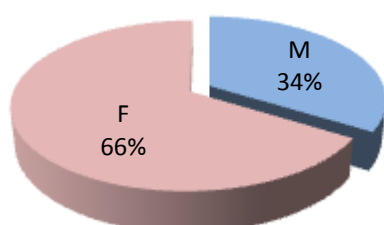


ANALYSIS OF THE QUESTIONNAIRES FOR ADULT LEARNERS AND AL PROFESSIONALS

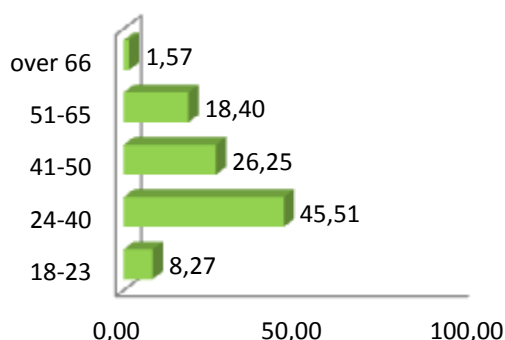
ANALYSIS OF THE QUESTIONNAIRES FOR ADULT LEARNERS

Graph 1: Gender distribution (%)



Overall, a total of **701 adult learners** have been interviewed across the countries, of which 66% are women and 34% men. Despite the usual gender gap in educational attainments, respondents are mostly women, with some *peak* as in the case of Lithuania (83% women and 17% men), and more balanced contexts such as Italy (53% women and 47% men). Reasonably, it depends on the type of learning provided within PRALINE network and, furthermore, on the fact that collected data are not connected to qualifications but rather include non-formal learning activities.

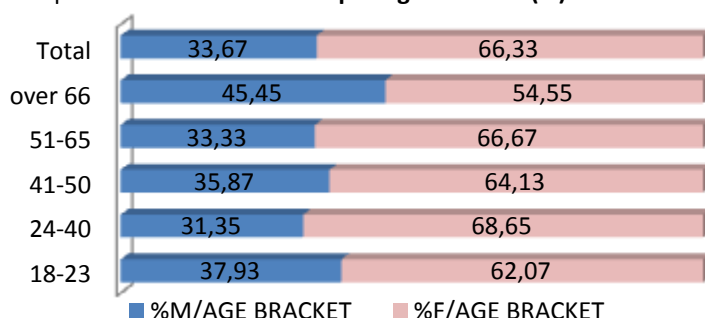
Graph 2: Age distribution (%)



In terms of **age**, the majority of respondents are in the age bracket **24-40** (45.51%), followed by **41-50** (26.25%) and **51-65** (18.4%). Only the 8.27% belong to age group **18-23**. Basically, the age distribution per country follow similar trend and is in line to the overall result. The only exception is represented by the questionnaires collected in Malta where the 36.67% of respondents belong to **51-65**, the 31.67% belong to **24-40** and only the 18.33% belong to **41-50**.

Even introducing the Age variable, the ratio between women and men remains constant for the different **age brackets**: **18-23**, **24-40**, **41-50**, **51-65**, **over 66**. Despite the data related to life expectancy in Europe, the only exception can be noticed among the **over 66**, with a percentage of men respondents of 45.45%.

Graph 3: Gender distribution per Age Brackets (%)



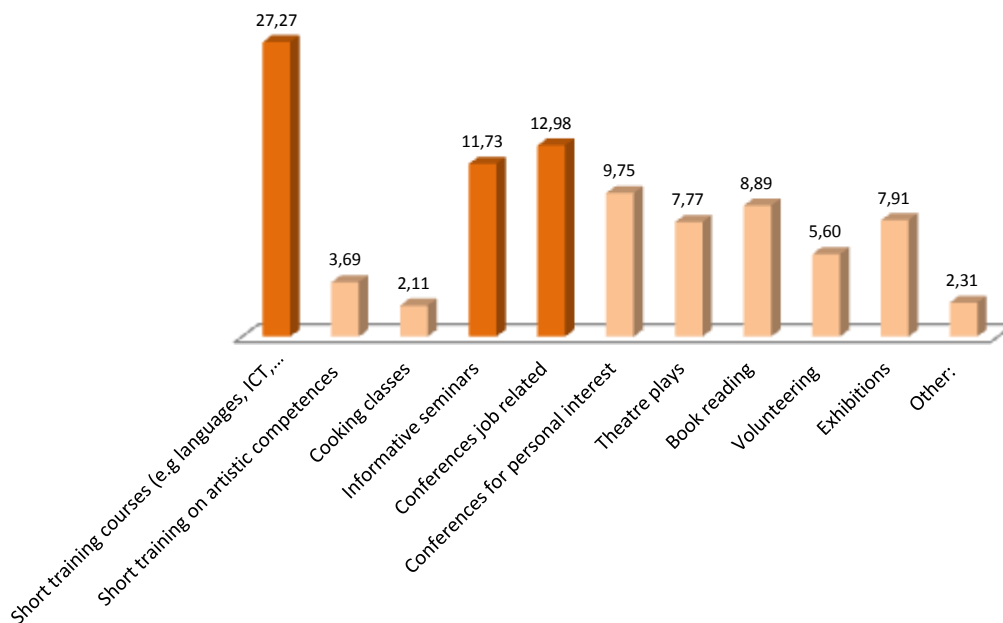
A reflection arises also from the percentages of women from the other age groups, which prove a considerably higher participation rate compared to men, if we consider the barriers women still face in the labour market, such as lower participation, lower salaries, more discontinuous working conditions, gender pay gap, etc¹.

¹ Directorate General For Internal Policies - Policy Department C: Citizens' Rights And Constitutional Affairs, *Economic Independence and the Position of Women on the Labour Market of the European Union*, 2014.

Apart from the necessary structural reforms, this inconsistency may reflect the difficulties faced by women in recognizing, and having others recognizing, the actual impact in terms of competences, and therefore **call for a more aware involvement into learning activities, also into Non-formal and Informal ones. The Warming-up Strategy is expected to address this issue, in order to reduce the gap.**

The Questionnaire moved then to investigate the type of Formal, Non-formal and Informal learning activities in which the contacted adults had been involved in the last 24 months.

Graph 4: In which of the following learning activities/experiences have you participated in the last 24 months? (%)



In which of the following learning activities/experiences have you participated in the last 24 months? (question 3)

The first multiple choice question included activities from the **Non-formal and Informal domain**, such as *theatre plays, book reading, attendance of exhibitions*, whose definition and impact in terms of learning had been previously presented through the **Classification of Learning Activities**² by EUROSTAT (2006). It was possible to select more than one option and the results seem to privilege the Formal and Non-formal learning opportunities. Indeed, the 27.27% of the total respondents declared to have participated in *Short training courses on foreign languages, ICT and communication skills*, in *Conferences on issues related to your job* (12.98%), *Informative seminars* (11.73%) and *Conferences on issues of personal interest* (9.75%). This picture depicts a context in which the importance of the **key competences** appears to be understood by adults within promoters' networks, also thanks to the work done in informing about them and the familiarity with the concept developed by providers and learners. Also among the 2.31% of *Other*, most of the learners specified to have attended training courses for refreshing their professional competences or university classes, and to have experienced stage periods. Exploring the details for country, it is important to consider the type of organization who distributed the Questionnaire as a trade union and a VET provider have reasonably access to differentiated targets in terms of learners, that simplifying might be referred to as teachers in continuous education and general citizens. However, data suggest that in those with a higher **unemployment rates**³, above the EU average, adults have mainly participated into

² European Commission - Eurostat Unit F4, *Classification of learning activities – Manual* (2006).

³ EUROSTAT 2014, Unemployment rates in 2014

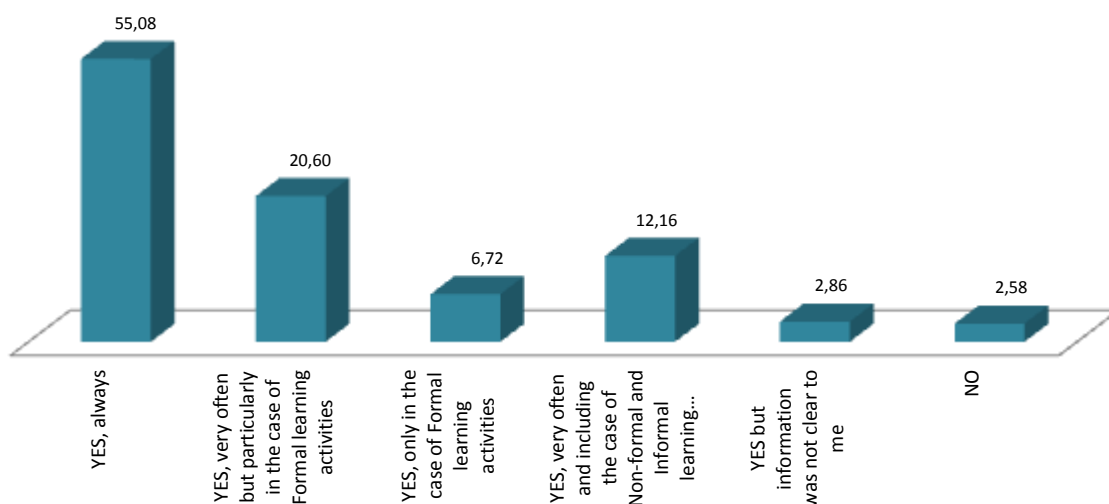
learning activities more directly able to impact on their professional development and career. For instance, in **Portugal** 44.17% have attended *Short training courses on foreign languages, ICT and communication skills* ad approximately 9% *Conferences on issues related to your job*; in **Italy**, similarly, respondents have mainly selected *Short training courses on foreign languages, ICT and communication skills* (18.44%) and *Conferences on issues related to your job* (15.27%).

Regarding those activities that are less structured in terms of learning provision, such as *Theatre plays*, *Book reading* and *Attendance of exhibitions*, the percentages are constant among countries and around 7-8%. The only exception is provided by Hungary, where 20.18% of respondents affirmed to have participated into *Informative seminars* and *Theatre plays*, followed by *Conferences on issues of personal interest* (12.28%). It is worth to underline that in some cases respondents admitted to have participated in other types of Non-formal and Informal learning during individual conversations but were not able to consider them as such while completing the Questionnaire on their own. **Partners have considered this aspect in designing the Warming-up Strategy and will value similar contributions also in developing the Executive Plans, despite their non communicability through numbers and percentages.**

In the case of the learning activities attended, have you received clear information about the competences/ knowledge that you would acquire by the end of it?

(Question 4)

Graph 5: **In the case of the learning activities attended, have you received clear information about the competences/knowledge that you would acquire by the end of it? (%)**



When questioned on the type of information provided to them during the learning activities attended (see Graph 4), learners come out as very much informed or informed in most of the cases. Overall, the 55.08% answered to have received clear information, despite the nature of the learning activity itself, 20.6% *YES, very often but*

EU average: **9.7%** (seasonally adjusted, April 2015 – below are reported the rates updated to 2014, as for the 2015 percentages are not available for Male and Female).

IT: 12.7% (Men 11.9% - Women 13.8%)

LT: 10,7 % (Men 12.2% - Women 9.2%)

HU: 7.7% (Men 7.6% - Women 7.9 %)

PT: 14.1 % (Men 13.8% - Women 14.5%)

MT: 5.9% (Men 6.2% - Women 5.4%)

<http://ec.europa.eu/eurostat/tgm/table.do?tab=table&init=1&language=en&pcode=tsdec450&plugin=1>

particularly in the case of Formal learning activities and 12.6% YES, very often and including the case of Non-formal and Informal learning activities. The considerably positive percentages, to which the 6.72% declaring that it occurred only in case of formal activities can be added, among countries it is possible to notice important disparities in the distribution of replies. Specifically, YES, always is the most common choice for the respondents from Portugal (73.19%), Malta (48.33%) and Hungary (28%), and still very relevant for Italy (33.99%) despite the strong focus on the case of Formal learning (35.47%).

Lithuania and Hungary show high percentages also in the case of the reply explicitly referring to Non-formal and Informal learning, respectively 23.68% and 20.00%, regardless of the low participation rate in lifelong learning that characterize them compared to the EU average and the other involved countries⁴.

In conclusion, the about 3% saying that *information was not clear to them* and the 2.58% who received no information, do not represent a relevant statistics for the purposes of this document. The obtained data, reinforced also by the 16.16% (see question 5) of respondents saying that they would recommend the learning activity because the *Organizer was helpful and prepared*, can also suggest that in adult learning environments a general **trust relationship** is usually generated **between learners and providers**. Such relationships should be treated as strength in delivering the Warming-up Strategy activities.

The WUpS will probably then need to work more on the following step: **inform and raise awareness about the impact of the learning in terms of recognition of prior learning, and further use of the acquired competences. Considering that adults seem conscious of the competences that can be developed, the challenge is to have them being aware of the impact of the competences on their individual professional and personal life, which go beyond the contents of a given activity.**

Should you give advice to a friend, why would you recommend the learning activity(ies) you attended?

(Question 5)

To investigate the **characteristics impacting the experienced learning activities in terms of quality** and, by doing so, trying to extrapolate general indications on quality from the adult learners' perspective, an **indirect question** has been addressed to the respondents. It can be considered an attempt of making more accessible the meaning of the question to the complex and fragmented target group of adult learners.

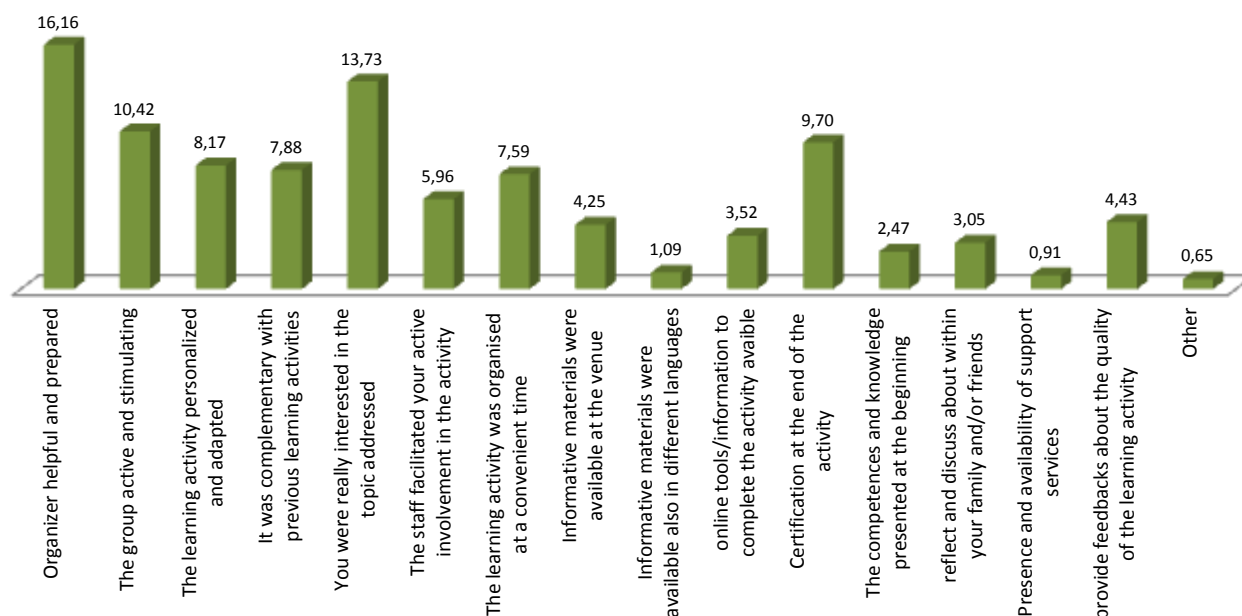
It was possible to select up to 5 answers.

⁴ Eurostat, Lifelong learning, 2006-2011 (% of the population aged 25 to 64 participating in education and training):

[http://ec.europa.eu/eurostat/statistics-](http://ec.europa.eu/eurostat/statistics-explained/index.php/File:Lifelong_learning,_2006_and_2011_(1)_(%25_of_the_population_aged_25_to_64_participating_in_education_and_training)_YB14_.png)

[explained/index.php/File:Lifelong_learning,_2006_and_2011_\(1\)_\(%25_of_the_population_aged_25_to_64_participating_in_education_and_training\)_YB14_.png](http://ec.europa.eu/eurostat/statistics-explained/index.php/File:Lifelong_learning,_2006_and_2011_(1)_(%25_of_the_population_aged_25_to_64_participating_in_education_and_training)_YB14_.png)

Graph 6: Should you give advice to a friend, why would you recommend the learning activity(ies) you attended? (%)



Overall, respondents considered to recommend the learning activity(ies) attended to a friend because *The organizer(s) was/were helpful and prepared* (16.16%) and *The group participating to the activity was active and stimulating* (10.42%), confirming one of **the main features of the adult education that is linked to social interaction and to a sense of belonging to a community**. Of particular interest is also the almost 14% declaring that they would suggest the activity because they were *really interested in the topic addressed*, which might denote a **confusion between the idea of interesting and efficient opportunity**, and a consequent “devaluation” of the impact.

For about the 10% of the consulted adults in IT, LT, MT and PT (in HU the percentage goes down to 2.94%), what matters is also that *At the end of the activity, it was expected to be provided a certification*. Data seem to validate the importance attributed to the **issue of qualifications** at European level but also to identify a need of further dissemination of the potentialities behind the recognition of competences and their certification.

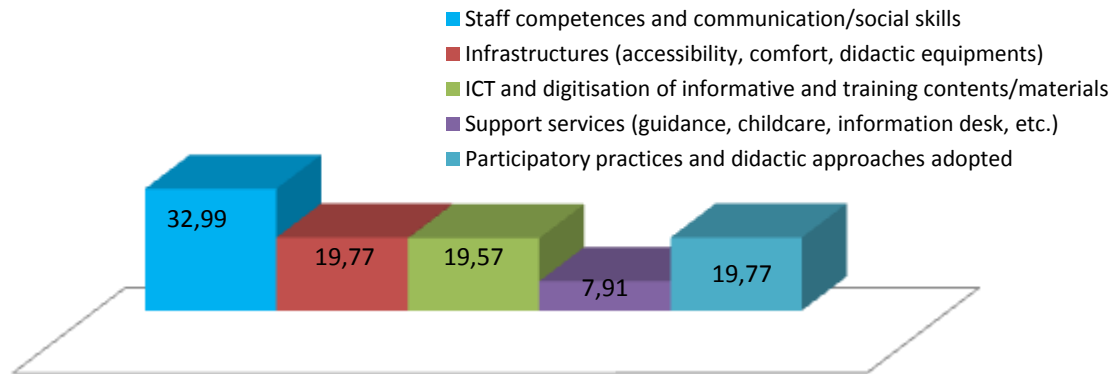
In addition, it is important to reason on the very low portion of adult learners who could benefit, or recognised the value, of the *Presence and availability of support services, such as guidance, childcare, information desk, etc.*. Even though the limit of 5 answers could have jeopardised it, the percentage is such that as also highlighted by recent literature, it must also reflect a **lack of support services** throughout Europe, able to act as facilitator in accessing to and participating in learning activities.

Lastly, between those who have answered *Other* (0.65%), it is possible to notice recurrent replies recalling, on one side, teachers’ competences and, on the other, the level of personalization and adaptation of the activity, both in terms of organization and correspondence to participants’ needs: in IT, for instance, “the staff took into consideration participants’ needs and offered help”, “the activity was calibrated and agreed on with the teacher”, “Good preparation of teachers”; or, in PT, “It was in line with my needs and teaching was clear and valid”, “The excellent quality of trainers”, “The trainer was very attentive to the diversity of training needs of the group”; or, in LT, “Novelty and relevance of the information” and “The Importance of professional ambitions”.

