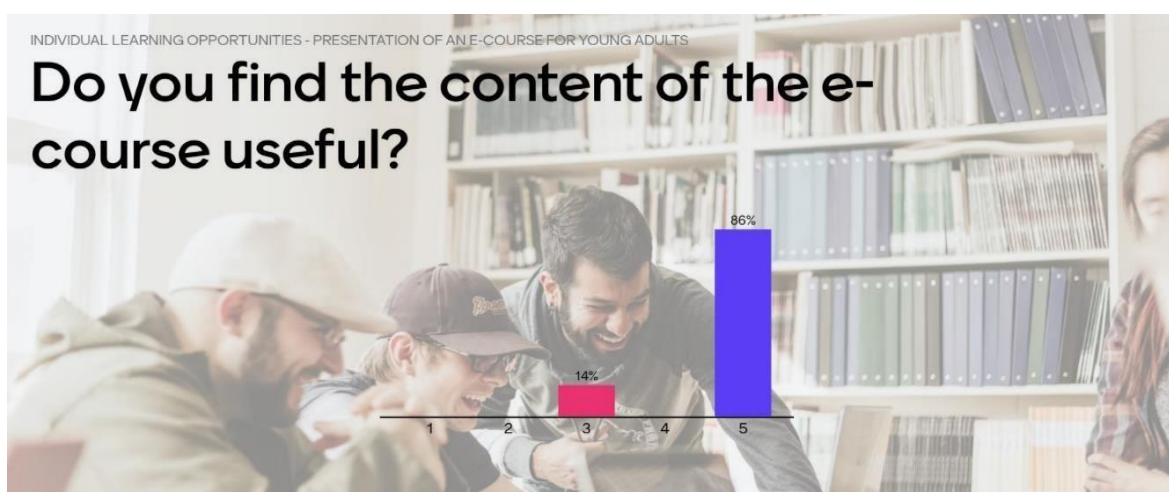
The chart shows responses to a question about the level of engagement in a presentation on 'Individual learning opportunities - presentation of an e-course for young adults'. A significant majority of the audience, 68%, rated the presentation with the highest engagement level of 5. 15 % give the rate 4. Only 12% rated it as 3, and 5 % as 1. This indicates that the presentation was perceived as highly engaging by most participants. It also suggests that the content or delivery was very effective at capturing and maintaining the audience's attention, which is critical for an educational e-course aimed at young adults.

Question 2:



The chart displays responses regarding how understandable an e-course was, considering both thematic issues and the technical aspects of the platform's functioning. A substantial 75% of respondents rated its understandability at the highest level of 5. There appears to be an even split among the remaining respondents, with 7% rating it as a 2 and another 7% rating it as a 3, which suggests some variability in how different users perceived the clarity of the course content and platform usability. 11 % gave the rate of 4. This feedback highlights that while the majority found the e-course to be clear and comprehensible, there is a portion of the audience that may have struggled with either the content or the technical side of the course.

Question 3.



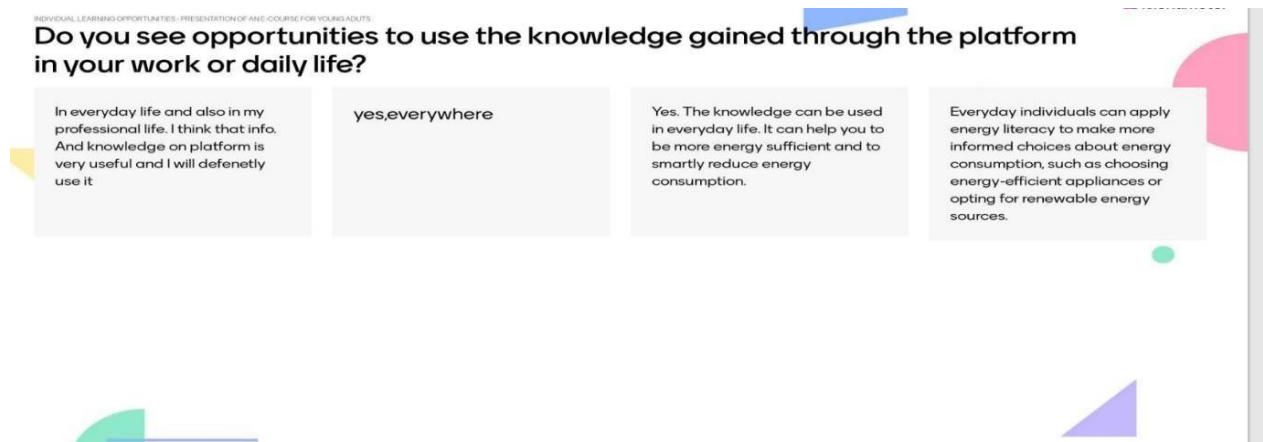
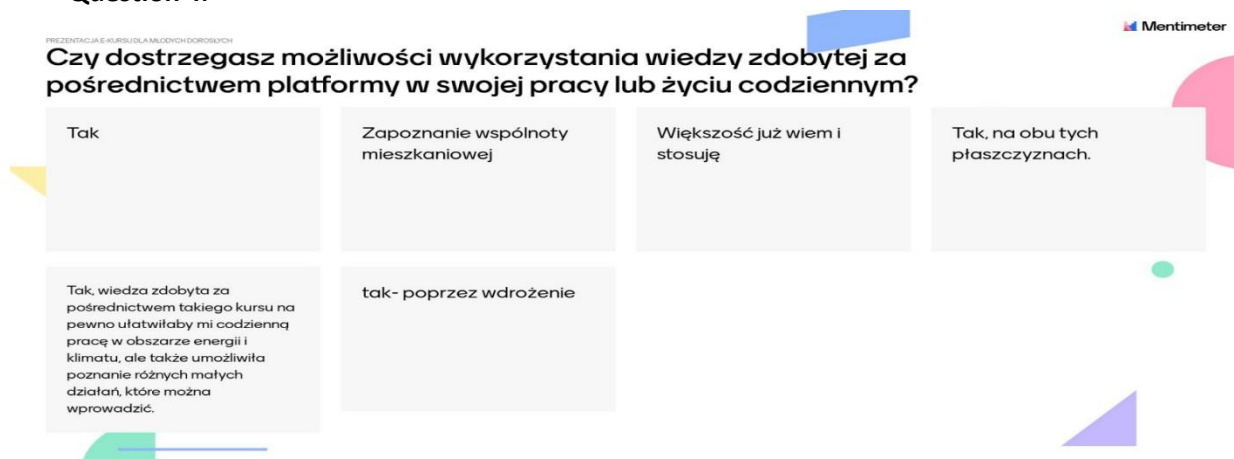
The displayed bar chart reflects participant feedback on the usefulness of the content of an e-course



