

The Analysis of Adult Education in Spain: CFA Josepa Massanés i Dalmau in Tarragona

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Abstract

The aims of investigation in the article include analyzing citizens such as young people and adults to achieve actively identity via training in adult education and to enhance a better balance between work and learning, as well as better controlled periods of learning throughout their lives in Tarragona of Catalonia.

In Tarragona, adult education is an important linkage for adults to learn and self-develop in the knowledge society, however it is not clearly issues to understand and contribute on adults' consideration the learning objects. Besides, the basic function in adult education is correspondent to social integration obtained basic degrees to enter easily in labor market and learned new knowledge through individual learning in the lifelong learning.

Based on the results of research, the Adult Education Center Josepa Massanés i Dalmau possesses its own identities as educational institution for adult education through the governmental project and official evaluation program, which supervised by the Department of Education in Tarragona of Catalonia. I found that the Adult Education Centre is an independent and professional institution, which offers adult training in Tarragona that educated adults properly in non-regular education system.

Key words: Adult Education Center, Evaluation Program, Tarragona

Resumen

El objetivo de investigación del presente artículo consiste en analizar el proceso de formación de la identidad de los ciudadanos, jóvenes y adultos, a través de la educación y el fortalecimiento de la relación entre el trabajo y el aprendizaje para alcanzar un equilibrio entre ambos y el aprendizaje a lo largo de la vida en la provincia de Tarragona.

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En Tarragona, la educación de adulto es una conexión entre las necesidades de la gente y las demandas de la sociedad del conocimiento. Sin embargo, no es una cuestión fácil de entender y identificar los objetivos del aprendizaje de los adultos. Además, la función de la educación de adulto se corresponde con la integración social ya que obtienen certificados básicos para ingresar fácilmente en el mercado laboral y adquirir los conocimientos nuevos a través del aprendizaje a lo largo de toda la vida.

Los resultados muestran que el Centro de Educación de Adulto Josepa Massanés I Dalmau fortalece la identidad de los adultos. Este centro es supervisado por el Departamento de Educación de Tarragona, que monitorea a los programas e implementa el proyecto gubernamental y el programa oficial de evaluación de la educación de Adulto. A partir de los datos recabados se puede decir que el Centro de Educación de Adulto Josepa Massanés I Dalmau es un instituto independiente y profesional que ofrece formación de adulto en Tarragona y educa a los adultos en el sistema educativo no formal.

Palabras clave: Centro de Formación de Adultos, Educación de Adultos, Programa de Evaluación, Tarragona

I. Introduction

Adult education is a kind of education that helps people to continue learning throughout their lives in the knowledge society. It takes into account the "total Apprentice" (Iranzo, 2009:47), ie age, gender, experience and personal values built on a permanent learning basis in social contexts, therefore, it is contributing to the development of individuals.

According to human capital theory, education and adult learning are important factors for social change. In Spain, the Ministry of Education has published the *White Paper* (Libro Blanco in spanish) in 1989 and *General Law of Education System* (LOGSE in spanish) in 1990 showing the importance of adult education in the country and society.

In the Chapter 3, article 51 and 52 of LOGSE, the education system will ensure that adults can purchase, upgrade, expand or extend their knowledge and skills for personal and professional development. Adults who wish to acquire knowledge equivalent to basic education will have an offer adapted to your needs and conditions that obtain the degree in compulsory secondary education.

The Ley Orgánica de Educación (LOE in spanish) establishes that adult education leading to the award of one of the official certificates that this act envisages must be provided in mainstream or specific educational institutions, duly authorised by education authorities in 2006.

The official document of the Catalan Department of Education (2005) is the "*Summary document Basis for Lifelong Learning Act of Catalonia*" in anticipation of

the development of the Organic Law of Education. Based on Adult Education all recipients shall be people who are between 18 and 64 years in need of basic training and learning in lifelong learning. In exceptional circumstances in the society, also including young newcomers or immigrants with more than 16 years with no training in school of their countries where they came from.

On the other hand, the most important changes show, individual and social issues affecting adult learning: the knowledge society as a substitute for the industrial society, globalization of the economy, the challenges of sustainable development, changes in patterns of living; the impact of new movements, the emergence of multiculturalism in different societies and extended life expectancy.

