**METHODOLOGICAL BASIS OF A TOOL FOR QUALITY SELF-ASSESSMENT OF ONLINE EDUCATIONAL SERVICES IN NON-FORMAL ADULT EDUCATION**

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# Introduction

This Tool is designed to improve the quality of online educational services delivered or being developed in non-formal adult education (referred to as OES).

The relevance of this topic is connected to the expansion of online education during and following the COVID-19 pandemic. In addition, the relevance of the online format increases due to the growing restrictions on the non-formal offline adult education being implemented in Belarus domestically and in other countries with authoritarian regimes. As a result, non-formal online adult education is gaining authority and importance and is rapidly developing in both the public and business sectors. An increasing number of new stakeholders and programs are emerging.

Simultaneously, the quality of both delivered and anticipated OES varies significantly among providers. Certain non-formal adult education providers have faced repression and are in a state of forced migration. Some providers lack the resources to ensure quality development. In addition, novice providers of online educational services in non-formal adult education may lack the competencies to independently monitor and deliver the quality of educational services.

The non-formal adult education sector itself, by definition, has a variety of forms and contents, and is rapidly developing and shifting in response to changes in society. Because of this, society sometimes gets the idea that it's impossible to have general requirements for the quality of educational services delivered in this sector.

In this regard, there is a need to provide, on the one hand, a systemic, and, on the other hand, a user-friendly and available for autonomous use **tool for quality self-assessment of online educational services in non-formal adult education** (referred to as the Tool) to those who already deliver or just intend to deliver online educational services in non-formal adult education.

The Tool consists of two parts: the methodological basis of the developed Tool and a template for its autonomous use.

The Tool is available in 3 languages: Belarusian, Russian and English.

The chosen form of the Tool allows you to maintain maximum security through anonymity in use. To use this Tool, there is no need to store any data on the Internet.

The Tool users have the opportunity to seek expert assistance and/or leave feedback on its use.

1. **Explanatory Note**

**Contextual Background**

One of the key characteristics of modern life, society, and production is the situation of constant and increasing changes. As a consequence, *the ability of an individual, organization, community, nation, and country as a whole to adequately perceive the changes is a key success factor for the ideas they carry out and their own prosperity*. In such a situation, *the most important mechanism for the people*’*s success as change agents* becomes *education* – *the sector, system, practice, and processes involving the launch and support of continuous changes* that happen both “thanks to them” and “despite them”.

Education is a life area that assists people in every stage of life:

* to respond to *local changes* that each of us often faces in our lives;
* to organize and implement *designed changes* through which independent individual or collective agents of development carry out their plans;
* to understand and engage in the *paradigm changes* that generally characterize the social and cultural transformations of the world in which we live.

The expansion and development of adult education represents a professional response of educational service providers to the challenges posed by an evolving world. The response is associated with the transformation of the content and nature of educational practices, and it means that the activities performed correspond to the philosophy of universal quality**.**

**Adult Education Sector**

Describing the adult education sector, it is necessary to note its key characteristic: ***freedom (*“*open*”*) education***, *focused on the human continuity and aimed at supporting and accompanying their individuality as a change author/agent.*

As a *methodology*, freedom (“open”) education is a common concept of adult educational services, containing very broad goals based on the assumption that a person attached to their dignity learns throughout their life, acquiring and developing their abilities:

* to assess the situation;
* to change quickly, develop;
* to shape and implement their own practice; to maintain the uniformity of their words (theoretical description of what they are doing) and deeds (carried out in specific actions).

***As a subject of education*** in general, ***an adult is an individual*** who is

* *capable of* having a personal identity
* *having* certain levels of competence and *possessing* different competencies
* *having* their own attitude and viewpoint
* *able* to act with their autonomy
* *capable of* facing consequences, deeds, and actions

As a consequence, the following provisions serve as *philosophical, psychological, and educational prerequisites* for freedom (“open”) education:

* An individual is a subject of education (it means autonomy and a leading role of the individual in delivering their educational process).
* Education providers and institutions provide opportunities and assistance to a learner to arrange their educational process.
* The way to overcome the negative aspects of distancing learners from their educators is to use various forms of communication (interaction between learners and educators).

*As a professional area*, adult education is a continuous, innovative, technologically organized *open education*, characterized by the *availability of educational services to everyone throughout their life*. It is a polyvariant system that includes various practices and types

* of formal, non-formal, and informal education (Appendix 1)
* of institutional, group and individual learning
* of in-person and distance, including online, education
* of “closed” and freedom (“open”) education[[1]](#footnote-1)

**Specific Nature of Adult Educational Process**

The adult educational process arrangement is based on the ***key principles of the andragogical approach:***

1. An adult as a learner is a leading resource for the accomplishment of their life goals, taking into account public purposes and tasks. As a consequence, they act as a *customer of specific educational services / a consumer with individual educational needs* in theireducational process arrangement.
2. An adult is an individual who
3. *performs* valuable *productive roles* (citizen, employee, family member, etc.)
4. *possesses*

* physiological, psychological, social, and moral *maturity*
* relative economic *independence*
* life *experience*
* a level of *self-awareness sufficient* *for responsible autonomous behavior[[2]](#footnote-2)*

1. Adult educational processes are generally characterized as

* *reflexive education*, which is closely aligned with the paradigm of “*biographical learning*”
* *self-directed learning*
* *self-education:* the ability to teach oneself autonomously
* *continuing education*
* *life-long learning*

1. *The basic process of adult education* is to form and develop their human resources. An important achievement of an adult educational service provider is the real involvement of a learner in the process of arrangingtheir learning / education, i.e., the determination of their key parameters of effectiveness and performance indicators.

***The leading requirement for the activity of an educational service provider*** is to ensure that the educational process acquires the organizational and pedagogical conditions necessary for an individual to realize the *full range of their educational needs*. In the most general case, *adult educational needs* *are aimed at*

* getting a general education and a profession
* maintaining and improving health
* improving the quality of family life
* competent participation in public life
* meaningful leisure activities
* personality development[[3]](#footnote-3)

***The condition for ensuring the quality of adult education*** is the arrangement of the educational process based on an outcome-based approach using action learning / learning by doing techniques. When designing **online educational services**, the implementation of these methods has its own specific nature.

**Online education[[4]](#footnote-4)**

Online education is an integral part of a broader system of distance learning, which is gaining the growing influence, sustainability, and importance in the context of life-long adult education in a changing world. In its most general form, any “distance learning course as a mini-information and communication environment” is a set of didactic conditions, methodological resources, and technical means:

* The content and methods of learning are based on information impact technologies, i.e., the entire structure, content, didactic and educational resources, tools and additional technologies of various types, affect information from a specific subject area.
* The all-encompassing effects of new information technologies extend to all spheres of human activity, including influencing lifestyle changes, habitual behaviors of all participants in education programs, and expanding their “technical repertoire” to deal with daily tasks.
* The network logic of technologies and the network principle of building interaction between course participants allow learners to develop their subjectivity, be active and independent in arranging the processes of both learning and education; a creative attitude to studying the proposed material and completing tasks (both intermediate, test, and final papers).

