



EDUCATE Certification of Quality

The EDUCATE Interactive Hub will include a section, dedicated to the certification of best practices in adult education, specifically, but not limited to best practices in the field of digitalization and inclusivity education. The project, therefore, will establish an EDUCATE Certification of Quality, which supports recognition of methodologies and best working practices of organizations providing education in digital competence to adult learners. It is important for these organizations to find an audience, as well as an opportunity for replication and multiplication, which can result in increased efficiency (as educators of adult learners start using the established good practices instead of developing their own) and transparency.

The Certification of Quality will be awarded to the methodologies and best working practices, which answer a set of criteria to be developed by the project partners. The IO “EDUCATE Certification of quality” will consist of developing these criteria, which need to be answered in order for an organization to receive certification; developing of a certification methodology, which will be used by partners to evaluate the submitted for certification best practices; and finally developing and designing the certificate which can be received by the organizations.

Certification Methodology

Quality assurance is the end-to-end process of monitoring and evaluating the performance of products or services. The American Society for Quality defines quality assurance as planned and systematic activities implemented in a quality system so that quality requirements for a product or service will be fulfilled.

Quality assurance methods will help us to avoid all potential problems. Continuous assessment, review, and action will see us achieving a consistently high, quality output that meets our expectation. Quality Assurance methodology has a defined cycle called PDCA cycle (Plan-Do-Check-Act) or Deming cycle. In the first stage PLAN, quality assurance managers will determine clear-cut goals to produce high-quality suitable processes to execute our project objectives. The second stage DO allow the implementation of the processes identified in the previous phase. Variations and tests are done prior to the collection of data to determine efficacy. On the third stage CHECK if expectations are matched. Then the final stage ACT, it is time to take post-research action and apply modifications. This cycle can be reiterated to make quality improvements.

As the project proposal envisages an inbuilt evaluation process complementing the monitoring process evaluation criteria will be developed in cooperation and contribution by all partner organizations and integrated in the Quality Assurance Plan.

EDUCATE QUALITY MANAGEMENT PLAN

The Quality Management Plan (QMP) for the EDUCATE project will establish the activities, processes, and procedures for ensuring a quality product upon the conclusion of the project. The purpose of this plan is to:

- Ensure quality is planned
- Define how quality will be managed
- Define quality assurance activities
- Define quality control activities
- Define acceptable quality standards

The purpose of the EDUCATE Quality Management Plan is to establish the goals, processes, and responsibilities required to implement effective quality management functions for the project. This QMP defines how the Project Team will implement, support, and communicate project quality practices for use with the EDUCATE Project.

The Quality Management Plan will accomplish the following objectives for the EDUCATE project:

- Outlines the purpose & scope of quality activities
- Defines how quality will be planned and managed
- Defines quality assurance (QA) activities
- Defines quality control (QC) activities
- Defines acceptable quality standards
- Defines roles and responsibilities for quality management activities

EDUCATE QUALITY MANAGEMENT APPROACH

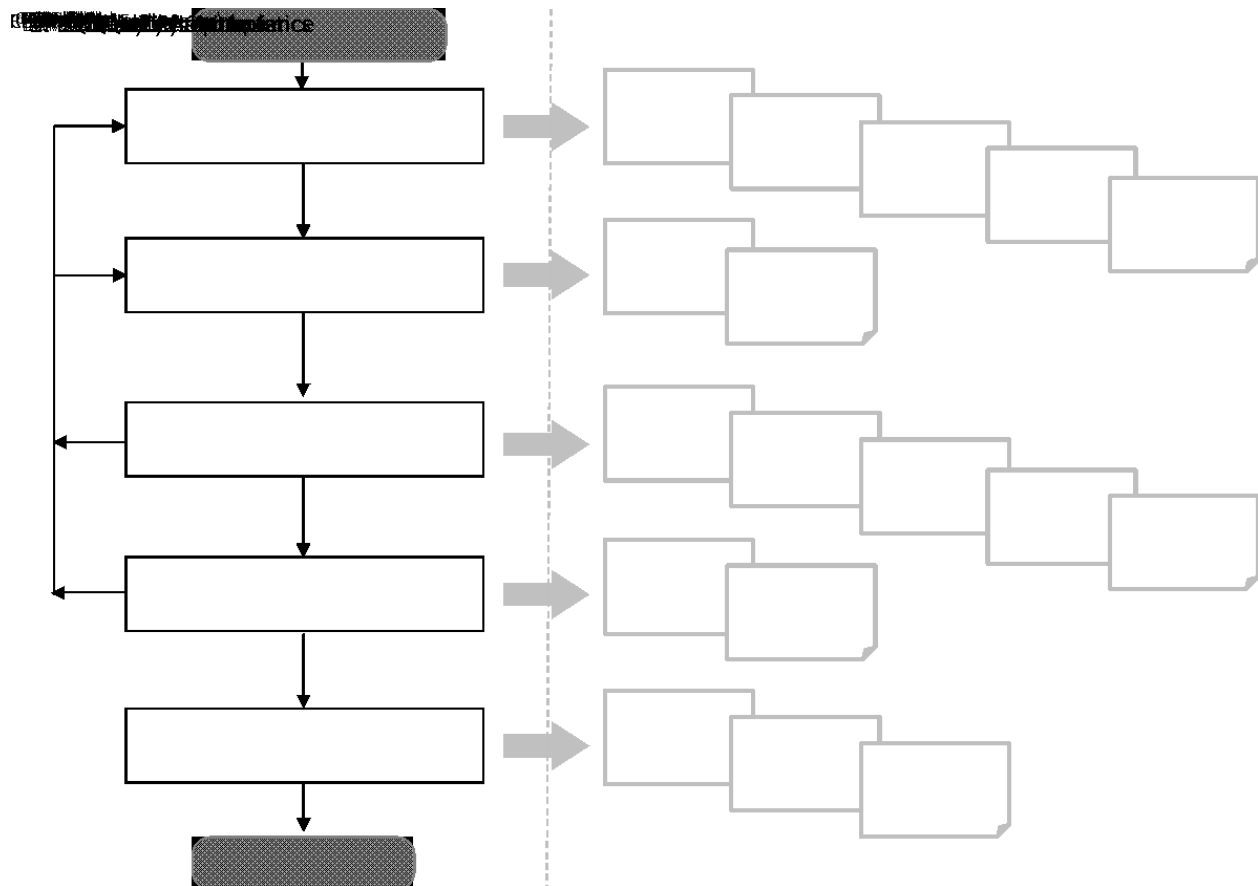
The quality management approach for EDUCATE will help ensure quality is planned for both the product and processes. In order to be successful, this project will meet its quality objectives by utilizing an integrated quality approach to define quality standards, measure quality and continuously improve quality. This QMP presents the quality management approach by describing the specific processes and metrics to assess process and product quality on the adult education organizations.

