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

**PR1 Overview***March 2023*

All partners

**Acronym:** EU-CERT

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**Proj 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)

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| **Partner** | **Desktop Research – Qualitative Research** | **Qualitative Expert Interviews** | **Quantitative Research** |
| **P1 University Paderborn (UPB), DE** | DAkkS   * national accreditation authority in Germany * fundamental component of the German quality infrastructure * responsible for the accreditation of organisations that carry out conformity assessments, such as laboratories, inspection and certification bodies in various fields of work * an accreditation confirms that the organisation works in accordance with internationally valid standards, legal foundations and relevant rules and has the competence to professionally test and certify certain services, processes and products * accreditation does not refer to an entire organisation, but to a specific area within an organization * accreditation granted is valid either for an unlimited period or for a limited period * CET (Certification of vocational training measures) * CERTQUA (German Industry Association for the promotion and certification of quality assurance systems in vocational education and training) * TÜV NORD CERT is the certification company of TÜV NORD AG: certifies educational services in accordance with DIN ISO 29993 | Quality criteria of teaching processes:   * transparency of objectives, content and forms of work, * appropriate influence of learners on content, objectives and forms of work, * reflection on learning process and success, * space, time and technology for practical practice and * application, opportunities for self-organised learning, * learning support and * learning guidance   Quality criteria of design of measures:   * contents, methods, materials, teaching of contents and organisation of lessons must be designed in such a way that successful participation can be expected (cf. §179 Para. 1 No. 1 SGB III) * objectives, duration and content of measure must be appropriate to target group (cf. § 3 Para. 1 Sentence 1 No. 1 AZAV)   Quality criteria for learning environment and infrastructure:   * regular review of learning venue, equipment and working conditions based on specific criteria * ensuring the availability of media (if necessary machines, tools, etc.) and checking their usability   Quality criteria: Qualification of Staff (cf. §178 No. 3 SGB III)  Proof can be provided by:   * personal details, education and further training, professional career and practical work experience in the field of specialization of management, teaching and technical staff (cf. §2 Para. 3 AZAV) * pedagogical aptitude and methodological-didactic competence of teaching and teaching and technical staff (cf. §2 Para. 3 AZAV) * teacher evaluations of participants (cf. §2 Para. 3 AZAV) | * sample of 47 participants * target sample: (higher) educational/vocational sector * over 80% of respondents believe that effective basic skills /improvement strategies are partially integrated into upgrading programmes * but: criteria contribution to the development of a European area of competences and qualifications, inclusive approach of adult education / upgrading programmes and support of general European values as well as common democratic values are considered to be integrated in the programme by only about 15% of the respondents * criterion of strengthening quality through mobility as well as cross-border and international cooperation, in which the participants can participate, is considered important or very important by about 75% of the participants * 88.46% of the participants consider the criterion high competence of the adult teacher as important for programs of upgrading training * 12% of the participants find that the criterion is not integrated into the program. |
| **P2  Ingenious Knowledge GmbH (IK),  DE** |  |  |  |
| **P3  Associação Rede de Universidades da Terceira Idade (RUTIS),  PT** |  |  |  |
| **P4 TIR Consulting Group j.d.o.o.,  (TIR),  CR** |  |  |  |
| **P5 Esquare (ESQ),  FR** | The main bodies responsible for the evaluation of continuing education in France are  • **The Ministry of National Education**, through the design and award of the *EDUFORM quality label* to public or private vocational training structures (Greta, GIP FCIP, CFA, etc.)  • **The General Inspectorate of Education, Sport and Research (IGÉSR)**, through the performance of missions to evaluate in-service teacher training schemes.  In France, the evaluation of continuing education is based mainly on external evaluation procedures. A significant example is the award of the EDUFORM label. This label aims to guarantee the quality of the services offered and implemented within the national education vocational training network throughout the country. It is also open to all vocational training providers, whether public or private, which prepare for national education vocational diplomas.  This is a quality label for vocational training from the Ministry of National Education and Youth. It is issued for three years by the Minister of National Education and Youth, after a national labelling audit and the opinion of the national labelling commission. Obtaining the label automatically leads to the award of the QUALIOPI quality certification.  