In conclusion, a part from *The group participating to the activity was active and stimulating* and *You were really interested in the topic addressed* that can hardly be controlled externally, **the other most chosen options can be considered directly determined by the action of adult learning providers, as diverse as they could be**. That seems to reinforce the idea of the PRALINE partners of targeting providers to improve quality in Formal, Non-formal and Informal AL and as one of the main beneficiaries of the WUpS activities.

In your opinion, which other factors would you consider crucial to improve the quality of the learning activities for adults? (question 6)

Graph 7: In your opinion, which other factors would you consider crucial to improve the quality of the learning activities for adults? (%)



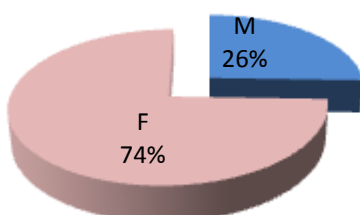
To reinforce and further validate the analysis of the previous question, this one proposes **5 broad categories of characteristics considered able to affect the quality in the field of adult education** and training. Specifically, 32.99% replied that *Staff competences and communication/social skills* have the capacity of impacting the effectiveness of the activity, reflecting the contributes given in the previous section of the Questionnaire. After that, with almost the same weight, adults choose *Infrastructures (accessibility, comfort, didactic equipments)* and *Participatory practices and didactic approaches adopted* – 19.77%, and *ICT and digitisation of informative and training contents/materials* (19.57%).

Again, **Support services** (7.91%) draw the attention of a minority of learners also if asked in general and not on the basis of their personal experiences. Such result may suggest that also in the previous question, the option *Presence and availability of support services, such as guidance, childcare, information desk, etc.* did not receive a low percentage just due to the limit of answers. Objective of the Warming-up Strategy, then, could also be to reinforce the **awareness of the different stakeholders on the idea of learning supply chain: guidance, education & training, labour market**, which efficient functioning is of particular importance in the case of adults and contributes on the impact of the learning on their lives.

ANALYSIS OF THE QUESTIONNAIRES FOR ADULT LEARNING PROFESSIONALS

To ensure a comprehensive picture of **relevant professionals' perspectives**, this version of the Questionnaire has been distributed to the following categories of staff operating in the sector: organizers, creators and promoters with **management** responsibilities; trainers, teachers, facilitators and evaluators directly involved in the **implementation** of the activity; tutors, counsellors and coaches with **support** tasks.

Graph 8: Gender distribution



Across all countries, a total of **247 professionals** have replied to the PRALINE Questionnaire, of which 74% are women and 26% men. Nevertheless, differences can be highlighted among countries, moving from the 10-90% ratio (respectively, men and women) of the respondents from **Lithuania**, to the more balanced situation in **Malta** (45% women and 55% men), and up to the 78% of women and 22% of men in **Italy**. In **Hungary** and **Portugal** the distribution is in line with the one observed for IT: respectively 70% women - 30% men, and 65%

women - 35% men.

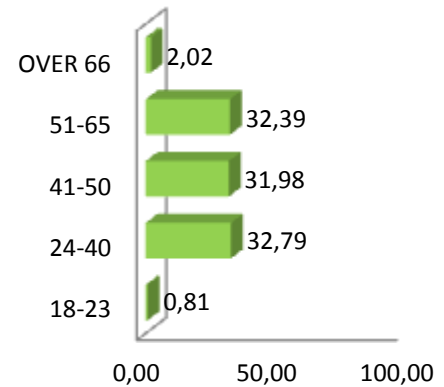
Across all countries, a total of **247 professionals** have

Looking at the **age**, responding professionals are mainly distributed among the three age groups in-between, namely from 24 to 65. In detail:

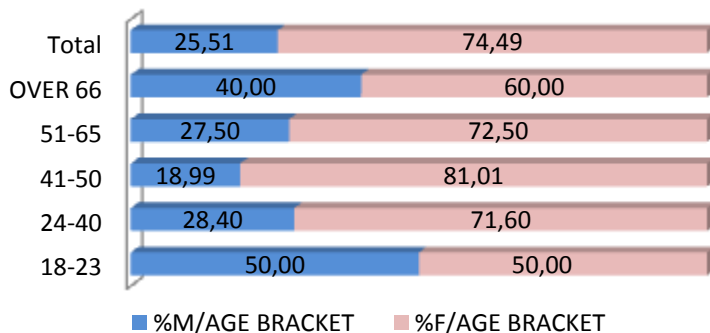
- 32.79% in the range 24-40;
- 32.39% in the range 51-65;
- 31.98% in the range 41-50.

As for the gender, despite the overall balanced distribution among the three central age brackets, countries' peculiarities may be underlined. From the collected data, it seems for instance that in **Hungary** (36.7% in 51-65; 33.33% in 41-50) and **Lithuania** (43.28% in 51-65) the average age of professionals in the Adult learning sector is higher than in the other 3 countries, particularly in Malta where 50% of respondents belong to 24-40.

Graph 9: Age distribution (%)



Graph 10: Gender distribution per Age Brackets (%)



Comparing **age and gender analytics**, the percentage of men and women within each age bracket remains regular, especially for the three central ranges. A more balanced distribution is finally observed for the age brackets 18-23 and Over 55. Professionals reached by the questionnaires are woman for the 71,6 %, 81%, 72,5% in the three most significant group, respectively 24-40 years, 41-50 and 51-65, in accordance with the idea that

the adult education sub-sector is characterised by the same high level of female workers as the general education sector.

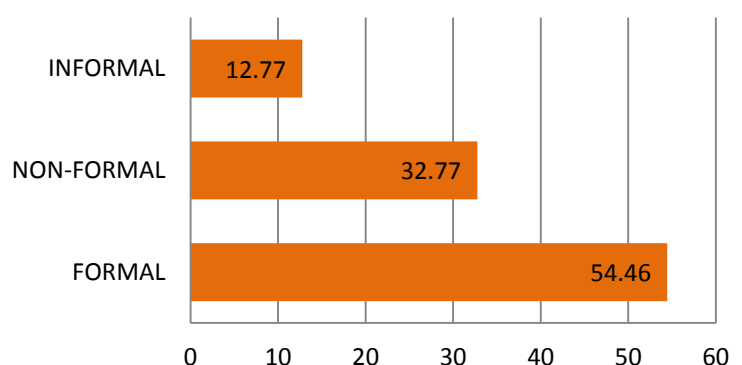
To this purpose, a further investigation has been conducted on the sex ratio within each category of staff (see Graph 14).

Domain of Adult Learning in which you mainly operate: Formal/Non-Formal/Informal.

In the implementation of which of the following learning activities have you been involved as professional? (questions 5 and 6)

Targeting professionals from the wide spectrum of Formal, Non-Formal and Informal Adult learning, it has been decided to include the definition of the 3 domains also in this Questionnaire. The vast majority of consulted people declared **to operate in multiple learning contexts**, and in most of the cases both in Formal and Non-formal ones. The fact that even in Italy and Portugal, where the

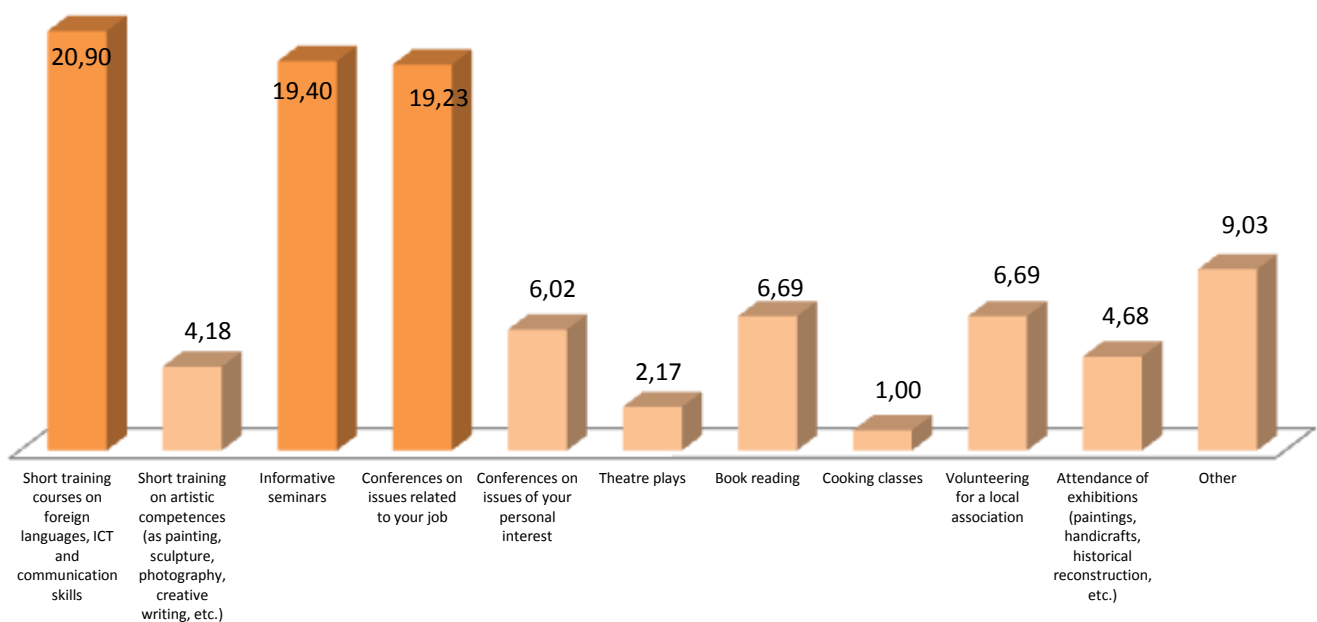
Graph 11: Domain of activity within the AL sector (%)



Questionnaires' dissemination has been conducted by VET and AL providers who mainly deliver Formal training courses, the percentages of professionals acting in Non-formal and Informal contexts account respectively for 48.96% and 45.45% confirms the capacity of PRALINE partners in reaching out the community and, consequently, reinforces the Warming-up Strategy expectations and capacity of impacting on the three domains of AL, favouring lifelong learning at large.

In terms of **types of activities**, also, among the different countries it is possible to detect common trends. The first three choices have been *Short training courses on foreign languages, ICT and communication skills* (overall percentage: 20.9%), *Conferences on issues related to your job* (overall percentage: 19.23%) and *Informative seminars* (overall percentage: 19.4%) in all the countries but Portugal, where seminars have been surpassed by *Other* (18.81%), which was used by the majority as option to specify the subject of the course he/she taught. Even

Graph 12: In the implementation of which of the following learning activities have you been involved as professional? (%)



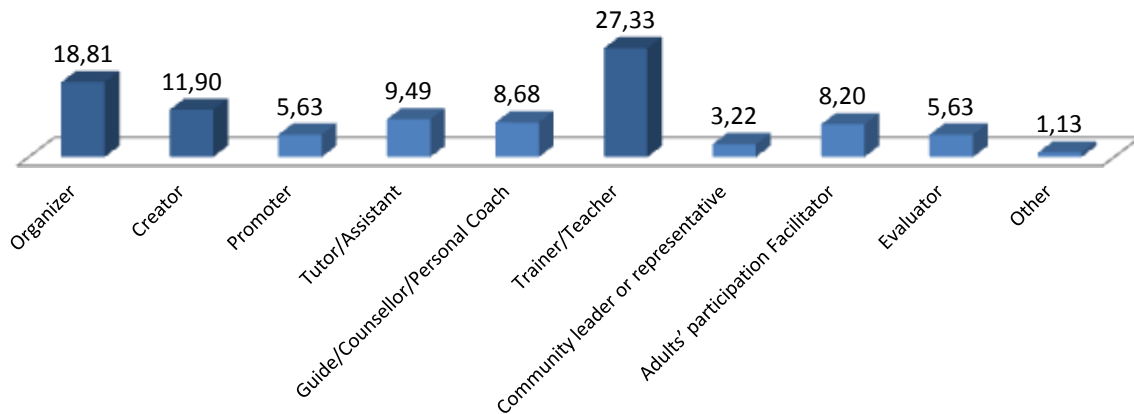
in the case of lower percentages, *Other* has been used as such also by respondents from other countries.

What exactly was your role in the organization and implementation of the activities?

(question 7)

As for others, for this question it was possible to select more than one answer and the analysis brought out that almost all the respondents across countries play **more than one role within the adult learning providers/organizations**. This information provide a first set of considerations about the way Quality Assurance systems can affect different types of organizations and the significance of having chance to adopt more friendly QA methodologies, such as the European Peer Review. Overall, 27.33% of respondents work as *Trainer/Teacher*; the 18.81% as *Organizer* and the 11.9% as *Creator*. Just behind, the following support positions can be found: *Tutor/Assistant* (9.49%), *Guide/Counsellor/Personal Coach* (8.86%) and *Adults' participation Facilitator* (8.20%).

Graph 13: What exactly was your role in the organization and implementation of the activities? (%)



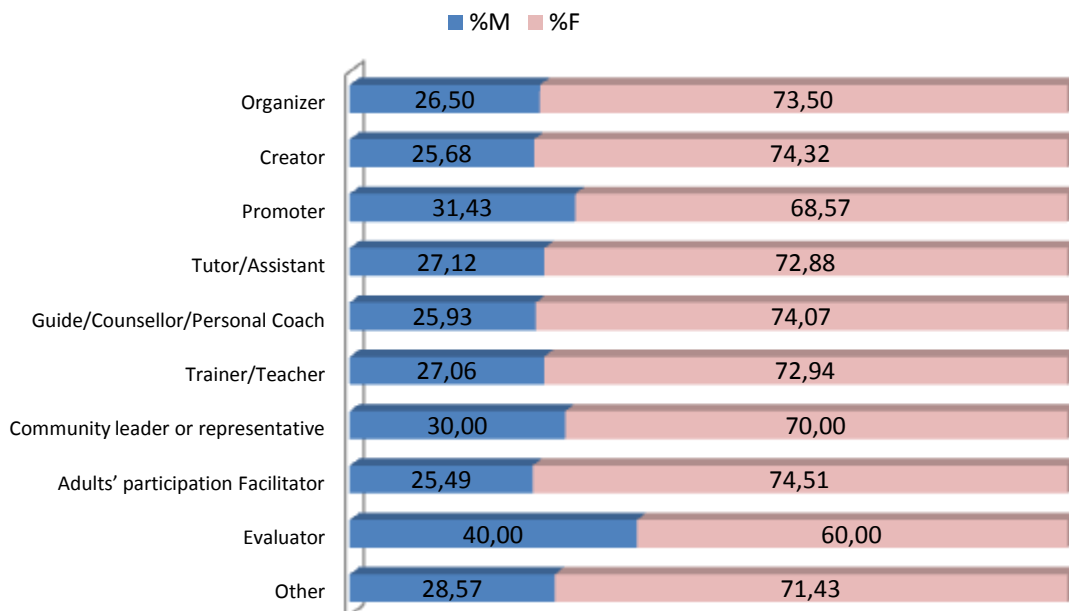
As anticipated at the beginning of this section, and thanks to the variety of questioned professionals, a further analysis in terms of gender has been conducted to check whether the sex ratio between women and man employed in the sector is balanced or not.

Also the **adult education domain looks be** characterised by high presence of women in the labour force. Furthermore, collected data show that it is the case despite the type of job performed, either with managerial or teaching tasks, in fact the percentage of women stood for each option around 70%.

The gap decreases a little bit in the case of the evaluator activity: done by the 60% of the woman interviewed and by the 40% of man.

The majority of respondents answered to cover more than one role. (In fact in adult education providers are often in roles borderline or covered by most people)/ Many play at the same time the role of

Graph 14: Role in the organization and implementation of the activities - sex ratio (%)



Do you clearly state to participants which competences, skills and knowledge (defined at EU level as *learning outcomes*) they can acquire by participating into the activity?

If YES, It is the case because:

(questions 8 and 9)

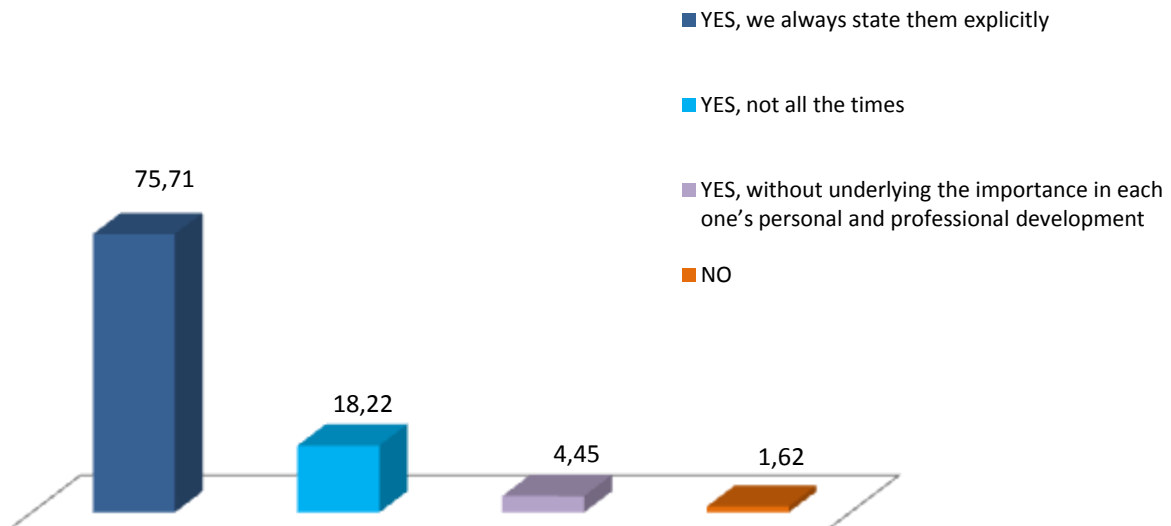
Moving on to the questions investigating the perceived impact of the learning activities by professionals, they have been first asked **whether they clearly inform learners on the competences, skills and knowledge that could be acquired by participating**. The majority (approx. 76%) replied that *YES*, they *always state them explicitly*, or that *YES*, but *not all the times* (18.22%), and such feedback seems to prove a certain level of awareness on the impact of the various learning activities on the final beneficiaries.

When asked to **motivate such approach**, professionals mainly declare that *it facilitates learners throughout the learning activity implementation* (36.18%), and *that it facilitates the implementation of the activity, in particular the role of teachers/trainers and their mission* (23.68%). More than half of the respondents then could be considered **aware of the importance of sharing clear information on the expected results so to align profiles and expectations of the participants and stimulate them to be proactive**. It might represent a fertile soil on which developing improved competences in terms of Quality Assurance practices and, more important, it is a further signal of the crucial role that the different categories of staff can play in improving adults' access to lifelong learning.

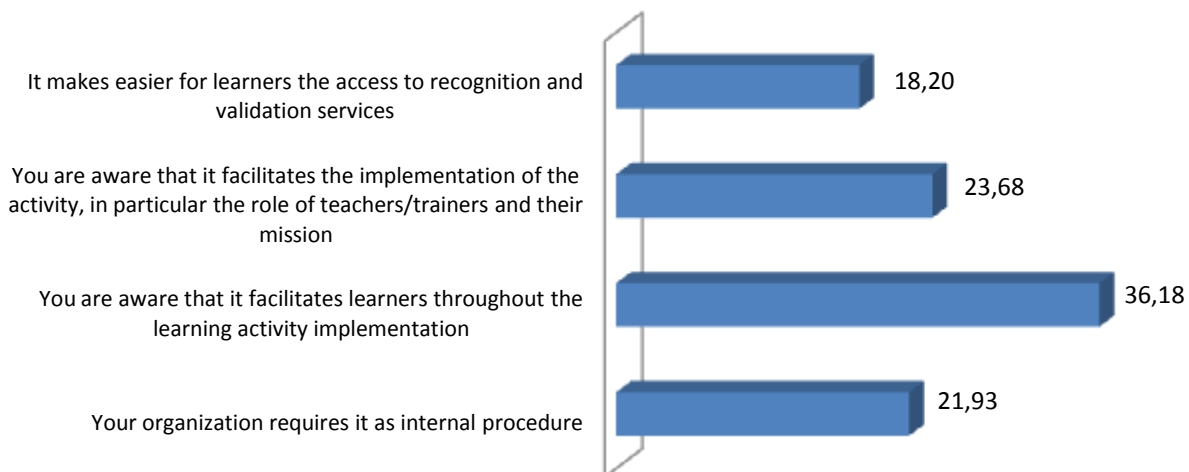
A lower percentage, but still significant, admits to behave as such just because its *organization requires it as internal procedure* (21.93%), and it is possible to imagine that such option comes mainly from the more structured Formal and Non-formal providers that have standard internal quality procedures. It could be required to re-motivate, or train, professionals about it, to support their shift towards a more result-oriented quality system, as could be European Peer Review.

