

Common Guideline - Framework for  
evaluation of trainers



# COMMON GUIDELINES

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## I. Introduction

These *Common Guidelines* is the result of partnership work done by 5 training organizations from 5 different countries; Portugal, Austria, Germany, Ireland and France who joined together to work on *Trainers Evaluation and Assessment Tools*.

In these Guidelines you will find some considerations about training systems, trainers' qualifications and related comparisons between the countries involved. Input on evaluation criteria and treatment of evaluation results, tools and methodologies as well as the implication of this evaluation according to the EQAVET system have been considered in this document. At the end of this document the reader can find an example of an evaluation tool per partner which is considered good practice in their own institution, as well as test tool reports, a brief description of all the workshops the partnership organised during the TEAM mobilities, can be found in the conclusion part.

The partnership:

Portugal	<b>ISQ</b> Instituto de Soldadura e Qualidade <a href="http://www.isq.pt">www.isq.pt</a>
Austria	<b>BEST</b> Institut für berufsbezogene Weiterbildung und Personaltraining GmbH <a href="http://www.best.at">www.best.at</a>
Germany	<b>GEWERKSTATT</b> Gemeinnützige Gesellschaft für Berufsbezogene Bildung mbH
Ireland	<b>CALMAR</b> Calmar International Ltd
France	<b>IRFA Sud</b> Institut Régional de Formation des Adultes <a href="http://www.irfa-sud.fr">www.irfa-sud.fr</a>



## II. Overview of comparisons between partner countries (also see National Report Annex III)

	PT	AT	GER	IR	FR
Trainer Qualification/ Certification (who can be and how)	<p>Higher qualification or more than 5 years technical professional experience</p> <p>Attending a pedagogical training of trainers (90hrs), or, Recognition and validation of teaching skills previously acquired through professional experience (performed by a specialist JURY) or</p> <p>Recognition of diplomas or educational certificates in areas of higher education</p>	<p>In formal education (e.g. schools, universities and apprenticeship programmes): university degree required for teaching in secondary academic school ("Allgemeinbildende Höhere Schule, AHS") or vocational educational and training colleges ("Berufsbildende Höhere Schule, BHS").</p> <p>Graduation from pedagogic college required for work in primary schools up to lower level secondary schools, schools for children with special needs, pre-vocational schools ("Polytechnische Schule")</p> <p>In non-formal (informal) education no legal requirements or certificates at present are needed to work in the field of vocational/ educational training but training certification and experience according to an individual employer.</p> <p>However: specific standards</p>	<p>Trainer regulation qualification. This regulates the standard, knowledge, skills and competences of trainers. Every trainer has to attest these standards. He/she must pass a test in a theoretical and practical way. The second condition is the personal qualification which is proven by a police certificate of good conduct.</p>	<p>The minimum educational qualification to register as an approved trainer is a Certificate in Training and Development awarded by a recognised awarding body.</p> <p>Trainers, instructors and advisors working in the state agencies at both IVET and CVET levels are required to have technical competence, pedagogical competence, social skills and competence with Senior Trades Certificates for craft instructors.</p>	<p>Professional "licences/degree" mainly in "Sciences of Education » that will allow a person to work as a trainer, adviser and/or counsellor.</p>



		e.g. in training of unemployed people (which are due to change)  Also in use: Certification according to ISO 17024			
Training Centre Certification (pedagogical competencies)	IEFP (National Institute of Employment and Vocational Training)  DGERT (Direction General of Employment and Workplace Relations)	Depends on centre but see above		Training Centres must be approved by FETAC, QQI, this involves the evaluation of vet providers' quality assurance procedures against published criteria. The validation process examines how a programme meets the specifications for an award. Agreement by FETAC on the efficacy of a providers' QA procedures is a prerequisite for gaining and retaining registration to offer FETAC awards	
Number of trainers and % of internal/external (in each partner organization)	More or less 500  20% INTERNAL  80% EXTERNAL	Approx. 400  95% INTERNAL  5% EXTERNAL	More or less 20  50% Internal  50% external	More or Less 12  20% Internal  80% external	



### III. Evaluation criteria

In the National Reports (see appendices) each partner provided details of the situation in their country. Many evaluation criteria related to the respective contexts in which each partner operates and criteria related to the trainers bond to the organizations can be found therein. It is different if a trainer is an internal employee, in this case we found criteria linked to a performance evaluation done in companies each year. If the trainer is freelance, in this case criteria like work ethics arose more strongly in our point of view because with a freelance trainer it is a more difficult issue to evaluate.

After many discussions, the project partners have decided to focus on and recommend the following five main criteria in the related assessment topics and common framework the project aims to work in:

- **Pedagogical competences:** related to the ability to teach and motivate learners in their learning process;
- **Knowledge of subjects:** obviously connected to the expertise in the subjects and the ability to have them updated in the specifications of each matter;
- **Innovation / creativity:** the capability to present matters in a different and appellative way, to give new approaches and perspectives;
- **Relation to the real working life (transferability):** the ability to transform abstract issues to concrete ones, to give learners the '(in the) field applications' of the subjects;
- **Work ethics:** related to the respect towards organizations and clients, "to wear the organization shirt", and of course the respect also towards learners and their learning process.



### Recommended tools with further tips:

Evaluation Criteria	Tool	Who	When	Observations/Tips
Pedagogical Competences	Session Simulation	Pedagogical Coordinator	In a recruitment process/on-going assessment.	This tool evaluates the trainer in the classroom environment, if possible you can invite several trainers to do this simulation and they all assist and play a trainee role, you also evaluate the dynamics and communication issues.
	Trainers Register	FÁS / EI	Registered Trainers must re-apply every three years.	
Knowledge of subjects	Questionnaire	Subject expert	In a recruitment process	Sometimes only by the CV it's not easy to evaluate the trainers knowledge. If possible an interview made by a subject expert with a questionnaire could be very useful.
	CV analysis	FÁS / EI	Registered Trainers must re-apply every three years.	
	Trainers Register			
Innovation / creativity	Trainee Reaction	Training provider/institute	During and at the end of each training programme	Trainees are the best evaluators of the innovation and creativity they are the ones who gain an advantage from the training.
	Pedagogical materials evaluation	Pedagogical team	Before the training	
Relation to real working life (transferability)	Measure of learning	Training Provider, Institute or Company	Learners are tested prior to attending the course and after two months following the end of the course	One of the main issues of training courses is to prepare trainees for the labour market, trainers must have the competence to transfer conceptual knowledge as well as practical experience
	Measuring Results	Training Provider/ Employer/ Institute	Several weeks/ months following the end of the training programme	
Work Ethics	Evaluation of a Providers Quality Assurance System  Trainer performance evaluation	QQI FETAC HETAC Pedagogical team	When training companies wish to provide accredited training programmes.  During and after the training.	The trainer must have principles and values that are linked with training centres. The first responsibility should be towards the trainees and the purpose of teaching.



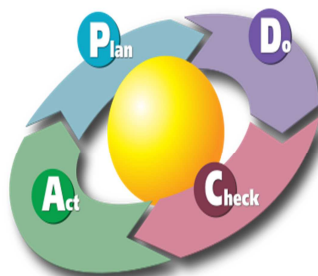


#### IV. Evaluation treatment or *What to do with the evaluation output*

Generally speaking, there are plenty of methodologies and tools for assessing services and especially pedagogical services. In this part of the text we focus on the treatment of evaluation after assessing the trainers' performance, once we have received evaluation outputs. Of course there are plenty of possibilities to assess pedagogical processes and at the end of the evaluation, specific results will be shown which need to be analysed to give an essential feedback to the trainers reflecting on their strengths, weaknesses, opportunities and threats and also to see whether set objectives and goals in other departments were met.

Evaluation can take place before, during and after any training related activity and can be used to consider the delivery process and/or the quality of the contents and implementation of the activity per se. Results will mainly help to assess whether you have met previously set objectives, what changes as a result of the activity there are, how the activity could have been performed in a more effective way and if there were any unintended outcomes or any other impacts there are. It is important to understand not only what happened but also why something worked or didn't work to engage in an on-going improvement process.

Through monitoring performance and outcomes throughout a longer period, an organisation can follow the "PDCA-cycle" which is organised in four steps towards continuous improvement. These four steps are broken up into: "**Plan → Do → Check → Act (PDCA)**". Below is an image showing how the cycle would be represented in a circular graph. '**Evaluation treatment**' – what to do with the evaluation results - can be placed in the **CHECK** step.



PDCA-cycle1

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<sup>1</sup>Source: [http://en.wikipedia.org/wiki/File:PDCA\\_Cycle.svg](http://en.wikipedia.org/wiki/File:PDCA_Cycle.svg)



In other words, this phase is dealing with the analysis of data coming from quantitative and qualitative data collection methods. A spreadsheet - if possible numbering all responses – will help to organise different graphs and diagrams to help you see any change and compare results with others.

The main details should be clustered to show all related details grouped per person and topic (This could be e.g. satisfaction – of all staff and clients compared with any occurred problems; costs for personal career development and satisfaction; purchase of external materials versus the use of virtual platforms and free materials etc.). It will help to share details with any other person or group who need analysed data to engage in a continuous improvement process.

All these details should also be summarised and shown in reports, useful in the case of audits or for comparisons and setting of (new) objectives. When writing the report, one should think about the collected evidence, what it tells and who will read the findings. Reflections and judgements on what was successful and what was not, how things might be done better or in a different manner should be considered to be included.

One of the most important ways of using the analysed details might be to inform the on-going and future planning/ programming of training and teaching. This would correspond to the next step in the continuous improvement process, the '**ACT**'.



## V. New Evaluation methodologies and tools

The improvement of quality in vocational training is among the main strategies of the EU in the concept of Europe 2020. Economic growth in Europe can only happen through education which has improved and meets the requirements. This is the premise for a social, economic and green Europe of the future.

- Vocational training is based on a good general school education. It transmits knowledge, skills and competences necessary for qualified employees which are needed by enterprises in the global competitive markets. Therefore, vocational training should be orientated towards the requirements of enterprises and transmit good professional competence in addition to key skills. This is best done in cooperation with companies like the German dual system of vocational training. Apart from professional competences, personal and social competences will play an important role in the future. Especially teamwork, customer-orientated thinking and innovative competences are needed in the economy. These skills and competences have to be transmitted by instructors and trainers during vocational training. On the other hand they have to adjust their trainer competence to changing needs. Institutions of vocational training, like companies or higher educational institutions, have to make arrangements in their quality management systems which review the quality of the trainers/instructors. For that purpose, there must be methods that measure and evaluate the quality of the trainers. Examples of this are:

- Supervised demonstration lessons
- Evaluation of learning results of the learners (for example written tests)
- Evaluation sheets
- Questionnaires completed by learners about the trainers



## **VI. Supporting European Quality - Assurance in Vocational Education and Training**

The European Quality Assurance framework offers a common point of reference to ensure transparency, consistency and portability between the many streams of policy and practical development of VET systems across Europe. This has been developed in order to increase mutual trust and mobility of learners and workers.

### **EQAVET benefits providers, learners and other stakeholders by:**

- Increasing transparency and mobility

Establishing a shared understanding among Member States of what constitutes quality. The Framework increases transparency, consistency, portability and recognition of qualifications and competencies received by learners across different countries or learning environments.

- Valorises permeability in a lifelong learning perspective

Facilitates the permeability of learning paths between VET, general education and higher education without extending learners' education and training.

Contributes to overcoming current employment problems by addressing the gap between labour market needs and labour force qualifications

Allows more flexible pathways, enhancing the opportunities of lifelong learning.

- Makes VET more attractive

Ensures mutual recognition fostering international, national and sectoral mobility VET providers can enrich training provision, enhance the attractiveness of training programmes and enhance their pan-European reputation.



## The European Quality Assurance Framework

The Framework is an instrument for improving the quality of VET systems. It provides a European wide system to help Member States and stakeholders to document, develop, monitor, evaluate and improve the effectiveness of their VET provision and quality management practices.

