

## 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 Rubric is supported by a thorough review of the research literature and is updated periodically to reflect new techniques and technologies that have become available.

Organization:

<b>OVERALL</b>	<b>0</b>
<b>Digitization</b>	<b>0</b>
Strategy and Culture	0
Quality Process and Development	0
Results	0
<b>Inclusivity</b>	<b>0</b>
Access	0
Attitude	0
Choice	0
Partnerships	0
Communication	0
Policy	0
Opportunity	0

	General Standards	Specific Review Standards	Weight	Organization's Points
Digitalization	Strategy and Culture	1. Digitization is playing a crucial role in the declaration of an organization's purpose, goals, and desired outcomes (vision statement) shared.	5	
		2. Aims and values of organization (mission statement) describes the future state of organization in terms of digitization	3	
		3. The beliefs and principles that drive organization forward (values) provide cultural change that is required for digital transformation.	3	
		4. Digitization methods are established to monitor the realization of the long-term and short-term goals of organization	2	
		5. Stakeholders have actively participated in formulating the organization's vision/mission for digital transformation.	2	
		6. Organizational structure is harmonized with the requirements of digitalization	2	
		7. Organization has set up mechanisms to send and exchange information digitally.	2	
		8. Staff is encouraged to cooperate digitally in creating inter-subject, cross-area, inter-content, and similar connections.	2	
		9. Organization's Managerial staff meets the prescribed educational requirements to carry out the activities of adult education.	3	
		10. Organization management has enough autonomy to take expert decisions in terms of digitalization.	3	
		11. Organization offers participants different learning sources (written course materials, Audio/Visual study sources, computer assisted learning sources etc.)	3	
		12. Organization has developed mechanisms for motivation and stimulation of teachers or mentors who develop and prepare, and use in education, different study sources for adults.	2	
		13. Organization's staff, teachers and mentors encourage participants to use different learning sources during education.	3	
		14. Organization regularly informs digitally staff and external collaborators about everything that influences their work with adults.	3	
		15. A regular, continuous, and effective form of digital communication is established between stakeholders and other education providers.	2	
	Quality Process and Development	16. Quality Act or a comparable document, in which the internal quality system is described, is digitally accessible to the public.	3	
		17. Organization has a self-evaluation plan which contains at least the following: definition of self-evaluation questions, subjects and sources from which data is collected, methods of data collection, time of realization of individual phases of the self-evaluation process related to digital transformation.	5	
		18. Staff, other experts, and partners have different digital possibilities to evaluate quality and effects of work within an organization.	5	
		19. Quality report is digitally available.	2	
	Results	20. The implementation and realization of improvements and potential necessary corrective measures are monitored digitally.	5	
		21. Organization analyses the characteristics and educational needs of the group of participants and individuals in terms of digitization.	2	
		22. Analyses are made to establish what of the things that the organization offered adults during education helped them most to successfully finish education or what causes for drop-out from education studies.	2	
		23. Organization has a formulated method of discovering the satisfaction of the participants with the education.	2	
		24. Staffs monitor the development of participants' generic and specific digital competencies.	5	
		25. Data and information acquired with the analysis of an individual's characteristics are used in preparation of a personal educational plan.	3	
		26. Organization prepares promotional material (brochure, website, leaflet) connected to the selected promotional activity. With it, it emphasizes special aspects, goals, and possibilities of adult education.	3	
		27. Vulnerable groups of the population in the local environment are identified that the organization wants to attract into organized forms of education and supporting adult activities.	1	
		28. Organization's staff is trained to identify situational obstacles an individual has in connection with adult education.	1	
Inclusivity	Access	29. Organization monitors adults 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.	1	
		30. A plan to promote educational activity and supporting activities offered by the adult education organization is prepared.	1	
		31. If the nature of educational programmes allows it, the adult education organization implements the encouragement activities in cooperation with different organizations from the local environment.	1	
		32. Organization has physical and digital premises which enables successful implementation of a particular educational programme/activity of adult education.	2	
		33. Organization's premises are accessible and adapted for adults with different level of mobility challenges/special needs and adjusted to the characteristics of participants for successful realization of adult education.	2	
		34. The staff has available a special common room and tools to prepare for education and the mutual exchange of information, opinions, and experiences.	1	
	Attitude	35. Organization systematically monitors how much participation in education strengthened adults' social ties in their immediate living environment (family, friends, relatives etc.) and work environment	1	