The Adult Education Organizations quality approach involves including stakeholders and quality assurance team members early in the project phases. This will allow the team to focus on items related to quality in the initial stages so that specific quality activities and standards are incorporated earlier in the project.

In the subsequent sections of this document, the following quality management approach elements are described and defined:

- Quality Planning, Quality Assurance, and Quality Control
- Quality activities & standards relevant to adult education organizations
- Appropriate quality metrics and measures for standards for project processes, product functionality, project deliverables, project management performance, documentation, and testing
- QA & QC roles and responsibilities
- Tools & software used to support quality management
- QA & QC problem reporting and resolution plan

The project quality management process comprises all activities (related both to processes and deliverables) that will increase the ability to meet the project expected results identified. The quality management process for this project is comprised of five key steps given below:



QUALITY PLANNING

Quality planning is the process of identifying quality requirements and/or standards for the project and product and documenting how the project will demonstrate compliance. The deliverables and processes to be reviewed for Adult Education Organizations, and their corresponding quality standards, are detailed in this document.

The QMP is created during the Planning Phase of the project and is a parallel activity with other processes through the lifecycle of the project. The intended audience is the Project Manager, project team and any senior leaders whose support is needed to carry out the plan. Implementation of and compliance with the QMP is the shared responsibility of all project personnel. Both project management and technical staff are thus integrated with and committed to the success of overall quality management.

Quality planning also includes establishing the quality standards, identification of the quality metrics to be applied, creating the quality checklists, and conducting problem remediation activities. These processes are described at a high level below:

Establish Quality Standards

This quality planning process establishes the QA & QC standards – the process descriptions, standards, and procedures – the Adult Education Organizations will use. Under the coordination of Yaşar University, in collaboration with all partners, have defined and developed the quality process descriptions, standards, and procedures that are applicable to adult education phases.

Identify Quality Metrics

This quality planning process identifies the metrics the team will use. Under the coordination of Yaşar University, in collaboration with all partners, have identified and developed the quality metrics applicable to the adult education organizations. The metrics, which are based on the quality standards established by team, will be refined during the different phases of the project, and documented in updates to this Quality Management Plan. Adult Education Organizations will use the quality metrics to evaluate whether organization is achieving their goals.

Create Quality Checklists

This quality planning process identifies the quality checklists organization will use. Under the coordination of Yaşar University, in collaboration with all partners, have defined and developed the quality checklists that are applicable to Adult Education Organizations. The project team will use the quality checklists an integral part of the process and product quality reviews. The Process Quality Assurance and Product Quality Assurance sections of this Quality Management Plan discuss the application of these checklists to the respective quality assurance processes.

These checklists are included in the Product and Process Quality Checklist sections of this document.

Problem Remediation

Under the coordination of Yaşar University will be scheduled separate meetings as needed to determine corrective actions and process improvements. The results of the activities are then acted on, where possible, to improve the success of future project phases by incorporating experiences and lessons learned into subsequent phase planning activities. Through the incorporation of quality management recommendations from the preceding review stage into the activities and related deliverables for the next stage, the quality of project activities and deliverables will increase incrementally throughout the project life cycle. This approach minimizes issues at the end of the project and facilitates a successful go-live.

QUALITY ASSURANCE

Quality assurance, which is focused on the project processes, provides confidence that the quality requirements can be fulfilled and helps ensure that the project processes used to manage and deliver the project's product or service are effective and being applied. In order to ensure quality, an iterative quality process will be used throughout the project life cycle. This iterative process includes measuring process metrics, analyzing process data, and continuously improving the processes. To identify, assess, respond to, monitor, and control quality, all adult education stakeholders will be involved.

Under the coordination of Yaşar University will be scheduled regularly occurring meetings to review the findings of the quality assurance activities. In these reviews, an agenda item will include a review of project processes, any discrepancies and/or audit findings from assigned project team members, and a discussion on process improvement initiatives. These reviews, findings, and assessments should result in some form of process and/or product improvement. All process improvement efforts must be documented, implemented, and communicated to all team members as changes are made.

QUALITY MANAGEMENT ROLES AND RESPONSIBILITIES

All members of the EDUCATE project team will play a role in quality management. It is imperative that the team ensures that work is completed at an adequate level of quality from individual work packages to the final project deliverable.