### THE QUALITY CYCLE



#### 1. **Purpose and Plan**

Set up clear, appropriate and measurable goals and objectives in terms of policies, procedures, tasks and human resources

#### 2. **Implementation**

Establish procedures to ensure the achievement of goals and objectives

#### 3. **Assessment and Evaluation**

Design mechanisms for the evaluation of achievements and outcomes by collecting and processing data

#### 4. **Review**

Develop procedures in order to achieve targeted outcomes and/or new objectives



The Framework is accompanied by a set of 10 indicators:

1. Relevance of quality assurance systems for VET providers
2. Investment in training of teachers and trainers
3. Participation rate in VET programmes
4. Completion rate in VET programmes
5. Placement rate in VET programmes
6. Utilisation of acquired skills at the workplace
7. Unemployment rate
8. Prevalence of vulnerable groups
9. Mechanisms to identify training needs in the labour market
10. Schemes used to promote better access to VET

The adoption and implementation of the framework and its indicators in Member States is voluntary. The indicators may be used as a “Toolbox by VET providers and national VET systems”. They are not designed for benchmarking but rather to support a culture of quality assurance among stakeholders. The EQAVET website can be found at [www.eqavet.eu](http://www.eqavet.eu)



## VII. Conclusion

During almost two years partners shared methodologies, tools, worries and tips about evaluation of trainers, despite the different contexts, each partner had the same questions:

The return of investment in training is a public and private concern. How can we measure training effectiveness? How can we ensure that VET is a way of economic and business development? How can we ensure that trainer assessments are being incorporated in our Quality Training System? How can trainers improve the overall quality of European VET systems? The question isn't only the evaluation methodology but also what shall we do with the results?

The project idea was born with the motivation to share experiences and good practices that could help in answering these questions.

For these we have participated in workshops during mobilities prepared by each partner. We observed and experimented together with discussions about all the issues in an effort to resolve our problems.

- The first workshop was prepared by IRFA SUD in France and included a practical demonstration on trainers' assessment methodologies and tools. This was done through a "Mind Mapping" collective exercise. The purpose, to identify a Trainer's role and activities and what indicators should be relevant to evaluate trainers' competences.
- In the second workshop was held Portugal by ISQ, evaluations trainers systems, trainers' qualifications and certifications were presented. The Partners discussed the differences between countries in an effort to understand each other and to get to know good practices. We also discussed one particular evaluation tool – trainer observation by video camera. And we reached some conclusions together:
  - By using a camera to record trainer performance in a classroom some issues arise for example: ethical, legal, unions. Trainers must know about the camera and about the use of the video which can create some obstacles. In other ways the recording could be used by the trainer to observe himself and improve his performance. It gives a structured approached.
- In Austria we all participated in the 3<sup>rd</sup> workshop led by BEST where we saw a presentation and a practical demonstration on trainers' assessment methodologies and tools



developed at BEST followed by the WORLD CAFÉ workshop method on development of new tools/ methodology. We worked on new evaluation tools, evaluation criteria and treatment. During the debate some key factors arose, like emotions, personality of the trainer, knowledge of subjects and the ability to establish a connection to real life. At end we all agreed on some important evaluation criteria, as shown in the common Guide:

- Pedagogical competences
  - Knowledge of subjects
  - Innovation / creativity
  - Relation to the real working life (transferability)
  - Work ethic
- The 4th TEAM partnership Mobility was held in Dublin, Ireland on the 4th and 5th March 2013 in the National College of Ireland, Dublin. Thirteen (13) participants attended the meeting and workshop from five partner countries. Austria, Portugal, Ireland, France and Germany. The aim of the meeting was to arrive at consensus on best practice methodology for use in a new framework for Trainer Evaluation.  
  
Calmar presented a report on Competencies for Trainers and following focus group discussions a consensus on agreed competencies were arrived at for inclusion in the TEAM Framework for Evaluation of Trainers. These included (i) social and personal competencies (ii) Business competencies (iii) Technical competencies.
  - Our last mobility together was in Germany hosted by Gewerkstatt under the theme “How trainers competences are linked with labour market need”. As an example a training course was presented in which the main characteristics are the combination of real work experiences gained by the trainers incorporated into the training course. So all trainers must have updated practical competences from the labour market. This leads to the best preparation for the trainees to get employment. The trainers are accepted as experts by the trainees. The methodical and didactic work of the trainers was presented.





There are a number of quality criteria in the recruitment of trainers:

**Criteria** (examples)

- Documentation of qualification by certificates and references
- Attestation of on-going training
- Demonstration lessons
- Sitting in on lectures by the head of department
- Feedback from trainees

In the TEAM project, different methods and tools were presented and discussed in the various workshops in the participating countries. The aim of the project is to give a jointly developed recommendation of the variety of methods. After completion of the workshops, we have composed some tips and recommendations.

The most relevant tip is that an instructor/a trainer should have the following competences, and to evaluate them we should create tools and methodologies adapted to each training context.

Social and Personal Competencies

- Listening and Communication Skills at all Levels
- Motivational skills and skills for personal Development
- Critical thinking, loyalty, follow a code of practice
- Organisational skills

Business Competencies

- Understanding the changing nature of work (locally & globally)
- Commercial acumen & business strategy management
- Organisation development & effectiveness
- Networking, Information & Communication Technology
- Project Management – Leading the Learning Function



### Technical

- Identification of training needs (Including equality and diversity)
- Understanding different training methodologies
- A trainer should be a subject matter expert both practically and theoretically
- Presentation skills
- Training assessment and evaluation of learning (including the Trainer)
- Designing learning aims and objectives



## VIII. Appendices (I) evaluation tool from partners, (II) tool testing reports (III) National Reports

### (I) Evaluation tool from partners

#### Tool Cover Sheet

Tool Name	Evaluation Grid for Training Session Simulation
Country / Partner Organization	<b>Portugal / ISQ</b>
Brief description	This tool is used to help observation of training sessions simulation every time a new trainer is being in a pedagogical validated process
Who evaluates	Pedagogical team
When	In the trainers recruitment process. Most times between the CV analysis and the technical interview.
Duration	10 / 15 Minutes
Frequency	In the recruitment process just one time
Observations	This Tool can be also used during continuous trainer evaluation (during his career)



EVALUATION GRID FOR THE SESSION SIMULATION				
Session moments			Evaluation Criteria	
PREPARATION		1	Definition of learning outcomes	1 2 3 4
		2	Session plan	1 2 3 4
		3	Know-how	1 2 3 4
		4	Preparation of didactic resources	1 2 3 4
		5	Preparation of evaluation tools	1 2 3 4
PERFORMANCE	Introduction	6	Gives information to trainees about the learning outcomes	1 2 3 4
		7	Gives information to trainees about evaluation criteria	1 2 3 4
		8	Gives general approach to trainees about the theme/topic	1 2 3 4
	Development	9	Structuration and session development	1 2 3 4
		10	Fluent speech	1 2 3 4
		12	Clearness and speech understandable	1 2 3 4
		13	Verbal language is correct and appropriate	1 2 3 4
		14	Use of nonverbal language	1 2 3 4
		15	Has an appropriate attitude to learning context	1 2 3 4
		16	Reviews and partial summaries	1 2 3 4
		17	Creativity	1 2 3 4
		18	Methods and techniques used	1 2 3 4
		19	Didactic resources used	1 2 3 4
		20	Quality of PowerPoint presentations	1 2 3 4
		Ending	21	Gives general overview
	22		Strengthening the essential	1 2 3 4
	23		Time management	1 2 3 4
	Scale			
1- Insufficient		2- Adequate	3- Good	4- Excellent
Not meet the requirements		Meet the requirements	Not reveal difficulties	Above-average performance



## Tool Cover Sheet

Tool Name	Happy Sheet
Country / Partner Organization	<b>Austria/ BEST</b>
Brief description	Please provide feedback as to the content and the outcome of the seminar
Who evaluates	Learners
When	At the end of the training
Duration	5 min.
Frequency	Once after training
Observations	Seminar-related remarks, suggestions and comments



## Seminar Evaluation Questionnaire

<TITLE>

Trainer: <NAME>

Date: DayMonthYear

Assessment trainer / Speaker

Evaluate according to the school grading system:

Subject competency (Contents)  
 Educational/methodological (Presentation / Administration)  
 Total score

A	B	C	D	E
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Evaluation of the Contents

Have your expectations as to the content of the seminar been fulfilled?

Have the formulated goals been reached? ☐

Do you feel you have had enough opportunity for active co-work?

How do you score the preparation of the seminar content?

How do you score the potential to apply the seminar content?

What was the most important knowledge gained at this seminar: \_\_\_\_\_

\_\_\_\_\_

### Evaluation of the Framework

Organisation/Procedure  
 General score  
 Seminar room / Resources  
 Materials / Handouts  
 Refreshments (if provided)

A	B	C	D	E
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Total Score

A	B	C	D	E
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Remarks and suggestions regarding this seminar or other workshop topics

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Please provide your contact details (name, E-Mail) should you wish to receive feedback regarding your evaluation: \_

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**BEST wishes and  
thank you!**



## Tool Cover Sheet

Tool Name	Satisfaction Questionnaire
Country / Partner Organization	<b>Germany/Gewerkstatt</b>
Brief description	Satisfaction Questionnaire for training module evaluation about trainers skills on technical, documental, methodological and communication skills
Who evaluates	Trainees from different courses (Qualification Haushaltsfachkraft, pre training for an internship abroad)
When	At the end of the course
Duration	1 Hour
Frequency	One time
Observations	Seminar-related remarks, suggestions and comments





### Questionnaire for trainers to self-evaluate the company

Training course „Haushaltsfachkraft“ (domestic aid)

Please rate the learning content procured in the course

A suitable preparation of the participants for the labour market will be reached hereby

Very good ☐

Good ☐

Satisfied ☐

Sufficient ☐

poor ☐

fail ☐

Remarks/Rationales:


Following learning content must be included into the training concept (your opinion)




How do you rate the possibilities of practical training in training households?

Good ☐

Useful ☐

Bad ☐

\_\_\_\_\_ ☐

Advices to improve the practical training in training households:


Please rate the training methods, which are the standards in the company.

Underline the methods which you think are special suitable for the transfer of knowledge during the training course "Haushaltsfachkraft":

Methods for the transfer of content:

1. Input orientated methods  
(Lectures, reports, presentations, information meetings from external trainers e.g.)
2. Reflexive methods  
(Common work on the content, discussions, tutorial talks, excursions, brainstorming, self -reflection of the themes, creativity methods (collage, painting) instructed fantasy journey, e.g.)
3. Exercise orientated methods  
(Working in small groups, partner and single working, transfer tasks, e.g.)
4. Media orientated methods  
(Phone training, media assisted work papers (foils, flipchart, business graphic e.g.)



Methods for practical training:

1. 4-steps-method
2. 6-steps-method
3. Simulation /role play

Do you suggest other methods which are suitable to be practiced during the course? If yes, which?


Are there any stumbling blocks during daily realization of the concept of training or the standard training methods of the company? If yes, please outline them and if possible suggest updates:


Do you have other suggestions for updates regarding the quality of the training?  
If yes, which?




### Check of the general principle of Gewerkstatt

In the general principle Gewerkstatt wrote down the policy of the company.

Please rate how „lively“ this principle is:

Good ☐

Satisfied ☐

Not satisfied ☐

Please state the fields in which the general principle was not “lively” enough:


Are there any points which should be additionally integrated into the general principle?

If yes, which?




## Tool Cover Sheet

Tool Name	Evaluation of a Providers Quality Assurance System
Country / Partner Organization	<b>Ireland / Calmar International Ltd.</b>
Brief description	A company must outline their procedures for agreement as follows : Communications; Equality; Staff Recruitment and Development; Access, transfer and progression; Programme development, delivery and review; Protection for Learners; Sub-contracting/Procuring Programme Delivery; Self Evaluation of Programmes and Services; Fair and Consistent assessment of Learners.
Who evaluates	QQI (Quality and Qualifications Ireland) / FETAC / HETAC
When	When training companies wish to provide accredited training programmes
Duration	6 months
Frequency	Renewed every 3 years
Observations	This system of evaluation of training companies concentrates on the quality assurance procedures employed by the company. The system also validates the programmes submitted by providers whose quality assurance procedures have been agreed. Providers are responsible for their own internal monitoring and evaluation of programmes and services. This process is designed to foster a locally driven, continuous improvement approach rather than being on focused on external audits.