The network nature of the education arrangement allows the learner to take responsibility for the results obtained: the products they create, indicating the acquisition of certain knowledge / mastery of specific outputs; the acquired new qualities and effects — norms, abilities, resources / outcomes and consequences – social impact. At the same time, the implementation of the network interaction logic in the educational process requires flexibility and mobility of all systems, components and elements of the distance learning course.

The network interaction of online education participants involves the simultaneous virtual presence in the learning situation of educators, learners and other specialists who carry out technological moderation of the course.

**Adult Educational Process Quality Indicators**

The adult educational process quality indicators are related to

* the learner’s *awareness* of themselves as an autonomous, *self-managing individual*
* *the accumulation by an individual* of an increasing *reservoir of life* (life, professional, social) *experience, acting* as a source of education for themselves, their peers, and colleagues
* the *adult*’*s attitude to solving* their vital *problems* and *achieving a specific goal through educational activities*: *the manifestation of sustained* willingness/motivation to learn, the presence and implementation of a personal educational trajectory (PET)
* striving **for the immediate implementation of *acquired knowledge*, *skills, competencies, and experience***
* understanding the conditionality of educational activities by temporal, spatial, professional, life and social *factors* (conditions)

1. **Intended Tool Users**

This Tool is intended for providers of online educational services in non-formal adult education. Providers include

* individual providers of online educational services (for example, online course authors, webinar creators, tutors, etc.)
* commercial educational institutions
* civil society organizations and initiatives
* other organizations and individuals delivering online educational services in non-formal adult education

The activities of providers may vary significantly, but most of the services they deliver in non-formal adult education relate to one or more areas outlined in the Recommendation on Adult Learning and Education (UNESCO, 2015)[[5]](#footnote-5):

* + 1. Literacy development, which includes the ability to read and write, to identify, understand, interpret, create, communicate and compute, using printed and written materials, as well as the ability to solve problems in an increasingly technological and information-rich environment.
    2. Continuing training, professional development and development of competencies in order to fully engage in rapidly-changing societal and working environments.
    3. Development of competencies for active citizenship and active engagement in social issues.

The Tool will be useful for both novice authors and experienced providers from various segments of non-formal adult education to plan new and evaluate existing OES.

1. **Tool basis**

The proposed Tool is developed and based on advanced views on the essence and principles of modern adult education.

A progressive, successful, and effective provider of online adult educational services always keeps in mind a number of important methodological guidelines: goals, values and principles of educational activity.

**The Purpose of Assessing the Quality of Online Educational Services in Non-Formal Adult Education**

The purpose of assessing the quality of online educational services in non-formal adult education is to analyze and objectively provide a comprehensive view of effectiveness of the educational activity to meet adult educational needs, which is organized using digital technologies and online platforms.

**Value Orientations for Assessing the Quality of Online Educational Services in Non-Formal Adult Education:**

1. **High quality.** The assessment of OES should ensure the continuous improvement of education quality in non-formal adult education.
2. **Life-long learning**. In the assessment process, the degree that OES satisfies the need of a modern person for life-long learning is taken into account.
3. **Sustainability**. The assessment allows OES provider to proactively respond to the demands of service consumers and take timely measures to maintain the relevance and viability of the education program.
4. **Accessibility**. When assessing the quality of OES in non-formal adult education, one pays attention to the fact that the education program should be available to all target users, regardless of their geography and socio-economic background.
5. **Inclusion**. The assessment of the quality of OES handles the possibility of meeting educational needs and providing access to knowledge and skills of different categories of consumers, taking into account their physical condition or other possible differences.
6. **Reliability and relevance.** When assessing the quality of OES, it is important to be aware that the content, forms, and methods of arranging the learning should be developed with the theoretical basis of pedagogy and andragogy taken into account and in respect of evidence-based methods and approaches to the development and implementation of educational courses.
7. **Innovation.** Innovation in non-formal online adult education means the introduction and use of new ideas, methods, technologies, and approaches that contribute to improving the learning effectiveness and meeting the learner’s needs.

**Principles of Assessing the Quality of Online Educational Services in Non-Formal Adult Education**

In order for the assessment of the quality of online educational services in non-formal adult education to be effective, it is important to comply with a number of regulations and rules that ensure the objectivity and expediency of the assessment process.

These regulations and rules are the fundamental *principles for assessing the quality of online educational services in non-formal adult education.*

1. ***Integrity***

The assessment should cover all aspects of educational service, including course content, learning methods, technologies used, organizational processes, and learning outcomes. Integrity provides a comprehensive understanding of service quality and allows you to identify all its strengths and weaknesses.

1. ***Objectivity***

The assessment process should be impartial and based on reliable evidence. This includes the use of valid and reliable assessment tools and methods, as well as the autonomy of the assessment subject.

1. ***Transparency***

All assessment stages, including criteria, methods, and results, should be open and accessible to all interested parties. Transparency helps to ensure the credibility of assessment results and contributes to the improvement of educational services and programs.

1. ***Consistency***

The quality assessment should be a continuous and regular process, not a one-time event. Continuity allows the timely identification and elimination of defects, as well as the adaptation of education programs to the changing needs of learners and the job market.

1. ***Relevance***

The assessment should be meaningful and useful for all parties interested in the educational service, including learners, educators, managers, and other employees.

1. ***Participation of all interested parties***

The assessment process should include the active participation of all interested parties (stakeholders in the online educational service). This contributes to a more complete and objective quality assessment of educational services.

1. **Terms and Definitions**

**Adult** – An individual who has reached physiological, psychological, and social maturity, has accumulated life experience, and constantly developing self-comprehension. They fulfill their potential in the roles traditionally inherent in adults as independent members of society and bear full responsibility for their lives and behaviors.

**Adult education** – A core component of life-long learning. It denotes the entire body of learning processes, formal, non-formal, and informal, whereby those regarded as adults by the society in which they live, develop and enrich their capabilities for living and working. (Recommendation on Adult Learning and Education, 2015).

**Andragogue** – An educator, an expert in adult education.

**Andragogy** – A branch of the pedagogical science of adult education that reveals the principles and methods of adult educational activity in the context of the joint educational activities of a learner and an educator.

**Education program** – A way of delivering educational services as a set of planned and organized educational initiatives/activities/actions aimed at developing learners’ knowledge, skills, and competencies. The education program includes a description of the goals and expected results of educational activities, a curriculum indicating topics, learning methods and resources, and assessment forms.

**Education provider** – An organization or an individual (group of individuals) engaged in the development and implementation of educational services in various forms.

**Educational service** – The activity of an educational organization (subject) aimed at providing (satisfying) the educational needs of a learner through the implementation of education programs.

**Educational trajectory** – The process and result of an individual learner’s choice of goals, content, resources, and organizational and pedagogical conditions of education.

**Educator (pedagogical interaction)** – A specialist in the theory and practice of education for children and adults who knows the methods and means of creating conditions for successful learning, upbringing, and personality development.

