

Internal self-evaluation for quality assurance in non-formal Adult Education in North Macedonia

- Guide for accredited providers of verified special programs for
non-formal Adult Education -

Skopje, May 2026

Context

This guide was developed within the framework of the project of the Public Institution Adult Education Centre, “Quality Assurance in Non-Formal Adult Education,” implemented during the period March–May 2026, with financial support from Helvetas North Macedonia.

The project aimed to contribute to the conceptual design of a framework for quality assurance in non-formal adult education through the establishment of clear and measurable indicators, whose systematic application would lead to continuous improvement of programmes, learning processes, and the overall outcomes of adult education.

The project resulted in:

- a set of indicators for quality assurance in non-formal adult education,
- self-evaluation tools, namely: a questionnaire for service providers, a questionnaire for trainers, as well as for training participants,
- unified templates for documenting the implementation of training sessions, and
- a guide for quality assurance in non-formal adult education.

The entire process was managed and led by the team of the Adult Education Centre, with the support of an external expert, and through continuous consultation and cooperation with a Working Group composed of representatives from different types of institutions and organisations – providers of verified special programmes for non-formal adult education.

It is important to note that the indicators and the other project results are the product of a participatory process of cooperation between the team of the Adult Education Centre, the external expert, and the Working Group. The draft indicators were used in conducting pilot professional supervision at 5 accredited providers of verified special programmes for non-formal education and were subsequently modified based on practical field experiences.

Who is this guide intended for?

This guide is intended for institutions and organisations accredited to deliver training under verified special programmes for non-formal adult education.

What is the purpose of the guide?

The guide is a document aimed at:

- ⇒ **guiding and assisting institutions and organisations accredited under verified special programmes for non-formal adult education in the process of conducting internal evaluation of the quality of the training(s) provided.**

Through the regular and continuous implementation of internal evaluation, the degree of:

- ⇒ **fulfilment of the quality requirements for the training provided,**
as well as
- ⇒ **compliance with the quality indicators of the verified programs,**
is assessed.

In addition, by conducting internal self-evaluation:

- ⇒ **the service provider prepares for professional supervision by the Adult Education Centre.**

1. The Relevance of Quality Assurance in Adult Education

Quality assurance in non-formal adult education is one of the key topics in EU educational policies, particularly due to the need for lifelong learning, reskilling, and recognition of skills acquired outside the formal system. Consequently, the quality and effectiveness of adult education are at the centre of the European political agenda.

Taking into account the national policies and priorities in adult education in North Macedonia, which follow European trends, quality assurance in adult education is an integral part of the national strategic and legal framework. It is embedded in the Education Strategy 2026–2032, the Adult Education Strategy 2025–2030, and the Law on Adult Education.

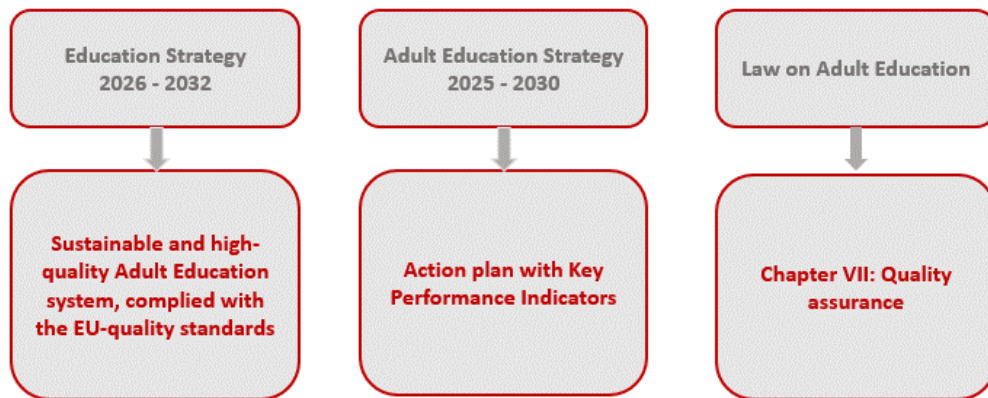


Illustration 1: The Integration of Quality Assurance into the national strategic and legal framework for Adult Education

Source: Author

2. The legal framework as a basis for defining Quality Assurance processes in Adult Education

The concepts and processes of quality assurance in adult education are a broad and complex field.

