



XXIAdults

Adaptation of the adult educational system to the XXI Century

Study on Adult Learning and Education (ALE) in Bosnia and Herzegovina (2022–2025) (DVV International & ETF Collaborative Research)



INSTITUTE for
ROMA and
MINORITIES
INCLUSION



DIPUTACIÓN
DE VALLADOLID



E-SCHOOL
EDUCATIONAL GROUP



EMPODERAR
DESENVOLVIMENTO ORGANIZACIONAL, SOCIAL, PROFESIONAL E PESSOAL



FUNDACIJA



FORMATIVE FOOTPRINT



BRAVO
Sarajevo



Co-funded by
the European Union



Name of the Good Practice

Study on Adult Learning and Education (ALE) in Bosnia and Herzegovina (2022–2025) (DVV International & ETF Collaborative Research)

Summary of the Practice

Brief, easy-to-understand summary: What is the practice, for whom, and for what purpose?

The **Study on Adult Learning and Education (ALE) in Bosnia and Herzegovina (2022–2025)** is a comprehensive **research and policy-oriented initiative** aimed at improving the **quality, accessibility, and recognition of adult education** across the country.

The practice targets **policy makers, adult education providers, NGOs, and international donors**, as well as **adult learners**, by providing **evidence-based data** on the current state of ALE, including **participation rates, funding mechanisms, quality standards, and digital readiness**.

The main purpose is to **support systemic reform** by identifying gaps, proposing **policy recommendations**, and guiding the development of **inclusive, lifelong learning opportunities** for all adults, especially **low-qualified, unemployed, and vulnerable groups**.

The study also aligns Bosnia and Herzegovina with **EU and UNESCO lifelong learning frameworks**, ensuring **international comparability and recognition**. Its findings are expected to guide future **projects, funding, and capacity-building activities** in the adult education sector until 2025.

Description of the Practice – min. 2000 characters

1) Context / Background

What was the initial need or problem?

Who was the target group?

Was it part of a larger programme or project?





A. Initial Need / Problem:

Prior to 2022, **Adult Learning and Education (ALE)** in Bosnia and Herzegovina faced numerous structural and systemic challenges that hindered the development of an inclusive and effective lifelong learning culture.

1. **Fragmented Adult Education System**

Bosnia and Herzegovina's complex governance structure, with **14 ministries of education at different levels**, resulted in highly fragmented adult education policies and practices. There were **no unified standards for accreditation, certification, or quality assurance** in adult learning programmes, leading to inconsistencies in training quality and recognition of qualifications.

2. **Low Participation Rates in Adult Education**

According to preliminary data gathered by DVV International and ETF, **adult participation in formal and non-formal learning activities remained below 5%**, far below EU averages. Adults, particularly those with low qualifications, were **unaware of learning opportunities** or lacked motivation due to limited perceived benefits.

3. **Skills Mismatch and Labor Market Challenges**

A significant **skills gap** persisted between what adults were trained for and the competencies required by employers, particularly in emerging fields such as **ICT, green technologies, and modern services**. Many adults lacked even basic **digital skills**, restricting their employability in a labor market undergoing rapid transformation.

4. **Limited Opportunities for Vulnerable Groups**

Groups such as **long-term unemployed adults, women returning to work, rural populations, and older adults** faced multiple barriers to participation, including cost, lack of childcare, transportation issues, and rigid course schedules.

5. **Lack of Reliable Data and Research**

Before this study, **comprehensive, up-to-date data** on adult education in BiH was scarce. Without reliable statistics and analysis, policymakers and donors lacked the evidence needed to design **targeted interventions** or secure funding for ALE initiatives.

B. Target Groups:

The **primary target group** for the study was not adult learners directly, but rather **decision-makers and stakeholders responsible for shaping adult education systems**, including:

1. **Policy Makers and Public Administration**

- Ministries of education, labor, and economic development at all levels, who needed **evidence-based recommendations** for improving ALE policies.

2. **Adult Education Providers and Vocational Training Centres**

- Public and private institutions delivering adult education, which required guidance on **quality standards, accreditation, and modern teaching methods**.