The task leader (Yasar University) will present a roadmap during the kick-off meeting to all partners on the concrete steps to be taken to reach the target of comprehensive, useful and well-thought-out criteria to be used to certify best practices. The working process envisaged is based on the following sequence: content analysis of existing certification frameworks in any field the partners see as related and quality management standards in general to map overall requirements to quality; focus groups with adult education organizations in each partner country to grasp their perceptions of quality and receive their feedback on the results from content analysis; producing a prototype of quality criteria; request e-mail feedback from adult education organizations on this prototype; integrate recommendations received (if any) and produce the first draft. Each partner will provide national related information to the task leaders, and the task leaders will additionally research the EU-level information. The task leader will synthesize all information into one coherent document, which will be the basis of the certification methodology.

On the basis of the certification criteria developed, the task leaders will propose a template with draft instructions and launch online discussion across the partnership on defining the numerical and narrative scores to be given to each criteria (score matrix). This will also require additional research in the field of quality assessment, which will be carried out by each partner on a national level. The European perspective will be explored by the task leaders. The outcome of this research will serve as a basis for a second reach-out to adult educators in each country to retrieve their feedback and proposals as to both the wording of guidelines and the score matrix. The task leaders will organize online brainstorming sessions with other partners, produce a synthesis of all proposals and distribute it for final comments and approvals.

Aside from the development of the visual identity of the certificate, this task includes the reach out to certification authorities, presenting the EDUCATE project and the existing created outputs. By these presentations by all partners, we will seek their approval and support - we believe that if we include these 'backers' of the certificate of quality, the certificate itself will have more value for the organizations, submitting their best practices.

Our initial intention is that the certificate is a combination of logos and graphical elements, employed by the partners and the supporters of the certification process. Other partners with design experience will contribute to this process of cocreation in order for the best possible result to be achieved.

The Certification of quality is a vital part of the EDUCATE project and will be an integral part of the envisaged network creation and facilitation of community-building. This is why it is crucial that the outputs are accessible fully, including in different languages, in order for the organizations to have the chance to have access to them not only in English, but in 6 EU languages.

TOOLS AND TECHNIQUES

The following techniques will be used for quality management:

- Audits;
- Walkthroughs;
- Benchmarking;
- Questionnaires;
- Peer reviews;
- Acceptance testing;
- Project Review Meetings;

IDENTIFICATION OF CERTIFICATION CRITERIA

EDUCATE Interactive Hub will include a section, dedicated to the certification of best practices in adult education, specifically, but not limited to best practices in the field of digitalization and inclusivity education. In order to define different quality indicators, we need to pay attention procedures of quality assessment:

- Area Selection: Defined fields we evaluate quality
- Subarea Selection: Aspects we focus on during the evaluation/ activities for quality assessment and development in particular quality area
- Quality Indicators: Any measure of the process, performance, or outcome
- Quality Standards: Statements that describe the expected/desired quality
- Quality Criteria: Tools to “measure” the determined quality standard

Under the coordination of task leader (Yaşar University) the research team reviewed international literature to find criteria used in setting the priority of topics for selection of quality areas. An overview of the priority setting process of topic areas for developing quality standards and describes the criteria used. Topic selection consisted of an iterative process involving several steps and relevant stakeholders. Review of existing documents on the principles and criteria used for prioritizing adult education organization topics were performed.

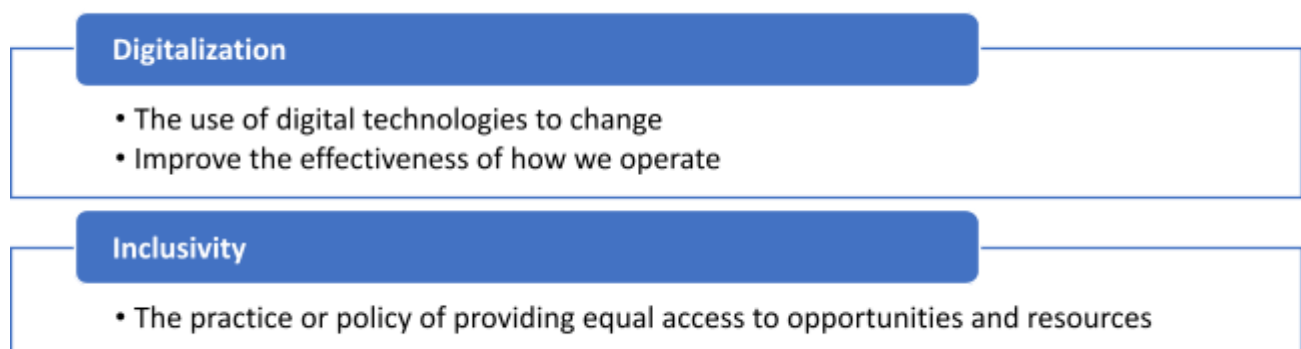


Figure 1: Selected Quality Areas

Digitalization and Inclusivity topics (areas) were selected. It is prioritized based on project aim, empirical evidence derived from literature review and stakeholders’ experiences through a deliberative process.

Quality subareas are given below that aspects we focus on during the evaluation/ activities for quality assessment and development in particular quality areas:

Digitalization

- **Strategy and Culture** rethinking the way they do and utilizing technology to remain competitive
- **Quality Process and Development** make workflows smoother and easier to maximize outputs be achieved.
- **Collaboration and Engagement** connected environment empowers staffs, optimizes productivity and processes, and enhances teamwork.
- **Results** practices you choose and the technologies you implement

Inclusivity

- **Access** explores the importance of a welcoming environment and the habits that create it.
- **Attitude** looks at how willing people are to embrace inclusion and diversity and to take meaningful action.
- **Choice** is all about finding out what options people want and how they want to get involved.
- **Partnerships** looks at how individual and organisational relationships are formed and how effective they are.
- **Communication** examines the way we let people know about the options to get involved and about the culture.
- **Policy** considers how an organisation commits to and takes responsibility for inclusion.
- **Opportunity** explores what options are available for people from disadvantaged backgrounds.