Examples from other European countries reflect a range of procedures, documents, and processes that are designed and implemented to ensure quality.

The operationalization of the improvement of quality assurance in adult education in North Macedonia will initially cover the verified special programs for non-formal education, and subsequently expand to the new system for Validation of Non-formal and Experiential (Informal) Learning.

The concept of quality assurance and the areas it covers are based on the legal framework (the Law on Adult Education and the regulations derived from it).

2.1. Definition of quality and responsibilities for its assurance

According to the Law on Adult Education¹, the term “quality assurance” is defined as a system of measures adopted at the national and/or institutional level through which it is confirmed that processes and procedures have been implemented for the purpose of ensuring and improving the quality of all aspects of the educational process, the programs, and the qualifications system.

In accordance with Article 65, paragraph 5 of the Law on Adult Education, professional supervision over the implementation of non-formal adult education is carried out by the Public Institution Adult Education Centre. The manner in which professional supervision is conducted is prescribed by the Rulebook on conducting professional supervision and professional inspection of non-formal Adult Education².

¹ Official Gazette of the Republic of North Macedonia No. 3/Pg. 249 from 03.01.2025

² No. 18-12734/1, 01.10.2025

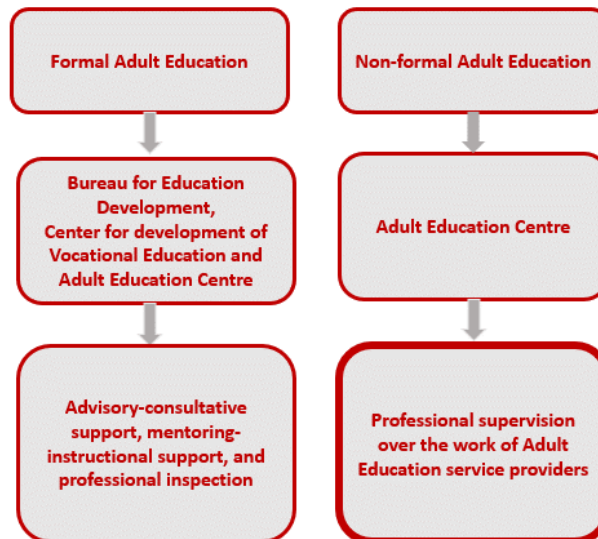


Illustration 2: Responsibilities for the implementation of non-formal Adult Education

Source: Author

3. Objectives and approaches in Quality Assurance

With the intention of ensuring maximum comprehensiveness in designing a quality assurance concept, all aspects of essential importance for the quality of non-formal education were taken into consideration, as they are also defined by law.

3.1. Goals of assuring quality

A key objective in the efforts of the Adult Education Centre to design quality assurance processes and procedures is for them to contribute to:

- ⇒ **The qualitative improvement of the process of conducting professional supervision by the Adult Education Centre**
- ⇒ **Supporting service providers in their continuous commitment to the quality of the training programs offered**

thereby contributing to the creation of **conditions for high-quality non-formal adult education in North Macedonia.**

3.2. Approaches and practices in quality assurance

In the process of conceptualizing quality assurance measures, numerous examples from other European countries were considered. In this regard, it can be concluded that the national model represents a combination of approaches.

Analysis of practices of quality assurance in non-formal Adult Education, (OECD, 2021)

- ✓ **Regulatory approach**—минимум услови што треба да minimum preconditions to be fulfilled by providers нудуваат понудувачите
- ✓ **Advisory approach**—guidelines and examples for guidance and motivation of providers to undertake quality assurance measures
- ✓ **Organic approach**—freedom of the providers to implement quality assurance measures in line with their needs

Illustration 3: Approaches in assuring quality of non-formal Adult Education across Europe

Source: OECD, (2021)

The national concept is characterized by a combination of the elements elaborated in Illustration 3, namely the regulatory, advisory, and organic approaches.