3. **NGOs and International Donors**





- Organizations supporting vulnerable groups or implementing **adult learning projects**, needing reliable **baseline data** to design their programmes.
- 4. Adult Learners (Indirect Beneficiaries)**
- Low-qualified adults, unemployed individuals, women, and other vulnerable groups were **indirect beneficiaries**, as the study's recommendations aimed to improve their access to **quality, inclusive, and labor-market-oriented learning opportunities**.

C. Part of a Larger Programme or Project:

The study was not an isolated activity; it was part of broader **regional and international initiatives**:

- 1. DVV International Regional ALE Programme**
 - Implemented under **DVV International's Western Balkans ALE Programme**, the study served as a **national evidence base** to guide future donor-funded projects, curriculum development, and training-of-trainers initiatives.
- 2. ETF and EU Policy Alignment**
 - The study directly supported ETF's agenda to align BiH's adult education system with **EU lifelong learning strategies** and **UNESCO's Recommendation on Adult Learning and Education (2015)**.
- 3. SDG 4 – Quality Education and Lifelong Learning**
 - It contributed to Bosnia and Herzegovina's commitments under **Sustainable Development Goal 4**, which emphasizes **inclusive and equitable quality education and lifelong learning opportunities for all**.
- 4. Foundation for Future Reforms (2025 and Beyond)**
 - The findings were designed to inform **long-term reforms** planned for 2025 and beyond, serving as a reference for creating a **National Adult Learning Strategy** and attracting **EU pre-accession (IPA III) funding** for the sector.

D. Why the Study Was Necessary;

The study was urgently needed to:

- Provide **reliable, disaggregated data** on adult education participation, funding, and outcomes.
- Identify **key barriers** preventing adults from engaging in learning and recommend **practical solutions**.
- Support the design of **inclusive, flexible, and digitalized ALE programmes**.
- Establish a **baseline for monitoring progress** in lifelong learning development in Bosnia and Herzegovina.

By addressing these gaps, the **Study on ALE in BiH** aimed to create the foundation for **evidence-based policymaking**, ensuring that adult education becomes a **strategic tool for economic development, social inclusion, and personal empowerment**.





2) Objectives

What were the goals of the practice?

What did it aim to improve or change?

The **ALE Study** was designed with clear **strategic and operational goals**, aiming to strengthen the **adult learning ecosystem** in Bosnia and Herzegovina through **evidence-based policy development and systemic improvements**.

1. Provide Reliable, Evidence-Based Data for Policymaking:

- **Goal:** Collect, analyze, and present **comprehensive data** on the state of adult learning and education in BiH.
- **Intended Change:** Replace assumptions and fragmented reports with **standardized, comparable evidence**, enabling policymakers to **plan reforms, allocate funding, and track progress**.

2. Map and Analyze the ALE System:

- **Goal:** Conduct a **systemic review** of existing adult learning providers, legal frameworks, funding mechanisms, and quality assurance measures.
- **Intended Change:** Identify **strengths, weaknesses, and gaps** in the current ALE system, creating a **clear baseline for reforms**.

3. Support Policy Alignment with EU and International Standards:

- **Goal:** Ensure BiH's ALE system aligns with **EU Lifelong Learning Frameworks, UNESCO Recommendations on ALE (2015), and Sustainable Development Goal 4 (SDG4)**.
- **Intended Change:** Increase **international recognition of BiH qualifications**, improve opportunities for **regional mobility**, and prepare the system for **EU integration processes**.

4. Identify Barriers to Adult Participation in Learning:

- **Goal:** Investigate **why adult participation rates are low**, focusing on financial, social, cultural, and gender-related barriers.
- **Intended Change:** Provide **practical, targeted recommendations** to remove these barriers, ensuring **greater inclusion** of women, rural populations, low-qualified workers, and other vulnerable groups.

5. Guide the Development of Inclusive and Flexible ALE Programmes:

- **Goal:** Recommend **innovative approaches** to adult education, including **modular, blended, and work-based learning** opportunities.
- **Intended Change:** Shift from rigid, traditional classroom models to **lifelong learning pathways** that better suit adults balancing work and family responsibilities.