Figure 2: Selected Quality Subareas

The tables below are draft examples of collected and described **Quality Indicators, Quality Standards and Quality Criteria** that may be used by the adult education organizations in conducting these measurements:

Digitalization

Strategy and Culture

Rethinking the way they do and utilizing technology to remain competitive

Indicators	Quality standard	Criteria
VISION	Adult education organization has a formulated vision	<ul style="list-style-type: none"> ● Digitization is playing a crucial role in the vision shared. ● Vision statement describes the future state of organization in terms of digitization ● Vision provides cultural change that is required for digital transformation. ● The staffs have actively participated in formulating the vision for digital transformation.
MISSION	Adult education organization has a formulated mission.	<ul style="list-style-type: none"> ● Digitization is playing a crucial role in the mission shared. ● Mission statement describes the future state of organization in terms of digitization ● Mission provides cultural change that is required for digital transformation. ● The staffs have actively participated in formulating the mission for digital transformation.
VALUES	Adult education organization has defined values for its activity.	<ul style="list-style-type: none"> ● Digitization is playing a crucial role in values defined. ● Values provide cultural change that is required for digital transformation. ● The staffs have actively participated in defining values for digital transformation.
GOALS	Adult education organization has defined long-term and short-term goals of its activity.	<ul style="list-style-type: none"> ● The long-term and short-term goals aspire to achieve digitalization. ● Digitization methods are established to monitor the realization of the long-term and short-term goals
ORGANISATIONAL STRUCTURE	Organisational structure and work organisation ensure quality realisation of adult education, its good results and effects.	<ul style="list-style-type: none"> ● Organisational structure is harmonised with the requirements of digitalization ● Organisational structure allows different co-workers to cooperate creatively remotely. ● Different digital forms of work organization are implemented ● Different digital forms of staff's collective work in implementation planning are supported ● The education manager or organiser coordinates digital teamwork for implementation planning.

		<ul style="list-style-type: none"> • Staffs are encouraged to cooperate digitally in creating inter-subject, cross-area, inter-content, and similar connections. • Different digital forms of teamwork for staff during the duration of education are supported • During the education process, exchange of information and experience digitally between staffs who participate in the programme is ensured in order to ensure better quality of education.
TYPE OF STAFF	<p>Organisation provides staff for management and administration, planning and implementation and supporting activities of adult education.</p>	<ul style="list-style-type: none"> • 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.
TYPES OF LEARNING SOURCES	<p>Teachers or mentors and participants in education use varied learning sources.</p>	<ul style="list-style-type: none"> • Adult education organisation offers participants different learning sources (written course materials, Audio/Visual 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

		<p>teachers or mentors who develop and prepare, and use in education, different study sources for adults.</p> <ul style="list-style-type: none"> ● Adult education organisation provides teachers and mentors with conditions they need to develop, select and use different study sources.
COMMUNICATION AND INFORMATION FLOW	<p>Effective processes of internal and external communication that allow for an uninterrupted information flow have been established.</p>	<ul style="list-style-type: none"> ● The management regularly informs digitally staffs and external collaborators about everything that influences their work with adults. ● Regular group meetings (between the management and staffs, staffs and external collaborators, partners, etc.) likewise ensure digital information flow and good communication. ● Various digital methods of regular communication about the course of the education process occurs between the adult education manager (organiser) and staffs and other education providers. ● A regular, continuous and effective form of digital communication is established between staffs 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 are digitally available for the staff.

Quality Process and Development

Make workflows smoother and easier to maximize outputs be achieved.

Indicators	Quality standard	Criteria
INTERNAL QUALITY SYSTEM	Adult education organisation has an established internal quality system, written in the Quality Act or a comparable document.	<ul style="list-style-type: none"> Quality Act or a comparable document, in which the internal quality system is described, is digitally accessible to public. Different digital tools are used to manage internal quality system
SELF-EVALUATION PLAN	Adult education organisation has a defined self-evaluation plan for a determined period of time.	<ul style="list-style-type: none"> The self-evaluation plan for a defined period of time is available in digital form. Digitization is playing a crucial role in the self-evaluation plan 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 related to digital transformation.
IMPLEMENTATION OF SELF-EVALUATION	Adult education organisation regularly carries out self-evaluation in accordance with their self-evaluation plan.	<ul style="list-style-type: none"> All the planned digitization subjects participated in self-evaluation. Self-evaluation data is collected digitally Self-evaluation is carried out digitally in regular time intervals.
QUALITY REPORT	Adult education organisation prepares a quality report in regular time intervals and sends it to particular interest groups to be discussed.	<ul style="list-style-type: none"> Quality report is digitally available. Quality report is shared digitally to partners, financiers, founders. Quality report based on the quality assessment in a determined time period is prepared digitally.
ACTION PLANS FOR QUALITY DEVELOPMENT	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.	<ul style="list-style-type: none"> Various digital methods or tools are used for implementation of improvements and quality development. The implementation and realisation of improvements and potential necessary corrective measures are monitored digitally. In the last two calendar years, different quality improvements in terms of digitization which were the result of the findings of self-evaluation and were laid out in the written action plan for quality development is implemented.

Collaboration and Engagement

Connected environment empowers staffs, optimizes productivity and processes, and enhances teamwork.

