3.1 Adult Learning Needs Analysis – Survey Report

Work Package 3: Promoting networking among adult education providers in Entrepreneurship

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Version Number	Date of Issue	Document Title	Author(s)
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4.   Introduction

This report is a reflection, analysis and compilation of the results from the e-survey on Adult Learning Needs. This survey is part of Work Package 3 within the EntrNET project.

Aiming on creating a e-learning pathway on entrepreneurial skills, this survey delivers us the needed insights in the actual needs of our target groups: students, teachers and entrepreneurs.

In this report you will find an outline of the profile of the respondents and a more in-depth analysis of the results concerning the learning needs. This covers the first phase of this research activity, the quantitative part. This input will be used later on to lead the conversation during the focus groups, the qualitative part.

The survey was developed by Odisee with support and feedback of the consortium. It was distributed and executed through Qualtrics and was processed and analyzed in SPSS. Results were collected in all the countries of the consortium: Greece, Italy, Romania and Belgium (Flanders).

All data is anonymized and is subject to the privacy policy of Odisee vzw.

5.   Results

5.1. Profile of the respondents

In total, 260 respondents were reached through the survey. In table 1 (below) you can find the division by gender and country.

	Male	Female	Total	
Greece	50	49	99	**38,1%**
Italy	27	16	43	**16,5%**
Romania	63	23	86	**33,1%**
Belgium	14	18	32	**12,3%**
Total	**154**	**106**	**260**	**100%**

Table 1: Gender and Country

The main age group reached was those aged from 21 years to 30 years. The "20 or younger" and "71 or older" groups were reached to a lesser degree. However, this can be explained as these groups are respectively too young (i.e. may not be studying yet) and at retirement age. More details about this can be found in figure 1. It is noticeable that Romania mainly has young respondents and Greece is more divided between 31 and 60 year old respondents. Italy and Belgium have a more equal distribution. This is explained by the fact that within the respondents of Romania there are more students, while Greece has a stronger focus on teachers. (See figure 2) Occupations mentioned under 'Other' were primarily: employee, administrative staff and organizations.
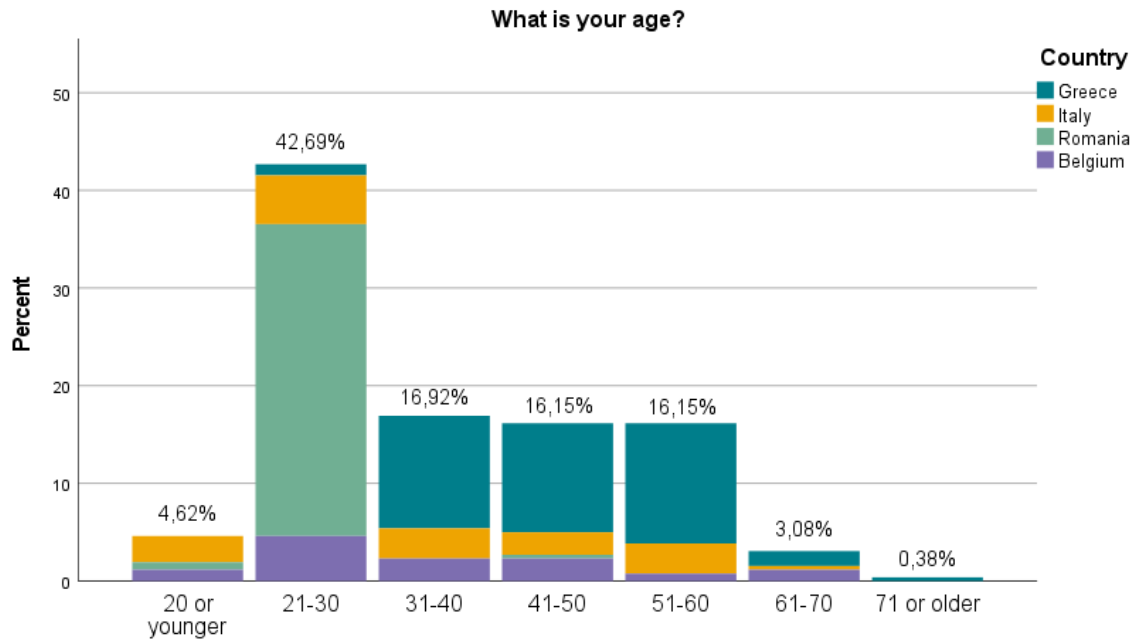
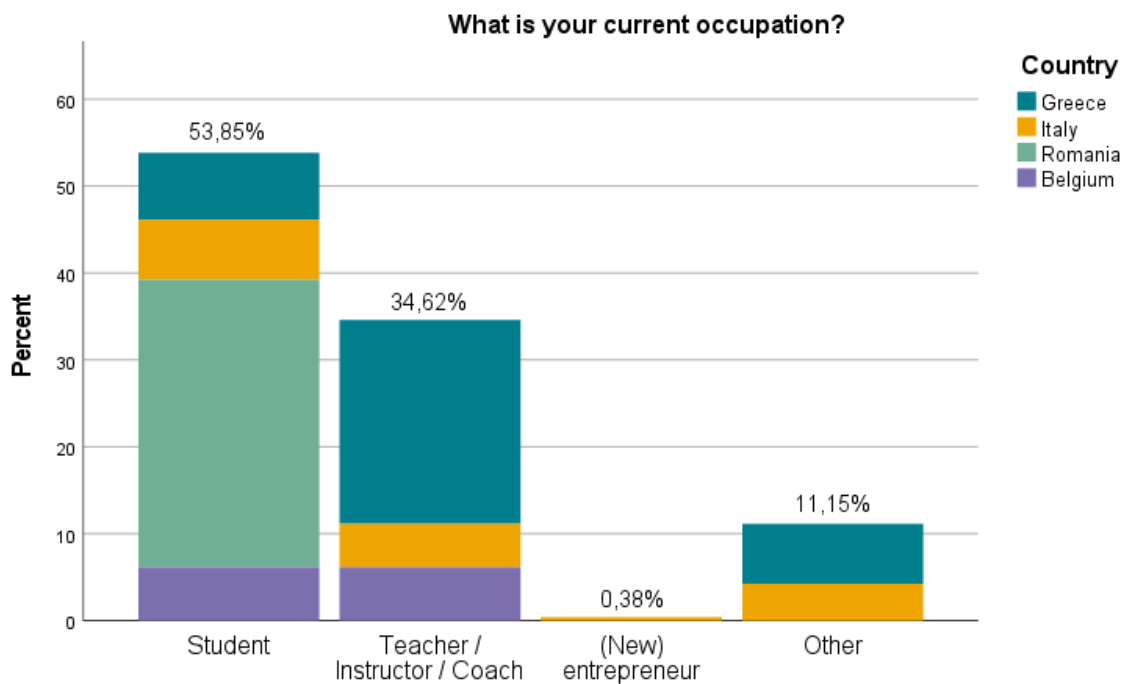*Figure 1: Graph with age categories*