4. Indicators for Quality Assurance in non-formal Adult Education

In the context of non-formal adult education and learning, quality can be viewed from different perspectives. It may refer to the accreditation of a program or provider, quality management systems (ISO, etc.), or the training and professional development of trainers.

The indicators for quality assurance in non-formal adult education were designed to define the thematic framework and to serve as a central guideline for assessing quality.

4.1. Thematic scope and structure of Quality Assurance indicators

The indicators are grouped and cover the following thematic areas and sub-areas:

Area 1: Resources

1.1. Human resources

1.2. Equipment

Area 2: Program Implementation

2.1. Place of program delivery

2.2. Method of program delivery

2.3. Timing of implementation

2.4. Assessment of achieved results

2.5. Trainer activities

2.6. Evaluation

Area 3: Market Orientation

3.1. Training services and their implementation

Area 4: Pedagogical Records and Documentation

4.1. Pedagogical documentation and records maintained

4.2. Issued pedagogical documentation

4.3. Self-evaluation

To facilitate the process of internal self-evaluation using the indicators, they are presented in a tabular form, as follows:

Area 1: Resources		
Subarea	Indicator	Source of evidence
1.1 Human resources	⇒ Type and suitability of the teaching staff (teachers, professors, practical training instructors, and associates) ⇒ Andragogical training/preparation	- Contracts with teaching staff - CVs of teaching staff - Certificates and diplomas of teaching staff
1.2 Equipment	⇒ Available equipment is in accordance with the equipment specified in the special program	- Model of the special program
Area 2: Program implementation		
Subarea	Indicator	Source of evidence
2.1 Place of program delivery	⇒ The place where the training is conducted corresponds to the one specified in the model program and accreditation	- Model of the special program - Contract
2.2 Method of program delivery	⇒ Structure of the program ⇒ Adaptation of methods to the verified program ⇒ Adaptation of teaching delivery forms to the verified program	- Model of the special program
2.3 Time of implementation	⇒ Duration of the program according to verification (theory, practice, assessment)	- Model of the special program
2.4 Assessment of achieved results	⇒ Conducting exams (periodic exams, final exam, method and criteria)	- Participant file
2.5 Trainer activity	⇒ Trainer's file (work plan, tests, number of hours) ⇒ Completed training for adult educators/trainers	- Trainer's file
2.6 Evaluation	⇒ Description of achieved goals and results ⇒ Assessment of program success (including participant feedback) ⇒ Care for group dynamics and participant activation	- Participant file - Model of the special program - Evaluation questionnaires completed by participants
Area 3: Market orientation		
Subarea	Indicator	Source of evidence

3.1 Training services and their implementation	⇒ Number of persons involved in training ⇒ Number of trainings implemented according to the verified program ⇒ Method of financing and support for the trainings ⇒ Promotion ⇒ Networking with other service providers ⇒ Monitoring participants after completion of training (Where did they gain employment? Did they get employed in a position requiring the skills obtained during the training? Employer surveys on whether participants possess the skills required for the workplace?) ⇒ Employment rate after completion of the training	- Main register/book of participants - Report on implemented trainings - Signed contracts - Candidate tracking system after training (reports on the number or percentage of persons employed within 6 months and one year after training)
Area 4: Pedagogical records and documentation		
Subarea	Indicator	Source of evidence
4.1 Pedagogical documentation and records maintained	⇒ Main register/book for participants in adult education programs ⇒ Participant file ⇒ Contract with participant	- Relevant bylaws
4.2 Pedagogical documentation issued	⇒ Certificate and certificate supplement	
4.3 Self-evaluation	⇒ Conducted self-evaluation ⇒ Duration of the self-evaluation	- Model of the special program - Self-evaluation checklist

4.2. Guidelines for using indicators for conducting internal self-evaluation

It is recommended that accredited providers conduct an internal evaluation process for each training delivered.