Last but not least, an interesting insight is given by the low percentage of professionals who recognized as a clear communication in terms of competences and skills development may positively impact on the **capitalization of learning opportunities** and *make easier for learners the access to recognition and validation service* (18.20%). It suggests that, in the case of Formal (or structured training), the main focus is still on the contents of the learning rather than on its capacity of impacting on individual personal and professional development, which in the case of adult learners are really the principal reason for which a decision of accessing certain opportunities is taken; and, on the other, in the case of Non-Formal and Informal opportunities, that professionals themselves are not fully aware of the potential of the activities in terms of learning. Even with lower numbers in absolute terms, positive variations have emerged in the case of **Hungary** (24.14%) and **Malta** (29.03%), indicating possibly a privileged line of action for the implementation of the Warming-up Strategy in the two contexts. Indeed, the **systems of recognition and validation of prior learning has reached different levels of implementation in each of the partners' countries**; and such differences may be reflected on professionals' levels of awareness.

Graph 15: Do you clearly state to participants which competences, skills and knowledge (defined at EU level as *learning outcomes*) they can acquire by participating into the activity? (%)



Graph 16: If YES, It is the case because: (%)



Do the activities that you conduct with adults, have an impact in terms of development of competences, knowledge and skills on the participants?

If yes, what kind of impact does it have?

(question 3 and 4)

As reasonably expected, the majority of respondents recognised the impact of their work on learners who participate in their activities (96%). Indeed, the most interesting data come from the analysis of the contributions made through the open-ended question *If yes, what kind of impact does it have?*.

As anticipated, their analysis looked on one side for **common trends in the contents** and, on the other, for **regularities in the use of given sector-specific terminology**.

As far as concern the contents of the replies, it has been possible to identify three main areas of convergence that leave out only few contributions:

- Impact on learners' personal life;
- Impact on learners' professional life;
- Specifications on *taught* subject and/or transmitted competences.

Concerning the **impact on personal life**, the country in which it has been most valued appears to be **Hungary**, where almost the totality of comments are expressed as *Increase in the desire of learning; they see that **learning can be a source of joy**; the activity increases creativity; the aim is to develop knowledge that help to achieve goals, which will support them in succeeding of everyday life not only in the short term but also in the long run; developing their knowledge and expand their horizons*. It is worth to record that someone also combined the aspects linked to personal life with the improvements they might bring in terms of professional skills: *Development of professional skills, as well as social and personal competences, is the objective/aim and content of the training; improvement of professional skills and personality traits as the capacity to focus*. Coherently, **Maltese** questionnaires are very focused on the way learning activities affect **adults' life**. For example, by *increasing motivation and self-esteem; improving their communication skills and culture; helping participants to develop effective speaking skills; teaching acting skills, that help their confidence and presentation skills; and keeping them active*.

In **Italy** and **Portugal**, differently, a minority of replies stresses such type of impact on learners and, respectively, the 15% and 13%. Italians professionals have affirmed that the activity *helps you to recover knowledge lost in the year; improve learners' communication skills; capacity of facing changes; self-esteem; **improvement of social skills** (team-building, relationship with the audience); more awareness of reality, to help reading and understanding phenomena of reality; improved capacity of choice, ability to choose*. Similarly, the others consider their activities as able to make *Adults better prepared for new challenges; and to have **improved self-esteem** and self-knowledge; and Improved skills and self-confidence*.

The answers received by professionals from **Lithuania** have an even lower amount of comments exclusively focused on life skills, such as *Development of knowledge and skills needed in everyday life, encourages further and deeper self-knowledge*. Some others are more general and not strictly classifiable as either personal or professional as in the case of the following ones: *acquire new knowledge; increase competences; new competencies, knowledge*, as noticed for Hungary.

Secondly, referring to the **impact on professional life**, the country where professionals mainly recognize such feature is **Portugal**, with its **52%**, also thanks to the type of vocational learning activities in which consulted professionals are involved. For instance, they refer to *Acquisition of new knowledge, consolidation of previous skills, updating and obtaining school equivalency; social impact and employability; acquisition of knowledge and subsequent application in professional situations; more knowledge to carry out their functions; management skills; improvements in operational level management and implementation of strategic plans; acquisition of skills at the professional level; changing work practices, implementation of new organizational strategies and development work, standardization tasks in certain administrative areas and / or support; professional training on specific software used / to be used by participants; professional performance; prevention of occupational hazards; in acquiring a professional qualification; new work tools and release of certifications; professional development*. In **Italy**, only the 17% of answers focus the attention on the impact of their activities on beneficiaries' **working life**, referring to *professional updating; possible career advancement; competences applicable at the workplace;*

greater efficiency of the working activities; as well as improved professional competences and quality of the trials and the products; technical and professional competences for entering the job market; adults receiving training acquire new knowledge, competences and thus develop their skills. The fact that in both countries the survey has been promoted by organization mainly acting in the vocational side of the adult learning domain suggests that might exist considerable **differences in terms of professionals' training** and of awareness about their role.

A similar share of homogeneous perceptions about one's own activities, may depend on the fact that in this country, as for the case of Italy that follows, there is a higher unemployment rate, and therefore the adult education and training are mainly aimed at increasing people employability, and at raising educational levels of attainment⁵. Furthermore, it might depend by the **changes occurred in the European Social Fund regulation and priorities** that in the period 2000-2006 stressed the **importance of liberal adult education**, then in the 2007-2013 period **shifted towards adults' employability**, up to the current programme that even reinforced the orientation towards the labour market.

In **Lithuania**, the majority of the comments underline that in the case of adults, the impact of learning activities is important **both in personal and working life**, and for instance self-confidence is presented as learning result able to re-position the person in the **labour market**, improving **employability**. It is also relevant to underline that many others write about impact in terms of education and certification attainments, as also anticipated in the country-specific data related to the previous question: *Receive education - primary or secondary; Continuing education; possibility to continue with their college and university education*. A similar group of feedbacks has been collected in **Portugal** (20%) and **Italy** (7%), too.

In these cases, often comments include *Exchange of ideas and knowledge among people; Promotion of a constructive dialogue between people; Reinforcement of communication skills and establishment of relations among learners*, reinforcing the **importance of horizontal and social components of adult learning**.

Finally, a third group advantaged of the open-ended question on the impact to provide **further clarifications about the subject and contents of the learning activities**. In **Italy**, for instance, about the 40% of those answering to this question, mainly commented in terms of specific competences developed but detaching the reasoning from the impact on learners. Samples includes comments such as: *improvement of linguistic competences; teaching of the Italian language; active search of a job; ICT competences; competences in English language; competences and techniques for sales; improvement of the communication skills in foreign languages; new educational methodologies; new commercial knowledge, juridical knowledge, sales techniques for goods and services*.

Moving to the analysis done to identify and highlight **regularities in the use of given sector-specific terminology**, it has been conducted assuming that the use of certain sector-specific words denote an **overall awareness about the concepts behind and the most recent policy developments at European and national level**.

In **Italy**, many of the responses explicitly refer to **competences** (about 50%) and **knowledge** (about 20%), despite of the approach used in commenting the impact (see distinction above). Much less use the word **skills**. As demonstrated by a sentence like *Adults who receive training, acquire new knowledge, skills and thus develop their competences*, consulted professionals seem to use these terms effectively in the almost totality of questionnaires. In **Malta** and **Hungary**, **skills** and **competences** are the most commonly used terms (respectively, 35% and 20% in the first country), preferred to **knowledge** even though they are used often together or in couples. The fact that two/three terms appear together and in an meaningful way can prove that respondents are aware that they are not equivalent terms, e. g.: *Expansion of knowledge, skill and competency development; It is hoped that the impact of activities affect positively competences, skills, etc.; Experiences which enhance their competences and skills; Develop of knowledge + competences*.

⁵ See note 17 of the analysis on the Questionnaire for Adult Learners.

In **Portugal**, it is possible to underline that about 15% of the answers include the word *knowledge*, sometimes used in general, sometimes accompanied by an adjective such as *theoretical*, *practice*, *technical*. On the other hand, 25% of respondents refer to the term *skills*. The presence of the term *competence* seem to be undersized and could probably be absorbed by the other two words.

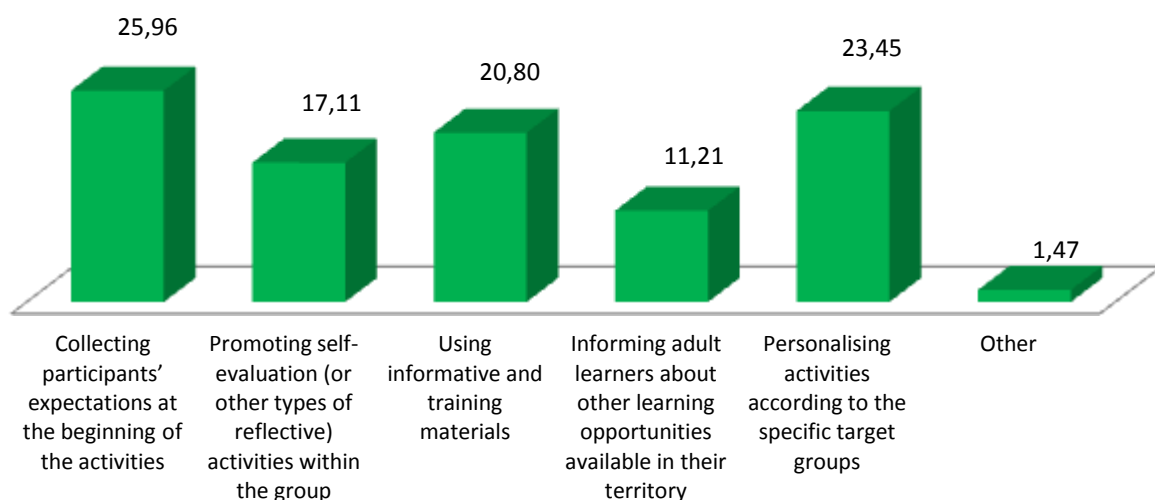
In the case of the **Lithuanian** questionnaires about 40% of the answers contain *knowledge*, the 35% the term *competences*, and about 29% *skills*. As for Malta and Hungary, very often the three are **combined**, showing that they are use consciously and not alternatively. What do all these data suggest to the Warming-up Strategy and to the further involvement of AL providers in PR? A high level of awareness on Adult Learning features and EU related policies, as well as their professionalism, can represent and added value for PRALINE to **easily involve these providers in the WUPs activities and, parallel, in the European Peer Review piloting.**

As the Warming-up Strategy, to which this analysis is functional, has a double objective and intends **to improve quality in the AL provision**, the Questionnaire targeting professionals does also include questions on such issue. Differently from the ones directed to learners, the two questions analysed below have been formulated directly.

How do you engage and support participants in order to improve their learning experience?
(question 10)

To this question, it was possible to give more than one answers, so the shown percentages represent how many times a given option has been chosen out of the total amount of the given options. These have been selected by PRALINE partners taking into account the literature on adult education and, in detail, on the topic of adults' engagement and learning preferences. **The degree to which each approach is already adopted is expected to influence the messages to be delivered through the Warming-up Strategy, particularly to the target group of professionals.**

Graph 17: **How do you engage and support participants in order to improve their learning experience? (%)**



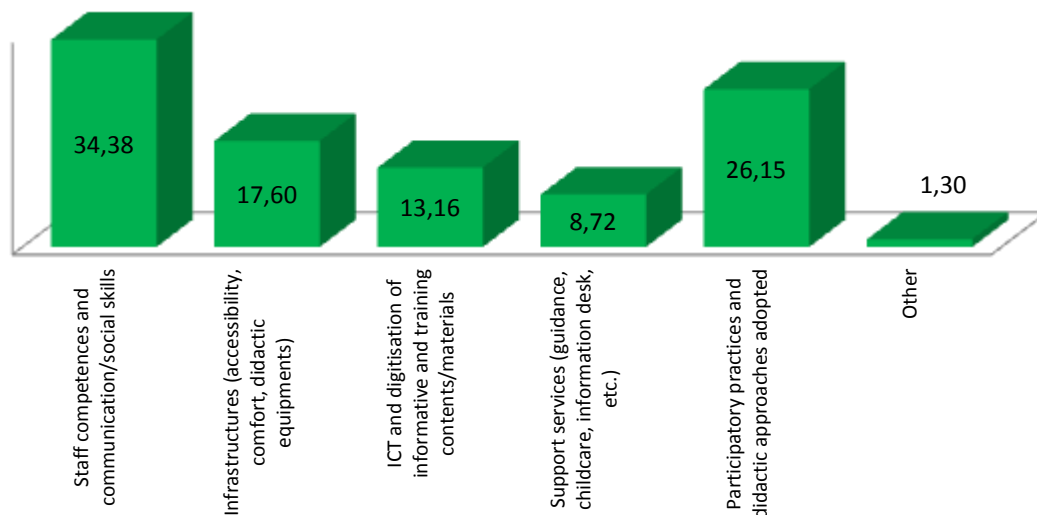
For the 25.96% the better way to engage and support learners is by Collecting *participants' expectations at the beginning of the activities*, that also represents an effective **quality assurance means in terms of customer orientation, as it allows a follow-up assessment of the impact compared to the participants' expectations**. Specifically, respondents from Lithuania and Italy seem to implement this practice more often, whereas in Portugal, Hungary and Malta *Personalising activities according to the specific target groups* receive a percentage higher than the average (23.45%), respectively of 24.56%, 25.64% and 27.03%.

Using **informative and training material** is considered relevant by 20.80%, and quite homogeneously across the involved countries (26.16% in LT, 22.97% in MT, 20.51% in HU, 19.30% in PT, 16.39% in IT), followed by **Promoting self-evaluation (or other types of reflective) activities within the group** with the 17.11% and *Informing adult learners about other learning opportunities available in their territory* (11.21%), also with very regular trends across countries. It matches with the **idea of a mutual trust between learners and professionals/providers** emerged from the analysis of the Questionnaires for Adult learners, putting forward the **suggestion of investing on this relationship to enhance participation on AL and to improve its quality and efficacy**.

Under *Other* (1.47%), it is not possible to observe recurrent topics or approaches that could be statistically relevant for the purposes of this document. However, among the comments provided, some are reported below: *Giving to learners the opportunity to ask questions* (IT), *Trying to harmonize individual needs, social needs and group need* (HU), and *Directing them to website/information/news or Promoting active participation and discussion* (MT).

Which other quality factors most impact on the efficacy of the learning activities that you carry out?

Graph 18: Which other quality factors most impact on the efficacy of the learning activities that you carry out? (%)



(question 11)

Coherently with the results of the Questionnaire for Adult Learners, the 34.38% of the respondents believe that **Staff competences and communication/social skills** are among the main factors impacting on the learning, both in terms of process and outcomes. It suggests that, in order to improve the quality of the provision, a lot depends on the professionals themselves. Furthermore, it **reinforces the idea of having them as key actors of the quality assurance procedures**, which is at the basis of the European Peer Review methodology. A similar weight, as shown in the graph, has been given to **Participatory practices and didactic approaches adopted** (26.15%), which is the second highest percentage in HU (18.67), LT (27.22%), PT (23.53%) and IT (32.54%), while in Malta surprisingly

shares the position with *Support services (guidance, childcare, information desk, etc.)*. Surprisingly because, as already noticed for the learners, in the other involved countries **Support services** (8.72%) seem not to play a crucial role in retaining adults into lifelong learning and in improving/compromising its quality.

Similar results across countries have been also obtained for the other two factors given as options to respondents: **Infrastructures (accessibility, comfort, didactic equipments)** - 17.60%, and **ICT and digitisation of informative and training contents/materials** - 13.16%.

The **general agreement** about the relevance of the competences of personnel and their ability to involve participants, together with methods that promote inclusion, is also reflected in the comments to the *Other* question. Indeed, as **key quality assets**, in this case respondents have mainly further stressed on the two factors above, writing sentences as *Teacher personality; Appropriate cooperation in building the atmosphere; Give importance to each participant personally; Take care of each person and considering that; Curriculum and/or content adaptation; Considering the context.*

Does your organisation maintain contacts with the learners after their participation in the learning activity? Through?

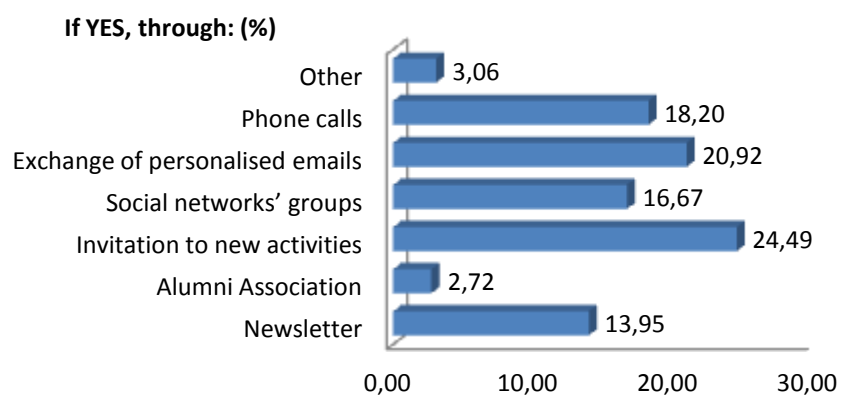
(questions 12 and 13)

Last question is about maintaining contact with learners and improving their loyalty. These two aspects are useful in terms of lifelong learning participation and quality customer orientation, to engage contacted adults and involve them in other learning paths.

91% of the professionals affirm that *Yes*, their organization does have **follow-up contacts** with the adult learners. 24.49% of the contacts are maintained through *Invitation to new activities*, mainly in Hungary (29.31%) and IT (27.11%). *Exchange of personalised emails* is then used by the 20.92% of the organization from which professionals have been interviewed, and specifically in MT (23.40%) and HU (24.14%). Following, it is possible to find *Phone calls* (18.20%), *Social networks' groups* (16.67%) and *Newsletter* (13.95%).

In the case of *Other* (3.06%), the following free comments have been given: *customized meetings in the case of foreign immigrants and asylum-seekers, Facebook and website, private visits (IT); Personal contact and questionnaire (HU); Regular contact support, Conference and workshops (LT); Individual monitoring, Post-training questionnaires (PT); Structured meetings on a periodic basis, Students' Report (MT).*

In conclusion, not very much common among respondents is to have *Alumni Association* (2.72%).



What makes Adult Learning a quality learning experience?

