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

**Quantitative Research – France**

**Certification system of adult education programs**

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E-Square

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**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 quantitative research, we have conducted face-to-face interviews with three participants.

As for the demographic and occupational composition, these included two women and one man, 25 to 30 years old, with two of them being students and one of them working as a project developer.

They have indicated a various extent of experience with participating actively in the field of adult education, from no experience whatsoever to being a student or having created several courses. As for passive participation in adult education, one of them attended a university, one of them participated in FutureLearn adult educational programme, and one had no experience.

Their perceptions of adult education vary, with their definitions ranging from “*any sharing of useful information among adult people*” to “*a systematic engagement in individual learning activities aimed at gaining new knowledge and skills*”.

The responses of our respondents show there is an awareness of different forms of adult education, with some of them having personal experience in different forms of both formal and informal education.

The level of importance of adult education for their life is perceived differently by every person interviewed, from not important at all to being an absolute necessity.

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*

As for the role of the educator, the respondents suggested that he or she *should act as a point of contact* if needed; should be able to *share knowledge and engage people* and *to pass on his or her knowledge, support and motivate* the participants.

Furthermore, the participants of our interviews identified the following criteria as signs of high-quality adult educational programmes: *skilled people*; *official reviews and ranking*; as well as *recognition and the number of participants*.

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.*

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Certification system of adult education programs QUANTITATIVE

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Please tell something about yourself, your profession and worklife as well as the enterprise, institution or school you are working at. Please give also some short information about your gender and age group (e.g. between 30 and 40)

3 Responses

|  |  |
| --- | --- |
| Data | Responses |
| project developer, male, 30 | 1 |
| Metropolitan University Prague, female 25-30 | 1 |
| University of Bristol, female 25-30 | 1 |
|  | |

In how far have you already worked in the field of adult education?

3 Responses

|  |  |
| --- | --- |
| Data | Responses |
| not at all | 1 |
| student | 1 |
| creating few courses | 1 |
|  | |

What kind of adult education programs have you already experienced?

3 Responses

|  |  |
| --- | --- |
| Data | Responses |
| none | 1 |
| university | 1 |
| FutureLearn | 1 |
|  | |

Which role did you have during the participation in an AEP (participant, educator, observer…)?

3 Responses

|  |  |
| --- | --- |
| Data | Responses |
| observer | 1 |
| participant | 1 |
| participant and creator | 1 |
|  | |

How do you define adult education? What constitutes adult education for you?

3 Responses

|  |  |
| --- | --- |
| Data | Responses |
| educational institutions like universities | 1 |
| a practice in which adults engage in systematic and sustained self-educating activities in order to gain new forms of knowledge, skills, attitudes, or values | 1 |
| Any sharing of useful information among 18+ | 1 |
|  | |

Can you make out different forms of adult education? Which forms have you already experienced yourself? Please present some positive and negative aspects of the different forms of adult education.

3 Responses

|  |  |
| --- | --- |
| Data | Responses |
| various classes at universities, seminaries, workshops, discussions | 1 |
| formal (uni) informal (workshops) | 1 |
| formal (recognized but has to follow given structure) and informal (more free but with no official certificate) | 1 |
|  | |

How important is adult education for your individual work life?

3 Responses

|  |  |
| --- | --- |
| Data | Responses |
| not important | 1 |
| necessity | 1 |
| I consider myself a lifelong learner so very important | 1 |
|  | |

Adult education programs should not focus on the training of basic skills of the participants but should rather improve their knowledge and competencies in specific areas of expertise.

3 Responses

Best Response

5

# 67%

Percentage

3

Responses

|  |  |  |
| --- | --- | --- |
| Data | Response | % |
| 5 | 2 | 67% |
| 1 | 1 | 33% |
| 2 | 0 | 0% |
| 3 | 0 | 0% |
| 4 | 0 | 0% |

Adult education programs should be internationally oriented which can be achieved by cooperation of adult education institutions and international companies.

3 Responses

Best Response

5

# 67%

Percentage

3

Responses

|  |  |  |
| --- | --- | --- |
| Data | Response | % |
| 5 | 2 | 67% |
| 1 | 1 | 33% |
| 2 | 0 | 0% |
| 3 | 0 | 0% |
| 4 | 0 | 0% |

Adult education programs need to focus on the individual needs of the participants and adequate content with connection to their work-life.

International or rather European issues should not be discussed during the AEPs.

3 Responses

Best Response

5

# 67%

Percentage

3

Responses

|  |  |  |
| --- | --- | --- |
| Data | Response | % |
| 5 | 2 | 67% |
| 3 | 1 | 33% |
| 1 | 0 | 0% |
| 2 | 0 | 0% |
| 4 | 0 | 0% |

The educators of adult education programs need to have various competences in different fields of adult education and should not be specifically trained in one AE area or program.

3 Responses

Best Response

1

# 33%

Percentage

3

Responses

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

How important will adult education be in five years?

3 Responses

|  |  |
| --- | --- |
| Data | Responses |
| same as now | 1 |
| very | 1 |
| more than now | 1 |
|  | |

Which different target groups are addressed within the framework of adult education programs?

