

***Comparison of present staff training programmes.
Best practices***

This report presents a comparative study of the adult education system in four different countries (Romania, Germany, Greece, Norway), starting from the analysis of the national educational, legislative and curricular policy documents. The report gives a systemic analysis of the framework on adult training, and the implementation methods specific to each country, focusing on highlighting their experience in adult education and promoting good practice models.

The report provides an analysis of the adult education system based on the following indicators:

✓ **The central entity that coordinates and manages continuous training programmes for adults**

In Romania and Greece, the organization and functioning of the adult education system is regulated by central institutions with specific roles in this respect. In Romania, two central institutions coordinate, manage and implement this process: The Ministry of National Education - for the continuous training of teachers in pre-university, auxiliary teaching staff, management, guidance and control staff and The National Qualifications Authority - for the continuous training of adults. In Greece, The National Organisation for the certification of Qualifications & Vocational Guidance is the certifying body for Adult Educators; they establish the procedure as well as the standards for the certification. Adult education is regulated by national standards and procedures. Germany and Norway do not have standards for adult training providers.

✓ **Directions / commissions with attributions in this respect and specific responsibilities**

In Romania, the adult training system operates on two routes in relation to the professional categories: teachers and other categories of staff. In these regard, within the Ministry of Education, there is a special accreditation commission for these programs - consisting of specialists in the thematic areas of training programs and which have psycho-pedagogical certification. Within the Ministry of Labour, there is the National Council of Adult Vocational Training, which consists of specialists with psycho-pedagogical training and specialists in professional fields. They have responsibilities in the continuous vocational training and the development of qualifications needed to support the national human resources and assessment and certification of vocational skills, acquired in ways other than the formal ones. We can find

a similar situation in Norway, but not as complex. The Norwegian Education Directorate advises the Education department and sets standards for other learning sectors such as Primary, Secondary and Tertiary education. Primary and Secondary Education sectors follow similar standards. In Greece, the framework of adult education is based on the learning outcomes according to the national standards, in the following three fields: knowledge, skills and attitudes. In Germany, there is no specific canon of qualifications established in this respect. The process is more flexible, designers are chosen according to their experience and reputation.

✓ **Providers of continuous training programmes**

Greece and Romania allow a broad register of adult training providers. In Romania, training providers are accredited at central level in relation to the *National accreditation methodology*. In Greece, a number of organizations and universities provide adult education, but also some private structures that have the opportunity to develop training programs designed by trainers in collaboration with potential trainees, addressing their training needs. In both countries, an adult competency certification is awarded at the end of the training program. In Norway, the different departments within organisations design their own training programs - with the exception of those for which they have no competence. Also, all teachers participate in teacher/trainer workshops, from time to time. In Germany, usually trainers design their own programmes.

✓ **Target group categories**

All countries offer a wide range of vocational training programs for adults. In Romania, these programs address the teaching staff in pre-university, auxiliary teaching, management staff, as well as adults from all professional categories. In Greece, the programs are provided to all professionals who want to be eligible for Adult Education, Adult Education, Postgraduate and Postgraduate Students in Adult Education, professionals in business organizations who want to become internal educators and members of Erasmus + mobility programs. In Norway, particular attention is paid to the training of language teachers, and in Germany, this type of training is available for trainers who work for publicly co-funded education organizations, or for pedagogical, administrative, and quality management officers, etc.

✓ **Means of identification of target group**

In Romania, the training of the teaching staff is determined by a preliminary analysis of training and professional development needs. Adult training programs for the other categories of staff are developed on the basis of an analysis in relation to the labour market requirements and the personal needs for professional development. In the other countries, the situation is much more flexible. In Greece, the development and marketing of a training program is tailored to the needs of the participants (skills, duration, content of the program) identified through

social surveys among potential participants. In Norway, workshops are organized to identify adult training needs, and potential learners are approached through different ways of communication (e-mail, etc.). Particular attention is paid to the training of new members of the institution. In Germany, the training needs are identified at the level of each institution by the responsible person (through interviews, free research, etc.), and training programs are tailored to their professional development needs.

