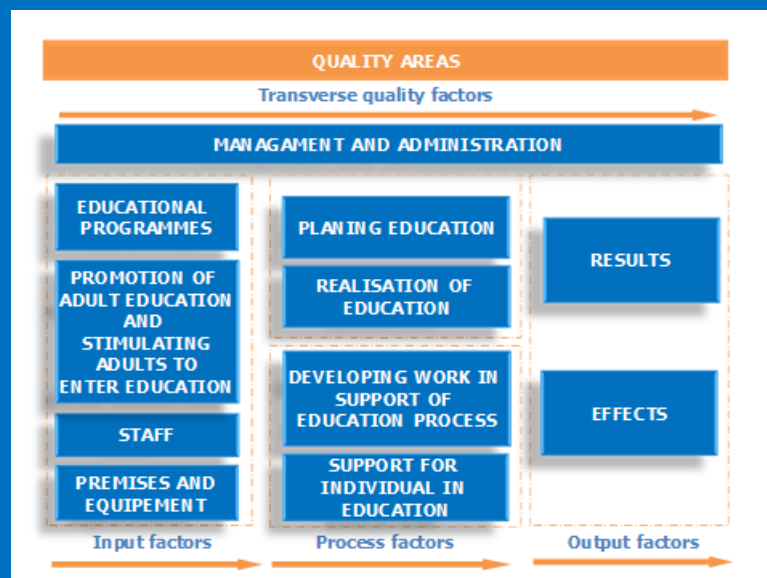




QUALITY INDICATORS IN ADULT EDUCATION



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I. A COLLECTION OF QUALITY INDICATORS IN ADULT EDUCATION

The purposes of quality assessment and development for which we can use the collection of quality indicators

We can use the reformed collection of quality indicators in adult education for two main purposes:

- ▶ for **internal** quality assessment and development in the adult education or training organisation,
- ▶ for **external** quality assessment and development in the adult education or training organisation.

This fundamental decision on the purposes for which we can use quality indicators later influences how quality assessment and development will be realised and, even more importantly, who will lead the project.

The next basis we set when we were reforming quality indicators was in fact the **distribution of responsibility between different actors in adult education**, because all those who assess adult education, encourage it and direct its development on the national level as well as those who put it into practice are equally responsible for its quality.

- ▶ The framework of thus reformed quality indicators includes the responsibility for this activity, which is shared between those who shape it, for example those who create education policies and financiers, in our case the **Ministry of Education, Science and Sport, the Ministry of Labour, Family, Social Affairs and Equal Opportunities, as well as other competent ministries.**
- ▶ Expert institutions who contribute to the development of the field likewise bear the responsibility for the quality of adult education. From this point of view, the **Slovenian Institute for Adult Education** is the central institution for the field of adult education. When it comes to vocational education and training, the **Centre of the Republic of Slovenia for Vocational Education and Training** is of fundamental importance, while in the field of general education in which also adults participate, the **National Education Institute of The Republic of Slovenia** plays an important role etc.
- ▶ Colleges and schools that develop andragogy and related sciences can also be considered as essential in development of this activity.
- ▶ But of course the central leaders of the adult education on the regional and local levels are the **educational and other organisation** that carry out this activity (their managements and staff), and all other subjects that are connected to them or are interested in their activities (employers, development and other factors from the environment, municipalities etc.)

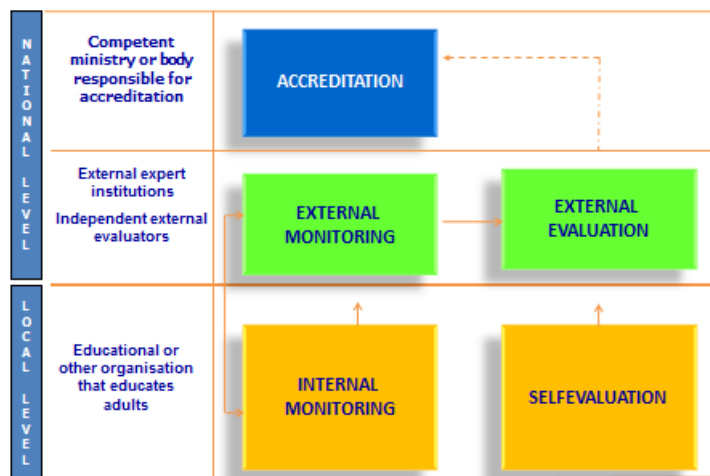
The responsibility for quality assessment and development of adult education is distributed amongst the aforementioned actors responsible for quality.

Emanating from the two basic objectives, for which the collection can be used, and the distributed responsibility for quality assessment and development among the actors, the reformed collection of quality indicators includes different methods for quality assessment and development. These are:

- ▶ **Self-evaluation** – self-assessment and development of quality in all the criteria that are, from the viewpoint of adult education, important for achieving national and (institutions') own quality standards. The leaders of self-evaluation are management and staff in the adult education organisation or other organisation that provides training to adults;
- ▶ **Internal and external monitoring** – continuous monitoring of those criteria that provide main information about the work of the educational organisation in realisation of adult education and allow for quick responses with the implementation of corrective measures and improvements. Main attention here is given to **internal monitoring** which the staff carries out in the adult education or other training organisation, while a smaller part is intended for **external monitoring** carried out by external expert institutions and financiers. An example for this kind of external monitoring can be monitoring of the realisation of the Resolution on the National Programme of Adult Education which is carried out by the competent ministry, monitoring the work of different study groups organised by the Slovenian Institute for Adult education and others;
- ▶ **External evaluation** – external assessment of quality of certain criteria which are important to the national politics and the adult education system, or quality indicators particularly important in a certain time interval. External evaluation is carried out by external experts;
- ▶ **Accreditation**¹ – external quality assessment of providing some basic criteria that are, in the opinion of experts and financiers, needed for quality planning and realisation of adult education.

¹ When the collection of quality indicators in adult education was created, the accreditation hasn't been formally introduced into practice yet, so the goal of the reform and the new recommendation is also to encourage its systemic implementation. In this model, we're presenting accreditation as one of the constituent parts of the framework for quality assessment and development of adult education. The definition which quality indicators, standards and criteria can be the subject of accreditation has been prepared only in the form of recommendations and guidelines for the bodies competent for making decisions on which quality indicators and corresponding standards and criteria will be included in the accreditation processes and thus be given a normative value.

Figure 1: Levels, methods and project leaders responsible for quality assessment



The reformed collection of quality indicators allows us to use it in each of the presented approaches **independently**. For example, when we use the quality indicators in an educational organisation or other organisation that educates adults, for self-evaluation of our work, the manual will give us recommendations which quality indicators are suitable to use in self-evaluation. If quality indicators are used by an expert institution carrying out an external evaluation or, for example, an accreditation, the manual will suggest which quality indicators are suitable for use in external quality assessment.

The reformed collection of quality indicators can also be used if we decide for **combined approach**. In Slovenia, for example, we have been implementing expert external evaluation: it is intended to assess the quality of adult education organisations' activities externally and in includes a combined approach. If we decide to use the reformed collection it would first be used by the organisation staff which would prepare self-assessment of the situation for the selected fields based on quality indicators. In the continuation, the same quality indicators would be used by external assessors who would carry out the expert external quality assessment of the selected fields.

Types of adult education for which we can use the collection of quality indicators

In addition to the basis that influenced the creation of the reformed collection of quality indicators for adult education that we have already presented, we would like to add that we conceived it primarily with the thought that it would be used in **the part of adult education that is in public interest and is financed by the state**, so it is particularly important that at least minimal quality standards of education are ensured.

The collection can be used to assess **formal and informal adult education**. Because formal education is, in its nature, more structured and regulated than the informal one, some quality indicators included in the collection are very important for assessing the quality of formal adult education, but less important or inappropriate for the quality assessment of non-formal education. In such cases, individual quality indicators are marked to be used in assessing formal education only, or that it should only be used for non-formal education when it would be sensible to do so. The majority of quality indicators, however, can be used in quality assessment for formal and non-formal adult education.

The collection itself, at least on a more general level, allows the **quality assessment of the infrastructural activities in adult education**, such as self-learning centres, ISIO guidance centres, knowledge exchange portal, and similar. However, it is primarily created to assess and develop quality in educational activities. The fields and quality indicators follow the conceptual structure of andragogical cycle and vocabulary in the collection reflects that. However, certain fields, for example, management, staff development and others, can be sensibly used when assessing the quality of infrastructural activities. But the quality indicators don't encompass all the aspects and particularities of these activities, so some infrastructural activities of adult education have already developed tailored quality models, which also means collection of indicators (for example the ISIO guidance centres²), and others might follow in the future.

We also have so say that in the cases of levels of education covered by the reformed collection of quality indicators, parts of the collection can be used on the **level of organisation** – for example the field of management and administration, and in some cases it can be used **on the level of individual educational programme** – for example when we are assessing if the staff fulfils the formal conditions to carry out a certain educational programme. Some quality indicators can be used by teachers **on the level of a programme unit**, when, for example they assess how well it was realised, while the same quality indicators can be used by the manager of adult education or a quality group to assess the realisation within an educational programme, or all educational programmes carried out by the adult education organisation. Thus our basic recommendation is to use the collection with consideration and professional responsibility. There are no recipes on how to use it. If we use it professionally and thoughtfully, it offers numerous combinations and the use on different levels of education, and for different types of education.

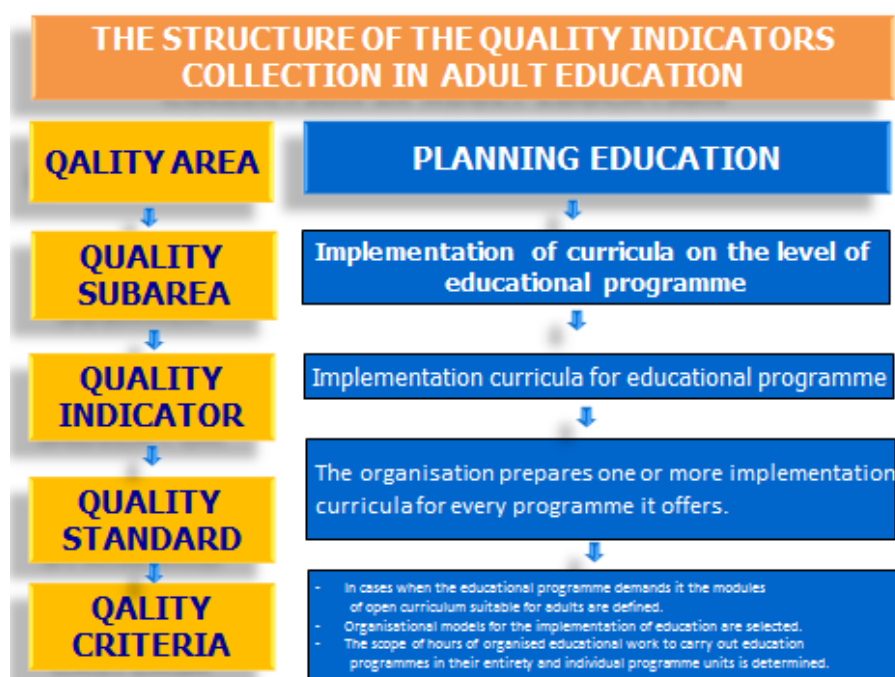
² The model of quality assessment and development in ISIO guidance centres is accessible at: <http://kakovost.acs.si/doc/N-470-1.pdf>.

How the quality indicators collection is structured

In order to show different quality indicators we need to pay attention to in adult education as clearly and consistently as possible, we structured the contents of the collection so that it defines:

- ▶ quality areas,
- ▶ quality subareas,
- ▶ quality indicators,
- ▶ quality standards and
- ▶ quality criteria.

Figure 2: contents structure of the collection of quality indicators of adult education



Quality areas are self-contained units of content, they provide the collection with a wholesome approach to different aspects we need to be careful about in assessing and developing quality in adult education in an adult education organisation or other organisations that also educate adults.

Quality areas are further structured into **quality subareas**. The latter steer us more precisely to some narrower aspects dealt with within a particular quality areas. These are units wholesome in their contents, which define or direct more precisely the activities for quality assessment and development in particular quality area. They help us limit the wider basic quality area in contents and focus our attention more on the selected aspects of the organisation activities that the quality area deals with in basic terms.

Quality indicators direct us towards the most important quality factors in a certain field or subarea. We need them to describe more in detail those aspects whose

quality we assess. When using them, we must pay attention to the connections between different areas and subareas. Quality indicators are interlinked, just as the work in an educational organisation or another organisation that educates adults is interlinked.

Quality standards are statements that describe the expected/desired quality of the most important aspects of the functioning of an adult educational or similar organisation. On the most general level, creating quality standards helps us answer the question what kind of adult education we want.

Quality criteria are a tool to "measure" the determined quality standard. Depending on the nature of the quality standard they can be numeral or descriptive. They are a point of reference we set as a goal to achieve so we can realise the determined quality standard.³ Quality criteria can be defined very precisely, quantitatively, or slightly more generally, descriptively. In our case, the quality criteria are defined concretely enough to be helpful in assessment how we measure up to the set quality standard. At the same time, the criteria are defined generally enough to be used and adapted for different cases, different kinds of educational organisations, different kinds of educational programmes, different kinds of training etc.

Here we need to explain that the same criterion can have a different role or aim in different types of assessment. Professionally, we know different classifications of indicators and corresponding quality criteria. One of the most widely adopted classifications is the one in which indicators and criteria, depending on their objective, are determined as analytical, communication and normative.⁴ Considering that the same criterion can be used for different purposes and that these purposes are often intertwined, **analytical criteria** are mostly intended for us to better understand the causal or/and systemic connections within the working of the educational system, organisation, programme, as well as the connections between education and society more generally.

Communication criteria are supposed to contribute to the improvement of the expert debate on important issues in education system and be helpful in showing responsibility for quality. Among these criteria are also those that allow, for example, the staff in educational organisation, participants, financiers, partners, to have insight into the quality of those factors of the organisation activity that are important enough for all those mentioned above to have the right to have insight into the quality achieved, and also the possibility to discuss it and suggest (or demand) measures when the quality doesn't reach the agreed standard.

³ T. Možina et al. (2009). Model presojanja in razvijanja kakovosti v svetovalnih središčih za izobraževanje odraslih [A model for quality assessment and development in guidance centres for adult education]. Ljubljana, Slovenian Institute for Adult Education.

⁴Lassnigg, L. (2003). Indicators for Quality in VET. European experience. Institute for Advanced Studies, Vienna.

Normative criteria should be the ones most linked to the achievements in the society or a certain system (including a quality model). From this point of view, they are also the most binding or have the most direct and immediately observable consequences.

In the continuation we will use presented classification to help ourselves answer the question **what are the consequences if an educational (or similar) organisation for adults doesn't meet certain criteria and consequently doesn't meet the defined standard of quality in full**. Let's explain this on examples of different types of quality assessment. When, for example, an organisation finds out in self-evaluation that it doesn't meet a certain criterion, this will become its basis to plan activities for improvement so the criterion can be met in future. We could then say that the criterion will be used in analytical and communication purposes. The responsibility for taking action thus remains in the domain of the organisation and the staff working in it.

If the organisation, for example, entered external evaluation in order to get a certificate of quality, and the procedure assumed it would have to meet all the criteria to obtain the certificate – as certificate in this case meant an external confirmation of quality – the consequence of not meeting criteria would be not obtaining a certificate. Nevertheless, the process would still have a communication, and we could also say a development value: the organisation would get feedback on what needs to be improved in order to obtain the certificate in the next attempt. But the criterion would have another effect in this case, because the organisation wouldn't get external confirmation of quality, represented by a certificate of quality. Of course, not every external assessment is done to obtain a certificate. Its goal may be for the organisation to receive feedback from outside experts on which criteria it meets and which not, and recommendations for improvements it should implement so it could meet these criteria in the future. It can then decide by itself whether to follow the recommendations or not.

The procedure will have an even greater, normative effect, when it is used in the process of accreditation. In the accreditation models standards and criteria have a normative value. It means that they represent the minimal agreed quality the organisation has to achieve in order to be able to carry out a certain activity or programme. Such criteria are for example connected to providing adequate premises, formal education programme providers must have etc. If an organisation doesn't meet the determined standards it can't begin the activity (if it's the first accreditation) or can't continue with it (if it's the case of repeat accreditation).

In the approach we're presenting in this manual, this would mean the following:

- ▶ if the educational or other adult education organisation uses the quality criteria for internal monitoring and self-evaluation, the potential non-achievement of a certain criterion would mean a basis for a debate on the present state and planning the implementation of improvements.

- ▶ If the organisation participates in an external evaluation, the goal of the criteria will be determined with the objective of the external evaluation. If it is intended for the external confirmation of quality which leads to a certificate of quality and the model will require that the organisation meets all the criteria, a potential failure to do so would mean the organisation didn't obtain the certificate and thus doesn't achieve the quality which is defined with criteria. If such a model requires the organisation to comply with only certain criteria and not all, the organisation will obtain the certificate despite missing some "non-obligatory criteria". During an external evaluation whose aim is not certification, the organisation will obtain external expert information about which criteria it doesn't meet and maybe also recommendations how to proceed so that it does in the future.

- ▶ If the criteria are used in accreditation, the organisation that doesn't meet them won't get accredited to carry out an activity, a programme and similar. The organisation might get accredited even if it doesn't meet a criterion only if the model of accreditation specifically allows for organisation to obtain accreditation without meeting a certain criterion. To give an example: maybe it is required that an organisation wishing to provide public service in adult education has a self-study centre. But self-study centres are a part of a public network, and the expansion of the network is a matter of national politics: it can happen that in certain times the expansion is not possible for different reasons (financial or others) and the organisation has no possible way of opening a self-study centre that would be a part of the national network. In such case, it could be agreed that the organisation obtain the accreditation even though it doesn't comply with the criterion. A second example would be if the model of accreditation presumed that some criteria are of a nature that an organisation must meet in order to begin the activity, while others can be assessed at re-accreditation. If the organisation didn't meet certain criteria at the first accreditation, it could still get accredited, and would have to prove compliance with the rest at re-accreditation. An example for this would be the recommendation of accreditation criteria for establishing and work of dislocated units of the ISIO guidance centres.⁵

As we have shown already, the type of quality assessment importantly influences the intent, role, and "necessity" of achieving criteria. We have to pay attention to this also when we're using criteria described in this manual.

⁵ Model for quality evaluation and development in ISIO guidance centres. Publication accessible at: <http://kakovost.acs.si/doc/N-470-1.pdf>.

Professional glossary used in the collection of quality indicators

In the continuation, we'll explain certain expressions we use in the quality indicators collection.

Adult education organisation or other organisation that educates adults: the quality indicators collection is intended to help assessing and developing quality in organisations that educate adults. As adults can be also educated – in addition to education organisations – in numerous other organisation, as well as associations, NGOs and similar education providers we decided that we will, depending on the context, use the following expressions when we talk about different organisation that educate adults:

- ▶ **educational or other organisation that educates adults,**
- ▶ **adult education organisation,**
- ▶ **organisation.**

Staff in the organisation that educates adults: Because the quality indicators collection will be used in different types of organisations, we will come across very different expressions to mean the staff dealing with adult education as well as different forms of their actual employment. We thus know adult education managers and organisers, programme fields managers, teachers, mentors, experts who carry out activities supporting education, administrative-technical staff etc. we decided to use the following expression in the collection, as needed:

- ▶ **Staff:** will be used when the contents include all the staff regardless of their special tasks;
- ▶ **Management:** this group includes different management workers in adult education organisations. Most often these are the principal or the director. Assistant principal would also fall into this category, for example. When we talk about the role the managerial staff has in quality assessment, we will most often use the expression management;
- ▶ **Experts, andragogical staff:** when we're using these two expressions we'll be talking about all the expert staff that participate in adult education: the part of the staff that realises the actual educational process, the staff that takes care of planning and organisation of education, and the staff that works in supporting activities for adult education. The expression "experts" will be used in certain parts to simply name that part of expert staff that isn't directly involved in education. So this expression will be used when it is important to show the difference between staff involved in direct education process (for example teachers, mentors) and other expert personnel;
- ▶ **Employees, external collaborators:** we will divide staff into employees and external collaborators in all those aspects of quality when it is particularly important that we analyse or include particularly the staff that is employed in

the adult education organisation and those who work with the organisation as external collaborators;

- ▶ **Manager of adult education:** this expression denotes a person who manages, coordinates, directs and takes care of the realisation of adult education in an organisation. This expression will be most often used in connection to an organisation that is not only an adult education organisation, but is also – or mostly – involved in other types of education, or an organisation that is not educational and has a completely different function. Because these organisations are so different, the names for such a person can vary greatly (for example education organiser, a manager or organiser of a programme field) and in addition theirs is often not a separate salaried position, so we decided to use the phrase that best expresses the nature of the work;
- ▶ **Teacher, mentor:** there are different names in adult education for people who carry out direct education. The classic expression is still the most often used, but often mentor is used, while we also know coaches etc. In the collection, we'll use "teacher" as the widest term that encompasses all these notions. When we write about a teacher, we will thus also include mentors, coaches etc. If there is a particular need to draw attention to possible differences or specific traits of particular roles (for example PYLA mentor, study circle mentor, e-mentor) we will also use mentor;
- ▶ **counsellor:** one of the important roles that grew in prominence in adult education is the role of a counsellor. We know different types of counsellors, for example counsellor in the ISIO guidance centre, quality counsellor, a counsellor in organised self-study etc. When in the collection, we deal (in particular) with the guidance process in adult education, we will use the expression counsellor;

Educational programme, organised form of education: in adult education we use the expression educational programme, but there are forms of education where this expression is hardly used, for example education in study circles. In the collection, we'll use the following expressions:

- ▶ **Educational programme:** when we're talking about a written document in which objective and programme goals, contents, course of education and other parts are more or less structurally stated;
- ▶ **Organised form of education:** when we're talking about education that can be carried out in different organisational forms (for example a course, study circle, e-education);
- ▶ **Study circle, course, e-education etc.** when it's about the specifics of individual organisational forms that need to be considered when we're assessing and developing quality of adult education.

A programme unit: Educational programmes in adult education can have very different internal structures: they can consist of subjects, modules, content clusters, themes. When in this collection we talk about these different parts of educational programmes we will use a term programme unit to denote them. And if it is especially important to draw attention from the point of view of quality to the characteristic of planning of the execution of a particular subject, module, cluster, theme, we will also use these terms.

Forms of support for adults in education: supporting activities that adult education organisation offers to the participants are very important for the quality of adult education. By forms of support we mean information and guidance, support for organised self-learning, study help, consultations etc. When we talk about all these activities in general (in the collection), we use the phrase support to adults in education or supporting activities in adult education. If it is particularly important we mention individual forms of support.

II. HOW TO USE THE COLLECTION OF QUALITY INDICATORS

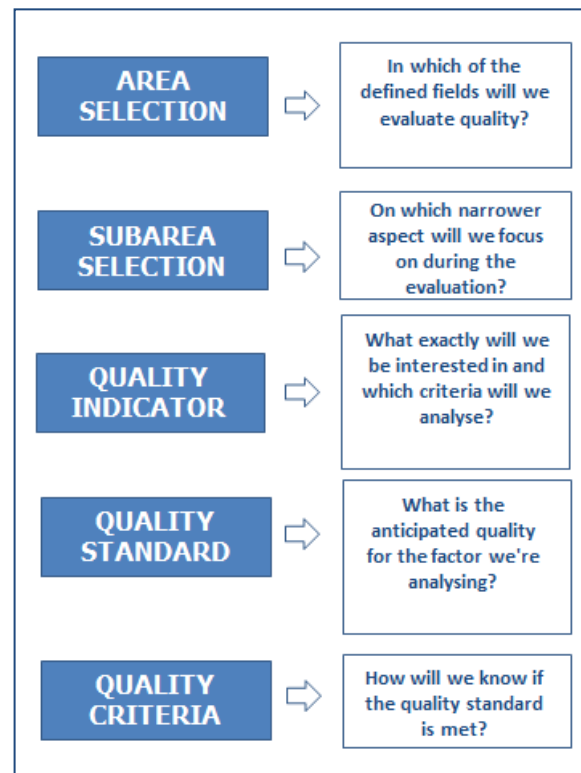
As we have shown so far, we've conceived the quality indicators collection in a way that it can be used for different purposes and use different procedures for assessing and developing quality. If we consider the objective and the procedure, the quality indicator collection can be a useful tool for:

- ▶ **management, members of the quality group/committee, quality counsellors and experts and teachers⁶** in educational and other organizations that educate adults in monitoring quality and self-evaluation of work,
- ▶ **external evaluators** in the realisation of different types of external monitoring and external evaluations,
- ▶ **ministries and other bodies** who will monitor adult education and award accreditations to educational programmes or entire education organisations,
- ▶ **other experts** who work with quality assessment and development.

We would like to recommend that all those who are planning internal or external monitoring, self-evaluation or external evaluation or accreditation of the educational or other organisation that educates adults, an educational programme or infrastructural activities in the field of adult education consult the manual as soon as they begin deciding what should the subject of quality assessment be.

⁶ The manual uses the term teacher, but numerous statements are true also when a a mentor appears in a programme (for example, in the programme PLYA – project learning for young adults, a mentor of study circles, a mentor in the centre for self-learning, an e-mentor, or when we have a group of teachers brought together by work with certain target groups of adults or specific educational programmes, for example, a teacher in literacy programmes.

Figure 3: Procedures of quality assessment in which we can use the manual *Quality indicators in adult education*



The collection is conceived so it can help us in different phases of planning and realisation of internal and external monitoring, self-evaluation, external evaluation or accreditation:

- ▶ We can use the manual when deciding in which **quality area** we will carry out internal or external monitoring, self-evaluation, external evaluation or accreditation. The selected quality area reflects the idea which areas or activities are so important within the organisation that they require periodic quality assessment to ensure quality standards, and implement improvements if necessary.
- ▶ Selecting a wider area of the organisation's activity that will be of interest in quality assessment is not enough for a systematic quality evaluation. Narrower **quality areas** direct us a bit further – we narrow the subject of assessment so we can focus on it more;
- ▶ In the third step we're even more concrete. By selecting **quality indicators** that will be the subject of the analysis, we deepen the quality assessment and direct it into a precisely determined subject of analysis.

Once we've selected the quality indicators that will be the subject of our analysis, we can continue using the manual which will help us to deepen our understanding of the contents we've been directed to by the quality indicators. Let us now take a look at the elements every quality indicator contains and how they can be helpful.

- For every quality indicator, there is a defined **quality standard**. This tells us what is the defined or anticipated level of quality for the indicator. Quality criteria are also determined, they help us assess whether the educational organisation meets the defined quality standard fully or partly.

Let's look at an example for the selected field RESULTS and a subfield GENERAL SUCCESS OF INDIVIDUALS IN EDUCATION.