For this process, the table presented in the previous section (4.1) is used, whereby for each of the listed sub-areas (Column 1), it is checked whether the given indicator/standard is met (Column 2), by determining its availability based on the source of evidence (Column 3).

For a more illustrative explanation of the procedure, the process is described below using a practical example, as follows:

Example 1: Fulfillment of indicators of Area 1, Subarea 1.1..

Area 1: Resources		
Subarea	Indicator	Source of evidence
1.1 Human resources	⇒ Type and suitability of the teaching staff (teachers, professors, practical training instructors, and associates) ⇒ Andragogical training/preparation	- Contracts with teaching staff - CVs of teaching staff - Certificates and diplomas of teaching staff

For sub-area 1.1. Human Resources (Column 1), the defined indicators that must be fulfilled (Column 2) are: the type and suitability of the teaching staff and their andragogical preparation. Compliance with these standards is available/proven through the documentation listed under Source of Evidence (Column 3), namely: contracts with each teacher/trainer, C/Vs of each trainer, certificates and diplomas for each trainer, as well as certificates confirming completed andragogical training. In practice, this means that for each implemented training session within a given program, the listed documents must be collected/prepared and made available.

4.3. Standardized tools, templates, and other documents

As part of the process of improving quality assurance in this project, the need was identified to unify certain documents necessary for the transfer of information between the accredited providers of verified programs and the Public Institution Centre for Adult Education.

The use of unified documents aims to standardize the process of data collection and record-keeping, as well as the overall summarization of results.

Therefore, the following templates/forms have been prepared for the accredited providers of verified programs:

Document type	Purpose	Available as
Template: Info sheet for training start	Completed by the service provider and submitted to the Adult Education Centre	Annex 2 of this Guide
Template: Training work plan	Prepared by the trainers for each training	Annex 3 of this Guide
Template: Self-evaluation questionnaire for service providers	Completed by the service provider for each conducted training	Annex 4 of this Guide
Template: Self-evaluation questionnaire for teaching staff	Completed by the trainers for each training	Annex 5 of this Guide
Template: Evaluation questionnaire for training participants	Completed by the participants after each training	Annex 6 of this Guide
Template: Self-evaluation check-list for fulfilment of quality assurance indicators	Completed by the service provider during internal evaluation after each conducted training	Annex 7 of this Guide

5. Annexes

Annex 1: Quality Assurance Indicators in non-formal Adult Education

Area 1: Resources		
Subarea	Indicator	Source of evidence
1.1 Human resources	⇒ Type and suitability of the teaching staff (teachers, professors, practical training instructors, and associates) ⇒ Andragogical training/preparation	- Contracts with teaching staff - CVs of teaching staff - Certificates and diplomas of teaching staff
1.2 Equipment	⇒ Available equipment is in accordance with the equipment specified in the special program	- Model of the special program
Area 2: Program implementation		
Subarea	Indicator	Source of evidence
2.1 Place of program delivery	⇒ The place where the training is conducted corresponds to the one specified in the model program and accreditation	- Model of the special program - Contract
2.2 Method of program delivery	⇒ Structure of the program ⇒ Adaptation of methods to the verified program ⇒ Adaptation of teaching delivery forms to the verified program	- Model of the special program
2.3 Time of implementation	⇒ Duration of the program according to verification (theory, practice, assessment)	- Model of the special program
2.4 Assessment of achieved results	⇒ Conducting exams (periodic exams, final exam, method and criteria)	- Participant file
2.5 Trainer activity	⇒ Trainer's file (work plan, tests, number of hours) ⇒ Completed training for adult educators/trainers	- Trainer's file
2.6 Evaluation	⇒ Description of achieved goals and results ⇒ Assessment of program success (including participant feedback) ⇒ Care for group dynamics and participant activation	- Participant file - Model of the special program - Evaluation questionnaires completed by participants
Area 3: Market orientation		
Subarea	Indicator	Source of evidence
3.1 Training services and their implementation	⇒ Number of persons involved in training	- - Main register/book of participants

