

This report presents the results of a Peer Learning Activity, which has been prepared by the independent expert named on the cover. The report is based on a peer learning activity where policymakers and practitioners from a number of countries exchanged ideas and experiences on an issue of shared policy interest. This report reflects the opinions of the participants and does not constitute an official European Commission or ENQA-VET position.

Report of the
Peer Learning Activity

**Training of Trainers as a part of the
quality assurance procedure**

18-20 November 2009
Pamplona, Spain

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Executive Summary

In order to reinforce the Lisbon strategy, in 2002 was launched the Copenhagen Process having as priorities: promoting mobility, improving transparency, ensuring the recognition of competencies and qualifications and developing common instruments for quality in VET. The next three follow-up ministerial meetings (Maastricht, 2004, Helsinki, 2006, Bordeaux, 2008) reinforced the Copenhagen priorities and established specific focus areas up to 2010. Aiming to improve the employability, the match between demand and supply and the access, one of the main priorities was building common quality assurance systems and procedures at European level. Among the results of the Copenhagen Process were the Fundamentals of a “Common Quality Assurance Framework’ (CQAF) for VET in Europe” (June 2004) (transformed, in 2009, in a Recommendation of the European Parliament and of the Council on the establishment of a European Quality Assurance Reference Framework for Vocational Education and Training), and the creation of European Network on Quality Assurance in VET (ENQA-VET) in October 2005, whose role was to promote the use of the CQAF/EQARF, the cooperation, the networking and the exchange of experience.

In order to add significant value to the development of quality assurance in VET across Europe, one of the main directions in ENQA VET activity is the organization of Peer-Learning Activities (PLAs). The PLAs need to contribute significantly to the fulfilment of the ENQA-VET mission by: building a shared understanding of quality assurance, fostering sustainable cooperation among relevant stakeholders and supporting education authorities to develop the education and training systems within and across Europe.

The topic chosen for the PLA in Pamplona, Spain (as included into the ENQA VET Work Programme) was “**Training of Trainers as a Part of the Quality Assurance Procedure**”. There are many (and well known) arguments in favour of considering this topic as a critical one for all education and training systems, in general, and especially for the VET systems. The aims of the Copenhagen Process and the implementation of EQARF are conditioned by the existence of excellent trainers. Teachers and trainers play a crucial role in supporting the learning experience of young people and adult learners. As mentioned in several European documents, the teachers and trainers are key players in how education systems evolve and in the implementation of the reforms which can make the European Union the highest performing knowledge driven economy in the world by 2010.

So, the quality, the equity and the efficiency of education and training systems are conditioned by the effectiveness and the quality of the training processes themselves. In this respect, the **training of trainers** (ToT) is crucial. Summarising, it is almost impossible to develop a European dimension for VET and common instruments for quality in VET without knowing, comparing and analysing how the Member States ensure the education, training and professional development of teachers and trainers.

The pillar of activity, **Training of Trainers as a Part of the Quality Assurance Procedure**, was the “red line” through the “quality cycle” by the topics approached:

- Policy development of training of trainers – standards, status, role, professional development.
- Content of training of trainers – curriculum, trainers for trainers, role of practice.
- The impact of training of trainers on access, equity, quality and efficiency of VET.
- The role of the trainer and of the training of trainers in the EQARF.

The PLA was organized by the Public Service for Employment from Spain (Navarra), after consultation with the ENQA VET Secretariat and of the expert appointed for this PLA. In order to present the points of view of all main stakeholders, a wide range of institutions were represented during this PLA: policy makers, VET providers and stakeholders' representatives.

The completion of the pre-activity questionnaire (reflecting both participants' expectations and the state of the art in their own VET systems) was the main activity realized before the PLA. This questionnaire offered significant input regarding the ways this topic is approached in different VET systems. The main issues resulting from the pre-activity questionnaires analysis were:

- In all analyzed VET systems, there are no national standards, common requirements and unified approaches for becoming "trainer".
- The national procedures are different, in many systems, for IVET and CVET; the degree of generalization of the national procedures is different from one country to another.
- All systems pay a lot of attention to involving the relevant institutions and stakeholders in developing policies for ToT: relevant institutions at national, regional and local levels, social partners, professional associations and networks.
- Generally, there are no unified procedures for delivering ToT. The procedures for CVET are usually different and less "centrally controlled" than in IVET. The procedures also vary according to other factors like: the nature of learning, the awards standards, the qualification level, the context, the programme of learning etc. The same differentiation is obvious regarding the curriculum content for ToT and regarding the trainers of trainers.
- The role of different stakeholders in delivering ToT is similar in most systems: the institutions at national / regional level have a regulating role, the universities and other providers have a delivering role and the social partners and the professional associations and networks have a consultation role.
- There are, in all VET systems, both theoretical and practical components of ToT. The role of the practical component is generally increasing.
- The outcomes of the evaluation procedures in ToT are very different between countries, especially regarding the awards / diplomas / certificates granted after the completion of a specific ToT programme. In some systems there are put in place mechanisms to certify the learning outcomes and the competencies acquired in informal / non-formal ways, including for trainers.
- There are many kinds and very different mechanisms put in place, in all VET systems, for monitoring and evaluating the ToT: quality assurance procedures, supervision / inspection by regional / national authorities and universities, statistical surveys at national / regional level.
- In all VET systems there is a lot of available information for all stakeholders, but the amount and the quality of information is very different from a system to another.
- There are limited and no systematic mechanisms put in place to review the policies and procedures regarding ToT. But, in some countries, the quality assurance (QA) mechanisms put in place at national level and / or at provider level may facilitate this process.
- In all systems there are put in place mechanisms to match the ToT structure, aims and content with the labour market needs.
- The main methodological issues of ToT are: the role of self-evaluation and / or peer-evaluation in ToT and the stakeholders' involvement - having in mind the importance granted to these processes in the European documents.

- Another important issue is the financing of ToT. Generally, the financing of ToT is very different from a VET system to another: the money for ToT comes mostly from public sources, but also from private ones; the financing is mostly national, but also international (e.g. from ESF); the financing institutions are governmental, training providers, but the trainees contribute as well with taxes / fees; the employers from industry and from other sectors do not finance ToT significantly.

In order to fulfil the PLA mission, the aim of presentations and of discussions during the PLA and the post-activity reflection was to build more convergent ideas and initiatives. During the PLA, the participants had the opportunity to attend a number of 8 presentations, followed by discussions. Apart of these discussions, there were four rounds of general debate and reflection.

The PLA met the expectations of all participants and produced a consistent added value at individual, national, regional and European levels. The “unity in diversity” may be considered the agreed approach. Thus, the interpretation and the use of the common instruments at policy and implementation levels (EQARF included) will be different between VET systems. The main ideas which emerged during the four reflection sessions were:

- Even if every important European and national document recognizes the importance of teachers and trainers for a high quality VET, a common approach regarding the “trainer” and of his/hers competencies is still missing. The concept of “trainer” covers a lot of realities – the word having different meanings in different systems. Therefore, there is a real need to define the “trainer” and / or categories of trainers at European level and to develop a shared understanding and common policies.
- There is a general need to extend and to modify the role of the teacher / trainer: s/he is no more a “transmitter” of knowledge or skills, but, to a greater extent, adviser, facilitator, mediator, assessor, tutor in companies and for the “on the job learning”.
- The issue of “balance” was widely discussed, regarding several aspects of ToT: between theory and practice, between external assessment and self / peer / internal assessment, between national steering and local initiatives, between curriculum based training and competence based training, between subjects based training and modular training, between the methodology and technology. This balance is culturally determined and different for each VET system.
- There is an obvious tension, at both national and European levels, between the development of the policies regarding the QA mechanisms and the resources allocated for the implementation. There are not enough resources allocated for ToT, especially from private sources, and all systems struggle to finance the continuous professional development of trainers. Thus, the role of state and of its public institutions is decisive in regulating and financing ToT.
- The need for stakeholders’ involvement in ToT is recognized in all systems. However, the extent of involvement is different. Usually, the stakeholders are consistently involved in training but less in ToT.
- Promoting ToT from the life-long and life-wide learning perspective is a must for a quality assured ToT.
- It is obvious the increasing impact, on training and on ToT, of accompanying measures (information and counselling / guidance) and of other support tools (especially web based).

The results of this PLA confirm the ENQA VET policy choices regarding the implementation of the EQARF.

- The need to establish a common set of: concepts, values, principles and targets, agreed outputs and outcomes, agreed mechanisms and agreed set of competencies is obvious for defining a “good” trainer.
- The role of the partnership between the central / local Government and the main stakeholders is crucial in all issues, including ToT.
- The involvement of stakeholders is needed in all phases of the “plan-do-check-act” cycle, but an increased the role in evaluation and review phases is needed.
- The role of VET providers in establishing and promoting QA systems and mechanisms is increasing.
- The implementation of the EQARF should take care of cultural differences and to consider the cultural impact on policy development and, mainly, on policy implementation of the QA mechanisms.
- The reconciliation of the different frameworks existing for IVET and CVET is necessary in most of the European VET systems. This unification should be mediated by the European Qualification Framework (EQF).
- Making VET more attractive is a must for most of the VET systems and the role of trainer is crucial, especially by his/hers social and communication competencies and his/hers “emotional intelligence”.
- In order to implement quality management (QM) systems for ToT, there will be needed more efficient instruments to measure training outputs and outcomes, including the trainees’ and employers’ satisfaction and the destination of graduates after the completion of training.
- From a wider perspective, in order to increase the efficiency and quality of ToT, it is necessary to apply the QA principles and systems, already functioning in economy and other sectors.
- Finally, the networking and communication at European level in ToT matters must be enhanced and supported by the European institutions and initiatives. In this respect, the Training of Trainers network (TT Network), created by CEDEFOP in 1998 should be reinforced.

The PLA in Spain was very well prepared and organized, and produced a wide range of ideas, useful at national and European levels. In the context of EQARF, the importance of PLAs will increase and, for this reason, the ENQA VET conclusions and reports have to establish some characteristics and even one (or several) format(s) for this kind of activity. This topic, “**Training of Trainers as a Part of the Quality Assurance Procedure**” may be considered one of the most productive at European level, especially regarding policy matters. It is obvious that the specific methods, techniques and procedures are, more or less, driven by the culture, tradition, sector, “power balance” between the stakeholders involved and many other local factors. Thus, the next PLAs on QA should be more focused on these issues relevant for **policy level**.

