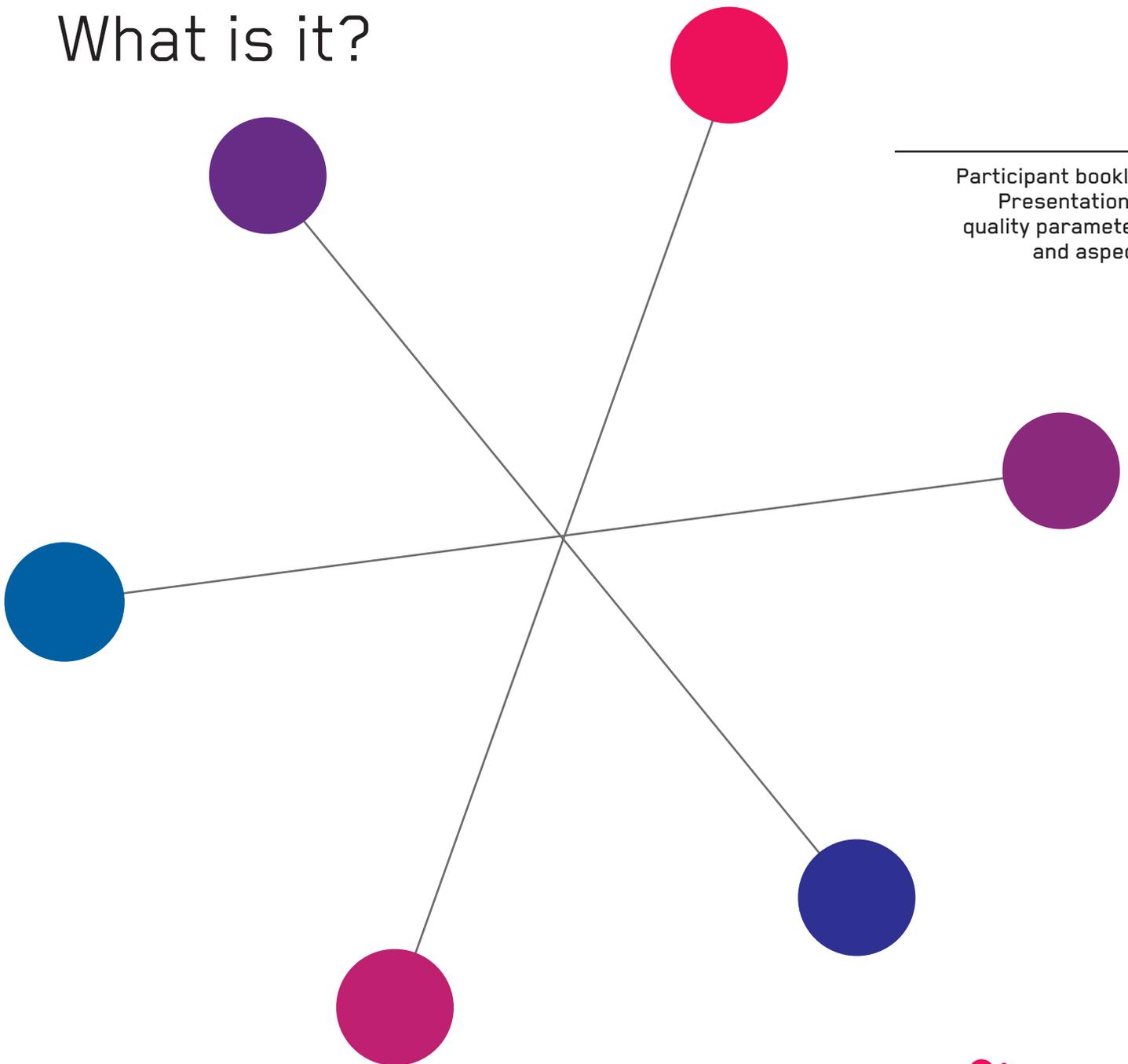




Quality in non-formal adult education

What is it?



Participant booklet:
Presentation of
quality parameters
and aspects

**Danish Adult Education Association
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Quality parameters and aspects

In this booklet we will be presenting six quality parameters that describe what good quality is in non-formal adult education. The descriptions are based on values in non-formal adult education such as democracy, freedom, diversity and community.

Every parameter has a few quality aspects associated with it. These aspects are specific examples of how quality can be expressed within the individual quality parameters. The six parameters and their associated aspects do not comprise an exhaustive list of what quality can look like in non-formal adult education. There may of course very well be other parameters and aspects than the ones described here.