	⇒ Number of trainings implemented according to the verified program ⇒ Method of financing and support for the trainings ⇒ Promotion ⇒ Networking with other service providers ⇒ Monitoring participants after completion of training (Where did they gain employment? Did they get employed in a position requiring the skills obtained during the training? Employer surveys on whether participants possess the skills required for the workplace?) ⇒ Employment rate after completion of the training	- Report on implemented trainings - Signed contracts - Candidate tracking system after training (reports on the number or percentage of persons employed within 6 months and one year after training)
Area 4: Pedagogical records and documentation		
Subarea	Indicator	Source of evidence
4.1 Pedagogical documentation and records maintained	⇒ Main register/book for participants in adult education programs ⇒ Participant file ⇒ Contract with participant	- Relevant bylaws
4.2 Pedagogical documentation issued	⇒ Certificate and certificate supplement	
4.3 Self-evaluation	⇒ Conducted self-evaluation ⇒ Duration of the self-evaluation	- Model of the special program - Self-evaluation checklist

Annex 2: Template Info sheet for training start

Annex 3: : Template Training work plan

Module/ Modular unit	No of sessions	Period of conduction (month, year)	Teaching methods	Form of assessment

Annex 4: Template: Self-evaluation questionnaire for service providers

Program title:

Name and surname:

Date:

Rating scale:

1 – Strongly disagree

2 – Partially agree

3 – Mostly agree

4 – Agree

5 – Completely agree

1. Resources

1.1. Human resources

1 2 3 4 5

Trainers have appropriate professional qualifications

Trainers have completed training in adult education

Regular professional development is organized for trainers

Regular evaluation of trainers is conducted

Trainers maintain a trainer file (work plan, daily preparation, tests, number of hours)

An interview is conducted with all participants before the start of the training

Each participant is informed about the program, training, and trainers

Additional comments

1.2. Equipment

1 2 3 4 5

The training space is appropriate

Equipment is in accordance with the verified program

Resources for practical training are provided

Safety standards are respected

Additional comments

2. Program implementation

1 2 3 4 5

Programs are implemented within the duration according to the verified program

Programs are regularly updated

Teaching methods and equipment are used according to the verified program

Programs are accessible and understandable

Candidates are monitored for 6 (six) months to 1 (one) year after completing the training

Additional comments

3. Market orientation

1 2 3 4 5

The institution collects data on implemented programs (number of participants, number of trainings per program)

Objectives are linked to the needs of adults

Management actively promotes and monitors quality

Additional comments

4. Pedagogical records

1 2 3 4 5

A properly maintained main register is kept

A properly maintained participant file is kept

A contract is concluded with each participant

A certificate and certificate supplement are issued for each participant

Regular self-evaluation is conducted

Additional comments

Annex 5: Template Self-evaluation questionnaire for teaching staff

Program title:

Name and surname:

Date:

1. The training was well organized

- a) Strongly agree
- b) Agree
- c) Disagree
- d) Strongly disagree

2. I sufficiently valued the participants' experience

- a) Strongly agree
- b) Agree
- c) Disagree
- d) Strongly disagree

3. I clearly defined the teaching objectives

- a) Strongly agree
- b) Agree
- c) Disagree
- d) Strongly disagree

4. I used appropriate teaching methods and materials

- a) Strongly agree
- b) Agree
- c) Disagree
- d) Strongly disagree

5. I provided sufficient support and guidance to participants

- a) Strongly agree
- b) Agree
- c) Disagree
- d) Strongly disagree

6. Participants showed progress and engagement

- a) Strongly agree
- b) Agree
- c) Disagree
- d) Strongly disagree

7. The experience and feedback from participants will help me improve

- a) Strongly agree
- b) Agree
- c) Disagree
- d) Strongly disagree

Annex 6: Template Evaluation questionnaire for training participants

Program title:

Date:

1. The training objectives were clearly defined

- a) Strongly agree
- b) Agree
- c) Disagree
- d) Strongly disagree

2. Participants were encouraged to participate and interact during the training

- a) Strongly agree
- b) Agree
- c) Disagree
- d) Strongly disagree

3. The training topics were relevant to me

- a) Strongly agree
- b) Agree
- c) Disagree
- d) Strongly disagree

4. The instruction was organized in a clear and understandable way

- a) Strongly agree
- b) Agree
- c) Disagree
- d) Strongly disagree

5. The teaching materials I received were sufficient and useful

- a) Strongly agree
- b) Agree
- c) Disagree
- d) Strongly disagree

6. The trainers used appropriate teaching methods

- a) Strongly agree
- b) Agree
- c) Disagree
- d) Strongly disagree

7. The experience from this training will be useful for my work

- a) Strongly agree
- b) Agree
- c) Disagree

d) Strongly disagree

7a. Please explain why. What was most useful?

7b. If you selected that you disagree or strongly disagree, please explain why

Annex 7: Template Self-evaluation check-list for fulfilment of quality assurance indicators

Indicator	Standard	Fulfilment of standard	
		YES	NO
Area 1: Resources			
1.1. Human resources			
Type and adequacy of teaching staff (teachers, professors, practical instructors and associates)	The teaching staff for theoretical and practical instruction meets the staffing requirements for the verified program Contracts have been concluded with the teaching staff for theoretical and practical instruction, and one copy is available in the archive CVs, certificates, and diplomas for the teaching staff are available in the archive		
Andragogical training	The teaching staff for theoretical and practical instruction have completed training in educational work with adult learners If the teaching staff have not completed the training, they should do so within 6 months		
1.2. Equipment			
The available equipment is in accordance with the equipment specified in the special program	The training for the verified program is conducted in a space and with equipment and resources specified in the model program.		
Area 2: Program implementation			
2.1. Location of program implementation			

The location where the training is delivered corresponds to that specified in the model program and the accreditation.	The training for the verified program is conducted at the location specified in the Model Program.		
2.2. Method of implementation Program structure Adaptation of methods to the verified program Adaptation of teaching delivery forms to the verified program			
2.3. Time of implementation Program duration in accordance with the verification (theory, practice, assessment))			
2.4. Assessment of achieved results Implementation of examinations (period, method, and criteria)			
2.5. Trainer activity Trainer file (work plan, daily preparation, tests, number of sessions) Attended andragogical training	Trainers for the verified special program have prepared a work plan Trainers for the verified program keep notes on daily lesson preparation A trainer file is maintained in the archive where the above-mentioned documentation is available Trainers have certificates for completed training in educational work with adults Copies of the certificates are available in the archive		
2.6. Evaluation Description of achieved goals and results Assessment of the program's success (including feedback from participants)	For the training according to the verified program, evaluation questionnaires are used and shared with all participants		

	For the conducted training, completed questionnaires from participants are available in the archive The feedback from the questionnaires is summarized and analyzed		
Area 3: Market orientation			
3.1. Training services and their implementation			
Data on implemented trainings	Data are collected for each implemented training and reported to the Adult Education Centre according to the dynamics established by the Rulebook		
Promotion	Number of persons involved in training Number of trainings implemented according to the verified program		
Networking with other service providers	Method of financing and support for the trainings Dropout rate		
System for monitoring candidates after training	A system of continuous monitoring of participants after completion of the training is established and actively implemented Where are they employed? Are they employed in a job position requiring the skills acquired during the attended training? Employer survey on whether participants possess the skills required for the job position Employment rate after completed training		
Area 4: Pedagogical records and documentation			
4.1. Pedagogical documentation and records kept			
Main register for participants in programs	Pedagogical records for the special program are kept in accordance with the applicable regulations Participants in the training according to the special program are entered in the main register		
Participant file	A file is kept for each participant in the training according to the special program, on a form prescribed by the regulations A contract is concluded with each participant, according to the model prescribed by the regulations		
4.2. Pedagogical documentation issued			
Certificate and certificate supplement			

4.3. Self-evaluation			
Conducted self-evaluation			
Duration of self-evaluation			