Indicators	Quality standard	Criteria
INFORMATION FLOW IN PARTNERS NETWORKS	Adult education organisation has an established and systematic mutual exchange of information within the partner network.	<ul style="list-style-type: none"> ● Organisation has an organised digital database on partners. ● Database on partners is updated continuously. ● The procedures defining how the staffs access the database, and the purposes for which it can be used, are digitally determined. ● Permanent procedures of digitally informing partners about organisation are in place. ● Mechanisms that allow partners to send information digitally into the network themselves are set up. ● Mutual exchange information uses different digital forms of communication channels.
COOPERATION OF PARTNERS IN EDUCATION	Adult education organisation works with partners in planning and implementation of educational activities.	<ul style="list-style-type: none"> ● Partnership connections in place to identify the needs of partners for education and training is available in digital form. ● Organisation and its partners develop educational programmes based on these identified needs in terms of digitalization. ● Experts from the partner organisations participate in the educational process as lecturers using different digital forms. ● Digitization is playing a crucial role in the self-evaluation plan ● Staffs and other experts from adult education organisation monitor or participate in the work process digitally in partner organisations and thus gain new, up-to-date knowledge for their own work.
COOPERATION OF PARTNERS IN ASSESSING AND DEVELOPING THE QUALITY OF EDUCATION	Adult education organisation has an established systematic partner cooperation in assessing and developing the quality of education.	<ul style="list-style-type: none"> ● Partners have different digital possibilities to evaluate quality and effects of work within an organisation. ● Partners can digitally contribute their own suggestions for the improvement of work in organisation. ● Organisation can digitally 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.

DECISIONS MADE BY STAFF IN ADULT EDUCATION	The employed in adult education have a certain amount of autonomy in making decisions.	<ul style="list-style-type: none"> • Adult organisation management has enough autonomy to take expert decisions in terms of digitalization. • Staffs in adult education and other experts digitally 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 have an access to the decisions made by the organisation management that concern adult education. • The decision-making competencies of the manager of adult education are clear and accessible digitally.
TRANSPARENCY OF ADULT EDUCATION FINANCING	Financing of adult education within the organisation is transparent.	<ul style="list-style-type: none"> • The money for adult education is managed and monitored digitally. • The accounts for income and spending for adult education are digitally transparent. • Potential surpluses of the money for adult education are used for the development of adult education in terms of digitalization.
EDUCATIONAL REQUIREMENTS	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.	<ul style="list-style-type: none"> • 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.

Results

Practices you choose and the technologies you implement

Indicators	Quality standard	Criteria
NUMBER AND CHARACTERISTICS OF ADULTS IN EDUCATION	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.	<ul style="list-style-type: none"> • 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 and supporting activities 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.
ANALYSIS OF THE CHARACTERISTICS AND EDUCATIONAL NEED OF A STUDY GROUP AND INDIVIDUALS	Adult education organisation analyses the characteristics and educational needs of the group of participants and individuals.	<ul style="list-style-type: none"> • Based on the data on the participants, acquired when they were enrolling into education programme, an analysis of the study group characteristics is prepared. • The results of the study group analysis are presented to teachers or mentors who teach or participate in the programme. • For individual participants, an analysis of their characteristics is prepared based on the data gathered when they enrolled. • Data and information acquired with the analysis of an individual's characteristics are used in preparation of personal educational plan.
PROGRESS OF ADULTS DURING EDUCATION	Adult education organisation regularly monitors the data on the number of adults who made progress during education.	<ul style="list-style-type: none"> • 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.

ADULT DROP-OUTS FROM EDUCATION	Adult education organisation has an established systematic partner cooperation in assessing and developing the quality of education.	<ul style="list-style-type: none"> 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.
NUMBER OF ADULTS WHO SUCCESSFULLY COMPLETE EDUCATION	Adult education organisation regularly monitors and analyses data about the number and characteristics of adults who successfully complete education.	<ul style="list-style-type: none"> 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.
ACHIEVING THE GOALS OF EDUCATION	Adult education organisation regularly monitors and analyses in what measure are the goals of education achieved.	<ul style="list-style-type: none"> 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.
DEVELOPMENT OF KEY COMPETENCIES	In accordance of the education objectives, participants develop key competences during education.	<ul style="list-style-type: none"> Participants develop their digital competencies Participants develop the ability to use information-communication technologies Participants in education develop specific vocational competencies required for digital transformation Staffs monitor the development of participants' generic and specific digital competencies.

SATISFACTION OF THE PARTICIPANTS WITH EDUCATION	Participants are satisfied with education they received in the adult education organisation.	<ul style="list-style-type: none"> • 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 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.
PARTNER SATISFACTION WITH THEIR COOPERATION WITH THE ADULT EDUCATION ORGANISATION	Partners are satisfied with the cooperation with the adult education organisation.	<ul style="list-style-type: none"> • 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.
GENERAL PROMOTION OF ADULT EDUCATION	Adult education organisation actively plans and implements the general promotion of education in the environment and among different target groups.	<ul style="list-style-type: none"> • Annual work plan of the adult education organisation includes annual campaigns to popularise adult education. • Adult education organisation realises at least two activities which promote the importance of lifelong learning and adult education. • Adult education organisation continuously cooperates with the local media and social media in promoting adult education.
DIRECTED PROMOTION OF ADULT EDUCATION	Adult education organisation actively plans and implements directed promotion of education in the environment and	<ul style="list-style-type: none"> • 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)

	among different target groups, using it to emphasise special aspects, goals and possibilities of this education.	connected to the selected promotional activity. With it, it emphasises special aspects, goals and possibilities of adult education.
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Inclusivity

Access

Explores the importance of a welcoming environment and the habits that create it.

Indicators	Quality standard	Criteria
PARTICIPATION OF VULNERABLE GROUPS IN EDUCATION	Adult education organisation regularly monitors and analyses data about participation of adults from vulnerable groups.	<ul style="list-style-type: none">● 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.
REMOVING SITUATIONAL OBSTACLES	Adult education organisation provides support for individual in removing situational obstacles.	<ul style="list-style-type: none">● 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.