1. Introduction

1.1. The policy context at European level

In March 2000, the European Council in Lisbon established a very ambitious strategic aim for 2010 of making European Union “the most competitive and dynamic knowledge based economy of the world, capable of sustainable economic growth with more and better jobs and greater social cohesion”

The economic competitiveness and the sustainable growth and, as well, better paid and more attractive jobs, are all depending on the competences acquired by the labour force during the initial vocational education and training (IVET). and the continuous vocational education and training (CVET). For this obvious reason, in 2002 was launched the Copenhagen Process. In the Copenhagen Declaration, approved on 30 November 2002, the Ministries responsible for VET in the Member States, candidate countries, EFTA-EEA countries, the European social partners and the European Commission, agreed on enhanced European cooperation in VET. There were established four priorities:

- Promoting mobility by enhancing the European dimension in VET.
- Improving transparency (concerning VET systems and qualifications), policy making, information and counselling / especially from the perspective of lifelong learning.
- Ensuring the recognition of competencies and qualifications, including establishing a common set of principles regarding the validation of nonformal and informal learning.
- Developing common instruments for quality in VET including by paying attention to the learning needs of teachers and trainers.

The next three follow-up ministerial meetings (Maastricht, 2004, Helsinki, 2006, Bordeaux, 2008) reinforced the Copenhagen priorities but, on the others hand, established specific focus areas for the next period of time.

The last follow up meeting, held in Bordeaux at the end of 2008, set four objectives for the period 2009-2010:

- **Implementing the tools and schemes for promoting cooperation in the field of VET** - with a particular focus on:
 - establishing National Qualifications Frameworks on the basis of learning outcomes;
 - the European Credit system for Vocational Education and Training;
 - the European Quality Assurance Reference Framework.
- **Heightening the quality and attractiveness of VET systems** - by promoting the attractiveness of VET to all target groups, and by promoting excellence and quality.
- **Improving the links between VET and the labour market** – by
 - developing forward-planning tools focusing on jobs and skills in line with the Council Resolution on "New skills for new jobs";
 - ensuring the involvement of the social partners;
 - improving guidance and counselling (throughout life) to ease the transition from training to work;
 - promoting adult training, in particular in the workplace, with special attention to SMEs;
 - developing validation and recognition of non-formal and informal learning outcomes;
 - increasing mobility;

- increasing the role of higher education in VET.
- **Strengthening cooperation arrangements** by:
 - increasing the efficiency of mutual learning activities;
 - strengthen linkages between VET, school education, higher education and adult training;
 - consolidating exchanges and cooperation with third countries and international organisations, such as the OECD, the Council of Europe, the ILO and UNESCO.

The main outputs of the Copenhagen Process are, until now:

- The Council Resolution on **strengthening policies, systems and practices in the field of guidance throughout life**, which brings a coherent approach to this topic across education and training sectors at Community and national levels (May 2004).
- The Council Draft Conclusions on the **"identification and validation of non-formal and informal learning"** endorse a set of common European principles to help develop confidence and trust in this rapidly emerging sector (May 2004)
- The Council Conclusions on **Quality Assurance in Vocational Education and Training**, which endorse a Common Quality Assurance Framework for VET providers and systems (June 2004) and the elaboration of the **Fundamentals of a 'Common Quality Assurance Framework' (CQAF) for VET in Europe** (June 2004)
- **The Europass** - a single framework for transparency of qualifications and competences - launched at a special conference under the Luxembourg Presidency on 31 January - 1 February 2005.
- The Recommendation of the European Parliament and of the Council on a **European Qualifications Framework (EQF)**. The EQF will relate different national qualifications systems to a common European reference framework (January 2008).
- The Council Resolution on **strengthening policies, systems and practices in the field of guidance throughout life** (November 2008).
- The Recommendation of the European Parliament and of the Council on the establishment of a **European Quality Assurance Reference Framework for Vocational Education and Training** (April 2009).
- The Recommendation of the European Parliament And Of The Council of 18 June 2009 on the establishment of a **European Credit System for Vocational Education and Training (ECVET)**.

There are other recent documents with relevance for the VET systems, focusing and even reshaping the efforts towards recovery from the financial crisis and recession, keeping in mind the idea that "this is a time of deep transformation for Europe":

- The **Communication for the Spring European Council - Driving European recovery** (March 2009).
- The **Council conclusions of 12 May 2009 on a strategic framework for European cooperation in education and training ('ET 2020')**.
- The **Commission Working Document - Consultation on the Future "Eu 2020" Strategy** (November 2009).

It is obvious that quality assurance (QA) and quality management (QM) systems and procedures are some of the main topics with relevance for all the above mentioned aims, objectives and processes. The quality seems, at national and European level, becoming a more and more important issue, having in mind both sides of this concept, the objective one (developing and applying standards) and the subjective

(meeting and exceeding customers' satisfaction). Increasing the quality of education and training is considered one of the main ways to recovery.

The European Network on Quality Assurance in VET (ENQA-VET) was established in October 2005 by the Commission, with the support of countries participating in the Copenhagen Process and the social partners. ENQA-VET main role was, during the first work programme (2006-2007), to promote the use of the Common Quality Assurance Framework (CQAF) on a voluntary basis, and promote cooperative, inclusive and sustainable networks at all levels. ENQA-VET becomes a platform of exchange of experience, debate and consensus-building on concrete proposals on quality assurance and development and serves as a bridge with EQF and link VET to higher education.

The second ENQA-VET work programme was adopted in 2007. The European Commission agreed to designate a grant of up to 2 Millions EUR to the Network as activity based funding. The funding is intended to enable the Network to plan, manage, organise and resource its activities for 2008 and 2009, in order to:

- add significant value to the development of quality assurance within VET across Europe through European cooperation;
- position itself as a key player in the area of QA;
- promote the development of synergies and avoid duplication of work across a range of European agencies, organisations and Networks.

“The Network provides a platform for regular exchanges of experience, debate and consensus-building on concrete proposals at European level. It acts as an 'umbrella' for various initiatives and thematic work reflecting the priorities, needs and concerns of a wide range of stakeholders at systems and providers levels. It allows for blending and connecting developments at both national and European levels and brings sustainability to the process of European co-operation in the field of quality assurance in VET”¹.

1.2. Peer learning activities: purpose and rationale

In order to add significant value to the development of quality assurance in VET across Europe through European cooperation, one of the main directions of ENQA VET activity is the organization of several Peer-Learning Activities (PLAs). The **Bordeaux Communiqué on enhanced European cooperation in vocational education and training** (2008), stated the need to improve “European cooperation arrangements in the field of VET, in particular by **increasing the efficiency of peer learning activities and capitalising on their results in terms of national policies**”.

Thus, the PLAs need to contribute significantly to the fulfilment of the ENQA VET mission by:

- **Building a shared understanding** of quality assurance and development among, member countries, social partners, regulatory/national authorities and providers.
- **Fostering sustainable cooperation** among relevant stakeholders at different levels.
- **Supporting education authorities** to develop the education and training systems within and across Europe.

¹ http://ec.europa.eu/education/policies/2010/qualitynet_en.html

Consequently, the PLAs are important means to accomplish all five key objectives of ENQA VET network. One of the main results of the ENQA VET Work Programme for 2008 and 2009 will be a general evaluation report, “Learning from Peer Learning”. This evaluation report will review the Networks Peer Learning activity. It will:

- **Outline the purpose and context** for the activity.
- **Describe and evaluate** the Peer Learning case studies.
- **Identify key findings and learning points.**
- **Draw conclusions** (including identify and measure impacts).
- **Explore the potential of new forms** of Peer Learning activities.
- **Make recommendations for the future development** of Peer Learning.

Besides the general framework outlined in the ENQA VET Work Programme 2008-2009, the purpose of the PLAs was specified during the PLA Briefing Meetings from September 2008, February and July 2009. Each PLA should:

1. Provide a clear European benefit and added-value, not only for the individual participants, and including for developing a culture of peer review at a European level.
2. Develop recommendations for the Commission on the “VET package” (EQF, ECVET and EQARF) and its implementation and contribute to the ENQA-VET work programme.
3. Offer opportunities for participants’ reflection.
4. Follow a “Pillar of Activity” (a main topic), through over all activities, with focus on quality assurance aspect of each topic (including stakeholders’ and VET providers’ involvement).
5. Be planned, prepared and organized in advance and comprise not only the visit but also pre-PLA and post-PLA activities. In this respect, a specific focus will be on the follow-up: what the participants are doing in their own systems as a result of the PLA.
6. Generate usable and transferable results at participant, national and European levels (including for the host country). For this reason, the participants need to be engaged with the topic in their home country as “key multiplier function”.

Starting from these aims, one of the questions from the Pre-activity questionnaire² tried to reveal the **motivation** for participation in the PLA in Spain:

- Sharing knowledge and ideas learn about new methods and practices, exchange ideas for future work, getting updated information on the subject.
- Overviewing the way in which the discussed topic is approach in different EU countries – issues, problems as well as solutions.
- Dialoguing, networking and better mutual understanding.
- Understanding how the stakeholders’ voice is heard and fully recognized.
- Enhancing institutional development and capacity building by developing new projects, plans, regulations and tools (methods and instruments)
- Ensuring personal development.

Analyzing the participants’ expectation we may conclude that all of them fit within the general framework planned, for all PLAs, by ENQAVET.

² See Appendix A

1.3. The “pillar of activity”: Training of Trainers as a Part of the Quality Assurance Procedure

In this section we shall describe and comment the main topic of the PLA and the programme. We shall try, as well, to outline the reasons behind the choice of Spain (Navarra) to host this specific PLA activity.

The topic chosen for the PLA in Pamplona, Navarra (as included into the ENQA VET Work Programme) was “**Training of Trainers as a Part of the Quality Assurance Procedure**”.

There are many (and well known) arguments in favour of considering this topic as a critical one for the education and training systems, in general, and especially for the VET systems. In this respect, there are sound evidences that the aims of the Copenhagen Process and the implementation of EQARF are conditioned by the existence of excellent trainers. Teachers and trainers play a crucial role in supporting the learning experiences of young people and adult learners. As mentioned in several European documents, the teachers and trainers are key players in how education systems evolve and in the implementation of the reforms which can make the European Union the highest performing knowledge driven economy in the world by 2010. For instance, the joint interim report of the Council and the Commission of 23 February 2006 on the implementation of the 'Education & Training 2010' work programme, emphasised that “investment in the training of teachers and trainers and the strengthening of leadership for education and training institutions are crucial to improving the efficiency of education and training systems”.

