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Introduction

The present report was developed in the scope of a Leonardo da Vinci Pilot-project – TEVAL: Evaluation Model for Teaching and Training Practice Competences. This Project is being carried out (2005-2007) by a partnership made up with expert institutions in evaluation, from six European countries: Polytechnic Institute of Beja/ Superior School of Education of Beja (Project's Scientific coordinator) (Portugal), Univation Institute (Germany), EntenteUK (United Kingdom), Centre de Investigation en Études Pedagogiques (France), Tallinn University (Estonia) and Hellenic Regional Development Centre (Greece).

The broad aims of TEVAL project are:

- Promoting a joint work of different educative subsystems for the development of a joint strategy for evaluation of training and teaching competences;

- Developing a set of common principles for evaluation and validation of teaching and training practice competences, adapted to different levels and contexts;

- Designing a general framework model for that evaluation, applicable and adaptable to all educators, whether they work in primary or secondary level or in the subsystem of vocational education or training.

Lack of comparability makes it difficult to individuals to combine learning outcomes acquired in different training systems/settings, at different levels and in different countries, because there is not equivalence between systems. Consequently, there is no valid basis for benchmarking needs, performance and achievements for practitioners in Education and Training systems/settings at a transnational level.

Based on this assumption, a research team proposed the TEVAL project, aiming to develop a set of common European principles for evaluation of teachers and trainers, viewed as a whole professional group, involved in the personal, social and professional development of learners. Therefore similar competences are required to perform that task.

Current methods and systems have, to a large extent, been designed and set up in isolation from each other and cannot easily be linked together or combined. While a set of European principles cannot replace work at national, regional and sector level, it

- brings in an additional element contributing to the linking of approaches at different levels and in different contexts;

- strengthens the comparability of actual approaches

- contributes to long-term development of high quality, cost-efficiency approaches to identification, assessment, evaluation and recognition of teaching and training practice competences.

Inserted in the first project Workpackage[1], this report was developed based on each partner national reports about the evaluation systems applied in their context, and aims to:

1. Characterize and analyse the existing systems for teachers and trainers evaluation in Europe;

2. Define segments of critical change in skills and aptitudes approaches of teaching and training practices;

3. Identify the strengths and weaknesses of the studied systems in order to outline the examples and criteria of good practices.

The final purpose of this report is to generate guidelines and to build up a draft for the common framework, which should establish "bridges" between the systems and satisfy its current needs, along with the teachers' and trainers' needs for their own professional development.

The report is structured in three main parts. The first one – *Teachers and Trainers Evaluation and Orientations for the need of an European Framework* – clarifies concepts involved in the matter of teachers and trainers evaluation and emphasises the European need for a set of common principles, as it has been stressed by European Commission documents.

The second part – *National Reports Synthesis* – characterizes the national evaluation systems in the partnership countries. This synthesis follows a structure of matters around teachers and trainers evaluation, in four core points:

1. Minimum entry requirements and certification for teachers and trainers, where it is given information about the national mechanisms that allow a person to become a teacher or a trainer, as well as about the required competences or established profiles of these professionals.

2. Role and aims of assessment within the partnership contexts. This point refers to the evolution of the evaluation systems, since the first controlling approaches to the diversified models implemented actually.

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[1] See Annex 4 - Overview of the Workpackages.

3. Legal frame for teachers' and trainers' evaluation in each context, where is made a description of the established models, focusing achievement standards used to evaluate teachers' and trainers' performance, the responsible entities to carry it out, what are the instruments and methods and the effects on the career or practice of the professionals, after evaluation.

4. Continuing Voluntary Evaluation focus evaluation strategies, which are not nationally implemented but derive from teachers' and trainers' will or research projects. These include self and peer- evaluation and other school level evaluation techniques.

Last structural part of the report – *Starting points for a Common Evaluation Framework for Teachers and Trainers* – synthesises the most important points of *National Reports Synthesis,* focusing the weaknesses, strengths and needs of the existing models. Further more, this part develops a guideline and shows some clues for designing a draft of the set of common principles. It acts as a report conclusion, but, above all, it is a step forward in TEVAL project work and the following working packages.