In Catalonia, adult education is a type of education given continuity outside of the regular education system for the people who had passed the age of compulsory education in the society and went back to obtain the degree. On other hand, it also refers to adult learning to acquire knowledge of foreign languages and technologies. This adult formation is not only about teaching by professors but also to regulate the training of adult learning. Moreover, the concept of adult education is linked to academic and professional training throughout their lives responding to the challenge of a world that changes rapidly and profoundly due to globalization.

In this sense, I would like to investigate the questions in the following about adult education:

- How does the curriculum planning of Educational Project in the CFA meets the educational necessities of the adult population in Tarragona?
- What are the results of the Global Evaluation of Diagnostic Center 2006-2007 Adult Education and Strategic Plan for the Improvement of the Quality of Education with planning of assessments and improvements in 2008-2009 to achieve the overall objectives of the educational institution, CFA?

Adult education center Josepa Massanés i Dalmau

In short, the Adult Education Center Josepa Massanés I Dalmau (CFA in spanish) Center is an organization of adult education learning that is outside the regulated system but provides regulated and non-regulated apprenticeships to young people and adults in society. The CFA is an important factor in the formation of population from Tarragona to adopt the requirements in individual lifelong learning in Catalonia. Also it completed the demands and evaluation of the Department of Education in Catalonia's government.

According the history of the Adult Education Center Josepa Massanés I Dalmau, in September 1980 the City of Tarragona organized a course for the teachers of adult education who participated had barely finished specialties and others who were unemployed. During the course of the 1981-82 renovation of public school building

Jaume I in order to establish a pilot center for adult education. In 1988, the Adult Education Department of Education goes to the Department of Social Welfare.

The Center for Adult Education is no longer a pilot and was formally established under the name of the Public Education Center for adults in 1989, where in the following courses are still taught to the above levels during 1993-94.

In January 2000 opened the current headquarters of the Old Area and CFA was created in the classroom and the administration. The new headquarters is located in the street and Fray Antoni Grau Cardona Area, very close to one of the main arteries of the city and Catalonia Ave. During 2001-2002, the CFA is the first adult education with training programs for adults in the zone of Tarragona that implements the Diploma in Secondary Education for Adults (GES, in spanish).

In the 2005-2006 academic year will increase the supply and preparation for the test of higher-level training cycle. On November 30, 2006, the CFA and the Department of Education signed the agreement for the implementation of the plan to improve educational outcomes 2006/07. On May 31, 2007, the CFA and the Department of Education signed the agreement three-year Strategic Plan for improving the quality of education during the period 2007-2010.

The CFA de Tarragona provided academic and professional training outside the formal system, as the institute of education to young people without basic qualifications and the elderly. The CFA Center is a multi-purposes organization that contributes, among other things, the decrease in digital illiteracy. It also provides support for the certificate as a school GESO (Middle Grade and Superior Grade), language courses, technology courses and Spanish for foreigners or non-Spanish speakers.

1. The mission of CFA

The CFA Josepa Massanés and Dalmau is a training center for adults of the Department of Education of the Generalitat of Catalonia is located in the city of Tarragona. Its mission is the education of adults defined as continuing education throughout a lifetime. Those missions are:

- Pluralistic in that it does not exclude anyone because of his or her origin, race, religion, creed or economic level.
- Democratic, because it must transmit the basic values of freedom, citizenship, solidarity and respect for others.
- Integrate, the center should be a landmark in the reception of new arrivals in order to promote social cohesion.
- Based on the commitment of teachers to promote initiatives for innovation and improvement of the educational center.

According to lifelong learning, the CFA adult education includes several objectives: to achieve a basic qualification (Secondary Education), to extend the regulated system (proof of access to training cycles), followed by achieving basic skills that allow the autonomy of individuals in society today (computer and foreign language) to compensate the shortcomings of those who, for various reasons, were not attending school or were insufficiently.