Table 1: a case of a defined quality indicator, quality standard and quality criteria

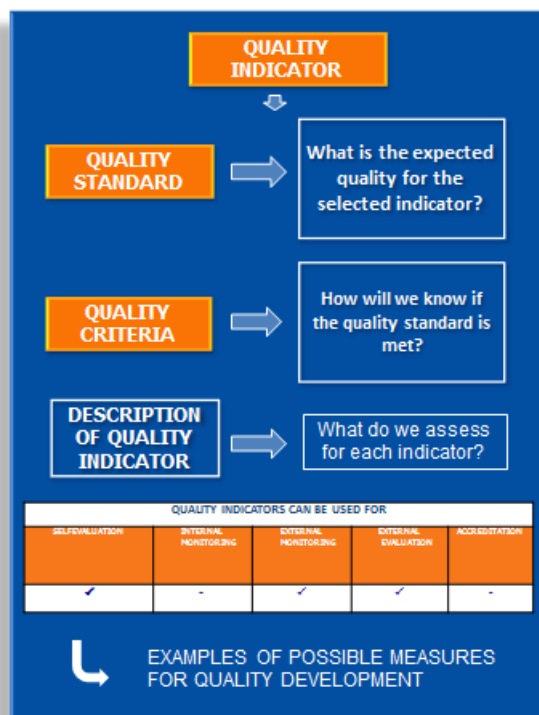
INDICATOR: A NUMBER OF ADULTS WHO SUCCESSFULLY COMPLETE EDUCATION

Quality standard	An adult education organisation regularly follows and analyses data on the number of adults who successfully complete education.
Criteria	Comprehensibly presented data on the number and characteristics of adults who have successfully completed education is available.
	Data is available on how long it took the adults to successfully complete the education.
	Analyses are carried out and the congruity between the success of adults and their personal education plans is examined.
	Analyses are done and it is examined which of the things the organisation offered during the education helped the adults most to complete education.

From this aspect, the manual can be used in different phases of external and internal monitoring, self-evaluation, external evaluation or accreditation. First in the planning, when we pose different (self-)evaluation questions which will help us assess whether quality standard is met. And again when we have gathered data ready to be analysed and evaluated to find out how much we meet quality standard. And finally when we plan measures for improvement if we find out that the quality standard is not fully met.

The manual offers recommendations and directives for all these cases. Every quality indicator has the following contents structure:

Figure 4: Contents structure on individual quality indicators



We've already explained the meaning and the purpose of quality standards and criteria. It is recommended that we study them carefully when we begin planning the questions that will use for quality assessment, because they help us understand what we're actually measuring.

The manual is conceived so that when we're creating quality assessment questions it directs us even in the section in which the quality indicator is described. That section includes **a number of examples for what we need to pay attention to, the questions we need to ask to get the answers on how much the quality standard is met.** Of course, we're here only listing examples, and each evaluator will be able to form different questions when she or he decides that they make sense and are necessary in regard of the aspect of quality she or he is assessing and in regard of the purpose and type of evaluation she or he is carrying out.

We must point out that not every quality factor can or should be assessed with all the methods of quality assessment. Therefore, we have listed **recommendations when each quality indicator should be used in the self evaluation process, at internal or external monitoring, external evaluation or accreditation.** The same indicator can be used, for example for self-evaluation and external evaluation.

The manual is again helpful in the phase when data and information have already been collected, evaluated and we have found out to what extent the quality standard has been met and we can plan for necessary improvements. For every quality indicator, **the examples for possible measures for quality development are**

listed. The examples of potential measures suggest investments in staff training, defining procedures, development of new forms and methods of work, development and implementation of aids to support quality realisation of processes etc.

III. OVERVIEW AND DESCRIPTION OF AREAS, SUBAREAS AND QUALITY INDICATORS IN ADULT EDUCATION

The overview and description of fields, subfields and quality indicators leads us through all the factors that we can say define the quality of adult education.

IV. QUALITY AREAS

The method we chose to define the reformed collection of quality indicators in adult education stems from a methodological starting point that quality fields and subfields as well as their corresponding quality indicators can and should be interlinked. **External** and **internal connections** are both important. The external connection tells us that the areas, subareas and quality indicators must be linked with the objectives of the activity for which the quality indicators collections will be used. Internal connection means that the quality indicators set within a certain quality field must be harmonised and linked and shouldn't contradict each other.

Knowing the results and effects of adult education is for example one of the basic pieces of information that tells us about the quality of the activity, its effectiveness and at the same time on what return of investment into it did we get. However, when we're talking about improving the quality of education, simply knowing the results and effects isn't enough. The data on participant (dis)satisfaction with education, percentage of drop-outs etc. don't explain what caused the (dis)satisfaction, and what the main reasons for dropping out were. Only when we look into the input and process factors and their quality can we understand the achievements and the effects, and it is with the influence the improvement of these factors that we can improve the output factors, measurable in achievements and effects.

It is for this reason that we delved into the very concept of the existing collection of quality indicators in adult education and completely reformed it in the process of preparing a new collection. We used the **process model of quality**⁷.

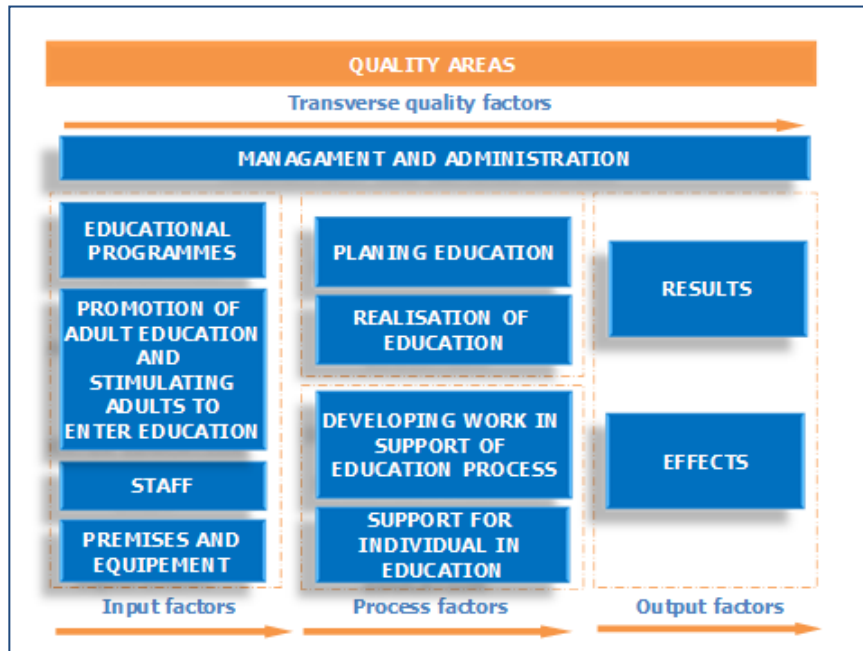
Accordingly, the quality areas are structured depending on whether they represent:

- ▶ **transverse** factors of quality,
- ▶ **input** or **infrastructural** factors of quality,

⁷ This is the expansion of the originally economic model as a tool of narrow economic analyses to the entire development, which in addition to the economic includes also social, political and other aspects. The model established itself as a wider development model after World War II and gradually, in addition to the initial elementary categories of input and output factors also included the categories of immediate effect ("outcome", "result"), indirect effect or influence ("impact"), process, context and some other categories. In education, this model is known as the CIPP model ("context", "input", "process", "output"), and the author of its application to the education field is D. Stufflebeam (1983, 2000).

- ▶ **process** factors of quality,
- ▶ **output** factors of quality.

Figure 5: Fields of quality in adult education



Transverse quality factors

The first group of factors – the transverse factors – includes activities and processes that cannot simply be placed among the input, process or output factors, but they touch all of them. Among the transverse factors we've listed **management and administration**, which define the quality of the management and administration processes from organisational and contents point of view, on different levels, in different processes. Without the awareness how management and administration influence all the processes of planning and execution of adult education and, of course, without the directed activities for the quality of these processes, it would be difficult or even impossible to achieve quality in other fields.

Input quality factors

The second group of factors, the input factors, consists of **educational programmes, promotion of adult education, stimulating adults to enter education, staff, premises and equipement**. These are the factors we must as a rule ensure before the education even begins. The quality of these factors importantly influences the education process: if we have a quality programme offer with good educational programmes, good staff, good premises and other necessary infrastructure then we have solid guarantees that adult education will run smoothly and give good, even excellent results. And on the other hand: information and promotion of education among the population, quality encouragement that ensures that adults will take part in education, programmes were they will get knowledge

they need for their work and self-realisation – all these are conditions that need to be met to expect good results and effects of adult education.

Process factors of quality

Thinking about the process factors helps us to clearly define the basic educational process and its characteristics. At the same time, we define supporting processes among the process factors – these are the processes that can help the quality of the basic process and support it.

Among the process factors we've emphasised the **planning of education** and the **implementation of education** – the two central areas that have to be the focus of our attention when we're dealing with the questions of adult education quality. Of almost equal importance are the fields **development work to support the education process** and the **support of individual in education**, which importantly complement the previous two fields, because in adult education support to individuals is almost as important as the education itself, and without development work it is difficult to imagine any kind of progress, particularly progress in quality development.

Output quality factors

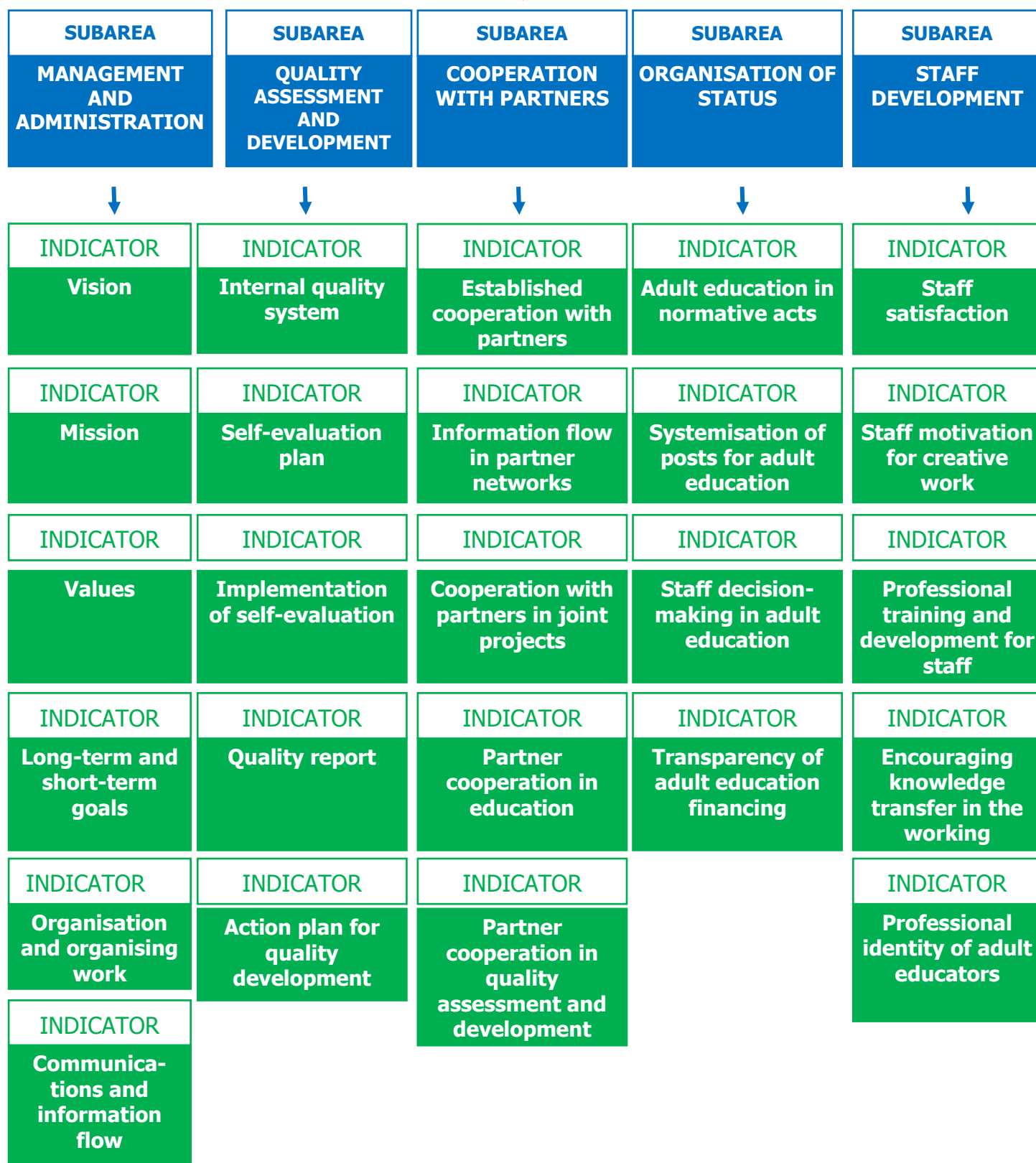
This is a group of factors that are seen as the results and effects of education activities. In different classifications, some use a unified category "results" when defining outcome factors. But increasingly often, the division of outcome factors into "results" and "effects" is used. In our case, the results are the direct, immediate results of the educational activity, while the effects mean measuring consequences, effects that the results have on individual participant and the immediate or wider environment. Precisely because various factors influence the effects, they are hard to distribute in education, and especially hard to measure. Despite such methodological snags it makes sense to consider the basic effects adult education causes and attempt to define them.

The last group of factors thus includes two fields that could also be considered the end goal of the entire activity. These are the fields **results** and **effects**, in which we assess the quality of results that can be measured or assessed at the end of the educational process, or the quality of the long-term effects adult education has on an individual, as well as on the society.

Every field is further divided, as we have explained before into a greater or smaller number of subfields. In order to define more precisely what our interest is in each of the subfields, we introduce them with short descriptions, a sort of an expert starting point explaining what interests us in this subfield that is related to quality, and at the same time we're briefly introducing the next level of structure, the quality indicators. With brief descriptions, we set and found them in the subfield – and explain why these particular indicators, alone and in combination, define the quality of adult education.

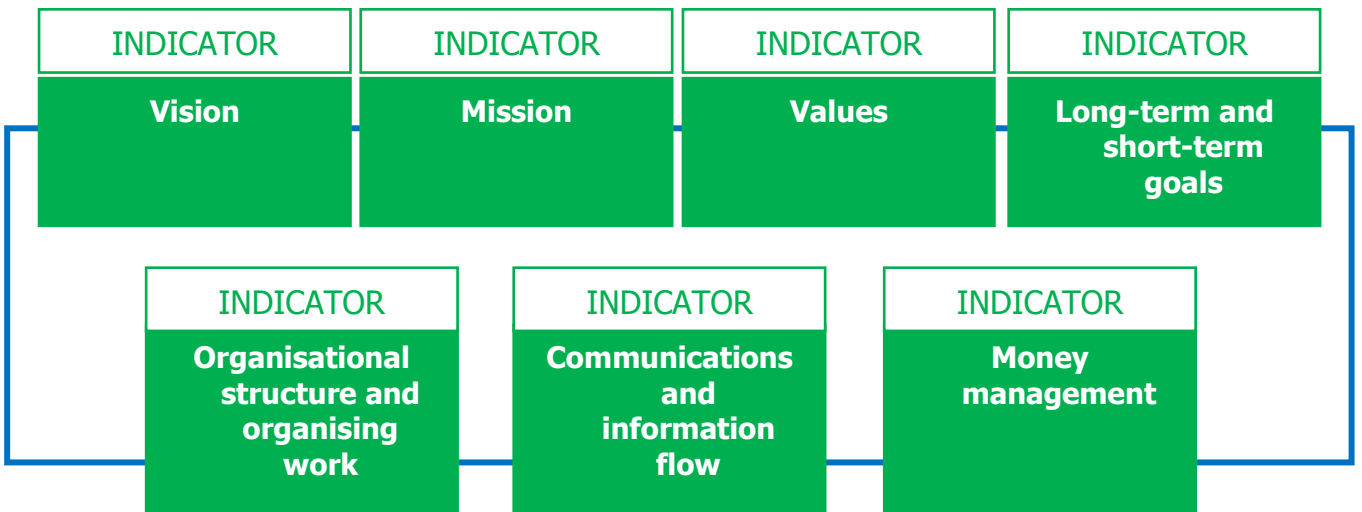
QUALITY AREA

MANAGEMENT AND ADMINISTRATION



MANAGEMENT

SUBAREA
MANAGEMENT



INDICATOR: VISION

Quality standard	Adult education organisation has a formulated vision.
Criteria	The employees and external collaborators are familiar with the vision of the adult education organisation.
	The employees have actively participated in formulating the vision.
	The vision is coordinated with the national and international development strategies of adult education development.
	The vision is coordinated with the needs of the local environment.
	The vision is used in public (promotional brochures, the web etc.).

INDICATOR: MISSION

Quality standard	Adult education organisation has a formulated mission.
Criteria	The employees and external collaborators are familiar with the mission of the adult education organisation.
	The employees have actively participated in formulating the mission.
	The mission is coordinated with the national and international development orientations of adult education development.
	The mission is coordinated with the needs of the local environment.
	The mission is used in public (promotional brochures, the web etc.).

INDICATOR: VALUES

Quality standard	Adult education organisation has defined values for its activity.
Criteria	Values of the adult organisation work are recorded and defined.
	The employees have actively participated in defining values.
	Values are used in public (promotional brochures, the web etc.).

INDICATOR: LONG-TERM AND SHORT-TERM GOALS

Quality standard	Adult education organisation has defined long-term and short-term goals of its activity.
	The long-term and short-term goals of adult education organisation are connected to the vision and the mission.
	The long-term and short-term goals are measurable.
	Adult education organisation has established methods to monitor the realisation of long-term and short-term goals.

INDICATOR: ORGANISATIONAL STRUCTURE AND WORK ORGANISATION

Quality standard	Organisational structure and work organisation ensure quality realisation of adult education, its good results and effects.
Criteria	Organisational structure of the adult education organisation is harmonised with the requirements of educational programmes, projects and activities it carries out in adult education.
	Organisational structure of the adult education organisation allows different co-workers to cooperate creatively.
	Organisation of work is clear and effective.
	Adult education organisation implements different forms of work organisation, particularly team work: expert boards, teacher conferences for programming or comparable forms of teachers' collective work, project groups, work teams, andragogy conferences, committees etc.
	Adult education organisation supports different forms of teachers' collective work in implementation planning.
	Adult education organisation authorises the education manager or organiser to coordinate team work for implementation planning.
	Adult education organisation encourages teachers to cooperate in creating inter-subject, cross-area, inter-content and similar connections.
	Adult education organisation supports different forms of team work for teachers during the duration of education.
	Adult education organisation authorises the education manager or organiser to coordinate team work during education process.
	During the education process, exchange of information and experience between teachers who participate in the programme is ensured in order to ensure better quality of education.
	Adult education organisation encourages teamwork in study support for the participants and for this purpose encourages cooperation of teachers with the study help mentors, mentors in self-study centres etc.

INDICATOR: COMMUNICATION AND INFORMATION FLOW

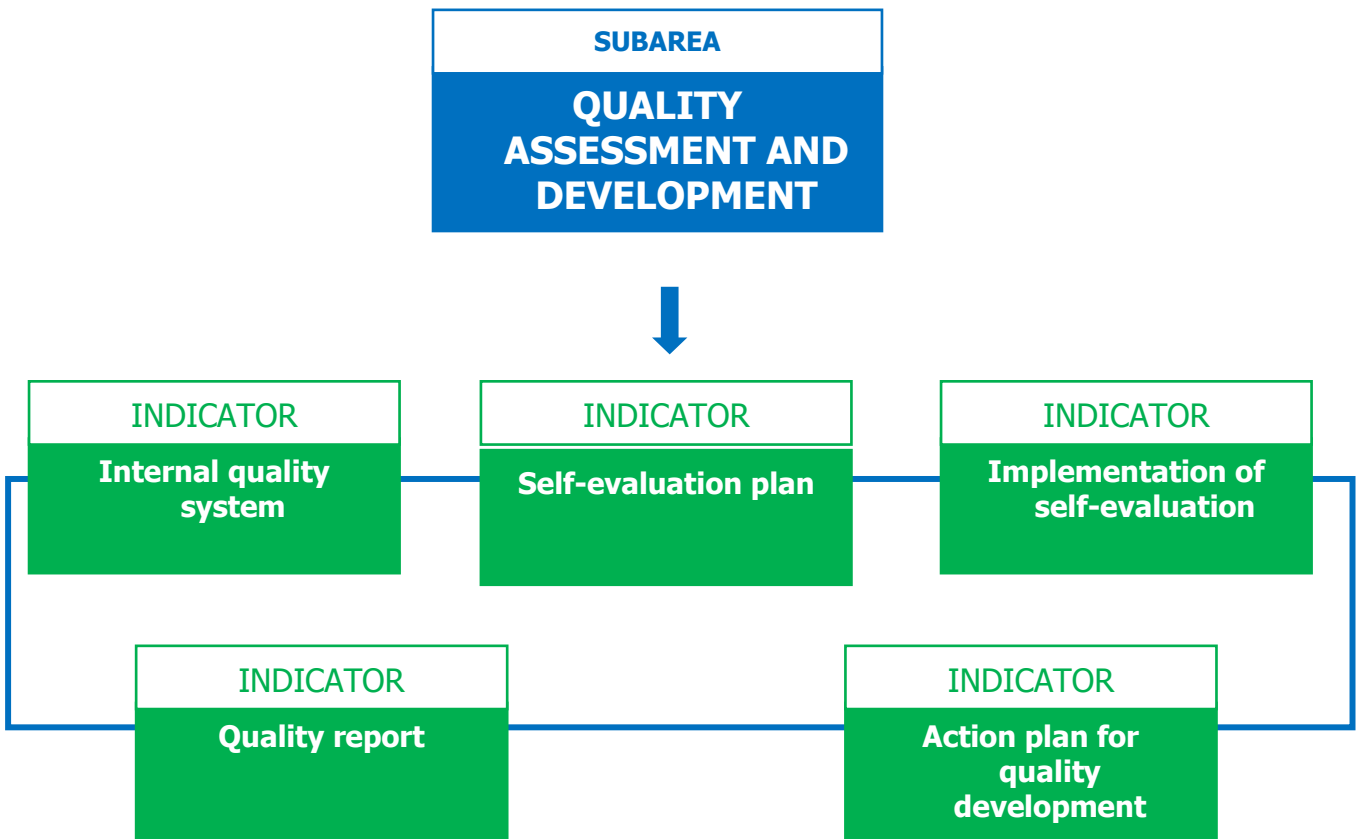
Quality standard	Effective processes of internal and external communication that allow for an uninterrupted information flow have been established.
Criteria	The management of the adult education organisation regularly informs employees and external collaborators about everything that influences their work with adults.
	Regular group meetings (between the management and the employees, the employees and the external collaborators, partners, etc.) likewise ensure information flow and good communication.
	There are various methods of regular communication (in person, by phone, e-mail or web portal) about the course of the education process; this communication occurs between the adult education manager (organiser) and teachers and other education providers.
	A regular, continuous and effective form of communication is established between teachers and other education providers within a certain education programme, as well as among the providers of different programmes when it's about questions that concern all the programmes and activities.

	The most important pieces of information about the course of work with adults in an adult education organisation are available for the staff in writing.
	For a more effective informing intranet and other up-to-date information-communication methods are available.

INDICATOR: **MONEY MANAGEMENT**

Quality standard	Adult education organisation acquires funds for adult education on the bases of expert criteria and uses it sensibly and directs it to development.
	There are criteria for setting prices for services and activities.
	The funds for adult education are obtained successfully via national and international tenders.
	Adult education organisation is active in providing money to carry out educational programmes.
	Adult education organisation successfully acquires money that provides free or at least financially more accessible education.
	Adult education organisation prudently invests money in the development of adult education.

QUALITY ASSESSMENT AND DEVELOPMENT



INDICATOR: INTERNAL QUALITY SYSTEM

Quality standard	Adult education organisation has an established internal quality system, written in the Quality Act or a comparable document.
Criteria	Quality Act or a comparable document (simply Quality Act in this document), in which the internal quality system is described, is drafted in writing.
	Quality Act shows how the adult education organisation defines, assesses and develops its quality.
	The Quality Act of an adult education organisation is publicly available (on the web site or other public places, or somehow accessible to public).

INDICATOR: SELF-EVALUATION PLAN

Quality standard	Adult education organisation has a defined self-evaluation plan for a determined period of time.
Criteria	The self-evaluation plan for a defined period of time is in written form.
	The self-evaluation plan contains of at least the following: definition of self-evaluation questions, subjects and sources from which data is collected, methods of data collection, time of realisation of individual phases of the self-evaluation process.

INDICATOR: IMPLEMENTATION OF SELF-EVALUATION

Quality standard	Adult education organisation regularly carries out self-evaluation in accordance with their self-evaluation plan.
Criteria	Adult education organisation carries out self-evaluation in regular time intervals.
	Self-evaluation brings the answers to the set self-evaluation questions.
	All the planned subjects participated in self-evaluation.
	Self-evaluation used the planned self-evaluation methods.
	Self-evaluation collected data and information it was supposed to collect.

INDICATOR: QUALITY REPORT

Quality standard	Adult education organisation prepares a quality report in regular time intervals and sends it to particular interest groups to be discussed.
Criteria	Adult education organisation prepares a quality report based on the quality assessment in a determined time period.
	Quality report is presented to the working collective, which debates it and uses it as a basis for further steps in quality development of adult education.
	Quality report is presented to partners, financiers, founders.

INDICATOR: ACTION PLANS FOR QUALITY DEVELOPMENT

Quality standard	On the basis of self-evaluation, adult education organisation systematically plans measures to develop quality, using the quality development action plan or a comparable tool.
Criteria	Adult education organisation has a written plan for implementation of improvements and quality development.
	Adult education organisation has set procedures to monitor continuously the implementation and realisation of improvements and potential necessary corrective measures.
	In the last two calendar years, the adult education organisation implemented different quality improvements which were the result of the findings of self-evaluation and were laid out in the written action plan for quality development.

COOPERATION WITH PARTNERS

SUBAREA

COOPERATION WITH PARTNERS



INDICATOR

Established cooperation with partners

INDICATOR

Information flow within the partner networks

INDICATOR

Partner cooperation in common projects

INDICATOR

Partner cooperation in education

INDICATOR

Partner cooperation in quality assessment and development

INDICATOR: ESTABLISHED PARTNER COOPERATION

Quality standard	Adult education organisation has partnerships on the local, regional, national and international levels.
	Adult education organisation has partnerships on the local level.
	Adult education organisation has partnerships on the regional level.
	Adult education organisation has partnerships on the national level.
	Adult education organisation has partnerships on the international level.

INDICATOR: INFORMATION FLOW IN PARTNERS NETWORKS

Quality standard	Adult education organisation has an established and systematic mutual exchange of information within the partner network.
Criteria	Adult education organisation has an organised database on partners.
	Database on partners is updated continuously.
	The procedures defining how the employees access the database, and the purposes for which it can be used, are determined.
	Permanent procedures of informing partners about the adult education organisation are in place.
	Mechanisms that allow partners to send information into the network themselves are set up.
	Mutual exchange information uses different communication channels (meetings, written, e-mail etc.).

INDICATOR: PARTNER COOPERATION IN COMMON PROJECTS

Quality standard	Adult education organisation works with partners in joint projects.
Criteria	Cooperation with partners in joint projects on the regional level has been achieved.
	Cooperation with partners in joint projects on the national level has been achieved.
	Cooperation with partners in joint projects on the international level has been achieved.