## (II) Tool testing reports

### Tool Testing Reports

Tool Name	Happy Sheet
Applying Country / Partner Organization	<b>Portugal / ISQ</b>
Origin Country /Partner organization	Austria/ BEST
Brief description of the testing	We use the questionnaire at the end of a training course. Trainees used the questionnaire to evaluate trainers and the organizational issues
Testing difficulties	There was no difficulty in using the test
Add values	User-friendly, can be easily adapted and swiftly used
Trainers evaluation	We tested with 5 trainers and all of them are used to be evaluated by trainees. As a usual process they all feel as a positive way of evaluations
Observations	We only changed the scale to numeric one



Tool Name	Fragebogen für Lehrende zur Selbstevaluierung des Trägers
Applying Country / Partner Organization	<b>Austria / BEST</b>
Origin Country /Partner organization	Germany/ Gewerkstatt
Brief description of the testing	<p>The internal quality management board organised some small revisions to have BEST-related questions (e.g. to gather details on one of our training courses) before 10 staff members (course designers, quality managers, teachers and trainers) and external trainers were asked to give input/ feedback by using this tool.</p> <p>All of them reported it was easy to fill in, detailed enough to understand and short enough to use it during a break. There are enough possibilities to give answers to open questions, necessary for an in-depth analysis of improvement possibilities.</p>
Testing difficulties	None – can easily be implemented
Add values	Good and easy tool to raise awareness among your own staff on one side and to see where (more detailed) information should be provided
Trainers evaluation	All participants thought this was a very valuable tool
Observations	Can be easily adapted and swiftly used



Tool Name	Satisfaction Questionnaire (Trainees)
Applying Country / Partner Organization	<b>Germany / GEWERKSTATT</b>
Origin Country /Partner organization	Portugal/ ISQ
Brief description of the testing	<p>During two different courses we tested the questionnaire which was translated into German.</p> <p>Totally 9 different trainers were evaluated from 16 trainees. The trainers were 3 persons from our staff and the rest are lecturer.</p>
Testing difficulties	There were no special difficulties.
Add values	<p>Without the TEAM project we would not have evaluated this courses. Participants are motivated to have the chance for being asked for their opinions.</p> <p>We will consider with the results of the evaluation our trainers qualification where needed.</p>
Trainers evaluation	Trainers will be informed about the results
Observations	<p>As a result we can say that the questionnaire could be more precise in the description of trainers competences for example in trainers business competences. (Is there enough practical</p> <p>Relatedness, what is not learned,...)</p>





Tool Name	<b>Evaluation Grid for Training Session Simulation</b>
Applying Country / Partner Organization	<b>Ireland / Calmar International Ltd</b>
Origin Country /Partner organization	ISQ - Portugal
Brief description of the testing	<p>3 Independent Trainers who provide training in three different subject matters and to the public and private sectors as follows:</p> <p>Train Managers in how to develop quality assurance procedures in their training institutes</p> <ol style="list-style-type: none"> <li>2. Train in-company and private trainers in developing creativity and innovation in their training sessions</li> <li>3. Train Training Managers in measuring the effectiveness and impact of training</li> </ol> <p>The ISQ Evaluation Grid is used specifically during the process of making a decision whether to employ a person as a trainer or not. We used the ISQ system in live situations where trainers were actually conducting a training course with real participants. The processes are similar and provide a positive result.</p>
Testing difficulties	<p>The trainer is aware that they are being critiqued during the session. This may cause the trainer to become self-conscious and affect their performance.</p> <p>Only part of the evaluation criteria was used at recruitment stage. The main evaluation was carried while the session was in progress.</p> <p>The evaluator must be an experienced trainer and be very familiar with the Evaluation criteria</p>
Add values	<p>Experienced trainers are not influenced by the presence of an evaluator and welcome constructive criticism.</p> <p>Evaluation feedback given to trainers following at least a 2-hour session assists them to improve their competencies and performance.</p>
Trainers evaluation	Two of the trainers had excellent reviews whereas the third would only have been adequate to good.
Observations	On the whole the ISQ Evaluation Criteria is straightforward and concentrates mainly on



	<p>evaluating social, personal and didactic competencies. However, to use these criteria for independent trainers the inclusion of business and technical competencies would be required. There should be 5 levels in the evaluation scale with number 4 being very good and 5 being excellent.</p>
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### **(III) National Reports**



## NATIONAL REPORT

### PORTUGAL

#### I. Portuguese System of Certification/Qualification of Trainers

VET plays a central role and growing importance toward the new challenges arising in Portugal and in all European countries: globalization, an aging population, the emergence and growing use of new technologies and consequent need to update and acquire new skills.

Such challenges require an increased investment in human capital and the necessary adaptation of the existent VET systems. The focus on VET leads to the structure and competitiveness of labour market and economic sectors as a whole. Thus, VET has a decisive role in the transition to a knowledge-based society and economy.

In 2007, Portugal established the legal regime of the National Qualifications Systems (NQS) which refers to the quality improvement of VET systems, their practices and outcomes. It requires an action that promotes the technical and pedagogical skills of trainers.

In 2011, a new legislation was approved to fit these needs by setting new rules for the qualification and certification of trainers, whether Initial Training, Continuous Training or Recognition, Validation and Certification of Competences, with more demanding, consistency and transparency, facilitating the perception by the VET providers and simplifying procedures.

This diploma intends to strengthen the quality of VET through the achievement of the following objectives:

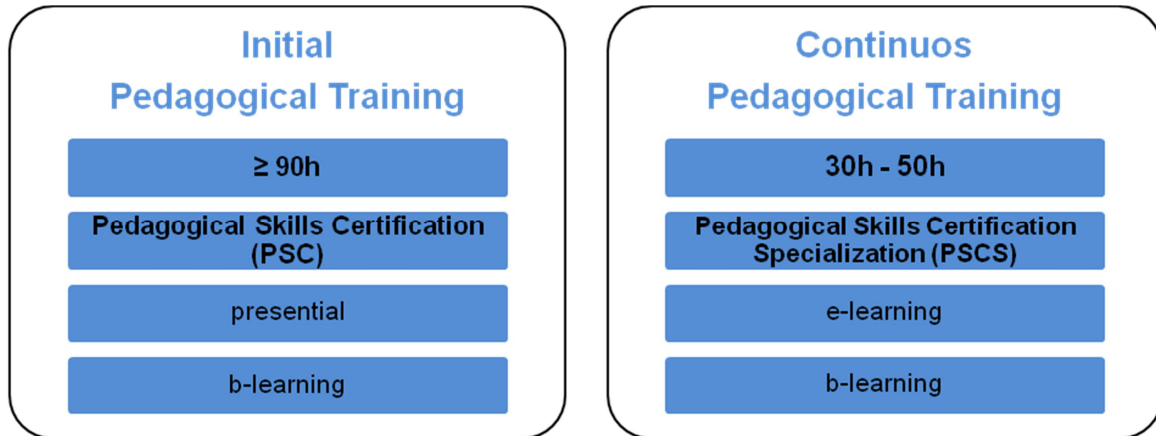
1. Enhance the certification of pedagogical skills of the trainer in order to promote the skills that ensure an effective pedagogical relationship in the different learning contexts;
2. Establish the “Initial Pedagogical Training for Trainers” as pre-requisite to access to trainer activity, ensuring a qualified intervention in this area;
3. Promote the continuous training of trainers, stressing the need for their constant updating, especially those involved in actions aimed disadvantage groups, mediation, training of trainers, distance training, training on job, training management and coordination, training consultant, especially among SMEs.

According to the diploma, access to the trainer activity is necessary to have a Pedagogical Skills Certification (PSC) which can be obtained in a certificate training entity, through one of the ways illustrated in the following scheme:

Ways to access to PSC		
<b>Initial Pedagogical Training for Trainers</b>	<b>Recognition, Validation and Certification of Competences</b>	<b>Recognition of academic qualification</b>
presential / b-learning	total / parcial	same pedagogical skills

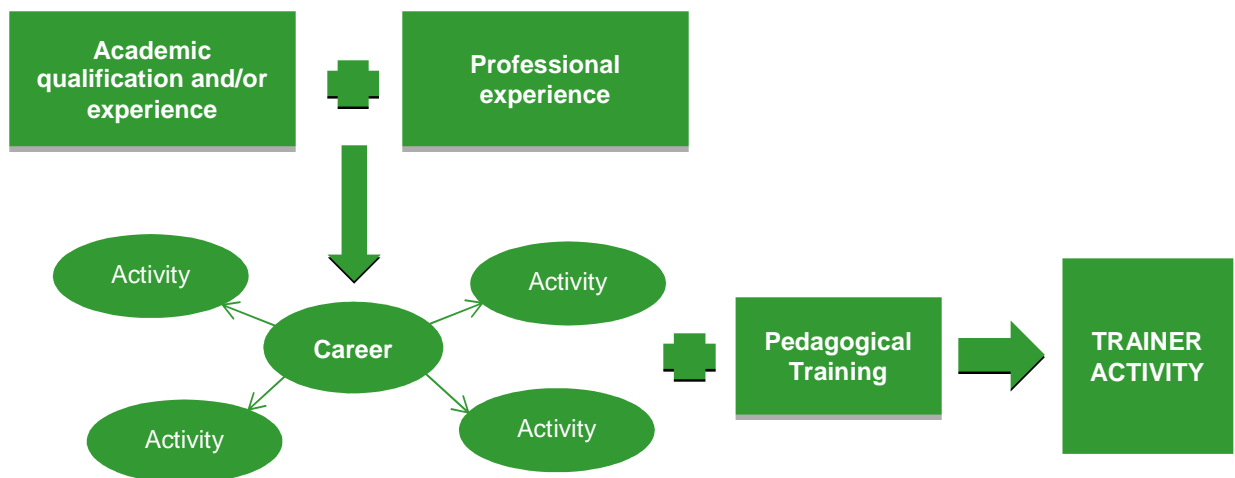


The choice of the type of training intervention for Initial Training and Continuous Training should take into account the requirements:



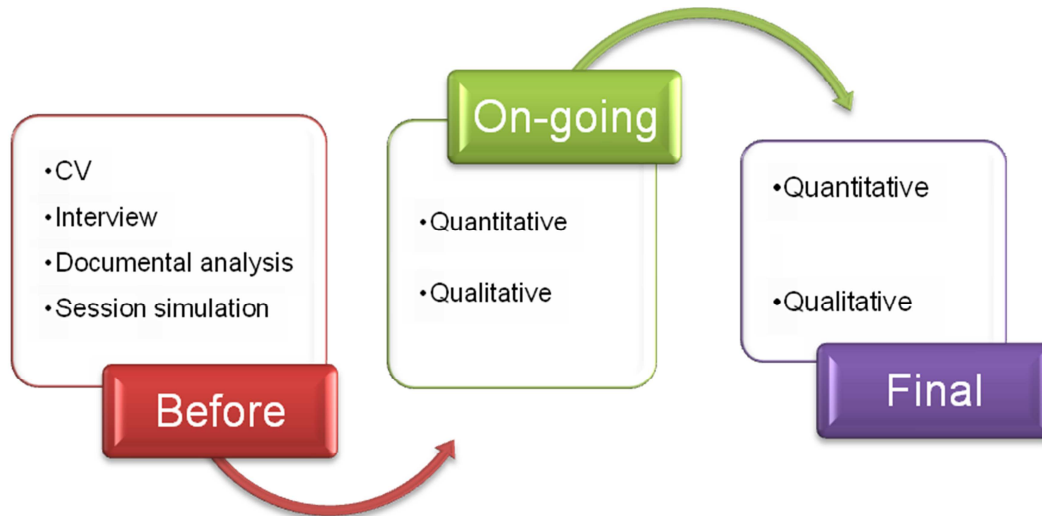
The follow scheme illustrates the requirements of qualification and professional experience levels which the trainer should have to carry successfully the activity:

1. Academic qualification and/or professional in the area which will develop the trainer activity;
- +
2. Relevant professional experience in the background area, which allows to have a realistic perception of labor market and therefore to know the main challenges of the profession;
- +
3. Pedagogical training to get the PSC.





