

MANUAL FOR SELF-EVALUATION OF ADULT EDUCATION ORGANIZATIONS





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EPALE
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PROJECT: “EPALE NATIONAL SUPPORT SERVICE IN MONTENEGRO”

At the beginning of 2015, upon the request of the EACEA, Ministry of Education appointed the Centre for Vocational Education and Training to be EPALE National Support Service in Montenegro (NSS).

Since January 2016, NSS has been implementing this project within Erasmus+ programme with financial support of the EU. Erasmus+ is the European Union programme which integrates lifelong learning programme through the following programmes: Erasmus, Leonardo da Vinci, Comenius and Grundtvig. Erasmus + ensures grants for a wide range of activities in the area of education, training, youth and sports. The programme supports organizations to work on transnational partnerships and exchange innovative practices in the area of education and training.

General goals of EPALE project in Montenegro are the following:

- Raising awareness of stakeholders on the significance of networking and use of various learning resources;
- Promotion of the importance of adult education on national and international level;
- Motivation of general and professional public to use EPALE;
- Promotion of EPALE community in Montenegro, with the aim of strengthening the promotion of adult education both on national and international level.

EPALE is a unique electronic platform for adult learning in Europe <https://epale.ec.europa.eu/en>.

EPALE consists of over 75 000 teachers, instructors, university professors and other professionals from the area of adult education. EPALE community is managed by the Central Support Service (CSS) which coordinates the work of 38 national support services from 36¹ European countries.

With the support of EPALE project, numerous publications and manuals for teachers were published, while during 2020, the project supported the creation of this manual.



¹ Belgium established three NSSs due to its language diversity.

PREFACE

Manual for Self-Evaluation of Adult Education Organizations was created with the aim to provide particular support to the organizations to improve the quality of themselves, as well as their team and individuals.

The creation of the Manual was supported by *EPALE National Support Service in Montenegro*, whose aim is to promote the significance of adult education and encourage the empowerment of human capital through the use of a unique electronic platform for adult learning in Europe.

The Manual is composed of several chapters that provide a comprehensive approach to self-evaluation process to the organizations. By the means of theoretical introduction in self-evaluation, the users of this document may familiarize themselves with the goals and tasks of self-evaluation, before they start implementing it in practice, with the help of examples and tools provided in the Manual.

The quality of the work of an organization depends on several factors and it is measured with the support of a range of indicators. Self-evaluation is a type of assessment which does not recognize a hierarchy because evaluator and the evaluated are one and the same person. The tendency of each individual, team or organization/institution is to develop and achieve better results. The main driving mechanism is the awareness of the potentials and capabilities on one hand, and the shortages and barriers on the other. Self-evaluation is based on the belief that each institution, team or individual are able to learn both from their own successes and their own failures. Based on these successes and failures, they choose the activities adequate for changes they want to achieve. This is actually the purpose of self-evaluation. Its goal is to provide answers to the following four key questions:

- What do we want to discover?
- How do we want to do that?
- Who do we want to cooperate with?
- What do we want to avoid?

Its key drawback is *subjectivity*. In order to support organizations to reduce subjectivity to the least possible extent, this Manual was made to lead the organizations through self-evaluation process and provide guidelines to them with the aim of achieving as much objectivity as possible.

The results of self-evaluation are useful to everyone to consider their strengths and continue with their application during the implementation of activities, but also potential segments to be upgraded and improved.

Therefore, this Manual should be both a means and a motive to adult education organizations and all their employees to regard self-evaluation as the process with which they want to establish control, ensure necessary resources and criticize themselves and their environment. As a process, self-evaluation makes sense only if it helps organizations to solve problems and make decisions so as to implement the whole learning process more successfully.

INTRODUCTION

ADULT EDUCATION QUALITY

Quality in education and learning represents a holistic approach and a practice which requires permanent attention and development. Fostering the culture of quality in adult education requires adequate contents and manners of providing services, assessing the needs of learners, acquiring multiple competences, professionalization of teachers, enriching learning environment and strengthening individuals and local communities.

Quality assurance and improvement are one of priority goals in adult education strategic documents: Adult Education Strategy 2015-2025 and Adult Education Plan 2019 -2022. Quality development and assurance in adult education in Montenegro is harmonized with the European quality assurance standards.

Quality assurance in adult education is a continuous task for education system institutions, implemented through:

- Monitoring and evaluation of adult education organizations;
- Establishing the system of internal control of quality in adult education organizations.

Self-evaluation implementation ensures the consideration of objective image of the organization, identification of its strengths and things that need improvement.

Based on obtained results, an organization may define developmental goals and priorities and conduct activities on removing shortages, as well as the steps for improvement and development.

The selection of key areas and indicators for the assessment of quality of adult education organization is conducted in line with the specificities of such organization. The organization should dedicate particular attention to the following areas of quality:

- Teaching and learning
- Management and governance of the organization
- Organization ethos
- Educational achievements of learners
- Support to learners, informing and counselling.

Regulations in the area of internal quality assurance

Quality assurance and improvement in educational institutions and organizations is a legal obligation exercised through the processes of external evaluation and self-evaluation.

General Law on Education in its Article 17 stipulates that quality assurance of educational activity i.e. self-evaluation process shall be exercised by an organization on annual basis per certain areas, and each two years as a whole.

Quality assurance and improvement of educational activity of organizations is conducted by the Centre for Vocational Education and Training and Bureau for Educational Services at least once in every four years².

Quality assurance procedure is defined by the Rulebook on the content, form and manner of quality assessment of educational activity in organizations.

Methodology for quality assurance and improvement of educational activity of an organization (self-evaluation and evaluation) is prescribed by the Ministry of Education upon the proposal of the Centre for Vocational Education and Training and Bureau for Educational Services.

SELF-EVALUATION GOALS

General self-evaluation goal is an objective and timely identification and permanent improvement of the quality of work of an organization.

Quality assurance and improvement of the work of an organization through self-evaluation is aimed at:

- Obtaining general image on activities in the organization;
- Establishment of the processes based on planned activities;
- Increase of autonomy, motivation and responsibilities of all employees in the organization in order to improve quality;
- Successful governance of the organization;
- Improvement of the support to learners;
- Better exploitation of resources for the delivery of teaching;
- Raising the level of competences and professionalism of the staff;
- Affirmation of a team work and sense of togetherness in the process of learners' education and training;
- Raising awareness on the quality of work of the organization.