		<ul style="list-style-type: none"> 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.
GENERAL ENCOURAGING FOR ENTERING EDUCATION	Adult education organisation actively plans and implements programmes to encourage adults to enter education.	<ul style="list-style-type: none"> A plan to promote educational activity and supporting activities offered by the adult education organisation is prepared. 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). Several times a year, adult education organisation runs activities that encourage adults to enter education. Adult education organisation broadcasts the activities that encourage adults to enter education using local media (radio, television).
ENCOURAGEMENT TO ENTER PARTICULAR PROGRAMMES	Adult education organisation carries out directed activities to encourage adults to enter particular educational programmes.	<ul style="list-style-type: none"> Before realising a particular educational programme, we carry out a directed activity for potential participants – contents and method are tailored to a particular group. Encouragement for adults to enter a particular educational programme is broadcast via different media. 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.
STUDY PREMISES	Study premises allow the implementation of the education in accordance with the educational programme and they fit the characteristics of adult participants.	<ul style="list-style-type: none"> 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.

		<ul style="list-style-type: none"> Study premises are accessible and adapted for adults with different level of mobility challenges/special needs.
PREMISES FOR THE WORK OF THE STAFF	Staff has available special premise(s) that allows them to prepare for the realisation of education.	<ul style="list-style-type: none"> 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.
PREMISES FOR THE SUPPORTING ACTIVITIES OF ADULT EDUCATION	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.)	<ul style="list-style-type: none"> 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).

<p>GENERAL EQUIPMENT OF PREMISES AND INFORMATION-COMMUNICATION TECHNOLOGY</p>	<p>General equipment of premises and information-communication technology available allow expert staff and adult participants of education adequate preparation and implementation of education.</p>	<ul style="list-style-type: none"> ● 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. ● Study premises and premises that support education are appropriately equipped and ordered – they encourage participants to study. ● 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. ● 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. ● 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. ● Library fund that is available for adult education contains appropriate materials for adult education. ● 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.
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Attitude

Looks at how willing people are to embrace inclusion and diversity and to take meaningful action.

Indicators	Quality standard	Criteria
STRENGTHENING SOCIAL TIES	Adult education organisation monitors the effect of its educational activity in the labour market.	<ul style="list-style-type: none"> ● Organisation systematically monitors how much participation in education strengthened adults' social ties in their immediate living environment (family, friends, relatives etc.). ● 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. ● Organisation systematically monitors how much participation in education strengthened adults' social ties in their work environment.
ACTIVE PARTICIPATION IN COMMUNITY	Adult education organisation systematically monitors how much education contributed to active participation of adults in community.	<ul style="list-style-type: none"> ● Organisation systematically monitors how much education contributed to adults more actively participating in solving problems in their local environment. ● Organisation systematically monitors how much education contributed to adults more actively participating in different societies and associations. ● Organisation systematically monitors how much education contributed to adults more actively participating in organisation and realisation of various cultural and other events. ● Organisation systematically monitors how much education contributed to adults more actively joining different campaigns which aimed to influence political decisions.
PROFESSIONAL IDENTITY OF ADULT EDUCATORS	All those who participate in planning/ implementation of adult education make sure that their professional role or identity of adult educator is recognised.	<ul style="list-style-type: none"> ● 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.
CONDITIONS TO CREATE PROGRAMME SCHEME	Programme scheme is appropriate for the capabilities of the adult education organisation.	<ul style="list-style-type: none"> ● 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

		<p>rational amount of duties for the staff and investment.</p> <ul style="list-style-type: none"> • The quality of the programme scheme takes priority to the extent of the programmes on offer.
IMPLEMENTATION CURRICULUM FOR AN EDUCATIONAL PROGRAMME	For every educational programme the organisation carries out for adults, it prepares one or several versions of the implementation curriculum	<ul style="list-style-type: none"> • When the educational programme so requires, the modules of the open curriculum suitable for adults are defined. • Organisational models for implementation of education are selected. • 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. • If the educational programme is divided into programme units, they must be organised in correct didactic sequences according to years, or other time periods if education is shorter than a year. 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. • 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. • 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. • The time course of the education implementation is determined. When determining the time course, characteristics of adult education are taken into account. • A plan to monitor progress of participants, or the testing and evaluating knowledge when the programme expects it, has been determined. • Forms of guidance and study support to adult participants have been defined. • A self-evaluation plan of education implementation is determined for the times when participants in education are adults.
DIDACTIC CHARACTERISTICS OF LEARNING SOURCES	Learning sources that adult education organisation offers to adult participants are appropriate from the aspect of	<ul style="list-style-type: none"> • 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.).

	the characteristics of adult education.	<ul style="list-style-type: none">• 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.
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Choice

Finding out what options people want and how they want to get involved.

Indicators	Quality standard	Criteria
DIVERSITY OF SUPPORT FOR INDIVIDUAL IN EDUCATION AND LEARNING	Adult education organisation offers participants different kinds of support, adjusted to their needs, in education and learning.	<ul style="list-style-type: none"> • 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.
ACCESSIBILITY OF SUPPORT FOR INDIVIDUAL	Adult education organisation makes sure participants have access to all forms of support in education and learning.	<ul style="list-style-type: none"> • 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
PERSONAL LEARNING PLAN	A personal learning plan is formed for each adult participant in formal education or those non-formal education programmes where this is advisable professionally.	<ul style="list-style-type: none"> • A personal learning plan is formed for each adult participant in formal education or those non-formal education programmes where this is advisable professionally. • Adult education organisation fulfils organisational conditions (time, expert staff, premises etc.) that allow the preparation of personal learning plans. • Staff preparing personal learning plans is adequately qualified for the task. • A previously prepared protocol (reminder) is available for the preparation of personal learning plan. • A personal learning plan includes at least: <ul style="list-style-type: none"> o individual's personal data, o data on previously acquired formal and non-formal knowledge and work and other experience, o anticipated method and time frame for the education,

		<ul style="list-style-type: none"> o 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. • Personal learning plan is co-created by the participant and the education manager or counsellor and/or teacher. • Education participant actively co-creates her or his personal learning plan. • Method of monitoring the realisation of personal learning plan and expert staff to monitor it are determined.
PROFESSIONAL TRAINING AND STAFF DEVELOPMENT	Adult education organisation systematically supports staff development and provides possibilities for their education and training; it also looks after other ways of staff development.	<ul style="list-style-type: none"> • 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.