## II. ISQ's Trainer Evaluation Model



### BEFORE

- ✓ CV analysis:
  - Who? pedagogical and technical coordinator
  - What? pedagogical and technical experience and formal qualifications
- ✓ Interview
  - Who? pedagogical and technical coordinator
  - What? observe soft skills and to specify some issues
- ✓ Documental analysis
  - presentations and session plans must be technical and pedagogic validated
- ✓ Session simulation
  - if some pedagogical doubts remain)

### ON GOING

- ✓ Quantitative (formal)
  - How? questionnaires
  - Who? trainer (self-evaluation), trainees, pedagogical team
- ✓ Qualitative (formal)
  - How? follow-up about the quality of training, initial expectations, possible reengineering
  - Who? trainees (feedback), trainer, pedagogical team



## FINAL

- ✓ Quantitative (formal)
  - How? questionnaires
  - Who? trainer (self-evaluation), trainees, pedagogical team
- ✓ Qualitative (formal)
  - How? follow-up about the quality of training, initial expectations, possible reengineering
  - Who? trainees (feedback), trainer, pedagogical team

### Note:

ISQ has a Quality System, certified by ISO 9001:2008.

The evaluation is rated on a scale of 1 to 4, if the evaluation was equal or less than 2, we have a non-conformity and actions must be taken, or definition of improvement actions or don't work more with that trainer.



### III. ISQ' Evaluation Tools

Tool	Why	When	Who	Brief description
<b>Session simulation (below)</b>	To evaluate pedagogical skills	During recruitment phase	Experienced trainer or pedagogical coordinator	<p>The trainer must prepare a simulation of a training session.</p> <p>During 10/15 minutes the trainer has to perform a training session and apply group dynamics methods with trainees.</p> <p>The trainer needs to prepare a session plan, pedagogical documentation and assessment tools.</p> <p>To evaluate the trainer performance will be used the observation grid</p>
<b>Satisfaction Questionnaire (below)</b>	To evaluate pedagogical skills	End of each training module/action	Trainees	<p>All the trainees are invited to fulfil an anonymous satisfaction questionnaire, regarding to the trainer performance (below):</p> <ul style="list-style-type: none"> <li>• Technical skills demonstrated</li> <li>• Ability to share and transfer knowledge</li> <li>• Interaction with trainees</li> <li>• Documentation used</li> </ul>
<b>Pedagogical materials evaluation</b>	To evaluate the quality of the materials to be used during the training	Before the training	Pedagogical team	The trainer is evaluated concerning the quality of pedagogical materials and accomplishment of schedules
<b>Trainer performance evaluation</b>	To evaluate trainer commitment and performance	During and after the training	Pedagogical team	<p>The trainer is evaluated concerning:</p> <ul style="list-style-type: none"> <li>• Commitment with continuous improvement of the training</li> <li>• Cooperation with the pedagogical team</li> <li>• Overall performance</li> </ul>





## NATIONAL REPORT

### AUSTRIA

#### The Austrian Trainer Certification/Qualification System

In order to understand the system of trainers' certification and qualification in Austria, this document will briefly picture the educational landscape there is these days. To start with, the profession of a 'trainer' according to the Austrian trade law ('Gewerberecht') is not bound to any qualification or previous educational program. However, in some areas there are professional/ educational requirements for educators to be fulfilled, in others not.

Generally speaking, we can say that in the field of **formal education** such as schools, universities and apprenticeship programmes there are strict requirements to become a teacher. In many cases, there are no legal requirements or certificates at present needed to work in the field of vocational/ educational training outside formal education (i.e. **non-formal, informal**) as teacher or trainer.

Nevertheless, there are certain settings where trainers/teachers have to comply with specific standards if they want to offer their resources.

#### Requirements in training of unemployed people

For example, training programmes for unemployed people which are financed by the Austrian Labour Office usually have a defined profile for them including certain experience and training, as well as a professional background in the respective subject.

The formal requirements in this area vary depending on the course/project they are working in.

The criteria might be:

- Accomplished training as trainer or coach, i.e. a min. number of 110 training units
- Valid certificate for gender mainstreaming and diversity
- Accomplished university study or professional education
- Experience in training and topic (subject) specific know-how

#### I.I. Vocational Education Training in Austria

Austria offers a wide variety of V/ET options after compulsory schooling. This results in a very high proportion of individuals who have completed an ISCED level 3 or 4 as their highest educational attainment in Austria. (Compared to other EU countries this is the highest in 2002 amongst EU-15, 4<sup>th</sup> amongst EU-25 countries in 2005). When deciding about their future educational path, the majority of students follow the VET stream (i.e. approximately 75%).

In general, for trainers and teachers, there are two ways in Austrian tertiary education to enter the Certification/Qualification System: one is the qualification at a university (humanities, natural sciences, art and theology) and the other is the education at a pedagogic college.

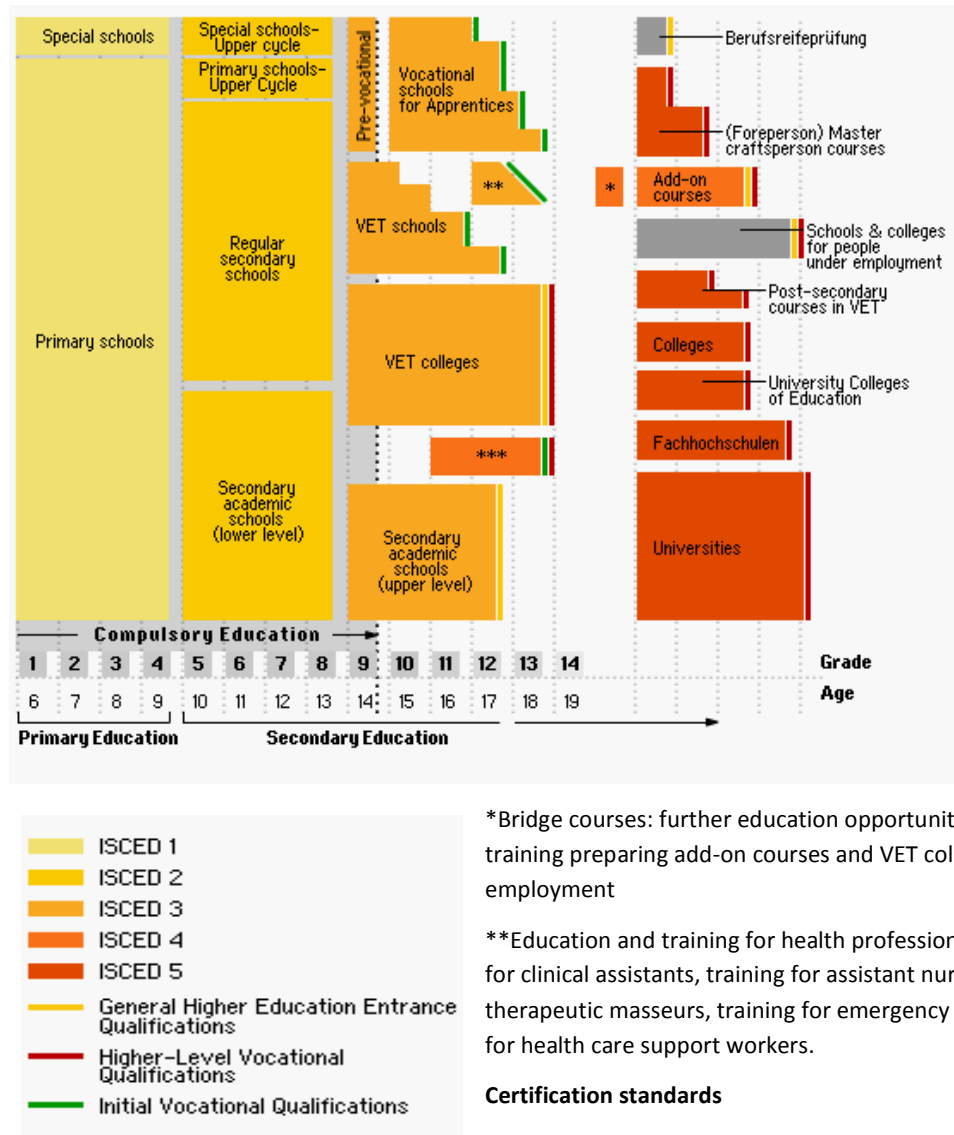
The graduates from university - in any of the offered disciplines - are allowed to become teachers in a secondary academic school (called "*Allgemeinbildende Höhere Schule, AHS*" see explained on the following pages and in graph 1) or vocational educational and training colleges (called "*Berufsbildende Höhere Schule, BHS*" find also below).

Whereas the graduates from a pedagogic college are allowed to work in primary schools up to lower level secondary schools, schools for children with special needs, pre-vocational schools (so called "*Polytechnische Schule*" see below).



Besides initial pedagogical training, these organisations also offer continuous vocational education training. In this market niche, there are also many non-formal training initiatives offered by other – public or private – organisations. Training methodologies and provision are very divers and there are hardly any limits. However, many services are delivered as ODL<sup>2</sup> or in combination with other methods.

**Graph 1:** Graphic overview of the Austrian education system<sup>3</sup>



<sup>2</sup> Open Distance Learning

<sup>3</sup> <http://www.bildungssystem.at>



#### Requirements to become a certified trainer (according to ISO 17024):

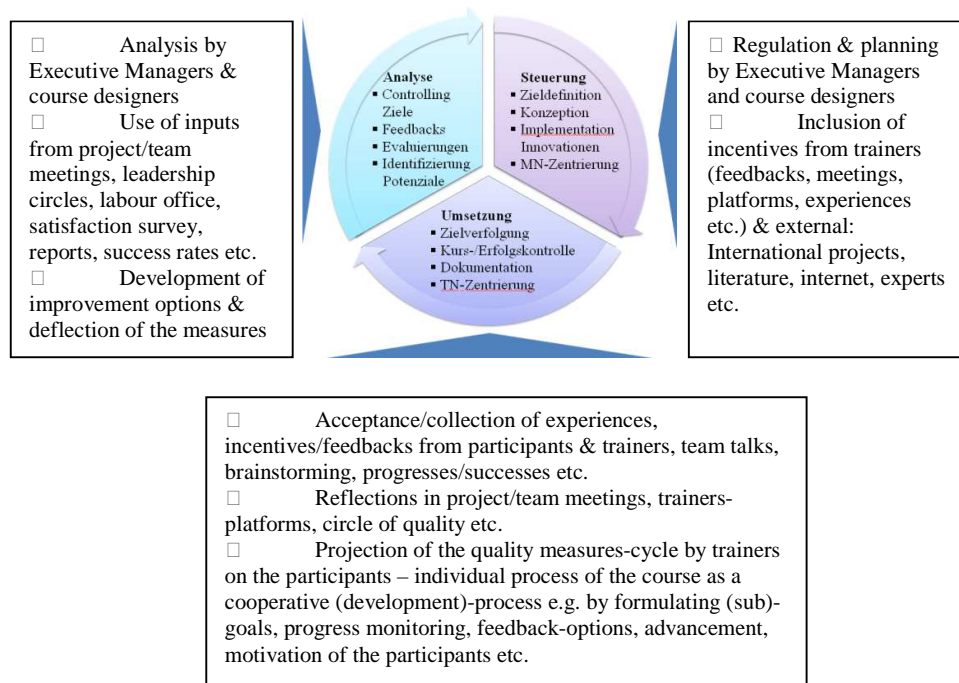
- Vocational/professional degree
- 2 years of professional practice (not competence bound)
- Completion of a training of minimum 80 training units with established competence-specific content
- Practice as a trainer with minimum 64 training units
- Passing of a standardized test

Institutes that are entitled to certify trainers according to this normative need an accreditation by the Austrian Federal Ministry for Economy, Family and Youth.

