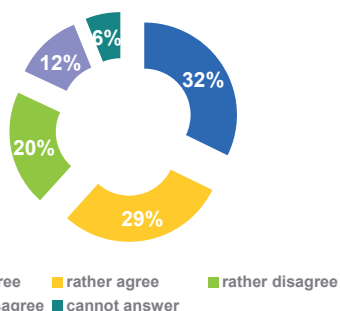
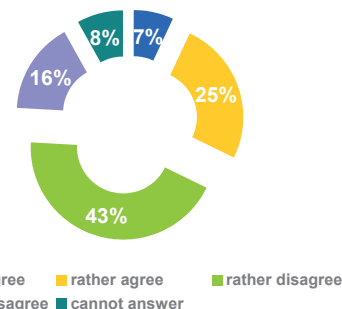


Some of the most interesting results reveal that teachers and trainers are aware of the importance of evaluation in their professional development, but at the same time, they verify that organizations and educational/training systems are not totally corresponding to their needs on terms of applying a evaluation procedures regarding their professional performance or potential.

There is a system or process in place for systematic professional development



Teachers are aware of current developments in the European VET system



Further more, the questionnaire included items regarding involvement and learning of the participants in educational developments in Europe. Results reveal that there are strong needs within these professional groups to become able to use and disseminate the recent European tools available for VET system, such as EQF and ECVET. According to the statement of a participant in Germany: "Europe hasn't arrived yet in the vocational schools!"

The Pilot Training Programme

The training plan proposed by EUREKA and FRAREG is based on the Accelerated Learning Methodology. The main goal of the Pilot Training is that participants know how to influence their professional development using the TEVAL Model.

In Germany...



...the training took place as a one day course on the 30th of January 2009 from 9:00 a.m. to 5:30 p.m.. A review of the course is being conducted in May/June 2009 via structured telephone interviews.

Extract of participants feedback:

- Important for implementation of the model will be either not to pressure teachers to self-evaluate or to give them psychological support to cope with evaluation process and results.
- Some changes in the education system and teaching and training organisations would be needed as a basis for an implementation of TEVAL model – f.ex. revision of organisations goals and allocation of resources.
- Important for implementation would be the commitment of the director and management to realize the relevant changes concerning organisations goals and allocation of resources.
- It is to claim that teachers stay at school morning and afternoon to be able to meet in evaluation groups etc.
- A critical statement was that a coach supporting the personal development after such an evaluation would be even more important than the evaluation itself.
- The positive aspect of the model: Many teachers would be grateful for learning opportunities and systematic exchange – TEVAL model would give a chance to these teachers: It would be a help to teachers who want to develop themselves.

In Romania...



...the course is being carried out in two sessions. The first session of 6 hours was carried out on the 11th of February 2009.

Comments on the Evaluation Model:

- The evaluation in compliance to the Teval Model represents a help in the professional development
- Some of the participants based on the personal experiences, other evaluation models built after the models from other states (Sweden) and appreciate these models in relation to the one applied in Romania
- The Teval Model is appreciated so that it can be personalized and is centered on the professional development of the trainer
- This model is applicable to the decentral-ized institutions, being applicable for the internal evaluation
- Ensures objectivity and coherence to the evaluation because it is centered on the trainer's profile
- It is flexible, being adapted in connection to the field of formation and the specific of the institutions
- It is totally different from the present evaluation system from Romania
- It can be applied to the level of internal evaluation
- It is not in contradiction to the legislation from Romania, but it requires human and material resources not owned by the school units.

In Portugal...



...ESEB/IPB has carried a e-learning course titled "Evaluation of Professional Competences" in collaboration with the National Centre for the Qualification of Trainers (from the Portuguese Institute of Employment and Vocational Training – IEFP, I.P.). The course resorted to a Moodle platform during 27th of February to 24th of April 2009, in a total of 50 hours. The team recruited 25 trainers and training managers from four training centres and one vocational school. Successful participants were certificated by the IEFP, I.P. (www.iefp.pt), enabling trainers to get credits for career progression.

Some of the main features of learning content:

- Weekly sessions with a set of activities, using different tools in Moodle:
- group discussion in forum,
- personal written reflection,
- building instruments,
- compile portfolios.
- Pedagogical approach of Accelerated Learning: association between activities and working environment

At the end of the course, participants had delivered:

- Short essays on personal reflection
- Instruments for data collection
- Peer Review
- All the products are compiled into an electronic portfolio (to be presented and defended in the final session)

The E-Learning Platform of Portugal can be accessed by visiting www.elearning.cnqf.org

Transnational Meeting in Milan

The transnational meeting took place in Milan, Italy, on the 6th and 7th of March, 2009 hosted by the Italian partners FAREG and had two days of working on the following topics:

- Lessons learned from Training Programmes conducted in Germany, Portugal and Romania were presented.
- The application and implementation of the Professional Profile was discussed.
- The testing and feedback processes for the piloting of the Evaluation Model have been planned.
- The organisation and timing of the projects work as well as expectations and responsibilities of the partners have been discussed.



The Final Conference

The final conference "Evaluation of Trainers' professional Competences" will be hosted by ESEB and take place in Lisbon, Portugal, on the 19th of October 2009.

The target groups of the conference are:

- EU and national policy makers in education and training;
- VET managers;
- VET teachers and trainers;
- academic community;
- representatives of VET and education public and private organizations;
- other interested parts.

The conference aims to win over VET teachers, managers and trainers in different countries to implement the TEVAL Model in their organisation, to discuss and enhance the TEVAL Model and to let policy-makers and authorities in VET know what's new about the approach used in TEVAL and what may be beneficial about it. In detail the partners want to achieve:

- VET teachers, managers and trainers, academic community and representatives, policy makers and influencers at national and EU level understand TEVAL aims and outcomes and discuss the possible impacts of the project in the European scenario of education and training.
- VET teachers, managers and trainers, academic community and representatives discuss experiences from training practices and potential paths for further research.
- VET teachers, managers and trainers are well informed about the potential benefit of implementing the TEVAL Model and are involved in the intervention on evaluation politics and in measures in their organizations.

Events

1. Cologne, the 27th and 28th of June 2009: Main aim of this meeting is to present the results from training and experimental phases in each country and to prepare the final product and final conference.

2. Lisbon, the 19th of October 2009: review of the final conference and last activities.



Next Steps

- Delivering further training courses
- Reviewing the pilot training
- Implementing the evaluation model in the participants' organisations. The experimental application process of evaluation will start in each country in May 2009.
- Collecting "case-studies" for the the final product in multimedia elements such as video/audio interviews, pictures, parts of the evaluation portfolios, etc.

The next transnational meeting will take place on the 27th and 28th of June 2009 in Cologne, Germany (hosted by Univation)

Expected Products

- The Professional Profile revised
- An Action plan for implementation of the Model
- The final product "Evaluation of Trainers' professional Competences" will be a CD or Pen Drive containing didactical resources for the application of the model and "best-practices". "Best practices" are to be good examples of organisations and participants in the experimental phase of the project. The final product will contain a common structure in English with the common products of the project, which is to be complemented with a national part by each partner in their national language concerning the national specificities of the project and the national case studies.
- Website updated with national news (training, events, etc) related to the project, dissemination activities by partners, pictures and news at transnational level, such as publications and events.

June 2009
Craiova and Cologne