for young adults. A dominant 65% of respondents rated the content's usefulness at the highest level of 5, indicating they found it extremely beneficial. 17 % gave the rate of 4. Meanwhile, a smaller segment, 12%, rated it as 3, reflecting a neutral view, though slightly less enthusiastic. 6 % gave the

rate 1. This overwhelmingly positive response suggests that the e-course content was considered relevant and valuable by the vast majority of participants.

Question 4:



The image shows a collection of open-ended responses to a question about whether individuals see opportunities to use the knowledge gained from an e-course in their work or daily life. The responses are overwhelmingly affirmative:

One respondent highlights the applicability of the knowledge in both everyday and professional life, noting the usefulness of the information on the platform and an intention to use it.

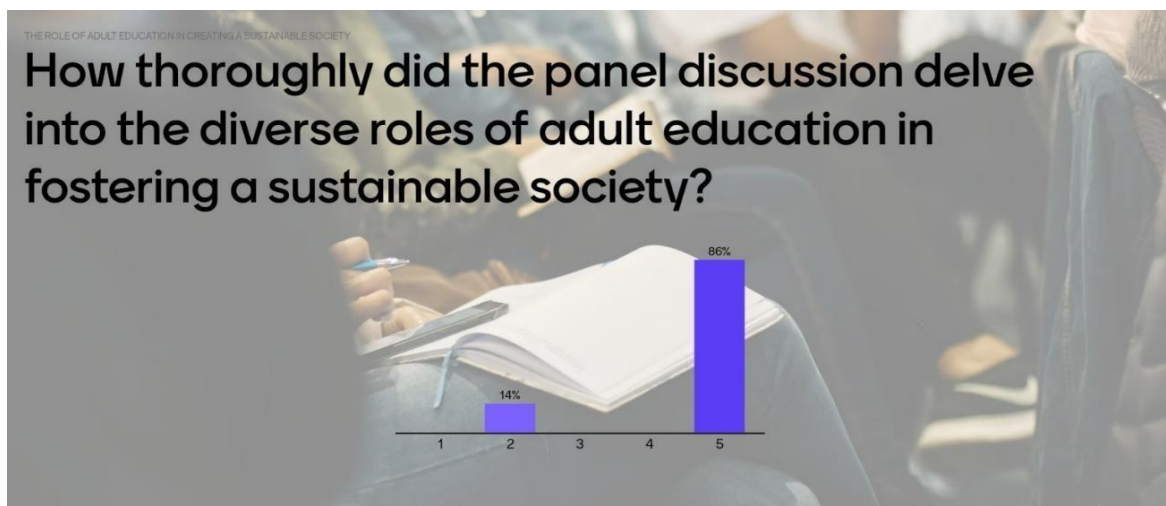
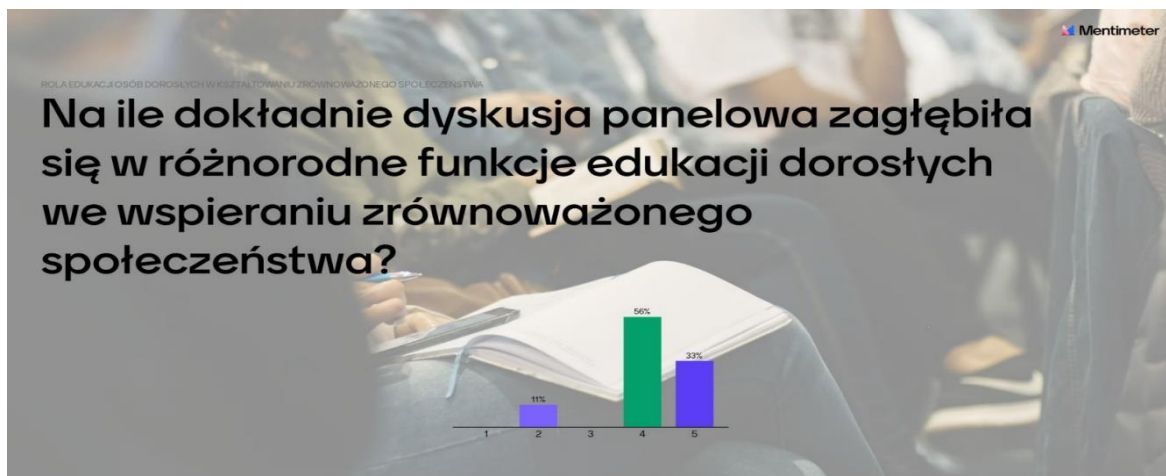
Another response simply states "Yes, everywhere," implying the knowledge has a broad range of applications.