**Learning** – The activity of an individual to acquire knowledge and skills, to form and develop competencies, to change and consolidate ways of activity, and to enrich individual experience.

**Non-formal education** – Any organized and systematic education carried out outside the formal education system that complements it. It ensures the development of those skills and abilities that are necessary for a socially and economically active citizen of the country. This educational activity is structured, it has an educational purpose, a certain time frame, infrastructural support, and it occurs consciously. The acquired knowledge is usually not certified, although it is possible. [[6]](#footnote-6)

**Online educational service in non-formal adult education** – A set of actions for the preparation and implementation of educational programs, courses, trainings, and other forms of arrangement of the educational process aimed at meeting the educational needs of adult learners, their personal and professional development, using digital technologies and online platforms.

**Personality development** – The process of becoming an individual as a subject of life and social relations through the formation and improvement of individual, psychological, and social qualities under the influence of internal prerequisites and external influences of the social environment, upbringing, and education.

**Technology solution** – A set of software and hardware tools that deliver educational services.

# 5. The Model of Online Educational Service in Non-Formal Adult Education

## 5.1. OES Model Overview

The structured model of OES, which is at the base of the Tool, gives a holistic view of the online educational service as a system (Fig. 1). Consistency is provided by 9 interrelated components, each of which reflects an essential and mandatory aspect of OES. The framework component of the model is Learners, since any educational process is possible only if there are those who master the content of the education program within the framework of a specific educational service, in other words, learners. It is the learners, as a target group and full partners in the implementation of an education program in adult education, who set the principles of the development and implementation of all other OES components.

The implementation of each component in its entirety and interrelation with the other components determines the final quality of OES. The essence of each component is revealed through certain criteria and indicators that form the Tool basis and that allows the provider to assess OES quality autonomously.

For the convenience of Tool autonomous use, the indicators are put together in a semi-automated tabular form, presented in a separate file.

Section 5.2 provides a detailed description of each component in the following order: the essential characteristics of each component, the expected result of its implementation, criteria and indicators.

Learners

*Figure 1 – The Structured Model of an Online Educational Service*

## 5.2. Description of OES Model Components

### Component 1. Needs and Demands

All stages of service development and implementation are based on the needs analysis and the definition of demands for an online educational service (OES). This process includes a constant review of factors related to both a specific target audience and a broad public agenda, both in the present day and in development prospects.

**The component’s result.** All stages of OES development and implementation are based on the target audience needs, the community demands, and are focused on the prospects for the development of people, society, and the situation as a whole.

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| --- | --- | --- |
| **Criteria** | **Indicators** | **Notes** |
| **Criterion 1. Focus on the target audience**  Demand analysis helps to identify the desires, preferences, and issues of the target audience | A portrait of the target audience has been compiled, i.e., various characteristics of those people for whom the education program is being developed are described in detail, related to the principles of OES | Characteristics may include location, social status, education, age, gender, professional interests, level of specialist training, etc. |
| There is a clear list of the studied needs, interests, and preferences of potential and/or current learners |  |
| The needs of the target audience have been studied using several methods available to the provider | For example, a survey, analysis of documents/reports/statistics, interviews, focus groups, analysis of feedback and demands from learners, etc. |
| The target audience demand analysis results determine the goals, content, methods of delivering OES and assessing it |  |
| **Criterion 2. Focus on the community demands**  The demand definition includes the study of the public agenda, issues, and challenges that exist in society and create a broader basis for the development of OES and delivery of it | A community demand has been identified on the topic(s) of OES being developed | For example, through the analysis of public information, media, public discussions, research on the public situation, etc. |
| Other stakeholders (i.e., organizations/institutions/communities engaged in activities in the specialist area) are involved in the process of determining the community demand and ways to respond to it | For example, educational institutions, businesses, communities uniting representatives of the target group, etc. |
| The developed OES is a direct or indirect solution for urgent social, economic, political, environmental or other challenges existing in society |  |
| Identified community demands are taken into account in all OES components | OES goals, results, and processes are formed and implemented taking into account the identified community demands (Components 2–9) |
| **Criterion 3. Focus on the development**  OES has a proactive character, i.e., it is focused not only on meeting current demand, but also on viewing the future situation | The design takes into account the current and promising results of OES | For example, a description in the form of outputs and outcomes for the target group and impact on society |
| There is a vision/forecast of changes in the demands of the target audience and society |  |
| All OES components take into account the trends in the development of the situation, society, the target audience and the provider itself |  |
| OES contains innovative components that contribute to the development of the provider itself and the educational services in general |  |

### Component 2. Educational Service Goals

The goals of online educational service in non-formal adult education are determined on the grounds of realistic ideas about the final result that should be obtained upon completion of learning. The goals determine the choice of content, the sequence of learning, forms, methods, means of learning, as well as ways to assess the achievements of adult learners.

**The component’s result.** The provider has formed a clear overview of the desired results of the service being delivered and presented in the form of articulated concepts, judgments, and conclusions.

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| **Criteria** | **Indicators** |
| **Criterion 1. Relevance**  The goals are formulated in accordance with the educational needs of adult learners, their need for life-long learning, and current trends in the development of society (demands and needs of the job market, social, economic, cultural, and other trends and attitudes towards the involvement of adults in the educational process) | They meet the needs and principles of the target audience (Component 1) |
| They meet the needs of society, economy, and culture |
| They are focused on the personality development and vital activity of a learner |
| They reflect the orientation of OES on the formation and development of professional and socio-personal competencies in the learner |
| They correspond to the provider's mission, goals, approaches, and principles |
| **Criterion 2. Functionality**  The goal statement makes it possible to implement an educational service in accordance with the intentions of providers and the expectations of consumers | They allow determining the learning content within the framework of the stated topic |
| They determine the choice of forms, methods, and technologies of learning, taking into account general pedagogical and andragogical requirements |
| They set and manifest themselves in all aspects of educational service implementation |
| **Criterion 3. Measurability**  Goals should be measurable by assessing the extent to which they have been achieved | The wording is clear and precise |
| The wording contains information about specific knowledge, skills, competencies, and experiences that will be formed, developed, and consolidated among learners |
| The achievement of results is described through quantitative and qualitative changes that will occur with learners in the educational process |
| The achievement of results is limited to a specific time period |
| **Criterion 4. Transparency**  Information about the goals of the service being delivered is provided in a timely manner to all interested parties in an open, complete, and understandable way | Information about educational service goals is available to the public as well as to all service subjects |
| The goals are formulated in plain, clear and precise language that does not allow any discrepancies and ambiguity |
| They are reflected in appropriate documents (advertising, introductory materials, curriculum, education program, etc.) |
| The learner’s opinion and ideas about the goals of their education are taken into account |
| It provides the possibility of timely adjustment of targets in accordance with the real circumstances and conditions of the educational process |

### Component 3. Value Orientations

Value orientations are important ideas, principles, and beliefs on which the provider bases its activities for the development and implementation of OES. They relate to both the content and the form of online educational services.