#### Trainer Evaluation Model at BEST

At BEST, the trainer assessment is part of the quality management system set within the whole organisation (following the EFQM-model) based on a continuous improvement process. On various levels - also including all involved persons & area - the aspects below determine and support our persistent, systematic & repetitive improvement and innovation cycle – with continuous focus on quality of the measures as well as the achievements of the participants:

**Graph 2: CIP at BEST**





Referring to trainer's assessment the following are the main elements applied regularly and systematically at BEST:

### **BEFORE - in recruiting process –**

Analysis of CV and prior recommendations

Who? HR centre or trainers' management, other

What? formal qualifications, pedagogical and technical experience, other

Interviews

Who? HR centre or trainers' manager and in second step pedagogical and technical coordinators

What? Attitude, skills, motivation, other

Assessment centre,

Who? trainers' manager with pedagogical and technical coordinators, other

What? Attitude, skills, competences and know-how, motivation, other

Tutor system

Who? HR, pedagogical and technical coordinators work as mentors

What? Pedagogical and soft skills, other

### **ON GOING**

#### **Questionnaires**

Who? trainers' management or pedagogical and technical coordinators or learners and clients, self-assessment

What? Clients' satisfaction, performance, skills/ competences, implementation, other

#### **Observations**

Who? pedagogical and technical coordinators other (e.g. learners),

What? Compliance with curriculum, satisfaction, performance, behaviour, commitment, skills/ competences and improvement/ development, other

#### **(Annual) Follow-up**

Who? trainers' management or pedagogical and technical coordinators (learners), other

What? initial expectations, training quality, development, other



## Main evaluation tools at BEST

Tool	Why	When	Who	Brief description
<b>Checklist job interview</b>	To evaluate trainer's commitment and performance	In recruiting	HR or trainers' management, pedagogical or technical coordinators, other	trainer evaluated following a grid
<b>Workplace training</b>	To evaluate trainer's commitment and performance in real live situations	In recruiting	HR or trainers' management, pedagogical or technical coordinators, other	Trainer to prepare and run classes
<b>Assessment centre</b>	To see performance in test situation, particular for specialist' knowledge	In recruiting	Trainers' management & pedagogical and technical coordinators	Trainer to prepare a Simulation of a training session and work with colleagues
<b>Trainers' Feedback</b>	To see satisfaction	After the training	Trainers' management, pedagogical or technical coordinators	Trainer evaluated following grid
<b>Happy sheets</b>	To evaluate satisfaction and management, performance, behaviour, commitment, skills/ competences and improvement/ development	During and after the training	Learners, others	There are different types of happy sheet – for different training measures/ during or at end of training; trainees invited to provide feedback on training anonymously
<b>Observations</b>	To evaluate performance, behaviour, commitment, skills/ competences and	During and after the training	Pedagogical or technical coordinators, other	Observations made to check compliance with curriculum, performance evaluation organised by line manager or external auditors



	improvement/ development			
<b>Self-assessment (questionnaires)</b>	To register feedback from trainers' point of view	Post training	Trainers' management	Trainer to do self-assessment

The following chapters give an overview of the (formal and non-formal, initial and continuous) vocational/ educational training system in Austria, shown in graph 1.

#### a) Formal vocational education and training in Austria

The Austrian education system foresees 9 grades of compulsory education, three of four possible education pathways on secondary level II offer opportunities for vocational training (see graph 1).

Besides the possibility to attend a secondary academic school (*Allgemeinbildende Höhere Schule, AHS*), which provides general education regarding humanities, science and languages and leads to university entrance, learners can choose one of the following types of vocational schools:

- five-year full-time vocational education and training (VET) colleges (*Berufsbildende Höhere Schulen, BHS*), which both provide vocational training (various branches of technology, business and commerce) and allow their graduates, in general, to access university;
- three to four-year full-time vocational education and training schools (*Berufsbildende Mittlere Schulen, BMS*), which also offer specialised vocational training in a technical or economic field but do not provide access to university without additional exams;
- two to four-year part-time vocational schools (*Berufsschulen*) combined with apprenticeship training in enterprises ('dual vocational training system').

The mentioned vocational schools for apprentices start at grade 10. The so called 'pre-vocational year' (*Polytechnische Schule*), the 9<sup>th</sup> grade of compulsory schooling, is often used to bridge the time to apprenticeship training. Pre-vocational schools are mainly attended by those who do not (immediately) transfer to other upper secondary programmes in general education or VET after grade 8.

#### b) Non-formal vocational training and education

Vocational training may be provided in many different ways. Besides formal vocational education, there is a broad range of non-formal vocational programmes in adult education and training for both continuing vocational training and initial vocational training available in Austria. Initial or C/VET courses are offered at public and private institutions of further education, schools, universities and even at the workplace. While formal vocational education almost exclusively affects young learners, non-formal vocational education is aimed at all age groups. When discussing young learners' retention rates in vocational education in Austria it thus has to be considered that the target group cannot be easily ascribed to one educational sector only.

Vocational training measures vary particularly in their contents, format and intensity. The spectrum ranges from continuing vocational training courses in one trade to vocational training in other forms to, e.g. specialise in one aspect,



such as on-the-job-training, job-rotation, exchanges, study visits, learning circles, quality circles, self-directed learning or the attendance at conferences, workshops, trade fairs, lectures etc.<sup>4</sup> An example for continuing vocational training courses are the 'dual qualification' programmes that provide skilled workers with the possibility to acquire qualifications for university access alongside further vocational education and career-related skills upgrading<sup>5</sup>.

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<sup>4</sup> Statistik Austria 2008: 9

<sup>5</sup> <http://www.b.shuttle.de/wifo/duoqual/s-at.htm>



## NATIONAL REPORT

### GERMANY

#### German System of Certification/Qualification of Trainers

The German apprenticeship training program (VET) is one of the cornerstones of the German labour market system. It is based on the BBiG Berufsbildungsgesetz (Vocational training act) from 1969. Its aim is to provide broad-based basic vocational training and the qualifications and competences required to practise an occupation as a skilled worker.

In addition to on-the-job training, apprentices attend a certain number of hours (10-12) of formal schooling each week (hence the name dual or two-track system). The apprenticeships, which begin at age 16 - 18, usually last for 2- 3 ½ years. During that time, the apprentice works under a training contract and receives a so-called training allowance. Work-based training places are usually offered in both private and public enterprises, where the suitability of training enterprises and in-company training personnel is monitored by the relevant autonomous industrial bodies (Chambers), which also accredit the content of about 350 accredited occupations all over Germany is regulated by the chambers of commerce and the handicrafts organisation. An individual must pass both an intermediate and a final examination to complete an apprenticeship program. Then he or she is entitled to skilled worker's wages and may or may not be offered, or accept, a job within the company that trained him.

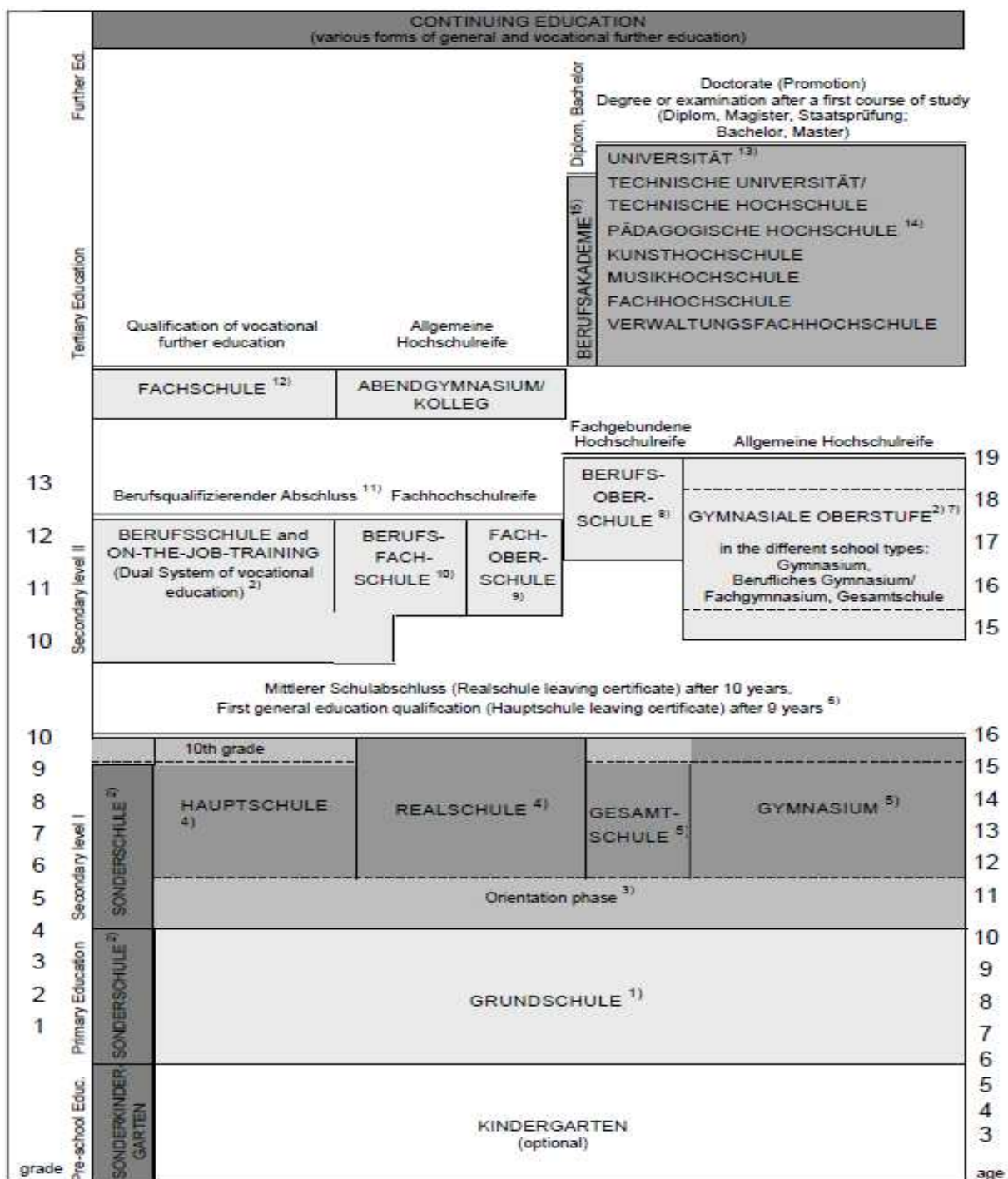
The success of the German system is considered to be a result of establishment and enforcement of national standards for every single occupation and of the emphasis on on-the-job training. The goal of the system is to produce workers who have thorough practical as well as theoretical knowledge and experience of their occupation and who can immediately commence to work autonomously and be part of a team. Furthermore, this training qualifies them for a profession – not only for a job. Thus, they can change their place of work without needing extensive retraining for a new job.

After graduation from school at the age of fifteen to nineteen (depending on type of school), students start an apprenticeship in their chosen professions.

Yearly about 600.000 school leavers started vocational education training.







One of the main reasons for the success of the dual system in Germany is the quality of the trainers.

The high standard of vocational education training is directly linked with the professionalism of the trainers in the companies.



It is established in the Ausbilder-Eignungsverordnung AEVO (Trainer regulation qualification). This regulates the standard knowledge, skills and competences of trainers. Every trainer has to attest these standards. He must examine a test in a theoretical and practical way. The second condition is the personal qualification which is proved by a police certificate of good conduct.

About 750.000 trainers are registered in the official organisations (Chambers).

In **Berufskollegs** (public schools for VET) only examined teachers are allowed to give lessons to the apprentices during the theoretical lessons.

The constant change in economy and society leads to new requirements for trainers in VET.

Changing technology (for example in the field of car repairing) and new occupations (e.g. IT, Media) asks for new trainers competences and skills.

Therefore trainers in companies and schools must update their knowledge in a lifelong learning approach. But this is not formal regulated, each trainer or company must organise this for himself or herself.