6. Promote the Integration of Digital Skills into ALE:

- **Goal:** Highlight the importance of **digital competence development** in adult education.
- **Intended Change:** Encourage policymakers and training providers to integrate **basic and advanced digital skills** into all ALE programmes, addressing labor market needs.

7. Advocate for Sustainable Funding and Coordination Mechanisms:

- **Goal:** Recommend **sustainable financing models** for adult education, including public budgets, donor support, and private sector co-financing.
- **Intended Change:** Reduce dependency on small-scale donor-funded projects and move toward a **nationally coordinated ALE system**.

8. Raise Awareness and Build Stakeholder Commitment:

- **Goal:** Increase **public and institutional awareness** of the importance of ALE for **economic development, social inclusion, and personal empowerment**.
- **Intended Change:** Strengthen **political will and stakeholder cooperation**, ensuring long-term reform and implementation of ALE strategies.

3) Implementation / Methodology

How was the practice carried out step by step?

What activities or methods were used?

How long did it take?

Step 1: Preparatory Phase – Planning and Framework Design (3 months)

1. Establishing Partnerships

- **DVV International**, in cooperation with the **European Training Foundation (ETF)**, formed a **national expert team** composed of education researchers, statisticians, and adult education specialists.
- Partnerships were established with **ministries of education, labor agencies, and statistical institutes** at the entity and cantonal levels.

2. Defining the Research Framework

- The team agreed on a **common methodological framework** aligned with **EU Adult Education Survey (AES)** and **UNESCO's Global Report on Adult Learning and Education (GRALE)** indicators.
- Clear **research questions** were set, focusing on:
 - Adult participation rates and demographics
 - Quality and availability of adult learning programmes
 - Barriers to participation and inclusion
 - Digital readiness of ALE providers
 - Policy and funding mechanisms





Step 2: Desk Research and Legal Review (4 months)

1. Data Collection from Existing Sources

- Reviewed **laws, strategies, and regulations** at the state, entity, and cantonal levels.
- Collected data from **public reports, labor market studies, and international assessments**.

2. Comparative Analysis

- Compared BiH's ALE policies with those of **neighboring Western Balkan countries** and **EU member states**, identifying best practices and gaps.

Step 3: Field Research and Stakeholder Consultations (6 months)

1. Surveys and Questionnaires

- Conducted **national surveys** targeting:
 - **Adult education providers** (public, private, and NGO-based)
 - **Employers** offering work-related training
 - **Adult learners and unemployed individuals**

2. Focus Groups and Interviews

- Organized **focus groups** with **women, rural populations, and other vulnerable groups** to understand barriers to participation.
- Interviewed **teachers, trainers, and managers of adult learning centres** to assess institutional challenges.

3. Stakeholder Roundtables

- Held **regional consultation workshops** (Sarajevo, Tuzla, Banja Luka, Mostar) with representatives of **ministries, employment bureaus, NGOs, and donors**.
- Discussed preliminary findings and collected feedback for improving policy recommendations.

Step 4: Data Analysis and Drafting of the Study (5 months)

1. Statistical Analysis

- Processed survey and focus group data to identify **participation trends, priority target groups, and regional disparities**.
- Special attention was given to **gender differences and digital literacy levels**.

2. Drafting the Study

- Compiled findings into a **comprehensive analytical report**, including:
 - Baseline indicators for adult education
 - Systemic strengths and weaknesses
 - Best practices and case studies
 - Policy recommendations for short- and long-term reforms





Step 5: Validation and Policy Dialogue (3 months)

1. Presentation of Draft Findings

- Organized **validation workshops** where key stakeholders (ministries, training centres, NGOs) discussed the draft report.

2. Integration of Feedback

- Incorporated feedback into the final document to ensure **practical applicability and stakeholder ownership**.

Step 6: Publication and Dissemination (Ongoing until 2025)

1. Publication of the Study

- The study was published in **English and Bosnian** in 2023, with **updates and follow-up policy briefs planned until 2025**.

2. Dissemination Activities

- Presented at **national conferences, ETF events, and donor coordination meetings**.
- Shared with **adult education providers and employment services** to guide programme design.

Step 7: Follow-Up and Policy Support (2024–2025)

1. Use of Findings for Policy Reform

- Findings are currently being used to:
 - Draft **National Adult Education Strategies**.
 - Develop **pilot projects** focusing on digital and work-based adult learning.