**The component’s result.** All the provider's activities in delivering online educational services are carried out in accordance with the values that are recorded in writing, and their implementation in practice is verifiable.

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| **Criteria** | **Indicators** | **Notes** |
| **Criterion 1. Specifics**  Values are not abstractions, not just what the provider believes in. They should be formulated and described by the provider as key principles that can be verified | The values are clearly articulated and documented. | For example, a section on the website, internal policy, staff manual, and/or other materials |
| The documents contain specific mechanisms and ways of introducing value orientations into activities |  |
| There is a mechanism for audit of compliance with value orientations in the development, promotion, delivery, and assessment of OES |  |
| **Criterion 2. Application in the activity**  The values are put in the provider's activities for the delivery of OES, i.e., they are put into practice | There is a procedure(s) for familiarizing all educational service subjects with the provider’s values |  |
| All staff are guided by agreed values in their educational service activities |  |
| Values are end-to-end, i.e., they underlie all provider’s educational activities, including the delivery of educational services |  |
| **Criterion 3. People focus**  The interests and rights of learners are taken into account in the development, implementation, and assessment of the service. Learners are considered as equal participants in the learning process | A human rights-based approach has been introduced at all stages of educational service implementation | The human rights-based approach (HRBA) is based on three key points:   1. Taking into account the interests and characteristics of at-risk population group and undistinguished groups in identifying and solving the problem, with special emphasis on ensuring equality and non-discrimination. 2. The principle of “Nothing about us without us”: the identification of the problem, and its solution, is based on the maximum participation of target groups. 3. We filter every problem “through a human rights lens”: both the definition of the problem and its solution are based on human rights / the definition of holders of rights and obligations[[7]](#footnote-7) |
| The principle of inclusion has been implemented, and any form of discrimination is not allowed | That forms include language, religion, gender, sexual identity and orientation, disability, illness, rural living, poverty, displaced person status, imprisonment, occupation, or profession |
| A participative approach is used, in which the learner can actively influence their learning process |  |
| The key principles of non-formal education have been observed | Principles of non-formal education are:   * the principle of voluntariness * the principle of informal learning * the principle of focus on the learner’s needs * the principle of group learning * the principle of self-assessment of learning outcomes * the principle of action learning; * the principle of feedback * the principle of equal communication |
| **Criterion 4. Developing potential**  The service contributes to the promotion and development of other democratic and humanistic ideas | An eco-friendly approach has been implemented | OES causes the least possible harm to the environment |
| The service promotes gender equality and gets rid of gender stereotypes |  |
| Other value orientations selected by the provider as end-to-end have been implemented | For example, democracy, active citizenship, national culture and identity, etc. |

### Component 4. Learning Content

Learning content is a set of learning materials, the content of which corresponds to the subject and problematic field implemented within the framework of educational services. The content is adapted to the specific requirements and characteristics of adults, taking into account their life experience, motivation, professional and life goals.

**The component’s result.** The education program content aimed at the target group of consumers is a key means of achieving educational goals. It is structurally and properly designed, prepared using modern methods and presented in an understandable form to the consumer. The materials are accessible and transparent to learners, designed uniformly and comply with the provider’s uniform standards.

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| **Criteria** | **Indicators** |
| **Criterion 1. Relevance and completeness**  The course content is objectively important, meaningful, and timely to study, and the necessary educational information is sufficient to achieve educational goals | Alignment of the content with the educational service goals |
| Information saturation, sufficiency and non-redundancy of learning material |
| There is a mechanism for updating content in conditions of receiving constant feedback from consumers of OES |
| Inclusion of current issues and challenges in learning materials |
| **Criterion 2. Adequacy of presentation forms**  The learning material is structured and designed in accordance with the goals and logic of the learning course, focused on the characteristics of the learners | Clarity and consistency of the course structure |
| Relevance and variety of learning material presentation forms (texts, illustrations, video, audio, graphics, etc.) |
| Accessibility of learning materials (videos, texts, presentations, etc.), including through various devices (computers, tablets, smartphones) |
| **Criterion 3. Practice orientation**  The learning material provides training for learning for real activities and determines the formation / improvement of professional and personal vital competencies | The information has applicable nature, gives an idea of real professional and life situations |
| Availability of practical tasks, case studies, examples, and scenarios from real life |
| The experience of adult learners is included in the content as a learning material |
| **Criterion 4.**  **Flexibility and variability**  The non-dogmatic nature of the learning content within the course, internal mobility and the provided choice of the level of mastering the learning material | The presence of different levels of content presentation of individual topics and modules |
| Taking into account the learning level of adult learners, their knowledge, skills and experience, professional and life background |
| A variety of learning formats (videos, texts, interactive tasks, etc.) |
| The ability to update information in a timely manner in accordance with current trends and changes in relevant fields of knowledge and practice |
| **Criterion 5. Motivational and cognitive value**  The learning material is attractive and significant for adult learners, its use stimulates learners’ interest and desire to learn and ensures a steady interest in the topics being studied | The learning material is selected according to the interests and needs of the target audience |
| Topics and tasks that arouse adult interest and desire to learn are included |
| The content determines the use of action learning methods and techniques |
| The materials contain examples of successful application of knowledge and skills in professional activities and daily life |
| Support for autonomous learning activities is provided, and possible educational tracks outside the main program are formulated |
| Emotional information is used to promote emotional engagement and interest in further learning |

### Component 5. Methodical Support

Methodical support (referred to as MS) is a set of forms, methods and techniques, tools, learning materials and other means used in the adult education process. The MS determines the degree of accessibility of mastering OES content.

**The component’s result.** The methodical support used allows the learner to effectively master the learning content.

|  |  |
| --- | --- |
| **Criteria** | **Indicators** |
| **Criterion 1. The validity of the choice**  The choice of forms, methods and techniques, tools, and learning materials is based on educational goals and objectives, taking into account the principles of learning content and a specific group of learners | It complies with the basic principles of adult education |
| It is adequate to the values and goals of the educational service |
| It corresponds to the learning content |
| It is didactically expedient and legitimate, i.e., when choosing a MS, the basic patterns and approaches of modern learning theory are taken into account |
| The methodological competence and educational experience of adult learners are taken into account |
| The opinion of learners about the MS and their preferences in forms, methods, and other means are taken into account |
| MS is applied by the educator and learners on a voluntary basis, without any coercion |
| It allows the educator and learners to communicate on equal terms |
| The selected forms, methods, means, and tools are logically connected and complement each other, ensuring the continuity of learning |
| **Criterion 2. Efficiency of use**  Methodical support makes it possible to achieve the results planned in the educational service with minimal costs and maximum productivity | The learner’s need to learn new things is stimulated and supported |
| It includes ways to organize learners’ reflection and self-assessment of educational achievements |
| Action and interactive learning methods are used |
| The use of MS creates conditions and facilitates the exchange of experience between learners |
| The selected forms, methods, means, and tools cover the entire learning content |
| **Criterion 3. Applicability and sufficiency**  There is a real possibility of using adequate forms, methods, and other learning tools planned in the educational process, applicable in specific educational conditions for educational purposes | The proposed forms, methods, means, tools are feasible for learners and understandable to use |
| The MS used does not lead to overload in educational activities |
| All types of educational activity (cognitive, reflexive, communicative, etc.) are provided |
| In the educational process, preference is given to group forms and action learning methods (project learning, case studies, games, exercises, imitation of real situations, etc.) |
| MS is evaluated by learners as purposeful and corresponding to their expectations and level of learning |
| **Criterion 4. Pedagogical innovation**  Purposeful systematic change of methodical support due to timely progressive innovations | The forms, methods, means, and tools of learning are modern and advanced |
| A timely review of the MS is being carried out in order to identify outdated forms, methods, and means of learning |
| Methodological innovations are justified and appropriate, serve to improve the educational process |

### Component 6. Educators

Educators, as organizers of the interaction of adult learners with the learning content and among themselves, are key figures in delivering educational services and ensuring its quality.