2. The Visions of CFA:

- Consolidate and CFA Dalmau Massanés Josepa as a model training center for adults in the Tarragona region in Catalonia.
- Improving teaching and learning processes in order to improve the educational outcomes of students.
- Implement in CFA Dalmau Josepa Massanés structured of dynamic systems for admission, reception and integration of students by improving social cohesion.
- Integrate, in the processes of learning, teaching systems based on new technologies

During the launch of Educational Project in the CFA, the Adult Education Center establishes a relationship between the present and future needs of the Adult Education Center with training program and the creativity, enthusiasm and effort of those who are the protagonists of the educational task in the society. The Educational Project are the regulatory and core curriculum subjects of teaching, therefore, the remaining rules shall be consistent with what the show is educational services. The project provides training, learning objectives, activities and methodologies should be a public document that is reviewed periodically, depending on the circumstances in educational center.

Based on evaluation program of Global Assessment of Diagnostic Center 2006-2007 Adult Education, the *"Global Assessment of Diagnostic Center of the program 2006-2007"* is also the educational program for the twenty-first century in Catalonia that combine an evaluation process for an innovative for adult learning and evaluate Catalan school quality education for equality, progress and social cohesion.

The Evaluation Plan 2007-2010 of the Department of Education provides for the evaluation of the education system, evaluation of schools and educational services, evaluation of plans and programs, the leadership role and the role of teacher education and inspection to improve the quality of education. The assessment of center includes the overall evaluation diagnostic as focused assessment.

The overall evaluation of diagnostic centers in the framework of its autonomy, the last aims to improve the quality of education received by students, for it provides

information to the center and the education authority on the achievement of educational goals in order to guide decision making for improvements of CFA.

II. Review of Literature

In recent years, Adult education has been affected quickly vital issues of social, political, economic, cultural and educational aspects in each country, which has led to changes in its design and the social roles. While it is true that since we can talk about adult education, both at international and national level, has always been related with transitions in society, they have been slow and progressive in previous stages.

The changes and transformations macro and micro (Castells, 1994) in adult education that are occurring, resulting in an increase in social complexity and productive, with a highly flexible labor market, which requires some social mobility, which requires individuals, groups and institutions to take on new liabilities on knowledge. These changes are remarkable products of the rapidly development of information and knowledge that it conveyed, supported by the advancement of technology and science in the social integration.

Education in general and adult education in particular is emerging as an important element in dealing with the uncertainty generated by these rapid changes in population and in society itself. But this education must be radically different from what has characterized the twentieth century. It has to not only be raised throughout life, but also have to be involved in social and political change and creativity of innovation.

Iranzo (2009) granted citation of adult learning in adult education:

- Adults are committed if the goals and objectives are considered realistic and important opportunity for immediate application or utility.
- Learning for adults is always an implication that results in development, self-concern and self-judgments.
- Adults want to have autonomy, to varying degrees and although initially the choice not to exercise or, in any event, requiring carriers for the formulation of objectives, content, activities, evaluation forms, etc..

The ideas of self-learning and personal autonomy are very important in the context of adult education. This dimension of learning can include individual, organizational and social context. In this research, the adult training is the type of individual learning that offered by the CFA and included the organizational learning that assistant individual studying to cooperate the development in the society.

Carda Ros (2001:168) suggests the concepts of adult education school and out:

- Use the existing schools of existing primary and secondary education;

- Establish specific institutions;
- Facilitating access to higher education
- Create conditions that favor the organization of educational activities, collective or individual
- Encourage self
- Develop initiatives and
- Put at the disposal of the maximum number of adults necessities means for their education.

She presents a conceptual framework and the need for the training of adult education in the field of educational science. The CFA is the adult education center that offered the official degrees as secondary school and gave disposals of number of adults necessities for educational learning. Based on the results of evaluation, the lack of CFA is not facilitating access to other institutions that allowed students to use educational services freely.

The authors García Fraile and Olmos Naranjo (1999) presented the concept that educational institutions have traditionally covered the formal classical training, but the technological revolution and economic globalization have created a new concept of education where the subject must learn to their environment. The new training aims of adult education are responding to these demands by transferring the social roles in the knowledge society.

Adult education is based on criteria applicable to other areas of education: the training and the continuing training of adults, through which any person is placed in a learning process and recycling of knowledge as throughout their lives.