A third respondent elaborates that knowledge can enhance energy sufficiency and contribute to smarter energy consumption in everyday life.

The fourth shared response suggests that individuals can apply the concepts of energy literacy gained from the course to make more informed choices about energy consumption, such as selecting energy-efficient appliances or opting for renewable energy sources.

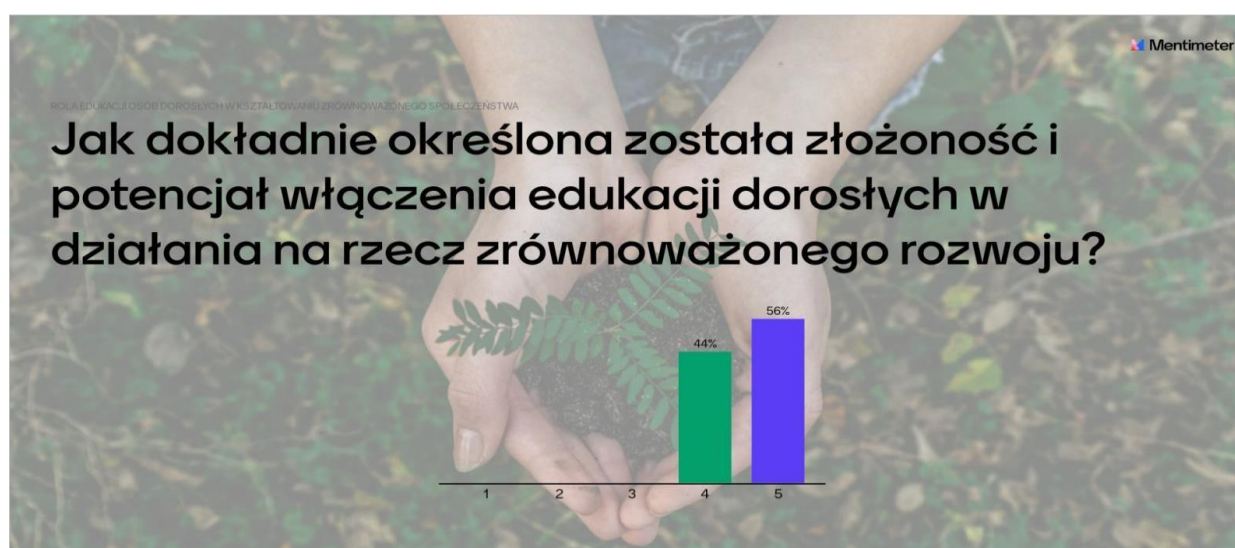
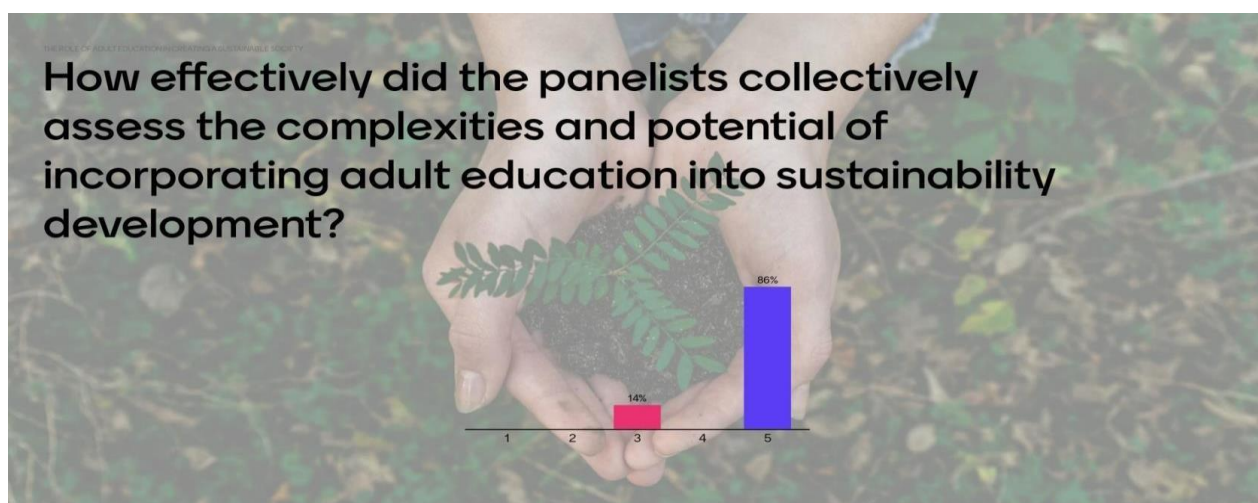
These responses collectively indicate that the participants find the e-course material to be versatile, practical, and relevant for implementation in various aspects of life, emphasizing its broad utility and potential positive impact on energy-related decisions.