The parameters are part of a self-evaluation tool that can be used to work on improving quality in non-formal adult education.

The tool, along with a booklet containing inspirational stories about good quality, can be found on dfs.dk/kvalitet.

The material was created with contributions from the following of the Danish Adult Education Association's members:

DATS - the national association for drama activities, DOF, Fora, LOF, SFOF, The Association of Day Folk High Schools, The Association of Danish Production Schools, Danish Youth Schools Association, Danish Atlantic Treaty Association, The United Nations Association, The People & Security Association and The organisation for National Church's Youth Choirs.

Danish Evaluation Institute, EVA, w / Senior Consultant Michael Andersen and Senior Consultant Christina Laugesen has assisted with knowledge and coaching throughout the process.

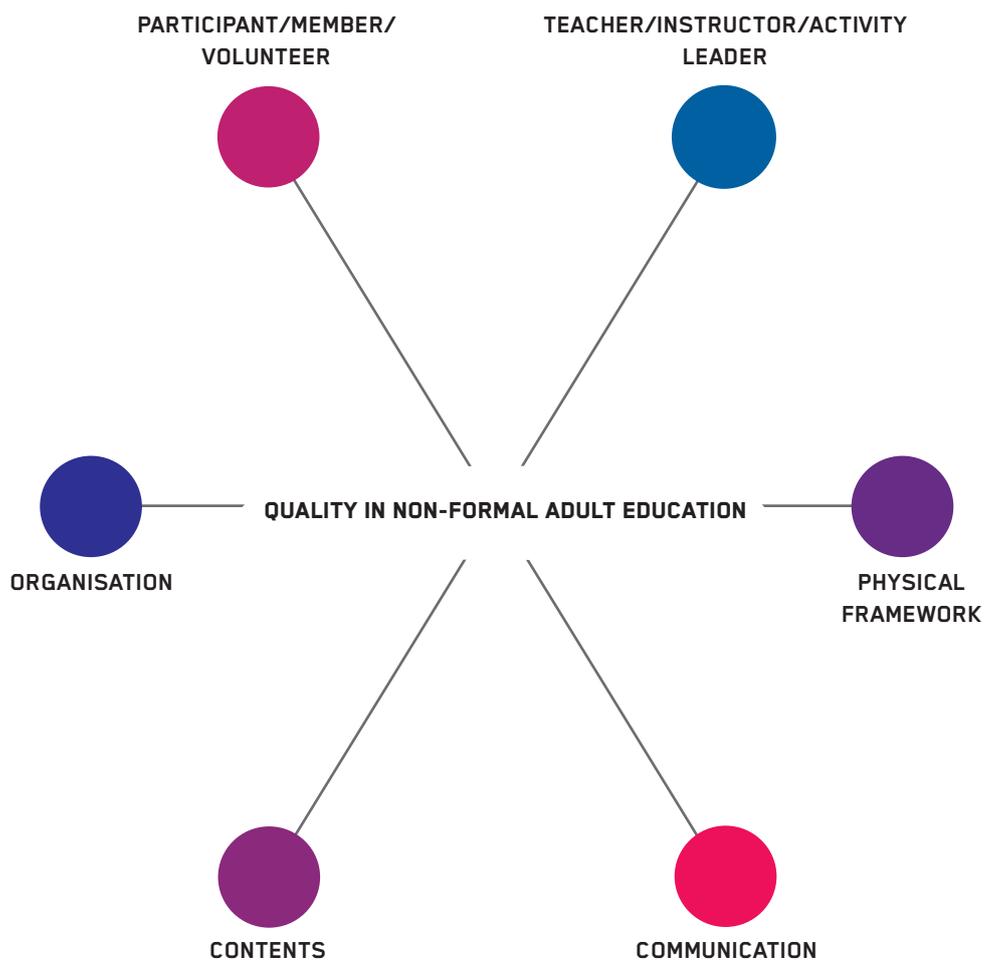
We hope you get on well with your work.

Danish Adult Education Association, 2018

Brief introduction to the process

When you work on improving the quality of your non-formal adult education practices, dive into these 6 areas/quality parameters outlined in this model. Within each individual area you should, as a group, find out what you are currently doing that works well and agree on what you need to do to make it even better going forward. Start the discussion based on the quality parameter that is most relevant for you to work with.