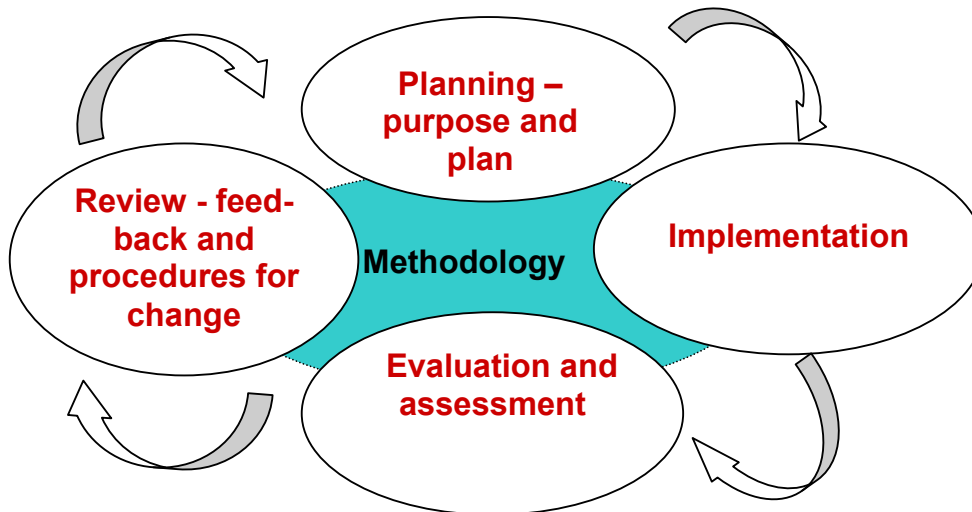
In order to foster a culture of quality in adult learning, one of the Key Messages of the **Communication from the Commission “Adult learning: It is never too late to learn”** (2006) is that “the Member States should invest in improving teaching methods and materials adapted to adult learners and put in place initial and continuing professional development measures to qualify and up-skill people working in adult learning. They should introduce quality assurance mechanisms, and improve delivery”.

Having in mind that, so far, little attention has been paid to the training (initial and continuing), to the status and to the payment of adult learning staff, the Subsequent **Communication from the Commission - Action Plan on Adult learning – “It is always a good time to learn”** (2007) reinforce the statement that, in order to improve the quality of provision in the adult learning sector **the key factor is the quality of the staff involved in delivery.**

The **Bordeaux Communiqué on enhanced European cooperation in vocational education and training** (2008) recommends, as well, increased investment in initial and continuing training of those involved in vocational education and training: teachers, trainers, tutors, guidance officers.

Summarizing, we may state that the quality, the equity and the efficiency of education and training systems are conditioned by the effectiveness and the quality of the training processes themselves. In this respect, the **training of trainers** (ToT) is crucial: it is almost impossible to develop a European dimension for VET and common instruments for quality in VET without knowing, comparing and analysing how the Member States ensure the education, training and professional development of teachers and trainers.

Good VET teachers and trainers may contribute decisively to increase employability, match between demand and supply and the access of the learners. Thus, the training of trainers should be quality assured in the terms stated by the “Deming Cycle” (“plan” – “do” – “check” – “act”), as reflected within the Recommendation regarding the establishment of the EQARF:



The pillar of activity, **Training of Trainers as a Part of the Quality Assurance Procedure**, was the “red line” through the “quality cycle” mentioned above by the topics approached:

- Policy development of training of trainers – standards, status, role, professional development.
- Content of training of trainers – curriculum, trainers for trainers, role of practice.
- The impact of training of trainers on access, equity, quality and efficiency of VET.
- The role of the trainer and of the training of trainers within the EQARF.

The focus of this PLA was on the specific ways training of trainers reinforces, on ones hand, the match between the results (in terms of knowledge, skills and competencies at trainees’ level) and the needs of the labour market (set through objectives and standards) and, on the others hand, the customers’ (employers and learners) satisfaction for these results.

The PLA was organized by the Public Service for Employment, represented by Carmen Lizarraga, after the consultation of the ENQA VET Secretariat and of the expert appointed for this PLA, beginning with September 2008. The Final programme is presented in Appendix B.

In order to present the points of view of all main stakeholders regarding the main topic, a wide range of institutions were represented during this PLA:

- **Policy makers:** The Ministry of Education, The Public Service for Employment.
- **VET providers:** National Centre for Renewable Energies Imarcoin (CENIFER).
- **Stakeholders’ representatives:** the Tripartite Foundation for Training and Employment.

The first question asked by all participants was: “Why the new Spanish system of “Training for Employment” is an example of “best practice” in training and in the field of ToT ?

The **Vocational Training for Employment Subsystem** was established beginning with 2007 and it is a very ambitious attempt to apply the European policy documents in the training sector:

- It is a new model integrating vocational and continuing training.
- Consists of instruments and actions designed to promote and provide training that meets the needs of companies and workers in a knowledge-based economy.
- Shares the responsibility among all relevant institutions and stakeholders - the competent government departments, the Social Dialogue and the National System of Qualifications and Vocational Training, the training providers.
- Ensures the social dialogue and collective bargaining in professional development matters.
- It is closely linked with the needs of the labour market and with the national system of qualifications and vocational training.
- Offers a homogeneous certification, competence based and demand driven.
- Ensures appropriate resourcing – financial and human.
- Sustains innovation.

One of the main ways to ensure quality for this process is the system of teachers' and trainers' training, re-organized since 2006. The teacher education and training covers a wide range of competencies, starting with the curriculum content of the subjects and with the design of curriculum, implementation and assessment, and ending with the capacity to motivate and to develop, among learners, of communication, social and emotional skills. In this context, the **initial teacher training**:

- will be adapted to the qualification requirements;
- will be two fold: a corresponding **academic qualification** and **pedagogic and didactic training**;
- will include agreements with universities and will be adapted to the system of graduates and post-graduates adopted by European higher education.

The system specifies an **induction period** for teachers: during the first year of teaching, the teacher will work under the tutorage of an experienced teacher.

The **in-service training** becomes a right, but also an obligation of all teachers, but the Education Administrations and schools has the responsibility to provide it. It will consider:

- Adapting knowledge and teaching methods to trends in education science and specific methodologies.
- The aspects of coordination guidance, tutoring, attention to diversity and organization, aimed at enhancing the quality of education and functioning of schools.

The system has, as well, a life-long learning perspective, considering the feed-back in classroom, research, peer learning, self-development, training courses, short stays in companies etc. belonging explicitly into professional development.

A similar system was developed for the **trainers acting already in this sector**, but without certification, especially for the instructors working under the vocational training for employment initiative (see above). Their training, with a duration of 360 hrs., covers the main areas of teaching / training competencies (planning of training, selecting, creating, adapting and using of teaching materials, applying methods and using resources, delivering and tutoring training, evaluating the teaching and learning process, counseling for employment and promoting quality in vocational training for

employment). At the end of the courses, the trainers will acquire a Certificate of Professionalism for Training for Employment Instructors.

Last but not least, the consistent financing of the system is in line with the latest European recommendations. So, according to the CEDEFOP report on “**Using tax incentives to promote education and training**” (2009), there are important differences among the countries analyzed in the tax policy related to investment on education and training. The beneficial role of tax incentives for education and training is generally acknowledged by learners, employers and employees, particularly for reducing education and training costs and for their low levels of bureaucracy.

2. Exchanging Views and Sharing Best Practices: the Main Issues

One of the main purposes of ENQA VET is **building a shared understanding** of quality assurance and development among member countries, social partners, regulatory / national authorities and providers. For this reason, we tried, using the Pre-Activity questionnaire, to see how this topic is approached in different VET systems. The ideas resulted from the pre-activity questionnaire analysis were used as a basis for further discussion, and gave a hint on how easy or difficult will be to build the required common understanding of this very important topic – ToT as a part of QA within the EQARF framework.

The **list of participants**³ reflects the range of experiences and institutions involved in VET provision and development, **especially at policy making levels:**

- Policy makers - Ministry level: Austria, Spain, Norway.
- Policy Makers – Central institutions: Czech Republic, Estonia, Germany, Italy, Norway, Romania, Slovenia, Spain.
- Education and VET providers: Malta.

In this respect, **the participants are likely to influence the policy development and implementation in their own countries.**

2.1. Preliminary activities - the pre-activity questionnaire:

The completion of the **pre activity questionnaire**⁴ (reflecting both participants' expectations and the state of the arts in their own VET systems) was the main activity realized before the PLA. The pre activity questionnaires were filled in by the participants from: Austria, Czech Republic, Estonia, Finland (not attending the PLA), Germany, Italy, Malta, Norway, Romania, Slovenia and Spain.

The summary of the answers at the pre-activity questionnaire were presented in the first day of the PLA, during the second session⁵. The main findings are listed below. At each topic, there are presented some issues that might be interesting at European level.

a. Designing ToT: purpose and plan

In all analyzed systems, there are no unified national frameworks for ToT:

- In most of the cases, there are no standards and common requirements in order to become “trainer”. Usually, there are only some general conditions – e.g. to have several years of experience in the field (AT; EE); university studies (CZ, EE) or post secondary education (EE); courses of vocational pedagogy (EE, SI).
- There is a partial unification of standards and requirements in some systems, but not covering all the aspects of training. E.g.: Standards for IVET trainers for trainers in the dual system, but less regulated for CVET (DE); the tutors for the practice supervision in apprenticeship are not expected to pass pedagogical courses and are not considered teachers / trainers (EE).
- In some systems, there are national policies and standards development in progress (EE; DE; ES; FI – recommendations for curriculum; MT - local initiatives).
- In some cases, there is a differentiation in standards and regulations at national and regional levels (IT).

³ See Appendix C

⁴ See Appendix A

⁵ See Appendix D

- In several cases, the unification is focusing on training on some specific categories - teachers, trainers and training supervisors in companies, examination and appeal boards (NO).
- In some cases, there are different regulation and standards regarding trainers and ToT in IVET and CVET (RO).

Even more, there are several definitions and categories of trainers (this topic will be approached in the next chapter - "Key findings and learning points).

