



JOINT CURRICULUM VALIDATION REPORT

PROJECT NUMBER:2022-1-PT01-KA220-ADU-0000087183



Centro Tecnológico del Mueble y la Madera de la Región de Murcia



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ABOUT THIS PUBLICATION

This report summarizes the activities carried out by the consortium partners to validate the Joint Curriculum produced within the Erasmus+ project **PRIORITY45: Promoting employment of 45+ adults through a disruptive training approach** (Cooperation partnerships in adult education, project number: 2022-1-PT01-KA220-ADU-000087183).

PROJECT WEBSITE: <https://priority45.eu/>.

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1 SUMMARY

The validation of the Joint Curriculum for the PRIORITY45 project was conducted across all 5 partner countries, with a total of 25 participants. The diversity of these stakeholders ensured a comprehensive examination of the Joint Curriculum, incorporating perspectives from various sectors and backgrounds, with a total of 25 participants, including 15 women (60%) and 10 men (40%).

In Italy, CEIPES facilitated a virtual validation session with a group of 5 participants, comprising 4 women (80%) and 1 man (20%). Similarly, Spain organized a virtual focus group with 5 participants, consisting of 3 women (60%) and 2 men (40%). Portugal faced the challenge of conducting consultations during the holiday period but successfully utilized asynchronous methods, such as online questionnaires, to gather valuable feedback from 5 stakeholders, including 3 women (60%) and 2 men (40%). Greece conducted an online focus group with 5 participants, including 2 women (40%) and 3 men (60%). Slovenia selected a group of business owners over 45 years old for validation and adapted the process to accommodate participants' schedules. The group consisted of 5 participants, with 4 women (80%) and 1 man (20%), who found the curriculum highly relevant and expressed positive opinions about its suitability and usability. Furthermore, they showed a willingness to invest resources for its implementation in their organizations.

These validation activities aimed to identify weaknesses and opportunities for improvement in the Joint Curriculum, with a focus on relevance, effectiveness, and adaptability for the target group. While some challenges were encountered, such as holiday periods affecting participation, the feedback collected will contribute to the ongoing development of the curriculum.

2 BRIEF DESCRIPTIONS OF THE NATIONAL FOCUS GROUPS/INTERVIEWS

The validation process for the Joint Curriculum encompassed various approaches and methodologies in partner countries. Italy conducted virtual validation sessions involving online questionnaires and semi-formal interviews. Participants showed a keen interest in the project and provided valuable feedback, contributing to the enhancement of the curriculum.

Portugal faced challenges related to the holiday season but managed to gather insightful responses from 5 out of 8 invited participants through asynchronous online questionnaires. Greece organized a comprehensive online focus group, representing diverse organizations and industries. The session began with a detailed project presentation, followed by an interactive discussion about the curriculum's outline. A questionnaire was then utilized to gather comprehensive feedback. Spain hosted a focus group workshop at CETEM's facilities, providing participants with information about the project's background, objectives, and phases. The curriculum's modules and submodules were individually presented, and participants shared their opinions. Questionnaires in Spanish were used to capture individual feedback. Slovenia conducted interviews both in-person and online during August 2023. The locations ranged from LURS premises to company offices and cultural centres. Online questionnaires were used uniformly across all participants to collect feedback.

These diverse approaches allowed for a thorough examination of the curriculum's relevance, effectiveness, and usability, ensuring that the perspectives of different stakeholders were considered.

3 PROFILE OF THE STAKEHOLDERS PARTICIPATED IN THE PILOTING ACTIVITIES

The stakeholders who participated in the validation of the Joint Curriculum represented a diverse group of individuals and organizations across partner countries.

Italy engaged five professionals working in the human resources department of the association and two individuals from the work agency Prom Impresa. These stakeholders brought both industry expertise and experience in developing learning and training materials, particularly for adults seeking job reintegration.

Portugal involved stakeholders who had previously participated in other PRIORITY45 activities, fostering engagement and a sense of project ownership. The group consisted of representatives from municipalities, recruitment and training sectors, and 45+ adults. The average age of the group was 51.2 years, and all participants held higher education degrees.