For the purpose of this investigation, please have in mind the following *Classification of Learning Activities* by EUROSTAT (2006):

FORMAL EDUCATION – *education provided in the system of schools, colleges, universities and other formal educational institutions that normally constitutes a continuous ladder of full time education for children and young people, including the programmes of joint part-time employment and part-time participation in the school/university system.*

Samples of Formal Adult Learning: dual system programmes; school programmes for adults; vocational courses leading to a qualification;

NON FORMAL EDUCATION – *any organised and sustained educational activities that do not correspond exactly to the above definition of formal education. It can therefore take place both within and outside educational institutions, and cater persons of all ages.*

Samples of Non-formal Adult Learning: adult literacy programmes; short training courses on key competences such as foreign languages, ICT, communication skills; work-based learning; informative seminars; local, national or international conferences; non vocational cooking or art classes;

INFORMAL LEARNING – *intentional but less structured and less organised learning activities that occur in the daily life of every person, on a self-directed, family- directed or socially directed basis.*

Samples of Informal Adult Learning: theatre plays; book reading; attendance of exhibitions (paintings, handicrafts, historical reconstructions, etc.); volunteering;

1) Age

18-23 24-40 41-50 51-65 over 66

2) Gender

M F

3) In which of the following learning activities/experiences have you participated in the last 24 months?

- a. Short training courses on foreign languages, ICT and communication skills
- b. Short training on artistic competences (as painting, sculpture, photography, creative writing, etc.)
- c. Cooking classes
- d. Informative seminars
- e. Conferences on issues related to your job
- f. Conferences on issues of your personal interest
- g. Theatre plays
- h. Book reading
- i. Volunteering for a local association (please, specify _____)
- j. Attendance of exhibitions (paintings, handicrafts, historical reconstruction, etc.)
- k. Other (please, specify _____)

4) In the case of the learning activities attended, have you received clear information about the competences/knowledge that you would acquire by the end of it?

- YES, always
- YES, very often but particularly in the case of Formal learning activities
- YES, only in the case of Formal learning activities
- YES, very often and including the case of Non-formal and Informal learning activities
- YES but information was not clear to me
- NO

5) Should you give advice to a friend, why would you recommend the learning activity(ies) you attended? (Up to 5 answers)

- a. The organizer(s) was/were helpful and prepared
- b. The group participating to the activity was active and stimulating
- c. The learning activity was personalized and adapted to your needs
- d. It was complementary with previous learning activities
- e. You were really interested in the topic addressed
- f. The staff from the organization facilitated your active involvement in the activity
- g. The learning activity was organised at a convenient time (e.g. in the evening)
- h. Informative materials (brochures, educational materials, access to internet, etc.) were available at the venue of the learning activity
- i. Informative materials (brochures, educational materials, access to internet, etc.) were available also in different languages
- j. It was possible to access online tools/information to complete or integrate the activity
- k. At the end of the activity, it was expected to be provided a certification
- l. The competences and knowledge that you could acquire by participating into the activity had been exhaustively presented at the beginning
- m. You had chance to reflect and discuss about the activity and its contents within your

- family and/or with your friends
- n. Presence and availability of support services, such as guidance, childcare, information desk, etc.
- o. It was possible to provide feedbacks about the quality of the learning activity, through customer satisfaction surveys, assessment grids or verbal reporting
- p. Other (please, specify _____)

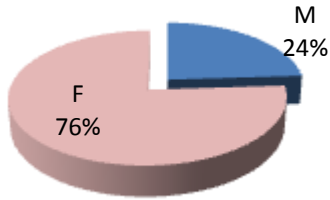
6) In your opinion, which other factors would you consider crucial to improve the quality of the learning activities for adults? (Up to 3 answers)

- a. Staff competences and communication/social skills
- b. Infrastructures (accessibility, comfort, didactic equipments)
- c. ICT and digitisation of informative and training contents/materials
- d. Support services (guidance, childcare, information desk, etc.)
- e. Participatory practices and didactic approaches adopted

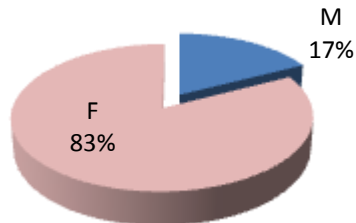
QUESTIONNAIRE FOR ADULT LEARNERS

Gender distribution per country (%)

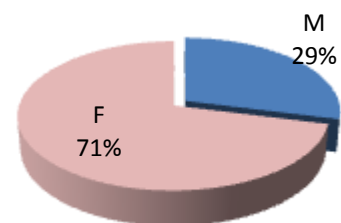
Hungary



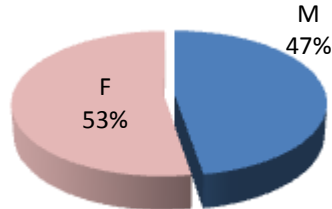
Lithuania



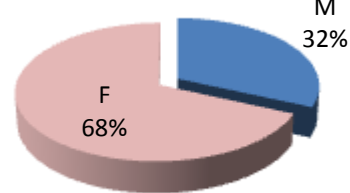
Portugal



Italy

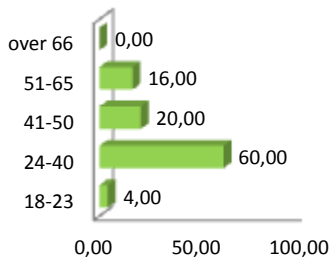


Malta

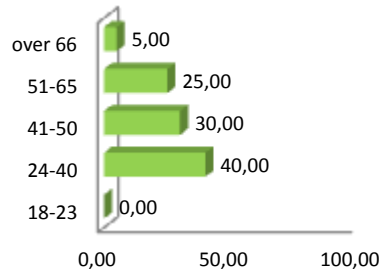


Age distribution per country (%)

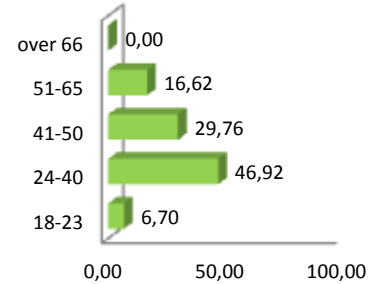
Hungary



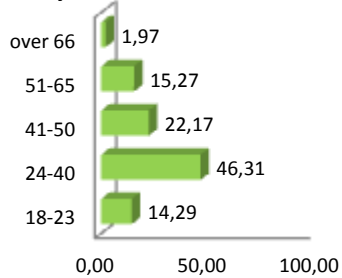
Lithuania



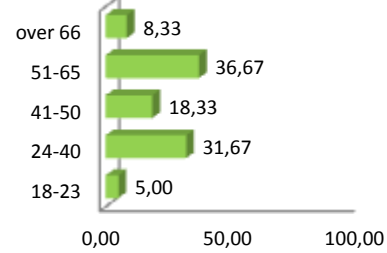
Portugal



Italy

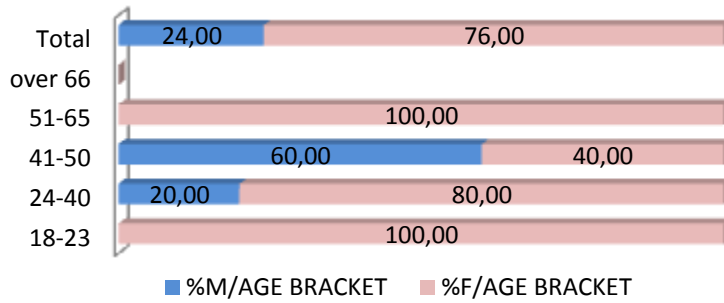


Malta



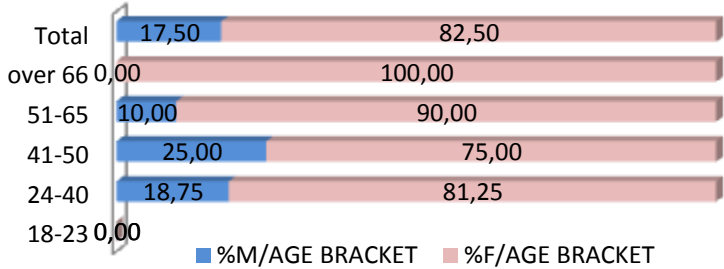
Gender distribution per Age Brackets per country (%)

Hungary



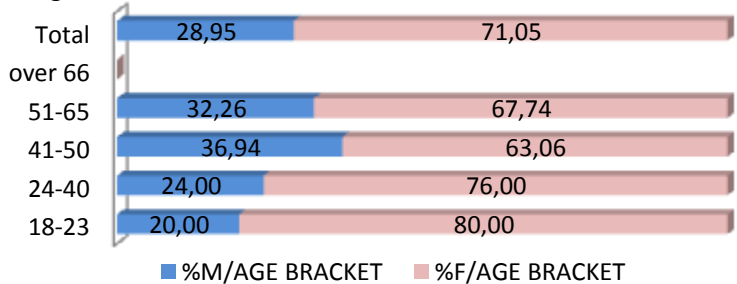
| Hungay | M | F |
|---------|---|----|
| 18-23 | 0 | 1 |
| 24-40 | 3 | 12 |
| 41-50 | 3 | 2 |
| 51-65 | 0 | 4 |
| over 66 | 0 | 0 |
| Total | 6 | 19 |

Lithuania



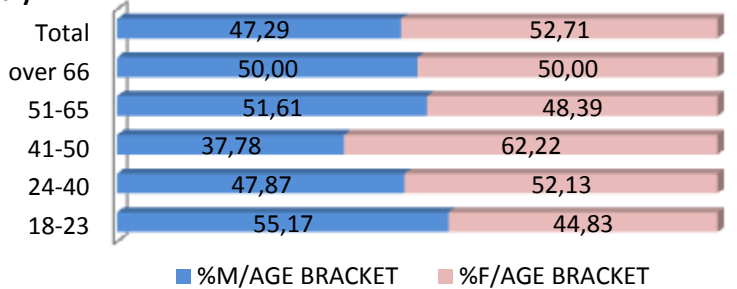
| Lithuania | M | F |
|-----------|---|----|
| 18-23 | 0 | 0 |
| 24-40 | 3 | 13 |
| 41-50 | 3 | 9 |
| 51-65 | 1 | 9 |
| over 66 | 0 | 2 |
| Total | 7 | 33 |

Portugal



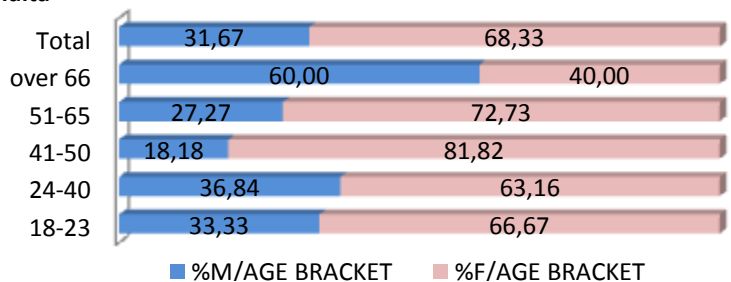
| Prtugal | M | F |
|---------|-----|-----|
| 18-23 | 5 | 20 |
| 24-40 | 42 | 133 |
| 41-50 | 41 | 70 |
| 51-65 | 20 | 42 |
| over 66 | 0 | 0 |
| Total | 108 | 265 |

Italy



| Italy | M | F |
|---------|----|-----|
| 18-23 | 16 | 13 |
| 24-40 | 45 | 49 |
| 41-50 | 17 | 28 |
| 51-65 | 16 | 15 |
| over 66 | 2 | 2 |
| Total | 96 | 107 |

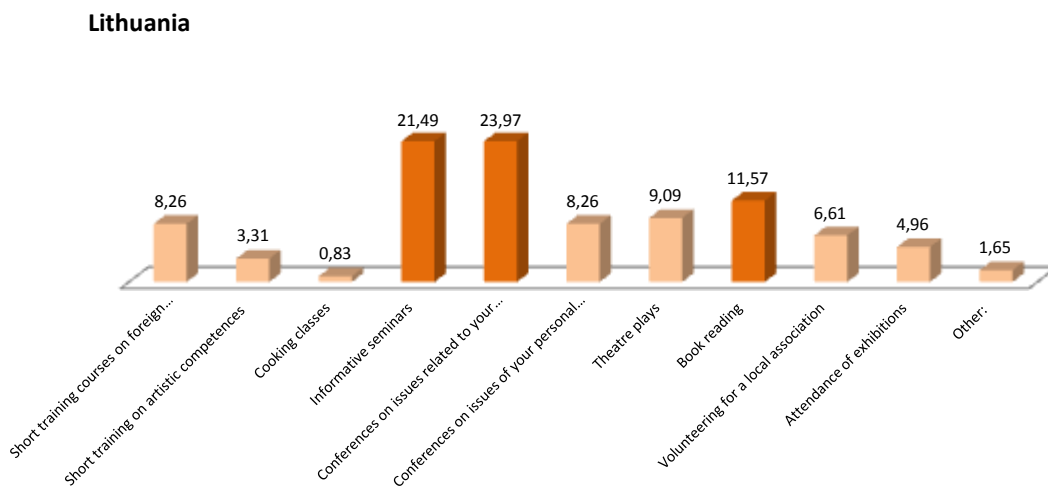
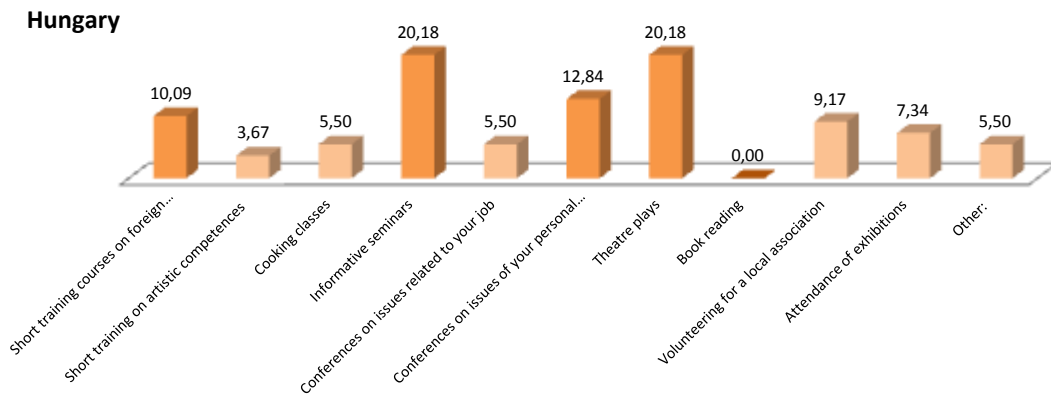
Malta

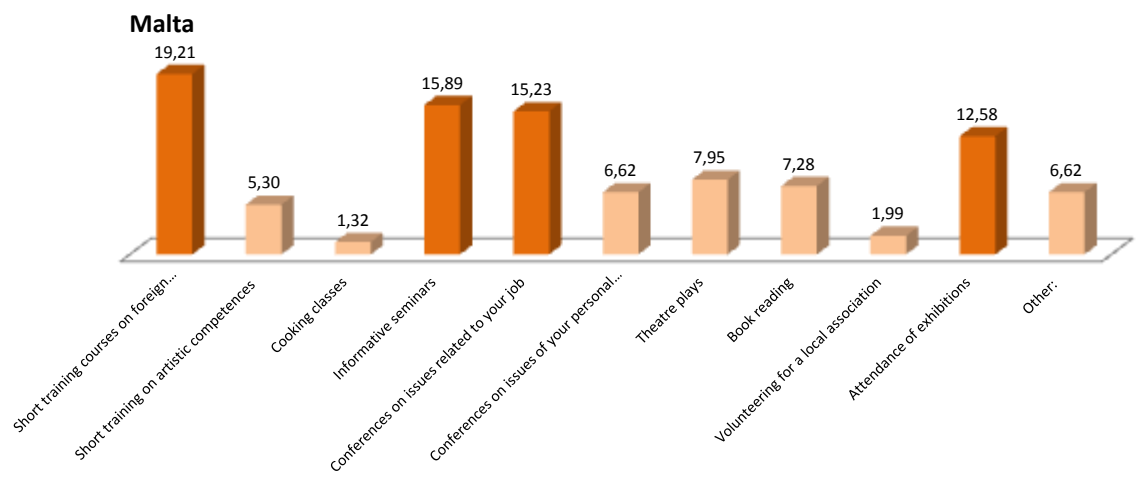
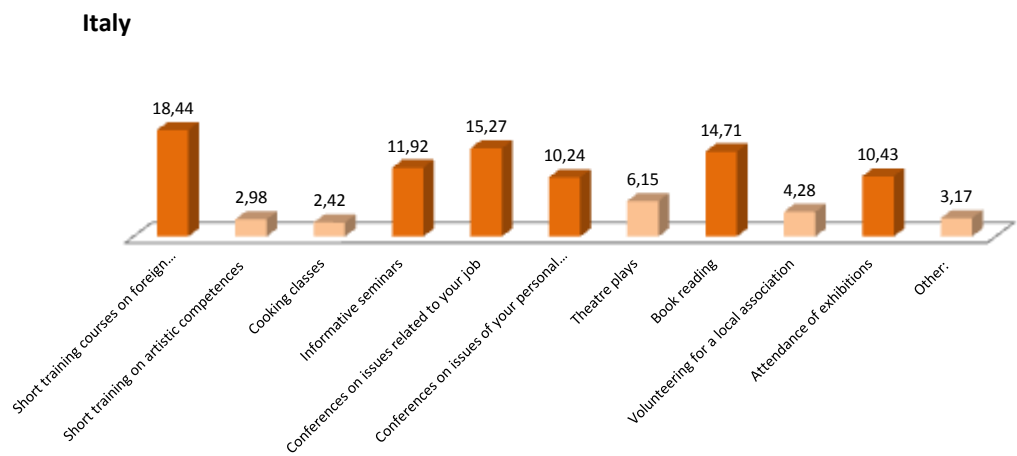
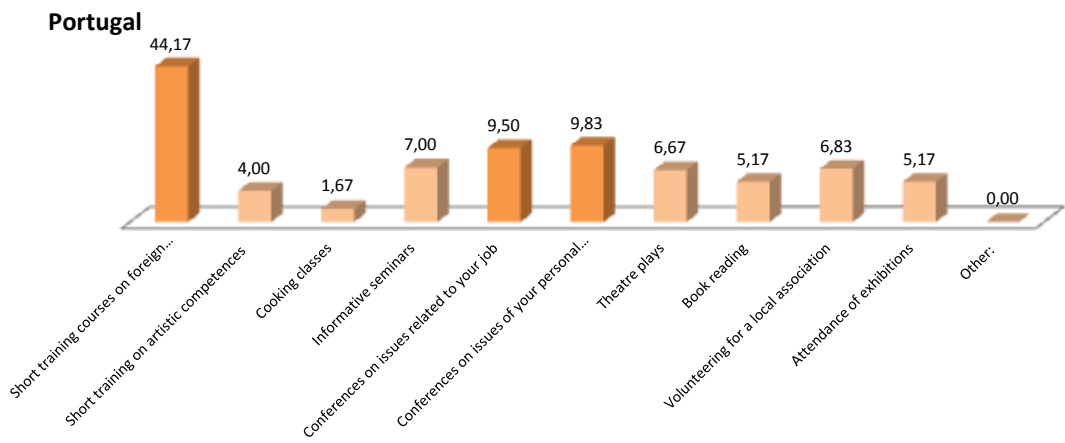


| Malta | M | F |
|---------|----|----|
| 18-23 | 1 | 2 |
| 24-40 | 7 | 12 |
| 41-50 | 2 | 9 |
| 51-65 | 6 | 16 |
| over 66 | 3 | 2 |
| Total | 19 | 41 |

Question 3 - In which of the following learning activities/experiences have you participated in the last 24 months? (%)

- Short training courses on foreign languages, ICT and communication skills
- Short training on artistic competences
- Cooking classes
- Informative seminars
- Conferences on issues related to your job
- Conferences on issues of your personal interest
- Theatre plays
- Book reading
- Volunteering for a local association
- Attendance of exhibitions
- Other