The mission of the Center for Adult Education also is to help young adults to finish a compulsory secondary education and the elderly to study programs such as foreign languages and information technology. The CFA center is a social tool with official standar to provide adult education to the people of Tarragona.

Fernández Cruz (1999:329 ff) states that training needed items such as:

- Goals
- Characteristics of applicants or recipients
- Characteristics of *Staff*
- Content
- Methods
- Time / Regulation

- Distinctiveness
- Regulations
- Resources
- Evaluation
- Impact on Program

The fundamental functions of the Center for Adult Education are like an educational institution for adults in lifelong learning: a centre design to the formation with its own administration, students and teachers. The curriculum, knowledge of teaching and administrative regulation of adult education is based on the law of Catalonia and is assessed by the Department of Education of Catalonia in society.

Municio P. (1992) suggests that the evaluation of programs targeted to address:

- Evaluation of the Project Definition
- Evaluation of Project Design
- Evaluation of the Implementation
- Final evaluation of the Project
- Evaluation Global

The fact of the cycle of evaluation as the institute's Center for Adult Education is necessary because adult education is changing and improving the learning process throughout life. Therefore, we analyzed in this research program evaluation: diagnostic and strategic assessment for the improvement of the quality of education projects that are global aspects to consider functions of the Center for Adult Education.

The evaluation will be continued throughout the training process. It will be done through observation of performance and other language courses in all areas that we have distinguished above. This evaluation will be done at the planning level and in the application.

The CFA is an educational institution that receives the inspection of the administration, teachers and students. The overall results of the evaluation will be included in the annual report. The fundamental objective of the evaluation is the continuous review and improvement of organizational education in adult training.

III. Methods and Design

1. Methodology

In this research, it used mixed instruments of investigation to measure students' learning process, to analyze the documents and evaluation. First, questionnaire is the investigative process to obtain the information that it is a structured technique for collecting quantitative data, which consists of a series of questions in written form, which must meet an interviewee.

According to student's questionnaire, In the questionnaire Plan Quality Improvement School (standard questionnaire), the sample questions is 60 students with several groups with GES, English and Informatics.

The questionnaire for teachers, it involved 11 teachers. In questions 1 and 2, are evaluated by teachers who prepare well and know whether or not prior knowledge of students. On questions 3 and 4, use materials other than textbooks and audiovisual techniques and use different methodologies. In questions 5, 8 and 9 refers to the use of new technologies and influence the processes of learning and teaching of students in the class. In questions 6 and 7, teachers construct new knowledge about the student's activities.

The last part of the evaluation questionnaire, refers to relations between teachers and students who do well or not in the classroom. The degree of satisfaction of teachers of the Center for Adult Education which is from 6 to 9 (the highest is 10). All teachers are considered competent in their work in teaching and in assessing the values of adult education center.

In this type of questionnaire, there are 50 students participating in the course of higher grade. The Plataforma Moodle of Center for Adult Education can download the digital materials via the Internet and retrieve the classes missed. The questionnaire assessed the platform, the customs, frequencies and capacities that students using the platform Moodle.

In the end of investigation, the document analysis absorb knowledge is the set of methods and technologies to investigate, identify and spare each side of a document to determine the category to which he belongs, so the structure, properties and significance of their topics of documents.

Second, the interview is a technique of information gathering that takes place face to face between the evaluator and the person being interviewed. It's easy and fast to acquire information and get the resources needed for its realization are moderated. This makes it an indispensable tool in the evaluation. In the investigation, I had interview with the Director of CFA to figure out the status in adult education that the center produces the service to people. In another way, I cited the information about the opportunity, strength and threat for Adult Center while I reviewed the educational services with the director in the interview.

Finally, based on the analysis of interview's document, the director of the Center for Adult Education presented the institution as a multifunctional organization that helps young people gain academic qualifications and to enhance digital literacy, according to the objectives of the Department of Education of Catalonia. The quantitative data were collected by questionnaires at pretreatment, post-treatment, and qualitative data were collected by interviews and first-hand documents in the Adult Education Center.