Issues:

- **the national procedures are different, in many systems, for IVET and CVET; the degree of generalization of the national procedures is different from a country to another;**
- **the necessity for a singular framework and a coherent set of standards for ToT, common for IVET and CVET across the sectors.**

All systems consider a strong involvement of the relevant institutions and stakeholders in developing policies, standards and procedures for ToT. There are involved:

- **Institutions at national level** (The ministries of education and labor, other central institutions such as qualifications authorities, research institutions, quality assurance institutions), at **regional level** (e.g. The Autonomous Communities – ES, Regional vocational education centres - EE), at **local level** (the universities, the school supervisory board, education and training providers).
- **Social partners** – employers associations and trade unions.
- **Professional associations and networks** – e.g. teachers, trainers, university leaders.

Issues:

- **the correlation among stakeholders and synergy building;**
- **which and how various stakeholders may be involved in different ways at national, regional and local levels.**

b. Implementing ToT

Generally, there are no unified procedures for delivering ToT (for IVET and CVET and across the sectors of activity):

- Not at all unified – EE, CZ, NO, RO, SI.
- Not unified, but with some initiatives / connections – AT, IT, MT.
- There are systems with some degrees of unifications – EE, FI, DE,

Generally, the procedures for CVET are usually different and less “centrally controlled” than in IVET. The procedures also vary according to other factors like the nature of learning, the standards for awards, the qualification level, the context, the programme of learning etc.

The same differentiation is obvious regarding the **curriculum content for ToT** and regarding the trainers of trainers:

- The curriculum content is, generally, not unified. But, on the others hand, the basic content is similar (even if the weight of different areas is different from a system to another). The basic content consist in: human sciences, especially educational sciences (basically: curriculum planning, implementing – methodology – and assessment); general / vocational didactics and practical studies; teaching / training on the job; supplementary optional studies. In some systems (but the trend is developing), the curriculum is organized in “knowledge, skills and competencies”.

- The trainers for trainers are usually experienced persons working effectively in the sector and experienced trainers, mostly teachers. In some cases, a master or PhD. degrees are necessary. In one case (IT) the inspectors may be trainers for trainers.

Issues: the necessity to have unified competency and curriculum structure for trainers of trainers in different areas / sectors.

The **role of different stakeholders** in providing ToT is similar in most of the systems:

- The institutions at national / regional level have a regulating role.
- Universities and other providers have a delivering role (in some cases – CZ - this role includes establishing the curriculum for ToT).
- The social partners, professional associations and networks have a consultation role, but mostly in the “regulating” / curriculum development stages and not in delivering ToT.

Issues: the need to involve the social partners and the professional associations in the delivery stage of the ToT.

There are, in all VET systems, both theoretical and practical components of ToT. The role of practical component is generally increasing.

Issues:

- **finding the appropriate balance between theory and practice for each sector, level and qualification; defining, for each system, the specific “balance point”;**
- **the increasing role of work based training and work based assessment for teachers and trainers.**

c. Evaluating TOT

The outputs of the assessment procedures are very different from a country to another, especially regarding the awards / diplomas / certificates granted after the completion of a specific ToT programme. In some cases, it is not requested a formal certification of trainers. It is the same situation regarding the awarding bodies (“certification authorities”), which are very different from a country to another. In some countries, there is only one “certification authority” (usually, the Ministry of Education), in others there are several “awarding bodies” (universities, national institutions, professional associations, training providers etc.).

Issues: common national and / or European procedures for awards, regarding both the awarding procedures and the awarding bodies; unifying the types and structure of awards at European level, on the basis of EQF and Europass.

Regarding the possibility to **certify the learning outcomes and the competencies acquired in informal / non-formal ways**, taking into account the multitude of European documents and recommendations in this respect, the trend is to create such mechanisms, including for ToT:

- Such mechanisms **are** put in place for trainers in DE, FI, ES, NO.
- Such mechanisms are **not** put in place for trainers: AT, CZ, SI.
- Such mechanisms are **partially** put in place for trainers: EE, IT, RO (for the trainers working in CVET).

Issues: ensuring the reliability of the recognition and certification process for the learning outcomes and for the competencies acquired in informal / non-formal ways.

There are many kinds of mechanisms put in place, in all VET systems, for **monitoring and evaluating** the ToT:

- Quality assurance procedures – including feed-back from the students themselves and from the examinations boards.
- Supervision / inspection by regional / national authorities and universities.
- Statistical surveys at national / regional level.

Issues:

- **ensuring the participation of different stakeholders in the monitoring and evaluation systems and procedures;**
- **increasing the concern in monitoring and evaluating the ToT (which is less obvious than for planning and implementing the ToT);**
- **the need of common and enhanced national / European mechanisms / procedures for monitoring and evaluating the ToT;**

d. Closing the circle: review, feed-back and procedures for change

In all VET systems there is a lot of available information for all stakeholders (e.g. information regarding policies, regulations, standards, curriculum, results and statistics, guidelines, content and procedures, QA specifications and demands etc.). Usually, the regulating institutions and providers share the responsibility for communication and for stakeholders' information, but the amount of information available is very different from a system to another.

Issues:

- **making information available for disadvantaged groups;**
- **promoting the “evidence based decision making process”, based on indicators.**

There are **limited and no systematic mechanisms put in place to review the policies and procedures** regarding ToT. But, in some countries, the QA mechanisms established at national and / or at provider levels (e.g. EE, FI, RO) may facilitate this process.

Issues: the necessity and feasibility for the extensions of the QA mechanisms at national level (including for reviewing the policies, standards, aims, content and assessment).

In all systems there are, more or less, put in place mechanisms to match the ToT structure, aims and content to the labour market needs. These mechanisms may be:

- involving social partners and other stakeholders at national / regional level (now, less often and formalized) and at provider level (now, more often and formalized);
- selecting trainers among the employees from the specific sector they are providing training for.

Issues: ensuring the convergence of national policies regarding the match between the ToT structure, aims and content and the labour market needs.

e. Methodology

The main methodological issues are the **role of self-evaluation and / or peer-evaluation** in ToT and the **stakeholders' involvement** - having in mind the importance granted to these processes in the European documents.

In all systems, **self-evaluation** is applied, in a formal way (ES, CZ, EE, FI, NO - including peer-review) or not formalized (AT, DE, IT, MT, RO, SI).

The relevant stakeholders are involved in ToT in all VET systems, at different levels.

Issues:

- **increasing the role of self-assessment and of peer review / peer assessment in ToT;**
- **differentiating the role of different stakeholders at different levels and stages of the QA cycle;**
- **expanding stakeholders' involvement at European level by European structures and mechanisms.**

Another important issue is the **financing** of ToT. Usually, the financing of ToT is very different from a VET system to another:

- The money for ToT comes mostly from public sources, but also from private ones.
- The financing is mostly national, but also international (e.g. ESF).
- The financing institutions are governmental ones, training providers, but the trainees contribute as well with taxes / fees.
- The employers from industry and from other sectors do not finance ToT significantly.

Issues:

- **rethinking public funding for VET (including for ToT) within a common European coherent framework;**
- **funding ToT as an important way to increase the effectiveness for the use of the public funding for VET;**
- **the financing of ToT from public money;**
- **the different role of different stakeholders in financing ToT;**
- **increasing the employers share in financing ToT.**

2.2. The visit: expectations and results

This section will deal with the visit itself and will try to report on how it contributed to build common understanding. The expectation for each PLA is to build more **convergent** ideas and initiatives. The increasing convergence was ensured by the presentations and discussions during the PLA and the post-activity reflection – induced by the Post – Activity Questionnaire.

The participants' **expectations** were questioned via pre-activity questionnaires. The added-value expected by the participants is at national, sector and European levels.

At **national and sector** level, the expected added value is related with good practice examples, useful for:

- Informed decision making process.
- New models and tools.
- Quality improvement.

As expected added-value at **European level** were mentioned:

- Networking and sharing best practice.
- Improving the access of different groups (especially disadvantaged) at quality training:
- Equipping trainers with specific values and methodologies in order to deal with trainees coming from disadvantaged groups.

During the PLA, the participants had the opportunity to attend a number of 8 presentations (see Appendix E). Each presentation was followed by discussions and reflection. Apart of these, there were four rounds of general discussion and reflection,

led by the expert (their results are presented in the next section). The PLA included a visit of the premises of the Imarcoin Training Centre (CENIFER) and discussions with trainers and trainees.

Until now, the main post visit activity was filling in and collecting the answers at the post-activity questionnaire⁶. The questionnaire was filled in by 6 participants, the representatives of Cyprus, Czech Republic, Germany, Italy, Malta and Spain. A summary of the participants' answers is listed below.

- The PLA met the **expectations** of all participants (yes – 3 participants, “to a certain extent” – 2 participants; “yes – but I had to change my personal expectations” – 1 participant).
- The **added value** of the PLA was consistent in terms of **personal development** stated as “improved knowledge of the Spanish and other European VET systems”. All 6 participants mentioned the formal and informal discussions with the colleagues as an added value as well. Considering the **professional development**, the main issue mentioned was the awareness and knowledge about the comprehensiveness of the Spanish system (from regulations to instruments). Another added-value mentioned was an **increased awareness on the differences** among systems, useful as **alternative models** when changes occur in the own system.
- The **insight referring at national / regional / local levels** is referring mainly at the sustainability and standardization aspects liaised with QA - e.g. the design of ToT programs and the stakeholders' involvement. In this respect, almost all participants remarked the quality of the system, but, on the others hand, due to the recent implementation, the lack of relevant results, for now. At **European level**, the insight refers, as well, at the way stakeholders could be involved in training and ToT more consistently. Another point of interest (and concern) was the power balance between national and regional public institutions in designing, delivering and evaluating ToT.
- All participants committed themselves to **disseminate** the learning experiences by different means: presentation among colleagues at own institution level, conferences, workshops and meeting at national level, writing articles for own publications, training program development and delivery, reporting to authorities.
- The benefit of this PLA at **policy development** and **policy implementation** levels was estimated as positive by 5 from 6 participants who are certain that they will use the new knowledge in developing their own standards and quality management systems.
- As contribution at **policy making at European level**, I quote the answer of one participant (CY): “QA is the key for a successful training program. Most countries do not have or do not provide sufficient procedures for QA. These weaknesses have been highlighted and recorded during the recent PLA activity and will provide the basis for future discussions and perhaps will stimulate the organisation of specialised activities for QA issues”.
- All participants considered the PLA very well organized, pointing out, as **strengths**, the facilities offered by Imarcoin Training Centre and the quality of translation.
- As the main **weakness** was mentioned the length of presentations and, thus, the reduced amount of time for questions and discussions (which should be “less formal”).
- As **recommendations and proposals** regarding the future development of PLAs, I only quote the participants' answers (who speak for themselves):

⁶ See Appendix F.