The method is called “self-evaluation” and it is divided into three specific phases. The first phase (A) involves you describing what you are doing, and the next phase (B) involves you analysing and evaluating how you can do better. Finally, in phase C you are to develop your practice and set new goals.





Teacher/instructor/activity leader

Quality parameter

The teacher/instructor/activity leader is a representative of his/her own organisation and works based on a non-formal adult education set of values which is brought into play in the activity/instruction he or she is in charge of.

The teacher/instructor/activity leader has a great amount of freedom to choose the contents and has the courage to challenge both him or herself and the participants by selecting modern and innovative methods.

The teacher/instructor/activity leader motivates the participants to learn through getting them involved, strengthening the sense of community and generating interest in the academic/technical content. The starting point is the experiences, resources and needs of each individual participant in a safe learning environment where there is room to express yourself and try new things.

The teacher/instructor/activity leader is responsible for making room for academic/technical pursuits and social and personal development.

Quality aspects

The good teacher/instructor/activity leader:

- Is aware of the values that one's own organisation and/or non-formal adult education institution are built on and integrates these into the teaching/activity
- Creates room for a diverse community that is characterised by values such as respect, equality and trust
- Is well-prepared, enterprising, and has the courage to break new ground
- Has up to date professional competencies/knowledge on their area which he or she integrates into the teaching
- Is good at planning, completing and structuring the teaching/activity
- Makes use of the participant's competencies and experiences

The physical framework

Quality parameter

The physical framework consists of the rooms and surroundings where the activity takes place and the tools (including digital tools), materials and any potential food and drink that are used in connection with the activity.

The teacher/instructor/activity leader is responsible for creating the best possible physical framework for the activity together with the participants/members/volunteers.

The framework makes all the participants want to get actively involved and be part of the community. It does this by, for example, letting participants/members/volunteers take part in decorating the rooms whenever possible.

The framework is inclusive and encourages activity and learning.

There is enough space and enough of the necessary tools and materials for everyone.

Quality aspects

The good physical framework:

- Supports the creation of a sense of community and the building of relationships between participants/members/volunteers
- Ensures that there is access and room for everyone
- Supports the aim of the activity
- Is welcoming and pleasant to spend time in, as it relates to indoor climate, light, air, heat, etc.





Communication

Quality parameter

Communication in a non-formal adult education context provides fertile ground for debate and reflection.

Words, sounds, images and actions invite to an open and inquisitive dialogue both in one's own organisation and society at large.

The communication supports the organisation's aims. Good communication builds relationships and respects the freedom to take an opposing view.

Communication is adapted to the target group in terms of both content and style, and it provides relevant and timely information. Communication in a non-formal adult education context works to counter prejudices and it supports the creation of diverse communities.

Quality aspects

Good communication is:

- Precise, clear and simple
- Uses different communications channels and language for each target group
- Reflects that the organisation is taking part in an open and respectful dialogue with its surroundings
- Provides space to state your opinions and express disagreement
- Counteracts the creation of myths and prejudices and supports the non-formal adult education sector's commitment to educate



Contents

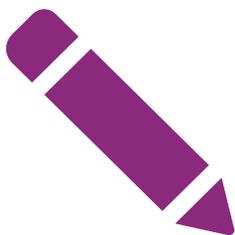
Quality parameter

The content is the “common third” that we gather around. This means that the activity is neither about you or me, but about the common interest.

The activity is performed in a community that one is committed to, where the participants interact with each other and the activity leader/instructor/teacher and the participants actively influence what the content is.

Through the content and the way it is being worked with, there is a professional, social and personal development of the participants.

Teaching about the professional aspects of the activity is based on the competencies and experiences of the participants and the goal is to make people reflect and talk to each other. This highlights the changing and formative perspective that characterises the non-formal adult education activities.