Figure 2: Graph with occupation

For further analysis the groups '(new) entrepreneur' (1 person) and 'Other' (29 persons) where combined into 'Others'.

5.2. Curriculum

The first step was to analyze the current status of the curriculum. For students and others, their current curriculum or that of the education they had already received was being surveyed. In the case of teachers, the curriculum in which they teach was questioned.

Four quality indicators for education were subjected to the test: content quality of courses/activities, teaching quality, quantity (diversity and completeness of courses/activities) and usefulness/practical relevance. All obtained a positive score, where some scored just a little better than others. What was remarkable in the results was that students are more critical of their education than teachers and others. This points to the relevance of involving students in the ongoing development of education programs.

The average score of all indicators ranges between 4,10 and 4,43. But when the mode is calculated (= most selected score), it is noteworthy that it is equal to 6 for all indicators, which means that the majority of respondents scored all indicators as 'very good'. A more detailed visualization of the indicators and their scores can be observed in figures 3 to 6.
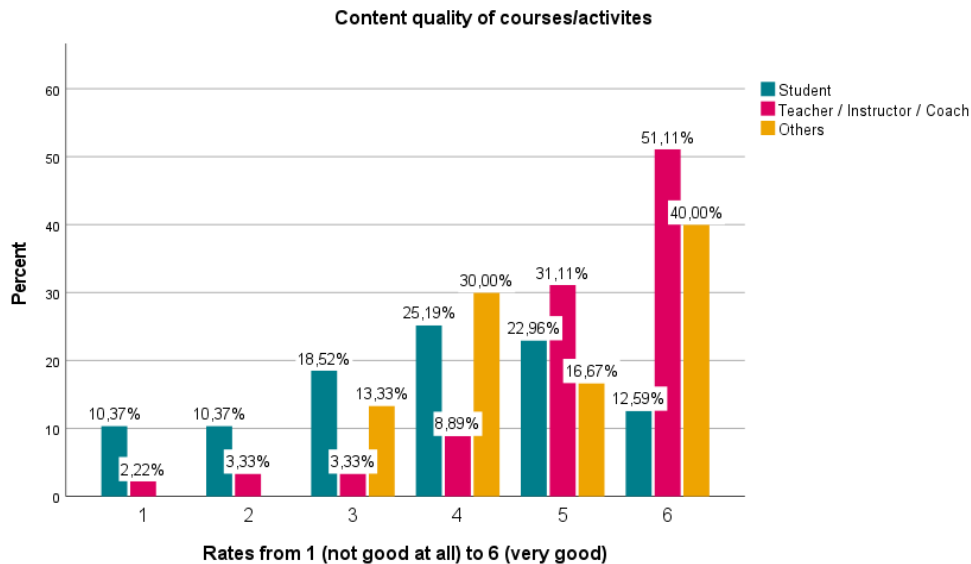

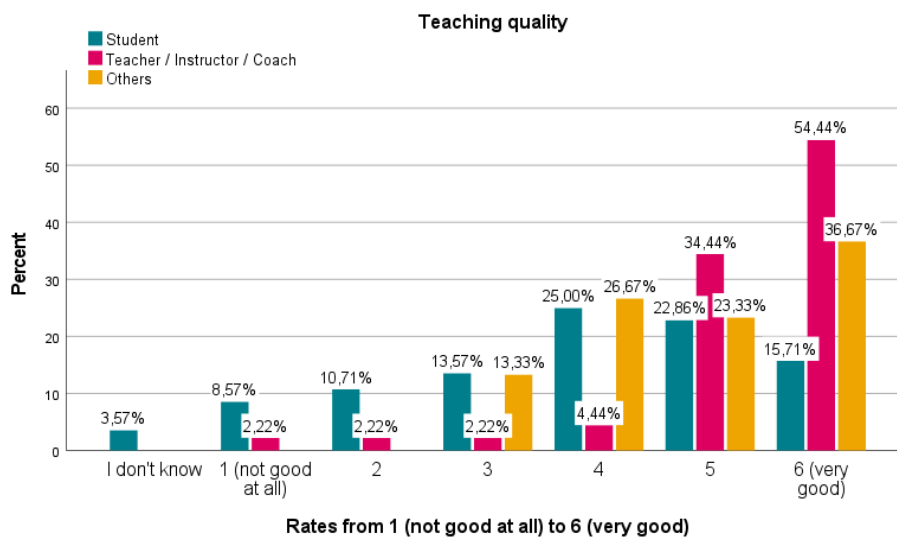*Figure 3: Content quality of courses/activities*