**The component’s result.** As andragogues, educators carry out educational activities based on open interaction with learners, which they organize taking into account psychological, professional, temporal, spatial, social and other mechanisms that affect the learning process.

|  |  |  |
| --- | --- | --- |
| **Criteria** | **Indicators** | **Notes** |
| **Criterion 1.**  **Value orientations and willingness to interact**  Components of educators’ professional competence that allow them to organize a people-oriented educational process | The actions of educators convey/demonstrate the installation of end-to-end values that are fixed in the provider's business organization system (Component 3) |  |
| Educators possess communicative competencies (including online communication) |  |
| Educators will organize a joint acquaintance with the learners with the underlying idea and key ideas of the education program |  |
| Educators coordinate with learners the goals of their learning, the expected results and diagnostic criteria, acceptable learning methods, and the content of the work performed |  |
| Educators show flexibility and adaptability, as well as associate their expertise with the experience of learners |  |
| Educators introduce rules of care for the health, environmental friendliness, and comfort of all subjects of OES |  |
| Educators build communication with learners on an equal basis in the learning process |  |
| Educators participate in communication with organizers and colleagues on the implementation and development of educational services |  |
| **Criterion 2.**  **Andragogical competence**  Characteristics of educators’ activities as organizers of the adult learning process | Educators have the appropriate level of qualification | * Educators are experts in the subject area being studied * Educators have andragogue training/   certificate |
| In the learning process arrangement, educators provide an active/leading role to learners | * They realize that an adult is being trained to solve an important life problem and to achieve a specific goal * They are aimed at creating an environment for learners to self-manage their educational activities, show their autonomy, and ensure their self-realization * They act as a consultant and expert on learning technology, assisting the learner in arranging the learning process * On the basis of feedback, they coordinate joint actions with learners and make operational adjustments to the educational process * They provide learners with the opportunity to form their own library from their accumulated materials and resources for solving practical problems in the study |
| When forming learning material, educators use the life (daily, social, professional) experience of adult learners (both their own and their colleagues) as an important source of learning | * They provide learners the possibility of alternative methods of studying individual parts of the education program, adjusting the time frame and sequence of studying learning material * They encourage the contribution of learners in addition to the transformation of learning material, as well as stimulate the introduction of additional didactic resources by learners * They organize the processes of mutual learning among learners * They stimulate the desire of learners to act as organizers of learning (educators, moderators, etc.) |
|  | When forming practical tasks, educators focus on the implementation of an outcome-based approach | * The content of practical tasks is related to the real-life situations of learners and the tasks they solve in the context of the studied material * It is planned to discuss with learners the content of tasks and methods of their implementation |
| Educators promptly provide support/ accompany the successful educational activities of learners | * Completing tasks allows learners to see and evaluate the intermediate results of their learning * Educators provide an operational analysis of the intermediate results obtained and regularly provide feedback |
| **Criterion 3.**  **Didactic competence**  Characteristics of educators’ activities as specialists designing /  creating an information and educational learning environment | Educators are familiar with the specific characteristics of their target audience | * They know the peculiarities of learners in the perception of learning material * They are familiar with the special needs of learners and additional opportunities for arranging the learning based on these needs * They are able to organize communication based on the implementation of the requirements of a specific target audience |
| Educators know the methodological basis of online learning (including the specific nature of its arrangement for adults) | * When forming educational/learning content, they comply with the requirements for the specific nature of adult education (Component 4) * They fully possess the necessary methodological resources (Component 5) * They possess technical training tools that are adequate for the goals and necessary methods of online adult education (Component 8) * In parallel with the study of the subject content, learners are organized to master modern learning methods and tools * They are able to create/adapt didactic resources commensurate with the goals of the educational service |
| **Criterion 4.**  **Professional self-comprehension**  It characterizes the attitude of educators toward the processes of improving the conditions and quality of educational services provided by developing their professional competence | Educators strive to develop their professional competence | * They increase the level of proficiency in modern technological/didactic tools and technical resources for personal development, and strengthening the competence of learners * Educators regularly improve the learning content and methodical support of educational services, develop their own adult learning tools * It is organized / possible for educators to participate in various training courses, conferences, and events |
| Educators are constantly improving their skills in the formation and improvement of the effectiveness of the educational environment for adult education | * They develop resources to strengthen the practices of organizing meaningful moderation while ensuring respect for others and opponents * They study the problems of ensuring inclusive participation and conflict management in the arrangement of educational services transformation processes * They master the practice of organizing communication in action while ensuring the safe participation of different stakeholders |
|  | Educators develop their professional competence in pedagogical management | They take part in educational events on this topic, study new professional literature, make reports, develop new didactic resources, write articles, etc. |
| Educators are members of professional pedagogical communities focused on adult education and strengthening the quality of services in non-formal education |  |

### Component 7. Learners

Adult learners are individuals who manage their own educational trajectories. When delivering educational services, the activity, involvement in interaction, and autonomy of learners act as criteria for the success of pedagogical support for their learning and development.