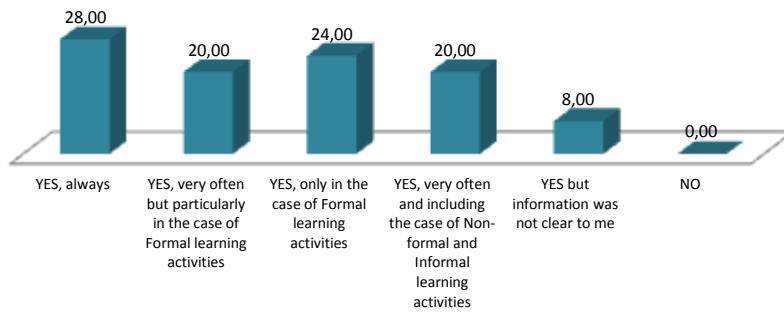




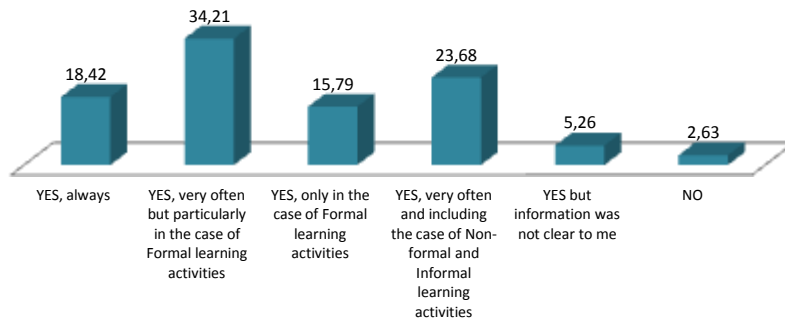
Question 4 - In the case of the learning activities attended, have you received clear information about the competences/knowledge that you would acquire by the end of it? (%)

- YES, always
- YES, very often but particularly in the case of Formal learning activities
- YES, only in the case of Formal learning activities
- YES, very often and including the case of Non-formal and Informal learning activities
- YES but information was not clear to me
- NO

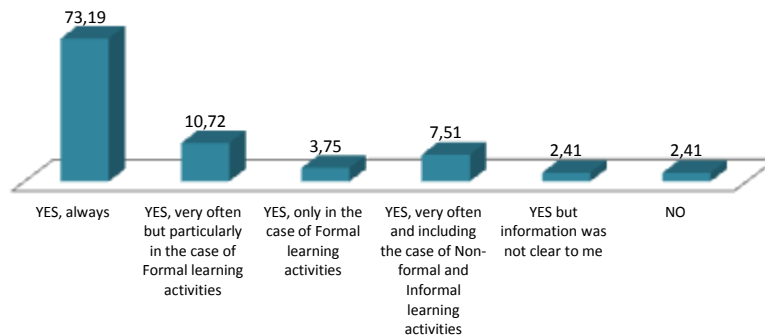
Hungary



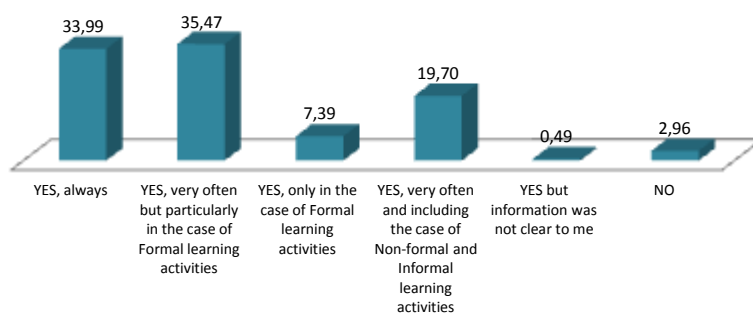
Lithuania



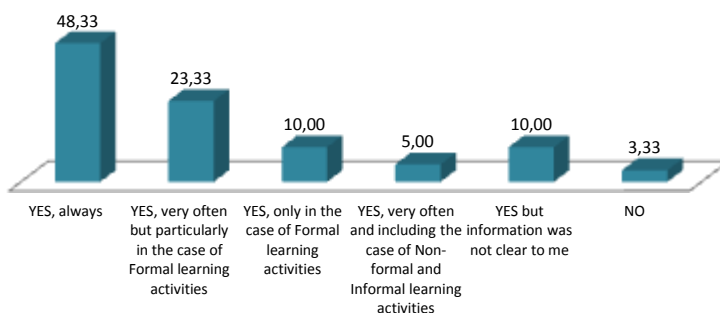
Portugal



Italy



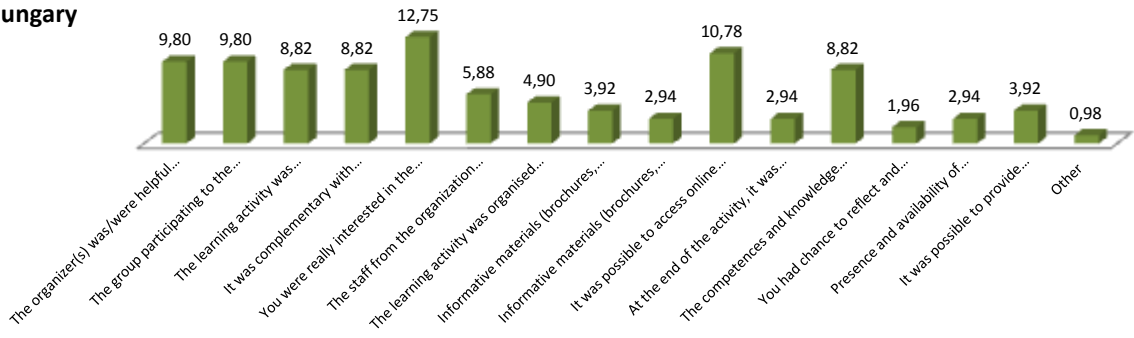
Malta



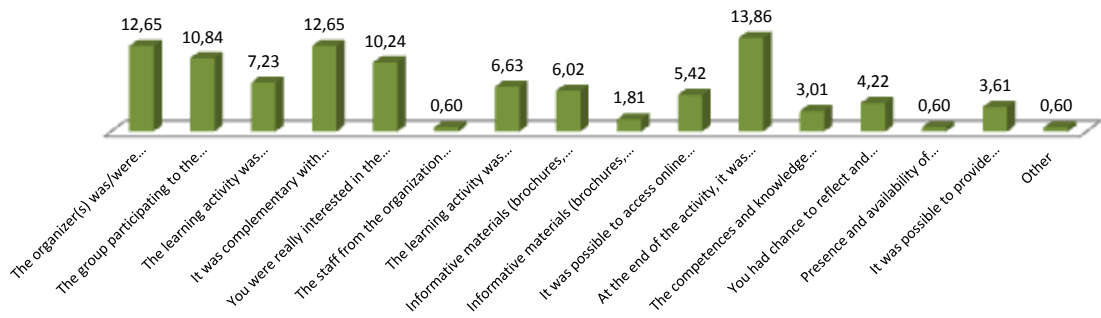
Question 5 - Should you give advice to a friend, why would you recommend the learning activity(ies) you attended? (%)

- The organizer(s) was/were helpful and prepared
- The group participating to the activity was active and stimulating
- The learning activity was personalized and adapted to your needs
- It was complementary with previous learning activities
- You were really interested in the topic addressed
- The staff from the organization facilitated your active involvement in the activity
- The learning activity was organised at a convenient time (e.g. in the evening)
- Informative materials (brochures, educational materials, access to internet, etc.) were available at the venue of the learning activity
- Informative materials (brochures, educational materials, access to internet, etc.) were available also in different languages
- It was possible to access online tools/information to complete or integrate the activity
- At the end of the activity, it was expected to be provided a certification
- The competences and knowledge that you could acquire by participating into the activity had been exhaustively presented at the beginning
- You had chance to reflect and discuss about the activity and its contents within your family and/or with your friends
- Presence and availability of support services, such as guidance, childcare, information desk, etc.
- It was possible to provide feedbacks about the quality of the learning activity, through customer satisfaction surveys, assessment grids or verbal reporting
- Other

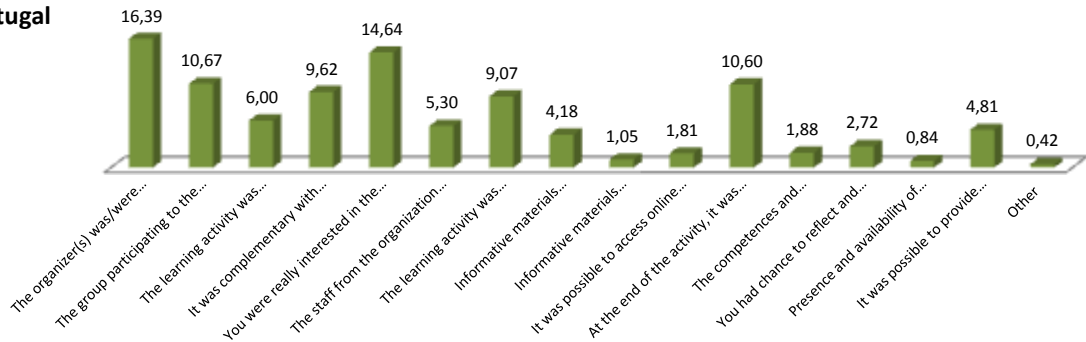
Hungary



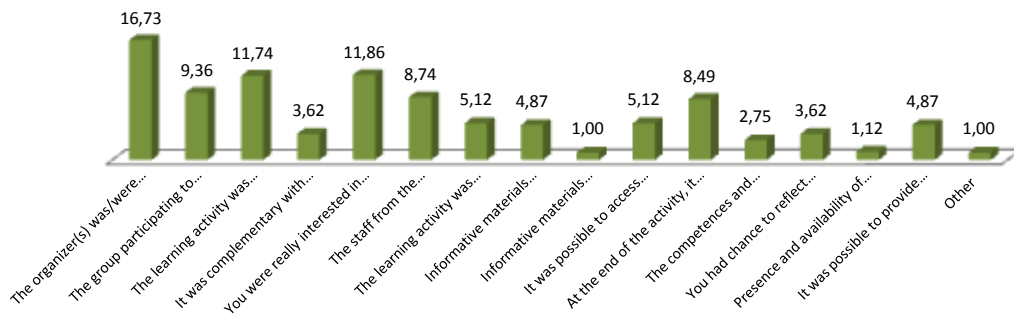
Lithuania



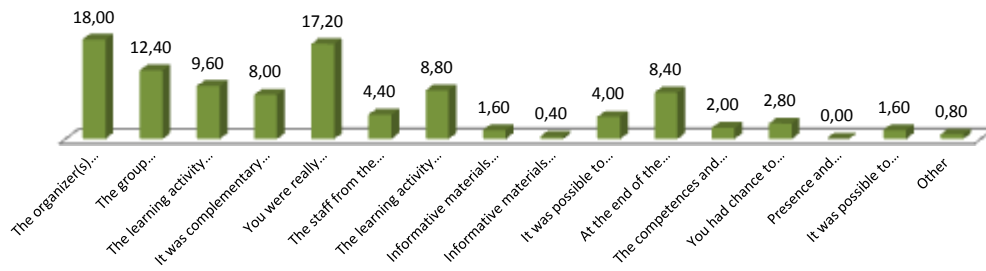
Portugal



Italy



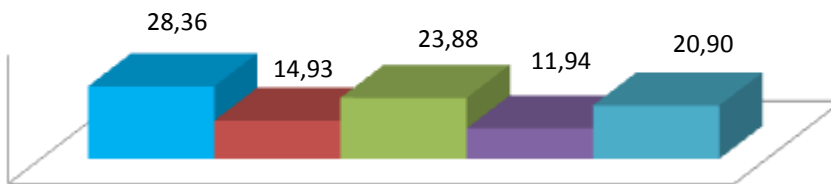
Malta



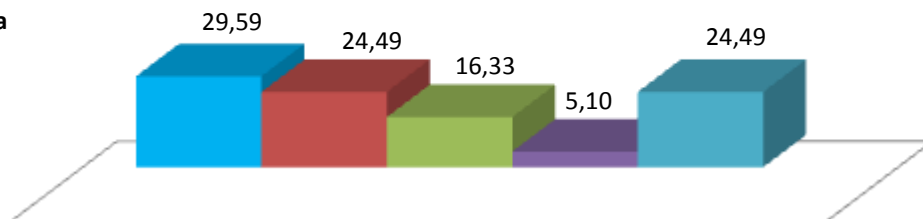
Question 6- In your opinion, which other factors would you consider crucial to improve the quality of the learning activities for adults? (%)

- Staff competences and communication/social skills
- Infrastructures (accessibility, comfort, didactic equipments)
- ICT and digitisation of informative and training contents/materials
- Support services (guidance, childcare, information desk, etc.)
- Participatory practices and didactic approaches adopted

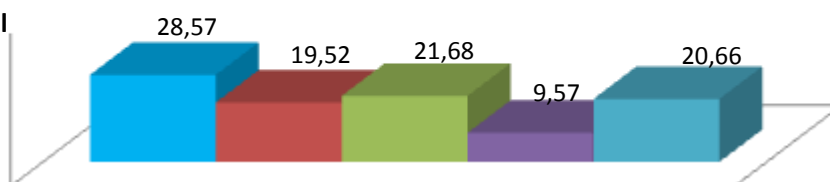
Hungary



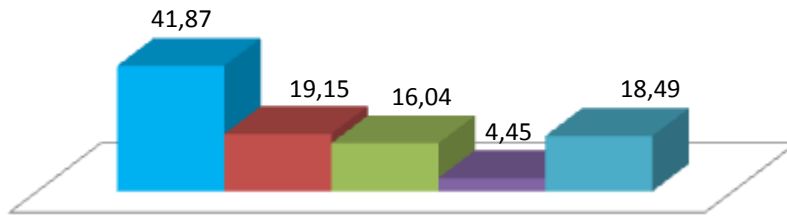
Lithuania



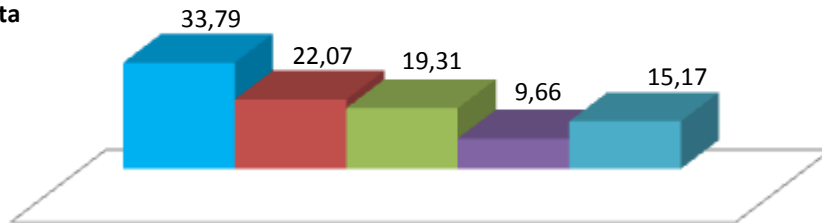
Portugal



Italy



Malta



What makes Adult Learning a quality learning experience?

For the purpose of this investigation, please have in mind the following *Classification of Learning Activities* by EUROSTAT (2006):

FORMAL EDUCATION – *education provided in the system of schools, colleges, universities and other formal educational institutions that normally constitutes a continuous ladder of full time education for children and young people, including the programmes of joint part-time employment and part-time participation in the school/university system.*

Samples of Formal Adult Learning: dual system programmes; school programmes for adults; vocational courses leading to a qualification;

NON FORMAL EDUCATION – *any organised and sustained educational activities that do not correspond exactly to the above definition of formal education. It can therefore take place both within and outside educational institutions, and cater persons of all ages.*

Samples of Non-formal Adult Learning: adult literacy programmes; short training courses on key competences such as foreign languages, ICT, communication skills; work-based learning; informative seminars; local, national or international conferences; non vocational cooking or art classes;

INFORMAL LEARNING – *intentional but less structured and less organised learning activities that occur in the daily life of every person, on a self-directed, family- directed or socially directed basis.*

Samples of Informal Adult Learning: theatre plays; book reading; attendance of exhibitions (paintings, handicrafts, historical reconstructions, etc.); volunteering;

1) Age

18-23 24-40 41-50 51-65 over 66

2) Gender

M F

3) Do the activities that you conduct with adults, have an impact in terms of development of competences/knowledge/skills on the participants?

YES NO

4) If yes, how? _____

5) Domain of Adult Learning in which you mainly operate (more options allowed):

FORMAL

NON-FORMAL

INFORMAL

6) In the implementation of which of the following learning activities have you been involved as professional?

- a. Short training courses on foreign languages, ICT and communication skills
- b. Short training on artistic competences (as painting, sculpture, photography, creative writing, etc.)
- c. Informative seminars
- d. Conferences on issues related to your job
- e. Conferences on issues of your personal interest
- f. Theatre plays
- g. Book reading
- h. Cooking classes
- i. Volunteering for a local association (please, specify _____)
- j. Attendance of exhibitions (paintings, handicrafts, historical reconstruction, etc.)
- k. Other (please, specify _____)

7) What exactly was your role in the organization and implementation of the activities?

- a. Organiser
- b. Creator
- c. Promoter
- d. Tutor/Assistant
- e. Guide/Counsellor/Personal Coach
- f. Trainer/Teacher
- g. Community leader or representative
- h. Adults' participation Facilitator
- i. Evaluator
- j. Other (please, specify _____)

8) Do you clearly state to participants which competences, skills and knowledge (defined at EU level as learning outcomes) they can acquire by participating into the activity?

- YES, we always state them explicitly
- YES, not all the times
- YES, without underlying the importance in each one's personal and professional development
- NO

9) If yes, is it the case because:

- your organization requires it as internal procedure
- you are aware that it facilitates learners throughout the learning activity implementation
- you are aware that it facilitates the implementation of the activity, in particular the role of teachers/trainers and their mission
- it makes easier for learners the access to recognition and validation services

10) How do you engage and support participants in order to improve their learning experience?

- a. Collecting participants' expectations at the beginning of the activities
- b. Promoting self-evaluation (or other types of reflective) activities within the group
- c. Using informative and training materials
- d. Informing adult learners about other learning opportunities available in their territory
- e. Personalising activities according to the specific target groups
- f. Other (please, specify _____)

11) Which other quality factors most impact on the efficacy of the learning activities that you carry out?

- a. Staff competences and communication/social skills
- b. Infrastructures (accessibility, comfort, didactic equipments)
- c. ICT and digitisation of informative and training contents/materials
- d. Support services (guidance, childcare, information desk, etc.)
- e. Participatory practices and didactic approaches adopted
- f. Other (please, specify _____)

12) Does your organisation maintain contacts with the learners after their participation in the learning activity?