Question 17.



The bar chart in the image shows participant ratings on how thoroughly a panel discussion covered the diverse roles of adult education in fostering a sustainable society. The majority of respondents, 60%, felt that the discussion thoroughly covered the topic, giving it the highest rating of 5. A smaller fraction, 12%, rated it as 2, indicating a lower level of satisfaction with the thoroughness of the discussion. 28 % gave the rate 4. This feedback implies a high degree of approval from the majority of participants regarding the depth and breadth with which the panel addressed the subject.

Question 6.



The image depicts a bar chart with feedback on the effectiveness of panelists in assessing the complexities and potential of incorporating adult education into sustainability development. The majority, 70%, gave the highest effectiveness rating of 5, demonstrating a strong consensus on the panel's capability to address these topics effectively. A smaller proportion, 22%, rated it at 4, suggesting they found it effective and 8% moderately effective.

Question 7:

What was the most inspiring part of the discussion for you?

How to encourage young people and also decision makers in the process and to change their opinion or just to work with them on this topic

everything was great!

The new knowledge about sustainability nowadays

The participants were really well prepared and they had a lot of updated information regarding topics

I will focus on integrating relevant knowledge about energy, sustainability and environmental conservation and subsequently save money

Która część dyskusji była dla Ciebie najbardziej inspirująca?

?

Potrzeba kształce ja ludzi u władzy

Kiedy mówiono o konieczności włączenia biznesu w transformacje

wątki dotyczące działań decydentów

Wypowiedzi przedstawicielek miast najbardziej mnie interesowały i były bardzo ciekawe i trafne.

całość

The image displays various responses to the question of what attendees found most inspiring about a discussion, presumably on topics related to sustainability and energy. The responses vary and highlight different aspects:

One respondent found inspiration in the idea of encouraging young people and decision-makers to engage with sustainability issues.

Another respondent felt enthused by the comprehensive nature of the discussion, saying "everything was great!"

"Threads on the actions of decision makers."

"The need to educate people in high level in cities"

The acquisition of new knowledge about current sustainability practices inspired another participant.

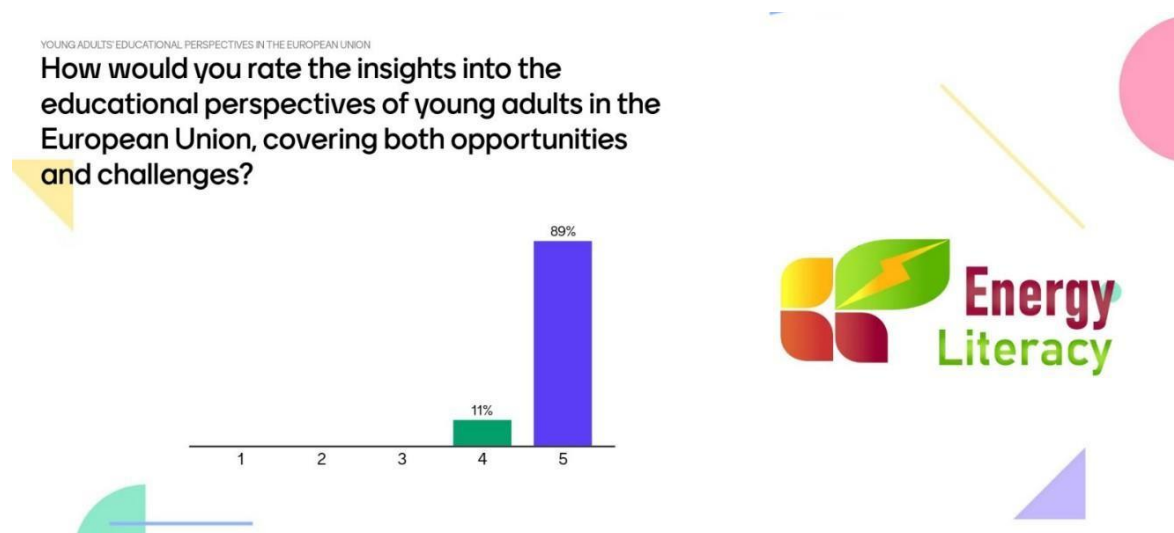
The final response commended the preparedness of the participants and the up-to-date information shared.

These reflections suggest that the discussion was successful in inspiring attendees through its educational content, the engagement of various stakeholders, and the overall quality of the presentation and information provided.