**The component’s result.** The educational process has created conditions that allow learners to manage their learning and personal development, as well as actively participate in interaction with other participants and influence the transformation of the process of delivering educational services in general.

|  |  |  |
| --- | --- | --- |
| **Criteria** | **Indicators** | **Notes** |
| **Criterion 1.**  **Subjectivity and activity**  It characterizes the manifestation of activity, and involvement of learners in the arrangement of the educational process. This criterion demonstrates to what extent the provider relies on the ability of an adult learner to be the source of their educational activity, to make decisions autonomously, to be aware of their educational needs and goals, and to be responsible for their actions and the results of educational activities | The learner is given the opportunity to define their educational goals and guidelines | During the familiarization stage of the education program, learners align their expectations with educators about the expected learning outcomes and ways of their manifestation in real (including their own) life |
| In educational activities, the learner is given the opportunity to choose the content, methods and means of learning | The points of contact with the content, the educator, and each other are conveyed to the learners |
| In educational activities, the learner is given the opportunity to act autonomously, make choices, and make decisions without external coercion | The learner knows where and to whom to contact with what questions, where to find what, and what to do if they have not found it |
| In the learning process, learners realize their right to be responsible for their actions and their consequences in the educational process | * They are familiarized with the course structure, learning methods, the duration, and learning schedule, the course map, the rules of communication and security * They ask questions to understand the material being studied * They coordinate the content, methods, and deadlines for completing tasks * They clarify the ideas and details of the experience of other participants * They pay attention to the intermediate learning outcomes and express a request for an examination of the results of independent work |
| Learners contribute to the formation of additional learning material | * Formation of additional cases and descriptions of personal experience in the context of the studied material * Offering additional information sources, etc. |
| Learners have the opportunity and are willing to help other participants in achieving mastery of learning material |  |
| At the stages of intermediate and final reflection, learners show openness and willingness to discuss the educational process that has taken place | * They take part in the survey * They describe their feelings * They make informed judgments * They make suggestions regarding the studied content and learning methods |
| **Criterion 2.**  **Motivation to study**  It is determined by the degree of activity, dedication, and interest of learners in education. This criterion indicates the stimulation of their internal or external motivation for sustained interest and active participation in the educational process | Potential participants are provided with the opportunity to consciously engage in the learning process and form their own motivation | The content of the application form for potential participants:   * provides them with a preliminary immersion in the course topics * provides an opportunity to express their educational interests and needs |
| Adult learners clearly declare the personal, social, professional, career, and other motives of their studies | Source: analysis of the content of communication taking place during the educational process in order to identify the motives of learning |
| Adult learners demonstrate openness and interest in learning new things, passion for the learning process | Source: analysis of the content of communication taking place during the educational process in order to identify the motives of learning |
| Learners use their experience and knowledge as additional learning content |  |
| Learners remain motivated to learn throughout the educational process |  |
| **Criterion 3.**  **The ability to learn**  It is determined by taking into account the resources available to learners necessary for successful learning, and ensuring their development | Adult learners have the basic knowledge, skills, and experience necessary to master the learning content |  |
| Adult learners demonstrate the ability to learn autonomously, have self-education skills, the ability to autonomously find, process, and use information |  |
| Learners are able to learn from each other through interaction with others as part of group work and joint assignments |  |
| An adult learner demonstrates technical literacy, mastery of computer programs, and the tools necessary for participation in an online education program, self-education, and communication |  |
| The educational process provides additional opportunities and resources for learners to master the necessary online learning tools and the correct allocation of time and effort |  |
| **Criterion 4.**  **Emotional engagement**  It shows the degree of learners’ unindifference and involvement in the educational process and their ability to get the results of their learning | In their attitude toward the educational process, learners show emotionality and constructiveness in their communication with educators and other participants |  |
| Learners show a creative attitude towards completing tasks and independent work |  |
| Learners use various means to present their attitude and understanding of the material being studied | Planning, drawing, animation, presentation, photographs, collages, supporting music, video presentations, etc. |
| They publicly express their attitude toward participation in the education program and express their personal level of satisfaction | Sources:   * comments on the provider's social networks * social networks of learners * their recommendations to others to participate in the program * statements in the media, etc. |
| **Criterion 5.**  **Striving for self-realization**  It characterizes the principles of the participation of adult learners in an education program to solve vital tasks for them | Learners correlate the studied content with their life circumstances and situation | When studying new material, they rely on their life experience, correlate new knowledge with their aspirations, goals, and desires |
| Learners expect to immediately apply the acquired knowledge, skills, and competencies to solve important life problems for them and achieve specific goals | When completing tasks and reflecting, learners record   * facts/the process of developing their own abilities * satisfaction of the need for knowledge * making changes in their lives/affairs/situations |
|  |

### Component 8. Technology Solution

A technology solution is a set of technical and software tools that provide the ability to provide online educational services in accordance with planned quality indicators.

**The component’s result.** The technology solution supports appropriate learning methods and facilitates the achievement of learning objectives by learners. At the same time, the proper level of safety, reliability, and effectiveness of the online educational service is ensured.

|  |  |  |
| --- | --- | --- |
| **Criteria** | **Indicators** | **Notes** |
| **Criterion 1. Relevance**  To what extent does the technology solution allow/limit the implementation of an online educational service in accordance with the current level of technology development | The requirements and characteristics of the technology solution for the following components are formulated: equipment and software on the educator’s side, on the learner’s side, on the server's side, and communication channels |  |
| The procedure of revising and updating the technology solution is carried out in accordance with the development of technologies |  |
| The technology solution ensures the adequacy of the forms of presentation of learning content (Component 4, Criterion 2) |  |
| The technology solution makes it possible to implement methodical support in the educational service (Component 5) |  |
| **Criterion 2. Accessibility**  The technology solution takes into account the technical and technological capabilities of learners, educators and organizers of educational services | The technical and software tools of the participants in the educational process meet the requirements of the technology solution |  |
| The bandwidth of communication channels between subjects and elements of the technology solution infrastructure is sufficient to provide educational services without loss of quality |  |
| The software necessary for the delivery of educational services is presented/available for use by the educator, the organizer, the learner and the servers |  |
| The technology solution takes into account the level of proficiency and features of the use of technologies and equipment by all participants of the online educational service |  |
| When organizing an online educational service, opportunities are provided for participants in the educational process to master the necessary technology solutions | Availability of instructions, explanations, micro-learning, technical support |
| **Criterion 3. Functionality**  The technology solution provides the necessary and sufficient functions for the effective delivery and development of online educational services | It provides sufficient flexibility in the use of methodical support (Component 5) |  |
| It adds additional value to the educational service |  |
| It is not redundant |  |
| It ensures efficiency in the use of all types of resources by the organizer, as well as efficiency for learners |  |
| It allows us to collect the necessary and sufficient data for the analysis and monitoring of OES quality |  |
| **Criterion 4.**  **Reliability**  The technology solution ensures OES delivery stability and provides measures to minimize the impact of technical risks on the process | The provider describes possible technical risks, the degree of their criticality, and procedures for responding/preventing the occurrence of these risks |  |
| The stability of the connection and the corresponding Internet bandwidth are provided by educators, organizers, and servers |  |
| Educators and organizers are provided with the necessary quality equipment |  |
| The software and software services used are characterized by stable operation |  |
| The safety and stable access to learning content is ensured |  |
| **Criterion 5.**  Technological safety  The technology solution ensures the proper level of data security and the inaccessibility of malicious actions | Personal and vulnerable data are protected |  |
| Procedures exist, are described, and are regularly used to support the required level of data protection for educators, organizers, and learners |  |
| The software and equipment used are licensed |  |
| Technological safety is regularly audited with the involvement of relevant experts |  |

### Component 9. Organizational Processes of Educational Service

The quality and manageability of auxiliary organizational processes (marketing, PR, budgeting of ES, risk management, personnel management, legal support of ES, security, quality management) refers to the organization of the provider's activities and affects the educational service itself.

