***EU-CERT:  
European Certificates and Accreditation for European Projects***

**Qualitative Research – France**

**Certification system of adult education programs**

*March 2022*

E-Square

Linda Selmani/Zuzana Kusá

**Acronym:** EU-CERT

**Reference number:** 2021-1-DE02-KA220-ADU-000033541

**Project duration:** 01.02.2022 – 31.05.2024 **(28 month)**

**Project partners:** University of Paderborn (P0), Coordinator

Ingenious Knowledge GmbH (P1)

RUTIS-Associação Rede de Universidades da Terceira Idade (P2)

TIR Consulting Group j.d.o.o., Kroatien (P3)

Esquare, Frankreich (P4)

STANDO LTD Cyprus (P5)

**Project Result 1 – Qualitative Research**

In our survey, we have collected information on certification of adult education from 5 participants. In terms of demographical and occupational composition of our target group, 75% were women and the majority of them was above 30 years old. The respondents included student teachers and a trainer/teacher. These were mainly working at a vocational school or a university, with one of them working at a secondary school.

In the first section concerning the certification system of adult education programmes, the participants were asked about the extent of integration of the criteria investigated throughout the project.

The results were very diverse and according to more than half of respondents, the following criteria where either completely integrated or mostly integrated: (2) *development of basic and transversal skills by using innovative methods*; (3) *high competence of the adult educator* and (4*) contribution to the development of a European area of skills and qualification*. On the other hand, the survey results indicate that (5) *inclusive approaches of adult education programmes* and (6) *support of general European values and shared values of democracy* are not integrated at all.

According to the respondents, (5) inclusive approaches of adult education programmes are of a particular relevance for the adult education programmes, followed by (1) *effective strategies for enhancing basic skills* and (2) *development of basic and transversal skills by using innovative methods*.

The survey results show that adult educational programmes are relatively important for raising awareness of EU citizenship. Also, most of the respondents believe that they will be even more significant in terms of future social, political and economic development.

According to the responses to the following question, the most important aspects of adult educational programmes and their quality are: (1) *increase of efficiency of public expenditure and investments in education training and news work by removing current issues*; as well as (2) *providing high quality learning opportunities adapting the newly acquired knowledge to reality of working life and the demands in different domains*.

Furthermore, the survey results show the following trends:

1. The specific adult educational programme focuses on mostly international content, rather than regional content, as well as active participation in international exchange.
2. It also focuses largely on digital communication, rather than face to face interaction.
3. Majority of adult educational programme opportunities are provided by using classic teaching methods.

The insights and reflections of the respondents suggest that:

* Learners with disadvantages have fewer adult learning opportunities.
* The adult educational programme contributes to a shared European identity as a tool for EU empowerment.
* The forms of cooperation with enterprises within the educational project include involving guest speakers from companies and various lecturers.
* The adult educational programme provides opportunities for learning online as well as lifelong learning.
* The challenges include keeping up with the trends as well as retaining the motivation to complete the programme. Report - It’s free Crt

Gender

4 Responses- 2 Empty

Female

3 75%

1 25%

0 0%

0 0%

Male

Prefer not to say

Other

0 1 2 3 4

Age

5 Responses- 1 Empty

31-40

2 40%

2 40%

1 20%

0 0%

0 0%

0 0%

41-50

21-30

Below 20

51-60

Over 60

0 0.5 1 1.5 2 2.5 3

I am a

4 Responses- 2 Empty

a student teacher

3 75%

1 25%

0 0%

trainer/teacher…

other

0 1 2 3 4

I am active at

5 Responses- 1 Empty

vocational school

2 40%

2 40%

1 20%

0 0%

university

secondary school

other

0 0.5 1 1.5 2 2.5 3

In how far are the following criteria integrated in the adult education program [AEP]?

5 Responses- 1 Empty

4

60%

3

60%

3

60%

3

50% 50%

2 2

40%

2

40%

2

40%

2

40% 40%

2 2

20%

1

20%

1

20%

1

20%

1

20%

1

20%

1

0%

0

0%

0

3

2

1

0

Effective strategies High competence Inclusive approaches

for enhancing basic skills of the adult educator of adult education programs Development of basic and transversal Contribution to the development Support of general European values

skills by using innovative methods of a European area of skills and qualifications and shared values of democracy

 completely integrated  mostly integrated  not integrated

Are the criteria of a specific relevance for the adult education program?