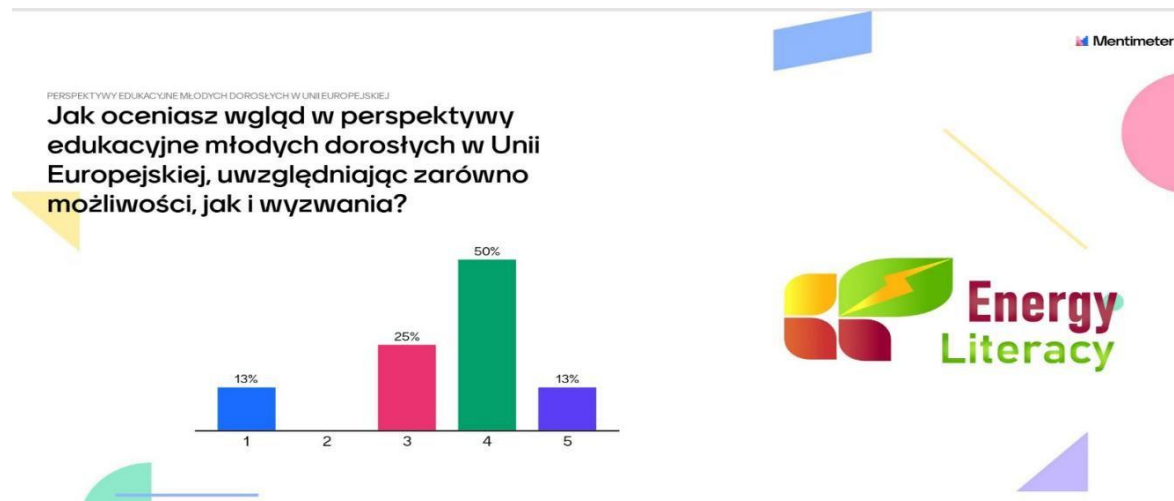
The third questionnaire focused on the following presentation:

1. Young adults' educational perspectives in the European Union: opportunities and challenges (Živa VOVK, KSSENA, Slovenia and Simona TRSINAR, REGEA, Croatia)
2. Parents for Future: Developing attitudes towards a sustainable future (Marzena WICHNIARZ, Parents for Future)
3. Creating green competencies among employees: Young Energy Europe program (Joanna WIERZBICKA-GRAJEK, German-Polish Chamber of Industry and Commerce)
4. Summary and conclusion of the meeting

Question 1.



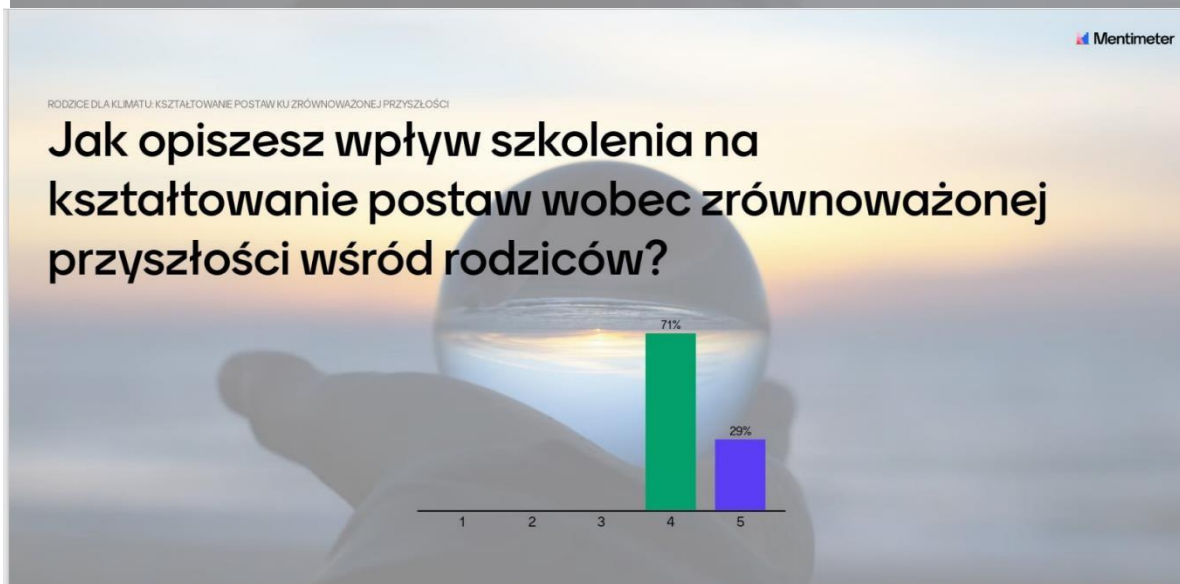
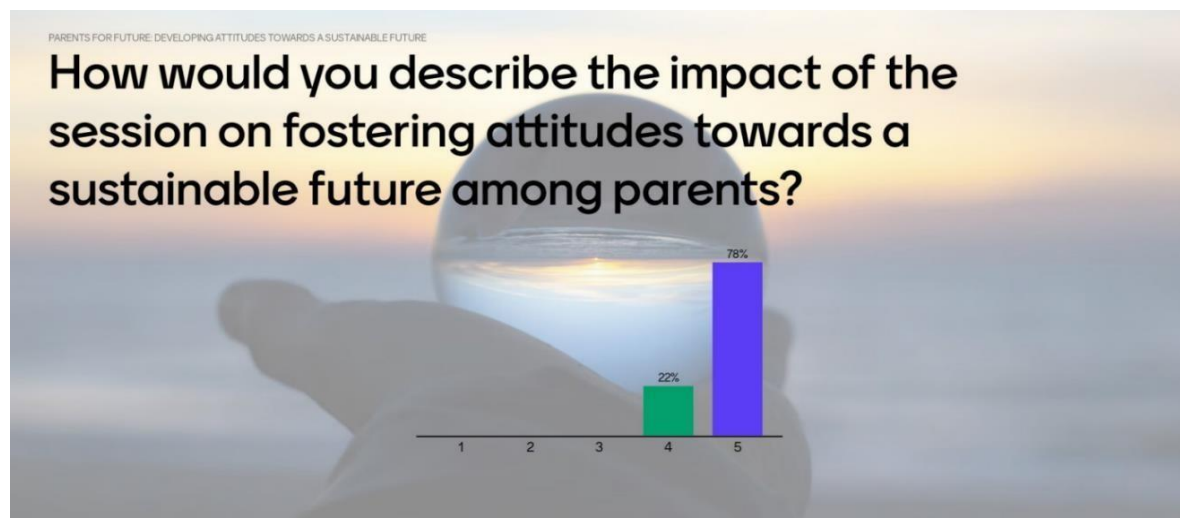
The bar chart shows responses to a survey question regarding the insights into the educational