PREREQUISITES AND PREPARATORY ACTIVITIES FOR THE IMPLEMENTATION OF SELF-EVALUATION OF ADULT EDUCATION ORGANIZATIONS

Self-evaluation is a process used for the assessment of work of an organization within the organization itself, through the assessment of individual processes necessary for the implementation of education and training. This process is primarily implemented with the aim of collecting data or evidence on the quality of the system functioning, by checking to what extent the standards are achieved. In addition to this, self-evaluation process ensures the preservation of already existing good practice, provision of recommendations for the removal of identified shortages, increase of the level of responsibilities of all involved in the process in the organization, identification of risks for appearance of adverse consequences, but also the opportunities for processes and increase of efficiency and effectiveness of work. Therefore, one of the main prerequisites for successful self-evaluation is that those who manage and govern the organization understand the significance of this process and use it as a very good tool for the assessment of the state and for the improvement of quality of education and training, as well as the quality of the organization as a whole.

In addition to this, it is necessary that the heads in the organization inform those involved in education and training delivery, as well as those directly involved in this process about the significance and goals of self-evaluation. It is recommended to hold a meeting within the organization, at which the employees as well as external associates will be familiarized with the importance of self-evaluation and informed about its implementation. What particularly needs to be emphasized is that the goal of self-evaluation is not the assessment of individuals and control of their work, but the identification of quality of processes implemented within the organization.

One of important prerequisites for the implementation of self-evaluation is that the process is implemented by properly trained people. Therefore it is necessary to conduct training for evaluators in the organization. If the training is not conducted, the organization may hire a trained evaluator to help the employees to implement self-evaluation and coordinate their work. This is very important since evaluators have to know the techniques for the collection and assessment of data in compliance with defined standards of education and training.

Particularly important prerequisite for successful self-evaluation are properly conducted preparatory activities before the evaluation of the work of the organization. Preparatory activities involve the following:

- **Planning**

Planning is an important self-evaluation segment and primarily it covers the planning of time and necessary human and material resources. Attention should be paid to define optimal number of people and thoroughly consider their time engagement, as self-evaluation process must not interrupt work process in the organization. In this regard, it should be planned when it is the right time to evaluate certain processes and as a result, annual self-evaluation plan should be made and

should be an integral part of the Annual Work Plan and Programme. In order to implement self-evaluation without being interrupted, evaluators should have adequate material resources at their disposal, which are, first of all, a space for work with proper technical and information equipment.

- **Appointment of an individual in charge for self-evaluation**

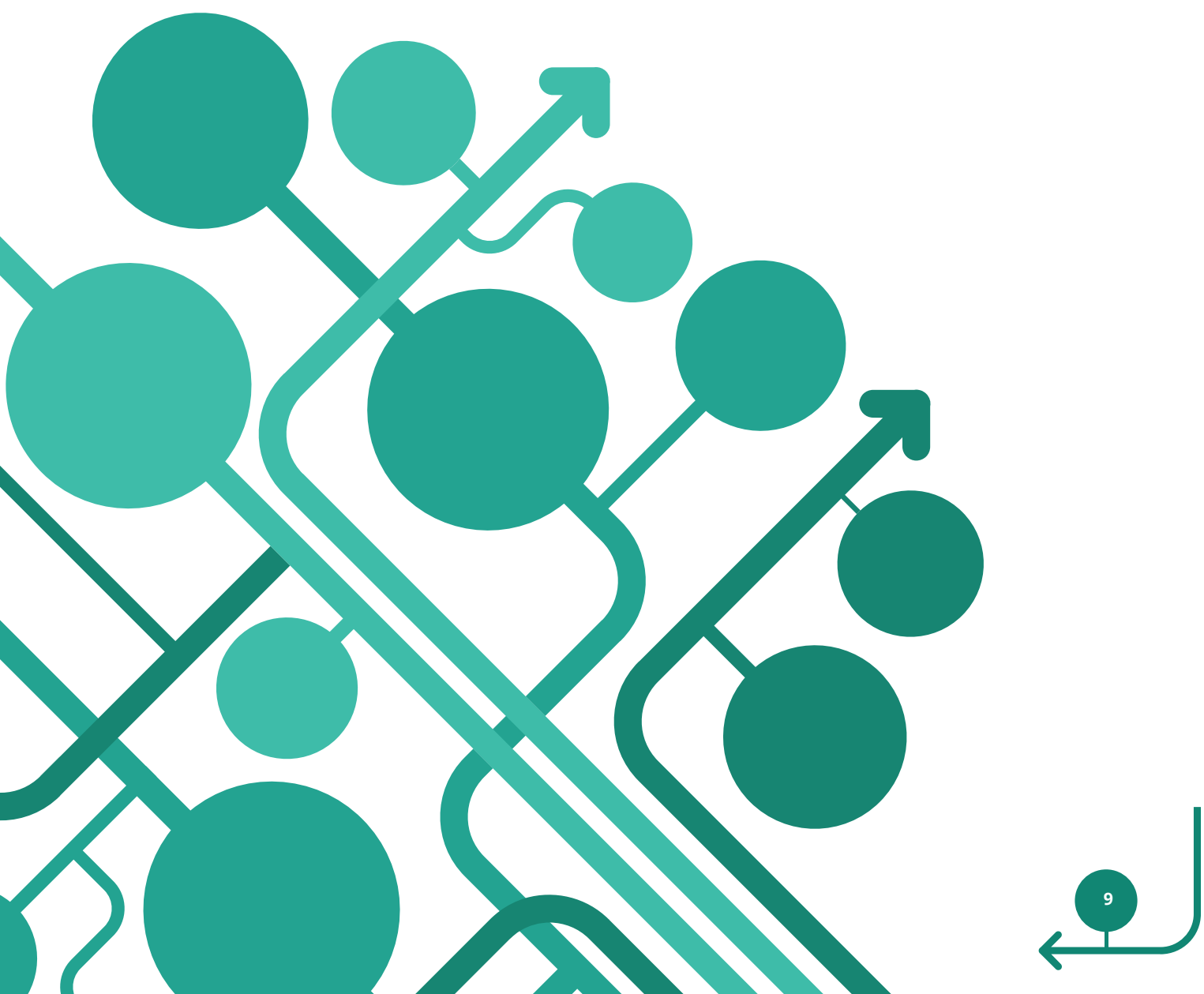
A person or a team should be appointed to coordinate the whole evaluation process. It should be envisaged who will check certain processes, adhering to the rule that evaluator must not govern the process s/he evaluates.