**The component’s result**. Favorable conditions have been created to provide OES and maintain its stability. The service is safe for everyone involved in its implementation.

|  |  |  |
| --- | --- | --- |
| **Criteria** | **Indicators** | **Notes** |
| **Criterion 1. Adequate positioning of educational services**  A set of actions aimed  at forming a clear understanding of OES | The positioning of the educational service is based on an analysis of the educational service market |  |
| The educational offer conveys the uniqueness of OES |  |
| The educational offer contains sufficient information to make a decision on participation in OES |  |
| The channels for delivering information about the educational service correspond to the preferences of the target audience |  |
| **Criterion 2. The effectiveness of the recruitment of participants**  The provider's ability to attract and recruit the target audience in the right volumes and with the required characteristics for the successful implementation of the education program | The marketing strategy exists and provides the planned set of participants of OES | In the feedback after the delivery of an educational service, one needs to collect information about the sources of information about the educational service, clarify the description of the target audience and its motives |
| Feedback from educators and participants is taken into account when organizing the following recruitments |  |
| The changes in the channels of information transmission and the external context are analyzed in order to adjust the marketing strategy |  |
| Regular analysis of the effectiveness of the marketing methods and tools used is carried out |  |
| **Criterion 3.**  **Financial security of educational services**  Availability of sufficient resources and stable financing for the sustainable and high-quality delivery of OES | The process of calculating the estimated and accounting for the actual costs of OES is carried out |  |
| The sources of financing for educational services have been identified |  |
| The mechanisms for sustainable financing of educational services have been identified |  |
| **Criterion 4.**  **Risk management**  The process of identifying, assessing, preventing potential and minimizing the impact of existing threats | Regular analysis of possible risks is carried out |  |
| Protocols for responding to the occurrence of probable risks are described |  |
| Measures are provided to prevent the occurrence of risks |  |
| Procedures for minimizing the consequences are provided and implemented |  |
| **Criterion 5. Effectiveness of organizational interaction**  It characterizes the conditions for coordinated and productive interaction between various subjects of OES | The functional roles necessary for the delivery of OES are described |  |
| The qualifications and competence of the persons involved in the delivery of OES correspond to the description of functional roles |  |
| The system interaction between the performers of functional roles within the framework of OES is organized |  |
| **Criterion 6. Compliance with legislation and ensuring safety**  Compliance with legal provisions and standards, as well as the implementation of measures aimed at protecting all involved participants | OES are provided in accordance with the laws of the jurisdiction where the provider is located | * Is the personal data protection legislation being implemented * Is copyright protection legislation being implemented * Is the labor legislation being implemented * Is the tax legislation being implemented * Licenses and permits * Other legal requirements |
| The degree of vulnerability of all participants in OES process is assessed |  |
| In accordance with the vulnerability assessment, necessary and sufficient measures are taken to ensure the safety of participation |  |
| Security protocols have been developed and are being used for all participants |  |
| Participants are notified of the security measures and the degree of responsibility of the provider for security at different stages of the delivery of OES |  |
| **Criterion 7. Consistency of quality management**  Activities aimed at continuous improvement of OES based on quality monitoring, feedback, audit, self-audit, etc. | The provider has described and has a quality management system for OES |  |
| The education program describes the way of delivering educational services and sets guidelines for their quality |  |
| Criteria for monitoring the quality of OES have been developed |  |
| Monitoring methods and procedures have been identified and are being implemented |  |
| A systematic collection of feedback from all participants of OES is carried out |  |
| The process of reflection and quality assessment of OES is systematically carried out |  |
| The results of quality monitoring and assessment procedures are documented |  |
| Quality management processes are provided with sufficient resources (personnel, finances, facilities, equipment, methods, and techniques) |  |

# Appendix 1. Additional Comments to the Explanatory Note on the Principles of Adult Education

**Adult education is considered as the basic process of assessing the quality of educational services using the proposed Tool.** It is based on the processes of ***formation and development of learners***’ ***human capital*** (human qualities, competencies, and competence necessary for a person to solve problems that arise in front of them and solve the tasks). Such an idea of the adult education principles is associated with the understanding and acceptance of learners as accomplished individuals – people with maturity, a certain level of education and training, able to be autonomous and take responsibility for their choices, actions, and results.

As a consequence, ***providing learners with freedom of choice in the educational process*** is therefore ***a fundamental requirement for the arrangement of their education***. When arranging the adult learning process, it is supposed to ensure freedom of choice

* of time, place, duration, cost, type and forms
* of goals, organization, methods, sources, and means
* of consistency, content, evaluation
* of training programs
* of consultants, mentors, educators
* of educational institutions
* of the level and documents of education

**The primary goal of adult education and learning** is to foster the development of individuals' abilities necessary for them to exercise and realize their rights and realize themselves as architects of their fortunes.

***The objectives of adult education and learning***, according to UNESCO recommendations, are as follows:

* To develop the capacity of individuals to think critically and to act with autonomy and a sense of responsibility
* To reinforce the capacity to deal with and shape the developments taking place in the economy and the world of work
* To contribute to the creation of a learning society where every individual has an opportunity to learn and fully participate in sustainable development processes and to enhance solidarity among people and communities
* To promote peaceful coexistence and human rights
* To foster resilience in young and older adults
* To enhance awareness for the protection of the environment[[8]](#footnote-8)

For an adult learner, the realization of his freedom of choice most often occurs in the integration of practices of formal, non-formal and informal education. A comparative description of these educational practices (refer to the table) has been developed on the basis of a glossary of UNESCO materials on adult education.[[9]](#footnote-9)

**Table – Comparative Characteristics of Educational Practices**

|  |  |  |
| --- | --- | --- |
| **Practice type** | **Brief description** | **The expected result** |
| ***Formal education***  A generally accepted type of educational practice represented by traditional education systems | * Learning in specially designed institutions * Learning by specially trained personnel * Leading to the receipt of a generally recognized document on education * Systematized, i.e., systematic acquisition of systematized knowledge, skills, acquired competencies * Learning is characterized by the purposeful activity of learners | *It assumes certification reflecting the level of acquired qualifications and mastered competencies and recognized by other business entities* |
| ***Non-formal education***  The practice of learning organized outside the walls of educational institutions (for example, at work, in clubs, etc.) | * Systematization of learning * Purposeful activity of learners * Not always carried out by professional educators (for example, colleagues at work) * Does not necessarily end with the receipt of a generally recognized educational document * It is organized, among other things, through the activities of various kinds of study groups, trainings, sections, courses, lectures, workshops, etc. | *Non-certifiable, as a rule,*  *practice of acquiring the competence necessary for a learner to solve tasks relevant to them (for example, participation or implementation of specific projects of various types)* |
| ***In-formal education***  Unorganized learning that does not have any of the above parameters | It is characterized by any receipt of information about various aspects of life (we always learn something new from the media, from friends and acquaintances, when visiting the theater, cinema, concert, church; we are interested in this new thing, even if it is approximate or superficial and does not always correspond to reality) | *The information received replaces knowledge, most often acting in the format of unsystematic, random, not always scientifically sound information. At the same time, a person develops certain skills, abilities, habits, qualities and values unconsciously* |

A key outcome of the implementation of the andragogical approach to organizing adult education is ***the modification of the relationship between the learner, the educators and the education itself***.