Part I – Teachers and Trainers Evaluation and Orientations for the Need of an European Framework

Economic and social development in Europe has, progressively, revealed the need to approach education and training in its European dimension and in an integrated way. This is referenced in different documents produced by the European Commission, including the Copenhagen Declaration and the work program "Education and Training 2010". The European dimension in education means that "students, teachers and trainers are conscious of their common cultural base and the rich national and regional diversity they share, and have access to the opportunities that living in Europe offers, in terms of employment, culture and personal development" (European Comission, 2004b), so called *Europeanness* (ENTEP, 2004).

European Union (EU) enlargement increases the challenges, opportunities and demands to the work and research in Education and Training in:

- Improving the quality of teachers' and trainers' initial and continuous education;

- Ensuring transparency between different systems;

- Accrediting those professionals under a common framework;

- Establishing a ground to mobility, employability (across contexts), active citizenship, social inclusion and personal development.

Accomplishing the Lisbon Council aim for Europe in 2010 – become the "most competitive and dynamic knowledge-based economy in the world capable of sustainable growth with more and better jobs and greater social cohesion" (European Council, 2000 quoted European commission, 2004b) – implies that the job market is open to all. Therefore, all national systems have to adapt themselves, through collaboration, in reference to a competence and qualification framework. This way, any professional from any EU country can apply for a job in any other EU country, with recognized competence to execute it.

This perspective acquires special pertinence in education and training areas, once these are to be understood in a inclusive and single system (Education-Training System), instead of separate systems (Education system and Training system). The integrated includes all professionals with responsibilities on personal, social and professional development of another, who are generically mentioned as teachers and trainers.

Even if teachers and trainers have different professional status according to the country context and work with publics, between these two groups there is a common set of professional competences and therefore teachers and trainers can be treated in this matter has a unique group.

Social stakeholders (such as initial/continuous training organizations and employers of teachers and trainers; industries, companies, etc.) have an essential role in developing, validating and recognizing competences and qualifications, and should be partners in the collaborative work promotion for the reinforcement of European dimension at Education-Training level.

Nowadays, two challenges are posed to organizations in the Education-Training:

- The need to regenerate and make the teacher/trainer profession more attractive by the improvement of the working conditions and adequate career structure and development;

- The need for high quality permanent Professional development, in order to prepare teachers for their changing roles in the knowledge-based society and in transforming education and training systems. (European Comission, 2004b).

A framework is an instrument which provides guidelines and benchmarks to conceive lifelong learning plans, to recognize competences and qualifications, to remove obstacles to teachers and trainers mobility in reference to communitary programs. Furthermore, it also should focus on the development of quality instruments, such as education and training system's evaluations, schools and institutions in those systems and for performance assessment of the professionals working on it.

The second annual report in the progress made to reach the Lisbon objectives in Training and Education covered 30 educational and training systems to make up a clear educational European profile. In the report, the work team explains that there is a need for adaptation of the general references common to all higher education programmes to the specificities of teachers' competences and qualifications. But the perception that teaching is a national profession makes this a more complex task than in any other higher education fields"

The working group for "Education and Training 2010" program points out the guide principles for a framework elaboration (European Comission, 2004b). Among those, the report mentions the need for "better consultive and evaluative mechanisms" in order to identify the needs of professional and school development (bearing in mind that better

professionals make better organizations), involving teachers and trainers' collaboration in decision-making processes.

In this context, the framework reference criteria should reflect the new role for teachers and trainers in accomplishing the European Dimension, i.e., as conscious promoters of the European project, increasing the common identity, rather than the national.

The establishment of benchmarks is fundamental as a coordination method between the different national systems, through achieved progress assessment. This assessment is, at the same time, associated with schools' and institutions' quality objectives and the way these influence teachers and trainers participation.