- **Definition of self-evaluation scope**

Pursuant to the identified and defined processes, the level of self-evaluation scope is defined on annual basis along with an obligation to cover all processes within the organization each two years. It is necessary to define indicators for each process, based on which the quality of their implementation will be assessed. An organization may use already defined indicators per key areas in the Methodology for quality assurance and improvement of work, but it may also define other indicators specific for its work.

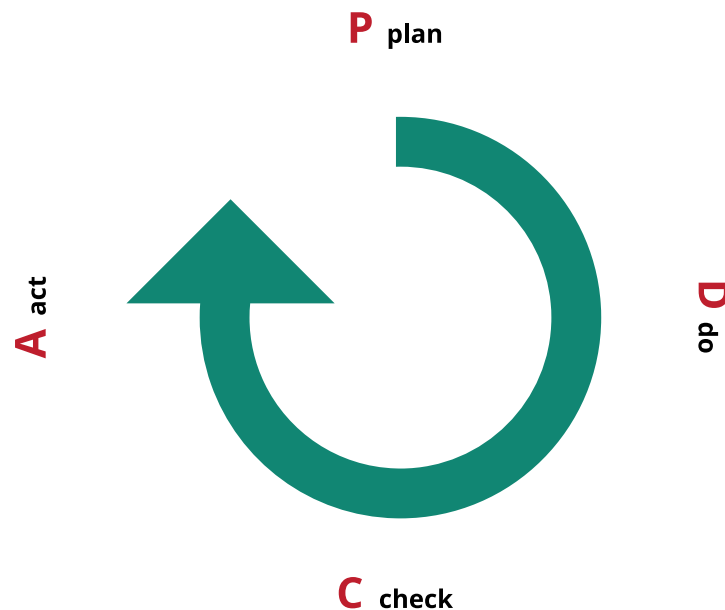
- **Creation of the procedure**

Self-evaluation process of an organization is considerably simplified if the organization owns a procedure describing how to implement it. This procedure should describe the process itself in the organization as well as define the documents which should arise from it.



PHASES IN SELF-EVALUATION PROCESS OF ADULT EDUCATION ORGANIZATIONS

Four-phased cycle – Deming cycle is used for the process of identification, assurance and improvement of quality which represents a methodology of incessant improvement of quality involving: planning, implementation, evaluation and assessment and correction, and this system is focused on continuous quality improvement.



SELF-EVALUATION PROCESS PLANNING

In view of improving the quality of work and education, assessment/evaluation entails the activities which serve to assess the state. It is particularly important to plan the whole evaluation process. Taking into account the specificity of the process and in order to achieve the quality of work, it should be taken into account that plans may be changed and amended.

Before the planning is defined by phases, it is necessary to identify the goal of self-evaluation by priorities, as follows: definition of weaknesses in the process of training of learners, proposal of measures for the improvement of the process (recommendations), monitoring of the implementation of measures and analysis of effects. It is necessary to define areas and afterwards define goals and activities within these areas.

Self-evaluation plan should be composed of:

- Goals: general and specific (by priorities);
- Resources, procedures, responsibilities and documentation (databases) for self-evaluation;
- Initial indicators: results of external, “zero” or periodical evaluation;

- Assignments: short-term and long-term;
- Indicators of quality: quantitative and qualitative,;
- Recommendations for defining levels of indicators;
- Persons responsible for “measurement” of indicators: internal evaluators, management, partners ...;
- Action plan (activities which ensure the achievement of goals and implementation of the assignments of **Self-evaluation plan**, responsible persons – teachers, employees, learners, social partners, local community representatives, institutions for educational system development etc. and those that are directly or indirectly involved in the work of the organization, in charge for the implementation of activities).

Self-evaluation planning is carried out in the following phases:

- **Initiation phase**

Regular self-evaluation is implemented on the basis of the Annual plan. If there is a need for organizing extraordinary self-evaluation, initiator submits a request which should contain the subject of the check and justification of the request.

The causes for conducting extraordinary self-evaluation may be the following:

- Violation of procedures during the implementation of activities;
- Introduction of new and innovation of the existing training programmes;
- Change of the manner of work;
- Requests of beneficiaries;
- Complaints and objections of stakeholders (employees, learners, etc.);
- New organization strategy or newly defined goals;
- Unfavourable ratio between the structure of costs and quality, etc.

- **Defining activities for self-evaluation**

Each phase of self-evaluation implementation entails certain activities, such as the following:

- Assignment of evaluators by areas or processes – Team leader for self-evaluation assigns to the team members the areas and process to evaluate. Self-evaluation team leader informs competent head in the organization on the implementation of self-evaluation.
- Preparation for self-evaluation entails the following activities:
 - Detailed familiarization with documentation for certain area;
 - Creation of Self-evaluation programme and plan for the evaluated area;
 - Obtaining approval for Self-evaluation programme and plan by the team leader;
 - Team leader submits created Self-evaluation programme and plan to the competent head of the area that is being evaluated (if the head of certain area that is being evaluated does not provide approval, the reasons should be explained);
 - Self-evaluation programme and plan are submitted to responsible person in the organization for verification.

SELF-EVALUATION PROCESS IMPLEMENTATION

During self-evaluation process implementation, a team or a trained evaluator performs assessment of qualitative and quantitative indicators for areas defined in advance, according to the previously defined order and with the use of adequate methods and techniques (visits, surveys, interviews, check of documentation, meetings with all actors in teaching and learning process, etc.).

During implementation phase, the following is important to be known:

- The subject of evaluation (measurement, assessment),
- Reference points of evaluation and measurement units and
- Instruments for measurement.

In the work of an adult education organization, there are different areas which may be subject to self-evaluation process and this it is important to take out one area at first, and then define standards and indicators of self-evaluation process. As the self-evaluation process is very complex and demanding, well-designed standards and indicators ensure the control of different phases in self-evaluation process, ensure high quality information and ensure obtaining of reliable, relevant and clear data that may be used for the improvement of practice.