		<ul style="list-style-type: none">● 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.
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Partnerships

How individual and organisational relationships are formed and how effective they are.

Indicators	Quality standard	Criteria
CONSULTATIONS AND MENTORSHIP	Adult education organisation provides consultations (office hours) and/or mentorship for individuals.	<ul style="list-style-type: none"> • 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. • Staffs actively participate in consultations and /or mentorship for their subjects/modules/themes.
FORMS OF CONNECTIONS IN DEVELOPMENT WORK	Adult education organisation has different forms of connections of staff in development work in place.	<ul style="list-style-type: none"> • 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.
PARTICIPATION IN EXPERT GROUPS	Expert groups operate in adult education organisation.	<ul style="list-style-type: none"> • Expert groups have been formed for different content clusters. • Staffs 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. • Staffs are motivated for participation in expert groups. • Adult education organisation has developed incentives for participation in expert groups.

		<ul style="list-style-type: none"> Adult education organisation developed approaches that allow all the staffs 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.
PARTICIPATION IN PROJECTS OUTSIDE THE ORGANISATION THAT ENSURE DEVELOPMENT AND EXPERIENCE EXCHANGE AND GOOD PRACTICE.	Adult education organisation takes part in projects that enable development and exchanging experience and good practice.	<ul style="list-style-type: none"> 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 project don't remain on the project level, they transfer permanently into the work of the organisation.
COOPERATION WITH PROFESSIONAL INSTITUTIONS, ASSOCIATIONS	Adult education organisation actively cooperates with professional institutions, societies, associations from the field of adult education.	<ul style="list-style-type: none"> 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 use 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.
NON-FORMAL PROGRAMMES BY OTHERS IN THE PROGRAMME SCHEME	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.	<ul style="list-style-type: none"> ● 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.

Communication

Examines the way we let people know about the options to get involved and about the culture.

Indicators	Quality standard	Criteria
COMMUNICATION IN THE LEARNING PROCESS	Participants can communicate with the organisers of education, and teachers or mentors regularly and promptly. Communication is also encouraged between participants.	<ul style="list-style-type: none"> • 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.
GUIDANCE FOR INDIVIDUAL DURING EDUCATION	Adult education organisation offers participants guidance during education process.	<ul style="list-style-type: none"> • Adult education organisation staff is available for participants to help solving problems they encounter during education. • On the initiative of a teacher or expert worker who notices an individual has problems, organisation offers the individual help. • 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. • The staff of the organisation works with experts from other organisations to gather guidance for their participants. • The staff in the organisation is qualified for guidance work with participants during education.
GUIDANCE TO INDIVIDUAL AT THE END OF THE EDUCATION PROGRAMME	Adult education organisation offers participants guidance at the end of the education programme.	<ul style="list-style-type: none"> • 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.
INFORMING INDIVIDUAL	Adult education organisation	<ul style="list-style-type: none"> • Each participant gets written and oral information at matriculation about the forms of support in

ABOUT THE FORMS OF SUPPORT WITHIN THE ORGANISATION	<p>constantly and in different ways informs participants about the forms of support in education and learning it offers.</p>	<p>education and learning that are available in the adult education organisation.</p> <ul style="list-style-type: none"> • 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.
INFORMING INDIVIDUAL ABOUT THE FORMS OF SUPPORT OUTSIDE THE ORGANISATION	<p>Adult education organisation uses different methods to inform participants about the types of support in education and learning available outside the organisation.</p>	<ul style="list-style-type: none"> • Each participant gets written and oral information at matriculation about the forms of support in education and learning that are available outside the organisation. • 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. • 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). • Information about the forms of support to individual in education and learning within the adult education organisation is presented on the organisation's website. • 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.

Policy

How an organisation commits to and takes responsibility for inclusion.

Indicators	Quality standard	Criteria
GUIDANCE FOR INDIVIDUAL BEFORE AND DURING MATRICULATION INTO EDUCATION	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.	<ul style="list-style-type: none"> • 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.
INITIAL INTERVIEW	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.	<ul style="list-style-type: none"> • 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.

REMOVING INSTITUTIONAL OBSTACLES	Adult education organisation provides support for individual in removing institutional obstacles.	<ul style="list-style-type: none"> • 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.
STAFF SATISFACTION	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.	<ul style="list-style-type: none"> • 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.

EDUCATIONAL NEEDS OF SECTORS, PROFESSIONS	<p>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.</p>	<ul style="list-style-type: none"> • 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.
EDUCATIONAL NEEDS OF THE ENVIRONMENT	<p>Adult education organisation is familiar with the needs for adult education in the local, regional and national environment.</p>	<ul style="list-style-type: none"> • 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.
EDUCATIONAL NEEDS OF TARGET GROUPS	<p>Adult education organisation is familiar with the educational needs of potential target groups.</p>	<ul style="list-style-type: none"> • 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.