✓ **Means of expressing the results of the professional development and training programme**

In Romania, the learning outcomes are formulated in terms of professional and transversal competencies specific to the profession, in accordance with the national standards and professional responsibilities. This is also the case in Greece, where the focus is on defining the learning outcomes in terms of competencies required in certain professions as prerequisites for obtaining a specific professional license. In Germany, the expected results are defined by the trainers in co-operation with the internal pedagogical staff and are adapted to the target group, being organized on the following thematic categories: trainers training (generic, general themes); didactic (advanced, thematic) training, legal and financial training; job-specific skills (including soft skills), quality management; digital environments, etc.

✓ **Means of evaluating the results of the professional development and training programme**

In all four countries, both formative and summative evaluation of the training program results (through questionnaires, learning products) is carried out. Romania certifies the training competences through the continuous training certificate / professional qualification certificate. In Greece, the evaluation is done through trainee's questionnaires at the end of the course. Germany uses a complex evaluation system in the case of the main trainer training program that has exams at the end of the four-part course. Norway uses a rating system based on feedback surveys online and in hard copy.

✓ **The process of accreditation, monitoring and evaluation of the professional development and training programme**

The accreditation of adult training programs in Romania is a laborious process that develops on the following stages: 1) accrediting the program by issuing a Ministry of Education Order and enrolling in the National Register of Accredited Continuous Training Programs; (2) periodic monitoring / evaluation in accordance with the requirements of the Ministry of National Education. In the other 3 countries there are no processes for accrediting these programs by a central entity. Program monitoring is done through questionnaires addressed to

learners at the end of the program (Greece, Germany), through personal feedback from participants, trainers and administrative staff (Germany)

✓ **Validity period of accreditation of a programme**

Such conditions are only for Romania, where program accreditation is a regulated process and is carried out for a period of 1 to 5 years, depending on the program categories, types of competencies and target group. The expiration of the accreditation period implies its re-accreditation by resuming the whole specific approach.

✓ **Evaluation procedure**

In Romania, the accreditation process comprises the following criteria and conditions: administrative; curriculum; human resources; didactic-material resources. In the other 3 countries, the design of the program is flexible, and it can be improved over the course of the program, in relation to the results obtained and the feedback received from the learners.

✓ **Ways of providing the training programmes**

Providing training programs is possible in various ways as a result of the implementation of ICT in education: face to face, e-learning, blended, webinars (Greece, Romania, Norway). In Romania, the training methods are predefined in the accreditation procedure. Germany provide training programs almost exclusively face-to-face.

✓ **The human resource with responsibilities in the training program**

In Romania, a special attention is paid to the selection of adult trainers. They have to hold certified adult training qualifications and competences in the thematic field of the training program. The same happens in Greece, where a national certification is required for all Adult Educators. Norway focuses on relevant tertiary qualifications in the subject field and relevant teaching qualification and experience. In Germany, the main factors for selecting trainers are job experience, professional background and standing/reputation. However, in these three countries, the professional quality of trainers is assessed through program participants (questionnaires, interviews, coaching sessions).

✓ **Means of certifying trainers' competences**

Romania certifies the competences of the graduates through documents issued by the central institutions: Professional qualification certificate, according to the different levels of qualification: (1) level I – 360 hours; (2) level I – 720 hours; (3) level I – 1080 hours. Greece does not use such certification documents; the learner proves the competencies covered by the program as a result of passing the final exam. There is currently no standardized certification

system in Germany as well, it was an attempt made at national level to standardise certification, but the project is still at conception stage.

✓ **System of measuring the skills of the training programme**

Romania and Greece use the European Credit Transfer and Accumulation System (ECTS). In Romania the competence certification is specific for each program through a number of credits assigned by the Central Accreditation Commission (1 credit – 4 hours of training).