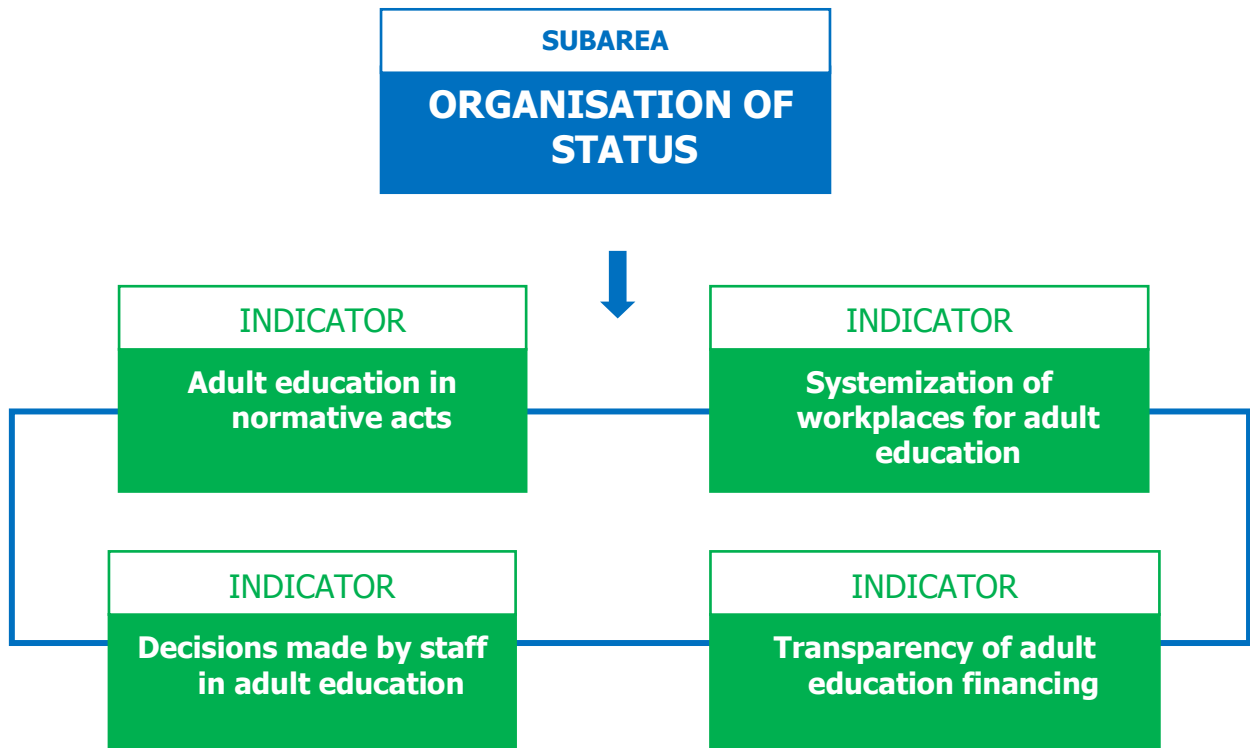
INDICATOR: COOPERATION OF PARTNERS IN EDUCATION

Quality standard	Adult education organisation works with partners in planning and implementation of educational activities.
Criteria	Adult education organisation has partnership connections in place to identify the needs of partners for education and training.
	Adult education organisation and its partners develop educational programmes based on these identified needs.
	Experts from the partner organisations participate in the educational process as lecturers.
	Teachers and other experts from adult education organisation monitor or participate in the work process in partner organisations and thus gain new, up-to-date knowledge for their own work.

INDICATOR: COOPERATION OF PARTNERS IN ASSESSING AND DEVELOPING THE QUALITY OF EDUCATION

Quality standard	Adult education organisation has an established systematic partner cooperation in assessing and developing the quality of education.
Criteria	Partners have different possibilities to evaluate quality and effects of work within an adult education organisation.
	Partners can contribute their own suggestions for the improvement of work in the adult education of organisation.
	Adult education organisation can demonstrate how the results of the assessment given by partners and their recommendations for improvements were accounted for in the improvement of the quality of work.

ORGANISATION OF STATUS⁸



⁸ Relevant when adult education is not the only activity of the educational or other organisation.

INDICATOR: ADULT EDUCATION IN NORMATIVE ACTS

Quality standard	The field of adult education has a formal and legal status within an organisation.
Criteria	The field of adult education has a defined status in normative acts.
	The organisation has a defined status for the manager of adult education.
	The organisation has all the legal acts that allow it to carry out adult education without interruptions.

INDICATOR: SYSTEMISATION OF WORKPLACES FOR ADULT EDUCATION

Quality standard	Workplaces for adult education are systemised.
Criteria	The needs of adult education are adequately considered in the systemisation of workplaces.
	The post for manager of adult education is systemised.

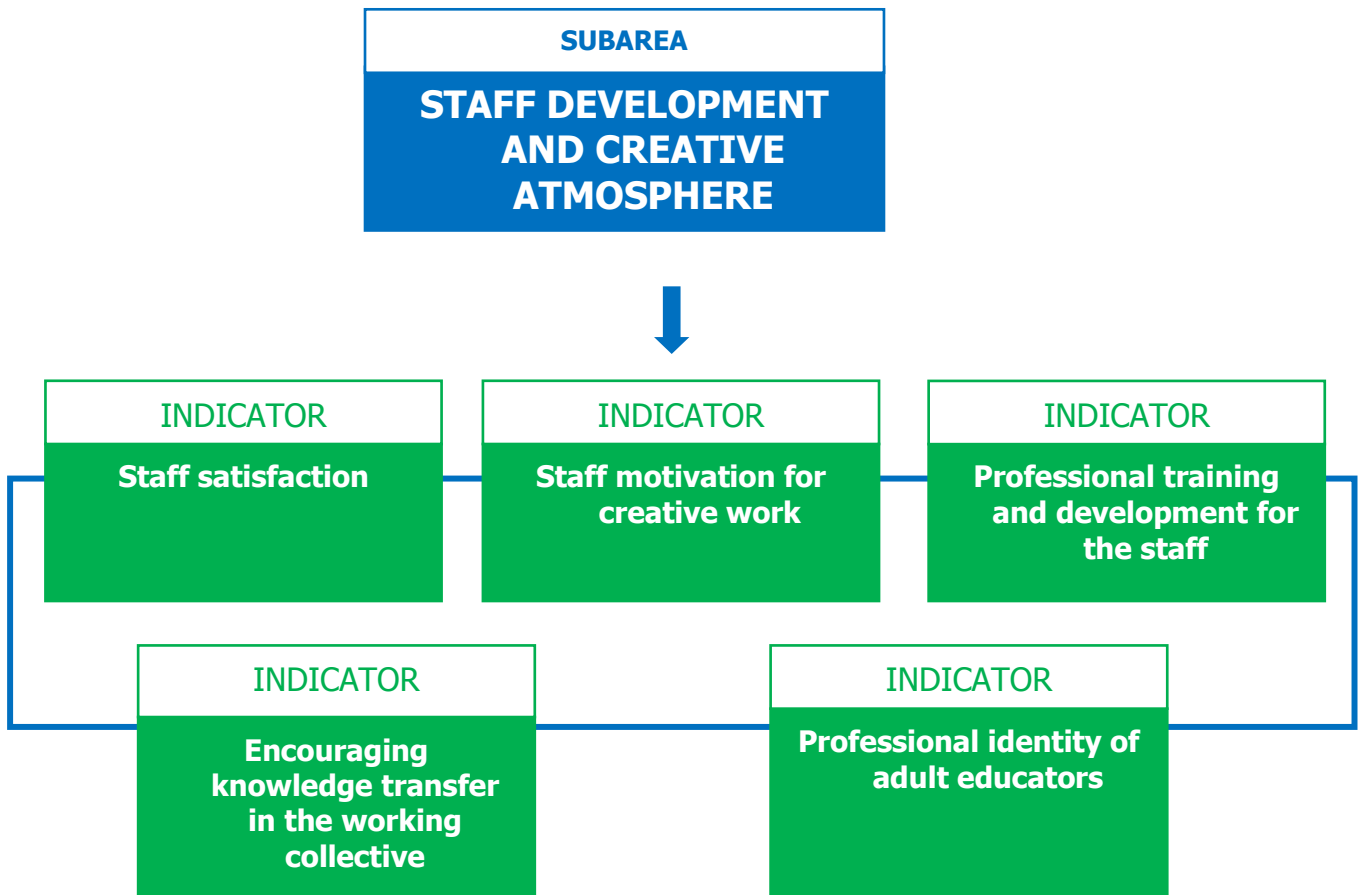
INDICATOR: DECISIONS MADE BY STAFF IN ADULT EDUCATION

Quality standard	The employed in adult education have a certain amount of autonomy in making decisions.
Criteria	Adult organisation management has enough autonomy to take expert decisions.
	Teachers in adult education and other experts participate in adopting decisions regarding the organisation and realisation of education or other work to support learning adults (scope of hours, timetables etc.)
	The employees and the external collaborators trust the decisions made by the organisation management that concern adult education.
	The decision-making competencies of the manager of adult education are clear and recorded.

INDICATOR: TRANSPARENCY OF ADULT EDUCATION FINANCING

Quality standard	Financing of adult education within the organisation is transparent.
Criteria	The money for adult education is managed separately from the other money of the organisation.
	The accounts for income and spending for adult education are transparent.
	Potential surpluses of the money for adult education are used for the development of adult education.

STAFF DEVELOPMENT AND CREATIVE ATMOSPHERE



INDICATOR: STAFF SATISFACTION

Quality standard	The staff who participate in planning and implementation of adult education are satisfied with working conditions, relationships, their competencies and rights, possibilities for professional self-realisation.
Criteria	Adult education organisation takes care of the staff satisfaction with the work in adult education and monitors it regularly.
	The staff is satisfied with working conditions.
	The staff is satisfied with working relationships.
	The staff is satisfied with the competencies, rights and duties they have regarding adult education.
	The staff is satisfied with the possibilities for professional self-realisation.
	The staff is satisfied with the possibilities of participation in the development of adult education the adult education organisation.
	The staff is satisfied with the possibilities for training to work in adult education offered by the adult education organisation.
	The staff is satisfied with the methods of informing and communicating the issues important for the work in adult education.

INDICATOR: STAFF MOTIVATION FOR CREATIVE WORK

Quality standard	Adult education organisation motivates staff in different ways for creative work in adult education.
Criteria	Adult education organisation regularly monitors and measures the motivation of the staff for creative work.
	Systematic ways of motivating staff for creative work are implemented.

INDICATOR: PROFESSIONAL TRAINING AND STAFF DEVELOPMENT

Quality standard	Adult education organisation systematically supports staff development and provides possibilities for their education and training; it also looks after other ways of staff development.
Criteria	All the employees and external collaborators who work with the organisation extensively have a personal plan of professional development.
	The management, employees, and external collaborators who work with the organisation extensively annually (for example, during the annual interview) evaluate the realisation of their individual professional development, the reasons for potential deviations, the plan for future steps.
	The adult education organisation has a plan of continuous professional training for work in adult education for employees and those external collaborators who work with the organisation extensively; this plan is based on the needs of the organisation and the interests of the employees and external collaborators.

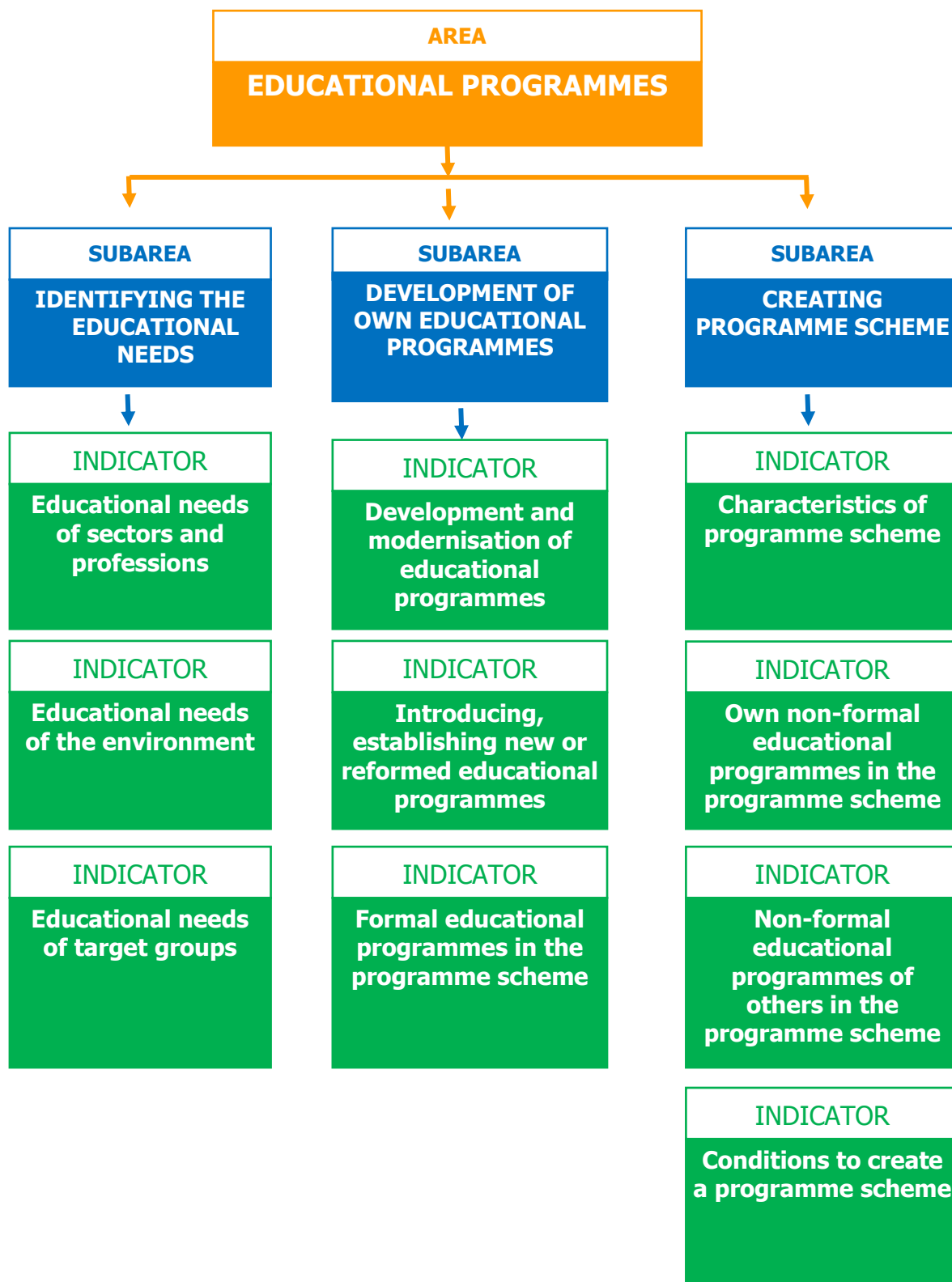
	The organisation pays particular attention to the training to carry out the entire andragogical cycle when it plans for the continuous professional training for the employees and external collaborators: training for assessing educational needs of the community and the individuals, creating new educational programmes, encouraging adults to take part in education, planning the implementation of curriculum, preparing teaching materials, methods of learning for adults, assessing and evaluating knowledge, evaluation of the achievements of education.
	The plan for continuous professional training for work in adult education is implemented by organising internal education.
	The plan for continuous professional training for work in adult education is implemented by sending employees and external collaborators to education and training outside the organisation.
	Self-directing learning is made possible for the employees and external collaborators (space, technology, learning sources.) The organisation encourages such self-education.
	Organisation ensures that employees and external collaborators are continuously informed about the possibilities for education and training.
	For every employee and external collaborator who works with the organisation extensively, organisation keeps records of their participation in education and training and uses this data to update their individual plan of professional development.

INDICATOR: ENCOURAGING KNOWLEDGE TRANSFER IN THE WORKING COLLECTIVE

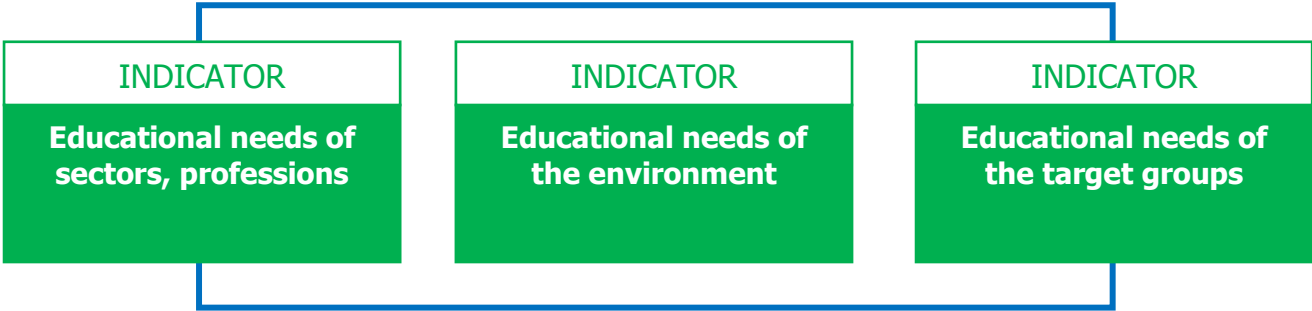
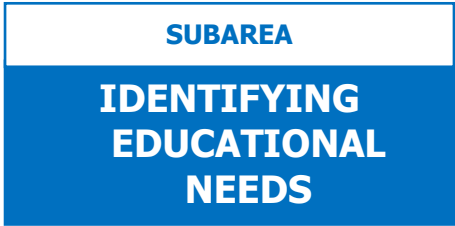
Quality standard	Adult education organisation encourages knowledge transfer within the working collective.
Criteria	Those who take part in education transfer their knowledge to their co-workers.
	Interdisciplinary work groups are organised to solve occasional professional problems.
	Occasionally, internal professional sessions are organised (conferences, meeting etc.) where professional achievements are presented and professional problems and their possible solutions are debated.
	More experienced workers mentor their younger colleagues as a part of an established programme.

INDICATOR: PROFESSIONAL IDENTITY OF ADULT EDUCATORS

Quality standard	All those who participate in planning/implementation of adult education make sure that their professional role or identity of adult educator is recognised.
Criteria	Adult education organisation systematically encourages the establishing of the professional role or identity of adult educators (directing into andragogical training, appropriate organisation of adult educators, presentation of their work and achievements etc.),
	Teachers and other andragogical workers take care of their professional reputation and development and thus strengthen their identity.



IDENTIFYING EDUCATIONAL NEEDS



INDICATOR: EDUCATIONAL NEEDS OF SECTORS, PROFESSIONS

Quality standard	Adult education organisation is familiar with the needs for adult education in individual sectors or professions for which it wants to provide education, or is already providing it.
Criteria	Adult education organisation has established contacts with factors of development in the sectors and professions for which it wants to provide education or is already providing it.
	Adult education organisation regularly monitors, analyses, and studies what is going on in sectors and professions for which it wants to provide education or is already providing it, and identifies educational needs based on this.
	Adult education organisation carries out the analyses of needs in the labour market.
	Adult education organisation knows the educational structure of the workforce and the nomenclature of the professions in sectors or professions or which it wants to provide education or is already providing it and on the basis of this identifies the shortcomings in education.
	Adult education organisation has trained professional workers for identification of educational needs of individual sectors or professions.

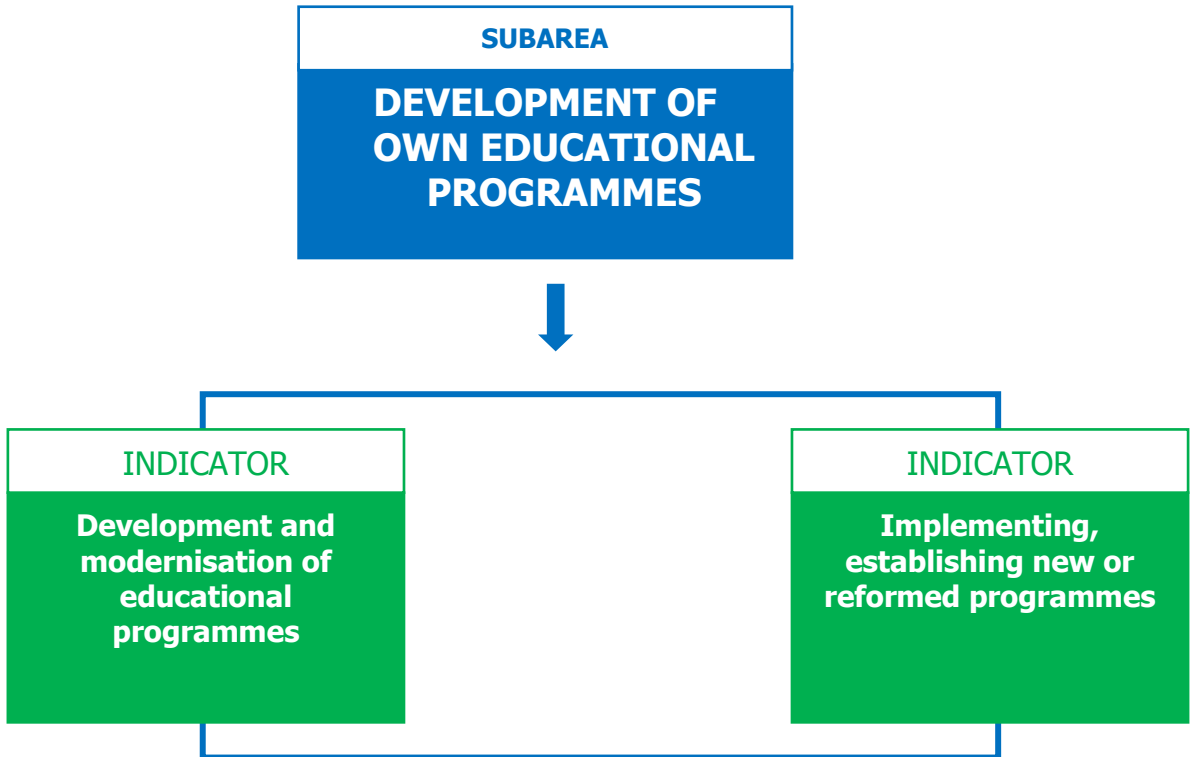
INDICATOR: EDUCATIONAL NEEDS OF THE ENVIRONMENT

Quality standard	Adult education organisation is familiar with the needs for adult education in the local, regional and national environment.
Criteria	Adult education organisation has established contacts with factors of development in the local and regional environment.
	Adult education organisation regularly monitors, analyses and studies what is going on in local and regional environment and identifies educational needs on this basis.
	Adult education organisation is familiar with the development strategies of local and regional environment in which it works.
	Adult education organisation is familiar with the national development politics and the national strategies of education development.
	Adult education organisation has trained experts who identify and analyse educational needs in the local and regional environment.

INDICATOR: EDUCATIONAL NEEDS OF TARGET GROUPS

Quality standard	Adult education organisation is familiar with the educational needs of potential target groups.
Criteria	Adult education organisation knows the demographic structure of the population and the demographic trends in the local and regional environment.
	Adult education organisation has working contacts with institutions who work with different target groups in the local and regional environment, whose members are potential users of education.
	Adult education organisation systematically identifies needs for education of different potential target groups.
	Adult education organisation has trained experts who identify and analyse the needs of potential target groups.

DEVELOPMENT OF OWN EDUCATIONAL PROGRAMMES



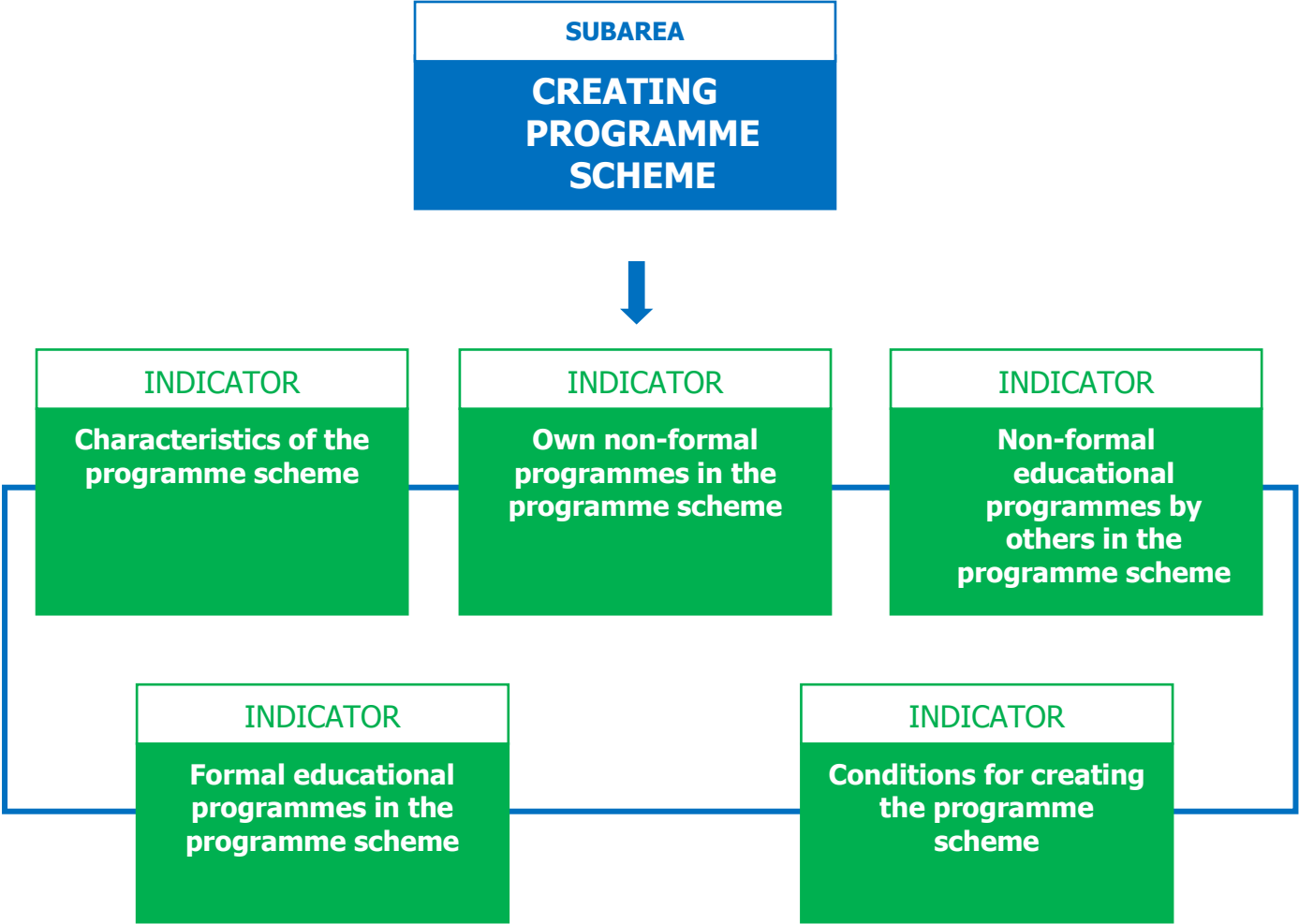
INDICATOR: DEVELOPMENT AND MODERNISATION OF EDUCATIONAL PROGRAMMES

Quality standard	Together with its partners, adult education organisation develops and reforms educational programmes on the basis of the identified educational needs.
Criteria	<p>Adult education organisation has programmes it has developed itself in its programme scheme.</p> <p>There are set methods which occasionally assess how the educational programmes of the adult education organisation still meet the educational needs in individual sectors or professions, local environment or the needs of individual target groups.</p> <p>New educational programmes – or reformation of the old ones – come from the identified educational needs.</p> <p>Before creating a new educational programme the procedure to define its type is carried out.</p> <p>Employees have adequate knowledge to develop educational programmes.</p> <p>Partners from local environment participate in developing new programmes or the reform.</p> <p>Educational programmes are created according to the methodologies that are prescribed for different types of programmes by regulations and/or expert principles.</p>

INDICATOR: IMPLEMENTATION, ESTABLISHING NEW OR REFORMED EDUCATIONAL PROGRAMMES

Quality standard	When new educational programmes are created or old ones are reformed, adult education organisation makes sure they are implemented or established.
Criteria	<p>New or reformed programmes of the adult education organisation are published and accessible to interested public.</p> <p>When creating a new programme or reforming the existing ones, different target groups (potential participants, employers, financiers, expert public) are acquainted with them.</p>

CREATING PROGRAMME SCHEME



INDICATOR: CHARACTERISTICS OF THE PROGRAMME SCHEME

Quality standard	Adult education organisation has a modern, development oriented scheme of educational programmes.
Criteria	Programme scheme of the adult education organisation shows orientation in future development.
	Programme scheme is diverse, and based on the principles of lifelong learning.