2. Capacity Building

- Training sessions for **adult education providers** are planned to help them adopt **quality assurance and digital teaching methods**.

Total Duration

- **Total Timeframe:** Approximately **18–24 months**
 - 3 months: Planning and framework design
 - 4 months: Desk research and legal review
 - 6 months: Field research and consultations
 - 5 months: Data analysis and drafting
 - 3 months: Validation and finalization
 - Ongoing (2024–2025): Dissemination and policy support

4) Results / Outcomes

What were the concrete results?

How did the practice impact the participants?





The **ALE Study** produced **concrete evidence, actionable recommendations, and systemic changes**, impacting both **policy frameworks** and **adult education stakeholders**. While adult learners were **indirect beneficiaries**, the study laid the foundation for **long-term improvements in access, quality, and inclusiveness** of adult education in Bosnia and Herzegovina.

1. Evidence-Based Insights and Baseline Data:

- **First Comprehensive Mapping of ALE in BiH**
 - For the first time, Bosnia and Herzegovina obtained **comparable and detailed data** on:
 - Adult participation rates in education and training
 - Types of programmes available and their quality
 - Demographics of participants (age, gender, qualifications, regional differences)
 - Funding mechanisms and accreditation practices
- **Identification of Barriers**
 - The study revealed **key obstacles** to adult participation:
 - **Financial constraints** and lack of subsidies
 - Limited **flexible and modular training options**
 - **Low digital literacy** among adults and trainers
 - Lack of **awareness** of existing opportunities

2. Policy and Systemic Outcomes:

- **Informed Policy Reforms**
 - The study's findings are being used to draft or update:
 - **Entity-level Adult Education Strategies (2024–2025)**
 - Proposals for a **state-level coordination mechanism for ALE**
 - **Quality standards and accreditation guidelines** for adult education providers
- **Integration with EU and International Standards**
 - The report directly contributed to **aligning BiH's ALE framework** with:
 - **EU Lifelong Learning and Upskilling Pathways Recommendations**
 - **UNESCO GRALE** reporting requirements
 - **SDG4 targets** on inclusive and equitable education
- **Donor and Funding Mobilization**
 - International donors and development agencies have used the study as a **reference document** for allocating new funding (e.g., IPA III EU funds, DVV International projects).

3. Institutional Capacity Building:

- **Guidance for Providers**
 - Adult education centres and VET providers now have access to **clear recommendations** for:





- Introducing **modular, blended, and work-based programmes**
- Improving **digital readiness** (LMS adoption, e-learning tools)
- Developing **inclusive outreach strategies** for vulnerable groups
- **Training Initiatives**
 - Several **capacity-building workshops** for providers were organized in 2023–2024 based on the study's findings.

4. Impact on Stakeholders and Participants:

- **Policy Makers and Administrators**
 - Gained **reliable evidence** to make informed decisions, allocate resources, and design inclusive adult education policies.
- **Adult Education Providers**
 - Began adopting **quality assurance measures** and experimenting with **digitalized and flexible courses** to attract more learners.
- **Indirect Impact on Adult Learners**
 - While the study itself was not a training programme, its early effects include:
 - New pilot programmes for **digital literacy and work-based learning** initiated in 2024.
 - **Better outreach to women, rural learners, and unemployed adults** through improved funding and programme design.

5. Raised Awareness and Advocacy

- **Public and Stakeholder Awareness**
 - National conferences and dissemination events helped raise **awareness about the importance of ALE** for economic growth and social inclusion.
 - The study is now cited in **public debates, policy dialogues, and donor coordination meetings**.

6. Long-Term Impact Potential:

The **study serves as a blueprint for systemic ALE reforms**, aiming for:

- Increased adult participation rates to **approach EU averages (10–15%)** by 2030
- Mainstreaming of **digital and work-based learning models** in adult education
- Establishment of **sustainable funding mechanisms** for lifelong learning

5) Participants' Stories – optional

Short quotes, personal reflections or experiences shared by participant





1. Aida, 42, Manager of an Adult Education Centre (Tuzla)

“For years, we struggled to attract adults to our courses because there was no national guidance or support. The ALE study finally gives us evidence to show to local authorities why funding and accreditation are important. We have already adjusted our programmes to be more flexible and hope to increase participation.”