Key areas of the quality of work of an organization are defined on the basis of the conditions under which the organization functions, processes implemented within it, outcomes and results it achieves. Methodology for quality assurance and improvement defines the following areas regarding the self-evaluation of the work of adult education organizations:

- Teaching and learning,
- Management and governance of the organization,
- Organization ethos,
- Educational achievements of learners,
- Support to learners, informing and guidance.

Quality standards are defined for each area individually and in the form of a statement on quality practice or conditions under which it may be achieved (aspects describing the area of quality).

Indicators are what is available to our senses and what is in some way possible to detect and measure. They have to be formulated so that it is possible to detect and measure them and that majority may understand them. In self-evaluation process qualitative and quantitative indicators are used. Quantitative indicators are evaluated each year, while qualitative indicators are evaluated once in two years.

Example: The most frequent subjects of measurement are the satisfaction of learners with the organization, interest for training, expectations, etc. If the outcome (expected result) is quality standard **Encouraging atmosphere during the training**, indicators of quality by which this outcome is measured may be:

- Learners ask question to the lecturer;
- Majority of learners actively participate in activities during the lesson;
- Learners find envisaged activities interesting.

Descriptors of qualitative indicators

In self-evaluation process, an organization may define standard descriptions of individual indicators. Individuals or teams for self-evaluation of indicators perform assessment of the level of quality on the basis of standards, planned goals and activities in developmental documents of the organization.

When the levels of indicators are defined, an individual or a team for evaluation provide explanation indicating the state identified during quality assessment. The description contains identified state and activities implemented during the period since the previous evaluation.

During evaluation or measurement and assessment, it is necessary to know sources of data and where evidence may be found related to the evaluated subject. Sources of data on the work of an organization may be the following:

- Documents (minutes of meetings, diaries and work plans, various records, written procedures, and the like),
- Opinions or statements (learners' statement on..., teachers' statement on..., employers' statement on the satisfaction with the achievements of learners),
- Actions, behaviours.

In self-evaluation area, different types of techniques for data collection are applied (testing, scaling, surveying, observation, and the like) and in line with them various types of instruments (tests, different types of assessment scales – descriptive, graphic, numeric, attitudes scale, questionnaires, observation protocols and the like). Additionally, various non-formal types may be used for the needs of self-evaluation, such as discussions, focus groups and similar, as the best and the most relevant response to all questions used in the process of self-evaluation may be provided by teachers, learners, heads and employers, each ones from their own perspective, in which way a comprehensive overview of strengths and shortages of the work of an organization is achieved.

It is important for those who will conduct evaluation to know these procedures for collecting data on the work of the organization – for example, if data sources are documents, then analysis of the contents of these documents will be used as a procedure. For collection of opinions or statements the best procedures are interviews, surveys, assessment scales, while for actions and behaviours the best are models of direct observation of phenomena and testing or the check of the achievements of learners.

SELF-EVALUATION REPORT

Self-evaluation reports should have the same approach as the reports of external evaluation, they may be a useful tool for improvement of quality of education work between two regular external quality assessments.

Report on self-evaluation of an organization is made each second year. The organization is obliged to create a report after the first year of implementation of activities that is related to the assessment of the level of quality for quantitative indicators. This report is an integral part of self-evaluation report. The recommendations from this part of the report are short-term; they are implemented on the basis of annual work plan and programme. When self-evaluation report is completed, all recommendations are integrated and they represent a basis for developmental plan of the organization. Self-evaluation report is made by an individual or a team for self-evaluation.

The structure of self-evaluation report of an organization contains the following:

- General data on the organization,
- Level of the quality of certain indicators with an explanation,
- Level of the quality of teaching for a training programme with an explanation,
- Recommendations for improvement and
- Other elements considered relevant by the organization.

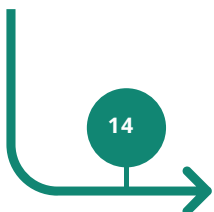
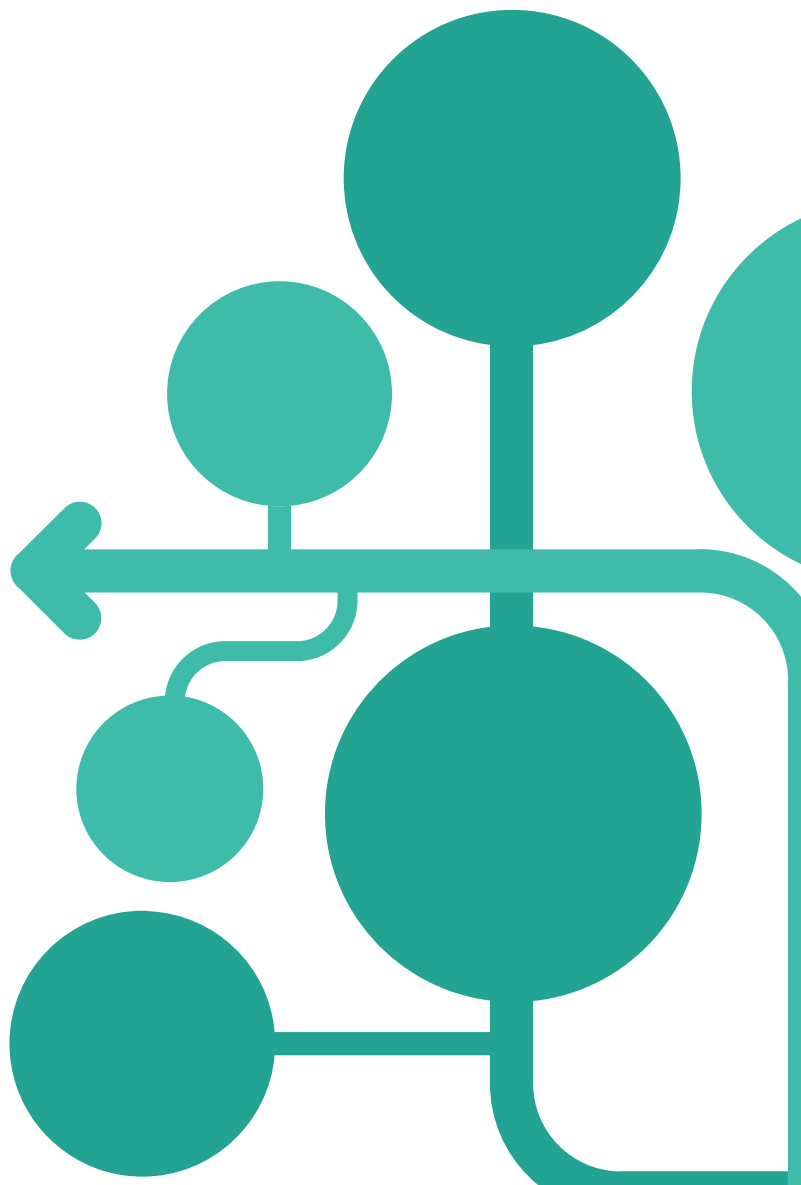
Self-evaluation report is diagnosing the level of quality of the processes in an organization, and the recommendations are tools for improvement of the level of quality of the state and processes in the organization.