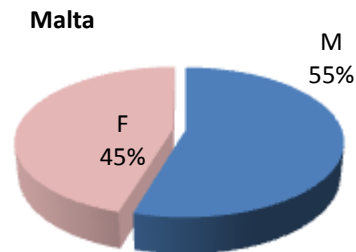
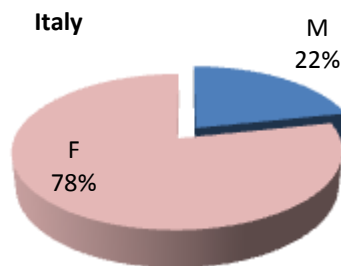
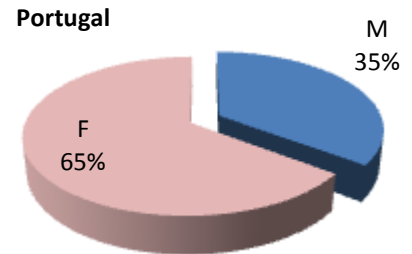
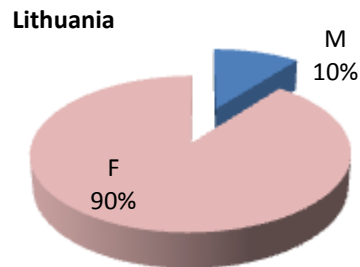
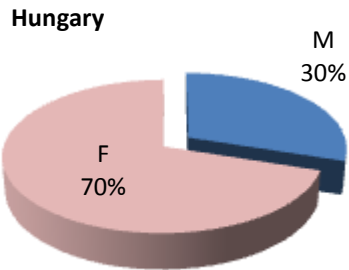
YES NO

13) If yes, through (multiple choice):

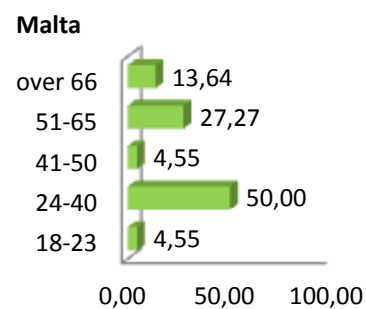
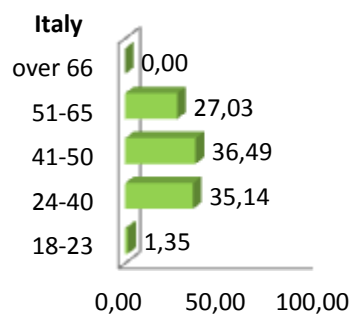
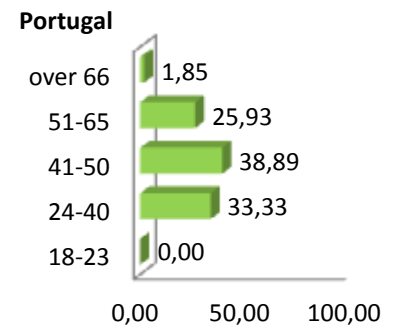
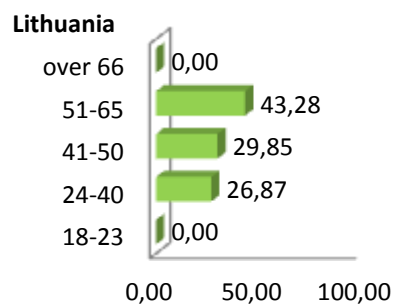
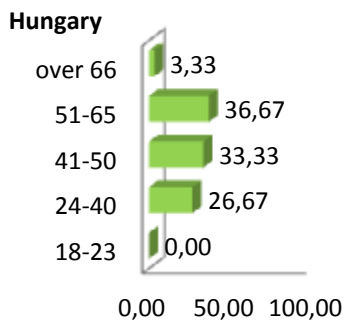
- a. Newsletter
- b. Alumni Association
- c. Invitation to new activities
- d. Social networks' groups
- e. Exchange of personalised emails
- f. Phone calls
- g. Other (please, specify _____)

QUESTIONNAIRE FOR AL PROFESSIONALS

Gender distribution per country (%)

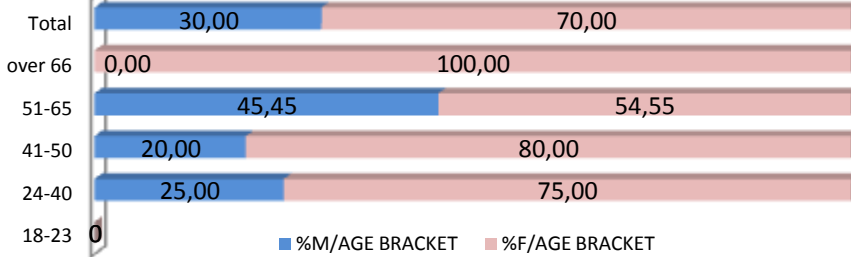


Age distribution per country (%)



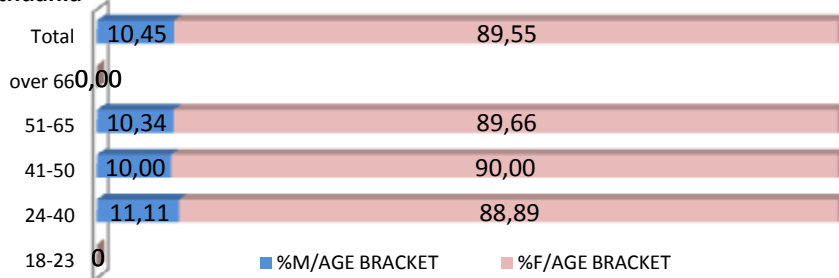
Gender distribution per Age Brackets per country (%)

Hungary



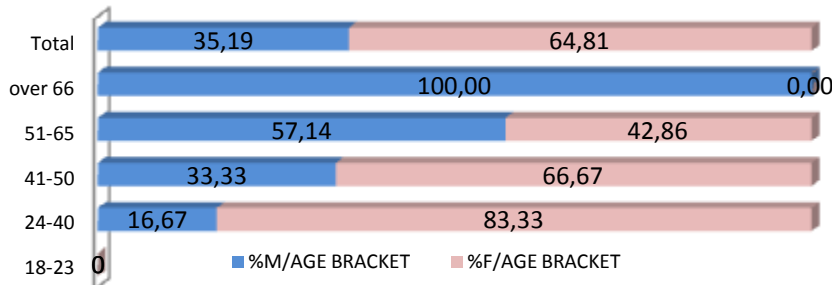
| Hungary | M | F |
|---------|---|----|
| 18-23 | 0 | 0 |
| 24-40 | 2 | 6 |
| 41-50 | 2 | 8 |
| 51-65 | 5 | 6 |
| over 66 | 0 | 1 |
| Total | 9 | 21 |

Lithuania



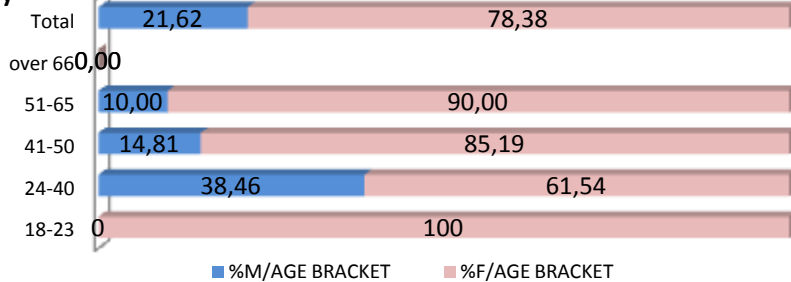
| Lithuania | M | F |
|-----------|---|----|
| 18-23 | 0 | 0 |
| 24-40 | 2 | 16 |
| 41-50 | 2 | 18 |
| 51-65 | 3 | 26 |
| over 66 | 0 | 0 |
| Total | 7 | 60 |

Portugal

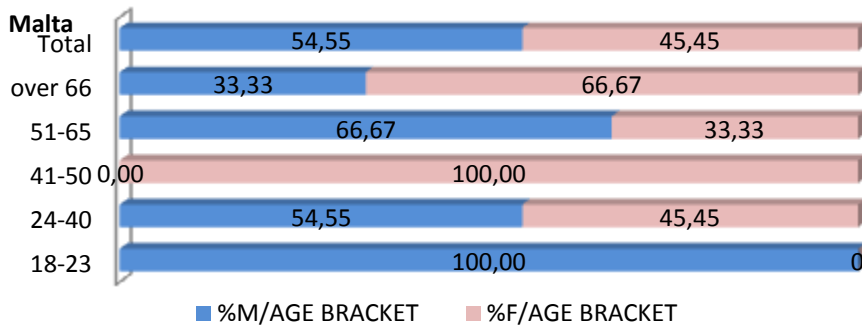


| Portugal | M | F |
|----------|----|----|
| 18-23 | 0 | 0 |
| 24-40 | 3 | 15 |
| 41-50 | 7 | 14 |
| 51-65 | 8 | 6 |
| over 66 | 1 | 0 |
| Total | 19 | 35 |

Italy

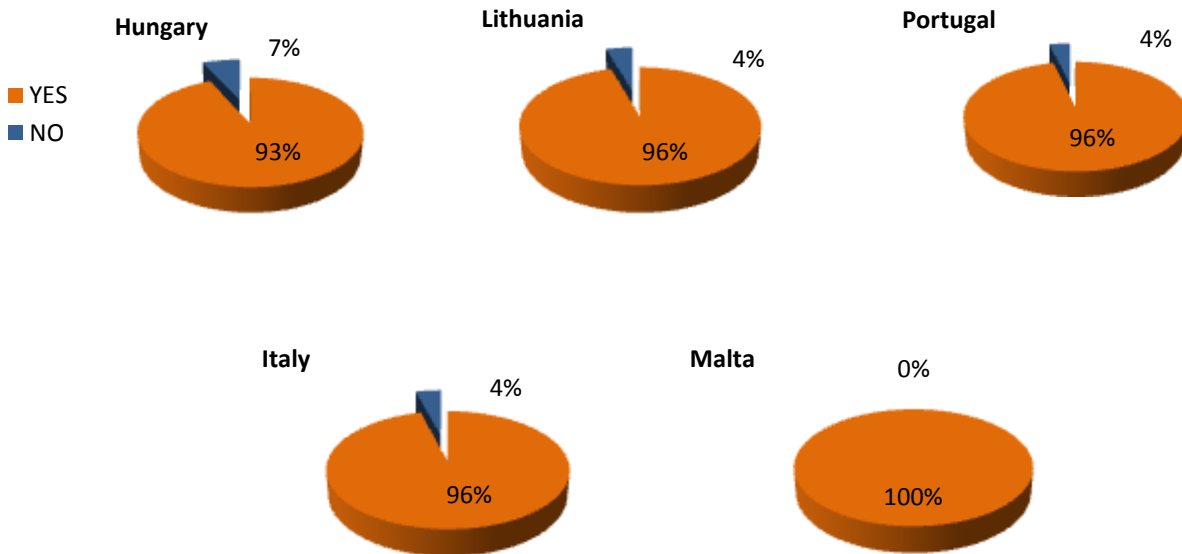


| Italy | M | F |
|---------|----|----|
| 18-23 | 0 | 1 |
| 24-40 | 10 | 16 |
| 41-50 | 4 | 23 |
| 51-65 | 2 | 18 |
| over 66 | 0 | 0 |
| Total | 16 | 58 |

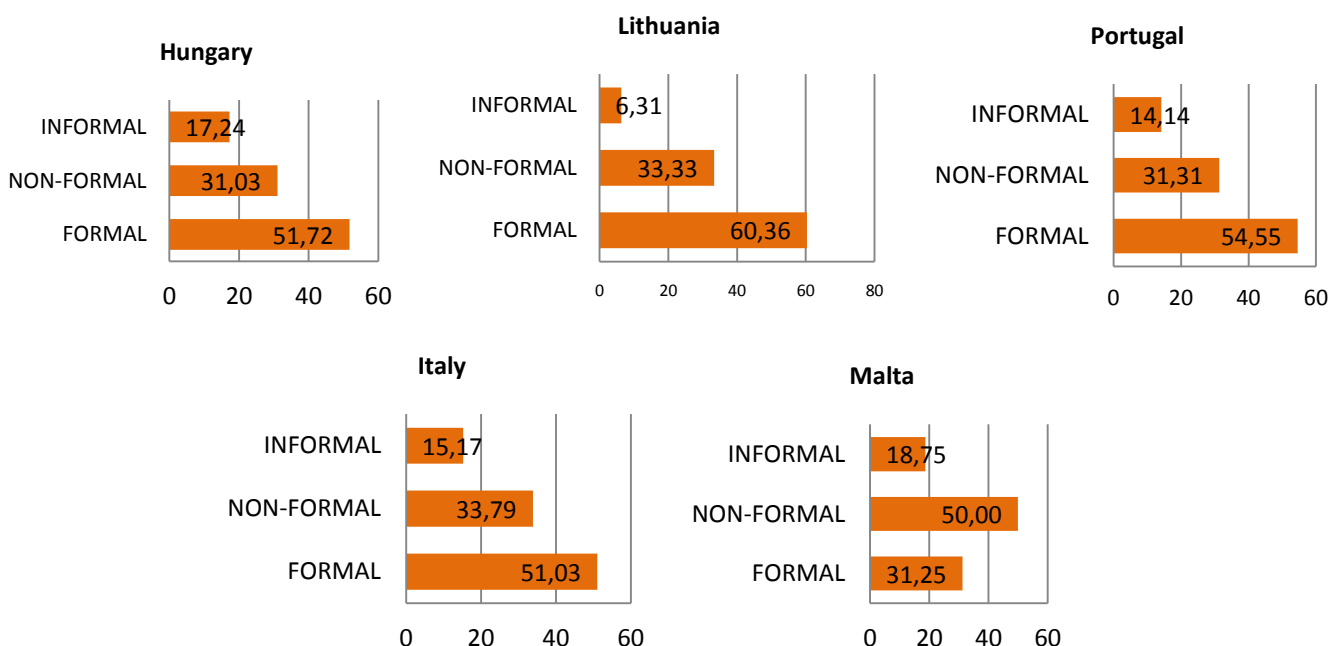


| Malta | M | F |
|---------|----|----|
| 18-23 | 1 | 0 |
| 24-40 | 6 | 5 |
| 41-50 | 0 | 1 |
| 51-65 | 4 | 2 |
| over 66 | 1 | 2 |
| Total | 12 | 10 |

Question 3 - Do the activities that you conduct with adults, have an impact in terms of development of competences, knowledge and skills on the participants (%)

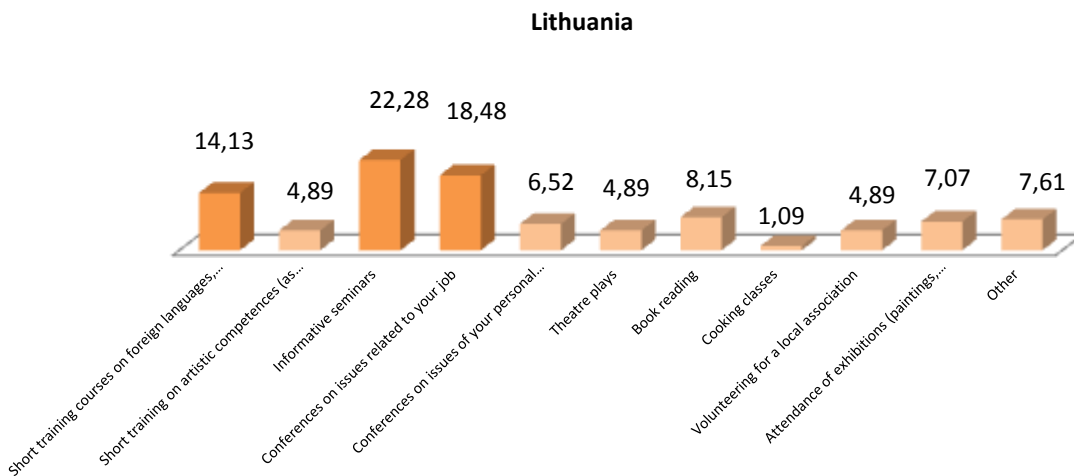
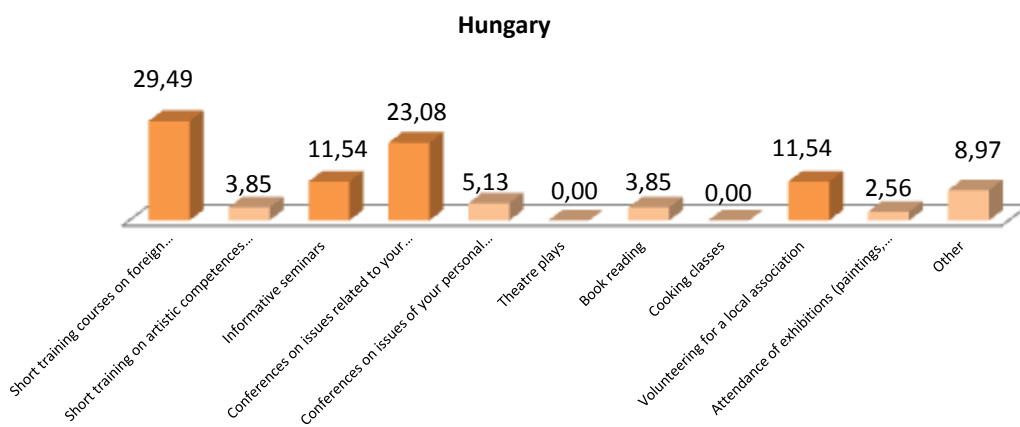


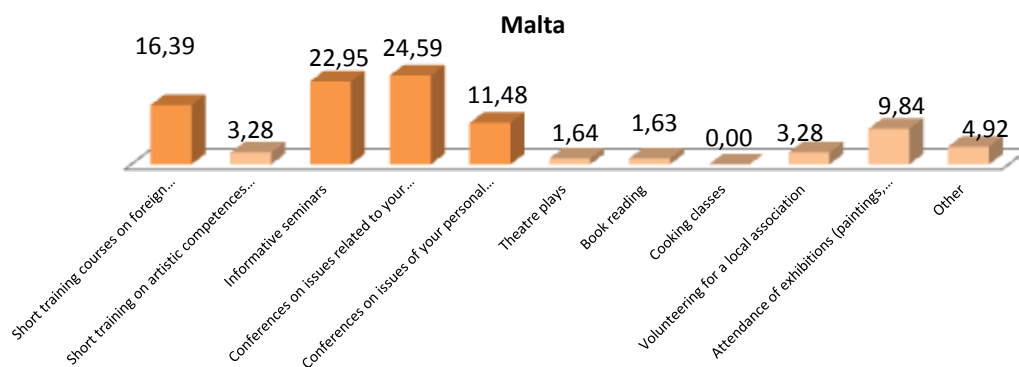
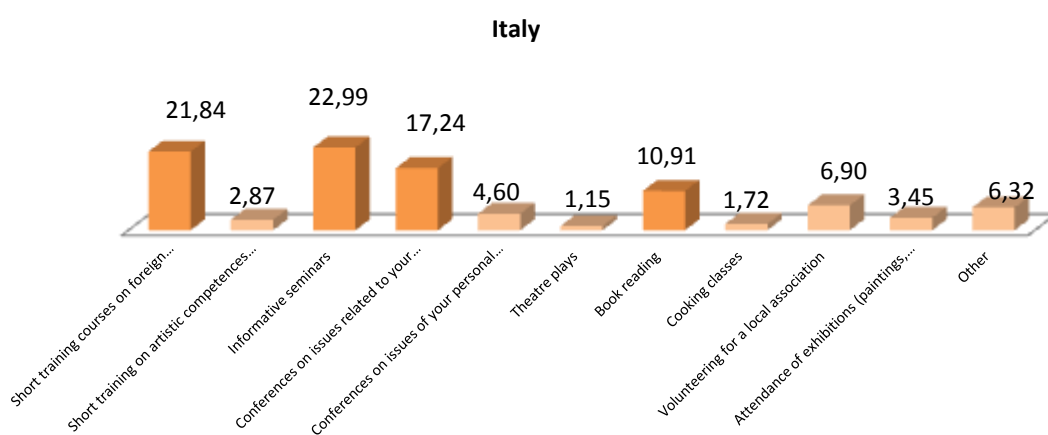
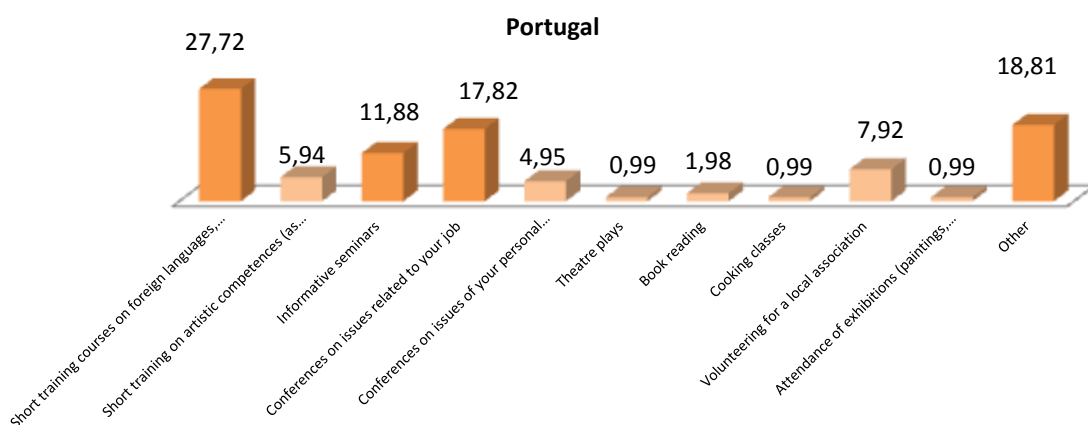
Question 5 – Domain of Adult Learning in which you mainly operate: Formal/Non -Formal/Informal (%)