Main aspects are

- New and modern learning methods
- Commissions orientated learning approach
- New Media
- New form of appraisal of results
- Modular orientated learning steps
- Target groups (migrants, disadvantaged, handicapped) related training

All regulations and the development of German training system and the integration in European system is organised by **Bundesinstitut für Berufsbildung (BIBB)** [www.bibb.de](http://www.bibb.de)

## 2. Trainers competences in Werkstatt

Actually about 20 trainers worked in Werkstatt in the field of vocational education training and adult further training. In our QM system we described the qualification standard for trainers. It is also based on the German AEVO and additional work experience as a trainer is required.

Werkstatt is a vocational training centre for disadvantaged and handicapped youngsters or adults in commissioned training courses. In some of this courses trainers need an additional qualification for the target groups (handicapped).

Half of our training staff is working as freelancers with limited contracts. In our QM system we described the way of extraction of new trainers.

We advertise in local media and check the candidates after their CV's. then we had job interviews and a session simulation.



To control the quality of the trainers work we use the following process:

#### Gewerkstatt evaluation tools

Tool	Why	When	Who	Brief description
<b>Session simulation</b>	To evaluate pedagogical skills	During recruitment phase	Head of department	<p>The trainer must prepare a simulation of a training session.</p> <p>During 4 lessons (180 minutes) the trainer has to perform a training session and apply group dynamics methods with trainees.</p> <p>The trainer needs to prepare a session plan, pedagogical documentation and assessment tools.</p> <p>To evaluate the trainer performance will be used talks with trainer and head of department</p>
<b>Satisfaction Questionnaire</b>	To evaluate pedagogical skills	End of training	Trainees	<p>All the trainees are invited to fulfil an anonymous satisfaction questionnaire, regarding to the their expectations and trainer performance</p> <ul style="list-style-type: none"> <li>• Ability to share and transfer knowledge</li> <li>• Interaction with trainees</li> </ul>
<b>Pedagogical and guideline materials evaluation</b>	To evaluate the quality of the materials to be used during the training	Before the training	Pedagogical team	<p>The trainer is evaluated concerning the quality of pedagogical materials and guidelines. Common guidelines are necessary for the control of the promoter of the course (Agentur für Arbeit)</p>
<b>Questionnaire</b>	To evaluate the training course and Gewerkstatt	After training	Trainers	<p>The course is evaluated concerning:</p> <ul style="list-style-type: none"> <li>• Learning content</li> <li>• Learning methods</li> <li>• General principle of Gewerkstatt</li> </ul>

Special focus in the field of vocational education and adult training during the training course “Haushaltsfachkraft” is the market/customers needs orientation of the trainers.

Qualification course “Haushaltsfachkraft”



- **Financial promotion:** -By the employment offices
- **Length:** -6 months
- **Main Subjects:**
  - Knowledge of domestic economy (Cleaning, laundry washing, hygiene, labour organization etcetera)
  - the illnesses of older people, mental illnesses, addictions
  - Key-skills (punctuality, soft skills, steadiness, the ability to take criticism...)
  - communication and customer focused behavior
- **Practical experience:**
  - practical lessons under the guidance of adult trainers in so called training **households**
  - practical training in private households

#### **The characteristics of the qualification course „Haushaltsfachkraft“**

- In a very special way near the needs of the employment market
  - the permanent adult trainers are also staff members of the service agencies Agil and Prompt
  - The daily experiences of Agil or Prompt decide on the qualification contents. It's possible to update the qualification concept contemporary according the changing needs of the employment market
- the opportunity to provide a job in the own agencies agil or prompt

#### **Special situation of the adult trainers of the project „Haushaltsfachkraft“**

- The additional point of view of an employer: better preparation of the employment market
- More acceptance by the participants, because the adult trainers have an up-to-date practical experience



## NATIONAL REPORT

### IRELAND

#### TRAINING VET TEACHERS AND TRAINERS IN IRELAND

In general, the main types of training required by teachers and trainers are pedagogical and professional. However, the extent and level of this education and training depends on whether the person is a teacher or a trainer. Traditionally the roles and responsibilities for the education system, including vocational education, have been separate from the vocational training system in Ireland that is the responsibility of the labour market authorities. Therefore, while teachers are regulated by the Department of Education and Science (DES), there is no similar state organisation regulating vocational trainers.

#### TYPES OF TEACHERS AND TRAINERS IN VET

In Ireland, teachers are primarily concerned with the education of young people within the formal school system at either primary or secondary level. The term teacher also refers to persons employed to teach in non-tertiary colleges such as colleges of further or continuing education and these are usually managed by local Vocational Education Committees (VECs). At third level in academic institutions, such as universities and Institutes of Technology, persons providing teaching are generally known as lecturers or professors. The Teaching Council Act, 2001, led to the establishment of a Teaching Council in 2006. The Council seeks to promote and develop teaching as a profession at primary and post-primary levels, and to ensure that priorities are set for the professional training of an adequate number of teachers in the various subjects. Its functions are as follows:

- To promote teaching as a profession.
- To promote the continuing professional development of teachers.
- To provide for the establishment of standards, policies and procedures for the education and training of teachers.
- To provide for the registration and regulation of teachers and to enhance professional standards and competences.

The Council also provides a forum for presenting the views of the profession on all aspects of teaching as a career, from initial recruitment to in-career professional development.

In contrast, there is no legal description of the role of a vocational trainer, nor is there any requirement for them to have any educational qualifications or pedagogical skills. Trainers are involved in the skills training and development of trainees of all ages outside of the formal education system. This training is generally provided either by private companies or within semi-state organisations such as FAS, the Training and Employment Authority. Trainers may also operate as independent practitioners, or private training consultants, who offer training to companies. As there are no authenticated figures available, it is difficult to establish exact numbers of this latter group of trainers. Table 1 lists the types of teachers operating in the formal second level education system and trainers at IVET and CVET levels.

**Table 1: Categories of teachers and trainers in the second level education system and at IVET and CVET levels**



Table 1: Categories of teachers and trainers in the second level education system and at IVET and CVET levels

OCCUPATIONAL TYPE	TYPE OF LOCATION
Teachers in the second level school education system*	Secondary schools; Community schools or colleges Vocational schools; Comprehensive schools.
IVET teachers	Non-tertiary Education Centres, Colleges of Further Education.
CVET teacher	VTOS (Vocational Training Opportunities Scheme for unemployed persons), which is delivered in vocational education schools and centres. Also adult education courses in Colleges or Institutes of Further Education.
CVET lecturer	Institutes of Technology; universities; privately run professional colleges and other private institutions.
CVET trainer or instructor**	FÁS and other state training agencies in specific industry sectors e.g. for the tourism and agricultural sectors.
CVET private trainer or training consultant	In-Company training centres in all types of enterprises and private training companies.

\*The types of secondary level schools differ on the basis of administration and sources of funding, but the same curriculum applies to all these schools. Community schools and colleges operate the same curricula but differ only in that the schools are operated by local committees and the colleges are operated by the city and county VEC's.

\*\*The terms trainer and instructor are used interchangeably. Trainers are generally persons providing training on an independent basis or within private companies, while persons providing training within state organizations such as FÁS are usually referred to as instructors.



## TYPES OF TEACHERS AND TRAINERS IN IVET

Primary school teachers are trained in Colleges of Education and this training consists of a four-year degree course. Second level teachers pursue a degree course (or equivalent), at a university or at a relevant third level institution in the subjects that they intend to teach. This is followed by a one year course, which includes supervised practical classroom work, which leads to a Higher Diploma in Education. This is directed towards teaching school students at 12 to 18 years of age. Teachers in secondary schools are required to be registered with the Registration Council for Secondary Teachers, a statutory body under the Intermediate Education (Ireland) Act 1914. The Council prescribes the conditions for teaching in voluntary secondary schools in Ireland. Teachers in Vocational Schools must have properly authenticated skills qualifications, together with a Diploma or Degree in the in their teaching subject.

The In-Career Development Unit of the DES funds and develops a national programme of in-service training and continuing professional development (CDP), for teachers, tutors and school managers at all levels in the education system. These programmes are provided in Teacher Training Colleges, Universities and by other state agencies and include support for teachers in schools in the context of changes in curricula and school programmes at first and second levels. A Leadership Development Programme has been developed for principals and deputy principals at primary and post-primary levels.

There are also programmes for teachers in specific areas of learning support and special needs, for example the Substance Misuse Prevention Programme. Integrate Ireland Language Training Ltd. provides training for teachers in primary and post primary schools responsible for the English language development of non-English speaking school students.

A nationwide network of Education Centres, are key partners in the provision of teacher CDP. Under the remit of the DES, the centres host the national Programmes of Curriculum Reform and offer support services on a range of issues relating to teaching and learning, in particular the identified needs of teachers and schools in their various catchments areas.

At third level, there is no formal recognised course of training provided for those who pursue a career as a teacher, i.e. tutor or lecturer. However, there are minimum entry requirements in terms of education and training. In the case of lecturers in universities, they are required to have:

- An honours degree in their subject or an equivalent professional qualification,
- Followed by a Masters Degree and evidence of published research in the applicant's field of expertise.
- Three years relevant post-qualification work experience that can include teaching experience. (There is no requirement for any qualification in teaching for third-level lecturer posts).

Persons applying for teaching (lecturing) posts in the Institutes of Technology must possess a primary degree, or better, in the subject they are to lecture in but are not required to have any teaching qualification.

There are many opportunities for teachers and lecturers working in third-level education to avail of further education and training. In response to the broadening of higher education opportunities, the 'Training of Trainers' Measure for third-level education in the Employment and Human Resource Development Operational Programme (EHRD OP) 2000-06, provided funding for development programmes for staff in this sector. These programmes were designed to enable staff to adapt to new technology, while also focusing on pedagogical training, teacher evaluation and appraisal and the development of management skills. The Centre for Teaching and Learning in University College Dublin (UCD), has a website to support their academic staff develop and improve their skills and knowledge in the areas of teaching, curriculum design and student assessment. The website also acts as a research centre for study and support for third level teachers and lecturers generally.





With regard to trainers in the area of IVET, as already noted, there is no requirement for them to have any educational qualifications or pedagogical skills to establish themselves as trainers. Trainers in state-funded institutions and in industry and commerce, are usually experienced in their trade or commercial sector, but may not necessarily have any formal qualifications or pedagogical skills. Training instructors working in the state agency *FAS* at both IVET and CVET levels are required to have:

- A qualification in the discipline in which they will provide training, i.e. a minimum of
- The Senior Trades Certificate for craft instructors, or the City and Guilds equivalent.
- In 'non-craft' areas a qualification equivalent to an undergraduate diploma is required and further in-house development.
- Employment experience in their area of training for a minimum of 2 years after the date of qualification, including a minimum of one year's experience in a supervisory or management post in the area of their discipline.

*FAS* instructors training apprentices must be qualified as a craftsman in the area in which they provide training. However, they do not require any training or teaching qualification.

For those employed by public agencies to work as trainers, instructors or training advisors some further general professional competences are also taken into account, namely:

- technical competence (the skills and knowledge which are relevant and up to date in relation to the subject being taught),
- pedagogical competence, (the skills and knowledge in the principles of instructing and training, which are relevant and up to date),
- social skills and competence, (the ability to effectively manages personal interrelationships within the group represented by the course participants).

With regard to contracted-out training, *FAS* and the state agency Enterprise Ireland, require that private training organizations or individual trainers must meet certain criteria set out by them to be eligible for listing on their register of approved trainers.

The minimum educational qualification to register as approved trainer is a Certificate in Training and Development awarded by a recognized awarding body. *FAS* decided that it would be beneficial for its own trainers and instructors to have access to formal qualifications in training and development. A series of programmes from Foundation, Certificate to Degree and Master level, were set up in co-operation with Maynooth and Galway Universities and accredited by the National University of Ireland (NUI). These programmes were initially designed for *FÁS* instructors, but are now available to those practicing or planning a career as trainers in vocational colleges as well as the commercial, voluntary and community sectors.

