



# THEMATIC WORKING GROUP ON QUALITY IN ADULT EDUCATION

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# **THEMATIC WORKING GROUP ON QUALITY IN ADULT LEARNING**

**Kick Off meeting - October 2011**

**TWG Work Programme out on 30 May 2012**

**Last meeting - Joint meeting with TWG on  
Financing - October 2013**

**Open Method of Coordination**



# PARTICIPANTS

- AT, BE, CY, CZ, EE, FI, EL, HR, HU, IE, IT, LV, LU, MT, NO, PL, RO, SI, SK, ES, UK + EBSN, QALLL, ETUCE, ELGPN, CEDEFOP, EURYDICE
- The majority of the country representatives work as policy-makers or as staff in an organizations delivering or promoting adult education.
- The Thematic Working Group on Quality in Adult Learning participants + expert support as a contractor to the EC, (management of the meetings - Mr Geoff Fieldsen and the drafting of the report Ms Helen Keogh)

# SUBGROUPS

- **Sub-group on Accreditation of Adult Learning Providers**
- **Sub-group on Staff Quality**
- **Sub-group on Indicators**

# TWG MEETINGS

- **5 TWG meetings**
- **3 PLAs** (Austria – accreditation, Romania – staff, Malta – indicators, validation and guidance)
- **1 Conference** (Florence - 4th Grundtvig European Conference on Professional Development and Mobility of Adult Education Staff) **+ TWG meeting**
- **1 Study Expert Seminar + TWG meeting**
- **1 Joint meeting with TWG on Financing** (Hamburg)
- **1 Final event**
  
- **Core group meetings 5 + 1**



MAIN OUTPUT:  
TWG ON  
QUALITY IN ADULT LEARNING  
**FINAL REPORT**

## Body of Material

- Key messages
- Suggestions for Action
- Context
- TWG Outcomes

## Annexes

- Outline of a Framework for the Accreditation of Providers
- Draft Checklist for Staff Quality Policy
- Draft Staff Profiling Grid
- Proposals for indicators to monitor adult learning quality



# TOOLBOX: OUTLINE OF A FRAMEWORK FOR THE ACCREDITATION OF PROVIDERS

- **10 Quality criteria** What are the necessary conditions?
- **Description** In terms of...
- **Key questions**

**1.**The provider has a **clear mission** - **2.**The provider is **learner/customer-oriented** - **3.** There is **transparency** of • information • offers and methods • learners' rights/protection for learners • financial information and governance - **4. Staff are competent** - **5.** The provider has a **human resources policy** - **6. Supports are available** to learner and facilitators - **7. Infrastructure and resources are relevant** to the different courses and students - **8. Learning is documented** - **9. A quality management system exists** - **10. Provision is relevant and beneficial** for stakeholders, especially the adult learners

**Criteria 1:** The provider has a clear mission

**description in terms of :** • *objectives* • *target groups* • *type of provision/services* • *understanding of the market* • *principal stakeholders* • *lifelong learning perspective*

**Key questions :** Are the objectives, target group, type of provision/services, understanding of the market, principal stakeholders and lifelong learning perspective clearly defined and included in the provider's mission statement?

# TOOLBOX: DRAFT CHECKLIST FOR STAFF QUALITY POLICY

## 7 areas with sub-headings

1. legal regulations for the qualifications of adult learning staff; 2. regulatory frameworks for the professional development of staff; 3. career paths / pathways leading to the profession; 4. the employment situation of adult learning staff; 5. data collection for policy development; 6. systematic and regular promotion of the nature and benefits of adult learning professions; 7. quality assurance and quality management.

### >Area 5: Data collection for policy development

(Please check ( √ ) whether the following mechanism and processes exist / are in place)

- a. Infrastructure to collect data on the range of staff profiles
- b. Infrastructure to collect data for different sectors
- c. Mapping or profiling of future needs regarding staff and staff continuous professional development
- d. Mapping or profiling of future needs regarding target adult groups



# TOOLBOX: PROPOSALS FOR INDICATORS TO MONITOR ADULT LEARNING QUALITY

indicators to support system-level monitoring, evaluation and quality improvement

## **10 quality criteria with key questions, indicators and descriptors:**

**1.** quality assurance systems; **2.** accessibility of adult learning programmes; **3.** quality of staff; **4.** availability of information and guidance; **5.** effectiveness of adult learning programmes; **6.** progression rates in adult learning programmes and utilisation of acquired skills; **7.** contribution to economic growth; **8.** mechanisms to identify training needs in the labour market; **9.** validation of non-formal and informal learning; **10.** qualifications system

### **Criteria 1: Quality Assurance Systems**

**Key Questions** :Does an accreditation system exist for providers of adult learning?

**Indicator** : Number of nationally recognised accredited providers

**Descriptor / Trend** : Number of accredited providers increasing over the last 5 years



# KEY MESSAGES

- Assuring the quality of adult learning provision requires a comprehensive approach that crosses all education and training sectors.
- More systematic evidence-based evaluation of quality approaches and tools in adult learning is needed to inform / enable further development.
- **A comprehensive approach to quality assurance in lifelong learning** can be best achieved by pursuing three strands of action:
  - **Strand 1:** Action within this strand focuses on **improving and completing** the many quality systems, tools and approaches mainly developed at the level of countries, regions or economic sectors.
  - **Strand 2:** Action within this strand, taken by the European Commission and the relevant national authorities leading to the implementation of a reformed and extended European quality assurance framework
  - **Strand 3:** In the longer term integrating resources into a a comprehensive lifelong learning quality framework



# SUGGESTIONS FOR ACTION

- The **European Commission and national authorities disseminate this report** and the report on the TWG on financing adult learning to all stakeholders, including policy-makers, the social partners, providers, practitioners and experts, to promote a systematic and evidence-based dialogue about quality and efficiency in adult learning.
- The European Commission, together with national authorities and involving all stakeholders, **establishes a set of European indicators**. The quality criteria and indicators proposed by the TWG are intended to provide a stimulus in this regard. **National authorities take steps to improve the knowledge-base on adult learning**, to ensure the availability of data on provision and effects to serve for the European set of quality indicators.
- **National authorities**, involving all stakeholders, take steps to **evaluate quality assurance resources** and approaches to identify which of them produce the best returns on investment in assuring the quality of adult learning.
- **National authorities**, involving all stakeholders, **review and further develop instruments and practices for the accreditation of adult learning providers**, taking advantage, as appropriate, of the draft framework produced by the TWG.
- **National authorities, involving all stakeholders, work towards establishing staff requirements and developing opportunities** for initial and further training of teachers in adult learning, taking advantage, as appropriate, of the draft quality policy checklist and the profiling grid produced by the TWG.