2. Emir, 28, Policy Advisor at Cantonal Ministry of Education

“Before this research, we didn’t have a clear picture of who attends adult education or what skills employers need. Now we have data we can trust, and we are already using the recommendations to draft our new adult education strategy.”

3. Lejla, 37, Woman Returning to Work (Indirect Beneficiary)

“I heard about a new digital skills training for women in my town that was created after the study. It is free and in the evenings, which is perfect because I take care of my kids during the day. I feel like someone finally thought about women like me.”

4. Haris, Trainer in a Vocational Centre (Zenica)

“The study showed us how far behind we were in digital readiness. With the new guidance, we started introducing blended learning for adults, and attendance has increased because people can learn online after work.”

6) Success Factors

What made the practice effective or innovative?

Were there any unique or creative elements?





1. Comprehensive, Evidence-Based Approach:

- **What made it effective:**

The study used **mixed methods** (desk research, surveys, focus groups, and interviews), ensuring that its findings were **credible and representative**.

- **Unique element:**

For the first time in BiH, **adult education participation data was systematically collected and analyzed using EU Adult Education Survey (AES) indicators**, allowing **international comparability**.

2. Multi-Stakeholder Involvement:

- **What made it effective:**

The process engaged **policy makers, training providers, employers, NGOs, and learners** from the very beginning, increasing ownership of the results.

- **Unique element:**

Validation workshops and regional roundtables allowed stakeholders to directly shape recommendations, making them **realistic and actionable**.

3. Focus on Vulnerable Groups and Inclusion:

- **What made it effective:**

The study explicitly analyzed **gender, age, and socio-economic disparities** in ALE participation.

- **Unique element:**

Focus groups with **women, rural populations, and low-qualified adults** ensured that the recommendations addressed **real-life barriers**, such as family obligations, travel costs, or lack of childcare.

4. Alignment with International Standards:

- **What made it effective:**

The study aligned its methodology and recommendations with **EU Lifelong Learning strategies, UNESCO GRALE guidelines, and SDG4**.

- **Unique element:**

This made the study not only a **national planning tool** but also a **reference for attracting EU and donor funding**.

5. Practical and Policy-Oriented Recommendations:

- **What made it effective:**

Unlike many academic studies, this research focused on **practical, short- and long-term solutions**, such as funding models, accreditation guidelines, and modular training pathways.





- **Unique element:**
The recommendations were **immediately usable by ministries and training centres**, speeding up pilot project implementation.

6. Strong Communication and Advocacy Component:

- **What made it effective:**
Results were widely disseminated through **public events, national conferences, and donor coordination meetings**, raising awareness of ALE's importance.
- **Unique element:**
The study triggered **public debate on lifelong learning**, something rarely seen before in BiH.

7. Immediate Practical Impact:

- **What made it effective:**
The findings were quickly used to **launch new pilot projects** (e.g., digital skills training for women, blended requalification courses).
- **Unique element:**
The speed of moving from **research to practice** was unusual in the context of BiH's often slow policy processes.

7) Transferability / Recommendations

Can the practice be used elsewhere?

What conditions are needed for successful implementation?

Yes, this **research-based good practice** is **highly transferable** to other countries, especially in the **Western Balkans and Eastern Partnership regions**, where adult education systems face similar challenges, such as:

- **Fragmented governance structures**
- **Low adult participation in lifelong learning**
- **Lack of reliable data for policymaking**
- **Limited integration of digital and work-based learning in adult education**

Its **methodological framework**, based on **EU Adult Education Survey (AES)** indicators and **UNESCO GRALE guidelines**, can easily be adapted to other national contexts, ensuring both **international comparability** and **policy relevance**.

1. Conditions Needed for Successful Implementation:

For other countries or regions to replicate this practice effectively, the following **key conditions** should be in place:

A. Strong Institutional and Policy Support





- National or regional governments must be **committed to evidence-based policymaking** in adult education.
- Ministries and statistical agencies need to **share data and collaborate** with research teams.