INDICATOR: OWN NON-FORMAL EDUCATIONAL PROGRAMMES IN THE PROGRAMME SCHEME

Quality standard	Adult education organisation includes non-formal educational programmes that it developed on its own and that based on its studies of the educational needs of the employers, local environment and different target groups into its programme scheme.
Criteria	Programme scheme includes organisation's own programmes that were developed as a response to the identified needs of industry, employers, sectors or professions and/or identified needs of the local or regional environment and/or different target groups from this environment.
	All non-formal programmes that the adult education organisation developed on its own and that are a part of its programme scheme are topical and based on the identified needs of the employers, local and regional environment and different target groups in the environment.
	All non-formal programmes that the adult education organisation developed on its own and that are a part of its programme scheme are created in accordance with the professional methodology for such programmes and exist in written form.

INDICATOR: NON-FORMAL PROGRAMMES BY OTHERS IN THE PROGRAMME SCHEME

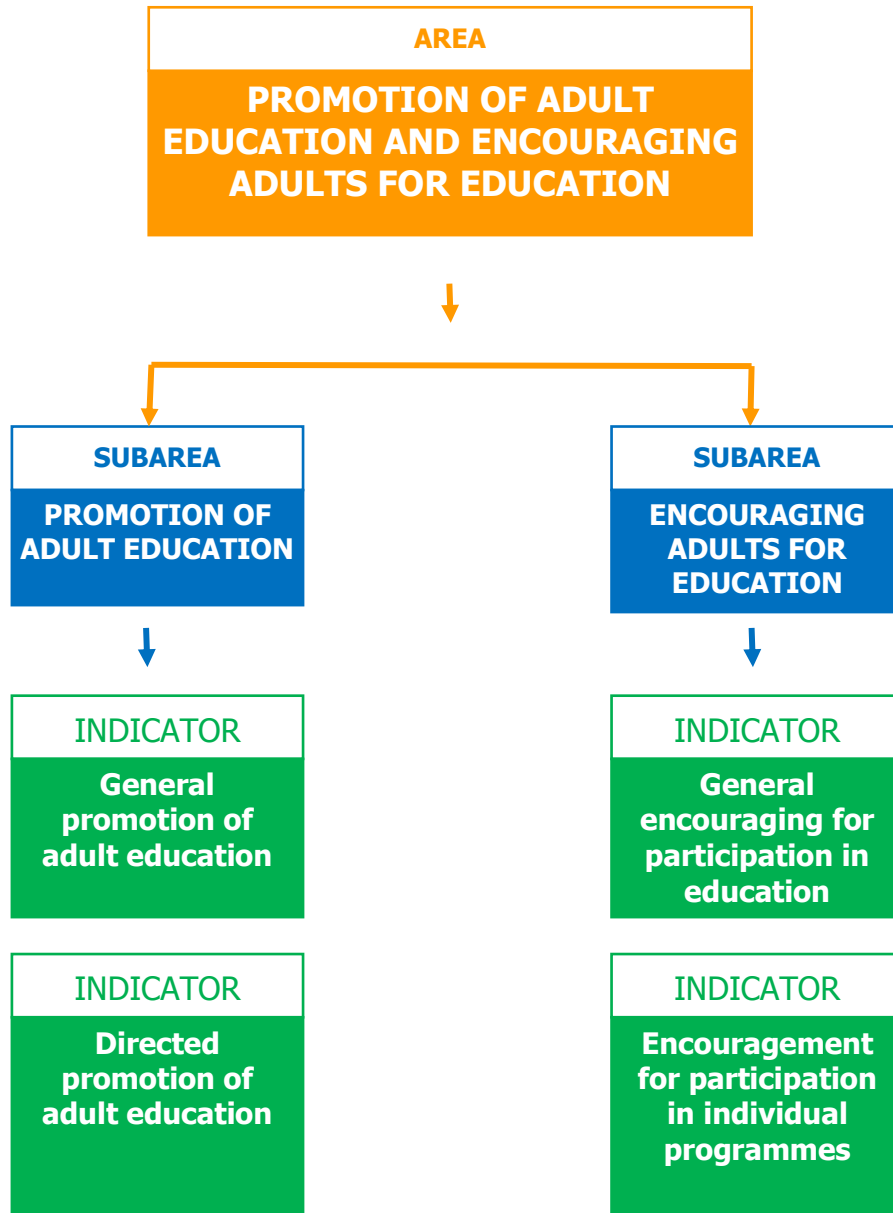
Quality standard	Adult education organisation includes non-formal educational programmes developed by others into its scheme, always taking into account the educational needs of employers, local environment, and different target groups.
Criteria	Programme scheme includes non-formal programmes developed by others – they were included based on the identified needs of industry, employers, sectors and the identified needs of local and regional environment and/or different target groups from this environment.
	All non-formal programmes that were developed by others and that are a part of the programme scheme of the adult education organisation are topical and based on the identified needs of the employers, local and regional environment and different target groups in the environment.

INDICATOR: FORMAL EDUCATIONAL PROGRAMMES IN THE PROGRAMME SCHEME

Quality standard	Adult education organisation includes formal educational programmes into its programme scheme, and it selects them based on the educational needs of employers, local environment, and different target groups.
Criteria	Programme scheme includes formal programmes selected based on the identified needs of industry, employers, sectors and/or the identified needs of local and regional environment and/or different target groups from this environment.
	The organisation that carries out formal vocational education and training for adults selects vocational education programmes for the professions into its scheme that are more promising in the view of potential employment.

INDICATOR: CONDITIONS TO CREATE PROGRAMME SCHEME

Quality standard	Programme scheme is appropriate for the capabilities of the adult education organisation.
Criteria	The programme scheme includes as many educational programmes as we can control with our own staff.
	When creating the programme scheme we must consider the principles of diversity and rationalisation: we include diverse programmes according to the needs of individuals, environment and partners, but the diversity still allows for a rational amount of duties for the staff and investment.
	The quality of the programme scheme takes priority to the extent of the programmes on offer.



PROMOTION OF ADULT EDUCATION

SUBAREA

**PROMOTION OF
ADULT EDUCATION**



INDICATOR

**General promotion of
adult education**

INDICATOR

**Directed promotion of
adult education**

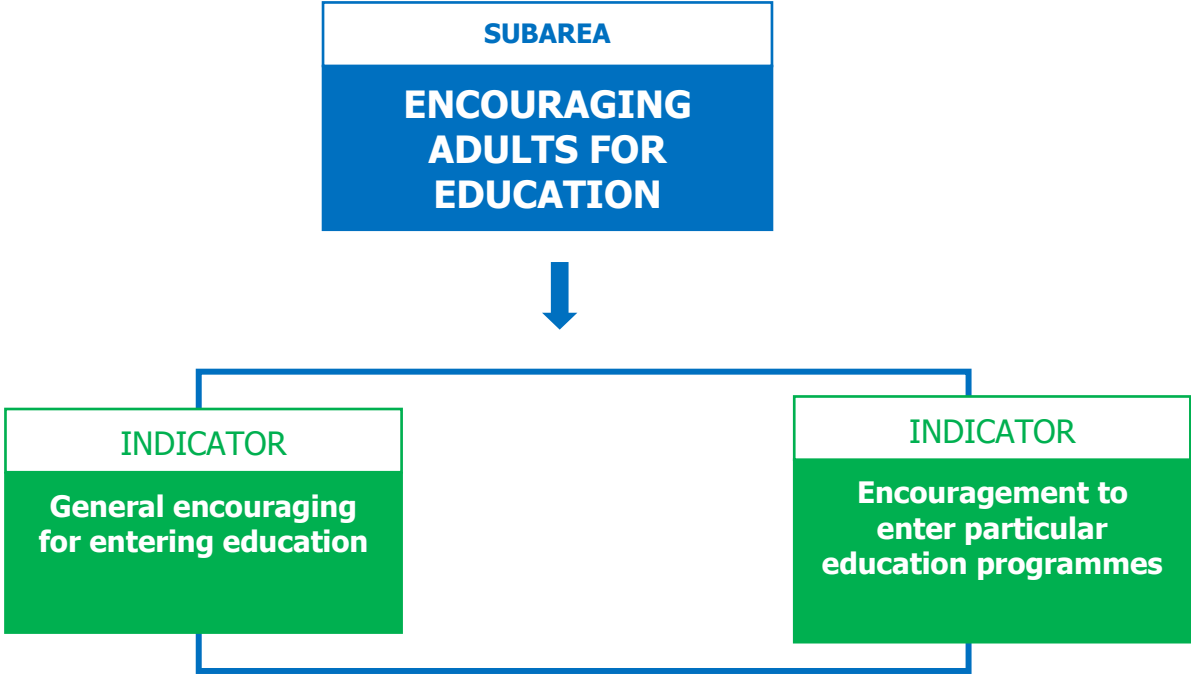
INDICATOR: GENERAL PROMOTION OF ADULT EDUCATION

Quality standard	Adult education organisation actively plans and implements the general promotion of education in the environment and among different target groups.
Criteria	Annual work plan of the adult education organisation includes annual campaigns to popularise adult education.
	Adult education organisation realises at last two activities which promote the importance of lifelong learning and adult education.
	Adult education organisation continuously cooperates with the local media (radio, television) in promoting adult education.

INDICATOR: DIRECTED PROMOTION OF ADULT EDUCATION

Quality standard	Adult education organisation actively plans and implements directed promotion of education in the environment and among different target groups, using it to emphasise special aspects, goals and possibilities of this education.
Criteria	Adult education organisation realises at least one directed promotional activity annually, with which it emphasises special aspects, goals and possibilities of this education (for example, the possibilities of education for a selected target group, following a special method, for a particular activity).
	Every year, the adult education organisation prepares promotional material (brochure, website, leaflet) connected to the selected promotional activity. With it, it emphasises special aspects, goals and possibilities of adult education.

ENCOURAGING ADULTS FOR EDUCATION

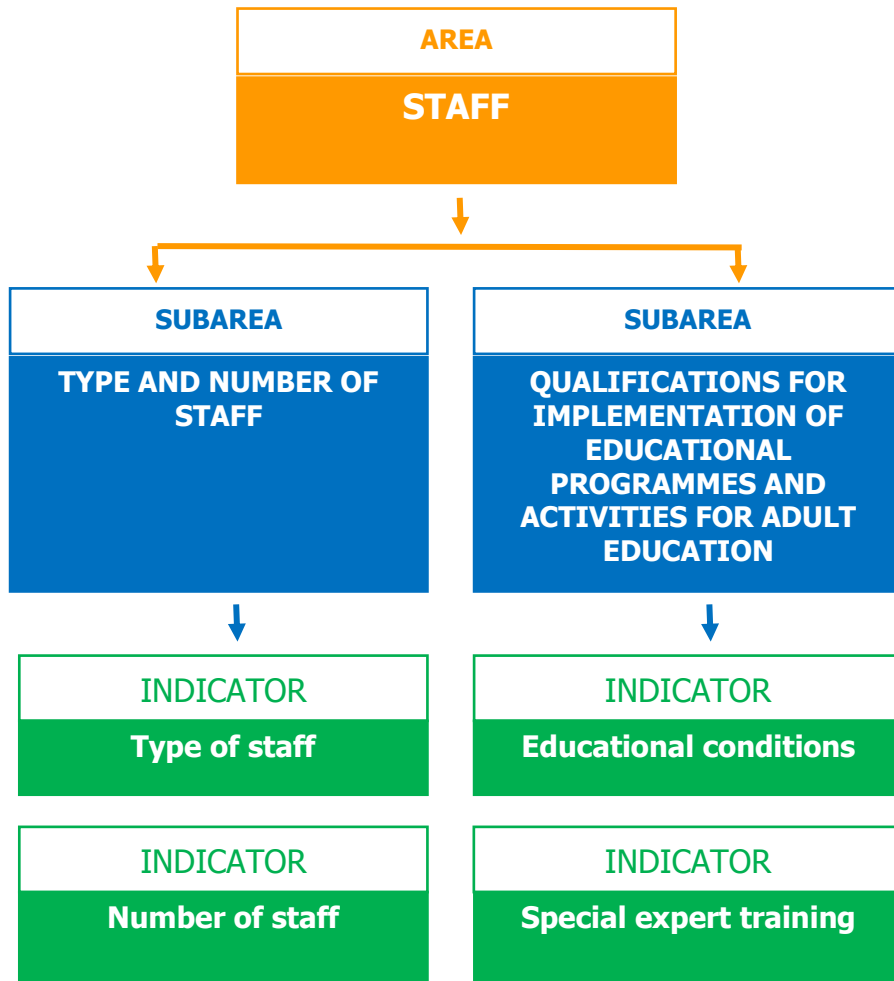


INDICATOR: GENERAL ENCOURAGING FOR ENTERING EDUCATION

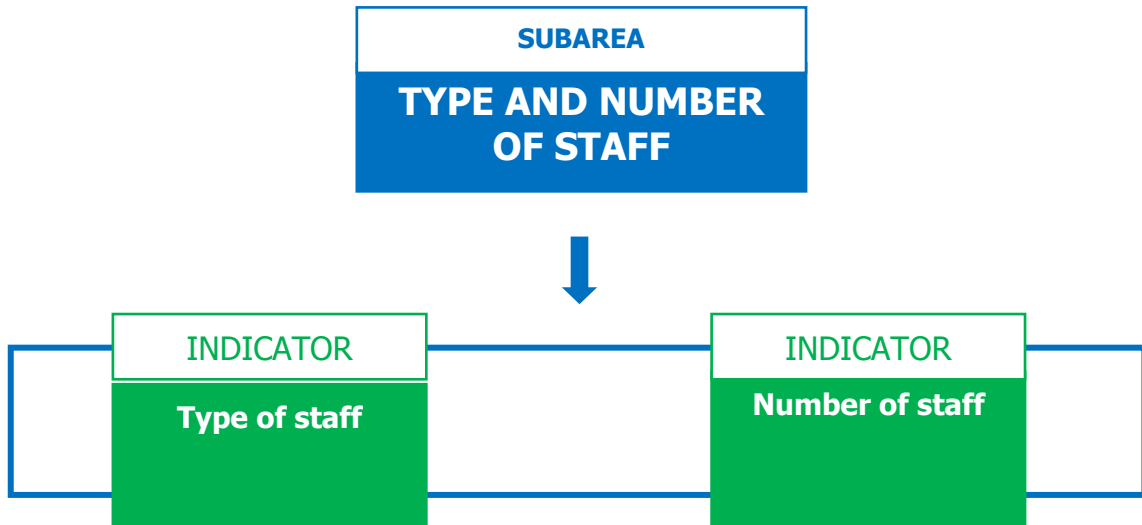
Quality standard	Adult education organisation actively plans and implements programmes to encourage adults to enter education.
Criteria	<p>A plan to promote educational activity and supporting activities offered by the adult education organisation is prepared.</p> <p>Every year, promotional material about the educational activity are prepared and supporting activities offered by the adult education organisation (leaflets, catalogues, promotional brochures, website, social networks).</p> <p>Several times a year, adult education organisation runs activities that encourage adults to enter education.</p> <p>Adult education organisation broadcasts the activities that encourage adults to enter education using local media (radio, television).</p>

INDICATOR: ENCOURAGEMENT TO ENTER PARTICULAR PROGRAMMES

Quality standard	Adult education organisation carries out directed activities to encourage adults to enter particular educational programmes.
Criteria	<p>Before realising a particular educational programme, we carry out a directed activity for potential participants – contents and method are tailored to a particular group.</p> <p>Encouragement for adults to enter a particular educational programme is broadcast via different media.</p> <p>If the nature of educational programme allows it, the adult education organisation implements the encouragement activities in cooperation with different organisations from the local environment.</p>



TYPE AND NUMBER OF STAFF



Indicator: **TYPE OF STAFF**

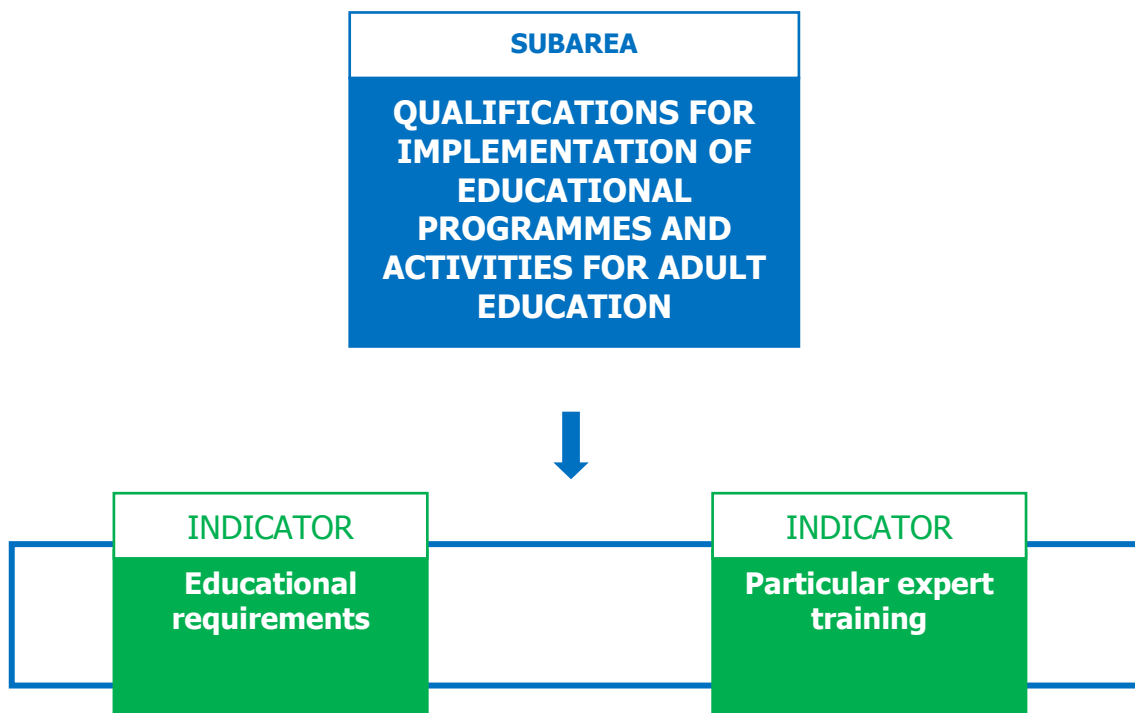
Quality standard	Organisation provides staff for management and administration, planning and implementation and supporting activities of adult education.
Criteria	Adult education organisation has managerial staff for management and administration of the organisation, educational programmes and supporting activities it carries out.
	Adult education organisation has expert staff that plans and organises, monitors the implementation and assesses and develops the quality of adult education.
	Adult education organisation has teachers and other educators who are suitable for the kind of educational programmes it carries out.
	Adult education organisation has expert staff to carry out different types of professional support to participants during education.
	Adult education organisation has financial-administrative-technical staff that provides adequate support in realisation of all the processes in the organisation.

Indicator: **NUMBER OF STAFF**

Quality standard	The number of staff participating in adult education and supporting activities is compliant with normative and other legal provisions⁹ defined for individual type of adult education and supporting activity scope of the adult education activity and the method of its realisation.
Criteria	The number of staff that participates in managing and administrating the organisation, educational programmes and supporting activities is compliant with the normative or other legal provisions, the scope of the activity and the method of adult education.
	The number of staff that plans and organises education, follows its implementation and assesses and develops the quality in adult education, is compliant with the normative or other legal provisions, the scope of the activity and the method of adult education.
	The number of teachers and other educators is compliant with the normative or other legal provisions, the scope of the activity and the method of adult education.
	The number of expert staff which participates in expert support for the education participants is compliant with the normative or other legal provisions, the scope of the activity and the method of supporting activity in adult education.
	The number of the financial-administrative-technical staff that ensures adequate support for realisation of all the processes in the organisation is compliant with the normative or other legal provisions, the scope of the activity and the method of adult education activity.

⁹ If normative or other legal provisions are prescribed to carry out for a particular type of educational programmes or supporting activities (for example, the necessity to have a quality committee in formal vocational education and training implicates the need for staff who carry out quality assessment and development in the organisation), we take them as the most important in evaluating this criterion or achieving standards. But not all types of adult education or supporting activities have set standards. For them it is also important that we assess the appropriate number of staff in regard to the scope and method of adult education activity and from the point of view of expert principles that encourage implementation of a particular activity (e.g. the requirement of quality in formal vocational education and training).

IMPLEMENTATION OF EDUCATIONAL PROGRAMMES AND ACTIVITIES IN ADULT EDUCATION



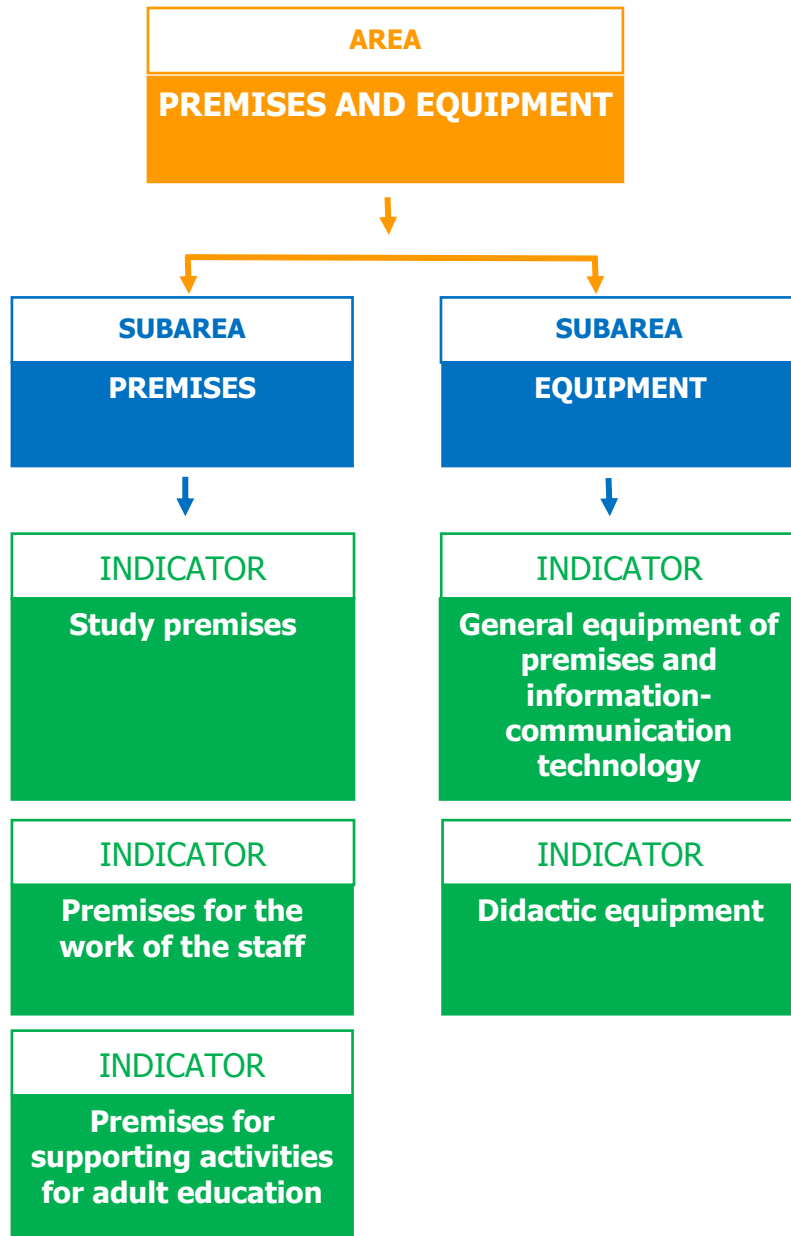
INDICATOR: EDUCATIONAL REQUIREMENTS

Quality standard	Staff that participates in managing and administration, planning and implementation and in supporting activities of adult education complies with the educational requirements prescribed for the job.
Criteria	Managerial staff meets the prescribed educational requirements to carry out the activities of adult education.
	Expert staff that plan and organise adult education, monitors the realisation and assesses and develops quality of adult education, meets the prescribed educational requirements to carry out the activities of adult education.
	Teachers and other educators meet the prescribed educational requirements to carry out the activities of adult education.
	Expert staff that participates in expert support for participants during education, meets the prescribed educational requirements to carry out the activities of adult education.
	Financial-technical-administrative staff fulfils the educational requirements that are prescribed in the systemisation of workplaces.

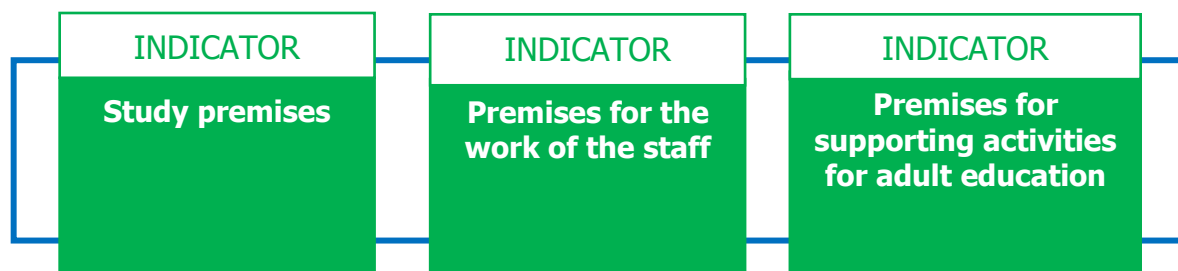
Indicator: PARTICULAR EXPERT TRAINING¹⁰

Quality standard	Staff that implements adult educational programmes or supporting activities for adults that require particular training fulfils this requirement.
Criteria	Staff that implements educational programmes that require particular training fulfils this requirement.
	Staff that implement supporting activities for adults that require particular training fulfils this requirement.

¹⁰ Over time, many expert roles have developed in adult education, which require that educators have not only basic pedagogical-andragogical knowledge and appropriate education, but also special professional training. Let us mention some of it: a mentor in the PLYA programme, a teacher in the Lifelong Learning programmes, a mentor of study groups, a counsellor in the ISIO guidance centres for adults, quality counsellor etc. Because these cases all include work with specific target groups (for example young adults, adults with low levels of literacy), or work in supporting activities which developed in adult education (for example, organised self study, information and guidance for adults) these programmes or activities can often foresee that the staff needs additional training in the programmes of basic training to carry out these tasks. With the quality indicator we assess if the staff meets the special conditions of expert training once these conditions have been determined.