- “More contribution from guests. Guests must also express their views to enlighten further the audience and stimulate more productive discussion. Shorter presentations so that more issues from different countries can be presented. Reduce the duration of the activity from 3 days to 2 days”.
- “Less big presentations, more people from practice”.
- “Some more time for discussions even if one has to do less presentations”
- “Defining more essentially (if possible) what is the aim and focus and confronting these expectations with the lecturers stand point. Structuring – if possible – on pros and cons. Turning to more open and dynamic discussions between all participants”.
- “An increased focus on the "pillar" theme”.
- “In my opinion prior knowledge of the host country on the situation of the topic in the participating countries”.

3. Key findings and learning points

Most of the key findings and learning points are already presented by the answers at the post-activity questionnaire. In this section, we shall try to summarize them and to add the comments and the issues raised or reinforced during the reflection activities.

Besides the time allocated in each session for discussion, there were planned and realized **four “reflection sessions”** (see the Programme below - Appendix B: “Discussion and questions and answers in the group” – 75 min., the first day; “Summary of the day: conclusions and feed-back session – 90 min., the second day; “Reflection and discussion on the basis of input material. Lessons learned – conclusions and recommendations” (90 min) and “Closing session: lesson learned and steps forward. Feedback. Conclusions. Further activities at national level. Further cooperation at European level” (105 min), both in the third day.

For the first two sessions, the consultant produced two sets of questions, as input for further discussions⁷.

We shall summarize below the participants’ interventions – mainly the ideas we consider **relevant at national and, mostly, at European levels**, and the results **more likely to be used and transferred** in other national VET systems.

The main conclusion is that the **“unity in diversity”** may be considered the agreed approach. Each education system uses what specific stakeholders consider as appropriate in specific country contexts. Thus, the **interpretation and the use of the EQARF (at policy and implementation levels) will be different from a system to another.**

Another general important conclusion is the **scope** of the “pillar of activity” – ToT as a part of QA.

- Even if every important European and national document recognizes the importance of teachers and trainers for a high quality VET, **a common approach on what a “trainer” is and of his/hers competencies is still missing.** The concept of “trainer” covers a lot of realities and the word have **different meanings in different systems**: for instance, “trainer” in Norway is the person tutoring the practice of trainees/students in real work conditions; but in Estonia, the same “tutor” is not considered as “trainer”. In some other systems, trainers are the same as teachers. **Thus, there is a real need to define the “trainer” and / or categories of trainers at European level, in order to develop a shared understanding and common policies.** In this respect, we mention that the first “reflection” session was almost entirely used for “harmonizing” the different definitions that the different participants have regarding the “trainer”.
- Anyway, there is a general need to **extend and to modify the role of the teacher / trainer**: s/he is no more a “transmitter” of knowledge or skills, but, more and more, adviser, facilitator, mediator, assessor, tutor for companies and for the “on the job learning”. The teacher / trainer have to individualize the education provision and, as well, to work in team with other teachers, trainers, tutors, assessors and other resource persons (e.g. experts working in companies).

The issue of “balance” was widely discussed, regarding several aspects of ToT:

- between **theory** and **practice** – the content of ToT and of trainer’s assessment (“school” based or “work” based);
- between **external assessment** and **self / peer / internal assessment**;

⁷ See Appendix G

- between **national** steering and **local** initiatives;
- between **curriculum based** training (prevailing mostly in IVET) and **competence based** training (prevailing generally in CVET);
- between **subjects** based training on and **modular** training;
- between the **methodology** and the **technology** – including the specificity and the limitations of “distance learning” in ToT;

This balance is, usually, **culturally determined and different** for each VET / education system.

There is an obvious tension, at both national and European levels, between the **development of the policies regarding the QA mechanisms and the scarcity of resources** allocated for the implementation of such mechanisms. There are not enough resources allocated for ToT, especially from private sources, and all systems struggle to finance the continuous professional development of trainers. Thus, the role of state and of its public institutions is crucial in ToT. This situation, the enhancement of the official / governmental support, may induce, on the others hand, to the disregard of “in-company” training and, thus, to neglecting the training and ToT in real work conditions. This will lead, finally, to a mismatch between the content of ToT and the employers’ real needs.

The need for **stakeholders’ involvement in ToT** is recognized in all systems. However, the **extent of involvement is different**. First, the stakeholders are consistently involved in training but less in ToT. Secondly, the involvement is consistent, in all VET system, in planning phases (especially at policy making level), less in implementing the ToT programs, even less in evaluation phase and almost inexistent in the feedback and review stage. Maybe this situation could explain the reluctance of private companies in financing ToT.

Promoting ToT from the life-long and life-wide learning perspective was considered as a must for a quality assured ToT and the Spanish system is exemplary for this issue. For instance, the VET teachers’ training includes initial education, induction, in-service training and a wide range of other professional activities development (conferences, feed-back from trainees and employers etc.).

Another interesting aspect was **the increasing impact on training and on ToT of the accompanying measures (information and counselling / guidance) and of other support tools (especially web based):**

- in all its phases (before, during and after training);
- especially for the validation of competencies acquired in non formal and informal ways.

In this respect, the new Spanish system is, as well, a case of best practice.

4. Conclusions: expected impact and possible benefits - emerging policy issues at European level

The results of this PLA **confirm the ENQA VET policy choices** regarding the **implementation of the EQARF**:

- **The need to establish a common set of:**
 - **concepts, values, principles and targets** for QA and QM mechanisms at European level;
 - **agreed outputs and outcomes** – in this respect the **indicators** have an important role;
 - **agreed mechanisms** for establishing a common approach – in this respect the peer review & peer learning activities are important;
 - **agreed set of competencies defining a “good” trainer** (key competencies, general and specific ones); in this respect, we have to mention the shared opinion of most of the participants that “trainer” may be differentiated from “teacher”.
- **The role of the partnership between the central / local Government and the main stakeholders is crucial in all issues, including ToT.** This partnership may be formalized as national / regional consortia or other specific structures (like, for instance, Sector Committees). Those structures should be funded in an appropriate way, including from public money. The employers have to be involved in establishing and promoting QA / QM mechanisms, including at European level.
- **The involvement of stakeholders is needed in all phases of the “plan-do-check-act” cycle, but an increased role in evaluation and review phases is a must.** In this respect, the **sector committees** or other equivalent structure may play an important role, including in **evaluation and certification of trainers** for the specific sectors. For instance, the Sector Committees may keep “national / sector registers” of agreed trainers. In addition, the companies supporting ToT may have financial incentives.
- **The role of the VET provider is increasing in establishing and promoting QA systems and mechanisms.** In this respect, it is necessary:
 - to ensure a demand driven ToT;
 - to establish national and sector guidelines / standards / sets of minimal competencies for trainers;
 - to combine the “expertise” of trainer in the sector in which s/he functions, with the “pedagogical” skills;
 - to balance self-evaluation, peer-evaluation and internal evaluation with external evaluation (in which the employers and other stakeholders might be involved);
 - to increase the weight of work based learning and of work based assessment in ToT.
- **The implementation of the EQARF should take care of cultural differences** and to consider the cultural impact on policy development and, mainly, on policy implementation of the QA mechanisms.
- **The reconciliation of the different frameworks** existing for IVET and CVET is necessary in most of the European VET systems. In order to increase learners’ employability and mobility, it is necessary to unify, at national level, the qualification framework, the occupational / professional / training standards, the

assessment procedures, the QA mechanisms. This unification should be mediated by the European Qualification Framework (EQF). The coherence between IVET and CVET should take into consideration, on the other hand, the specificity of these two subsystems: for IVET the targets are mainly the key and the general competencies, while within CVET, the targets are mainly specific competencies, closely linked with the actual needs of specific employers.

- **Making VET more attractive** is a must for most of the VET systems and the role of trainer is crucial, especially by his/hers social and communication competencies and his/hers “emotional intelligence”.
- In order to implement QM systems for ToT, there are required systems to **measure training outputs and outcomes**, including the trainees’ and employers’ **satisfaction** and the **destination of graduates** after the completion of training.
- From a wider perspective, in order to increase the efficiency and quality of ToT, it is necessary to apply the **QA principles and systems**, already functioning in economy and other sectors. For instance, the principles of “result orientation”, “client orientation”, “system approach” etc. must be applied in training (including ToT) as well. The convergence among the QA and QM systems and procedures developed in VET with the systems and procedures stated by ISO, EFQM and other models, should be envisaged.
- Finally, the **networking and communication** at European level in ToT matters must be enhanced and supported by the European institutions. In this respect, the Training of Trainers network (TT Network), created by CEDEFOP in 1998 must be reinforced. This network may have an important role in establishing **benchmarks** and in sharing **best practices** at European level.

5. Recommendations: the future of the PLAs

The PLA in Pamplona, Spain was very well prepared and organized and produced a wide range of ideas, useful at national and European levels.

In the context of EQARF, the importance of PLAs will increase and, for this reason, the ENQA VET conclusions and report may establish some characteristics and even one (or several) format(s) for this kind of activity.

This topic, “Training of Trainers as a Part of the Quality Assurance Procedure” may be considered very new and productive at European level, especially regarding policy matters.

It is obvious that the specific methods, techniques and procedures are, more or less, driven by the **culture, the traditions, the sector and the “power balance”** between the stakeholders involved and **many other local factors**.

But, in order to build a common understanding, to promote mobility, to improve transparency, to ensure recognition of competencies and qualifications, and to develop common instruments for quality, the new common mechanisms have to be focused on the **both ends of the process: policy and planning, on ones hand, and mechanisms for review, feed-back and change, on the others hand**. The operational procedures, the implementation of these mechanisms are very interesting but they need to be seen as examples and applications within a specific system and culture.

Thus, the next PLAs on QA should be more focused on these issues relevant for the **policy level**, regarding mainly **planning, evaluating** and **reviewing** the QA & QM systems for VET. The next PLAs might focus on:

- VET standards – occupational, professional, curricular, assessment standards “philosophy” and design.
- Unifying IVET and CVET.
- Qualifications – definition, components (knowledge, skills, competencies).
- Best practices in redesigning NQFs according to EQF.
- Individualizing VET.
- Stakeholders’ involvement in VET design, delivery and evaluation – structures, regulation, motivation.
- New roles for teachers and trainers.
- The appropriate balance between national steering and local initiative in QA.
- Feed back and review procedures in order to inform the decision making process (“evidence based decision making”).
- Awarding structures and procedures.
- The balance between self evaluation, peer evaluation / review and external evaluation.
- Rethinking public funding for VET.