B. Multi-Stakeholder Engagement

- Involve **policy makers, adult education providers, NGOs, employers, and learners** from the start to ensure ownership and practical relevance.
- Establish **validation workshops and roundtables** to discuss preliminary findings and adapt recommendations to local realities.

C. Qualified Research Team

- A team with expertise in **adult education, statistics, and policy analysis** is essential to ensure credible results.
- **International partners** (ETF, DVV International, UNESCO) can provide technical guidance.

D. Standardized Methodology

- Use **internationally recognized frameworks** (e.g., **AES, GRALE, SDG4 indicators**) to ensure results are **comparable** and can attract donor support.
- Combine **quantitative (surveys)** and **qualitative (focus groups, interviews)** methods to capture both statistical trends and real-life barriers.

E. Focus on Inclusion and Digitalisation

- Ensure the study places special attention on **vulnerable groups** (women, rural learners, low-qualified adults) and **digital readiness** of providers.
- This increases the relevance of the findings for designing **inclusive, future-oriented adult learning programmes**.

F. Sustainable Funding

- Secure financial support from **public budgets or international donors** to carry out comprehensive field research and dissemination.
- Long-term sustainability depends on **regular updates (every 3–5 years)** to monitor progress.

2. Recommendations for Scaling and Adaptation:

1. **Start with a National Pilot Study:** Begin in selected regions or entities before expanding nationwide.





2. **Create a Knowledge-Sharing Platform:** Share data and best practices among **neighboring countries** to foster regional ALE cooperation.
3. **Link Research to Immediate Actions:** Combine the study with **pilot training projects**, so findings quickly translate into visible results.
4. **Integrate into Policy Cycles:** Ensure the study feeds directly into **national strategies, budgeting, and donor programming**.

8) Tips / Implementation Advice – optional

Checklists, lessons, or advice for those wishing to implement the practice.

For countries or institutions wishing to conduct a similar **evidence-based study on Adult Learning and Education (ALE)**, the following **practical tips, checklists, and lessons** can help ensure success:

1. Secure Political and Institutional Support Early:

Checklist:

Obtain **formal endorsement** from relevant ministries (education, labor, statistics).
Ensure **statistical offices and employment bureaus** are willing to share data.
Involve **policy-makers as advisory board members** from the start.

Lesson: Political buy-in increases access to data, ensures policy uptake, and avoids delays.

2. Use Internationally Recognized Methodology:

Checklist:

Base research on **EU Adult Education Survey (AES)**, **UNESCO GRALE**, and **SDG4 indicators** for international comparability.
Combine **quantitative surveys** with **qualitative methods** (focus groups, interviews).
Design **disaggregated data collection** (by gender, region, education level).

Lesson: Internationally aligned data attracts donor interest and ensures that findings are taken seriously.

3. Involve Stakeholders Throughout the Process:

Checklist:

Organize **consultative workshops** with providers, NGOs, and employers at every stage.
Hold **validation roundtables** before finalizing recommendations.
Collect input from **adult learners and vulnerable groups** via focus groups.

Lesson: Stakeholder involvement ensures that recommendations are **realistic, owned by key actors, and easier to implement**.





4. Prioritize Inclusion and Vulnerable Groups:

Checklist:

Conduct **specific outreach and targeted surveys** for women, rural adults, and long-term unemployed.

Analyze **barriers to participation** (costs, childcare, transport, cultural norms).

Propose **practical solutions** (subsidies, flexible schedules, blended learning).

Lesson: Inclusion-focused recommendations are more likely to receive **public and donor support**.

5. Ensure Transparency and Data Quality:

Checklist:

Use **independent experts** for data analysis to increase credibility.

Clearly document data sources, sample sizes, and methods.

Share **preliminary findings publicly** to build trust.

Lesson: Transparency builds confidence among donors, governments, and civil society.

6. Combine Research with Immediate Pilot Actions:

Checklist:

Link the study to **pilot projects** (e.g., digital skills training, blended adult learning).

Showcase **early success stories** to demonstrate practical value.

Lesson: Quick visible outcomes strengthen stakeholder motivation and political will.

7. Plan for Sustainability and Updates:

Checklist:

Recommend **regular updates every 3–5 years** to track progress.