PREMISES



*Indicator: **STUDY PREMISES***

Quality standard	Study premises allow the implementation of the education in accordance with the educational programme and they fit the characteristics of adult participants.
Criteria	Study premises allow for the use of active methods of work.
	Study premises are adjusted to the characteristics of adult participants.
	Study premises are compliant with the existing programme scheme and the offer of activities of adult education – with the types of the programmes/activities that the educational organisation carries out and with the condition for their realisation.
	Study premises comply with the conditions prescribed by the individual educational programme or activity of adult education that the organisation realises.
	Study premises are of adequate size for the number of adult participants.
	Study premises are appropriately lit and heated.
	Study premises are appropriately maintained and clean.
	Study premises are accessible and adequately marked/labelled.
	Study premises are accessible and adapted for adults with different level of mobility challenges/special needs.

*Indicator: **PREMISES FOR THE WORK OF THE STAFF***

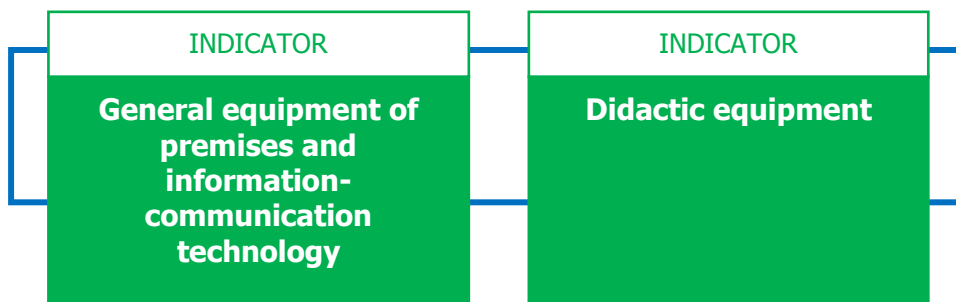
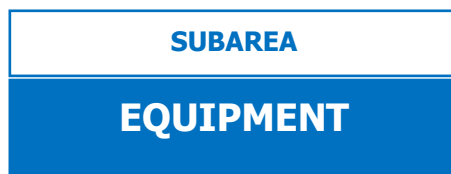
Quality standard	Staff has available special premise(s) that allows them to prepare for the realisation of education.
Criteria	The staff has available a special common room to prepare for education and mutual exchange of information, opinions, experiences.
	Staff has premises available that allow them to prepare individually for the education and guarantee privacy during individual talks with adult participants of education, when the teachers and expert workers are available to participants during office hours.
	Staff also has premises for other expert work available.

*Indicator: **PREMISES FOR THE SUPPORTING ACTIVITIES OF ADULT EDUCATION***

Quality standard	Adult education organisation has premises that participants of adult education and staff can use as a support for education (library, centre for self-directed learning, information centre or office etc.)
Criteria	Adult education organisation has a library where adult participants and staff can borrow material they need during education.
	Adult education organisation has an information centre or office where adult participants and teachers can get information about the course of education, consultations, timetables etc.
	Adult education organisation has premises intended for participants' self-directing learning.
	Adult education organisation provides room for consultations, contact hours etc.

	Adult education organisation has premises where participants of education can socialise.
	Premises for the supporting activities of adult education are compliant with the requirements set by each individual activity in adult education (for example, guidance centre, centres for self-directed learning, knowledge portal).
	Premises for the supporting activities of adult education are appropriately lit and heated.
	Premises for the supporting activities of adult education are appropriately maintained and clean.
	Premises for the supporting activities of adult education are accessible and adequately marked/labelled.
	Premises for the supporting activities of adult education are accessible and adapted for adults with different level of mobility challenges/special needs (for example, persons in wheelchairs).

EQUIPMENT

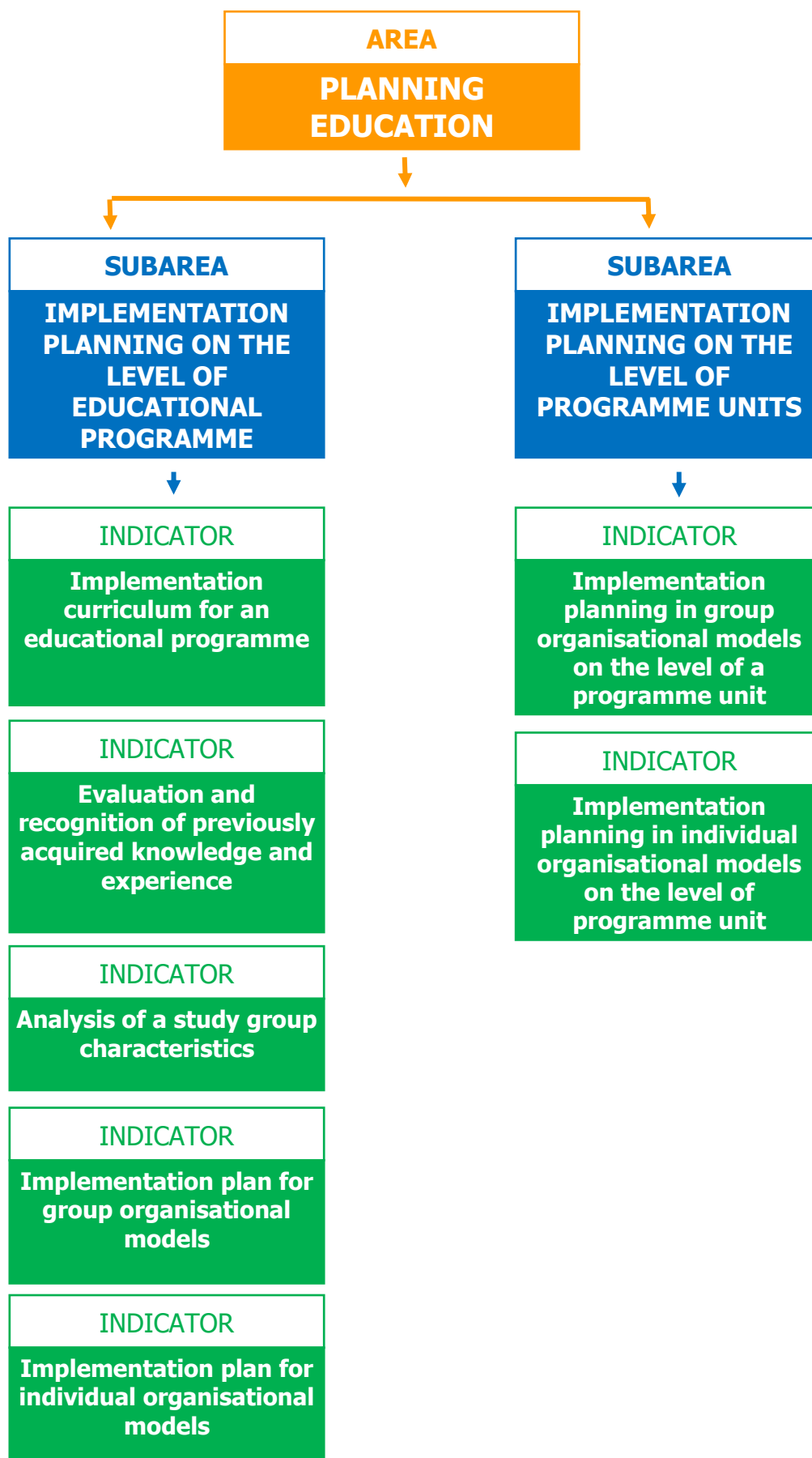


Indicator: **GENERAL EQUIPMENT OF PREMISES AND INFORMATION-COMMUNICATION TECHNOLOGY**

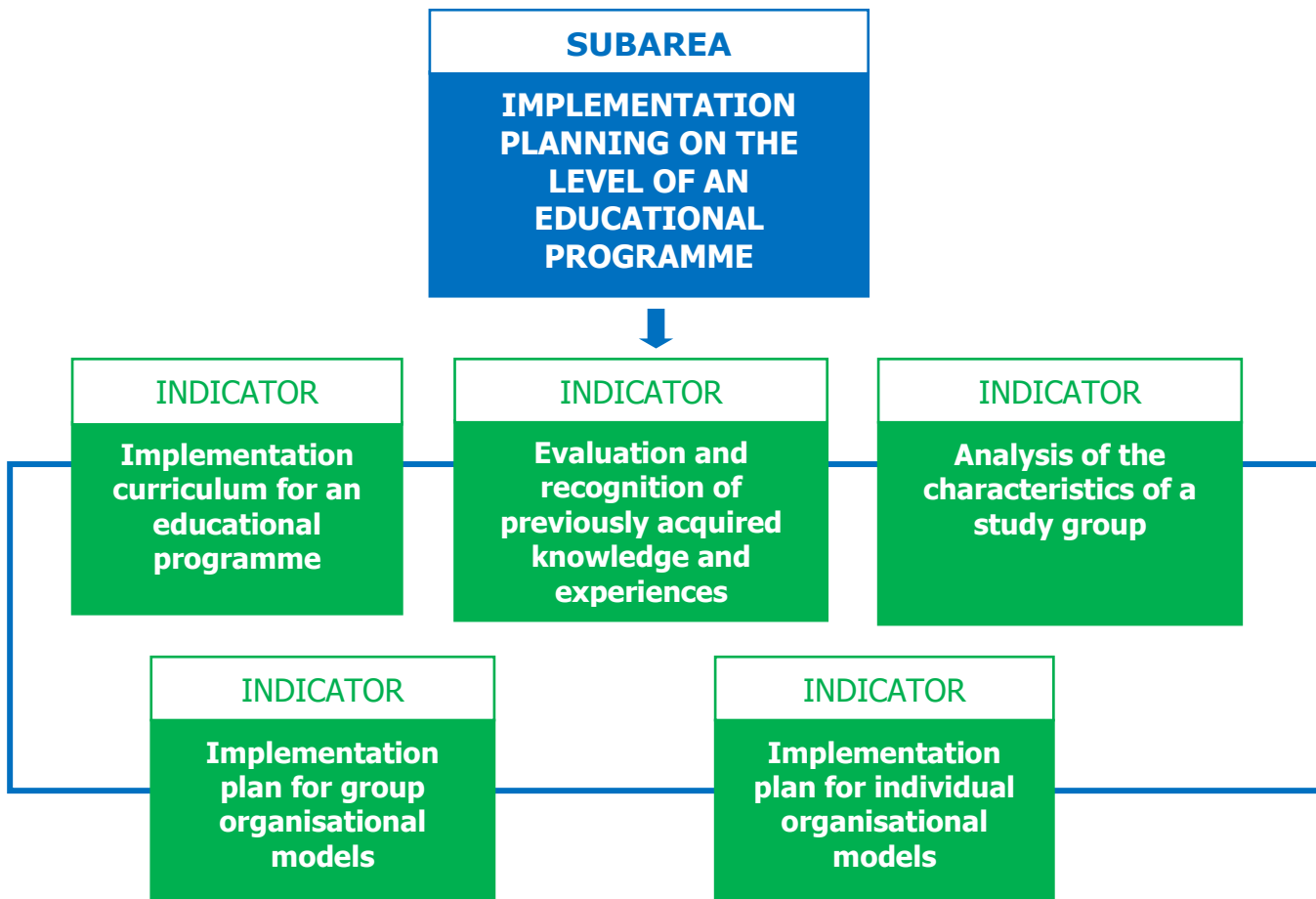
Quality standard	General equipment of premises and information-communication technology available allow expert staff and adult participants of education adequate preparation and implementation of education.
Criteria	<p>In study premises and premises that support education, furniture is adequate (tables, chairs, cabinets, boards, flip-chart stands) and flexible so it can be moved around the room without difficulty.</p> <p>Study premises and premises that support education are appropriately equipped and ordered – they encourage participants to study.</p> <p>Study premises and premises that support education are equipped with adequate information-communication technology (computer hardware and software: PCs with internet access, electronic boards, other hardware, such as printers, scanners, headphones, sound systems if necessary, additional ports for the computers of the participants etc.) which enables successful implementation of a particular educational programme/activity of adult education.</p> <p>On the premises for the work of the staff access to information-communication technology is enabled, as it allows for individual preparations for the realisation of education: computer and adequate software, internet, printer, telephone, photocopier, etc.</p> <p>Premises that support education (library, centre for self-directed learning) are equipped with different information, data, material databases that are available to participants and expert staff to use or to borrow.</p> <p>Library fund that is available for adult education contains appropriate materials for adult education.</p> <p>On the special study premises (workshops for practical training, labs etc.) expert staff and participants have access to information-communication technology and tools or other specific equipment for successful realisation of a particular educational programme.</p>

Indicator: **DIDACTIC EQUIPMENT**

Quality standard	Didactic equipment allows the expert staff and adult participants of education adequate preparation and implementation of education.
Criteria	Study premises are equipped with appropriate didactic equipment and didactic tools (e.g. projector, projection screen, board, electronic/interactive board, flip-chart stands, pens, white and coloured paper, calculators, maps) that allow for the use of different methods of work during education process.
	On the premises that support education, there are appropriate didactic tools (pens, papers, posters, calculators etc.)
	On the specific study premises (workshops for practical training, labs etc.) participants have a possibility to use (specific) didactic tools that allow them a successful implementation of certain educational programme (lab equipment, work equipment and tools, measuring tools, models, etc.)
	Education providers are informed about the didactic equipment and (specific) didactic tools they have available.



IMPLEMENTATION PLANNING ON THE LEVEL OF THE EDUCATIONAL PROGRAMME



INDICATOR: IMPLEMENTATION CURRICULUM FOR AN EDUCATIONAL PROGRAMME¹¹

Quality standard	For every educational programme the organisation carries out for adults, it prepares one or several versions of the implementation curriculum
Criteria	<p>When the educational programme so requires, the modules of the open curriculum suitable for adults are defined.</p> <p>Organisational models for implementation of education are selected.</p> <p>If the educational programme is not divided into programme units in advance (subjects, modules, otherwise rounded content clusters), and such division is foreseen on the implementation level, programme units are formed.</p> <p>If the educational programme is divided into programme units,¹² they must be organised in correct didactic sequences according to years, or other time periods if education is shorter than a year.</p> <p>Within programme units, time distribution of content clusters and themes is defined and is suitable for adult participants. If the educational programme is not divided into programme units, time sequence of individual themes is defined.</p> <p>It is determined which goals must be achieved and which abilities developed within a particular programme unit or a programme, if it has not been divided into programme units.</p> <p>The number of hours for the organised educational work for the implementation of the programme as a whole and individual programme unit has been determined.</p> <p>The time course of the education implementation is determined. When determining the time course, characteristics of adult education are taken into account.</p> <p>A plan to monitor progress of participants, or the testing and evaluating knowledge when the programme expects it, has been determined.</p> <p>Forms of guidance and study support to adult participants have been defined.</p> <p>A self-evaluation plan of education implementation is determined for the times when participants in education are adults.</p>

¹¹This is the level of implementation planning we carry out before we invite participants to join education. The indicator can be used for more structured educational programmes for adults that earn them publicly accredited certificate, as well as more or less structured non-formal education programmes which can be realised as long seminars, courses, workshops, study circles. Because we usually don't use the term "educational programme" for study circles and similar forms of non-formal education, we can also think about the "framework plan of education" which is the basis for the implementation activities when planning education in study circles. When we use it, it makes sense to start in the characteristics of one and the other type of organisation and greater or lesser structuralisation of the educational programme.

¹²Programme units: subjects, modules or larger contents units.

INDICATOR: EVALUATION AND RECOGNITION OF PREVIOUSLY ACQUIRED KNOWLEDGE AND EXPERIENCE

Quality standard	Adult education organisation has a system of evaluation in place, as well as a system of recognition of previously acquired knowledge of participant when they enrol into education.
Criteria	<p>Adult education organisation has an internal act in which – in accordance with the umbrella regulations (for example, education legislation) – it stipulates more in detail the method of realisation of the process for evaluation and recognition of the previously acquired knowledge and experience.</p> <p>Adult education organisation has a committee for the realisation of the process for evaluation and recognition of the previously acquired knowledge and experience.</p> <p>Adult education organisation informs the candidates for evaluation and recognition of knowledge about the entire process and counsels them through it.</p> <p>Adult education organisation gives its expert staff possibilities for a quality implementation of the process for evaluation and recognition of the previously acquired knowledge and experience.</p>

INDICATOR: ANALYSIS OF THE CHARACTERISTICS AND EDUCATIONAL NEED OF A STUDY GROUP AND INDIVIDUALS¹³

Quality standard	Adult education organisation analyses the characteristics and educational needs of the group of participants and individuals.
Criteria	<p>Based on the data on the participants, acquired when they were enrolling into education programme, an analysis of the study group characteristics is prepared.</p> <p>The results of the study group analysis are presented to teachers or mentors who teach or participate in the programme.</p> <p>For individual participants, an analysis of their characteristics is prepared based on the data gathered when they enrolled.</p> <p>Data and information acquired with the analysis of an individual's characteristics are used in preparation of personal educational plan.</p>

¹³ Indicator can be used in formal and non-formal education. The analysis of the study group may not be meaningful for very short forms of non-formal education, but can be of great help to providers in longer ones. In unstructured forms of non-formal education it would be wise to adjust some criteria. In study groups, the mentor leading the group will probably be the one analysing the characteristics of the participants. Here it is thus not sensible to use the criterion explaining that the data on characteristics of the participants are passed on to teachers. But as soon as the mentor invites an external expert for the chosen theme to the study group, it will become important again, because it will matter that the mentor tells the external expert about the characteristics, expectations and goals the participants have set for themselves.

INDICATOR: IMPLEMENTATION PLAN FOR A STUDY GROUP¹⁴

Quality standard	In the group organisational models, the adult education organisation prepares an implementation plan for a particular group of participants (study group).
Criteria	The basis to determine an implementation plan for the selected study group was the implementation curriculum for the educational programme.
	The results of the study group analysis were used in preparation of implementation plan for the study group.
	If educational programme also includes parts of open curriculum, one or more of the prepared open curricula are prepared for the study group, and they are adjusted if necessary.
	An assessment of the appropriateness of division of distribution of programme units is done according to years or shorter time periods, if the education will last less than a year. Necessary additions are made.
	An assessment of the appropriateness of the selected educational organisation for the selected study group and necessary additions are made.
	An assessment of the appropriateness of distribution of content clusters in programme units is done by years or shorter periods of time and the selection of forms and methods of work for the selected study group. Necessary additions are made.
	The guidance and expert support plan is checked based on the needs of the selected study group and adjusted as necessary.
	The assessment of appropriateness of the distribution in content clusters in programme units by year and the selection of forms and methods of work for the selected study group is done. Necessary adjustments are made.
The assessment of appropriateness of the education evaluation plan for the selected study group is done. If necessary, adjustments to the programme are made.	

INDICATOR: IMPLEMENTATION PLAN FOR INDIVIDUAL ORGANISATIONAL MODELS¹⁵

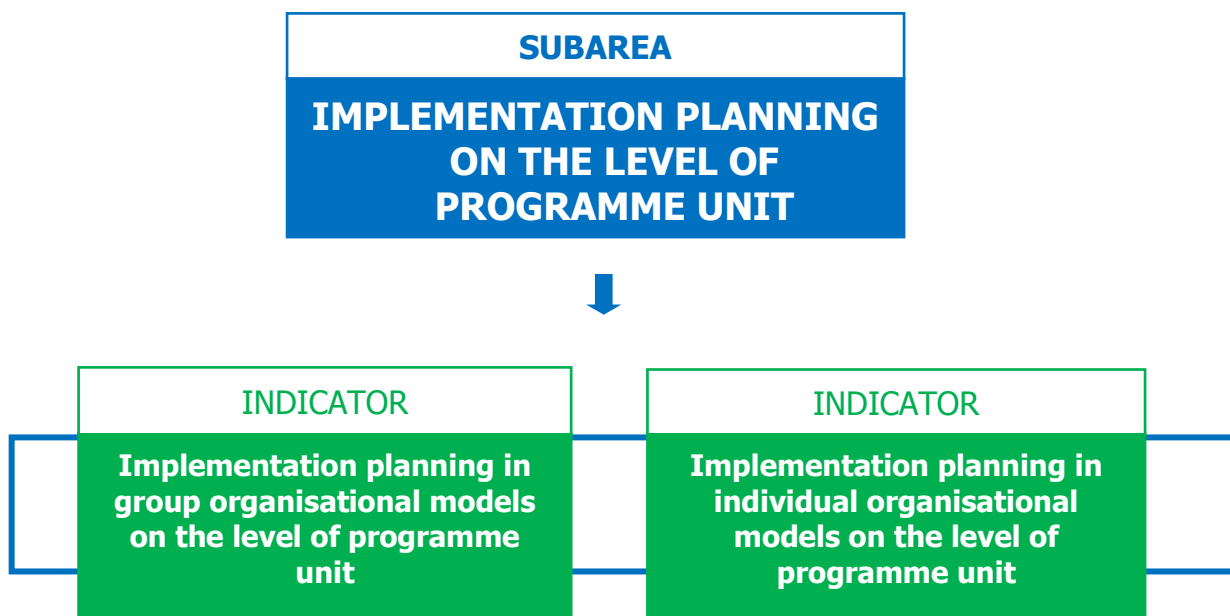
Quality standard	The adult education organisation prepares an implementation plan for each educational programme according to the individual organisational model.
Criteria	Preparation of materials for self-directed learning and other sources for self-directed learning is planned.
	It is determined where the study materials for participants are accessible.
	Participant training on learning techniques and methods are planned.
	If we implement education in e-education form, we have to consider training for teachers or e-mentors and participants for the use of e-classroom when planning.

¹⁴ Indicator can be used in longer formal and non-formal forms of education. Whether it is sensible to use it is decided on the basis of selected cases. In some cases, the indicator can also be used in non-formal education, for example study circles. Example: if we have planned, when preparing the implementation plan before the matriculation process, five meetings with the study circles participants, we might – after meeting actual participants and analysed their needs – find out that more meeting are needed, or fewer.

¹⁵The indicator can be used to assess the longer formal and non-formal forms of adult education. Whether it makes sense to prepare it for shorter types of non-formal education are assessed on the basis of individual cases.

	Technical equipment is planned (for example, a virtual classroom, information of the web).
	A consultation schedule with teachers of particular subjects, modules is set.
	Forms of study help and guidance are planned.
	Forms of monitoring progress of participants are planned, as are the methods of knowledge assessment and evaluation if the educational programme expects them, with the timetable of knowledge evaluation (for example, exams).
	Methods of informing participants are defined.
	The possibilities for self-directed learning within the organisation are also defined (e.g. centre for self-directed learning: space, mentor, study materials).
	If we're implementing e-education, the methods of participation of teachers and students in e-classrooms are defined.

IMPLEMENTATION PLANNING ON THE LEVEL OF PROGRAMME UNITS

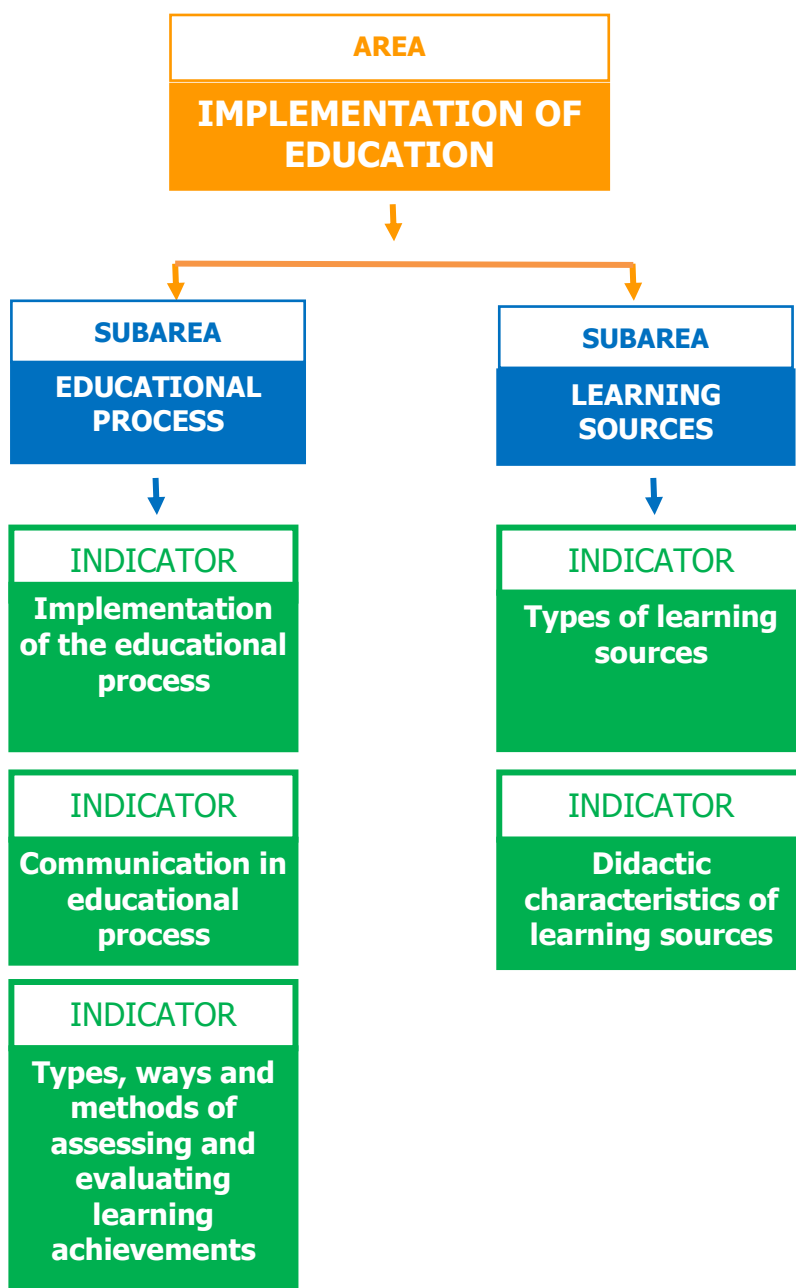


INDICATOR: IMPLEMENTATION PLANNING IN GROUP ORGANISATIONAL MODELS ON THE LEVEL OF PROGRAMME UNIT (subject, module, or other wider content cluster)

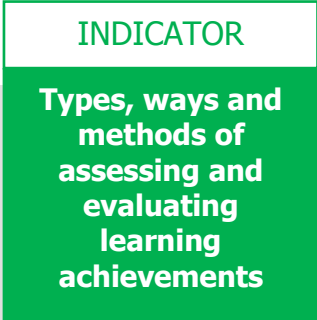
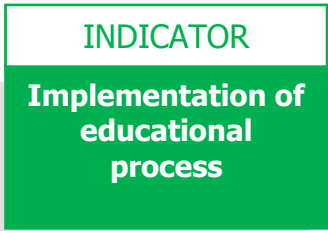
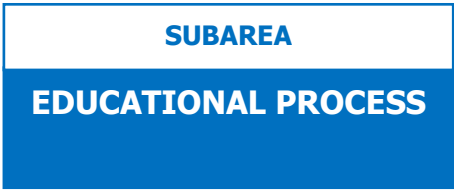
Quality standard	Teachers or mentors plan the implementation of education in group organisational models within their programme unit.
	Teachers or mentors take into consideration, when they're planning for their programme unit, the identified characteristics of adult participants.
	Teachers or mentors systematically identify the previously acquired knowledge and experience of the programme unit participants.
	Participants can actively participate in planning the realisation of the programme unit.
	Study goals and abilities that need to be reached at individual study themes within the programme unit are analysed and selected.
	The contents of education, with which we achieve goals of education within the programme unit are selected according to the study themes and scheduled at appropriate times, always in compliance with didactic principles.
	Study techniques and methods which will help teachers and mentors achieve study goals and abilities for individual study themes.
	Study sources that will support participants with learning are planned.
	A plan for monitoring participants' progress or examining and evaluating study achievements is prepared.
	Teachers or mentors plan how they will monitor and improve their work.