Figure 4: Teaching quality
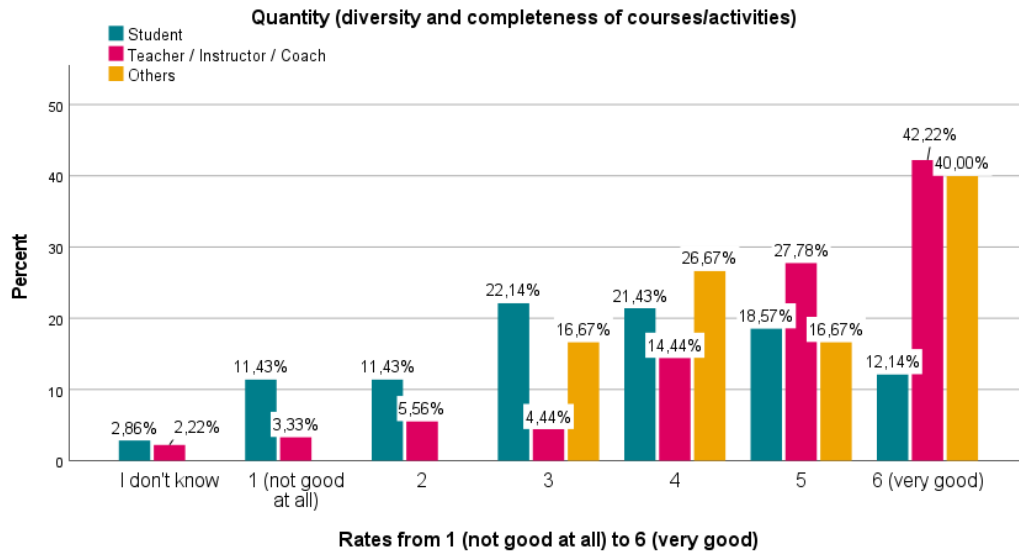
Figure 5: Quantity (diversity and completeness of courses/activities)
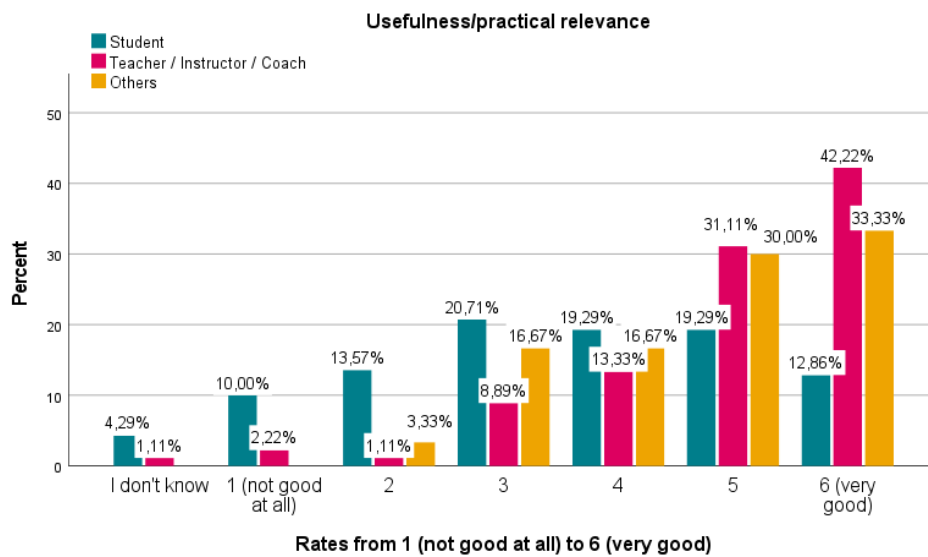
Figure 6: Usefulness/practical relevance

The EntreComp Framework is an important tool developed to create a shared understanding of the knowledge, skills and attitudes that are needed to be entrepreneurial. (EntreComp Europe, 2016) In order to evaluate the current curriculum in terms of entrepreneurial skills, the elements of the framework were also measured against the perception of the curriculum by students, teachers and others. The results of this evaluation can be found in table 2. A striking observation here is that the scores for Greece, Italy and Belgium are in all in the same positive line. However, the scores of Romanian students are the opposite, in other words, they are less convinced that these topics were sufficiently covered. (Critical question: was the question perhaps misunderstood?)

	Mean	Mode
Spotting opportunities	3,77	5
Creativity	3,84	5
Vision	3,88	5
Valuing Ideas	3,91	5
Ethical & sustainable thinking	3,92	5
Self-awareness & self-efficacy	3,95	5
Motivation & perseverance	3,99	5
Mobilizing resources	3,72	5
Financial & economic literacy	3,62	5
Mobilizing others	3,57	4
Taking the initiative	3,95	5
Planning & Management	**4,06**	5
Coping with ambiguity, uncertainty & risk	3,75	5
Working with others	**4,31**	5
Learning though experience	**4,25**	**6**

Table 2: Entrepreneurial skills in the curriculum

5.3. Learning practice

5.3.1. Forms of teaching and acquiring entrepreneurial skills

Another important factor in the evaluation of education and training is the learning practice. In other words, we want to know which forms of teaching are currently used and which forms of acquiring entrepreneurial skills are preferred by our target group.

The status quo of learning practice is experienced very limited by the target groups. Without hardly any surprise, the 'Physical course / seminar (on campus)' is the most frequently used working method. However, what is surprising is that all other presented learning practices receive extremely low scores. For all of them, the most selected answer is 1, meaning they are not used at all. Even average scores are around 2-3, this indicates that there is very minimal differentiation in current education. Other learning practices that were added by respondents were: Creating individual action plans, Trainer collaboration and 'Storm of ideas'.