		36. Organization systematically monitors how much education contributes to adults more actively participating in solving problems in their local environment or different societies and associations.	1	
		37. Organization systematically encourages the establishing of the professional role or identity of adult educators (directing into andragogical training, appropriate organization of adult educators, presentation of their work and achievements etc.)	1	
		38. Organization considers the principles of diversity and rationalization for realization of adult education.	3	
	Choice	39. Forms of guidance, study support to adult participants or a plan to monitor progress of participants, or the testing and evaluating knowledge when the programme expects it, has been determined.	2	
		40. Learning sources give practical solutions linked to everyday life and work of adults, their interests and personal goals and their experience.	2	
		41. Organization provides participants of different educational programmes (formal, non-formal) forms of support tailored for the programmes.	2	
		42. Organization provides support to adults in education and learning in different ways physically and digitally (in person, by phone, e-mail, web/mobile applications, written materials, individually or in groups)	3	
	Partnerships	43. Personal learning plan is co-created by the participant and the education manager or counselor and/or teacher.	1	
		44. Organization ensures that stakeholders and external collaborators are continuously informed about the possibilities for education and training.	1	
		45. Organization keeps records of every staff and external collaborator who works with the organization extensively in education and training and uses this data to update their individual plan of professional development	3	
		46. Consultations and/or mentorship are available at hours suitable for adult participants.	1	
		47. Organization has established incentives and methods of motivating and rewarding staff for participation in development work and development achievements.	1	
		48. Organization developed approaches that allow transfer of information on development work and the implementation of development achievements into the collective and wider environment.	1	
		49. Organization provides their staff with appropriate conditions (time, space etc.) for participation in expert groups.	1	
	Communication	50. Achievements from different projects don't remain on the project level, they are transferred permanently into the work of the organization.	2	
		51. Organization's 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.	2	
		52. All non-formal programmes that were developed by others and that are a part of the programme scheme of the organization are topical and based on the identified needs of the employers, local and regional environment and different target groups in the environment	2	
		53. The staff in the organization is qualified for guidance work with participants during education.	2	
		54. The staff in the organization is available for participants to help solve problems they encounter during education.	2	
		55. Organization offers participants guidance about possible further education at the end of the programme.	2	
		56. Information about the forms of support in education and learning are available in the organization's physical and digital environment.	2	
	Policy	57. Each participant gets written and oral information at matriculation about the forms of support in education and learning available in and outside of the organization.	2	
		58. Organization knows the demographic structure of the population and the demographic trends in the local and regional environment.	1	
		59. Organization has established contacts with factors of development in the sectors and professions for which it wants to provide education or is already providing it.	1	
		60. Organization's staff is trained to identify institutional obstacles an individual has in connection with education.	1	
		61. Organization takes care of the staff satisfaction with the work in adult education and monitors it regularly.	1	
		62. Participants have available information about possibility of recognition of previously acquired knowledge if educational programmes allow that.	1	
		63. When implementing education, teachers or mentors recognise the previously acquired knowledge and experience of the participants.	1	
	Opportunity	64. 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.	2	
		65. New or reformed programmes of the adult education organisation are published and accessible to the interested public.	2	
		66. Adult education organizations regularly identify needs for different forms of study help and encourage adults to use it if the organization or individual perceive the need for it.	1	
		67. Organization 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.	1	
		68. Participants in the organization have rooms, equipment, tools, or resources for self-directed learning.	2	
		69. Organization prepares participants and provides technical support for self-directed learning.	1	
		70. Organization regularly monitors and measures the motivation of the staff for creative work.	1	
		71. Organization's staff participates at national and international expert conferences, meetings or panels with papers or other contributions.	1	
		72. Those who take part in education transfer their knowledge to their co-workers.	2	
		73. Interdisciplinary work groups are organized to solve occasional professional problems.	1	

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		If your score is below	Feedback
<b>Digitalization</b>			
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	15	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.
<b>Inclusivity</b>			
Access	10	6	The organization has to identify 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	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.