INDICATOR: IMPLEMENTATION PLANNING IN INDIVIDUAL ORGANISATIONAL FORMS OF EDUCATION ON THE LEVEL OF PROGRAMME UNIT

Quality standard	Teachers or mentors plan education in their programme unit when individual organisational models are in question.
Criteria	Preparation of materials for self-directed learning and other sources for self-directed learning in the programme unit is planned.
	Methods of communication of teachers and mentors with the participants in the programme unit are planned (e.g. timetable of group or individual consultations, possibility of communication via e-mail).
	Cooperation of teachers and mentors with the organisers of adult education, mentors of study help, mentors in centres for self-directed learning etc. In giving support to participants is planned.
	If we're implementing e-education, the methods of participation of teachers or mentors and students in e-classrooms are defined
	A timetable for exams or other ways for monitoring participants' progress and assessment and evaluation of knowledge within a programme unit is planned.



EDUCATIONAL PROCESS



INDICATOR: IMPLEMENTATION OF THE EDUCATIONAL PROCESS

Quality standard	When implementing the educational process, teachers or mentors follow the principles of andragogic didactics and the characteristics of the adult participants in education.
Criteria	When implementing education, teachers or mentors recognise the previously acquired knowledge and experience of the participants.
	When implementing education, teachers or mentors recognise the expectations of the participants.
	Teachers and mentors present the goals of education to the participants clearly.
	Teachers and mentors in the educational process connect the studied contents with concrete examples from the participants' work or life practice.
	Teachers and mentors vary the use of teaching methods.
	The used teaching methods enable the achievement of the goals of education.
	The used teaching methods allow participants to cooperate actively.
	The used teaching strategies and methods allow collaborative work of the participants when solving a concrete problem.
	The used teaching strategies and methods allow participants to work on their own.
	Teachers and mentors are trained to use different teaching strategies and methods.
	During and after the implementation of education, teachers or mentors collect participants' suggestions which they then use creatively to improve the educational process.

Indicator: COMMUNICATION IN THE LEARNING PROCESS

Quality standard	Participants can communicate with the organisers of education, and teachers or mentors regularly and promptly. Communication is also encouraged between participants.
Criteria	Participants have different methods available to communicate with teachers and education organisers (in person, telephone, e-mail etc.).
	Teachers or mentors create an atmosphere that is stimulating and secure enough for the participants to express their opinions freely, ask questions and critically approach the studied learning topics.
	Teachers or mentors use different methods to encourage exchange of work experience and knowledge between the participants.
	Teachers or mentors encourage debate, critical thinking and exchange of opinions.
	Teachers or mentors respect the opinions and ideas of the participants, even when they're different from their own.
	In communication, teachers or mentors have a respectful and professional attitude towards the participants.

Indicator: **WAYS AND METHODS OF TESTING AND EVALUATING THE PARTICIPANTS' ACHIEVEMENTS**

Quality standard	Procedures for testing and evaluation knowledge are clearly planned and allow monitoring progress and evaluation of achieved goals.
Criteria	<p>There are clear rules for testing and evaluating learning achievements that both participants and staff understand.</p> <p>Teachers and mentors inform participants clearly what the obligations of their educations are.</p> <p>The methods of testing and evaluating learning achievements vary.</p> <p>Testing and evaluating learning achievements allow objective testing and evaluation of knowledge.</p> <p>Teacher or mentor prepares a plan for testing and evaluating participants' learning achievements.</p> <p>Participants obtain useful feedback on their progress from teachers or mentors.</p> <p>The methods of testing and evaluating learning achievements can be connected with participants' work and life experience.</p> <p>The selected methods of testing and evaluating learning achievements are appropriate for the evaluation of the planned objectives.</p> <p>Participants can influence the scheduling of exam periods when these are intended.</p> <p>Teachers or mentors involve participants into evaluation of their own achievements.</p>

LEARNING SOURCES

SUBAREA

LEARNING SOURCES



INDICATOR

Types of learning sources

INDICATOR

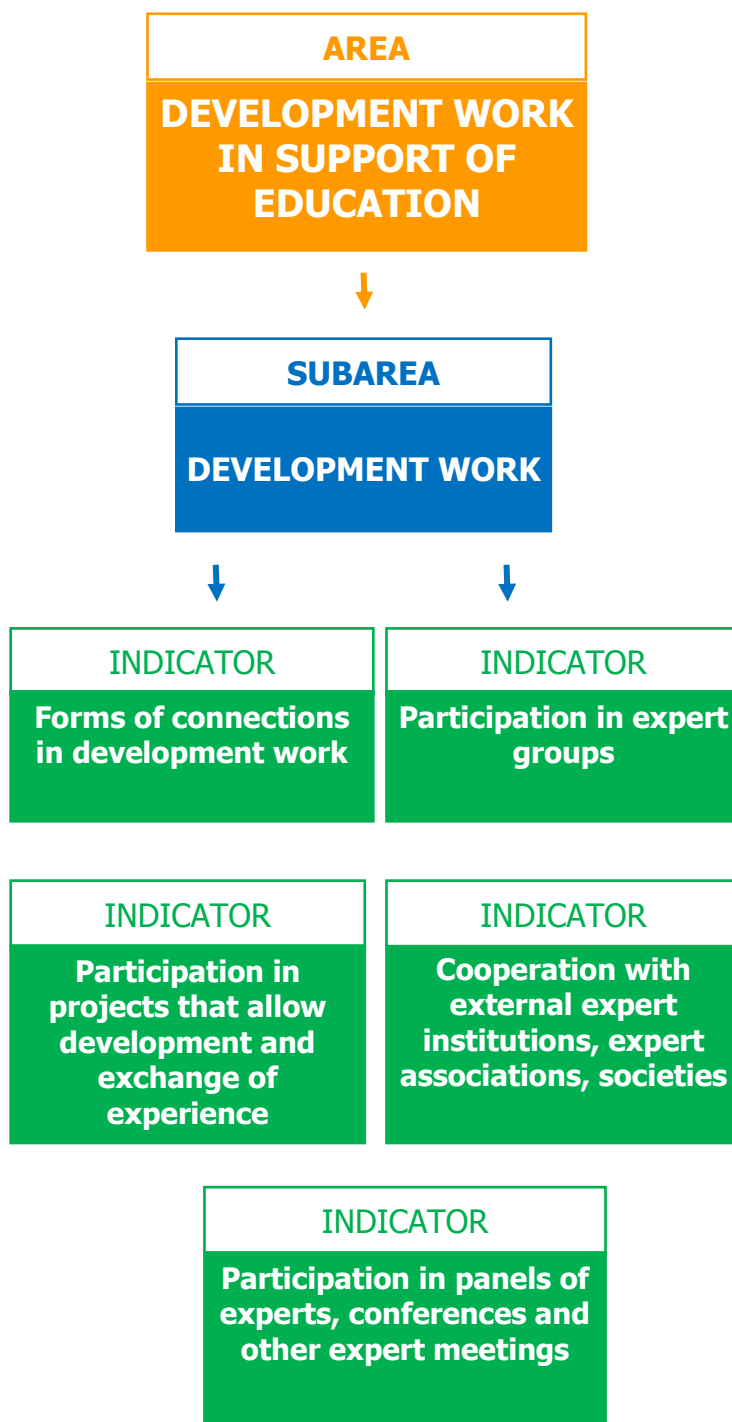
Didactic characteristics of learning sources

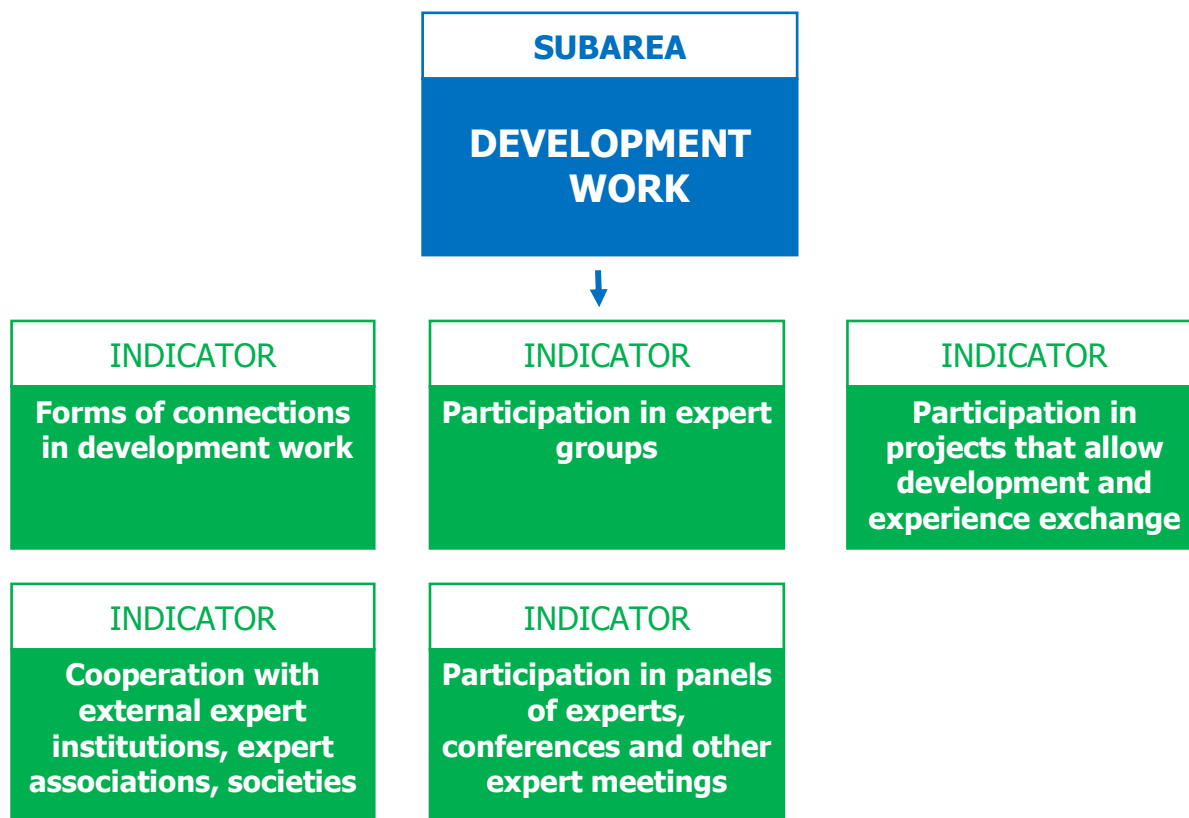
Indicator: **TYPES OF LEARNING SOURCES**

Quality standard	Teachers or mentors and participants in education use varied learning sources.
Criteria	Adult education organisation offers participants different learning sources (written course materials, AV study sources, computer assisted learning sources etc.)
	Adult education organisation makes sure that different (and variegated) learning sources are accessible to participants.
	Teachers and mentors encourage participants to use different learning sources in the course of education.
	Teachers and mentors encourage participants to use different learning sources in self-directed learning.
	Participants use different learning sources in organised education and self-directed learning.
	Used learning sources are appropriate in regard of the selected organisational forms of adult education.
	Used learning sources are appropriate in regard of the selected teaching methods.
	Adult education organisation has developed mechanisms for motivation and stimulation of teachers or mentors who develop and prepare, and use in education, different study sources for adults.
	Adult education organisation provides teachers and mentors with conditions they need to develop, select and use different study sources.

Indicator: **DIDACTIC CHARACTERISTICS OF LEARNING SOURCES**

Quality standard	Learning sources that adult education organisation offers to adult participants are appropriate from the aspect of the characteristics of adult education.
Criteria	Learning sources encourage adults to be active in education and self-directed learning.
	Learning sources allow for interim and final (self-)testing of progress and learning achievements.
	Learning sources are adjusted for the use for adults with special requirements (blind, deaf etc.).
	Learning sources include topics and cases linked to everyday life and work of adults.
	Learning sources give practical solutions linked to the interests and personal goals of the learners and their experience.



DEVELOPMENT WORK

INDICATOR: FORMS OF CONNECTIONS IN DEVELOPMENT WORK

Quality standard	Adult education organisation has different forms of connections of staff in development work in place.
Criteria	In development work, staff connects in different forms, for example, expert groups, development teams, work groups, development or study groups and other forms suitable for development work.
	Adult education organisation provides the staff with appropriate conditions (time, space etc.) to participate in development work.
	Staff is motivated for collective participation in development work.
	Adult education organisation has established incentives and methods of rewarding staff for participation in development work and development achievements.
	Staff knows about the possibilities of participation in different forms of development work and knows the development results that have already been thus achieved.
	Adult education organisation developed information-communication approaches that allow transfer of information on development work and the implementation of development achievements into the collective and wider environment.

INDICATOR: PARTICIPATION IN EXPERT GROUPS¹⁶

Quality standard	Expert groups operate in adult education organisation.
Criteria	Expert groups have been formed for different content clusters.
	Teachers know about the possibility about participation in expert groups.
	Adult education organisation provides teachers with appropriate conditions (time, space etc.) for participation in expert groups.
	Teachers are motivated for participation in expert groups.
	Adult education organisation has developed incentives for participation in expert groups.
	Adult education organisation developed approaches that allow all the teachers and experts get familiar with the expert solutions and agreements that expert groups have created, and implement them into their work transfer of information on development work and the implementation of development achievements into the collective and wider environment.

¹⁶ Quality indicator is immediately tied to expert groups that operate within formal education of adults and have been introduced by legislation. If we assess the quality of development work in non-formal education, we can use it when we have expert groups for this type of education as well, or if the same expert groups cover formal and non-formal education. An example would be if teachers who are in an expert group for English would take part in the subject for a publicly accredited programme, as well as a non-formal English language course.

INDICATOR: PARTICIPATION IN PROJECTS OUTSIDE THE ORGANISATION THAT ENSURE DEVELOPMENT AND EXPERIENCE EXCHANGE AND GOOD PRACTICE.

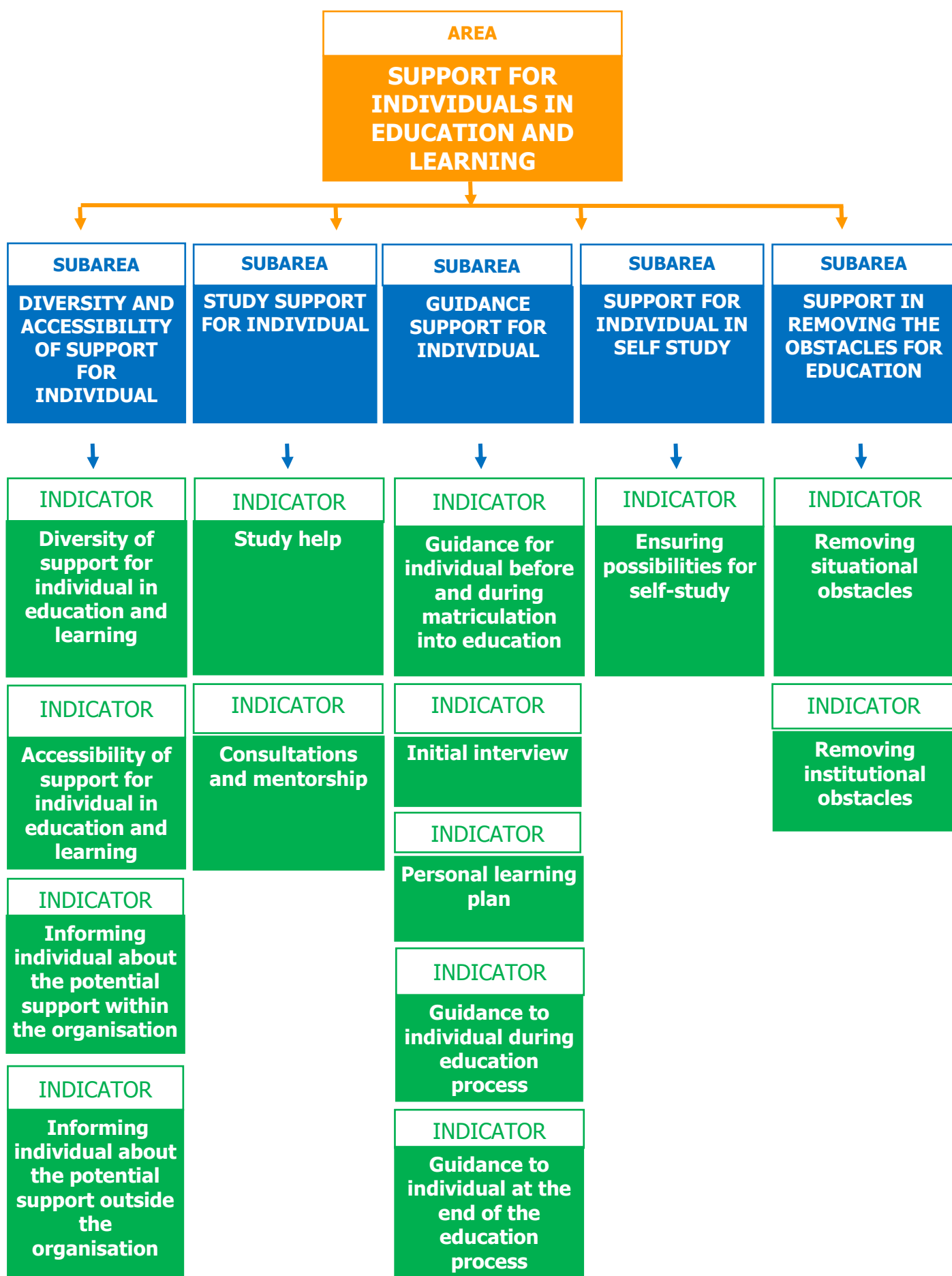
Quality standard	Adult education organisation takes part in projects that enable development and exchanging experience and good practice.
Criteria	Staff participates in realisation of regional or national projects connected to adult education.
	Staff participates in realisation of international projects connected to adult education.
	Adult education organisation provides staff with appropriate conditions (time, finance etc.) that are an incentive for participation in different projects.
	Adult education organisation has established methods that allow staff who participate in such projects to transfer their experience and knowledge to their co-workers in the organisation.
	Achievements from different projects don't remain on the project level, they transfer permanently into the work of the organisation.

INDICATOR: COOPERATION WITH PROFESSIONAL INSTITUTIONS, ASSOCIATIONS

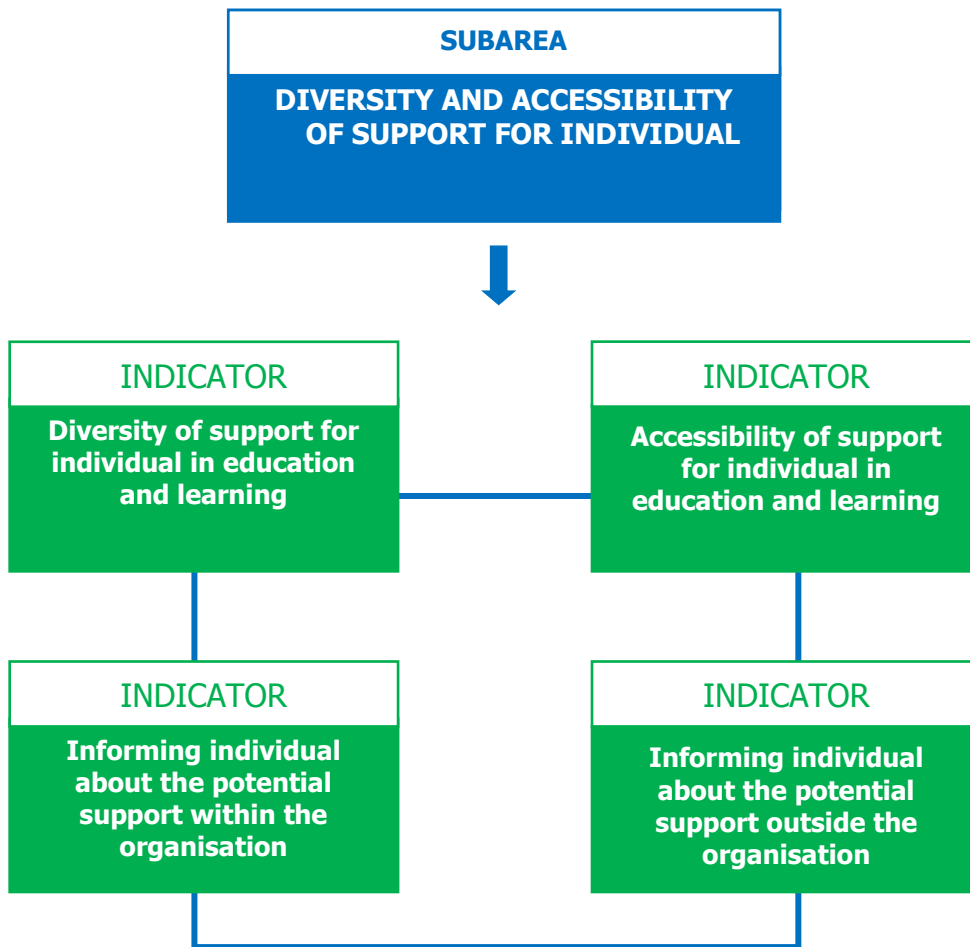
Quality standard	Adult education organisation actively cooperates with professional institutions, societies, associations from the field of adult education.
Criteria	Staff actively participates in development groups coordinated and associated by professional institutions from the field of adult education, competent ministries and other bodies which plan, develop, implement and evaluate the effects of adult education.
	Staff actively participates in professional associations, societies for adult education.
	Staff is familiar with the possibilities of participation in different forms of development work with outside expert institutions, associations, societies, working bodies in the field of adult education.
	Staff is motivated for cooperation with outside expert institutions, associations, societies, working bodies in the field of adult education.
	Adult education organisation provides the staff with appropriate conditions (time, financial etc.) to participate in development work with outside expert institutions, associations, societies, working bodies in the field of adult education.
	In its work with outside expert institutions, associations, societies, working bodies in the field of adult education, staff gains new knowledge that it then uses to update their work and introduce novelties into the work of the organisation.
	In its work with outside expert institutions, associations, societies, working bodies in the field of adult education, staff contributes its knowledge, experience and good practice for the development of adult education which goes beyond the framework of adult education organisation.

INDICATOR: PARTICIPATION AT PANELS OF EXPERTS, CONFERENCES AND OTHER PROFESSIONAL MEETINGS

Quality standard	Staff actively exchanges knowledge and experience at panels of experts, conferences and other professional meetings.
Criteria	Staff participates at national and international expert conferences and panels with papers or other contributions.
	Adult education organisation ensures the possibilities for their staff to participate at professional meetings, conferences etc.
	Adult education organisation has established methods that allow the workers who have taken part in panels of experts meetings or conferences to share their newly obtained knowledge, information and good practice with their colleagues in the working collective.



DIVERSITY AND ACCESSIBILITY OF SUPPORT FOR INDIVIDUAL



INDICATOR: DIVERSITY OF SUPPORT FOR INDIVIDUAL IN EDUCATION AND LEARNING

Quality standard	Adult education organisation offers participants different kinds of support, adjusted to their needs, in education and learning.
Criteria	Adult education organisation offers different forms of study help.
	Adult education organisation trains participants for self-directed learning.
	Adult education organisation provides the participants with different forms of guidance work.
	Adult education organisation helps participants in solving adverse conditions they find themselves in during education.
	Adult education organisation helps participants in getting support for education in local institutions.
	Adult education organisation provides different target groups (women, seniors, handicapped) tailored forms of support in education.
	Adult education organisation provides participants of different educational programmes (formal, non-formal) forms of support tailored for the programmes.

INDICATOR: ACCESSIBILITY OF SUPPORT FOR INDIVIDUAL

Quality standard	Adult education organisation makes sure participants have access to all forms of support in education and learning.
Criteria	Adult education organisation provides support to adults in education and learning in different ways: in person, by phone, e-mail, web applications, written materials, individually or in groups.
	Adult education organisation provides support to adults in education and learning at appropriate and accessible hours.
	Adult education organisation ensures that all the forms of support in education are spatially accessible.

INDICATOR: INFORMING INDIVIDUAL ABOUT THE FORMS OF SUPPORT WITHIN THE ORGANISATION

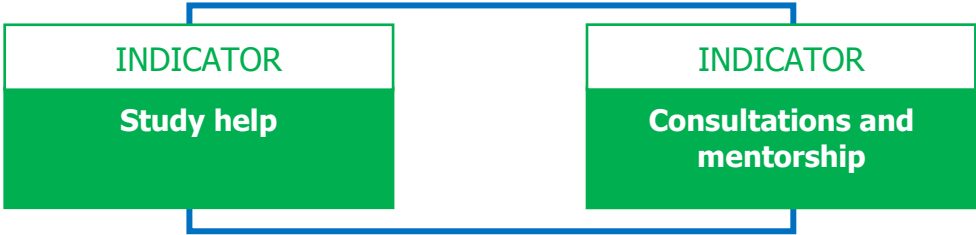
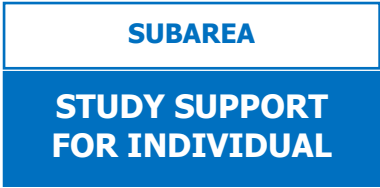
Quality standard	Adult education organisation constantly and in different ways informs participants about the forms of support in education and learning it offers.
Criteria	Each participant gets written and oral information at matriculation about the forms of support in education and learning that are available in the adult education organisation.
	Information about the forms of support to individual in education and learning within the adult education organisation are presented in different information-promotional materials (leaflets, posters, bulletin boards, LCD-monitor).
	Information about the forms of support to individual in education and learning within the adult education organisation are presented on the organisation's website.
	During education, information about the forms of support for education and learning available for individual is also available in information centre, education manager, counsellor and teachers.