Programme delivery combines open learning and self-instructional modules, along with attendance at workshops and practical assignments. The DES provides funding for this type of training for trainers. Entry criteria or minimum qualifications for trainers involved in the training for persons with disabilities are determined by the individual employing organization. *FÁS* working with Maynooth University has developed a Diploma in Social Inclusion which addresses the wider issues of social inclusion, including those groups listed in the Equal Status Act.

Other state organizations involved in training for specific industry sectors such as: -

*Faile* Ireland (for the tourism and hospitality sector); *Bord Iascaigh Mhara* (Irish Fisheries Board); *Coillte* (Irish Forestry Board) and *Teagasc* (Agriculture and Food Development Authority), all have their own training programmes for their sector employees, and trainers delivering these programmes would be skilled in their own occupational areas. The Further Education and Training Awards Council – FETAC, has now assumed the awarding function for teacher training in





these sectorial areas, bringing together all teacher and instructor certification for these occupational areas under one banner awarding a FETAC Special Purpose Award at Level 6.

### **TYPES OF TEACHERS AND TRAINERS IN CVET**

Teachers participating in CVET programmes in non-tertiary Centres and Colleges of Further and Continuing Education managed by the Vocational Education Committees (VECs), must have properly authenticated skills qualifications together with a Diploma or Degree in the theoretical dimension of their subject.

While there is no formal training path for those wishing to work as trainers in private industry, many companies provide training for employees who show an aptitude for the role of company trainer. In the majority of larger companies there are training managers who are responsible for organizing in-company training. Many of these may have some formal trainer qualification which they may have obtained on a part-time basis. (See Section: 0602 for the minimum trainer qualification required to become an approved trainer on the register of public organizations such as FAS and Enterprise Ireland).

The Irish Institute of Training and Development (IITD), is a professional body which develops and monitors standards in training and development in Ireland. The IITD organizes Certificate and Diploma part-time courses in training and development in cooperation with a number of Institutes of Technology. In 2006 the IITD, in association with the National College of Ireland, launched a part-time three year BA Degree in Training and Development, aimed human resource practitioners or consultants working in small, medium and large enterprises. The degree aims to develop skills and knowledge in specialist training areas such as the design and delivery of training. The staffing of the adult and community-based education sector reflects its complexity, and an increasing number of people are now working in roles that could roughly be classified under the following three categories:

### **THOSE WORKING DIRECTLY WITH LEARNERS**

These include volunteers in the literacy and community education sectors i.e. teachers who work with the Vocational Training Opportunities Scheme (VTOS); the Back to Education Initiative (BTEI); Post-Leaving Certificate (PLC) courses; the Youthreach service; adult education teachers and tutors who work with community education groups, as well as guidance personnel.

### **ORGANISERS AND CO-ORDINATORS OF SERVICES**

Staff whose role is to organize and co-ordinate the development of programmes and those involved in their delivery. These include:- Community Education Facilitators (CEFs); Adult Literacy Organizers Guidance Coordinators; BTEI Coordinators; community group leaders, as well as a range of personnel within the higher education system such as Access Officers and Mature Student Officers.

### **MANAGEMENT PERSONNEL**

Personnel, whose role is to develop the strategic thinking and planning for CVET services such as, Adult Education Officers; Education Officers and Chief Executive Officers within the VEC system; managers and management committees of community groups, as well as directors of adult and community education services.

Support services for CVET teachers across the adult vocational education sector are varied in their quality. Within the VEC service, adult education staff have developed their own support services, with different categories of staff requiring different types of professional development depending on their roles, skills, and qualifications. The DES has funded Certificate and Diploma programmes, on an in-service basis, for staff involved with the Youthreach, Senior Traveller



Training and Adult Literacy programmes. The National Adult Literacy Agency provides training for literacy personnel within the VEC service.

Training for community education staff is provided through a variety of sources.

Maynooth University, offers students a Higher Diploma and MA Degree in Adult and Community Education. The National Collective of Community-based women's networks, also provides support for community learning strategies and the Community Education Facilitators' Training Support Programme is delivered by AONTAS-The National Association of Adult Education.

### **Ensuring the Quality and Standards of Trainers – Trainers Network**

The standard and quality of the input of those working in the teaching and training professions will be a key factor in the extent to which Ireland manages to improve and ensure the quality of its human capital and in so doing addresses the competitiveness challenge it faces.

In that regard the key contribution of trainers to the policy goal of enhancing the overall quality of education and training systems is widely acknowledged and over recent years the issue of trainers' professional development and standards within the profession has received significant levels of attention. For example, in 2002, the Copenhagen Declaration included the competence development of trainers within the main priorities to be pursued through enhanced cooperation to support quality vocational education and training<sup>6</sup> and the Helsinki Communiqué stressed that "highly qualified trainers who undertake continuous professional development" are a key component in improving the attractiveness and quality of vocational education and training<sup>7</sup>.

The role of the trainer is changing and is becoming more complex. Increasingly trainers act as facilitators of person-centred learning in response to diverse learners who have differing learning needs and differing learning styles in a rapidly changing socio-economic environment. Raising the status of trainers, upgrading their competencies and qualifications and keeping initial and continuous training up-to-date are key issues for practitioners and are equally important from the perspective of the 'training market'.

As such, there is a need for a more structured and systematic approach to support trainers and facilitators of learning in order to assure competency standards, maintain quality and keep abreast of new technology and innovation. This is of particular importance in the context of the challenges facing Ireland in terms of developing its human capital as detailed in the subsequent sub-section of this report.

### **Developing Human Capital - Key Policy Documents**

In this section we briefly present aspects of some of the key recent policy documents that support the requirement for ongoing investment in education and training (human capital). Although the economic scenario and outlook has significantly altered since these documents were published, the basic premise concerning the need to build our human capital in order to ensure competitiveness holds. In fact, it is arguable that our capacity to deliver high quality and value for money education and training inputs is in sharper relief now than at any previous time.

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<sup>6</sup> Ref [http://ec.europa.eu/education/policies/2010/doc/council13832\\_en.pdf](http://ec.europa.eu/education/policies/2010/doc/council13832_en.pdf)

<sup>7</sup> Ref [http://ec.europa.eu/education/policies/2010/doc/helsinkicom\\_en.pdf](http://ec.europa.eu/education/policies/2010/doc/helsinkicom_en.pdf)



Taken together these policy documents make a formidable case for ongoing investment in education and training at levels and at an intensity that will require a commensurate response from professional trainers and educators in terms of quality assurance and standards.

***The Ex-Ante Evaluation of the National Development Plan (NDP)*** (ESRI, 2006) highlights both the past and prospective importance of high quality human resources towards the maintenance of competitiveness and economic advantage and sustainability. According to the authors, the two major challenges now facing the Irish education and training systems are to:

- produce and maintain a highly educated population and labour force; and
- ensure that the system serves to promote equality of opportunity in initial as well as continuing education and training.

The authors note (discounting the investment in education and training for apprentices) that the level of state investment to support the training of people in employment in 2003 was about €43 million and an additional €41 million in public expenditure was invested to support part-time enrolments at third-level (90% of which were in respect of people in employment). Total expenditure by employers on training for 2003 is estimated to be about €1 billion<sup>8</sup>. This level of investment falls significantly short of international comparisons and results in notably less engagement in education and training for those in employment in Ireland compared to best practice. For example, 17 per cent of those employed in Ireland participated in learning outside of the mainstream education system in 2003 compared with an EU-25 average of 21 per cent and rates of over 50 per cent in Denmark, Sweden and Finland.

One of the high level goals set out in the ***National Development Plan (NDP) 2007-2013*** (2007) is (our emphasis) “to greatly enhance enterprise development, Science, Technology and Innovation, *working age training and skills provision to improve economic performance, competitiveness* and [the] capacity to generate new enterprise ‘winners’ from the indigenous sector” and to continue to attract foreign direct investment. The Human Capital section of the NDP also references the *Enterprise Strategy Group Report*, which identifies two critical areas for skills development and life-long learning including:

- Continuing efforts to expand the workforce, with an appropriate skills-based immigration strategy; and
- Introducing formalised approaches to lifelong learning with priority interventions for low-skilled workers in order to foster the continual acquisition of the knowledge, skills and competencies required to meet the demands of an economic environment of constant change.

In **Towards 2016**, the current national agreement published in June 2006, there is significant emphasis on improving Ireland’s competitive standing in the globalised economy. The vision expressed in the document in respect of people of working age is that “*all people of working age have sufficient income and opportunity to participate as fully as possible in economic and social life*” (p. 47). In order to realise this vision, the parties to the agreement committed to ensuring that every person of working age will, *inter alia*, have access to lifelong learning. The agreement also commits to reviewing all workplace learning and upskilling programmes with a view to ensuring more targeted schemes in order to maximise resources with a particular emphasis on lower skilled and vulnerable workers.

One of the five strategic action areas set out in the first report of the **High Level Implementation Group** (2006) is ‘Developing future skills’; however, the issue of skills development and continued and enhanced education and training permeates (directly and indirectly) all of the strategic action areas including:

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<sup>8</sup> This figure includes direct costs of training and the wage costs of employees engaged in training.



- Building a Commitment to Workplace Innovation through, for example, lifelong learning, equality and diversity;
- Building the Capacity for Change through, for example, developing HRM capacities and approaches to enhanced employee involvement and participation;
- Improving Access to Opportunities through equality and diversity management strategies; and
- Improving the Quality of Working Life through, for example, ensuring access to opportunities for learning, training, information etc.

The need for the education and training system to flex to meet the needs of workers is also emphasised and what are referred to as cross-cutting approaches are advocated.

***Tomorrow's Skills: Towards a National Skills Strategy*** (EGFSN, 2007), identifies Ireland's current skills profile and provides a strategic vision and specific objectives for Ireland's future skills requirements. In order to meet the projected skill requirements of the labour market, the report notes that it will be necessary to upskill 70,000 people from levels 1 and 2 of the National Framework of Qualifications (NFQ) to Level 3 and to similarly upskill 260,000 people from level 4 to level 5 and a further 170,000 people to levels 6 and 7 at a total projected cost of €153 million per annum (p.13).

Acknowledging the inadequacy of current provision and programming when viewed from the perspective of the task in question, the report recommends that an implementation mechanism should be established under the auspices of the Department of Enterprise, Trade and Employment and the Department of Education and Science with a view to strategically guiding and shaping the efforts of relevant providers (e.g. universities, institutes of technology, Vocational Education Committees, FÁS, Skillnet).

The NESF's ***Creating a More Inclusive Labour Market*** (2006) asserts that ongoing "efforts to promote lifelong learning [in Ireland] are not working sufficiently well" (p. xvii) leaving us behind leading European states such as Sweden, Denmark and Finland. Importantly, the report suggests that the "quality of training provision and outcomes needs to be sufficiently high to attract participation and match the skills needed by business" (p. xviii).

The report of the Enterprise Strategy Group, ***Ahead of the Curve*** (2004), states that it is estimated that 80% of the global workforce of 2015 is already in the labour force and that changes in technology and business processes will render the skills of many of that cohort obsolete by that time thereby implying a need for continual learning. As a result, lifelong skills development will become progressively more important over the next decade in order to keep a pace of change. The report notes that:

- approximately 30% of the Irish workforce (c.570,000 people) have not obtained Leaving Certificate level education and are likely to experience difficulties in accessing further education;
- the participation rate of adults in higher education is low (estimated to be 6% in 2004) and that Ireland is unlikely to meet the 25% participation rate target by 2015 as set by the Commission on the Points System in 1999.

The report also recommends an increased focus by FÁS on training for those in employment and stresses that the distinguishing feature of enterprise policy in Ireland, including the implementation of the recommendations noted above, should be excellence in execution.

## Conclusion

The above, brief review of key skills related policy documentation makes a powerful argument for ongoing investment in education and training at all levels despite the current fiscal environment. There is an apparent policy consensus that the



availability of skills is one of the key areas in which Ireland can develop a sustainable competitive advantage. The Expert Group on Future Skills Needs has projected that the demand for high skills will outstrip supply in the future if we do not ramp up our investment in and improve the quality of our education and training provision.