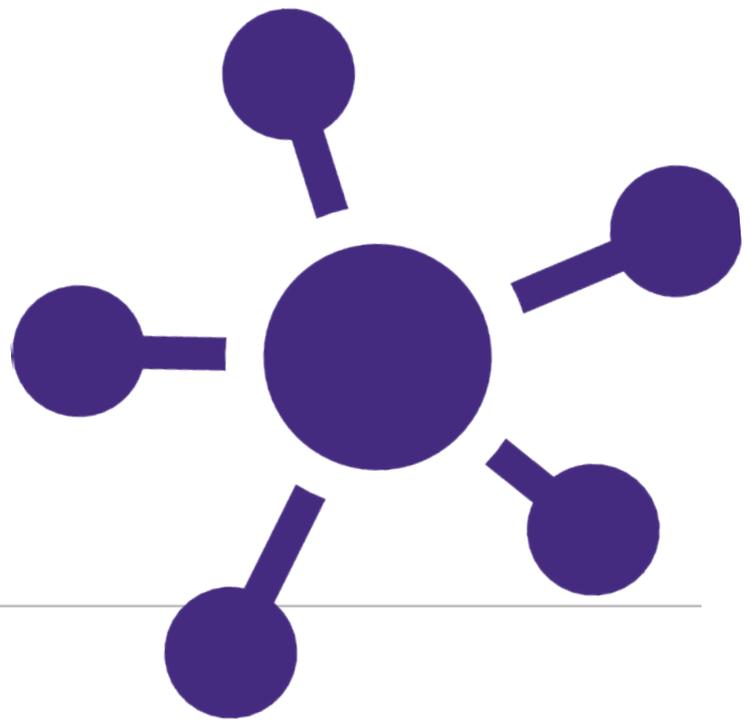


Quality aspects

The good content:

- Is based on the needs of the individual (their background and perspectives)
- Develops individuals on a professional, social and personal level in terms of how they interact with others
- Puts competencies into play that are not merely purely professional
- Takes a personal growth perspective and creates room for reflection
- Is put together so that it supports community-building
- Is set up so as to motivate the participant and get them interested





Organisation

Quality parameter

The organisation is structured democratically, and the work is intentionally carried out through the involvement of participants/members/volunteers under a clear set of values that reflect the organisation's social relevance. This is also reflected in the organisation's formal structure and in the management culture.

The organisation is a reflection of the non-formal adult education values, in both its internal work and in relation to the target group and society at large. This is expressed in the form of a diverse community wherein the organisation continually develops its own structure and activities. The organisation is also open to external influences and takes an active part in impacting the society that they are a part of, whether it be on a local, national or global level.

The organisation is a part of civil society and enters into relevant partnerships with other organisations, both public and private, in addition to other civil society organisations.

Quality aspects

The good organisation:

- Is structured democratically and it is inclusive
- Is an attractive cooperation partner
- Takes an active part in society and can explain the association's values and social relevance
- Ensures an active involvement of the participants/members/volunteers
- Has a deliberate recruitment policy that encourages diversity in terms of age/ ethnicity/ professional background, etc.

Participant/member/volunteer

Quality parameter

The participants/members/volunteers should be seen as those who are involved in the organisation and its activities in various ways: For example, course participants, those who show up for meetings, those active in the association, etc. Non-formal adult education is created when people are interested in getting involved and improving themselves. It is created from within by the participants, members and volunteers.

All non-formal adult education activities are based on the interaction between people, including the interests, goals, resources and needs of each individual. We work with people in obligating communities where the participants/members/volunteers contribute towards solving tasks, taking responsibility and improving themselves on a personal, professional and social level.

Diversity is seen as a strength. Therefore, it is important to be able to reach a diverse target group in terms of gender, age and cultural background. Not necessarily as it relates to the individual activity, but rather in terms of what is offered as a whole.

The participants bring their resources and competencies to the table so that the content and sense of community are strengthened.

Quality aspects

The good participants/volunteers/members:

- Bring their resources, competencies and opportunities for development to the table
- Get actively involved and exert influence on the activity
- Takes their share of the responsibility for the community
- Respects the diversity that they encounter



Work template for self-evaluation



The selected quality parameter: _____

The selected quality aspect: _____

A Describe how you are working with the selected quality parameter/aspect today. Base your description on specific examples/experiences from your work.

What do you do? How do you do it? Who does it?

B Evaluate and analyse the way you work with this aspect. Based on the examples/experiences you have described, try to evaluate:

What works well in relation to getting the selected aspect in play?

What can be done differently in order to work better with the aspect?

C Develop your practice in relation to the selected aspect. Based on the evaluation and the analysis above, formulate one or more specific development goals.

"In order to realise the selected quality aspect, our goal is to ..."

Work template for the action plan



Quality aspect: _____

Development goal: _____

When does the overall action plan need to be followed up on: _____

Should sub-elements be followed up on continually / in a different way?: _____

Action plan for: _____

Filled in by: _____ Date: _____

What needs to be done?	How should it be done?	When should it be done?	Who would be involved?	Who is responsible for initiating the process / following up on it?