	When they notice that individual has problems connected to education, education manager and teachers inform her or him about the possible forms of help in organisation and motivate her or him to take advantage of them.
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INDICATOR: INFORMING INDIVIDUAL ABOUT THE FORMS OF SUPPORT OUTSIDE THE ORGANISATION

Quality standard	Adult education organisation uses different methods to inform participants about the types of support in education and learning available outside the organisation.
Criteria	<p>Each participant gets written and oral information at matriculation about the forms of support in education and learning that are available outside the organisation.</p> <p>Participants get information about the forms of support in education and learning that are available outside the organisation, even several times over the course of education.</p> <p>Information about the forms of support to individual in education and learning outside the organisation are presented in different information-promotional materials (leaflets, posters, bulletin boards, LCD-monitor).</p> <p>Information about the forms of support to individual in education and learning within the adult education organisation is presented on the organisation's website.</p> <p>When they notice that individual has problems connected to education, education manager and teachers inform her or him about the possible forms of help outside the organisation and help her or him establish contacts with relevant institutions.</p>

STUDY SUPPORT FOR INDIVIDUAL



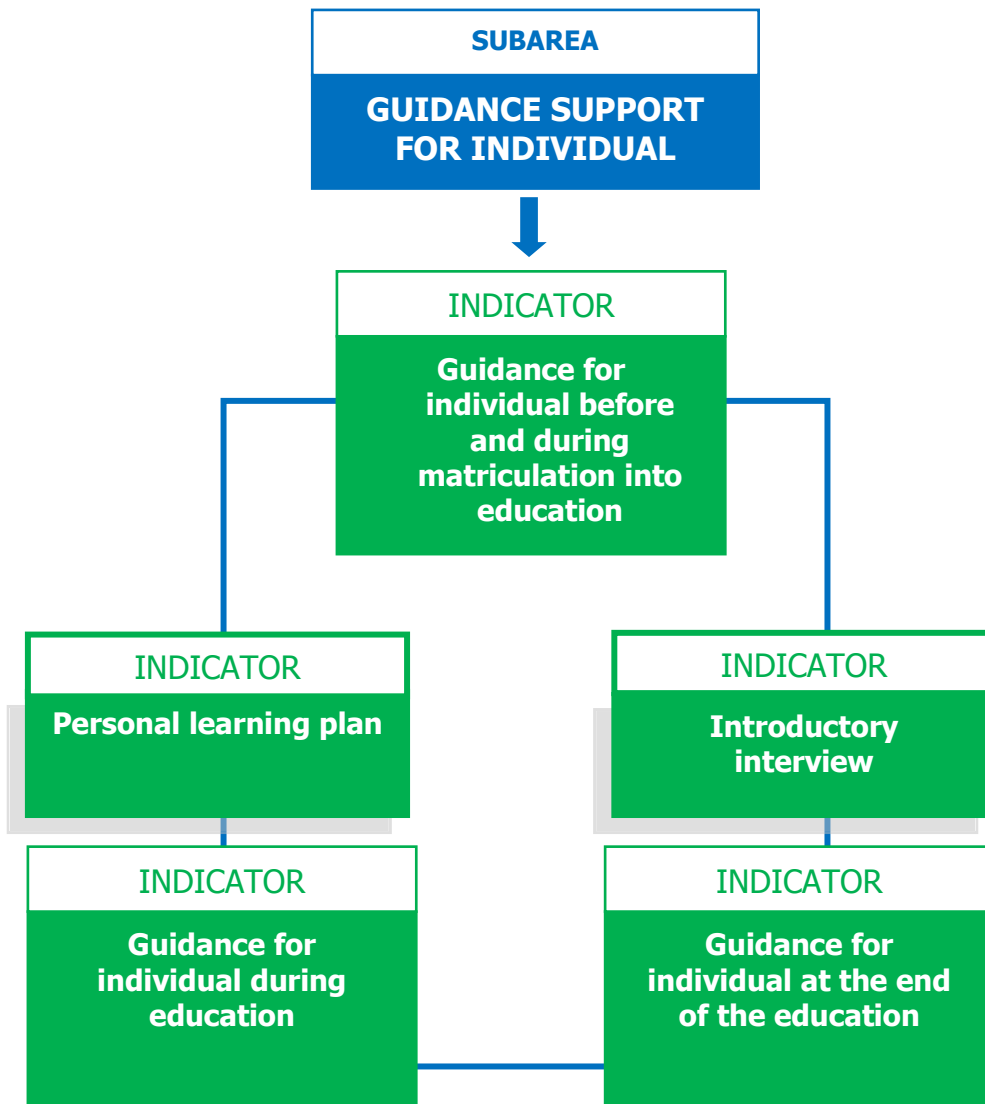
INDICATOR: STUDY HELP

Quality standard	Adult education organisation provides study help in accordance with the needs of individual target groups and individuals who participate in education.
Criteria	<p>Adult education organisation regularly identifies needs for different forms of study help.</p> <p>A systematic programme of providing study help to participants is put in place – with different types of study help and with encouraging adults to use it if the organisation or individual perceive the need for it.</p> <p>Within the study help adult education organisation implements activities to remove psychological obstacles individuals have about education.</p> <p>Adult education organisation organises training for participants to teach them good learning strategies and mastering different methods of learning and study habits – to develop learning competencies.</p> <p>Adult education organisation offers guidance on study sources and their assessment to all participants.</p> <p>Adult education organisation organises study help with additional, alternative presentation of learning topics for those participants who have difficulties in individual subjects, learning clusters or themes.</p> <p>Adult education organisation organises study help for the recollection of once acquired knowledge for all those participants who are returning into education after a lengthy gap (several years).</p> <p>Adult education organisation identifies the level of basic literacy in participants in education and offers additional training in the form of study help particularly for those types of literacy that are important for individuals continuing education (reading, mathematical, digital literacy).</p> <p>For those participants who don't speak Slovenian as their first language and don't have good grasp of it, the adult education organisation organises additional study help for Slovenian.</p>

INDICATOR: CONSULTATIONS AND MENTORSHIP

Quality standard	Adult education organisation provides consultations (office hours) and/or mentorship for individuals.
Criteria	Systematic providing of consultations and /or mentorship is implemented for the participants at individual subjects/modules/themes (consultations scheduled in advance, consultation timetable etc.).
	Consultations and /or mentorship are available at hours suitable for adult participants.
	Participants are informed about the possibility of consultations and /or mentorship at matriculation and later during education itself.
	Appropriate premises are provided to ensure undisturbed consultations and /or mentorship.
	Teachers actively participate in consultations and /or mentorship for their subjects/modules/themes.

GUIDANCE SUPPORT FOR INDIVIDUAL



INDICATOR: GUIDANCE FOR INDIVIDUAL BEFORE AND DURING MATRICULATION INTO EDUCATION

Quality standard	Adult education organisation offers potential participants guidance before they matriculate into education so they can make the right decision, and the already matriculated guidance they need at the beginning of education.
Criteria	Expert staff helps candidates for enrolment with advice and guidance for choosing programmes suitable for them.
	Participants have available information about possibility of recognition of previously acquired knowledge if educational programmes allow that.
	Adult education organisation offers guidance and counselling when a more wholesome analysis and diagnosing of individual's needs, characteristics and circumstances that will influence her or his education and learning are needed.

INDICATOR: INITIAL INTERVIEW

Quality standard	An initial interview is conducted at the beginning of educational programme with each participant in formal education and those longer non-formal education programmes where this is determined or advisable professionally.
Criteria	An initial interview is conducted with each participant in formal education and those longer non-formal education programmes where this is determined or advisable professionally.
	Adult education organisation fulfils organisational conditions (time, expert staff, room for individual consultation, etc.) that allow the realisation of initial interviews.
	Staff conducting initial interviews in appropriately trained.
	A special protocol is prepared in advance for the procedure of the initial interview (a reminder, a check-list).
	During the initial interview the adult education organisation provides the participant with data and information he or she needs for education.
	During the initial interview the adult education organisation gets from the participant with data and information it needs for education.
	After the initial interview a written record of it is prepared.
	Appropriate archiving for the initial interview transcripts is guaranteed.
	Information gathered during initial interviews is available to all the teachers and other education providers who will – at the beginning of education team sessions are organised regarding this information, intended for planning the work with individuals.
	Acquired data and information is used for planning individual's personal education path.
	Acquired data and information is used for preparation of study group analysis.

INDICATOR: PERSONAL LEARNING PLAN

Quality standard	A personal learning plan is formed for each adult participant in formal education or those non-formal education programmes where this is advisable professionally.
Criteria	<p>A personal learning plan is formed for each adult participant in formal education or those non-formal education programmes where this is advisable professionally.</p> <p>Adult education organisation fulfils organisational conditions (time, expert staff, premises etc.) that allow the preparation of personal learning plans.</p> <p>Staff preparing personal learning plans is adequately qualified for the task.</p> <p>A previously prepared protocol (reminder) is available for the preparation of personal learning plan.</p> <p>A personal learning plan includes at least:</p> <ul style="list-style-type: none"> • individual's personal data, • data on previously acquired formal and non-formal knowledge and work and other experience, • anticipated method and time frame for the education, • determination of contents, methods and deadlines for testing and evaluating knowledge if these are prescribed in the curriculum or catalogue of knowledge in formal education. <p>Personal learning plan is co-created by the participant and the education manager or counsellor and/or teacher.</p> <p>Education participant actively co-creates her or his personal learning plan.</p> <p>Method of monitoring the realisation of personal learning plan and expert staff to monitor it are determined.</p>

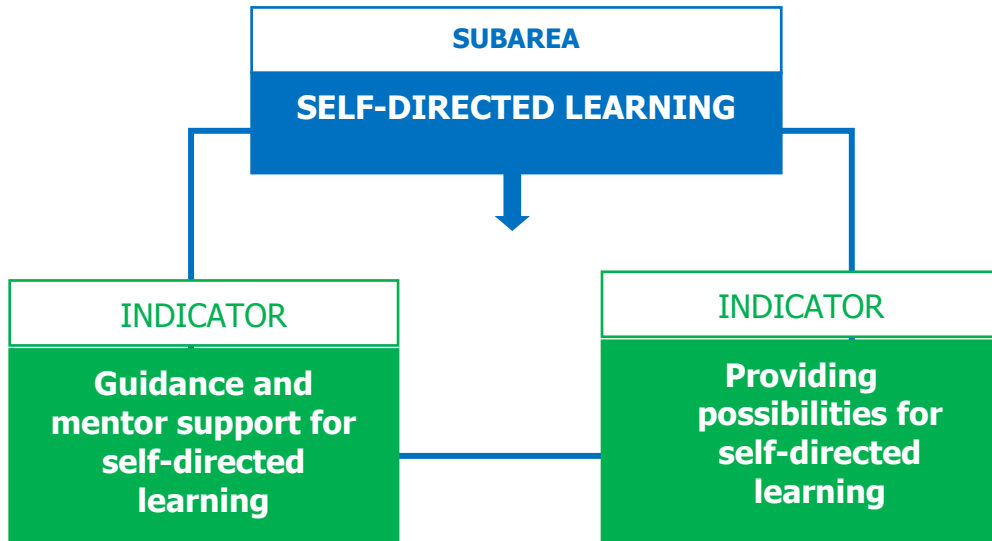
INDICATOR: GUIDANCE FOR INDIVIDUAL DURING EDUCATION

Quality standard	Adult education organisation offers participants guidance during education process.
Criteria	<p>Adult education organisation staff is available for participants to help solving problems they encounter during education.</p> <p>On the initiative of a teacher or expert worker who notices an individual has problems, organisation offers the individual help.</p> <p>Active motivational measures are used for those individuals who are deemed potential drop-outs (they no longer come to class, slip exams etc.) to bring them back into education.</p> <p>The staff of the organisation works with experts from other organisations to gather guidance for their participants.</p> <p>The staff in the organisation is qualified for guidance work with participants during education.</p>

Indicator: **GUIDANCE TO INDIVIDUAL AT THE END OF THE EDUCATION PROGRAMME**

Quality standard	Adult education organisation offers participants guidance at the end of the education programme.
Criteria	Adult education organisation offers participants information about possible further education at the end of the programme.
	Adult education organisation offers participants guidance about possible further education at the end of the programme.
	Adult education organisation directs participants to external institutions that can provide in-depth information and guidance about potential further education at the end of the programme.

SUPPORT IN SELF-DIRECTED LEARNING



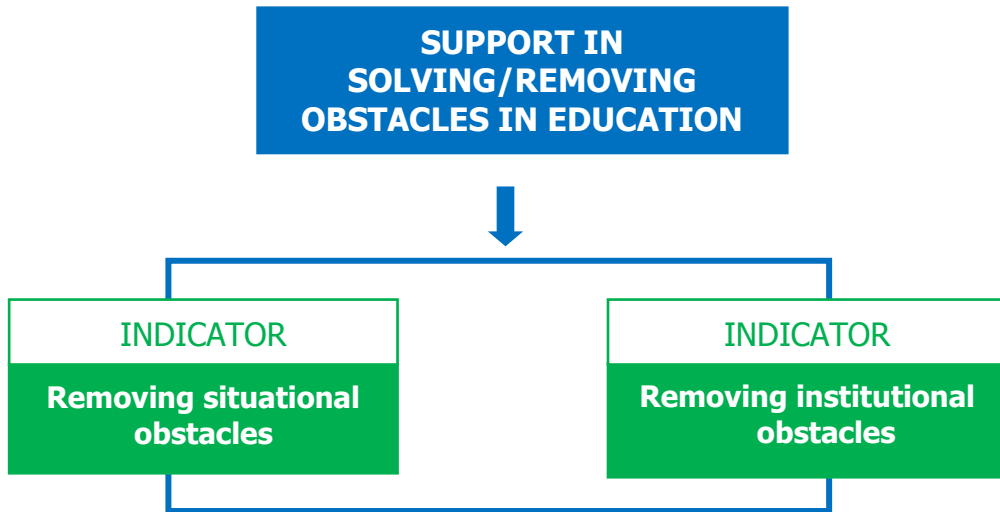
INDICATOR: GUIDANCE AND MENTOR SUPPORT FOR SELF-DIRECTED LEARNING

Quality standard	Adult education organisation gives individual support for self-directed learning or organised self-directed learning.
Criteria	The staff in adult education organisation encourages participants for self-directed learning.
	The staff in adult education organisation is qualified to give participants support for self-directed learning.
	Adult education organisation prepares participants for self-directed learning.
	Adult education organisation allows teachers and counsellors and mentors enough time to work with participants on self-directed learning.
	The timetable of guidance and mentor support for organised self-directed learning is appropriate for the participants' needs.
	Adult education organisation regularly monitors and evaluates the attitude participants have to self-directed learning and identifies the most common problems participants have with this kind of learning.

INDICATOR: PROVIDING POSSIBILITIES FOR SELF-DIRECTED LEARNING

Quality standard	Adult education organisation offers individual good possibilities for self study.
Criteria	Participants in adult education organisation have a room for self-directed learning available.
	The self-directed learning room is equipped with computers with internet and e-mail access.
	Participants have various study sources available (study materials, textbooks, multi-media materials, CDs, DVDs etc.) for self-directed learning.
	Study sources are also available online (in e-classrooms etc.) so participants can access them and study from home.
	Technical support is provided during organised self-directed learning.

SUPPORT IN REMOVING OBSTACLES IN EDUCATION

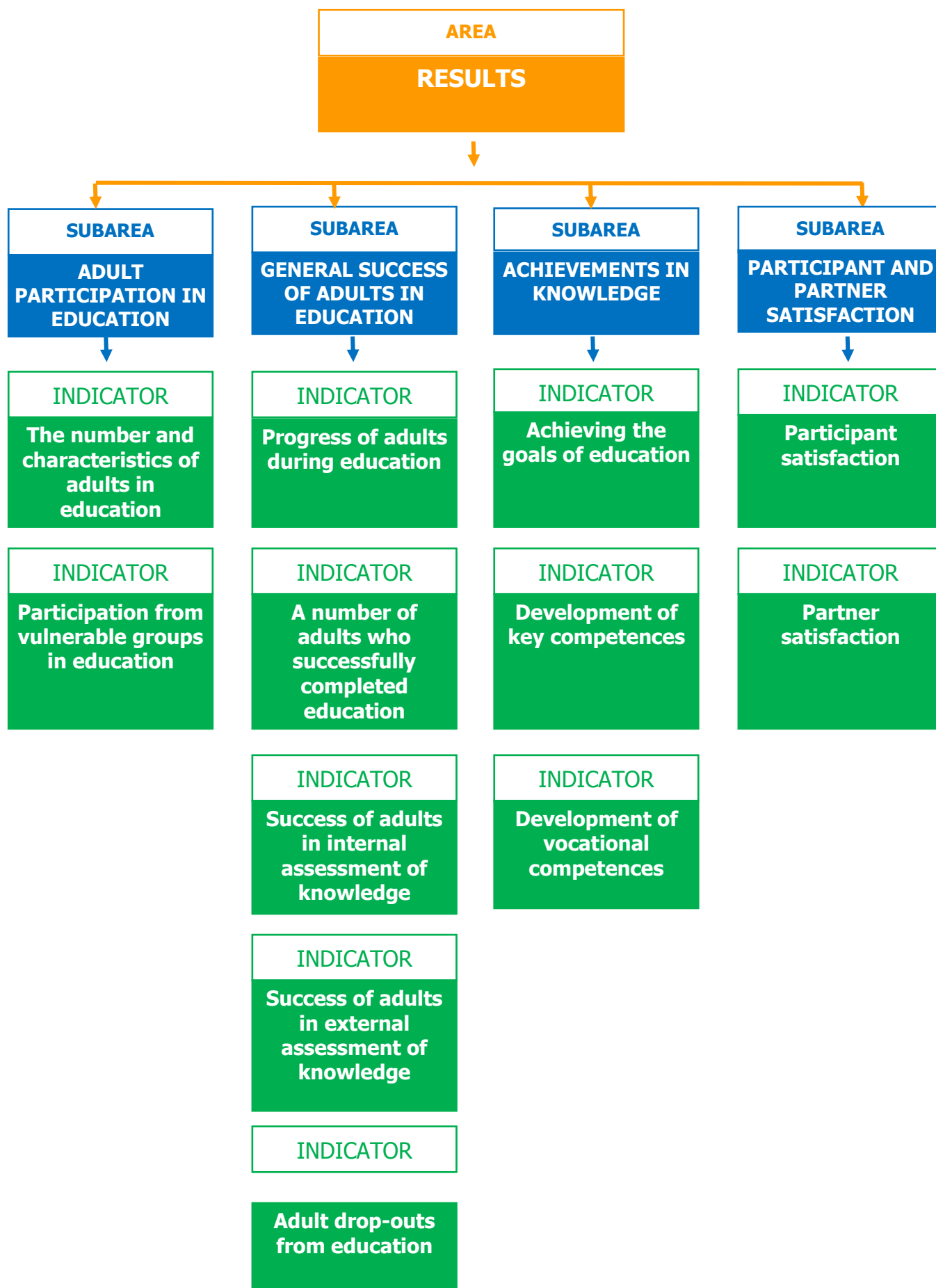


INDICATOR: **REMOVING SITUATIONAL OBSTACLES**

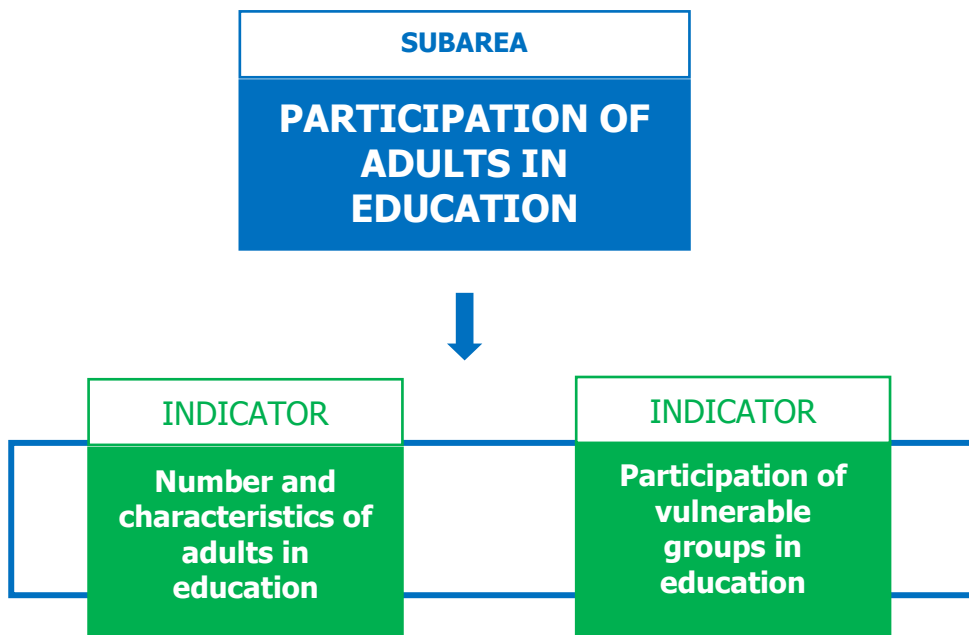
Quality standard	Adult education organisation provides support for individual in removing situational obstacles.
Criteria	The adult education organisation staff is trained to identify situational obstacles an individual has in connection with education.
	During the initial interviews, the adult education organisation identifies potential situational obstacles that an individual has in connection with the education, and the teachers and experts also pay attention to them.
	When it identifies situational obstacles an individual encounters in connection to education, the adult education organisation conducts a personal interview with her or him so they can together weigh potential solutions and how to remove obstacles.
	When it identifies situational obstacles an individual encounters in connection to education, the adult education organisation tries to find solutions it can influence and implements them.
	When it identifies situational obstacles an individual encounters in connection to education, the adult education organisation tries to help her or him in establishing contacts with organisations that might be able to help.
	Adult education organisation monitors adult with identified situational obstacles in connection with education, monitors if the obstacles are being or have been removed or is looking for new solutions if they haven't.

INDICATOR: **REMOVING INSTITUTIONAL OBSTACLES**

Quality standard	Adult education organisation provides support for individual in removing institutional obstacles.
Criteria	The adult education organisation staff is trained to identify institutional obstacles an individual has in connection with education.
	During the initial interviews, the adult education organisation identifies potential institutional obstacles that an individual has in connection with the education, and the teachers and experts also pay attention to them.
	When it identifies institutional obstacles an individual encounters in connection to education, the adult education organisation conducts a personal interview with her or him so they can together weigh potential solutions and how to remove obstacles.
	When it identifies institutional obstacles an individual encounters in connection to education, the adult education organisation tries to find solutions it can influence and implements them.
	Adult education organisation monitors adult with identified institutional obstacles in connection with education, monitors if the obstacles are being or have been removed or is looking for new solutions if they haven't.



PARTICIPATION OF ADULTS IN EDUCATION



INDICATOR: NUMBER AND CHARACTERISTICS OF ADULTS IN EDUCATION

Quality standard	Adult education organisation regularly monitors and analyses data about the number and characteristics of adult participants in organised forms of education and the activities supporting education.
Criteria	Numeric criteria of anticipated participation of adults in organised forms of education and supporting activities are defined.
	Comprehensible data on the number of adult participants in organised forms of education ¹⁷ and supporting activities ¹⁸ for a longer period of time is available.
	Comprehensible data on the characteristics of adults in organised forms of education and supporting activities is available (regarding gender, age, employment status etc.)
	Analyses are done and possible differences identifies between the planned and actual participation of adults in organised forms of education and supporting activities.

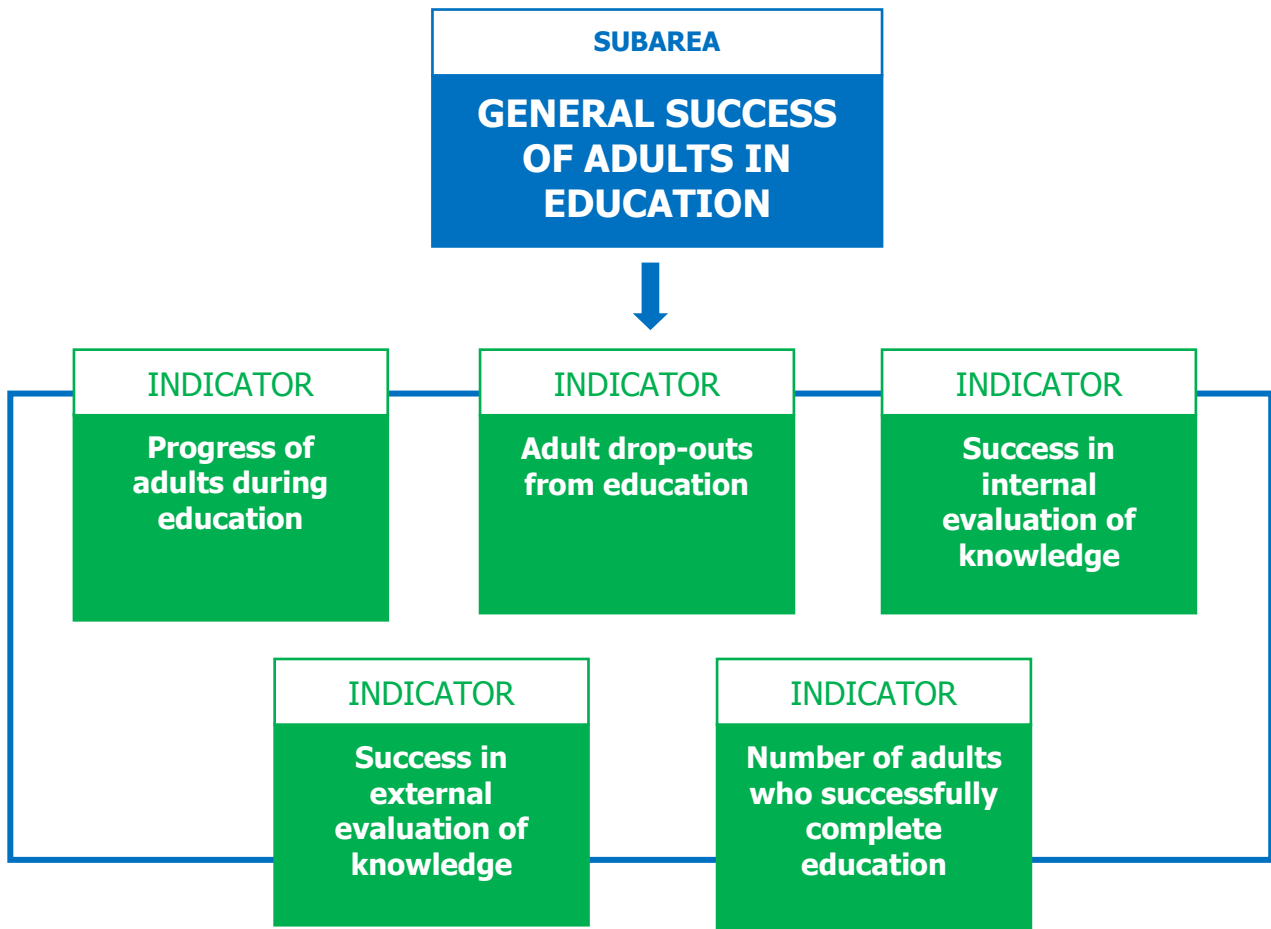
INDICATOR: PARTICIPATION OF VULNERABLE GROUPS IN EDUCATION

Quality standard	Adult education organisation regularly monitors and analyses data about participation of adults from vulnerable groups.
Criteria	Vulnerable groups of population in the local environment are identified that the education organisation wants to attract into organised forms of education and supporting activities.
	Numerical indicators of anticipated participation of adults from vulnerable groups in individual organised forms of adult education and supporting activities are defined.
	Comprehensive data is available on the number of adult participants from vulnerable groups in organised forms of education and supporting activities in a longer period of time.
	Comprehensive data is available on the structure of adult participants from vulnerable groups (regarding gender, age, employment status other characteristics that importantly define a vulnerable group etc.).
	Analyses are done and possible differences identifies between the planned and actual participation of adults in organised forms of education and supporting activities.

¹⁷ For example formal and non-formal educational programmes, study circles, language courses etc.

¹⁸ For example ISIO guidance centre, centre for self-directed learning, study help etc.

GENERAL SUCCESS OF ADULTS IN EDUCATION



INDICATOR: PROGRESS OF ADULTS DURING EDUCATION¹⁹

Quality standard	Adult education organisation regularly monitors the data on the number of adults who made progress during education.
Criteria	There is clearly presented data available on the number of adults who made progress in a determined time interval during education.
	Clearly presented data on characteristics of adults who progress during education is available, as is that on those who don't progress (according to gender, age, employment situation and recognized obstacles in education etc.)
	Analyses are carried out to find out about the possible obstacles that prevent adults from successfully progressing during education.

INDICATOR: ADULT DROP-OUTS FROM EDUCATION

Quality standard	Adult education organisation regularly monitors and analyses data on adult drop-outs from education.
Criteria	Clearly presented data is available on the number of adults who haven't completed education in time period previewed.
	Clearly presented data is available on the characteristics of adults who haven't successfully completed education in the previewed period (according to gender, age, employment status, different forms of obstacles in education etc.).
	Data showing trends in numbers of adults who didn't successfully complete education in time provided over the years.
	Analyses are done and causes for drop-out adults from education studied.