Greece convened a diverse focus group, including individuals aged 38 to 47 from various sectors and organizations such as KLEEMANN Group, the Hunting Federation of Thessaly, Inex Medical SA, and two freelancers with backgrounds in economics and philology. This diversity ensured a wide-ranging perspective on the curriculum.

Spain saw the participation of five stakeholders, with four of them being adults aged over 45. One stakeholder worked in the furniture sector at AMUEBLA and was interested in enhancing training for individuals beyond 45. Another stakeholder, although under 45, contributed educational proposals to AMUEBLA. The group consisted of three women and two men, with ages ranging from 29 to 57, all of whom were Spanish.

Slovenia assembled a group of four female and one male participants, all of whom were over 45 years old. Their ages ranged from 48 to 54. These participants were company owners in Rogaška Slatina, Slovenia, representing diverse sectors, including educational organizations, personal assistance for people with disabilities, cosmetics salons, and professional photography.

The diversity of these stakeholders ensured a comprehensive examination of the Joint Curriculum, incorporating perspectives from various sectors and backgrounds.

4 CHALLENGES RELATED TO THE FOCUS GROUPS/ INTERVIEWS THAT PARTNERS ENCOUNTERED

The validation of the Joint Curriculum in partner countries was not without its challenges. Each partner faced unique obstacles while conducting their respective activities.

Italy conducted most of its validation virtually, which was a practical choice considering the months of July to September when availability of participants can be limited due to holidays. However, the online methodology allowed them to overcome scheduling difficulties and gather valuable feedback from professionals.

Portugal encountered challenges related to the holiday period, making it difficult to organize group sessions. Nonetheless, they successfully addressed this issue by selecting an appropriate methodology and ultimately achieved their target of involving 5 participants.

Greece reported no significant challenges during their focus group, with participants actively engaging in the discussion.

Spain faced challenges related to the timing of the focus group, as August is traditionally an inactive month in Spain, making it challenging to involve stakeholders. Some stakeholders initially declined to participate, but eventually, they managed to conduct the focus group with 5 participants, meeting their objective. Additionally, the extensive number of sub-modules to be analysed posed a time-consuming challenge.

Slovenia primarily encountered the challenge of coordinating the schedules of all 5 participants, given the holiday season and their work commitments. However, they successfully addressed this challenge by organizing individual activities with each participant.

Despite these challenges, all partner countries managed to conduct their validation activities effectively and gather valuable feedback on the Joint Curriculum.

5 OUTCOMES

5.1. Statistics

In the validation process of the Joint Curriculum, participants in each partner country provided valuable feedback and insights through a series of questions. Here are the statistics and findings from each country.

In Italy participants generally found the modules of the curriculum to be highly relevant (20%) or quite relevant (80%) to the needs of individuals aged 45 and above. Opinions on how well the curriculum addresses key skills and competencies varied, with 60% feeling it addresses them moderately well and 40% believing it addresses them quite well. Learning objectives were perceived positively, with 80% finding them quite well defined and 20% highly well defined. Relevance in enhancing 45+ skills ranged from relevant (20%) to moderately relevant (20%) to highly relevant (60%). All participants found the curriculum relevant in adapting individuals aged 45 and above to the changing demands of the labour market. Opinions on the potential impact of the curriculum on the loss of interest due to time commitment varied. Regarding its value for organizational reskilling among enterprises, responses varied from not valuable (40%) to moderately important (40%) to valuable/important (20%). Likelihood of investing in the curriculum within organizations ranged from not very likely (40%) to somewhat likely (20%) to likely (20%) to highly likely (20%). Participants expressed a strong preference for practical exercises and activities (100%), with other content preferences including case studies and real-world examples (60%), visual illustrations and diagrams (60%), videos with real people explaining content (60%), graphic presentations (like PPT) (40%), and self-assessment quizzes or assessments (20%). They viewed the curriculum's logical organization and structure positively, with 60% strongly agreeing and 40% agreeing. In terms of teaching methods, 60% preferred self-directed learning, 40% favoured lecture-based learning, and 20% suggested a combination of both. The majority did not feel that any key components or elements were missing from the curriculum structure, although 20% indicated missing elements without specifying further.