3 Responses

|  |  |
| --- | --- |
| Data | Responses |
| everybody | 1 |
| 18+ | 1 |
| anyone willing to learn | 1 |
|  | |

In how far do AEPs focus on different learner types and also adapt the course design to disabled learners and participants? Please give some positive and negative experiences and estimations.

3 Responses

|  |  |
| --- | --- |
| Data | Responses |
| no experience | 2 |
| I don't know | 1 |
|  | |

Which aspects of adult education should be expanded in the near future. Which factors of adult education need to be improved? Please give reasons.

3 Responses

|  |  |
| --- | --- |
| Data | Responses |
| focus on practice rather than theory | 1 |
| the stiff structure, more motivating, more fun and engaging, focus on practicality | 1 |
| range of programs should be expanded beyond traditional ones | 1 |
|  | |

Which aspects of adult education should no longer be implemented so extensively as in the current measure? Please give reasons.

3 Responses

|  |  |
| --- | --- |
| Data | Responses |
| theory over practical skills | 1 |
| theory | 1 |
| all the bureaucracy needed beforehand can deter a large number of people otherwise eager to learn | 1 |
|  | |

Are there any other aspects concerning adult education and its assessment you want to add?

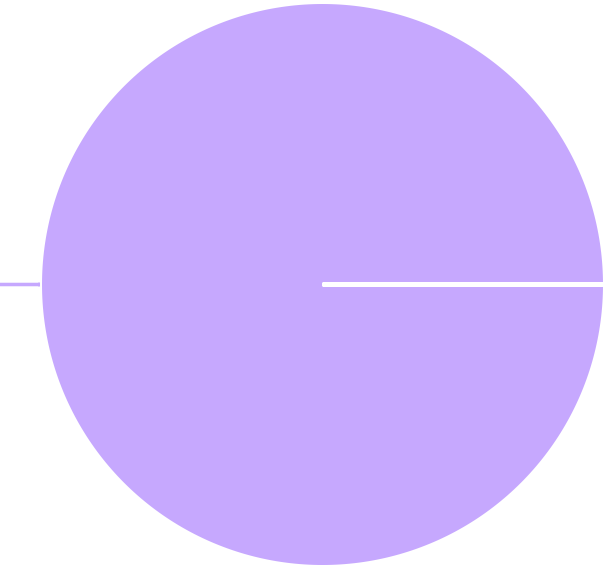
2 Responses- 1 Empty

|  |  |
| --- | --- |
| Data | Responses |
| no | 1 |
| costs should be adapted for different target groups too | 1 |
|  | |

Current adult education programs are:

1 Response- 2 Empty

necessary



1

100%

Which role does the educator have in different AEPs? Are there different roles that need to be integrated in different AEPs and are taken over by the educator?

3 Responses

|  |  |
| --- | --- |
| Data | Responses |
| to act as a point of contact if needed | 1 |
| to share knowledge and engage people | 1 |
| to pass on knowledge, support and motivate | 1 |
|  | |

Can you identify different criteria which show a high or excellent quality of adult education programs?

3 Responses

|  |  |
| --- | --- |
| Data | Responses |
| skilled people | 1 |
| official ranking, reviews | 1 |
| recognition number of participants | 1 |
|  | |

Which criteria are important for employers to consider specific adult education programs as effective, necessary and of high quality?

3 Responses

|  |  |
| --- | --- |
| Data | Responses |
| not important | 1 |
| official ranking, reviews | 1 |
| length, cost, recognition | 1 |
|  | |

Which criteria are important for employees to consider specific adult education programs as effective, necessary and of high quality?

3 Responses

|  |  |
| --- | --- |
| Data | Responses |
| not important | 1 |
| official ranking, reviews | 1 |
| length, cost, recognition | 1 |
|  | |

Are there any further comments from your side on this topic of quality criteria of AEPs?

3 Responses

|  |  |
| --- | --- |
| Data | Responses |
| no | 2 |
| everything shows in reality | 1 |
|  | |

In how far should adult education programs be even more supported, also in a financial sense, so that their quality can be further increased in the future?

3 Responses

|  |  |
| --- | --- |
| Data | Responses |
| invest in internships and other exchange programs to get real-life experience | 1 |
| more finances for equipment | 1 |
| reduced cost to allow more participants with different world views | 1 |
|  | |

Which opportunities but also challenges can be seen in current adult education programs? Which aspects should be further promoted?

Which challenges need to be overcome?

3 Responses

|  |  |
| --- | --- |
| Data | Responses |
| see above | 1 |
| old structures and information, adapt for new century | 1 |
| range of programs, costs | 1 |
|  | |

Which food for thought would you like to give concerning adult education in general and specific AEPs?

2 Responses- 1 Empty

|  |  |
| --- | --- |
| Data | Responses |
| AEPs are not essential for functioning society | 1 |
| Gaining practical skills in real life is more important than having an official document stating them. | 1 |
|  | |



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**Thank You!**

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