INDICATOR: SUCCESS OF ADULTS IN INTERNAL EVALUATION OF KNOWLEDGE²⁰

Quality standard	Adult education organisation regularly monitors the success of adult participants with the internal evaluation of knowledge.
Criteria	Clearly presented data on the success of adults in internal evaluation of knowledge is available.
	Data on the success of adults in internal evaluation of knowledge is presented at andragogical sessions and other meetings.
	Causes for potential differences in success rates of adults in individual subjects, or modules where the education is thus structured, are analysed.
	Comparisons with previous internal evaluations of knowledge of adults are made, trends are detected and studied.
	If the organisation uses the same programmes to educate youth and adults, comparisons are made during internal evaluation of knowledge and causes of potential significant deviations are analysed.

¹⁹ Quality indicator is primarily intended to be used when the educational programme or other forms of organised education suppose that the participants must complete certain tasks in order to progress and continue education. When the programme or implementation plans don't define such points of passage, this indicator should be used as needed.

²⁰ Quality indicator is aimed in particular for the use in those types of adult education that suppose internal evaluation of knowledge.

INDICATOR: SUCCESS OF ADULTS AT EXTERNAL EVALUATION OF KNOWLEDGE²¹

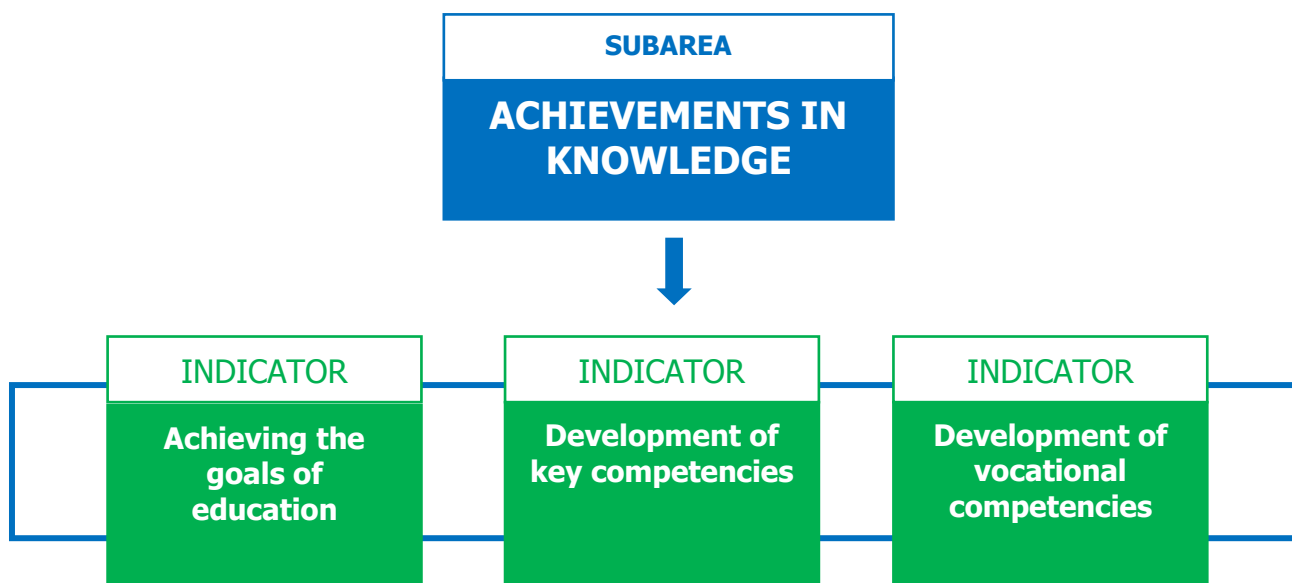
Quality standard	Adult education organisation regularly monitors and analyses achievements of adults in external evaluation of knowledge.
Criteria	Clearly prepared data on success rate of adults at external evaluation in individual educational programmes, or individual programme units when the educational programmes are thus structured, is available.
	Comparisons between the planned success rate of adults at external evaluation and the actual success are prepared.
	Causes for potential discrepancies in the success rates of adults in different programme units that are subject of external evaluation are analysed.
	Achievements of adults at external evaluation of knowledge are analysed in comparison to their achievements at internal evaluation.
	If the organisation uses the same programmes to educate youth and adults, analysis of the achievements of adults at external evaluation are made and compared to the achievement of youth.
	Achievements of adults at external evaluation are analysed in regard to the country average.

INDICATOR: NUMBER OF ADULTS WHO SUCCESSFULLY COMPLETE EDUCATION

Quality standard	Adult education organisation regularly monitors and analyses data about the number and characteristics of adults who successfully complete education.
Criteria	Clearly presented data on the number and characteristics of adults who successfully completed education is available.
	Data on the average time it took adults to successfully complete education is available.
	The correspondence of the success of adults with their personal educational plans is analysed.
	Analyses are made to establish what of the things that the organisation offered adults during education helped them most to successfully finish education.

²¹ Quality indicator is aimed in particular for the use in those types of adult education that suppose external evaluation of knowledge.

ACHIEVEMENTS IN KNOWLEDGE



INDICATOR: ACHIEVING THE GOALS OF EDUCATION

Quality standard	Adult education organisation regularly monitors and analyses in what measure are the goals of education achieved.
Criteria	The staff analyses qualitative achievements of adults as compared to the goals of education (for example, different goals set by education programmes, education in study circles etc.)
	Data on achieving goals of education for different target groups are available.
	Over a specified period of time, a discussion is carried out in expert bodies or other expert groups on the achievements of adults in achievement of goals of education.

INDICATOR: DEVELOPMENT OF KEY COMPETENCIES

Quality standard	In accordance of the education objectives, participants develop key competences during education. ²²
Criteria	Participants develop their competency to communicate in their first language.
	Participants develop their competency to communicate in foreign languages.
	Participants develop their mathematical competency and basic competencies in science and technology.
	Participants develop the ability to use information-communication technology (digital literacy).
	Participants develop the ability of learning to learn.
	Participants develop social and civic competencies.
	Participants develop self-initiatives and entrepreneurship.
	Participants develop cultural consciousness and skill of expression.

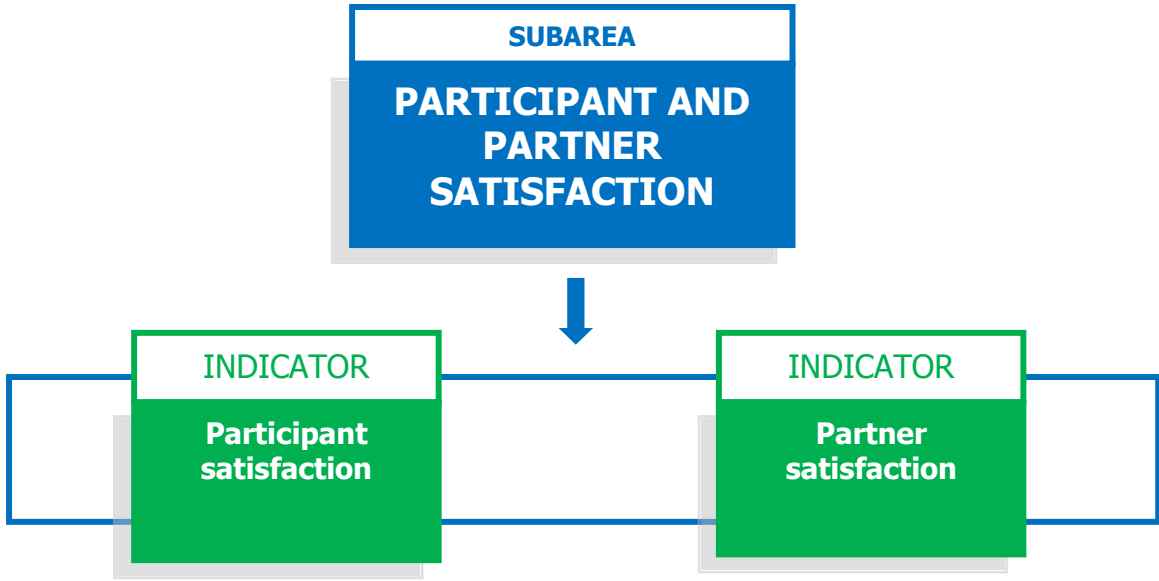
²² Quality indicator is used when necessary, depending on the type of education. We can use it, for example, when we assess the achievements of the participants in education primarily intended to strengthen their key competencies. In the field of adult education, literacy programmes would be an example. It is possible, that such programmes don't include all of the key competences listed above, and they can predict the development of only certain of them. We will include this starting point and use the criteria listed above sensibly. If the programme, for example, doesn't suppose the development of ability to communicate in the first language, then this criterion might not be relevant when assessing the achievements of key competency in this programme. However, we have to be careful that key competencies can be included in education also as diagonal or integral competencies. In such cases, we would assess how well key competencies were integrated into a particular education programme (study circle etc.) and how much this contributed to the development of basic abilities in adults. For example, teacher in an informal educational programme on marketing, which supposes that the students will design their own business card, can carry this out so that the students design the card using a computer. With this, the programme that was primarily intended for the participants to gain knowledge on marketing, included as a tangential basic ability the development of the basic ability to use information-communication technology. This quality indicator is thus intended for the assessment of how different forms of education include and develop key competences, whether they are included in the program on the level of programme objectives, as well as when they're integrated as tangential or integral competencies.

INDICATOR: DEVELOPMENT OF VOCATIONAL COMPETENCIES

Quality standard	In accordance with the goals of educational programmes, participants acquire generic and specific vocational competencies.²³
Criteria	Participants in education develop generic vocational competencies.
	Participants in education develop specific vocational competencies.
	Teachers monitor the development of participants' generic and specific vocational competencies.

²³ Quality indicator is used in formal or informal vocational education and training of adults.

PARTICIPANT AND PARTNER SATISFACTION

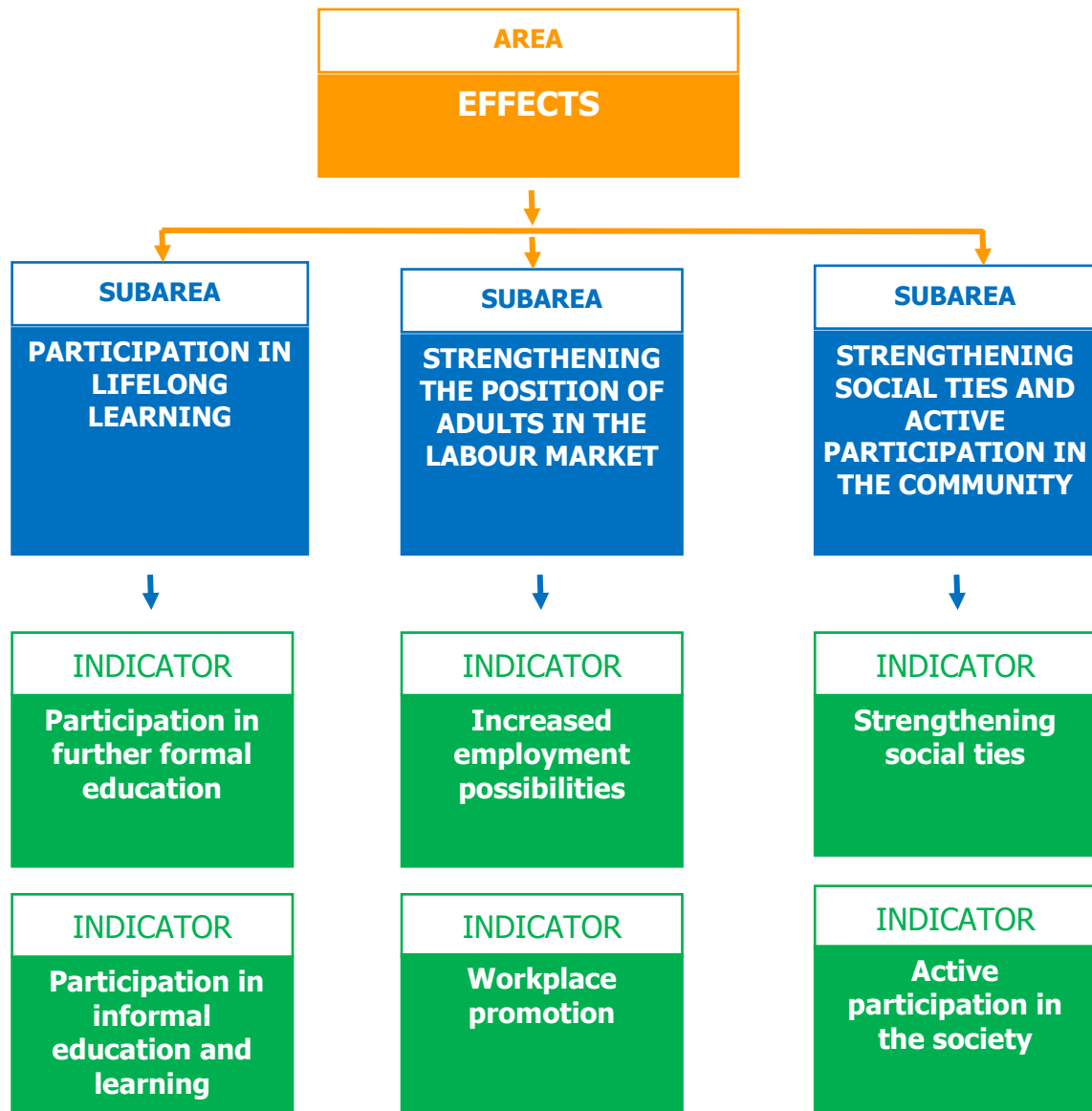


INDICATOR: SATISFACTION OF THE PARTICIPANTS WITH EDUCATION

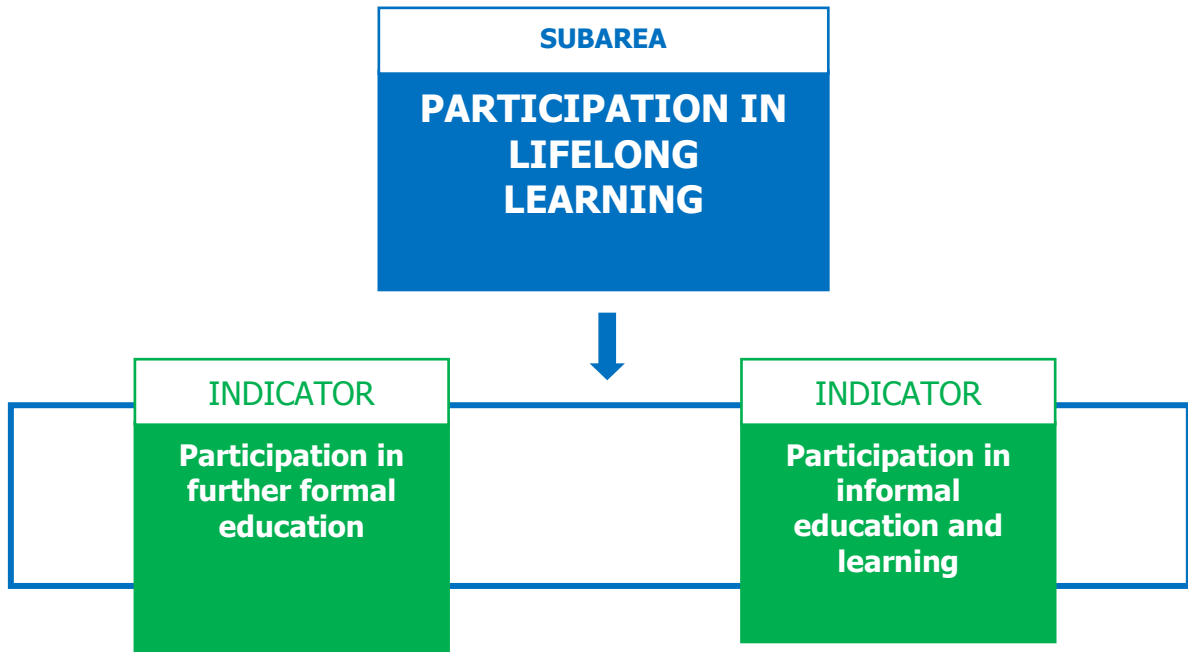
Quality standard	Participants are satisfied with education they received in the adult education organisation.
Criteria	Adult education organisation has a formulated method of discovering the satisfaction of the participants with the education.
	Participants are satisfied with the premises where the education or supporting activities take place.
	Participants are satisfied with the learning support and other types of support in education.
	Participants are satisfied with teachers.
	Participants are satisfied with expert staff.
	Participants are satisfied with administrative-technical staff.
	Participants are satisfied with ways of informing about the process of education and supporting activities.
	Participants are satisfied with the knowledge they received in education and its usefulness.

INDICATOR: PARTNER SATISFACTION WITH THEIR COOPERATION WITH THE ADULT EDUCATION ORGANISATION

Quality standard	Partners are satisfied with the cooperation with the adult education organisation.
Criteria	Adult education organisation has a formulated method of assessing partner satisfaction in cooperation.
	Partners are satisfied with the possibilities for cooperation in developing new educational programmes.
	Partners are satisfied with the possibilities for cooperation in realisation of education.
	Partners are satisfied with the possibilities for cooperation in assessment of the quality of educational activity and proposing suggestions for changes and development.
	Partners are satisfied with the ways of informing about the activities of the adult education organisation.
	Partners are satisfied with the ways of established cooperation with the adult education organisation.
	Partners are satisfied with the ways the adult education organisation positions their development priorities into its activities.



PARTICIPATION IN LIFELONG LEARNING



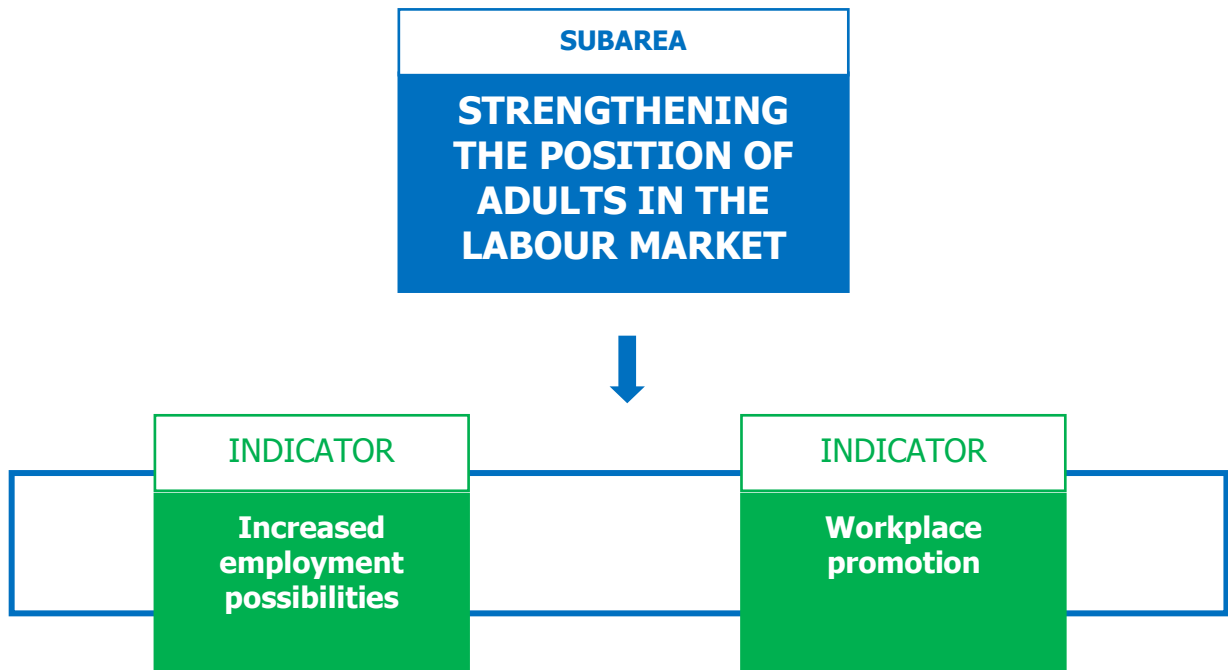
INDICATOR: PARTICIPATION IN FURTHER FORMAL EDUCATION

Quality standard	Adult education organisation systematically monitors adult participation in further formal education.
Criteria	Adult education organisation systematically monitors how many adults who successfully completed formal education within the organisation returned to participate in further formal education.
	Adult education organisation systematically monitors how many adults who successfully completed informal education within the organisation participated in formal education.
	Adult education organisation systematically monitors what kind of further formal education the adults, who have already successfully completed formal or informal education in the organisation, took part in.
	Adult education organisation systematically monitors which target groups participate in formal education.
	Adult education organisation establishes and analyses causes that led adults in their decision to continue or discontinue formal education.

INDICATOR: PARTICIPATION IN INFORMAL EDUCATION

Quality standard	Adult education organisation systematically monitors adult participation in informal education.
Criteria	Adult education organisation systematically monitors how many adults who successfully completed informal education within the organisation returned to participate in more informal education.
	Adult education organisation systematically monitors how many adults who successfully completed formal education within the organisation participated in informal education.
	Adult education organisation systematically monitors what kind of informal education the adults, who have already successfully completed formal or informal education in the organisation, took part in.
	Adult education organisation systematically monitors which target groups participate in informal education.
	Adult education organisation establishes and analyses causes that led adults in their decision to continue or discontinue informal education after they've successfully finished an informal programme.
	Adult education organisation establishes and analyses causes that led adults in their decision to continue or discontinue informal education after they've successfully finished a formal programme.

STRENGTHENING THE POSITION OF ADULTS IN THE LABOUR MARKET



INDICATOR: INCREASED EMPLOYMENT POSSIBILITIES²⁴

Quality standard	Adult education organisation monitors the effect of its educational activity in the labour market.
Criteria	Adult education organisation systematically collects and analyses data on how the participants' employment possibilities improved after successfully completing the education.
	Adult education organisation systematically collects and analyses data on how many of the participants found employment after completing education.
	Adult education organisation systematically collects and analyses data on which professional profiles the participants were trained for are more or less employable in the labour market.

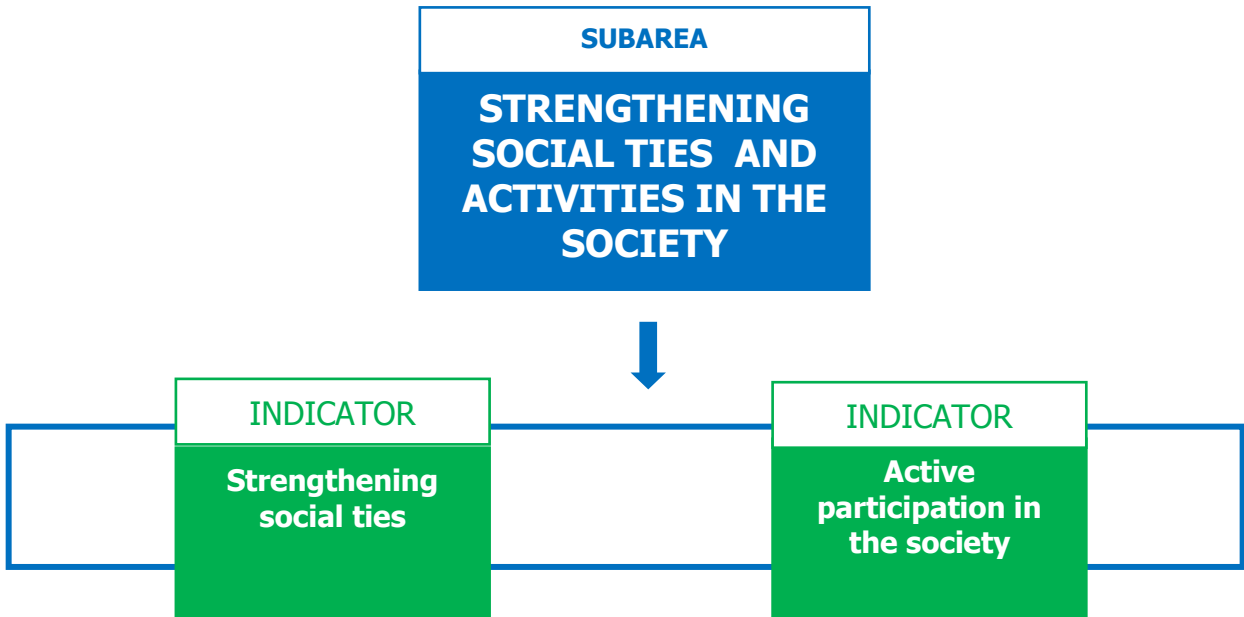
INDICATOR: PROMOTION IN THE WORKPLACE²⁵

Quality standard	Adult education organisation monitors how successfully completed education helps adults in promotion in the workplace.
Criteria	Adult education organisation systematically monitors and analyses data on how many participants who were employed at the time when they successfully completed education were promoted in the workplace.
	Adult education organisation systematically monitors and analyses data on how many participants who were employed at the time when they successfully completed education changed workplace in accordance to their wishes.
	Adult education organisation systematically monitors and analyses data on how many participants who were employed at the time when they successfully completed education have higher personal income than before.
	Adult education organisation systematically monitors and analyses data on how many participants who were employed at the time when they successfully completed education had their fixed-term contracts changed into indefinite period contracts.
	Adult education organisation systematically monitors and analyses data on how the successfully completed education influenced the status and reputation of the individual in the work organisation.

²⁴ This quality indicator is intended mostly for the type of education which trains participants to achieve a higher level of education, professional training or professional knowledge. We can also use it to assess the quality of those types of education that help participants strengthen key competences that will help them be more active when finding employment or improve their position in the labour market.

²⁵ Quality indicator is intended primarily for those types of education in which participants train to achieve a higher level of education, vocational training, and receive vocational knowledge. We can also use it to assess the quality of those types of education that help participants strengthen key competences that will help them be more active in finding employment or improving their position on the labour market. The indicator can only be used when establishing the effect on the participants who have already been employed.

STRENGTHENING SOCIAL TIES AND ACTIVE PARTICIPATION IN THE SOCIETY



INDICATOR: STRENGTHENING SOCIAL TIES²⁶

Quality standard	Adult education organisation systematically monitors to what extent education strengthened adults' social ties in the society.
Criteria	Adult education organisation systematically monitors how much participation in education strengthened adults' social ties in their immediate living environment (family, friends, relatives etc.).
	Adult education organisation systematically monitors how much participation in education strengthened adults' social ties – making new acquaintances or associating based on common interests discovered or intensified because of education.
	Adult education organisation systematically monitors how much participation in education strengthened adults' social ties in their work environment.

INDICATOR: ACTIVE PARTICIPATION IN COMMUNITY

Quality standard	Adult education organisation systematically monitors how much education contributed to active participation of adults in community.
Criteria	Adult education organisation systematically monitors how much education contributed to adults more actively participating in solving problems in their local environment.
	Adult education organisation systematically monitors how much education contributed to adults more actively participating in different societies and associations.
	Adult education organisation, organisation systematically monitors how much education contributed to adults more actively participating in organisation and realisation of various cultural and other events.
	Adult education organisation, organisation systematically monitors how much education contributed to adults more actively joining different campaigns which aimed to influence political decisions.

²⁶ Quality indicator is primarily used in those forms of education that aim and target to strengthen social ties of adults; this shows, for example, in an increased participation of adults in different social networks, Likewise, the criteria with which we measure if quality standard is met are to be used sensibly, depending on the goals and different forms of education.