Sulla base delle descrizioni dei moduli, quanto pensi che il curriculum affronti lo sviluppo di competenze abilità chiave?

[More Details](#)

Per niente bene	0
Non molto bene	0
Moderatamente bene	3
Molto bene	2
Abbastanza bene	0

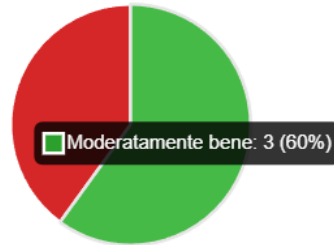


Figure 1. Based on your review of the curriculum structure, are there key components or elements that you feel are missing?

Il concetto presentato richiederà una notevole quantità di tempo, potenzialmente portando a una perdita di interesse per gli adulti over 45 anni che cercano di migliorare le loro competenze e adattarsi alle mutevoli esigenze del mercato del lavoro.

[More Details](#)

Non sono assolutamente d'acco...	0
Non sono d'accordo	2
Né d'accordo né in disaccordo	3
Sono d'accordo	0
Sono fortemente d'accordo	0



Figure 2. The concept presented will require a significant amount of time, potentially leading to a loss of interest for adults over 45 seeking to improve their skills and adapt to the changing demands of the job market?

As far as Portugal is concerned participants mainly found the curriculum content "quite relevant" or "highly relevant," as reflected in Figures 1, 2, 3, 4, and 5. The most significant feedback was regarding the time commitment required, with varying opinions (60% found it lengthy, 40% disagreed).

Até que ponto os objetivos de aprendizagem previstos no currículo estão bem definidos?
5 respostas

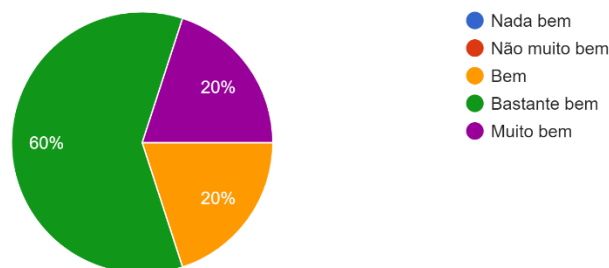


Figure 3. How well-defined are the learning objectives provided in the curriculum?

Em que medida considera que o currículo é relevante para melhorar as competências dos adultos com mais de 45 anos?

5 respostas

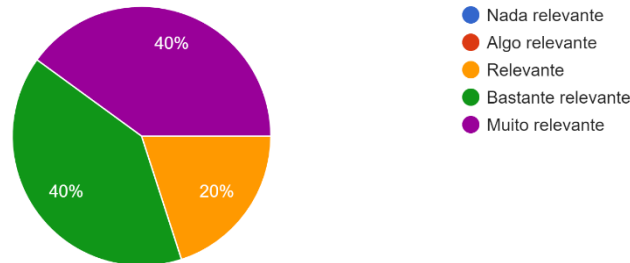


Figure 4. How relevant do you find the curriculum in enhancing the skills of 45+ adults?

Qual a relevância do currículo para a adaptação do 45+ às novas exigências do mercado de trabalho?

5 respostas

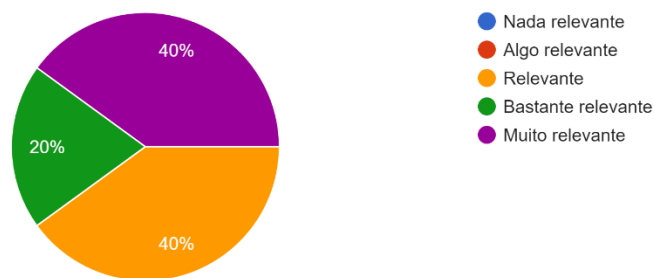


Figure 5. How relevant do you find the curriculum in adapting 45+ to the changing demands of the labour market?