6. Appendices

6.1. Appendix A: Pre activity Questionnaire



**Peer Learning Activity on Training of Trainers as a Part of the Quality Assurance
Procedure
18-20 November 2009 – Pamplona, Spain**

QUESTIONNAIRE for participants

Peer Learning Activity –

Peer learning activities are a central part of the ENQA-VET work programme. They provide an opportunity for participants to reflect collectively and individually on how their own professional practice can develop as a result of the opportunity of constructive engagement with other countries/institutions/organisations' experiences of addressing similar issues.

This peer learning activity will focus on the quality assurance aspects of **training of trainers**. The attached pre activity questionnaire is designed to enable the expert to understand the policy context and professional interest of the participants and to ascertain their expectations for the PLA. It will also enable participants to reflect on the subject of the peer learning activity before the activity commences and is an essential part of your preparation as a participant. Your responses will be collated by the Expert, Mr. Serban IOSIEFSCU, who will be working with participants throughout the peer learning activity, The analysis of the questionnaire will also be used to facilitate further reflection during the peer learning activity.

To be completed and returned to siosifescu@yahoo.com and to agraves@engavet.eu

Deadline: Friday November 6th 2009

SECTION I – STATE OF ART or participant’s perspective of the current state of development in their own context with reference to the topic of the PLA

In this section we would like to obtain information about specific initiatives, which have been undertaken in your professional context taken in order to implement and support training of trainers (ToT) in VET. When answering the questions please keep in mind the steps of the quality criteria cycle (CQAF/EQARF) model.

Purpose and plan

| |
|--|
| Is there a national framework (i.e. policies, standards, procedures etc.) for ToT, covering both initial VET (IVET) and continuous VET (CVET) ? (If so, please describe what kind of standards are put in place – occupational, professional, training etc., at what level are they developed and if they are competence based or not) |
|--|

| |
|---|
| What stakeholders are involved in developing policies, standards and procedures for ToT ? |
|---|

Implementation

| |
|--|
| Is there ToT unified for IVET and CVET and across the sectors of activity? |
|--|

| |
|---|
| What is the curriculum content for ToT? (give a brief description of the main aims, objectives, topics, learning experiences etc., included in the ToT) |
|---|

| |
|--|
| Who are the trainers of trainers ? Have they different or complementary competencies ? |
|--|

| |
|---|
| What is the role of different stakeholders in providing ToT? (curriculum design, delivering ToT, assessment etc.) |
|---|

| |
|---|
| What is the balance between theory and practice in ToT? Is there any practice in real work conditions for the future trainer? |
|---|

Assessment and evaluation

| |
|---|
| What is the status of a trainer ? What kind of award / diploma / certificate he/she receives? |
|---|

| |
|---|
| Is it possible to certify the learning outcomes and the competencies acquired in informal / nonformal ways? |
|---|

| |
|---|
| What mechanisms are put in place to monitor and to evaluate the ToT? (who / how / when / where) |
|---|

Feedback and procedures for change

| |
|---|
| What information on ToT and on trainers is available and accessible for all stakeholders? (Especially if there are periodical reports / surveys / analysis worked out and published periodically, relevant for ToT) |
|---|

| |
|--|
| Are there mechanisms put in place to review the policies, standards, aims, content and assessment regarding ToT? |
|--|

| |
|---|
| Are there established mechanisms to match the ToT structure, aims and content |
|---|

with the labour market needs?

Methodology (i.e. how the various quality cycle phases are connected to each other)

What is the role of self-assessment and / or peer-assessment in ToT?

What is the involvement of different stakeholders in ToT? (Please describe the relevant stakeholders and their specific involvement)

Who finances the ToT?

SECTION II – motivation for participation in the PLA

In this section we would like you to provide a description of why you think this PLA is useful for you and what your expectations are in relation to the experience

Personal interest

What is your personal interest (e.g. curiosity, personal development, acquiring a degree, getting a higher position in the organization etc.) in the topic of this PLA?

How do you intend to use the results of this PLA for your personal purposes?

Professional interest

What is your professional interest (e.g. professional development, institutional development, capacity building, getting a greater share on the market etc.) in the topic of this PLA?

How do you intend to use the results of this PLA for professional purposes?

What added-value do you expect from the PLA?

What added-value do you expect from this PLA in your country context and at sector level?

What added-value do you expect from this PLA at European level?

How could a better ToT improve the access of different groups (especially disadvantaged) at quality training?

Contribution to policy development and implementation

In this section we would like you do describe what contribution you feel the PLA can make to policy development and implementation in your professional context.

What impact do you estimate from this PLA in the field of **policy development** in your specific professional context?

What impact do you estimate from this PLA in the field of **policy implementation** in your specific professional context?

SECTION IV - CONTACT DETAILS

| | |
|--|--|
| Country | |
| Organisation | |
| Name | |
| Address | |
| e-mail | |
| List of Sources (please list the main sources – paper and electronic – containing and developing the information given above) | |

THANK YOU FOR YOUR COOPERATION !

6.2. Appendix B: PLA Programme



Peer Learning Activity on “**Training of trainers as a part of the quality assurance procedure**”

Wednesday 18 – Friday 20 November 2009
Pamplona, Spain

6. . Programme –

Topics:

- Policy development of training of trainers – standards, status, role, professional development.
- Content of training of trainers – curriculum, trainers for trainers, role of practice.
- The impact of training of trainers on access, equity, quality and efficiency of VET.
- The role of the trainer and of the trainers training in the EQARF.

Day 0 – 17 November

Arrival of participants

Day 1 – 18 November

| | |
|---|---|
| 8.30 Hotel lobby | Welcome and introductions at the hotel by: Carmen Lizarraga, representative of the Public Service of Employment Transfer to the training centre |
| 9.00 – 9.30 Imarcoain training center | Briefing meeting: knowing each other (participants, host, expert); discussing administrative issues – general programme, accommodation, transportation, meals, payments etc. |
| 9.30 – 11.00 Imarcoain training center | Opening of the programme: <ul style="list-style-type: none"> • Opening Speech by Jose Luis Ruiz Ciruelos, General Director of Employment Service of Navarra and the Coordinator for Navarra of the Public Service for Employment • Objectives of the peer learning visit and the programme (by Serban Iosifescu, Expert) • Presentation 1.–“Vocational Training System for Employment” (by Carmen Lizarraga, representative of the Public Service for Employment) |
| 11.00 – 11.15 | Coffee break |

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|--|--|
| 11.15 – 13.15 Imarcoain training center | <ul style="list-style-type: none"> • Presentation 2.-“Spanish VET system ToT and its context and of the role and status of trainer” (by Almudena Mazuelas, representative of the Public Service of Employment) • Evaluation of the pre-activity questionnaires (Expert) • Reflections and discussion on the basis of input material & questions – 60 min (Tour the Table) • Moderators: Serban Iosifescu, expert;, host |
| 13.15 – 14.30 | Lunch at “Imarcoain Training Centre” |
| 14.30 – 16.00 Imarcoain training center | <ul style="list-style-type: none"> • Presentation 3.- (by a representative of the Ministry of Education) • Presentation 4.- (by Cristina Urdanoz, representative of Employment Service of Navarra) • Reflections and discussion on the basis of input material & questions – (Tour the Table) • Conclusions and recommendations – 10 min • Moderators: Serban Iosifescu, expert;, host |
| 16.00 – 16.15 | Coffee break |
| 16.15 – 17.30 Imarcoain training center | <ul style="list-style-type: none"> • Discussion and questions and answers in the group (Tour the Table) guided by the Expert |
| 20.00 | Dinner hosted by the Public Service for Employment |

Day 2 – 19 November

| | |
|---|---|
| 8.30 Hotel lobby | Transfer to the training centre |
| 9.00 – 10.30 Imarcoain training center | <ul style="list-style-type: none"> • Presentation 5.- “Certificates of Competence” (by Cristina Vasquez, representative of the Public Service for Employment) • Presentation 6.- “Recognition of Skills based on work experience” (by Elena Martín Checa, representative of the Public Service for Employment) • Reflections and discussion on the basis of input material & questions – (Tour the Table) • Moderators: Serban Iosifescu, expert;, host |
| 10.30 – 10.45 | Coffee break |
| 10.45-12.00 Imarcoain training center | <ul style="list-style-type: none"> • Visit to a Training of Trainers course • Contacts with students and teachers |
| 12.00-13.15 Imarcoain training center | <ul style="list-style-type: none"> • Visit the Training Centre facilities |
| 13.15 – 14.30 | Lunch at “Imarcoain Training Centre” |
| 14.30 – 16.00 Imarcoain training | <ul style="list-style-type: none"> • Summary of the day: conclusions and feedback session (discussion and questions and answers in the |

| | |
|---------------|--|
| center | group guided by the Expert) |
| 16.00 – 16.15 | Coffee break |
| 16.15 | Cultural Tour (Sightseeing of the city of Pamplona) |
| 20.00 | Dinner hosted by Employment Service of Navarra |

Day 3- 20 November

| | |
|--|--|
| 8.30 Hotel lobby | Transfer to the training centre |
| 9.00 – 10.30 Imarcoain training center | <ul style="list-style-type: none"> • Presentation 7: “Quality of vocational training for employment” (by Francisco Sanchez Osorio, representative of the Tripartite Foundation for Training and Employment) • Presentation 8: “TTNET as a quality network” (by Nieves Varela, representative of the SPEE) • Reflection and discussion on the basis of input material & questions – (Tour the Table) |
| 10.30 – 10.45 | Coffee break |
| 10.45 – 12.15 Imarcoain training center | <ul style="list-style-type: none"> • Reflection and discussion on the basis of input material & questions –60 min • Lessons learned – conclusions and recommendations – 30 min • Moderators: Serban Iosifescu, expert |
| 12.15- 14.00 Imarcoain training center | <ul style="list-style-type: none"> • Closing session: lessons learned and steps forward • Feedback • Conclusions • Further activities on national level • Further cooperation on European level. • Closing of the event [maybe a brief closing speech from an official] |
| 14.00 | Lunch at “Imarcoain Training Centre” Departure of participants |