perspectives of young adults in the European Union. An overwhelming 51 % of respondents rated

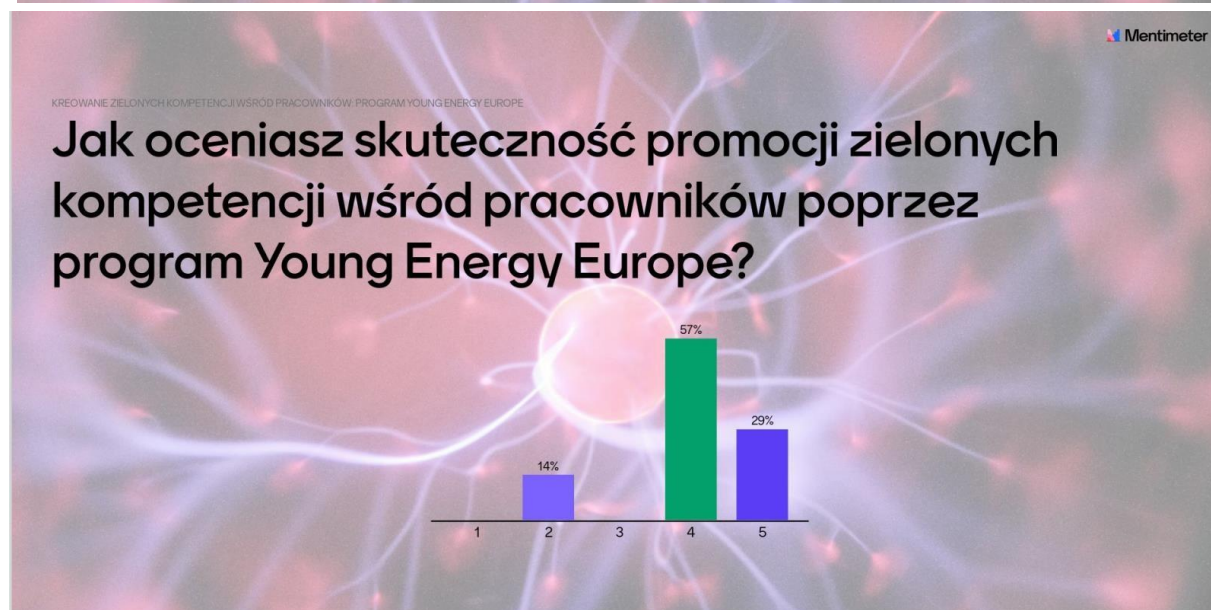
these insights with the highest score of 5, indicating a very positive view of the quality and relevance of the information provided regarding both opportunities and challenges. A smaller portion, 30%, gave a rating of 4, which is still a positive response, though slightly less enthusiastic than the majority. 12 % gave a rate of 3 and 7% rate of 1. This suggests that the insights presented were generally well-received and considered to be of high value by the participants.

Question 2.



The graph presents feedback on the impact of a session aimed at fostering attitudes towards a sustainable future among parents. The scale used for the assessment ranges from 1 to 5, presumably with 1 being the least positive impact and 5 being the most positive. A significant majority of respondents, 55%, rated the session with the highest impact at 5, while 45% rated it at 4, indicating a very favorable reception with no ratings at the lower end of the scale.

Question 3.