Regarding Greece participants provided high ratings on the questionnaire, indicating that they found the curriculum relevant (average rating: 4.6), effective in skill development (average rating: 4.6), and with clear learning objectives (average rating: 4.6).

Από εταιρικής άποψης, πόσο πολύτιμο θεωρείτε ότι είναι το πρόγραμμα σπουδών για την προώθηση της αναβάθμισης/εξειδίκευσης του εργατικού σας δυναμικού; (μόνο για επιχειρήσεις)

[More Details](#)

1. Καθόλου πολύτιμο	0
2. Όχι πολύ πολύτιμο	0
3. Κάπως πολύτιμο	0
4. Πολύτιμο	2
5. Εξαιρετικά πολύτιμο	3

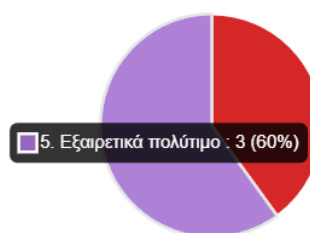


Figure 6. Based on the module descriptions, how well do you think the curriculum addresses the development of key skills and competencies?

In the case of Spain participants found the curriculum highly relevant to the needs of 45+ adults (80%) and believed it addressed key skills and competencies effectively (80%). They also perceived the learning objectives as well-defined (60%). Participants overwhelmingly viewed the curriculum as relevant for enhancing 45+ adult skills and adapting to changing labour market demands (100%). Opinions on the time commitment varied.

¿Qué relevancia le parece que tiene el plan de estudios para mejorar las competencias de los adultos mayores de 45 años?

[More Details](#)

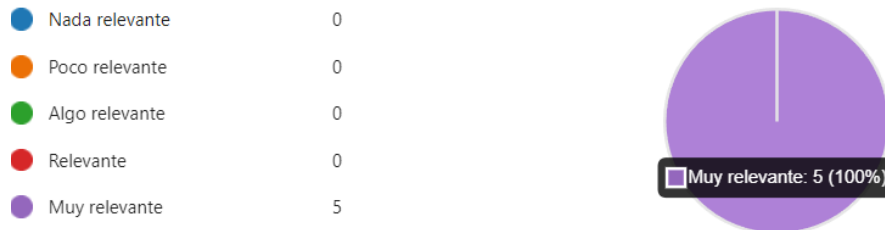


Figure 7. How relevant do you find the curriculum in enhancing the skills of 45+ adults?

Finally in Slovenia participants generally found the modules highly relevant (60%) or quite relevant (40%) to the needs of 45+ adults. They also felt the curriculum effectively addressed key skills and competencies (60% very well, 40% quite well) and had well-defined learning objectives (80% very well, 20% quite well). Most participants found the curriculum highly relevant for enhancing 45+ adult skills and adapting to labour market demands (60% highly relevant, 40% relevant). Opinions on the time commitment and preference for teaching methods varied.

Kako ustrezen se vam zdi kurikulum za izboljšanje veščin odraslih, starejših od 45 let?

[More Details](#)



Figure 8. How relevant do you find the curriculum in enhancing the skills of 45+ adults?

5.2. Feedback

Italy

Participants in Italy gave positive feedback regarding the curriculum's relevance to the needs of 45+ adults, the development of key skills and competencies, and the clarity of learning objectives. They found the curriculum relevant in enhancing the skills of 45+ adults and adapting them to the changing demands of the labour market. However, there was some diversity in responses regarding the potential time commitment and its impact on learner interest. Some participants neither agreed nor disagreed

with the idea that the curriculum might require a significant amount of time, potentially leading to a loss of interest, while others disagreed.

Portugal

In Portugal, participants found the curriculum content to be relevant, well-structured, and logical. They suggested the use of role plays and real cases to make the learning experience more practical and engaging. Some participants emphasized that the curriculum seemed tailored to individuals in administrative, management, and coordination roles, potentially limiting its applicability to those in technical or practical roles. There were also differing opinions on the perceived time commitment of the curriculum, with some participants expressing concerns about its length.