When respondents were asked to rank the forms of acquiring entrepreneurial skills from most important to least, we got the following ranking:

1. **Work placement or internships**
2. **Physical course / seminar (on campus)**
3. **Workshops with entrepreneurs (in company location)**
4. **Mentoring**
5. **Longer-term project cooperation with entrepreneurs**
6. **Workshops with entrepreneurs (on campus)**
7. **Actual case studies / testimonies by entrepreneurs (in company location)**
8. **Actual case studies / testimonies by entrepreneurs (on campus)**
9. **Coaching students in developing their business plans**
10. **Workshops with entrepreneurs (online)**
11. **Live online course / seminar**
12. **Recorded online course / seminar**

Table 3: Ranking forms of acquiring entrepreneurial skills

Afterwards, they were asked to estimate how many hours they would be willing to invest in these activities per week. However, this question was unfortunately misinterpreted by a large proportion of the respondents, making the results unusable and unreliable.

5.3.2. Entrepreneurial learning

Statements were presented to the respondents, asking them to indicate whether they agreed or disagreed with them, where 1 = completely disagree and 6 = completely agree. This showed that all statements were very well received by the respondents, with a minimum mean score of 4,27 and a mode of minimum 5. More details can be found in table 4. The statements regarding preparing students for entering the labor market both received the highest scores, this can indicate a clear area of focus for the development of future curricula and learning pathways.

Results regarding the barriers experienced in the context of entrepreneurial learning were less distinct. The difficult accessibility (location) and possible complexity of the subject were generally considered to be less important. Barriers that were indicated as important were: the time commitment (too time consuming), the cost (too expensive) and the course being too abstract/theoretical. **Since future EntrNET learning pathways will be made available free of charge, it is especially important to focus on the time commitment needed and to keep the content practical and varied.**

	Mean	Mode
Students need more autonomy in deciding **how** they acquire entrepreneurial skills	4,27	5
Students should have more input in deciding **which** entrepreneurial skills or subjects are included in the curriculum	4,47	5
Professional organizations / companies should have more input in deciding **how** entrepreneurial skills are taught	4,55	5
Professional organizations / companies should have more input in deciding **which** entrepreneurial skills or subjects are included in the curriculum	4,51	5
Trade unions / companies should have more input in deciding **which** entrepreneurial skills or subjects are included in the curriculum	4,32	5
Entrepreneurial education should be more focused on incorporating students' own experiences and reflections	4,59	5
Entrepreneurial education should be more focused on specific competence development for the labor market (and less on broader competence development)	4,59	6
Entrepreneurial education should pay more attention to the needs of students experiencing a difficult access to the labor market	4,76	6

Table 4: Statements regarding entrepreneurial learning

5.3.3.Topics for entrepreneurial learning (EntreComp)

Returning to the EntreComp framework, all respondents indicated that the components of this framework were important to their learning pathway regarding entrepreneurial skills. All of the components of the EntreComp framework scored highly with the respondents, in order to gain a more in-depth understanding of priorities and preferences, again respondents were asked to create a ranking. This ranking can be found below in table 5.

This ranking can be used in writing out the chalk outlines of the e-learning pathways. Since they provide a direct view of the interests and priorities of our target group.

13. **Spotting opportunities**
14. **Vision**
15. **Learning through experience**
16. **Creativity**
17. **Motivation & perseverance**
18. **Planning & management**
19. **Self-awareness & self-efficacy**
20. **Taking the initiative**
21. **Valuing ideas**
22. **Coping with ambiguity, uncertainty & risk**
23. **Ethical & sustainable thinking**
24. **Mobilizing resources**
25. **Working with others**
26. **Financial & economic literacy**
27. **Mobilizing others**

Table 5: Ranking topics for entrepreneurial learning

With a little further analysis of this, the top 3 of our different target groups was determined:

Students
1. **Spotting opportunities**
2. **Learning through experience**
3. **Motivation & perseverance**
Teachers / Instructors / coaches
1. **Spotting opportunities**
2. **Creativity**
3. **Self-awareness & self-efficacy**
Others
1. **Vision**
2. **Financial & economic literacy**
3. **Planning & Management**

Table 6: Ranking topics of entrepreneurial learning by target group

6. Conclusions

The survey conducted has given us a clear view of the current situation in the educational field, both in terms of curriculum and learning practices. With the new insights into the barriers, interests and areas of focus of our various target groups in mind, we can now move on to organizing focus groups. In these focus groups these results can be discussed in more depth with local stakeholders and if necessary further adjustments can be made to strengthen the development of the e-learning pathways.

7. References

EntreComp Europe. (2016). *About EntreComp*. Opgehaald van EntreComp Europe:
https://entrecompeurope.eu/about/