France Compétences is the only body responsible for the quality and governance of vocational training and apprenticeship. It evaluates the actions carried out by skills operators, the evolution of costs and the quality of training. All training organizations, including apprenticeship training centers, have to be quality certified, as long as the training they offer is financed by public funds and mutual funds. The objective is to strengthen and enhance the quality of the training offered; clarify the offer of ‘quality’ certification for training providers and bring more flexibility in the individual approaches of workers to training.  Another element that guarantees quality is the methodology for developing certification processes. For example, each ministry that develops standards for professional diplomas in consultation with professional circles, defines examination regulations, awards diplomas, offers various types of training in its institutions, recruits, trains and pays teachers, monitors the quality of training and reports on the results and resources used. The need for the training organization to be accredited or recognized by the awarding authority responsible for the diplomas or titles prepared was analyzed as an important element of quality. | In France, the official quality criteria for teaching are specified in the **Code de l'éducation** (Education Code) and the **Référentiel national de la qualité des formations** **(RNQ)** (National Reference Framework for Quality Training).  The Code de l'éducation sets out the legal framework for education in France, including the criteria that educational institutions must meet to ensure the quality of their teaching. These criteria include factors such as the *qualifications and training of teaching staff, the content and structure of the curriculum, the assessment and evaluation of student learning, and the resources and facilities available to support teaching and learning*.  The RNQ provides more detailed guidance on these quality criteria and sets out a framework for evaluating the quality of educational programs in France. It includes a set of 32 indicators grouped into six categories:   * Learning outcomes: This category focuses on the knowledge, skills, and competencies that students are expected to acquire through the educational program. The quality criteria in this category include factors such as the relevance and coherence of the program's learning outcomes, the methods used to assess student learning, and the alignment of the program's learning outcomes with broader societal needs and expectations. * Teaching and learning methods: The quality criteria in this category include factors such as the relevance and effectiveness of teaching methods, the quality of student-teacher interactions, and the use of technology and other resources to enhance learning. * Student support and guidance: This category focuses on the resources and support available to students to help them succeed in their educational program. The quality criteria in this category include factors such as the availability of academic and career guidance, the quality of student services and facilities, and the responsiveness of the institution to student needs and concerns. * Faculty qualifications and development: The quality criteria in this category include factors such as the qualifications and experience of teaching staff, the availability of training and development opportunities, and the quality of faculty research and scholarship. * Resources and facilities: The quality criteria in this category include factors such as the adequacy and availability of physical facilities, the quality of technological resources and support, and the availability of financial resources to support teaching and learning. * Continuous improvement: The quality criteria in this category include factors such as the institution's commitment to quality assurance and improvement, the use of data and feedback to inform program development and improvement, and the institution's engagement with external stakeholders to ensure program relevance and effectiveness.   In addition to these official documents, many educational institutions in France also follow international quality standards, such as those established by the European Association for Quality Assurance in Higher Education (ENQA) or the International Organization for Standardization (ISO). | According to the statements of majority of our respondents:  • Adult education programmes should improve knowledge and competencies in specific areas of expertise of their participants, rather than their basic skills.  • They should be internationally-oriented by means of cooperation of adult education institutions with international companies.  • They need to focus on the individual needs of participants and be relevant for their work life.  • The educators involved should be specifically trained in a certain adult education area.  The participants interviewed have indicated that there is space for improvement in the following areas:  1. focus on practise rather than theory  2. structural flexibility, motivation, engagement and practicality  3. range of programmes provided.  The elements perceived by the respondents as obstacles are:  • focusing too much on theory rather than practical skills  • the related bureaucracy which may deter a large number of people who would like to engage in adult education  • cost of education which should be adapted to different target groups.  Finally, they believe that quality of educational programmes must be further increased in the future by:  • investing in internships and other exchange programmes allowing participants to get real-life experience  • allocating more funding to equipment   * reducing costs in order to allow for participation of people with different worldviews. |
| **P6 STANDO Ltd. (STANDO),  CY** |  |  |  |