If self-evaluation is carried out by several evaluators, certain reports of internal evaluators have to be created on the basis of the methodology and thus uniformed.

Recommendations for quality improvement should arise from the description and assessment of state and processes in the organization. Recommendations are provided for each assessment of quality of the process, regardless of the model of assessment scale. Exceptionally, if the quality of a process is evaluated by the highest possible mark, recommendations for quality improvement are unnecessary.

Self-evaluation reports have to be considered and adopted at the sessions of professional and/or managerial bodies of the organization and published on the official website of the organization.

The organization should envisage budget funds for self-evaluation in its annual financial plan (substantial costs, fees of internal evaluators, etc.).



ACTION PLAN FOR QUALITY IMPROVEMENT

Action plan for quality improvement is a separate area in self-evaluation process, drafted on the basis of self-evaluation report and usually it is not created by the same person or team that conducted self-evaluation process in the organization.

Action plan is a tool for improvement of quality of educational activity in an organization i.e. for the achievement of recommendations from Self-evaluation report between two internal assessments of quality of educational activity in an organization.

Starting grounds for the creation of the action plan for quality improvement are the recommendations from the Self-evaluation report. The number of recommendations is usually the number of activities for the achievement of a recommendation in the Action plan.

Exceptionally from the previous non-written rule, an individual or a team for the creation of the action plan may recognize the weaknesses of the process in the organization and based on them develop further additional activities.

Action plan elaborates developmental goals and assignments.

The structure of the Action plan contains the following:

- Activities ensuring implementation of assignments,
- Responsible persons,
- Work dynamics,
- Indicators of success and
- Other elements that may contribute to the improvement of quality, according to the opinion of the organization.

Regarding certain activities, it is possible to emphasize priority developmental needs, expected support, instruments for assessment, plan of financial needs for implementation, manner of monitoring of implementation, reporting, etc.

The time of implementation of activities ranges from less demanding towards more demanding activities during the whole period between the two internal quality assessments of educational activity.

Implementers, defined by laws and bylaws, are unambiguously identified in the Action plan for quality improvement.

Finally, the Action plan should recognize proper indicators for the measurement of the achievement of the Action plan.

Diagram of the flow of activities in the implementation of self-evaluation process of adult education organizations



ASSESSMENT SCALE

The most sensitive phase of quality assessment is the measurement of the level of quality i.e. the levels of indicators. In order to ensure objectivity and comparability of the results of individuals, teams, groups and organizations, it is necessary to define a clear scale as much as possible.

Each measurement requires the existence of the elements of the size measured, instruments for measurement and readers of measurements. There are various types of measurement instruments depending on their measurement characteristics. For measurements in which a measurement instrument is a human, the terms “assessment” or “evaluation” are used in order to emphasize the fact that it is the measurement which considerably differs from the measurements with better instruments, taking into account its significant characteristics.

Self-evaluation model contains appropriate scale which indicates the level of individual indicator. The scale of assessment of the work of an organization has 4 MARKS:

- Very successful
- Successful
- Satisfactory
- Non-satisfactory

Each assessment level, from the highest (very successful) to the lowest (non-satisfactory), has certain meaning.

- Level very successful represents the most favourable situation which an organization wants to achieve or retain. Strengths are dominant. Possible minor shortages do not influence the quality of the work of the organization. Regardless of the fact that the organization achieved such level, it is expected that they further improve its work.
- Level successful is characterized more by strengths than by weaknesses. The existing weaknesses decrease the overall quality of work of the organization and it is desirable to remove them.
- Level satisfactory indicates the existence of certain strengths, but weaknesses are dominant and they considerably decrease the quality of the work of an organization. Such situation requires certain activities to be taken so as to remove identified weaknesses.
- Level non-satisfactory indicates that weaknesses severely dominate in the organization and they endanger the progress and development of learners. In this case, it is urgent to take over activities and receive professional assistance so as to remove the shortages.

KEY AREAS FOR QUALITY ASSESSMENT IN ADULT EDUCATION ORGANIZATIONS

In order to assess the work of an adult education organization, it is necessary to consider the following:

- Conditions under which the organization functions,
- Processes undertaken within it and
- Outcomes/results achieved by the organization.

These three categories represent the basis for defining and identifying key areas (areas of quality).

- *TEACHING AND LEARNING*. In this area the following is monitored and evaluated: planning and preparation of teaching and other forms of educational activity, teaching delivery, activity of learners, manner of learning, evaluation, monitoring, reporting ...
- *MANAGEMENT AND GOVERNANCE OF THE ORGANIZATION*. In this area the following is evaluated: efficiency of management and governance, planning and implementation of plans, professional competence, skills and capability of heads, team work, organization management, reporting on the quality of work, quality assurance ...
- *ORGANIZATION ETHOS*. In this area the following is evaluated: quality of climate and relations in the organization and environment, cooperation, sense of belonging to the organization and environment, equality, partnership ...
- *EDUCATIONAL ACHIEVEMENTS OF LEARNERS*. In this area the following is evaluated: success in learning, quality of knowledge, achievements of learners on examinations ...
- *SUPPORT TO LEARNERS, INFORMING AND COUNSELING*. In this area the following is evaluated: quality of care about learners, support to their learning, informing and counseling, personal development, career guidance...

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- www.ec.europa.eu

ANNEX 1

Requirements of standards and indicators for adult education organizations³

Requirements of standards and indicators for key area A.1. TEACHING AND LEARNING

Standard A.1.1. Planning of teaching is in compliance with the training programme.	S_{A11}=20
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Indicators:

A.1.1.1. Teacher plans and prepares teaching in compliance with the training programme structure.