6.3. Appendix C: List of participants

NOTE: the list below reflects the actual PLA participants

| Nr. | Name | Country / Institution | E-mail |
|-----|------------------------|--|--|
| 1 | Austria | Dr. Peter Schüller Federal Ministry for Education, the Arts and Culture | Peter.Schueller@bmukk.gv.at |
| 2 | Cyprus | Mr. Andreas Chrysanthou Admissions / Program Coordinator – Intercollege | chrysanthou.a@intercollege.ac.cy |
| 3 | Czech Republic | Mr. Petr Drábek Czech School Inspectorate | petr.drabek@csicr.cz |
| 4 | Estonia | Ms. Riina Tallo The National Examination and Qualification Centre - Department of launching International Projects | riina.tallo@ekk.edu.ee |
| 5 | Germany | Mr. Herold Gross BIBB; Nationale Koordination TNet DE | gross@bibb.de |
| 6 | Italy | Prof. Antonino Petrolino ANP – Associazione Nazionale Dirigenti e alte professionalità della scuola | petrolino@anp.it |
| 7 | Malta | Mr. Vince Maione Malta College of Arts, Science and Technology MCAST | vince.maione@mcast.edu.mt |
| 8 | Norway | Mr. Kjell Arne Standal Norwegian Directorate for Education and Training | kjell.arne.standal@utdanningsdirektoratet.no |
| 9 | Norway | Mr. Espen Lynghaug Confederation of Norwegian Enterprise (NHO) | espen.lynghaug@nhomatogbio.no |
| 10 | Romania | Mrs. Doina Carp National Centre of Staff Training in Pre-University Education | doina.carp@gmail.com |
| 11 | Slovenia | Ms. Saša Grašič Institute of the Republic of Slovenia for Vocational Education and Training tel 00386 1 586426 | sasa.grasic@cpi.si |
| 12 | Spain | Mrs. Margarita de Julio Costas Ministry of Education - Education Technical Adviser | margarita.dejulio@educacion.es |
| 13 | Spain | Francisco Sánchez Osorio Tripartite Foundation for Training and Employment | franso@fundaciontripartita.org |
| 14 | ENQA VET - Expert | Mr. Serban Iosifescu | siosifescu@yahoo.com |
| 15 | ENQA VET - Secretariat | Ms. Arancha Oviedo | aoviedo@enqavet.eu |
| 16 | Spain - HOST | Mrs. Carmen Lizarraga | carmen.lizarraga@sepe.es |

6.4. Appendix D: Expert's Input Presentation

PEER LEARNING ACTIVITY ON

Training of trainers as a part of the quality assurance procedure

18-20 November 2009 – Pamplona, Spain

Serban IOSIFESCU

ENQA - VET

Aims to:

- Support the Copenhagen process in increasing the quality of VET
- Strengthen European cooperation in the area of QA in VET
- Support member states and participating countries to develop and reform their own systems
- Improve the mobility of learners and workers across Europe

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The aim of the Peer Learning Activities (PLAs)

To provide opportunities for **policymakers** and **practitioners** from one country to learn, through direct contact and practical cooperation, from the experiences of their counterparts elsewhere in Europe, within systems which have demonstrated particular strengths in the delivery of a specific subject related to QA in VET

Serban IOSIFESCU

Components

- Presentations
- Documents & data & information
- Communication
- Networking
- Sharing
- Reflection

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Stages

- Preparatory activity
 - Establishing content, program and logistics;
 - Pre activity questionnaire – introducing reflecting on the topic
- PLA:
 - Presentation by the host country of domestic context and models of good practice
 - Reaction and comparison activities by the participating countries (including brief presentations on national context)
 - Opportunities for discussion of key issues and findings
 - Identification of key findings
 - Reflection and Evaluation activities.
- Post PLA activities:
 - Post activity questionnaire;
 - Reports & dissemination;

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Key Principles

- The PLA should provide a clear European benefit and added-value.
- Opportunities for reflection by participants should be built into each stage of the programme.
- The “Pillar of Activity” (the main topic) logic should be followed.
- Recommendation on EQARF is a key element in the background to all PLAs.
- Hosts and experts should be aware of the need to work within the context of the “VET package” which is premised on EQF, ECVET and EQARF

Serban IOSIFESCU

Topics

The “Pillar of Activity”: Training of trainers as a part of quality assurance

Topics:

- Policy development of training of trainers – standards, status, role, professional development.
- Content of training of trainers – curriculum, trainers for trainers, role of practice.
- The impact of training of trainers on access, equity, quality and efficiency of VET.
- The role of the trainer and of the trainers training in the EQARF.

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Participants

- Policy makers - Ministry level: A, S, CZ, EST, N
- Policy Makers – Central institutions: CZ, FIN, D, I, N, R, SLO
- Education and VET providers: EST, M

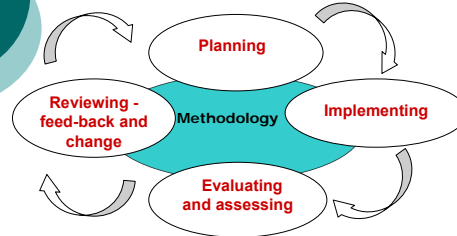
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Motivation for the PLA

- Personal interest, curiosity, personal development – all participants.
- Professional development prevails (even considered as personal interest) for all participants:
 - Institutional development / capacity building
 - Getting updated information on the subject.
 - Developing new projects, plans and regulations.
 - Developing new methods and instruments.
 - Networking and better mutual understanding.

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Learning from peer learning: I: Pre activity questionnaire



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Planning

- The existence of a national framework (i.e. policies, standards, procedures etc.) for ToT, covering both initial VET (IVET) and continuous VET (CVET):
 - General conditions – e.g. to have several years of experience in the field (A-EST); university studies (CZ, EST) / post secondary education (EST); courses of vocational pedagogy (EST, SLO)
 - Partial unification – but not covering all the aspects of training (D - Standards for IVET trainers for trainers in the dual system, but less regulated for CVET; EST – the tutors for the practice supervision in apprenticeship not expected to pass pedagogical courses and are not considered teachers / trainers)
 - National policies and plans for VET and standards development in progress (EST, D, E, FIN – recommendations for curriculum; M – local initiatives)
 - Differentiation in standards and regulations at national and regional levels (I);
 - Focusing on training of teachers, trainers and training supervisors in companies, examination and appeal boards (N)
 - Different regulations for IVET and CVET (R)
- **Questions:** Is it necessary such a framework? Do we mean the same thing when we define “standard”? Why are they useful? Is it necessary to unify them for IVET and CVET?

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Planning

- The stakeholders involved in developing policies, standards and procedures for ToT:
 - Institutions at national level (The ministries of education and labor, other central institutions such as qualifications authorities, research institutions, quality assurance institutions), at regional level (e.g. The Autonomous Communities – E, Regional vocational education centres - EST), at local level (the universities, the school supervisory board, education and training providers)
 - Social partners – employers associations and trade unions
 - Professional associations and networks – e.g. teachers, trainers, university leaders.
- **Questions:** which and how various stakeholders may be involved in different ways at national, regional and local levels?

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Implementing

- The level of ToT unity - for IVET and CVET and across the sectors of activity:
 - No – E, CZ, N, R, SLO.
 - No, with some initiatives / connections – A, I, M
 - Yes, in several degrees – EST, FIN, D,

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Implementing

- The curriculum content for ToT :
 - Generally, not unified.
 - Basic content: human sciences, especially educational sciences (basically: planning, implementing – methodology – and assessment); general / vocational didactics and practical studies; teaching / training on the job; supplementary optional studies.
 - Partially, the curriculum is organized in “knowledge, skills and competencies”
 - **Question:** Is it necessary a common curriculum for different areas / sectors?
- The trainers of trainers are:
 - Experienced persons in the sector.
 - Experienced trainers.
 - Mostly teachers.
 - In some cases, with master / PhD. Degrees.
 - Inspectors (I)
 - **Question:** Is it necessary to have unified competency structure for trainers of trainers in different areas / sectors?

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Implementing

- The role of different stakeholders in providing ToT:
 - Institutions at national / regional level – regulating
 - Universities and other providers – delivering (in some cases, including establishing curriculum – CZ)
 - Social partners, professional associations and networks – consultation, but mostly in the “regulating” stage.
 - **Question:** Is it necessary to consult the social partners and the professional associations in the delivery stage for the ToT?
- The balance between theory and practice:
 - In all countries there are theoretical and practical components (in different proportions).
 - The role of practice is increasing.
 - **Question:** What is and what should be the role of work based training and assessment for teachers and trainers?

Serban IOSIFESCU

Evaluating and assessing

- The status of a trainer (diplomas, certificates, awards):
 - Very different from a country to another regarding:
 - the formal award as trainer – in some cases, its not necessary:
 - the awarding bodies – universities, national institutions, professional associations, training providers etc.
 - **Questions:** Is it necessary to unify the awards, the awarding procedures and the awarding bodies throughout all Europe? How?
- The possibility to certify the learning outcomes and the competencies acquired in informal / non-formal ways :
 - Yes: E (new regulation), FIN, D, N
 - No: A, CZ, SLO
 - Partially – EST, I, R
 - **Question:** how to ensure the reliability of the recognition process?

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Evaluating and assessing

- Mechanisms put in place for monitor and evaluating the ToT:
 - Quality assurance procedures – including feed-back from the students themselves and from the examinations boards.
 - Supervision / inspection by regional / national authorities and universities.
 - Statistical surveys at national / regional level
 - **Questions:** Is it necessary to ensure the participation of different stakeholders in the monitoring and evaluation systems and procedures? How ?

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Feedback and procedures for change

- The available information for all stakeholders:
 - Information regarding: policies, regulations, standards, curriculum, results and statistics, guidelines, content and procedures, QA specifications and demands.
 - The regulating institutions and providers share the responsibility for communication and stakeholders' information
 - The amount of information available is very different from a system to another.
 - **Question:** How to close the "Deming Cycle" ? How to ensure an "evidence based decision making process", based on indicators ?

Serban IOSIFESCU

Feedback and procedures for change

- Mechanisms put in place to review the policies, standards, aims, content and assessment regarding ToT:
 - Usually no; but, the QA mechanisms, established in some countries at national level and / or at provider level (e.g. EST, FIN, R) may facilitate this process.
 - **Question:** is it necessary and feasible to generalize the QA mechanisms at national level (including for reviewing the policies, standards, aims, content and assessment)?