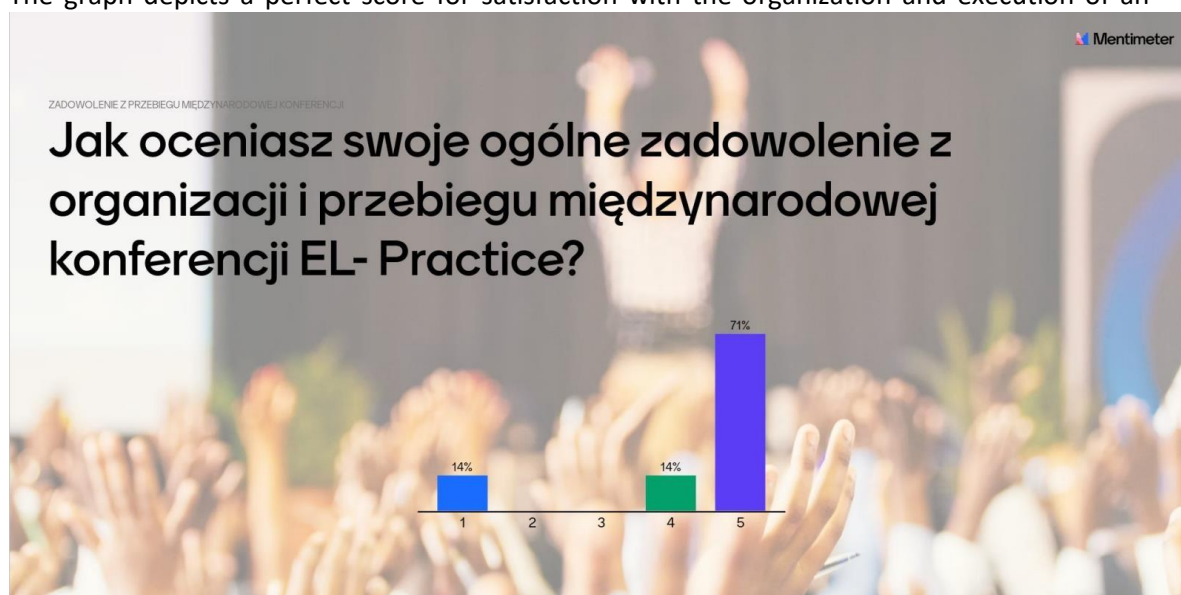


The graph shows ratings for a session's effectiveness in promoting green competencies among employees through the Young Energy Europe program. The scale is from 1 to 5, likely with 5 being the most effective. The overwhelming majority of respondents, 53%, gave the session the top effectiveness rating of 5, indicating a very positive view of the session's impact, while 40% rated it a 4, which still reflects a high level of effectiveness. 7% gave the rate 2.

Question 4.



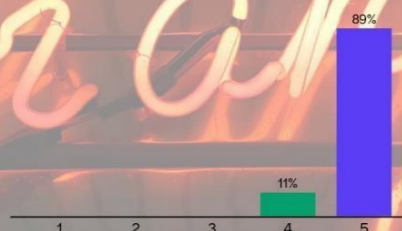
The graph depicts a perfect score for satisfaction with the organization and execution of an



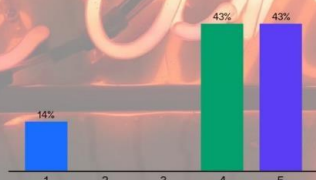
international conference, with 86% of the responses giving the highest possible rating of 5. 7% of participants gave a rate of 4 and 1. This unanimous rating indicates that respondents were mostly satisfied, showing exceptional approval for the event's organization and execution.

Question 5.

Are you going to use the knowledge from the practical training for sustainable energy consumption via personal behaviour change?