A.1.1.2. Teacher plans theoretical teaching and practical training in compliance with the defined modules/learning units within the training programme.

A.1.1.3. Different activities for practical training are planned in the adult education organization.

A.1.1.4. Teacher plans the adjustment of up to 20% lessons to the needs of learners i.e. contemporary developments in particular area.

A.1.1.5. Teacher reflects the achievement of learning outcomes.

A.1.1.6. Teacher plans teaching aids needed for teaching.

A.1.1.7. In adult education organization, various forms of cooperation with employers are planned for the implementation of practical training within the programme.

Standard A.1.2.
Teaching is adjusted to the needs and possibilities of learners and it targets the achievement of learning outcomes.

$S_{A12} = 50$

Indicators:

- A.1.2.1. Teaching is structured in accordance with andragogical didactic – methodical requests.
- A.1.2.2. Instructions, questions and explanations of teachers are clear and based on the knowledge of profession and andragogical principles.
- A.1.2.3. Learning activities are aimed at the achievement of the outcome of the lesson.
- A.1.2.4. Teacher uses various methods and forms of work, with the emphasis on active learning.
- A.1.2.5. Teaching is aimed at the development of learning strategies, critical thinking, research spirit and creativity of learners.
- A.1.2.6. Teacher creates situations in which learners link previously acquired knowledge and experience with new contents and mentions the possibilities of their application in specific life situations.
- A.1.2.7. Teacher organizes learning by taking into account differences in cognitive, affective, social and psycho-motoric potential of learners.
- A.1.2.8. Teacher drafts individual plan (IP) for each learner i.e. plan for a group of learners with whom s/he implements training programme, and who belong to vulnerable groups, primarily persons with disabilities.
- A.1.2.9. Teacher plans the use of visual, audio and kinaesthetic teaching aids for learning (Internet, manuals, audio and video recordings, posters, newspapers, tools, formats, models, tools, machines, and the like).
- A.1.2.10. Teacher creates encouraging climate in the group by development of mutual trust, respect and cooperation.
- A.1.2.11. Teacher manages group dynamics by encouraging active participation of all learners.
- A.1.2.12. Teacher uses various methods for motivating learners to actively participate in teaching.

Standard A.1.3.
Monitoring, valuation of knowledge of learners is regular and in accordance with andragogical principles.

$S_{A13}=30$

Indicators:

- A.1.3.1. Teacher informs learners about the manners of checking the achievement of learning outcomes.
- A.1.3.2. Teacher informs learners about the conditions for progression and completion of a module or training programme.
- A.1.3.3. Adult education organization ensures that learners are informed about the procedure and manner of conducting the check of achievements during the training programme and final examination.
- A.1.3.4. Teacher or practical training instructor regularly monitors and values achievements of learners.
- A.1.3.5. Teacher encourages the self-evaluation of learners.
- A.1.3.6. Teacher provides learners with timely constructive feedback on their achievements.
- A.1.3.7. Teacher provides learners with adequate support in line with their achievements.

Requirements of standards and indicators for key area A.2. MANAGEMENT AND GOVERNANCE OF ADULT EDUCATION ORGANIZATION

Standard A.2.1.
A.2. Informing, planning and programming of work are in the function of the development of adult education organization.

$S_{A21}=20$

Indicators:

- A.2.1.1. Adult education organization publishes the plan of teaching (notice board, website and the like).
- A.2.1.2. Adult education organization publishes the training programme it delivers.
- A.2.1.3. Adult education organization ensures that learners are informed about the plan of teaching within the delivery of the training programme.
- A.2.1.4. Developmental programme of an organization is based on the results of evaluation and self-evaluation on individual, team and organization level.

A.2.1.5. Developmental programme identifies priority developmental goals and manner for improving the work of adult education organization.

A.2.1.6. Annual work plan and Developmental programme are harmonized and they reflect the specificities of adult education organization.

A.2.1.7. Report on the implementation of annual plan reflects specific implementation of conducted educational activities including the number of learners, their achieved results, status in terms of employment after the training, number of issued educational documents, and the like.

Standard A.2.2.
Director of adult education organization efficiently organizes the work and manages educational processes.

S_{A22} = 25

Indicators:

A.2.2.1. Within adult education organization, there is an established work organization with defined roles and responsibilities of the employees.

A.2.2.2. Teachers/professional associates efficiently implement work plans and cooperate with each other.

A.2.2.3. Director of adult education organization organizes and monitors the work of teachers in terms of implementation of the planned educational activities.

A.2.2.4. Director of adult education organization ensures conditions for high quality implementation of educational activities.

A.2.2.5. Director creates cooperation and constructive communication with employees, respects their opinions and initiatives.

A.2.2.6. Director of adult education organization ensures adequate and relevant space for delivery of theoretical and practical training.

Standard A.2.3.
Director of adult education organization ensures efficient functioning of quality assurance of teaching and learning.

$S_{A23} = 30$

Indicators:

A.2.3.1. Director and teachers regularly conduct analyses of achieved results and propose measures for improvement.

A.2.3.2. Director ensures efficient self-evaluation process with the aim of permanent improvement of the quality of work of adult education organization.

A.2.3.3. Director coordinates and encourages the use of data (results of evaluation, self-evaluation, external/internal check of knowledge...) to monitor and improve the quality of teaching and learning and overall work of the organization.

A.2.3.4. Director evaluates the work of teachers and professional associates.

Standard A.2.4.
Director creates encouraging environment for learning, professional development and promotion of the staff.

$S_{A24} = 25$

Indicators:

A.2.4.1. Director of adult education organization plans and directs professional development within the adult education organization on the basis of evaluation and self-evaluation data.

A.2.4.2. Director of adult education organization plans and implements personal plan and associates' plan of professional development, on the basis of evaluation and self-evaluation.

A.2.4.3. Director of adult education organization ensures encouraging, safe and pleasant learning environment in which teachers and learners feel accepted, safe and secure.

A.2.4.4. Director of adult education organization creates encouraging measures for professional development of teachers, professional associates and others.

Requirements of standards and indicators for key area A.3. ORGANIZATION ETHOS

Standard A.3.1.
Mutual relations of learners and employees in adult education organizations are based on trust and respect of rules.