2. Design of Investigation

In the investigation, we follow the procedures to have the research results:

- Problem identification
- Situation Analysis of the CFA
- Document review and assessment of concrete
- Instruments for collecting the evaluation results
- Questionnaires
- Interview
- Data Analysis
- Conclusions and implications

The table below it identifies the procedures and design of investigation.

Table 1. Design of Investigation

Object	Methodology	Method	Result
1. <i>How does the curriculum planning of Educational Project in the CFA meets the educational necessities of the adult population in Tarragona?</i>	Analysis the Curriculum Planning of CFA	Analysis Document	Results: Project of Curriculum of Adult Education Center
2. What are the results of the Global Evaluation of Diagnostic Center 2006-2007 Adult Education and Strategic Plan for the Improvement of the Quality of Education with planning of assessments and improvements in 2008-2009 to achieve the overall objectives of the educational institution, CFA?	Analysis the Evaluations Programs: - <i>Global Evaluation of Diagnostic Center 2006-2007 Adult Education</i> - <i>Strategic Plan for the Improvement of the Quality of Education</i>	Analysis Document Interview Questionnaire	-Results: Executives Results of Evaluation Program -Valuation of Proposes to improve quality in CFA -Result of SWOT

IV. Conclusion

Adult education is a type of learning that occurs in non-regular in the education system or non-formal approach for people who have passed the age of compulsory education. This form of education is not only learning rules for adults but also including the training of teaching staff in the organization. Moreover, the concept of adult education is linked to learning throughout life in response to the challenge of a world that changes rapidly and dramatically.

We believe the most important changes in adult education, both in individual and social issues that affect adult learning are: the knowledge society as a substitute for the industrial society, globalization of the economy, the challenges of sustainable development, changes in patterns of living; the impact of new movements, the emergence of multiculturalism in different societies and extended life expectancy.

First, in the objective of curriculum's plan, the Adult Education Center is an important factor for population of Tarragona, which adapts to adults that satisfied the learning needs of professional training and necessities of languages, history and arte. The Adult Education Center also creates those courses to follow the requirements of the Educational Administration in Catalonia.

On the other hand, the comparison of questionnaire results shows that there is obvious trends teachers have a perception of a higher quality teaching than that expressed by the students with higher score. Therefore, it needs advance communication to balance the status between professors and students. The results of questionnaire would help the center improve relationship with students as their satisfaction is different.

In the conclusion of second objects, the programs of evaluation results show the details in transformation that includes: Improved design in the form of digital materials common preparation for the Cycle Superior Education in the last year improve by 30%; going from 40% in 2007-08 to 70% of 2008-2009. Tutorial's time improved over the previous year by 25% going from 50% in 2007-08 to 75% of this year. The valuation of the contents of the website created was an improvement of 25% since going from 50% in 2007-08 to 75% of this year. Improving opportunities for collaboration with other institutions in the city and announcing the training of CFA to the previous year by 10% going from 40% in 2007-08 to 50% of this year.

In addition, it is also seeking changes efficiency in CFA from questionnaire of Plataforma Moodle, which provides Internet learning in the basic degree qualification in the secondary grade. Although the Adult Education Center understands the tendency of the teaching of distance education in the era of information; it applies the apparatus of technologies such as Plataforma Moodle to students. The survey found is that the willingness of students to use that platform is high in percentage.

The questionnaire results provide data about the high percentage of 53% people who use the Internet daily and 33% Plataforma Moodle log in from 1 to 3 times per week. By analyzing the questionnaire, we see that 82% of students use the Internet regularly

and 77% of them consult the material through the Plataforma Moodle, usually used to obtain information and material of the course.

It is also possible to detect the percentage of people using the Plataforma Moodle in the questionnaire for course materials about 32%, which is the low percentage about 18% of people who used to make up the absences from classes.

Due to the weakness in evaluation, the center is currently developing two courses which provide access to diverse cultural resources of the city but there are three limitations to increase the supply of training and these are the lack of an association linked to the center of pupils, lack of parking and lack of relationship and cooperation with other institutions that facilitate the exchange of students and thus increasing the supply and demand for training.