Greece

Greek participants rated the curriculum sections positively, highlighting its relevance, effectiveness in skill development, and clear learning objectives. However, no specific recommendations or suggestions were provided in the feedback.

Spain

Participants in Spain had generally positive feedback, with most finding the curriculum highly relevant to the needs of 45+ adults and effective in addressing key skills and competencies. They also appreciated the clear learning objectives. Regarding the concept of potential time commitment, opinions varied, with some neither agreeing nor disagreeing and others disagreeing with the idea that the curriculum might lead to a loss of interest. Feedback outside of the questionnaire expressed overall satisfaction with the content and congratulated the consortium.

Slovenia

Slovenian participants found the modules of the curriculum highly or quite relevant to the needs of 45+ adults. They believed the curriculum addressed the development of key skills and competencies very or quite well and found the learning objectives to be very or quite well-defined. Participants also perceived the curriculum as highly or quite relevant in enhancing the skills of 45+ adults and adapting them to the changing demands of the labour market. Opinions varied on the potential time commitment and its impact on learner interest, with some participants expressing concerns. Most participants found the curriculum valuable for fostering up/reskilling of their workforce. Preferences for the types of content in training materials included practical exercises and activities, case studies, real-world examples, and videos with real people explaining content. The majority agreed that the curriculum was logically organized and structured. Preferences for teaching methods were divided between self-directed learning and lecture-based teaching. Finally, none of the participants felt that key components or elements were missing.

Overall Feedback

The participants across the partner countries provided valuable feedback on the curriculum. They highlighted its relevance, effectiveness, and clear structure. While some concerns were raised about the potential time commitment, there was generally a positive outlook on the curriculum's potential impact in upskilling and reskilling individuals aged 45 and above. Participants expressed support for the project's goals and the importance of addressing the needs of this demographic.

6 CONCLUSION REMARKS AND TAKEAWAYS FOR THE JOINT CURRICULUM

Relevance and Effectiveness: Participants from all partner countries generally found the Joint Curriculum to be relevant to the needs of adults aged 45 and above. This strong alignment with the target demographic's needs is a positive indicator of the curriculum's potential impact.

Clear Learning Objectives: Most participants across partner countries praised the clear and well-defined learning objectives within the curriculum. This clarity can facilitate effective learning outcomes.

Adaptability to Labor Market: Participants recognized the curriculum's potential to enhance the adaptability of individuals aged 45+ to the changing demands of the labour market. This adaptability is an asset in an ever-evolving job market.

Varied Preferences: There was diversity in preferences for teaching methods and types of content in training materials. While some participants favoured self-directed learning, others preferred lecture-based teaching. Similarly, preferences for content types ranged from practical exercises to case studies and videos.

Time Commitment: The issue of potential time commitment raised varying opinions, with some participants expressing concerns about the curriculum's length impacting learner interest. Clear communication about flexible learning options may address this concern.

Valuable for Organisations: Participants from some partner countries perceived the curriculum as valuable for fostering the upskilling and reskilling of their workforce, which is crucial for organizational development and adaptability.

Supportive Feedback: Overall, feedback from participants was supportive of the project's goals and the importance of addressing the needs of adults aged 45 and above. Participants expressed satisfaction with the content and congratulated the consortium.

Consideration for Diverse Roles: It's essential to consider the diverse roles and backgrounds of the target audience. While the curriculum appears well-suited for administrative, management, and coordination roles, its applicability to technical or practical roles may require further exploration and adaptation.

Engagement Strategies: To maintain learner engagement and interest, incorporating practical exercises, real-world examples, and opportunities for participants to share their own cases and experiences could be beneficial.

Communication on Flexible Learning: Clear communication about flexible learning options, including different course durations and pathways, can address concerns related to time commitment and enhance learner accessibility.

Key Takeaway: The Joint Curriculum shows promise in addressing the needs of adults aged 45 and above, enhancing their skills, and preparing them for the evolving job market. It is crucial to strike a balance between comprehensive content and learner engagement, while also considering diverse learner profiles and providing flexible learning pathways.

PRIORITY 45



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