**The basic principles of adult education are**

1. The priority of learning autonomously
2. Joint activity [joint generation of knowledge]
3. Relying on the learner’s experience
4. Individualization of learning
5. Systematic learning
6. Contextuality of learning
7. Updating learning outcomes
8. Electivity of learning
9. Fostering of educational needs
10. Mindfulness of learning[[10]](#footnote-10)

When delivering online educational services in an ideal situation, ***technological components of educational technology for arranging the adult learning process*** are

* *educational projects of learners* showing their educational personal identity (information and educational needs, educational order), the ability to autonomously arrange their learning/education, the need for expertise rather than control (movement along a personal educational trajectory – PET)
* *facilitation projects of the organizers’ team of distance course and online learning,* including the results of research conducted by the target audience, social and personal professional orders, a detailed description of the education program, the curriculum and the actual organization of the educational process using a set of key methods of human resource development (mentoring, training, consulting, support, coaching)
* *places created in the educational process and opportunities for coordinating the education program* (technology, infrastructure, provision) both at the level of its conception at the start, and as it is implemented – the acquisition by learners of a particular competence and/or its certification, confirming this acquisition by the name and qualification of the educational service provider

**Appendix 2. Supplementary Materials**

**1**. **Curriculum GlobALE: Global Curriculum for Adult Learning & Education. Available at:**<https://www.dvv-international.org.ua/fileadmin/files/eastern-neighbors/Belarus/Publications/CG._2nd_Edition.RU.pdf>

Assistance in improving the quality of training of specialists engaged in adult education is an important resource for professionalizing non-formal education. An additional impetus to move in this direction was the publication of Curriculum globALE: Global Curriculum for Adult Learning and Education[[11]](#footnote-11) in 2013. The key characteristics of this program are its modular structure and result orientation: obtaining the general professional competencies of educators for adults, regardless of the geographical, institutional, or subject context of their work.

The publication of the second, revised, and expanded edition of the *Curriculum globALE* Methodological Manual in Russian was carried out within the framework of the Learn to Act project[[12]](#footnote-12). The authors hope that this published work will be useful for organizers of educational activities for adults, specialists, experts, and tutors.

1. Koshel N. N. [et al.] **Model Training Program for Andragogues** (Minsk: APO, 2011). Available at: <https://www.dvv-international.org.ua/fileadmin/files/eastern-neighbors/Belarus/Publications/Model_program_on_andragogues_training.compressed.pdf>

The study guide is addressed primarily to those who are engaged in the training of andragogues, but may also be of interest to the andragogues themselves, who are motivated for their professional development, engaged in self-education. The guide content, along with the consideration of issues of ensuring participant andragogical competence in formal and non-formal adult education, presents scientific, scientific methodological, practice materials and standards in the content of education programs and the educational process arrangement of andragogue advanced training.

The guide was prepared by a team of authors within the framework of the project “Life-long Education: a Model Training Program for Andragogues”, which was implemented jointly by the State Educational Institution “Academy of Postgraduate Education” and the Representative Office of the registered Deutscher Volkshochschul-Verband e.V. (Federal Republic of Germany) in the Republic of Belarus as part of the Support Program for Belarus for 2009-2011.

1. **Manifesto for Adult Learning in the 21st century (EAEA). Available at:** <https://www.dvv-international.org.ua/fileadmin/files/eastern-neighbors/Belarus/Publications/manifesto_RU_web.pdf>

This text is the manifesto of the European Association for Adult Learning (EAEA). Under “The Power and Joy of Learning” slogan, the authors strive to talk about the transformational possibilities of adult education as a condition for creating a “Learning Europe” – a Europe capable of successfully coping with the challenges of the future, using all the necessary skills, knowledge, and competencies of people, communities, and regions.

The author of the text is Gina Ebner (EAEA) with the support of the EAEA members, the Executive Board, and the EAEA Secretariat. Translated by Tatiana Chubarova, Inna Kravchonok (DVV International Belarus).

1. **Research on the Educational Needs of Target Groups in Non-Formal Education**(Minsk, 2019). Available at: <https://drive.google.com/file/d/1hMA53RGGG7wzc5IWO0WtNiXX4FL4T-YM/view>

The content of the methodological guide is the basic knowledge and tools for conducting research on the educational needs of target groups of formal and non-formal education programs. This is one of the final products of the project “Regional Voices – Adult Civil Education for the Empowerment of Local Communities in Ukraine and Belarus”.[[13]](#footnote-13)

The methodological guide materials will help the organizers of the local community development processes and education to independently assess the needs of target groups.

1. **EduQua – the Quality Label for Continuing Education and Training. Available at:** [**https://alice.ch/en/eduqua/**](https://alice.ch/en/eduqua/)

EduQua is the best known and widely used quality label for continuing education and training (CET) providers in Switzerland. It promotes transparency, comparability, and quality of CET courses. Over 1,000 schools, institutes, and academies of adult education throughout Switzerland are eduQua-certified.

You can find guidance on certification and other documents about the requirements and certification procedure on the website.

**To the template**

**Component 1. The quiz question to the provider:** Before starting the development, promotion, and delivery of OES, the target audience demands were analyzed and/or service demands were identified.

Yes / No / I don't know

**Component 2. The quiz question to the provider:** The provider has set and documented the goals of the online educational service in the relevant documents.

Yes / No

**Component 3. The quiz question to the provider:** The provider plans, creates, and implements OES, guided by certain values.

Yes / No / I don't know

**Component 4. The quiz question to the provider:** Learning content is developed as an integrated package at the design stage of OES and the creation of an appropriate education program.

Yes / Rather yes / Rather no / Not being developed

**Component 5. The quiz question to the provider:** Methodical support is determined and selected by the provider in accordance with the goals, content, and conditions of the delivery of OES.

Yes / Partially / No

**Component 6. The quiz questions to the provider:**

There is a clear understanding of the requirements for the competencies of the educator(s) who deliver the educational service (the competence profile of the educator).

Yes / Partially / Does not exist

To what extent do the specialists implementing the education program identify their activities as pedagogical?

Always / Often enough / Sometimes / Never / We do not have information

**Component 7. The quiz question to the provider:** When delivering educational services, adult learners are active participants in educational interaction, manage their educational trajectory, change during the learning process, and influence the transformation of the educational process.

Yes / Rather yes / Situationally / No

**Component 8. The quiz question to the provider:** The provider uses a technology solution commensurate with the values, goals and objectives of the educational service.

Yes / Rather yes / Rather no / No / I don't know

**Component 9. The quiz question to the provider:** OES support system provides planning and management of organizational processes: marketing, PR, budgeting, risk management, personnel management, legal support and security, and quality management.

Yes/ Rather yes / Rather no / No

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