In fact, the CFA is an organization with good standard of adult education for current adult learning right outside of the regulated system but provides two learning patterns in regulated and non-regulated to young people and adults in society. This Adult Education Center with professional training is a good and necessary to accompany the knowledge learning throughout their period of life in the Tarragona.

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VI. Appendix

Appendix 1

QUALITY OF PLANIFICATION OF ADULT EDUCATION CENTER, CFA

Value of Questionnaire (Students) (Standard)

CFA Josepa Massanés i Dalmau

Course 2008-2009

Degree of Satisfaction in the educational community											
Degree of Satisfaction:	Satisfaction					None					N
	1	2	3	4	5	6	7	8	9	10	
1. Does good relations between partners to the center?						2					
2. Consider good relations with the faculty of the center?					2						
3. Are you satisfied with the results of learning?			1		1	3					
4. Do you feel well informed by the center?			1		4	2					
5. There is a good resolution of conflicts in the Center?					4	1					
6. Believe that the center contributes to your self-employment?					4	5					
7. Believe that teaching materials are appropriate to your teaching?				1	3	7					
8. Adapt the training offered by the center to your needs?					5	4					
9. Believe that the evaluation and control by the center are tailored to your teaching?					2	7					
10. The center will provide access to new technologies?				1	7	1					
11. The teacher adapts the difficulty level of activities for your level of learning in the Center?			1		5	2					
12. Teachers appreciate your work and effort?				1		3					
13. The center takes into account your personal circumstances?	1		1	1	3	3					
14. The teacher guides you towards your future?			1	6	4	5					
15. The center has the infrastructure necessary?	1		1	2	6	7					
16. You think that Schedule your education is adequate?					1						

Appendix 2

QUALITY IMPROVEMENT PLAN CENTER, CFA QUESTIONNAIRE ASSESSMENT (TEACHER)

CFA Josepa Massané i Dalmau

Course 2008-2009

Teaching Group:

Degree of Satisfaction in the educational community											
Degree of Satisfaction:	Satisfaction					None					N
	1	2	3	4	5	6	7	8	9	10	
1. You have the means and materials necessary to run the classes?											
2. I appreciate the background of pupils?											
3. Organize applications or earlier schemes of teaching?											
4. Use techniques in teaching?											
5. I use the media?											
6. Stimulus activity and constructive search for students?											
7. I try to structure the issues sufficient in teaching?											
8. Media with motivation use are based on the needs of students?											
9. I place the means to engage in the teaching-learning?											
10. The expectations for students are highly in the class?											
11. Respect for autonomy in the class?											
12. I am flexible in changing situations with reasons?											
13. Modification of the center?											
14. When you prepare to teach, to which attach more importance?											
15. Observations											
Overall rating of the satisfaction of my teaching	1	2	3	4	5	6	7	8	9	10	Nc

Appendix 3

QUESTIONS ABOUT USING THE MOODLE PLATFORM

0. ¿What kind of course do you know in the **CFA Josepa Massanés i Dalmau**?

--

1. When you connect usually in the Internet ?

Everyday	
1-3 in one week	
1-5 in one week	
None	

2. What you usually connect to the Internet

3. You've been briefed conveniently on the platform by the CFA moodle?

YES	
-----	--

No	
----	--

4. How much you use the Moodle?

Times for weeks	
Times for months	
None	

5. You have a regular schedule for use of the platform moodle

No use la plataforma	
Use in the mornings	
Use in the afternoons	
Use in the nights	

6. Where do you have Internet access?

At home	
In the work	
In the schools	
Other	

9. ¿From where you connect to the platform moodle?

At home	
At the work	
In the schools	
Other	

8. Why use platform moodle?

Obtain the information	
Obtain the materials of course	
Learning at home	
Make-up the course	

9. You do with adequate capacity to use, with some skill, the platform moodle?

A lot	
Regularly	
Few	
None	

10. ¿How do you feel platform moodle?

Good	
Adequately	
Bad	

11. How about you learn with the platform moodle?

--

12. To follow through platform moodle, are adequate explanations provided in the classroom?

A lot	
Regularly	
Few	
None	

13. Points, 1 to 10, the degree of satisfaction of the platform moodle.

1	2	3	4	5	6	7	8	9	10