In order to support the case for this necessary investment, it is vital that we demonstrate the value of the return on that investment and to build systems and resources that deliver quality outputs and outcomes. One necessary component in safeguarding any ongoing and future investment is to ensure the existence of quality standards amongst trainers and formal methods of evaluation which are not implemented at present.

### Calmar Evaluation Tools

Tool	Why	When	Who	Brief description
<b>Evaluation of a Providers Quality Assurance System</b>	To evaluate the quality assurance systems on operation by Training Providers	When training companies wish to provide accredited training programmes	<b>QQI</b> <b>FETAC</b> <b>HETAC</b>	A company must outline their procedures for agreement as follows : Communications; Equality; Staff Recruitment and Development; Access, transfer and progression; Programme development, delivery and review; Protection for Learners; Sub-contracting/Procuring Programme Delivery; Self Evaluation of Programmes and Services; Fair and Consistent assessment of Learners.
<b>Trainers Register</b>	Assessed the Trainers' competencies for acceptance onto a Trainers panel to enable the Trainer to provide state funded courses.	Registered Trainers must re-apply every three years	<b>FÁS / EI</b>	Detailed documentation under 15 competencies must be submitted for evaluation.  Evidence of the trainer's competence is required through a demonstration of a short training session delivered in person or on DVD.
<b>Trainee Reaction</b>	Evaluate the standard of training	During and at the end of each training programme	Training provider/institute	This tool provides feedback on what participants thought and felt about the training and it provides reactions to the subject, facilities and the trainer.
<b>Measure of learning</b>	Evaluate the improvement in the learners' knowledge and skills and what attitudes were changed.	Learners are tested prior to attending the course and after two following the end of the course	Training Provider, Institute or Company	This tool provides feedback on what knowledge was learned and what skills were developed or improved and what attitudes were changed.
<b>Measuring Results</b>	To evaluate an individuals improvement in performance	Several weeks/ months following the end of the training	Training Provider/ Employer/ Institute	This measures the learning outcomes / the effective and continuing job application of the knowledge and skills gained in training



		programme		
<b>Return on Investment</b>	To assess the added value to the company of training	Any time up to a year after the training	Company Management	ROI measures the level of monetary benefit and the overall cost of the learning event and then compares the two.



## NATIONAL REPORT

### FRANCE

#### **French System of Certification/Qualification of Trainers**

VET plays a central role and growing importance towards the new challenges arising in all European countries: globalization, aging population, the emergence and growing use of new technologies and consequent need to update and acquisition of skills.

Such challenges require an increased investment in human capital and the necessary adaptation of the existent VET systems. The focus on VET leads to the structure and competitiveness of labour market and economic sectors in whole. Thus, VET has a decisive role in the transition to a knowledge-based society and economy.

In France for any professional field concerned, a certificate or a diploma can only be recognized and officially considered as a « state diploma » if it has been previously registered in the “National Directory of Professional Competences-“Répertoire National des Compétences Professionnelles”.

Diplomas and professional titles or certificates that assess and accredit trainers’ professional competences answer this requirement

In terms of institutions accredited to validate competences and provide certificates and diplomas we can find in France different ministries and among them the followings:

- Ministry of National Education
- Ministry of Labour
- Ministry of Health
- Ministry of Agriculture
- Ministry of Culture
- Ministry of Youth and Sports

These ministries certify and accredit institutions for organizing and implementing assessment and validation sessions.

We can meet two different situations:

- Or Ministries that are concerned allow institutes or training centres directly linked to their Ministry to implement evaluation and evaluation process and to deliver certificates and diploma. This the case for Ministry of National Education
- Or concerned ministries accredit external training centres for implementing validation and deliver certificates and diplomas on their behalf – This is the case for the Ministry of Labour.

ALL these diploma and professional certificates intend to strengthen the quality of VET through the achievement of the following objectives:

4. Enhance the certification of pedagogical skills of the trainer in order to promote the skills that ensure an effective pedagogical relationship in the different learning contexts;



5. Establish the “Initial Pedagogical Training for Trainers” as pre-requisite to access to trainer activity, ensuring a qualified intervention in this area;
6. Promote the continuous training of trainers, stressing the need for their constant updating, especially those involved in actions aimed disadvantage groups, mediation, training of trainers, distance training, training on job, training management and coordination, training consultant, especially among SMEs.

In France we can identify several types of diploma and certifications corresponding to different levels

They are classified from level 1 (Doctorate between 5 and 8 years after A' level).

to level 5 (the lowest qualification level) )

For trainers' diplomas or certificates classifications correspond to different named jobs.

We can distinguish:

- On one hand **“University diplomas”** from Licence (3) to Master (level 2)
- And on the other hand **certificates or professional titles** (from A'level to level 2)

### **University diplomas or degrees (level 3 and 2)**

Professional “licences/degree” mainly in “ Sciences of Education » that will allow to work as a trainer, adviser in guidance and professional insertion, pedagogical coordinator, in training organizations but also to work in public institution as for example in « Missions locales » as an adviser or manager

Professional Masters are leading to jobs such as Head of training in training organizations or in companies and Research Masters that are more oriented towards University jobs. .

Masters are offering a wide range of « specialization” regarding:

A subject as for example « Research in Education Sciences and vocational training » or “ Training Jobs »

A specific target group as for example FLE (French for foreigners) or « Inclusive education and disability »

A topic « Promotion and education for Health” or “Administration of education institutes”

A specific pedagogic approach as for example « Open and Distance Learning » or « Education and Diversity”

### **Professional titles or certificates:**

Head of training (level 2) offers the opportunity of working on the same types of jobs than professional Masters, especially as Manager of training centres or Head of training in private companies (in charge of continuous training - LLLearning).

Adviser for professional integration (level 3) that corresponds to University licences /degree and allows to work on the same types of jobs. – Here attached the content of the training curriculum.

Professional trainer for Adults (level 3) enables to work as a trainer in training centres or in companies. Here attached the content of the training curriculum.

Technical trainer for job access (level 2) focusing the transfer of professional gestures and knowledge through working situation





The majority of these diploma and certification can be obtained through a practical period in a training centre, through distance learning for some of them and also through VAE that is a process allowing to validate and accredit competences acquired through experience

**Generally speaking anybody can decide to become a trainer .We mainly face 2 situations:**

1° - it's an initial choice : The person while studying after the A' level decide to follow his (her) initial training going to University and attend courses in "Sciences of Education" and then may decide to specialize in one subject or another doing a Master

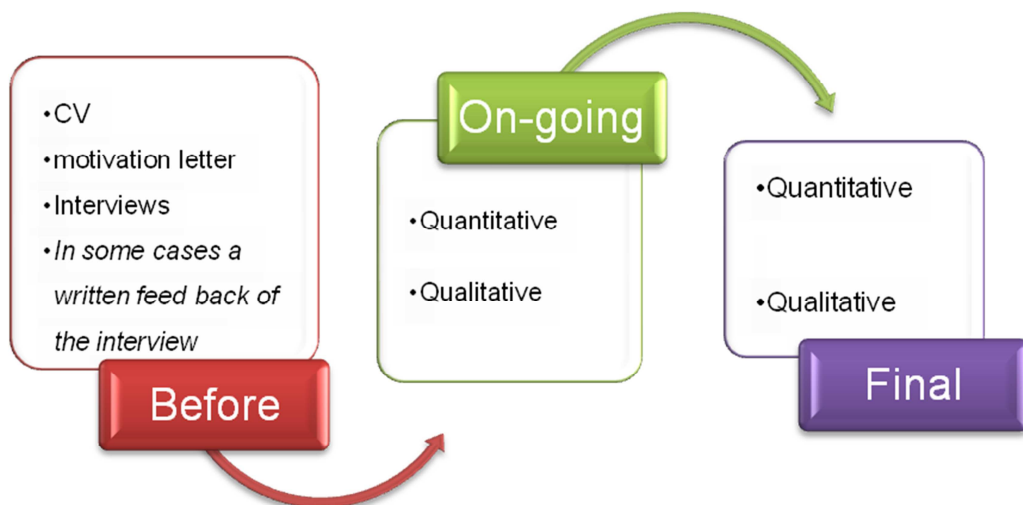
2° - It's a reconversion decision- The person on demand of his company or by personal choice is willing to teach his (her) knowledge and know-how and decides to get trained to become a trainer. In this case the person concerned is always expert and benefit good work experience in the professional field that could be of any kind .For example he can be a good professional in Theatre, or advertisement or business and administration, or webmaster .....

In conclusion we can say that the requirements of qualification and professional experience levels which the trainer should have to carry successfully the activity are :

1. Academic qualification and/or professional in the area which will develop the trainer activity;
- +
2. Relevant professional experience in the background area, which allows to have a realistic perception of labour market and therefore to know the main challenges of the profession;
- +
3. Pedagogical training in order to be able to transfer one's knowledge and know-how towards others taking into account learning process, rhythms, backgrounds and learner's motivations.

#### **IRFA'S Trainer Evaluation Model**

As in most organizations in IRFA SUD evaluation is taking place at different stages as following





## BEFORE

- ✓ CV analysis:
  - Who? Head of training and/or pedagogical and technical coordinator A
  - What? pedagogical and technical experience and formal qualifications
- ✓ Motivation letter
  - Who? Head of training sometimes together with pedagogical and technical coordinator
  - What? To check motivation, written expression competences, capacity of argumentation and get further elements not always included in the CV ...
- ✓ Interview
  - Who? Head of training sometimes accompanied by pedagogical and technical coordinator
  - What? observe soft skills and to specify some issues
- ✓ Candidate's feed back
  - Who? Head of training at the end of the interview may ask the candidate to send back by email (without giving any due date) his (her general feeling about the interview, shortly express his (her) understanding of the job offered,
  - What? Check candidate's motivation, competences in analysis and synthesis and control writing expression.

## ON GOING

- ✓ Quantitative (formal)
  - How? questionnaires ,
  - Who? trainer (self-evaluation), trainees, pedagogical team
- ✓ Qualitative (formal)
  - How? follow-up about the quality of training, initial expectations, possible reengineering : coordination workshop, regulation sequences
  - Who? trainees (feedback), trainer, pedagogical team

## FINAL

- ✓ Quantitative (formal)
  - How? questionnaires
  - Who? trainer (self-evaluation), trainees, pedagogical team
- ✓ Qualitative (formal)
  - How? follow-up about the quality of training, initial expectations, and results obtained; Consider possible reengineering
  - Who? trainees (feedback), trainer, pedagogical team



**Note:**

IRFA SUD is engaged in Quality management process providing transversal grids and approach for recruitment that includes after the first recruitment interview a second interview with the General manager except for occasional recruitment (Ex: a trainer recruited for a very short period on a specific topic)



### IRFA SUD Evaluation Tools

Tool	Why	When	Who	Brief description
<b>Recruitment grid (below)</b>	To evaluate the candidate's competences and motivation	Recruitment interview	Head of training and/ or pedagogical coordinator	To evaluate the trainer performance will be used the observation grid
<b>Satisfaction Questionnaire</b>	To evaluate pedagogical skills	End of each training module/action	Trainees	<p>All the trainees are invited to fulfil an anonymous satisfaction questionnaire, regarding to the trainer performance (below):</p> <ul style="list-style-type: none"> <li>• Technical skills demonstrated</li> <li>• Ability to share and transfer knowledge</li> <li>• Interaction with trainees</li> <li>• Documentation used</li> </ul>
<b>Macro-competence chart (below)</b>	<p>To reinforce IRFA SUD collective competence and Quality of training provision.</p> <p>To design internal training plan for trainers</p>	Yearly evaluation interview	Head of training sometimes together with the pedagogical coordinator	Through an open but structured interview with the main aim of working on the reinforcement of "collective competence"
<b>Trainer performance evaluation</b>	To evaluate trainer commitment and performance	During and after the training	Pedagogical team	<p>The trainer is evaluated concerning:</p> <ul style="list-style-type: none"> <li>• Commitment with continuous improvement of the training</li> <li>• Cooperation with the pedagogical team</li> <li>• Overall performance</li> </ul>



TRAINERS' EVALUATION