5 Responses- 1 Empty

5

80%

4

80%

4

100%

4

75%

3

50%

2

50%

2

50%

2

50%

2

20%

1

20%

1

25%

1

0%

0

4

3

2

1

0

Effective strategies High competence Inclusive approaches

for enhancing basic skills of the adult educator of adult education programs Development of basic and transversal Contribution to the development Support of general European values

skills by using innovative methods of a European area of skills and qualifications and shared values of democracy

 Yes  No

How important is the content of the AEP against the background of the necessity of raising international awareness also in terms of EU- Citizenships?

5 Responses- 1 Empty

Best Response

3

60%

Percentage

5

Responses

|  |  |  |
| --- | --- | --- |
| Data | Response | % |
| 3 | 3 | 60% |
| 1 | 1 | 20% |
| 5 | 1 | 20% |
| 2 | 0 | 0% |
| 4 | 0 | 0% |

How important will the content of the AEP be in five years concerning the current social, political as well as economic developments?

5 Responses- 1 Empty

Best Response

5

80%

Percentage

5

Responses

|  |  |  |
| --- | --- | --- |
| Data | Response | % |
| 5 | 4 | 80% |
| 4 | 1 | 20% |
| 1 | 0 | 0% |
| 2 | 0 | 0% |
| 3 | 0 | 0% |

In how far does the AEP focus on the enhancement of digital teaching and learning also in terms of the strengthening of education and training paths of educators and youth workers?

6 Responses

5

67%

4

67%

4

67%

4

80%

4

60%

3

50%

3

33%

2

33%

2

40%

2

33%

2

17%

1

17%

1

17%

1

17%

1

17%

1

17%

1

20%

1

17% 17% 17%

1

1

1

0%

0

0%

0

0%

0

0%

0

0%

0

0%

0

0%

0

0%

0

4

3

2

1

0

1. The educators work with digital media during the AEP sessions
2. The AEP is part of a learning platform and is absolved by the participants in a digital way
3. The communication between educators and participants is of intersocial as well as digital nature
4. The participants learn about the use of digital media and its efficient application in their specific field of interest
5. The educator is able to help the participants with problems concerning digital work and use of digital media
6. The participants can acquire different ways of working digitally by experiencing digital work as presented methods during the AEP
7. The participants strengthen their digital competences as important soft skills in their work environment

 strongly represented  represented  rather rejected  strongly rejected

How important are the following aspects of AEPs concerning their individual quality?

6 Responses

5

80%

4

67%

4

33%

2

33% 33%

2 2

33% 33%

2 2

67%

2

20%

1

17%

1

17%

1

17%

1

17%

1

33%

1

0% 0%

0 0

0%

0

0%

0

0%

0

0%

0

4

3

2

1

0

1. … the increasement of the efficiency of public expenditure and the appropriate investments in education, training and youth work by dealing with urgent social, political or educational issues
2. … presenting high quality learning opportunities by training participants in their basic skills, adapting the new acquired knowledge to the work-life and the necessities and demands in the individual work spheres of the participants
3. … the promotion of entrepreneurship education and social entrepreneurship among the participants by deepening their insights and competences also in terms of entrepreneurship as a benefit for their individual work-life
4. … the strengthening of quality by providing mobility as well as cross-border ad international cooperations in which the participants can take part
5. … the open examination of foreign cultures and dealing with cultural differences and similarities by focusing on EU-citizenship and international shared values and identities

 very important  important  less important  unimportant

The AEP focuses on …

5 Responses- 1 Empty

**international content v regional content**

4

80%

Percentage

5

Responses

|  |  |  |
| --- | --- | --- |
| Data | Response | % |
| 4 | 4 | 80% |
| 3 | 1 | 20% |
| 1 | 0 | 0% |
| 2 | 0 | 0% |
| 5 | 0 | 0% |

The AEP focuses on …

6 Responses

**digital communication v face-to-face interaction**

3

83%

Percentage

6

Responses

|  |  |  |
| --- | --- | --- |
| Data | Response | % |
| 3 | 5 | 83% |
| 4 | 1 | 17% |
| 1 | 0 | 0% |
| 2 | 0 | 0% |
| 5 | 0 | 0% |