$S_{A31} = 50$

Indicators:

A.3.1.1. The employees of adult education organization and learners behave responsibly, in accordance with the code of ethics of the organization.

A.3.1.2. Adult education organization consistently implements the principles of equality and respect for differences.

A.3.1.3. Adult education organization engages teaching staff based on their professional competences and fulfilment of the conditions for job performance, regardless of their status and background.

Standard A.3.2.
Adult education organization has a well-developed cooperation and promotion of results at all levels.

$S_{A32} = 50$

Indicators:

A.3.2.1. Adult education organization has developed a cooperation model with employment agents.

A.3.2.2. Director of adult education organization respects the opinions and initiatives of teaching staff.

A.3.2.3. Adult education organization has developed various forms of cooperation with local community, other organizations and institutions.

A.3.2.4. Adult education organization promotes achieved work results, competency of learners, teachers and management of the organization.

A.3.2.5. Adult education organization achieves partner relations with social partners (companies).

Requirements of standards and indicators for key area A.4. EDUCATIONAL ACHIEVEMENTS OF LEARNERS

Standard A.4.1.
Learners who attend a training programme achieve high level of completion at final examination

$S_{A41}=50$

Indicators:

A.4.1.1. The achievements of learners at external or internal examination (final examination) amount to 80% learners who successfully completed the programme.

A.4.1.2. The achievements of learners at external or internal examination (final examination) have stable or growing trend for a three-year period.

A.4.1.3. Learners with special educational needs achieve results in compliance with their individual programme.

Standard A.4.2.
Adult education organization continuously monitors and analyses the results of learners with the aim of better future achievements of the learners.

$S_{A42}=30$

Indicators:

A.4.2.1. Adult education organization regularly analyses the achievements and progress of learners.

A.4.2.2. Adult education organization regularly analyses the involvement of learners in complementary or consultative-instructive teaching, their impact on the achievements of learners and certain measures for improvement are taken.

A.4.2.3. Adult education organization keeps records on learners one year after the completion of a training programme.

Standard A.4.3.
Adult education organization maintains andragogical records and documentation.

$S_{A43} = 20$

Indicators:

A.4.3.1. Adult education organization maintains andragogical records and documentation in hard and soft copy.

A.4.3.2. Adult education organization keeps records on the achievements of learners in accordance with regulations.

A.4.3.3. Adult education organization maintains the registry of issued public and internal educational documents in accordance with regulations.

Requirements of standards and indicators for key area A.5. SUPPORT TO LEARNERS, INFORMING AND COUNSELING

Standard A.5.1.
Adult education organization provides support in learning to its learners.

$S_{A51} = 40$

Indicators:

A.5.1.1. Adult education organization ensures learning materials to its learners.

A.5.1.2. Teacher monitors individual progress of learners and identifies learners who need additional support in learning.

A.5.1.3. Different mechanisms of additional support in learning are developed for learners in adult education organization.

Standard A.5.2.

Adult education organization conducts informing and counseling of learners about further flow of education, learning and career.

$S_{A52} = 60$

Indicators:

A.5.2.1. Adult education organization informs learners on the possibilities offered by a training programme in terms of promotion, relation to other programmes and the like.

A.5.2.2. Adult education organization stimulates professional development of teachers.

A.5.2.3. Adult education organization implements various types of cooperation with employers, employment agents, local community, educational institutions and others.

Note: Offered indicators are possible framework for the implementation of self-evaluation of the work of an organization. They do not assume that the organization is obliged to use them as they are offered, because each organization has its specificities which will be developed via their derived indicators.

An organization may independently define sub-indicators as the next step in the specification of certain indicators assessed. Sub-indicators more precisely define the contents and activities within the indicators themselves.

ANNEX 2 – SUMMARY OF SELF-EVALUATION REPORT

SUMMARY OF SELF-EVALUATION REPORT	
Adult education organization:	
Date:	
Reporting period	
Overall mark _____ (for two years)	
Overall mark _____ (for previous two years)	
External evaluation findings. (Date of quality assessment.....)	
(List the marks of external evaluation by key areas, modules and groups of modules)	
Final self-evaluation mark by key areas:	
<ul style="list-style-type: none"> • Teaching and learning _____ • Management and governance of the organization _____ • Organization ethos _____ • Educational achievements of learners _____ • Support to learners, informing and counseling _____ 	
Achieved goals of the organization:	
<ul style="list-style-type: none"> • learners _____ mark • companies _____ mark • social partners _____ mark • others _____ mark 	

ANNEX 3 - INSTRUMENTS FOR DATA COLLECTION

I	TEACHING AND LEARNING	I fully agree	I mainly agree	I partially agree	I disagree	I do not know
1.1.	Teacher plans and delivers theoretical teaching, exercises and practical training in compliance with defined modules/ learning units within the training programme.					
1.2.	Teacher plans and uses diverse methods and forms of work, with the emphasis on active learning.					
1.3.	Teacher plans and uses different teaching aids needed for teaching.					
1.4.	The organization plans various forms of cooperation with companies for the implementation of practical part of the programme.					
1.5.	Teaching is structured in line with andragogical principles.					
1.6.	Textbooks and manuals are in function of teaching goals.					
1.7.	Teacher creates stimulative climate in the group by developing mutual trust, respect and cooperation.					
1.8.	Teacher encourages the development of critical thinking, research spirit and creativity of learners.					
1.9.	Teacher encourages learners to relate previously acquired knowledge and experience to new contents.					
1.10.	Teacher enables learners to ask questions and comment on the topic of learning.					
1.11.	Teacher applies specific assignments, activities and materials on the basis of individual plan (IP) for learners with special educational needs.					
1.12.	The achievements of students in the organization are continously checked in different ways (in oral form, in written form, in practice...).					
1.13.	Final marks are not derived exclusively on the basis of tests, but all activities of learners during the training are taken into account.					
1.14.	Teacher provides learners with timely constructive feedback on their achievements.					
1.15.	Teacher is professionally trained for the use of contemporary information technologies in teaching.					
1.16.	Teacher continuously improves his/her professional knowledge and skills through professional development.					
1.17.	Teacher keeps records on the achievements of learners.					
1.18.	Teacher continously reports the management of the organization about implemented activities and achievements of learners.					