Question 6 - In the implementation of which of the following learning activities have you been involved as professional? (%)

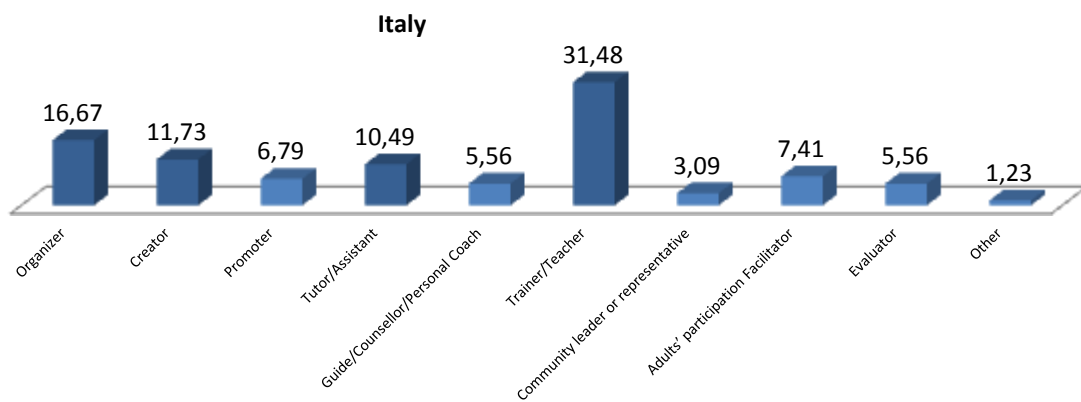
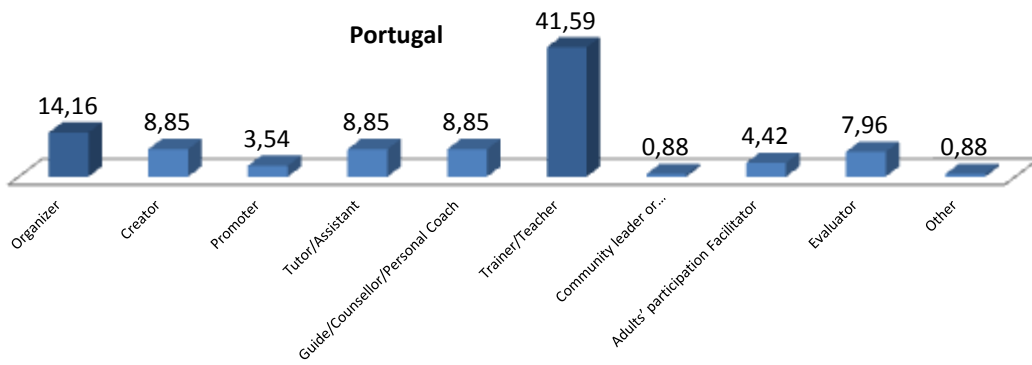
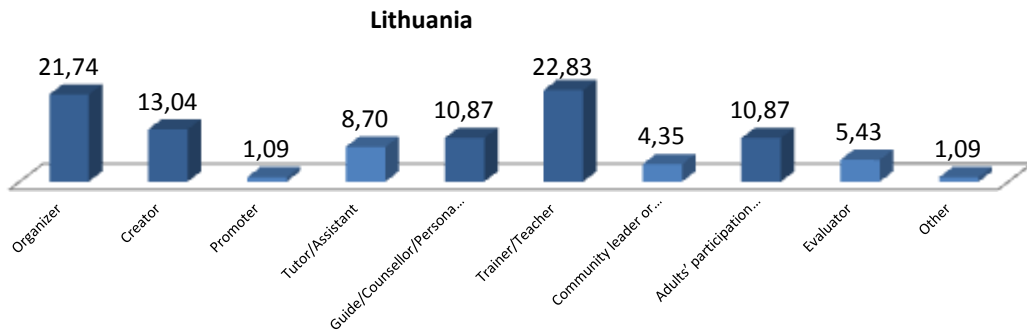
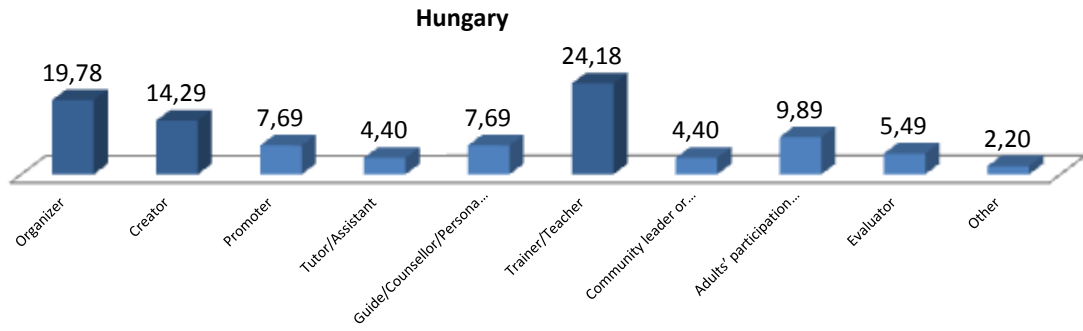
- Short training courses on foreign languages, ICT and communication skills
- Short training on artistic competences
- Informative seminars
- Conferences on issues related to your job
- Conferences on issues of your personal interest
- Theatre plays
- Book reading
- Cooking classes
- Volunteering for a local association
- Attendance of exhibitions
- Other

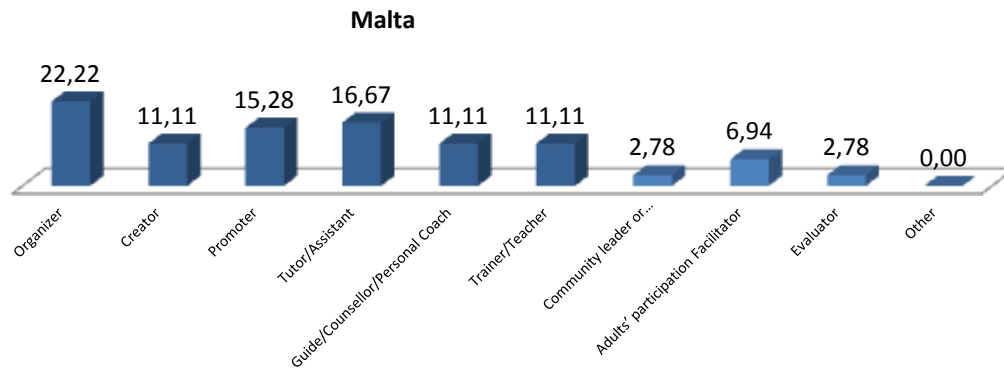




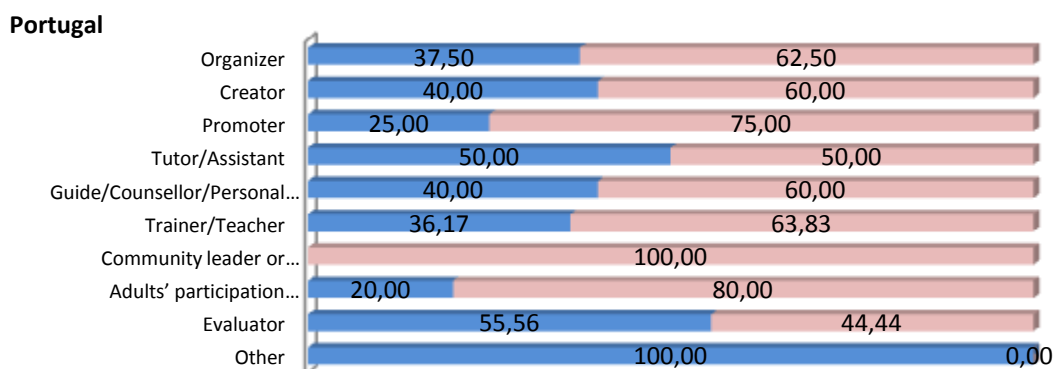
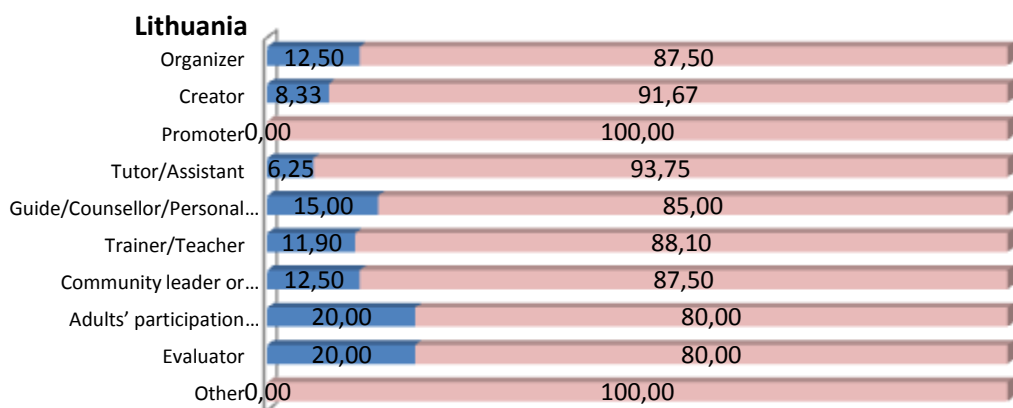
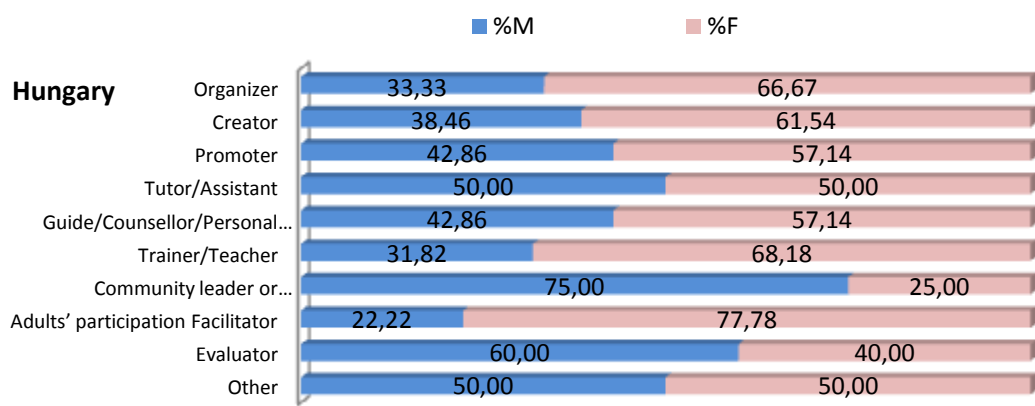
Question 7 - What exactly was your role in the organization and implementation of the activities? (%)

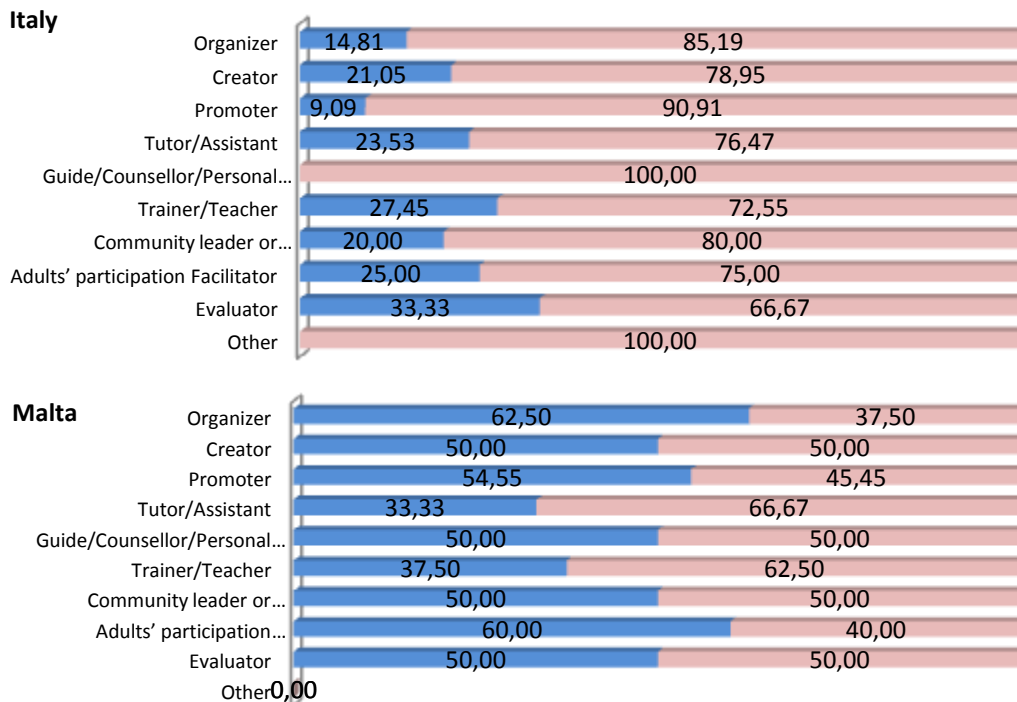
- Organizer
- Creator
- Promoter
- Tutor/Assistant
- Guide/Counsellor/Personal Coach
- Trainer/Teacher
- Community leader or representative
- Adults' participation Facilitator
- Evaluator
- Other





Role in the organization and implementation of the activities - sex ratio (%)

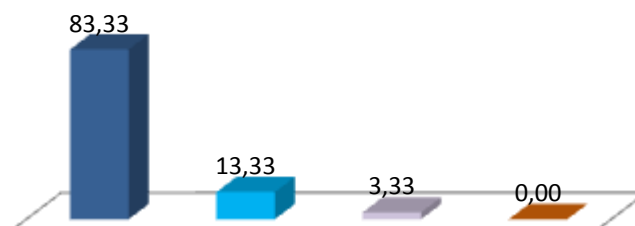




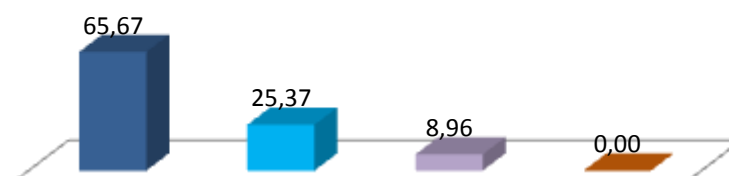
Question 8: Do you clearly state to participants which competences, skills and knowledge (defined at EU level as learning outcomes) they can acquire by participating into the activity? (%)

- YES, we always state them explicitly
- YES, not all the times
- YES, without underlying the importance in each one's personal and professional development
- NO

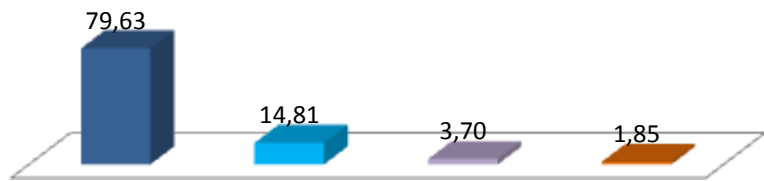
Hungary



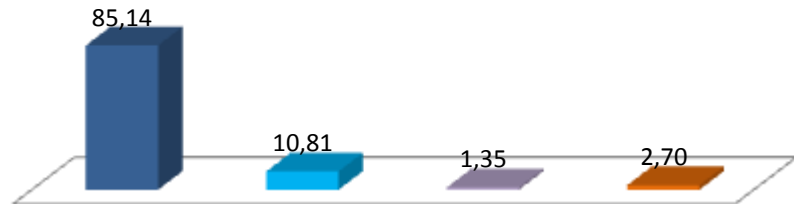
Lithuania



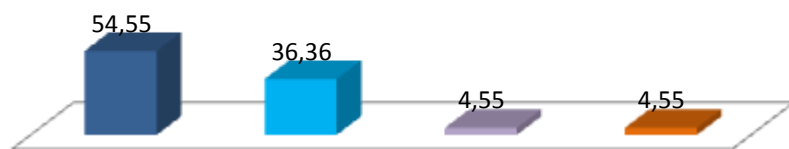
Portugal



Italy



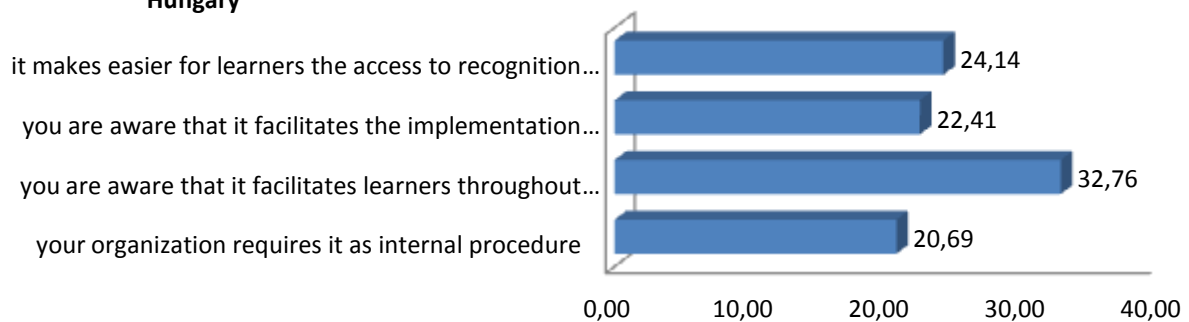
Malta



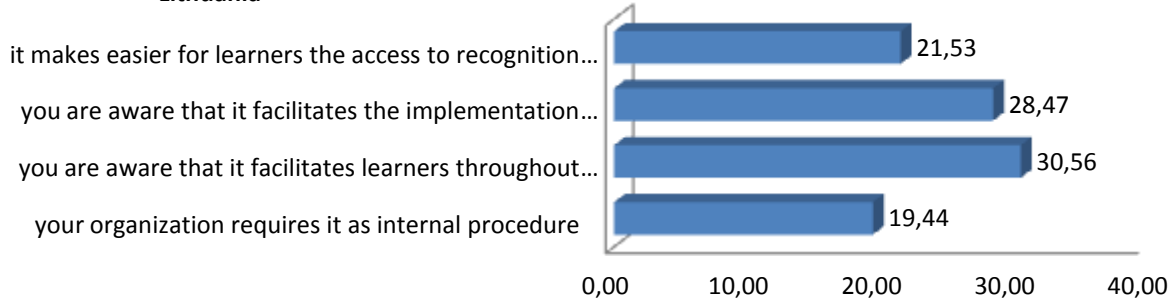
Question 9- If yes because (%)

- it makes easier for learners the access to recognition and validation services
- you are aware that it facilitates the implementation of the activity, in particular the role of teachers/trainers and their mission
- you are aware that it facilitates learners throughout the learning activity implementation
- your organization requires it as internal procedure