The AEP focuses on …

6 Responses

**cooperation with international enterprises v independent courses and programs**

2

33%

Percentage

6

Responses

|  |  |  |
| --- | --- | --- |
| Data | Response | % |
| 2 | 2 | 33% |
| 3 | 2 | 33% |
| 4 | 1 | 17% |
| 5 | 1 | 17% |
| 1 | 0 | 0% |

The AEP focuses on …

6 Responses

**active participation in international exchange v the demands in the regional work-life of the participants**

4

67%

Percentage

6

Responses

|  |  |  |
| --- | --- | --- |
| Data | Response | % |
| 4 | 4 | 67% |
| 2 | 1 | 17% |
| 5 | 1 | 17% |
| 1 | 0 | 0% |
| 3 | 0 | 0% |

The AEP focuses on …

6 Responses

**innovative teaching methods v classic teaching methods**

2

33%

Percentage

6

Responses

|  |  |  |
| --- | --- | --- |
| Data | Response | % |
| 2 | 2 | 33% |
| 4 | 2 | 33% |
| 1 | 1 | 17% |
| 5 | 1 | 17% |
| 3 | 0 | 0% |

The AEP focuses on …

6 Responses

**specifically trained educators v broader trained educators which tutor each a variety of different courses and programs**

4

50%

Percentage

6

Responses

|  |  |  |
| --- | --- | --- |
| Data | Response | % |
| 4 | 3 | 50% |
| 5 | 2 | 33% |
| 2 | 1 | 17% |
| 1 | 0 | 0% |
| 3 | 0 | 0% |

The AEP focuses on …

6 Responses

**useful extension of the participants individual soft skills for their individual working sphere v extension of a broader variety of skills of the participants**

4

50%

Percentage

6

Responses

|  |  |  |
| --- | --- | --- |
| Data | Response | % |
| 4 | 3 | 50% |
| 3 | 2 | 33% |
| 5 | 1 | 17% |
| 1 | 0 | 0% |
| 2 | 0 | 0% |

The AEP focuses on …

6 Responses

**easy application of the course issues in the participants work life v general improvement of individual skills independent of demands at work**

2

33%

Percentage

6

Responses

|  |  |  |
| --- | --- | --- |
| Data | Response | % |
| 2 | 2 | 33% |
| 3 | 2 | 33% |
| 4 | 1 | 17% |
| 5 | 1 | 17% |
| 1 | 0 | 0% |

In how far are disparities in learning outcomes, which especially affect disadvantaged learners, reduced during the learning process in the AEP?

2 Responses- 4 Empty

|  |  |
| --- | --- |
| Data | Responses |
| not sure | 1 |
| they have less opportunities in case they have some physical disadvantage | 1 |
|  | |

In how far does the AEP contribute to the European Union in terms of the empowerment of a shared internation European identity and participation in international affairs?

2 Responses- 4 Empty

|  |  |
| --- | --- |
| Data | Responses |
| it is the tool for the EU empowerment | 1 |
| not sure | 1 |
|  | |

How close does the AEP cooperated with (international) enterprises to ensure the close connection to the work-life of the participants?

2 Responses- 4 Empty

|  |  |
| --- | --- |
| Data | Responses |
| More national than international level of cooperation | 1 |
| speakers from companies, invited lecturers | 1 |
|  | |

Is the European orientation and alignment of the AEP visible in some way as European funding, European partnership or promotion of European values and citizenship?

2 Responses- 4 Empty

|  |  |
| --- | --- |
| Data | Responses |
| not that much | 1 |
| yes | 1 |
|  | |

What are the opportunities of the specific AEP?

2 Responses- 4 Empty

|  |  |
| --- | --- |
| Data | Responses |
| online options for education | 1 |
| life long learning | 1 |
|  | |

What are the challenges of the specific AEP?

2 Responses- 4 Empty

|  |  |
| --- | --- |
| Data | Responses |
| to follow the trends | 1 |
| motivation | 1 |
|  | |

What are the most striking quality critieria of the specific AEP [e.g. international or European orientation, digital work, connection to work- life, promotion and extension of soft skills…]

2 Responses- 4 Empty

|  |  |
| --- | --- |
| Data | Responses |
| soft skills development | 1 |
| digital work, connection to work-life | 1 |
|  | |

Do you want to provide other comments on the topic?

2 Responses- 4 Empty

|  |  |
| --- | --- |
| Data | Responses |
| no | 2 |
|  | |



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Certification system of adult education programs QUALITATIVE