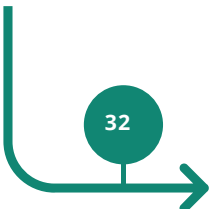
Comment:

II	MANAGEMENT AND GOVERNANCE OF ADULT EDUCATION ORGANIZATION	I fully agree	I mainly agree	I partially agree	I disagree	I do not know
2.1.	The organization ensures continuous informing of learners about the plan of teaching within the training programme delivery.					
2.2.	The organization has mutually harmonized Annual work plan and Development programme.					
2.3.	Development programme of the organization contains priority developmental goals and manner of the improvement of the organization.					
2.4.	Report on the implementation of annual plan contains information which reflect specific implementation of conducted educational activities.					
2.5.	Director of the organization creates cooperation and constructive communication, develops trust and respects the opinions and initiatives of the employees.					
2.6.	Director of the organization ensures the conditions for high quality implementation of the planned activities.					
2.7.	Director of the organization organizes and monitors the work of teachers and requires responsibility and work discipline in terms of implementation of the planned educational activities.					
2.8.	Director of the organization demonstrates openness for changes and initiates innovations.					
2.9.	The organization regularly implements the processes of self-evaluation and analysis of the achieved results and proposes the measures for improvement.					
2.10.	Director of the organization establishes a team for self-evaluation of the organization and coordinates its work.					
2.11.	Director of the organization regularly informs the employees about the results of self-evaluation and external evaluation.					
2.12.	Director of the organization creates stimulative measures for continuous professional development of teachers, professional associates...					

Comment:

III	ORGANIZATION ETHOS	I fully agree	I mainly agree	I partially agree	I disagree	I do not know
3.1.	The organization cares about the arrangement and maintenance of its space.					
3.2.	The organization respects rules of conduct prescribed by the Code/House rules of the organization.					
3.3.	Mutual relations of the staff are based on the principles of equality and respect for differences.					
3.4.	Teachers in the organization are engaged on the basis of professional competences and fulfillment of the conditions for job performance.					
3.5.	Initiatives and opinions of teachers are estimated and respected.					
3.6.	The employees are able to participate in the planning of activities and decision making.					
3.7.	The promotion of the achieved work results, as well as the competency of learners, teachers and management are continuously promoted in the local community.					
3.8.	Partnerships and cooperation with external stakeholders (local community, partners...) are developed, maintained and regularly examined.					
3.9.	All employees in the organization work on the creation of a climate of mutual trust, respect and esteem.					
3.10.	Learners are encouraged to participate in decision making in issues directly related to themselves.					

Comment:

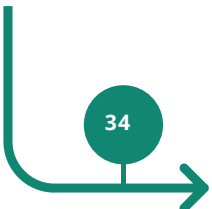


IV	EDUCATIONAL ACHIEVEMENTS OF LEARNERS	I fully agree	I mainly agree	I partially agree	I disagree	I do not know
4.1.	Educational achievements of learners are regularly monitored and analyzed.					
4.2.	Educational achievements of learners are identified in the organization on the basis of objective criteria.					
4.3.	Educational achievements of learners with special educational needs are exercised in compliance with individual plans.					
4.4.	The achievements of learners in external and internal examinations (final examination) have stable or growing trend for a three-year period.					
4.5.	Identified educational achievements are used for specifying priority activities.					
4.6.	The organization maintains andragogical records and documentation in hard and soft copy.					
4.7.	The organization keeps the registry of issued public and internal educational documents in compliance with regulations.					
4.8.	The organization maintains the records on the status of learners in terms of employment after the training.					

Comment:

V	SUPPORT TO LEARNERS, INFORMING AND COUNSELING	I fully agree	I mainly agree	I partially agree	I disagree	I do not know
5.1.	Learners are provided with different materials for learning.					
5.2.	Learners are informed about various techniques of learning,					
5.3.	Classrooms and workshops are supplied with adequate equipment and materials for work.					
5.4.	Teacher monitors individual progress of each learner.					
5.5.	The organization offers to its learners various mechanisms of additional support in learning.					
5.6.	The organization designs training plan for learners with special educational needs in line with their capabilities.					
5.7.	Safety and security of learners are regularly monitored and analyzed.					
5.8.	Knowledge acquired in the organization ensures learners better future private and professional life.					
5.9.	The organization fosters good cooperation relations among learners – open communication, tolerance for different opinions, trust ...					
5.10.	The organization provides learners with clear, precise, relevant and up-to-date information on the possibilities offered by the training programme in terms of the promotion, relation to other programmes, etc.					
5.11.	Through various types of cooperation with local community organizations, the organization offers to its learners information on the possibilities of further professional development					

Comment:



ANNEX 4:

Proposal of a self-evaluation form of an adult education organization⁴:

Area/ Sub-area	Indicators	Sources	Who?	When?	Finding (state)

ANNEX 5:

Action plan is developed by the adult education organization following the conducted self-evaluation and it entails solving of specific goals with the aim of improving the work⁵.

Goal	Tasks	Who?		When?	How?		Evidence on the level of achievement of the goal
		coordinator	others		Material -technical	Methodological	

⁴ Manual for self-evaluation of schools "What is school like", Bureau for Educational Services, Podgorica, 2012

⁵ Manual for self-evaluation of schools "What is school like", Bureau for Educational Services, Podgorica, 2012

ANNEX 6: MODEL OF AN ACTION PLAN

Code of recommendation		Date	June 2020			
Key area	Quality of HR, material, technical and security conditions for work of an organization					
Indicator	The use of available resources					
Explanation	Space in which teaching is delivered is rationally used according to appropriate plan. ICT coordinator is engaged when internal training is organized and for targeted use of computer equipment. Resources are mainly in function of curricular and extra-curricular activities. Teachers/lecturers, as well as the learners, state that they have the access to computer and the Internet in the organization, but the equipment should be renewed.					
Recommendation	Classrooms and cabinets should be equipped with appropriate IT equipment which will satisfy the needs of learners and lecturers for the delivery of contemporary teaching.					
Goals	Measurable indicators of the achievement of goals	Activities	Needed means	External support	Responsible person	Time of implementation
Classrooms and cabinets are equipped with appropriate IT equipment	To equip classrooms and cabinets with necessary IT equipment	Ensuring financial support for the purchase of IT equipment	Money	Social partners	Head of the organization	2020-2021