		<ul style="list-style-type: none"> Adult education organisation has trained experts who identify and analyse the needs of potential target groups.
DEVELOPMENT AND MODERNISATION OF EDUCATIONAL PROGRAMMES	Together with its partners, adult education organisation develops and reforms educational programmes on the basis of the identified educational needs.	<ul style="list-style-type: none"> Adult education organisation has programmes it has developed itself in its programme scheme. 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. New educational programmes – or reformation of the old ones – come from the identified educational needs. Before creating a new educational programme the procedure to define its type is carried out. Employees have adequate knowledge to develop educational programmes. Partners from local environment participate in developing new programmes or the reform. Educational programmes are created according to the methodologies that are prescribed for different types of programmes by regulations and/or expert principles.
IMPLEMENTATION, ESTABLISHING NEW OR REFORMED EDUCATIONAL PROGRAMMES	When new educational programmes are created or old ones are reformed, adult education organisation makes sure they are implemented or established.	<ul style="list-style-type: none"> New or reformed programmes of the adult education organisation are published and accessible to interested public. When creating a new programme or reforming the existing ones, different target groups (potential participants, employers, financiers, expert public) are acquainted with them.
CHARACTERISTICS OF THE PROGRAMME SCHEME	Adult education organisation has a modern, development oriented scheme of educational programmes.	<ul style="list-style-type: none"> Programme scheme of the adult education organisation shows orientation in future development. Programme scheme is diverse, and based on the principles of lifelong learning.
FORMAL EDUCATIONAL PROGRAMMES IN THE PROGRAMME SCHEME	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.	<ul style="list-style-type: none"> 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.

OWN NON-FORMAL EDUCATIONAL PROGRAMMES IN THE PROGRAMME SCHEME	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.	<ul style="list-style-type: none"> • 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.
PARTICULAR EXPERT TRAINING	Staff that implements adult educational programmes or supporting activities for adults that require particular training fulfils this requirement.	<ul style="list-style-type: none"> • 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.
EVALUATION AND RECOGNITION OF PREVIOUSLY AQUIRED KNOWLEDGE AND EXPERIENCE	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.	<ul style="list-style-type: none"> • 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. • Adult education organisation has a committee for the realisation of the process for evaluation and recognition of the previously acquired knowledge and experience. • Adult education organisation informs the candidates for evaluation and recognition of knowledge about the entire process and counsels them through it. • 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.
IMPLEMENTATION OF THE EDUCATIONAL PROCESS	When implementing the educational process, teachers or mentors follow the principles of andragogic didactics	<ul style="list-style-type: none"> • 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.

	and the characteristics of the adult participants in education.	<ul style="list-style-type: none"> • Staffs and mentors present the goals of education to the participants clearly. • Staffs and mentors in the educational process connect the studied contents with concrete examples from the participants' work or life practice. • Staffs 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. • Staffs 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.
WAYS AND METHODS OF TESTING AND EVALUATING THE PARTICIPANTS' ACHIEVEMENTS	Procedures for testing and evaluation knowledge are clearly planned and allow monitoring progress and evaluation of achieved goals.	<ul style="list-style-type: none"> • There are clear rules for testing and evaluating learning achievements that both participants and staff understand. • Staffs and mentors inform participants clearly what the obligations of their educations are. • The methods of testing and evaluating learning achievements vary. • Testing and evaluating learning achievements allow objective testing and evaluation of knowledge. • Staffs or mentor prepares a plan for testing and evaluating participants' learning achievements. • Participants obtain useful feedback on their progress from teachers or mentors. • The methods of testing and evaluating learning achievements can be connected with participants' work and life experience. • The selected methods of testing and evaluating learning achievements are appropriate for the evaluation of the planned objectives. • Participants can influence the scheduling of exam periods when these are intended. • Staffs or mentors involve participants into evaluation of their own achievements.

Opportunity

What options are available for people from disadvantaged backgrounds.

Indicators	Quality standard	Criteria
STUDY HELP	Adult education organisation provides study help in accordance with the needs of individual target groups and individuals who participate in education.	<ul style="list-style-type: none"> • Adult education organisation regularly identifies needs for different forms of study help. • 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. • Within the study help adult education organisation implements activities to remove psychological obstacles individuals have about education. • 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. • Adult education organisation offers guidance on study sources and their assessment to all participants. • 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. • 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). • 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). • For those participants who don't speak mother language of country as their first language and don't have good grasp of it, the adult education organisation organises additional study help for mother language of country.
INCREASED EMPLOYMENT POSSIBILITIES	Adult education organization monitors the effect of its educational activity in the labour market.	<ul style="list-style-type: none"> • Adult education organization systematically collects and analyses data on how the participants' employment possibilities improved after successfully completing the education. • Adult education organization 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.

PROMOTION IN THE WORKPLACE	Adult education organization monitors how successfully completed education helps adults in promotion in the workplace.	<ul style="list-style-type: none"> ● 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. ● 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. ● 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. ● 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. ● Organisation systematically monitors and analyses data on how the successfully completed education influenced the status and reputation of the individual in the work organisation.
PROVIDING POSSIBILITIES FOR SELF-DIRECTED LEARNING	Adult education organization offers individual good possibilities for self study.	<ul style="list-style-type: none"> ● 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, 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.
GUIDANCE AND MENTOR SUPPORT FOR SELF-DIRECTED LEARNING	Adult education organization gives individual support for self-directed learning or organized self-directed learning.	<ul style="list-style-type: none"> ● 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

STAFF MOTIVATION FOR CREATIVE WORK	Adult education organization motivates staff in different ways for creative work in adult education.	<ul style="list-style-type: none"> ● 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.
PARTICIPATION AT PANELS OF EXPERTS, CONFERENCES AND OTHER PROFESSIONAL MEETINGS	Staff actively exchanges knowledge and experience at panels of experts, conferences and other professional meetings.	<ul style="list-style-type: none"> ● 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.
ENCOURAGING KNOWLEDGE TRANSFER IN THE WORKING COLLECTIVE	Adult education organization encourages knowledge transfer within the working collective.	<ul style="list-style-type: none"> ● 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.