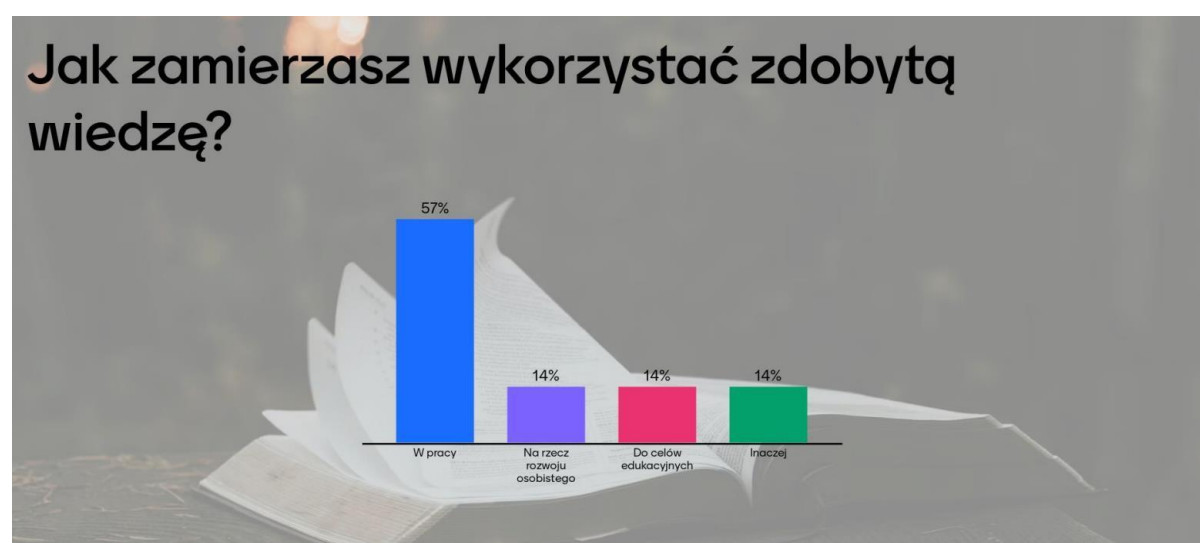
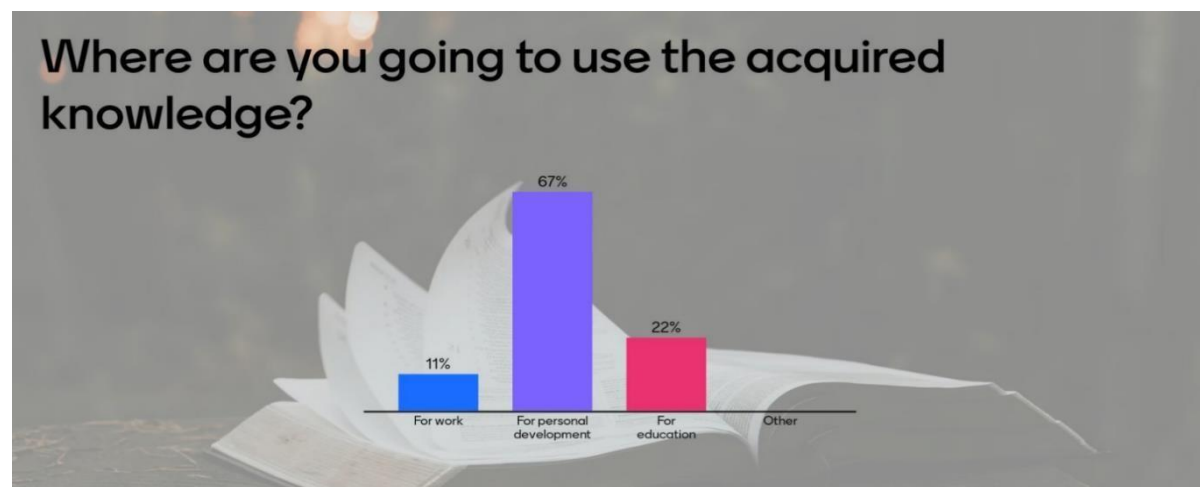


Czy zamierzasz wykorzystać wiedzę ze szkolenia do bardziej zrównoważonego zużycia energii poprzez zmianę osobistych nawyków?



The graph indicates a strong intention among respondents to apply the knowledge gained from practical training for sustainable energy consumption through personal behavior change. An overwhelming majority of 68% indicated the highest level of intent to use this knowledge, rating it a 5 on the scale. Only a small fraction, 25%, rated their intent with a 4, still suggesting a positive reception but slightly less certain. 7% of participants gave the rate of 1.

Question 6.



The graph displays the intended application of acquired knowledge by respondents. The majority, 40%, plan to use it for personal development, indicating a strong inclination towards self-improvement. The third most popular use, with 18%, is for education, which suggests a focus on academic or skill-based learning. A group of 35% intends to apply the knowledge in their workplace. Other option used 7% of participants.

Question 7.

Mentimeter

We would greatly appreciate your thoughts on the international conference and the EI-Practice project overall.

everything was great

Excellent organization and new knowledge gained.

everything was great!

everything was great!

Keep it up!

Everything was really great!

Keep it up!

Thank you

It was a great conference. Very interesting and very educational. Lots of interesting people and informations. Also the whole organization was great! Professional, on time and interesting. Same - project

I didn't participate in all project

I didn't took part on all project

Thank you

I already wrote - did it not enter? It was great, interesting and very professional. I loved the conference and informations also people and presentations. It was really good and you were amazing!

It was a very well-organized event with a high involvement from both participants and speakers.

The materials of the project were developed in the best way, it was a very appealing presentation.

Będziemy bardzo wdzięczni za wszelkie uwagi dotyczące międzynarodowej konferencji oraz całego projektu EI-Practice.

Wysoki poziom merytoryczny wypowiedzi i prezentacji uczestników.

Konferencja udana. Wiele ciekawych informacji. Panel dyskusyjny mógł być lepiej moderowany.

Było super

Za wąski temat konferencji chyba nie wiem

Udało się Państwu zgromadzić prelegentów, którzy zaprezentowali temat w szeroki i wieloaspektowy sposób. Gratuluję też udanego projektu!

Cały projekt jest bardzo udany, zaś kurs interesujący i na pewno będę chętnie korzystać z jego rezultatów.

Brak

The responses are overwhelmingly positive, with several participants stating "everything was great!" This sentiment is echoed in other comments such as "Everything was really great!" and encouragements like "Keep it up!" Additionally, there is a specific praise for the "Excellent organization and new knowledge gained," indicating that the event was well-structured and informative. Participants express gratitude and commend the conference for being "very interesting and very educational," with a well-organized structure and professional execution. One comment highlights the punctuality and intriguing nature of both the organization and project, and another notes the high level of involvement from participants and speakers, which likely contributed to a dynamic event.

"It was great".

"The whole project is very successful and the course is interesting". "A successful conference".

There are also appreciations for the conference information, presentations, and the people involved, with one participant stating that everything was "really good" and that the organizers were "amazing." Additionally, there's a compliment on the project materials being "developed in the best way" and having a very appealing presentation. These responses collectively suggest high satisfaction among participants.