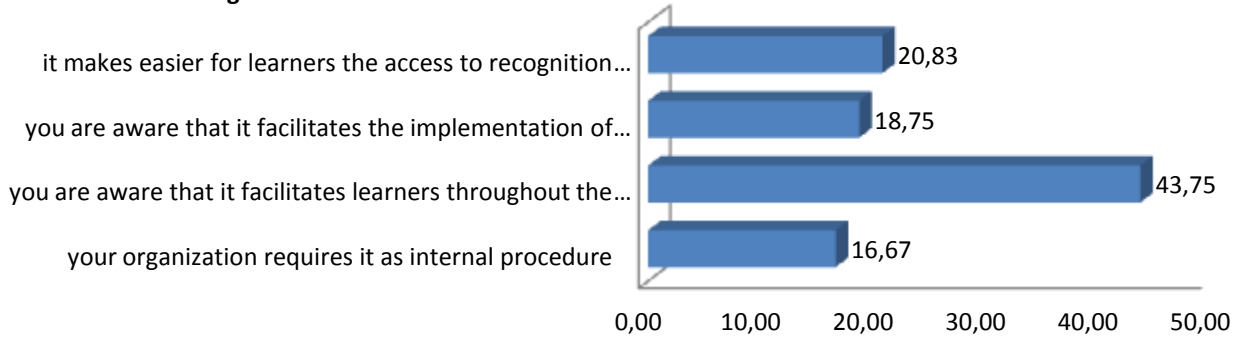
Hungary



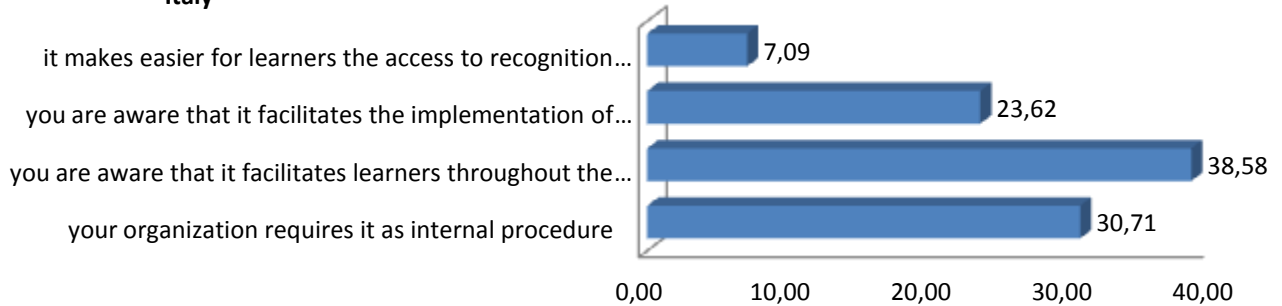
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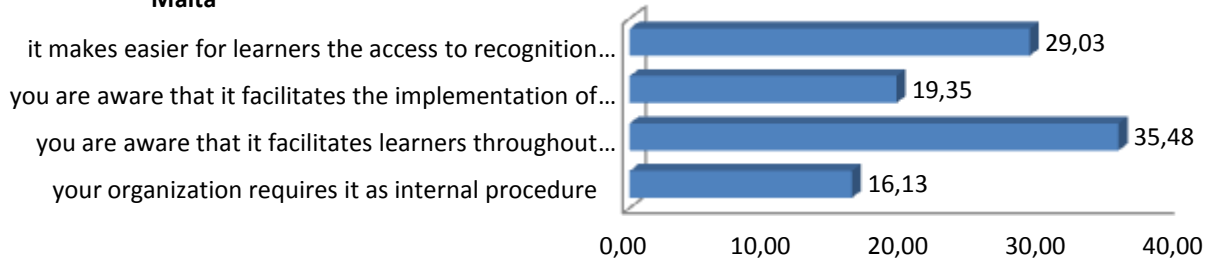
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Italy



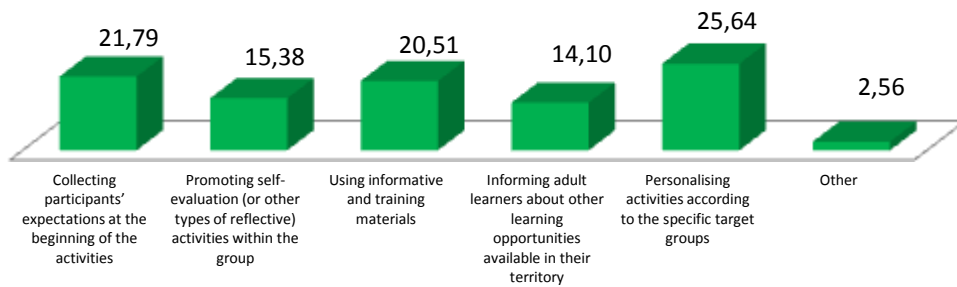
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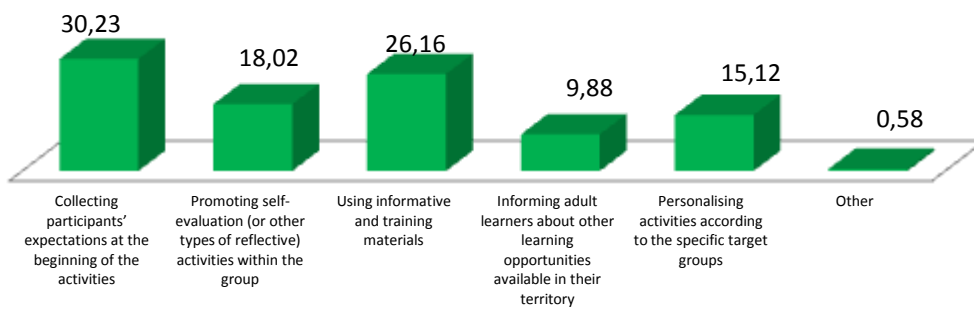
Question 10- How do you engage and support participants in order to improve their learning experience? (%)

- Collecting participants' expectations at the beginning of the activities
- Promoting self-evaluation (or other types of reflective) activities within the group
- Using informative and training materials
- Informing adult learners about other learning opportunities available in their territory
- Personalising activities according to the specific target groups
- Other

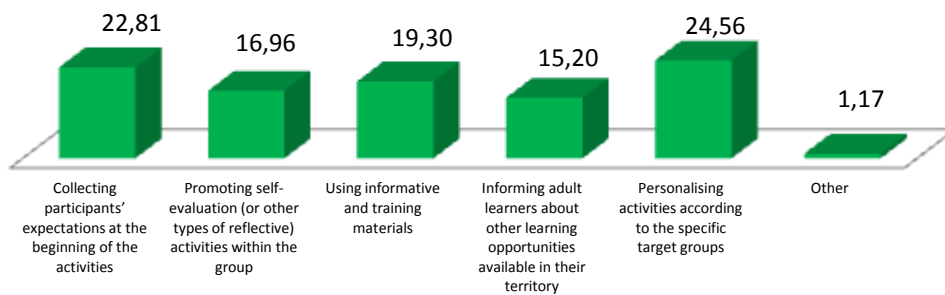
Hungary



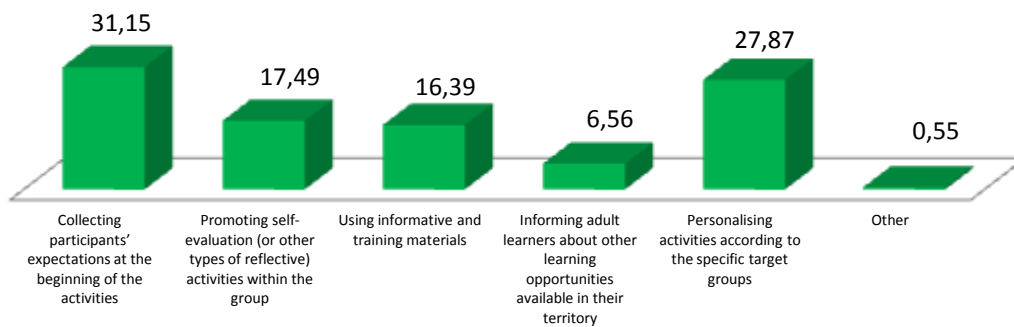
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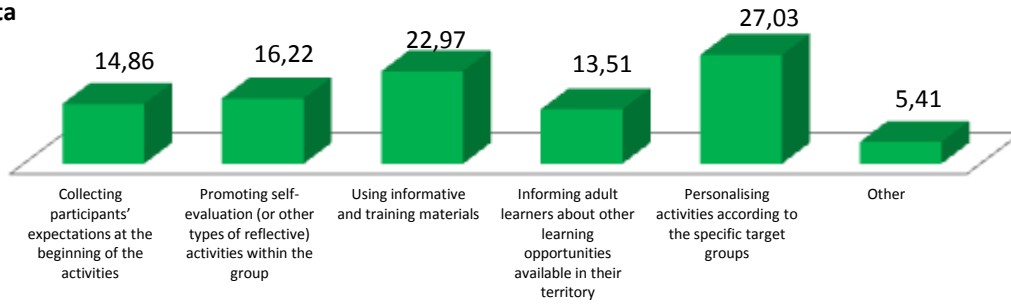
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Italy



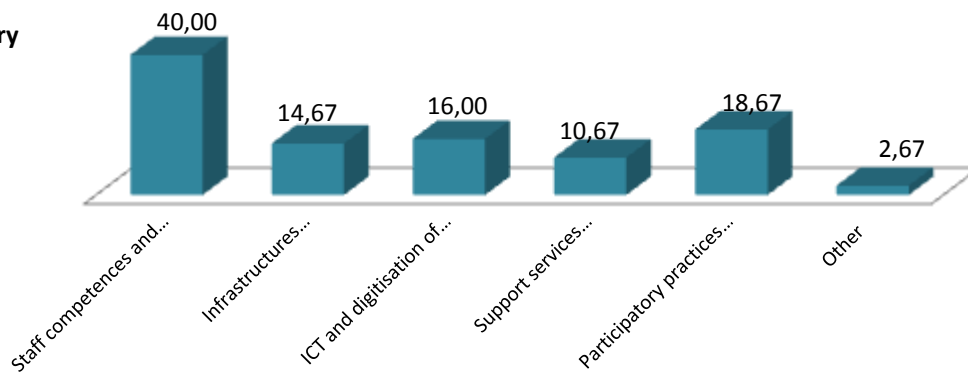
Malta



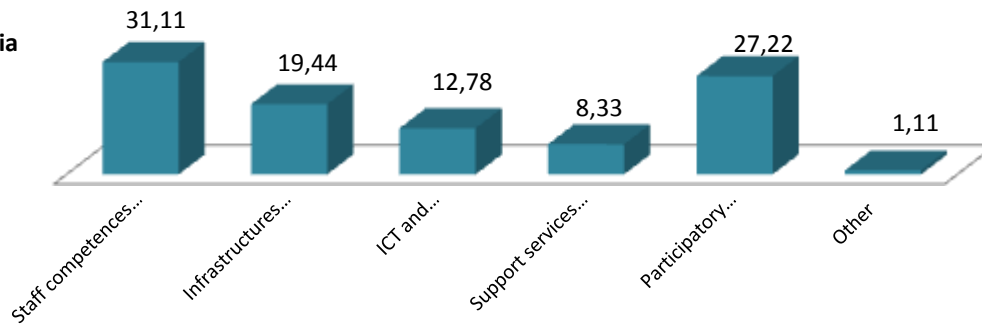
Question 11- Which other quality factors most impact on the efficacy of the learning activities that you carry out? (%)

- Staff competences and communication/social skills
- Infrastructures (accessibility, comfort, didactic equipments)
- ICT and digitisation of informative and training contents/materials
- Support services (guidance, childcare, information desk, etc.)
- Participatory practices and didactic approaches adppte
- Other

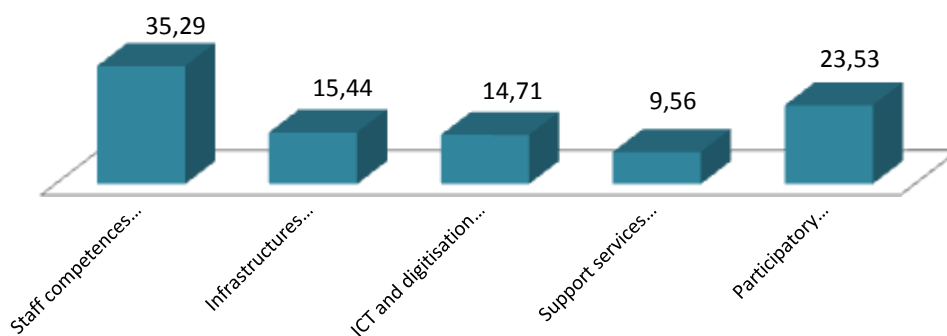
Hungary



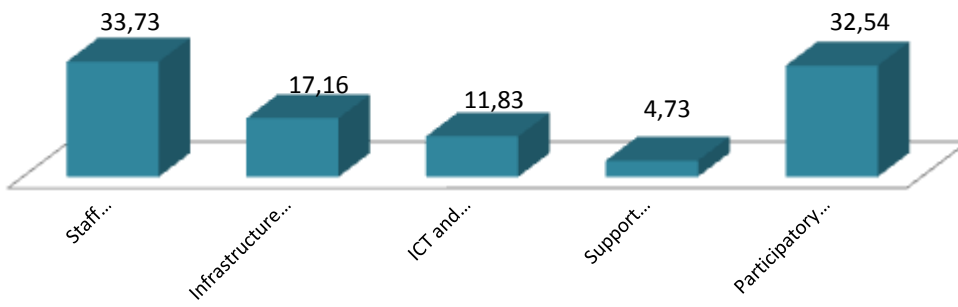
Lituania



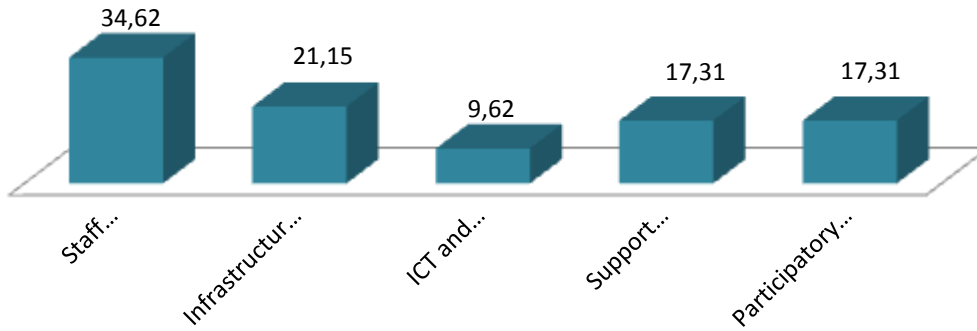
Portugal



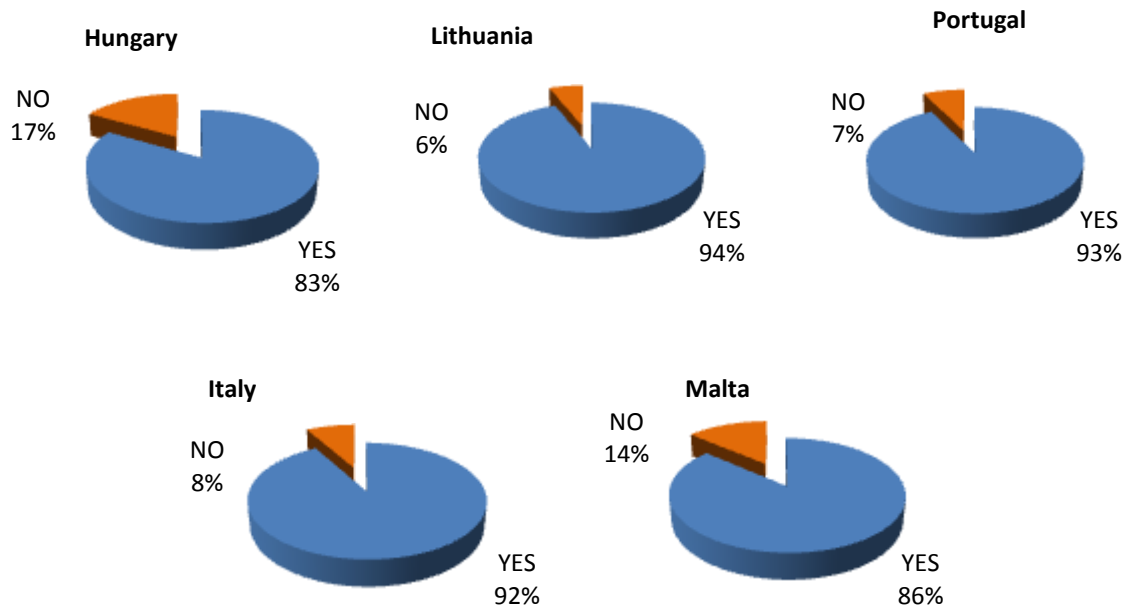
Italy



Malta



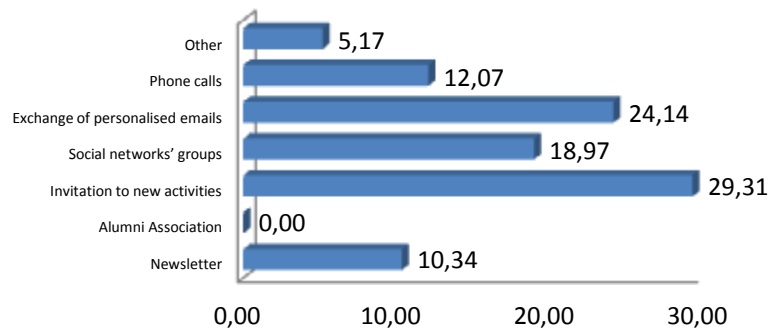
Question 12 – Does your organisation maintain contacts with the learners after their participation in the learning activity? (%)



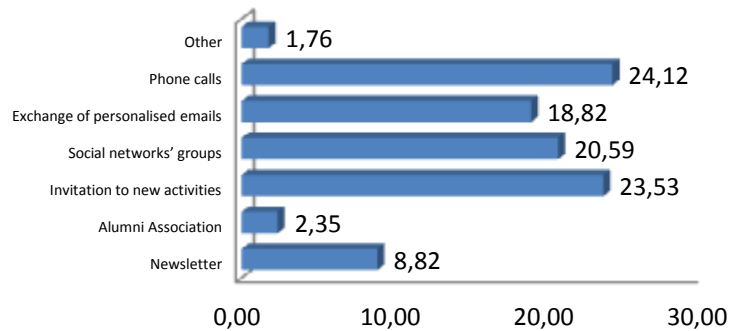
Question 13 – If yes through: (%)

- Newsletter
- Alumni Association
- Invitation to new activities
- Social networks' groups
- Exchange of personalised emails
- Phone calls
- Other

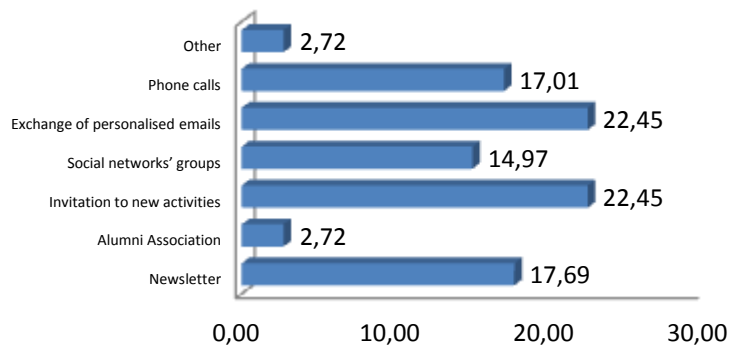
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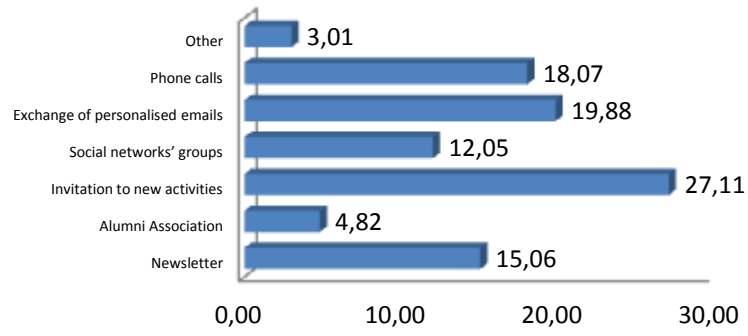
Lithuania



Portugal



Italy



Malta