Advocate for **institutionalizing ALE monitoring** within national statistical systems.

Lesson: One-off studies are useful but have limited impact; **continuous monitoring ensures long-term systemic change**.

9) Lessons Learned - optional

Biggest surprises, obstacles or key takeaways during implementation.





1. Difficulty Accessing Reliable Data:

- **Obstacle:** Collecting accurate and comparable data from different entities and cantons was challenging due to **fragmented administrative systems** and inconsistent record-keeping in adult education centres.
- **Takeaway:** **Formal agreements with statistical offices and ministries** should be established before research begins, ensuring data sharing and standardization.

2. Limited Awareness Among Providers:

- **Obstacle:** Many adult education providers were initially unfamiliar with **international ALE standards** (AES, GRALE) and reluctant to share data, fearing additional inspections or regulations.
- **Takeaway:** **Early communication and capacity-building workshops** for providers help build trust and encourage their active participation.

3. Underestimated Digital Skills Gap:

- **Surprise:** The study revealed that **digital readiness of both providers and adult learners was even lower than expected**, especially in rural areas.
- **Takeaway:** Future ALE strategies must **prioritize digital literacy and infrastructure development** as key components of adult education reform.

4. Strong Demand for Inclusion-Oriented Recommendations:

- **Surprise:** Ministries and NGOs showed **unexpectedly high interest** in recommendations focused on **women, rural populations, and low-qualified adults**, as these groups were largely underserved.
- **Takeaway:** **Inclusion-focused findings and gender-disaggregated data** are powerful advocacy tools for mobilizing political and donor support.

5. Validation Workshops Boosted Stakeholder Ownership:

- **Surprise:** Organizing **regional validation workshops** significantly increased **stakeholder buy-in**, as participants felt their feedback directly shaped the final recommendations.
- **Takeaway:** Involving stakeholders at every stage is crucial for ensuring **practical implementation of recommendations**.

6. Rapid Policy Uptake When Linked to Pilot Actions:

- **Surprise:** When findings were linked to **immediate pilot programmes** (e.g., digital skills training for women), policy makers became more motivated to act quickly.
- **Takeaway:** Pairing research with **visible, quick-win pilot projects** accelerates the adoption of policy recommendations.



7. Long-Term Monitoring Still a Challenge

- **Obstacle:** There is no **institutionalized system for continuous ALE monitoring**, making it difficult to track long-term progress.
- **Takeaway:** One of the key follow-up recommendations is to **integrate ALE monitoring into official statistical systems**.

10) Photos illustrating the described practice

Please attach at least 3 photos related to the described good practice









1. **Stakeholder workshop session** – Participants engage in group discussions, reviewing draft findings and contributing insights for the ALE study.
2. **Celebration of ALE certificate recipients** – A participant proudly displays her certificate, symbolizing the professionalisation of adult educators linked to study recommendations .
3. **High-level validation event** – Representatives of ministries, providers, and DVV gather in a conference setup to validate study findings.
4. **Field urban training group** – A working group collaboratively analyzes data during a regional consultation in Sarajevo or similar setting

Usage Notes & Photo Sourcing:

- These images are available from DVV International Bosnia and Herzegovina’s official photo gallery and are appropriate for illustrating **workshops, stakeholder engagement, and capacity-building events** tied to the ALE study.
- Credits to:
 - **Email:** dzano@dvv-international.ba
 - **Address:** Kulovića 8, 71 000 Sarajevo, Bosnia and Herzegovina

PRACTICE PROFILE – CLASSIFICATION CHECKLIST

Please tick all categories that apply to your described practice.

You may choose more than one.

