

Digitization and Inclusivity Framework for Adult Education Organizations

EDUCATE Rubric standards are used in the development and review of digitization and inclusivity of an adult education organization. The General Standards and Specific Review Standards in the rubric are intended to guide organizations through the development, evaluation, and improvement of their digitization and inclusivity. The Rubric and associated annotations are based on best practices that are promoted by EDUCATE project. The further is supported by a thorough review of the research literature and is updated periodically to reflect new techniques and technologies that have become available.

OVERALL	0
Digitalization	0
Strategy and Culture	0
Quality Process and	
Development	0
Results	0
Inclusivity	0
Access	0
Attitude	0
Choice	0
Partnerships	0
Communication	0
Policy	0
Opportunity	0

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2		General Standards	Specific Review Standards	Weight	
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Digitization and Inclusivity Framework for Adult Education Organizations

Digitization and Inclusivity Framew		If your score is below	Feedback	
Digitalization		, our score is selow		
Strategy and Culture	40	30	The organization's vision and mission statements should include goals for digitization, and the values and principles should support cultural change necessary for digital transformation. The organization should establish digitization methods to monitor progress towards goals, and stakeholders should participate in developing the digital transformation plan. The organizational structure should be aligned with digitalization requirements, and mechanisms for digital communication should be established. Staff should be encouraged to cooperate digitally and given access to various learning sources, and the organization should motivate and stimulate teachers and mentors who develop educational materials. Regular digital communication should be established with staff, external collaborators, and education providers.	
Quality Process and Development	20		The organization has a quality act or similar document describing the internal quality system that is digitally accessible to the public. There must be a self-evaluation plan that includes questions, sources, and methods for collecting data related to digital transformation. Staff, experts, and partners need to have digital tools to evaluate quality and monitor the implementation of improvements and necessary corrective measures.	
Results	20	15	The organization need to analyze the educational needs of participants and individuals regarding digitalization, and they evaluate the effectiveness of educational offerings and reasons for dropouts. There must be a method for discovering participant satisfaction with education, and staff monitor the development of digital competencies. Personal educational plans need to be prepared using individual characteristics analysis data. The organization also prepares promotional material highlighting special aspects, goals, and possibilities of adult education.	
Inclusivity				
Access	10	6	The organization has to identifie vulnerable groups in the local population and trains staff to identify situational obstacles to education. You need to monitor and remove obstacles or seek new solutions if necessary. A plan must be prepared to promote educational and supporting activities, and encouragement activities be implemented in cooperation with local organizations. The organization need to have physical and digital premises that are accessible and adapted to the needs of adults with mobility challenges or special needs. Staff need to have access to a common room and tools for preparation and mutual exchange of information, opinions, and experiences.	
Attitude	10	6	The organization must provide guidance and study support, and the learning sources are practical and linked to the everyday life and work of adults. The organization has to monitor how education contributes to strengthening social ties and solving problems in the local environment. It also encourages the professional role of adult educators and considers diversity in education.	
Choice	10	6	6 This includes providing tailored support for different educational programmes, offering various forms of physical and digital support, co-creating personal learning plans with participants, continuously informing stakeholders about education and training possibilities, and keeping records to update the professional development plans of staff and external collaborators.	
Partnerships	10	6	This includes providing consultation and mentorship at suitable hours, incentivizing and rewarding staff for development work, transferring project achievements into the wider organization, participating in development groups, and offering topical non-formal programs based on identified needs. The organization also need to provide appropriate conditions for staff to participate in expert groups and has developed approaches for transferring information on development work to the wider environment.	
Communication	10	6	The organization's communication practices has to outline five key points: the staff's qualification for guidance work, availability to help participants solve problems, offering guidance for further education, making information about support available in physical and digital environments, and providing written and oral information to participants at matriculation.	
Policy	10	6	The organization should have knowledge of the demographic structure and trends in the local and regional environment, establish contacts with factors of development, and train staff to identify institutional obstacles. The staff's satisfaction with work need to be monitored regularly, and participants are informed about recognition of previously acquired knowledge. Teachers or mentors need to recognize the previously acquired knowledge and experience of the participants. The program scheme has to include formal programs selected based on the identified needs of industry, employers, sectors, local and regional environments, and target groups. Lastly, new or reformed programs of the adult education organization need to be published and accessible to the interested public.	
Opportunity	10	6	The Opportunity dimension of inclusivity emphasizes the importance of providing resources and support for adult learners. Adult education organizations actively must identify the needs of their participants for study help and encourage them to utilize available resources for self-directed learning. The success of the organization's education programs is measured by monitoring workplace promotions of participants after completing the program. Technical support has to be provided to participants for self-directed learning, while staff motivation for creative work is regularly monitored. The organization need to encourage staff participation in expert conferences and contributions of papers. Participants are also expected to transfer their knowledge to co-workers and interdisciplinary work groups are organized to solve professional problems.	