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Feedback and procedures for change

- Mechanisms to match the the ToT structure, aims and content with the labor market needs:
 - By involving social partners and other stakeholders at national / regional level (less often and formalized) and at provider level (more often and formalized).
 - Trainers are employees from the specific sector they are providing training for.
 - **Question:** is it necessary to make official and permanent the involvement of various stakeholders in reviewing ToT, according to the labour market needs ?

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Methodology

- The role of self-assessment and / or peer-assessment in ToT :
 - Not formalized, but applied – A, D, I, M, R, SLO.
 - Formalized: E, CZ, EST, FIN, N (inclusiv peer-review).
 - **Questions:** Is it necessary to increase the role of self-assessment and of peer review / assessment in ToT ?
- The involvement of different stakeholders:
 - Institutions at national level, at regional level and at local level.
 - Social partners – employers associations and trade Unions
 - Professional associations and networks
 - Training providers:
 - **Questions:** do different stakeholders need to have different roles in ToT ? What may be the specific roles of specific stakeholders in the ToT ?

Serban IOSIFESCU

Methodology

- The financing of ToT :
 - Usually, very different.
 - Mostly public, but also private.
 - Mostly national, but also international (e.g. ESF).
 - Governmental institutions, providers, trainees.
 - Few money from industry for ToT.
 - **Questions:** Where the main financing needs to come from ? Do different stakeholders need to have different roles in financing ToT? How to increase the part of employers in financing ToT?

Serban IOSIFESCU

Expected added-value from the PLA

- Expected added-value in country context and at sector level:
 - Informed decision making process
 - Examples of good practice valuable to develop models and tools.
 - Quality improvement based on best practice.
- Expected added-value at European level:
 - Networking and sharing best practice.
- Improving the access of different groups (especially disadvantaged) at quality training:
 - Equipping trainers with specific values and methodologies in order to deal with trainees coming from disadvantaged groups.
 - **Question:** how to improve ToT in order to deal with trainees coming from disadvantaged groups ?

Serban IOSIFESCU

Contribution to policy development and implementation

- Estimated impact on policy development ?
- Estimated impact on policy implementation ?
- **The main questions: how to maximize the impact of this specific PLA on policy development and implementation ? What should we need to do ?**

Serban IOSIFESCU

Do not forget !

Common Principles for Quality Assurance in Higher Education and vocational Education and Training in the context of the European Qualifications Framework

When implementing the European Qualifications Framework, quality assurance - which is necessary to ensure accountability and the improvement of higher education and vocational education and training - should be carried out in accordance with the following principles:

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Do not forget !

- Quality assurance policies and procedures should underpin all levels of the European Qualifications Framework.
- Quality assurance should be an integral part of the internal management of education and training institutions.
- Quality assurance should include regular evaluation of institutions, their programmes or their quality assurance systems by external monitoring bodies or agencies.
- External monitoring bodies or agencies carrying out quality assurance should be subject to regular review.
- Quality assurance should include context, input, process and output dimensions, while giving emphasis to outputs and learning outcomes.

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Do not forget !

- Quality assurance systems should include the following elements
 - clear and measurable objectives and standards;
 - guidelines for implementation, including stakeholder involvement;
 - appropriate resources;
 - consistent evaluation methods, associating self-assessment and external review;
 - feedback mechanisms and procedures for improvement;
 - widely accessible evaluation results.

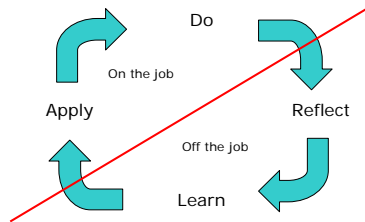
Serban IOSIFESCU

Do not forget !

- Quality assurance initiatives at international, national and regional level should be coordinated in order to ensure overview, coherence, synergy and system-wide analysis.
- Quality assurance should be a cooperative process across education and training levels and systems, involving all relevant stakeholders, within Member States and across the Community.
- Quality assurance orientations at Community level may provide reference points for evaluations and peer-learning.

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Do not forget: the learning cycle



Serban IOSIFESCU

6.5. Appendix E: Summary of presentations

1. **“Vocational Training System for Employment”** (by Carmen Lizarraga, representative of the Public Service for Employment).

Topics:

- The education and training system in Spain and Navarra.
- The regulations regarding the Qualifications and Vocational Education and Training.
- The “VET for employment” system presentation.

2. **“Spanish VET system ToT and its context and of the role and status of trainer”** (by Almudena Mazuelas, representative of the Public Service for Employment).

Topics:

- The description of the annual Advanced Technical Training Plan for instructors who teach vocational training for employment: aims, responsibilities of different authorities, the implementation and the expected outcomes.

3. **“Profiles and VET Teachers’ Training”** (by Margarita de Julio Costas Subdirección General de Orientación y Formación Profesional Deputy-Directorate General for Guidance and VET Ministerio de Educación - Ministry of Education).

Topics:

- The legal framework of VET teachers’ training.
- The initial training, the induction and the in-service training of VET teachers;
- The content of VET teachers’ training.
- The perspective of life long learning in VET teachers’ training.

4. **“Advanced Teacher Training Plan”** (by Paz Fernandez Mendaza representative of Employment Service of Navarra).

Topics:

- Actions within the quality framework of training.
- The training offer in Navarra.
- Advice for Teachers and Experts plan.
- Training the Trainers at CENÍFER

5. **“Training Trainers as a Way to Guarantee Quality - Certificates of Competence”** (by Cristina Vázquez, representative of the Public Service for Employment).

Topics:

- Tools and actions of the national vocational training & qualifications system.
- The National Catalogue of Professional Qualifications.
- SNCFP: the Integrated System of Qualifications, Accreditation and Vocational Training
- The Vocational Training for Employment Subsystem.
- The Certificates of Professionalism.
- The certificate of professionalism for teachers of training for employment.

6. **“Recognition of Skills based on work experience”** (by Elena Martín Checa, representative of Public Service for Employment)

Topics:

- Recognizing needs: low percentage of population with VET qualification recognized and high percentage from the labour force with no competencies accredited.

- The regulations concerning the recognition of professional competencies acquired through work experience. The institutions responsible and the financing.
- The process of recognition – based on principles and competencies.
- The importance of the accompanying processes (information and counselling). Supporting tools.

7. “Quality of vocational training for employment” (by Francisco Sanchez Osorio, representative of the Tripartite Foundation for Training and Employment).

Topics:

- Legislation and Composition of the Training for Employment Sub-System.
- Sub-System Regulation and Composition.
- Economic Data 2006 – 2009.
- Supply Initiative: Programme Contracts.
- Demand Initiative: Social Security Credits.
- Complementary Actions.
- Vocational Training Quality.

8. “TTNET as a quality network” (by Nieves Varela, representative of the SPEE).

Topics:

- Aims and membership of “Training of Trainers Network” – TTNET.
- Activities of TTNET in Spain.
- Activity results and challenges for TTNET.

6.6. Appendix F: Post Activity Questionnaire



Peer Learning Activity on Training of Trainers 18-20 November 2009 – Pamplona, Spain

POST ACTIVITY QUESTIONNAIRE for Participants

Peer Learning Activity – Training of Trainers

Peer learning activities are a central part of the ENQA-VET work programme. They provide an opportunity for participants to reflect collectively and individually on how their own professional practice can develop as a result of the opportunity of constructive engagement with other countries/institutions/organisations' experiences of addressing similar issues.

This peer learning activity focused on the quality assurance aspects of training of trainers. The attached post activity questionnaire is designed to collect participants' reflections on the subject after the activity and is an essential part of your contribution as a participant. Your responses will be collated by the Expert, Mr Serban Iosifescu. The analysis of the questionnaire will also be used to evaluate the added value of the peer learning activity.

To be completed and returned to siosifescu@yahoo.com and to agraves@engavet.eu

Deadline: Sunday, December 6th 2009 SECTION I - Learning and dissemination

Expectations

| |
|--|
| Did the peer learning activity meet your expectations? |
|--|

Added value

| |
|---|
| What has been the added-value of your participation in terms of your personal learning? |
|---|

| |
|--|
| What has been the added-value of your participation in terms of the professional context in which you are working? |
|--|

Insights

| |
|--|
| What insights have you gained that you feel be useful to a wider audience of your peers at regional and/or national level? |
|--|

| |
|---|
| What insights have you gained which will be used to a wider audience at European Level? |
|---|

Dissemination and contribution

| |
|--|
| How will your experiences / learning during the PLA be disseminated to a wider audience within the system in which you are working? |
| What contribution will your participation in the PLA enable you to make to policy development in your country? |
| What contribution will your participation in the PLA enable you to make to policy implementation in your country? |
| How has the PLA contributed to a common body of knowledge/practices at European level that will enhance the quality assurance aspects of training of trainers? |

SECTION II – The organisation

In this section we would like to have your personal opinion regarding the way the Peer Learning Activity was managed

Strengths

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| What were the main strengths of the PLA management and organization? |
|--|

Weaknesses

| |
|---|
| What were the main weaknesses of the PLA management and organization? |
|---|

SECTION III – PROPOSALS FOR IMPROVEMENT

Finally, we would like you to make recommendations and proposals regarding the future development of PLA

| |
|--|
| What do you think would assist in further improving the PLA? |
|--|

SECTION IV – CONTACT DETAILS

| | |
|--------------|--|
| Country | |
| Organisation | |
| Name | |
| Address | |
| e-mail | |

6.7. Appendix G: Supplementary input materials

Topics for discussion:

- The **definition** of trainer: Teacher ? Instructor ? For theory ? For practice ? For both ? In classroom ? In real work conditions ? In company ? Freelancer ?
- The **content of ToT**: Specialty ? Pedagogy ? Communication and social skills ? Practice in real work conditions ? Distance learning ?
- Who is **trainer of trainers** ? Selection ?
- **QA mechanisms**: Authorization & Certification ? Maximizing the contribution of ToT at Employability - Match - Access ? Monitoring and evaluation – indicators (EQARF) ? Counseling and advice ?

Topics for discussion (2):

- **The evolution of demand of competencies.**
- **Key words: validation, certification, recognition.**
 - How expensive is the validation / recognition / certification of prior learning ?
 - How reliable is the validation / recognition / certification of prior learning ?
- Training leave ?
- QC of the training and of the training providers ?
- Part time trainer v. full time trainer ?
- “Associated occupations”: evaluators, advisers, developers of teaching aids, specialists in distance learning etc.
- Reviewing qualifications means reviewing ToT ?
- The use and misuse of indicators !