TYPE OF THE PRACTICE

- Learning by doing
- Intergenerational learning
- Community-based learning
- Digital / blended learning
- Peer learning
- Mentoring / coaching
- Cultural / creative approaches
- Collaborative / partner-based
- Other (specify): *Research & policy development for adult education reform*

TARGET GROUP

- Adults with low qualifications
- NEETs (Not in Education, Employment, or Training)
- Migrants / Refugees
- Older adults





<input checked="" type="checkbox"/>	Women
<input type="checkbox"/>	People with disabilities
<input checked="" type="checkbox"/>	Other vulnerable groups
<input type="checkbox"/>	General adult population
LEARNING ENVIRONMENT	
<input checked="" type="checkbox"/>	Formal
<input checked="" type="checkbox"/>	Non-formal
<input type="checkbox"/>	Informal
SKILLS / COMPETENCES DEVELOPED	
<input type="checkbox"/>	Literacy (reading, writing, comprehension)
<input type="checkbox"/>	Numeracy (maths, logical thinking)
<input checked="" type="checkbox"/>	Digital skills
<input checked="" type="checkbox"/>	STEM (science, technology, engineering, mathematics)
<input checked="" type="checkbox"/>	Personal, social and learning to learn
<input type="checkbox"/>	Civic competences
<input type="checkbox"/>	Entrepreneurship
<input type="checkbox"/>	Cultural awareness and expression
<input type="checkbox"/>	Language skills
<input checked="" type="checkbox"/>	Job-related / vocational skills
<input type="checkbox"/>	Green competences
<input type="checkbox"/>	Other (specify):
POTENTIAL USERS	
<input checked="" type="checkbox"/>	Teachers / Educators
<input checked="" type="checkbox"/>	Administrative staff
<input checked="" type="checkbox"/>	School / Centre management
<input checked="" type="checkbox"/>	Policy makers / Public administration
<input checked="" type="checkbox"/>	NGOs / Community organizations
<input checked="" type="checkbox"/>	Other (specify): <i>Research & policy development for adult education reform</i>

Glossary of Categories (Explanation of Checklist Items)

Type of the Practice

- Learning by doing – learning through hands-on activities, practice-based methods such as workshops or real tasks.
- Intergenerational learning – activities involving participants from different age groups learning from each other.
- Community-based learning – learning that takes place within the local community, often through real-life engagement.





- Digital / blended learning – education using digital tools (online), or a mix of online and face-to-face methods.
- Peer learning – learning among participants of similar status or experience, supporting each other.
- Mentoring / coaching – one-to-one support from a more experienced person to help learning and personal growth.
- Cultural / creative approaches – use of arts, music, theatre, storytelling etc. as learning tools.
- Collaborative / partner-based – practices involving cooperation between organisations or groups.
- Other (specify) – any other method not listed above.

Target Group

- Adults with low qualifications – adults who have low levels of formal education or basic skills.
- NEETs – people Not in Education, Employment, or Training (often young adults).
- Migrants / Refugees – individuals who moved from another country, often facing integration challenges.
- Older adults – Adults aged 65+
- Women – practices specifically addressing women's needs.
- People with disabilities – individuals with physical, sensory, intellectual, or mental health disabilities.
- Other vulnerable groups – groups at risk of exclusion (e.g. long-term unemployed, homeless).
- General adult population – average adults not in specific categories.

Learning Environment

- Formal – learning within official education systems, certified courses (e.g. schools, universities).
- Non-formal – organised learning outside the formal system (e.g. workshops, community training).
- Informal – learning through everyday experiences, without a structured course (e.g. volunteering, family).

Skills / Competences Developed

- Literacy – reading, writing, and understanding texts (including functional texts like forms).
- Numeracy – using mathematics and logical reasoning.
- Digital skills – using digital tools e.g. CV creation, online tools, online platforms.
- STEM – science, technology, engineering, and mathematics.
- Personal, social and learning to learn – self-awareness, motivation, teamwork, lifelong learning skills.
- Civic competences – active citizenship, understanding of democracy and social responsibilities.
- Entrepreneurship – creativity, innovation, project management, risk-taking.
- Cultural awareness and expression – appreciation and creation of cultural content (e.g. arts, music).
- Language skills – ability to communicate in one or more foreign languages.
- Job-related / vocational skills – practical skills useful in specific jobs or professions.





- Green competences – knowledge and behaviours supporting sustainability and environmental care.
- Other – any other skills developed (please specify).

Potential users – groups who could benefit from applying, adapting, or being inspired by this practice in their work context.

Note: These categories follow EU frameworks such as the Key Competences for Lifelong Learning (2018), the Action Plan on Basic Skills (2025) and the Erasmus+ Programme Guide 2025 – Glossary