By definition, evaluation is the systematic process of determining the merit, value and worth of someone or something. Its aim is to determine the relevance and fulfilment of objectives, efficacy and efficiency, impact and sustainability. An evaluation should provide information that is credible and useful, enabling learning and decision-making (OCDE, 2002). In educative contexts, teachers and trainers evaluation consists in a systematic approach to the performance and the competences they show in relation to the defined professional role and responsibilities as well as to the institution mission. Teachers' evaluation must focus in professional and personal development, not limiting itself to the description, quantification and rating the performance. Otherwise, evaluation must enable the professional to self-develop his/her work and offer orientations to improve classroom practices.

Evaluation systems should exceed its definition as procedure regulation schemes to evaluate, and must become flexible and dynamic organizations, approaching the work place of each teacher/trainer and providing support, rather than controlling.

In a lifelong learning perspective, the competences and qualifications needed by teachers and trainers must be understood in two ways:

1. Initial training should provide essential building blocks to enable them to contribute to the successful launch of young people as lifelong learners;

2. There needs to be a cumulative process of acquisition of competences and qualification over the full span of their professional life.

The changing role of teachers and trainers in the knowledge society is one of the compelling reasons for promoting the idea of a common framework for the evaluation of their competences, qualifications and lifelong learning outcomes. Teachers and trainers are the

main agents for development and innovation through Education, playing the role of developing people in all dimensions. Therefore they can be seen as a whole professional group as **educational practitioners**.

Significant progress has been done in identifying the scope and guidelines of a common framework for teachers' and trainers' competences and qualifications. The European Qualification Framework (EQF), following Bologna Process and Copenhagen Declaration, is already in progress and will facilitate the qualifications recognition between systems, people mobility and employability. Further more, in the scope of Education and Training 2010, Common European Principles for Teacher Competences and Qualifications were written. This document describes a set of learning and outcomes for teachers as lifelong learners (European Commission, 2004a).

However, further research is needed, specially, in the evaluation area, since quality assurance in professional systems does not only depend on people's entry qualifications, but, essentially, on the performance levels people achieve and their contribution to the accomplishment of the organizations' objectives.

TEVAL intends to provide routes to the definition of a common framework for teaching and training practice competences, as a basis for European evaluation practices.

Part II – Synthesis of National Reports

1. Minimum Entry Requirements and Certification for Teachers and Trainers

Requirements for being a teacher or a trainer are always based on achieving a certain level of competences, by doing a superior course or other specific course, which give them the necessary qualifications for the job.

In some countries, getting qualified and certified to be a teacher occurs in a specific system, while to be a trainer occurs in another one, totally apart from the first. However, in other countries, teachers and trainers are seen as any other occupation and the requirements for entering the job are established by a whole qualification system.

In this part, it will be described the certification and qualification processes in teaching and training occupations, in the partnership contexts of the following countries: Portugal, Germany, Estonia, United Kingdom, Greece and France[2], including required criteria and profile.

Portugal

In Portugal there are two separate systems for trainers and teachers education.

The general principles for teachers' education are set in the basic law for the educational system, which defines two kinds essential education for teaching (Law nr. 46/86, October 14th, article 30):

- "Initial education at an upper level, providing teachers with the information, basic scientific and pedagogic methods and techniques, as well as with the personal and social training needed for this job;

- Continuous education that will complement and update one's initial training, from a perspective of lasting education."

The skills that should be developed in initial education comprise the following dimensions: professional, social and ethical, teaching and learning development, participation in the school and relationship with community and lifelong professional development. However, to achieve the professional qualification to teach, one must obtain a specific degree according to the curricular needs of the respective level of education and teaching, in superior schools of education or universities with specific training units for this purpose.

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[2] National Reports are available in TEVAL webpage.

The education of teachers for the 1st and 2nd cycles of elementary education takes place in superior schools of education and, for teachers for the 3rd cycle and secondary education, it takes place in universities. The curricular structure of degrees for teachers of elementary and secondary education comprises:

- A component of personal, social, cultural, scientific, technological, technical or artistic training suitable for teaching;

- A component of education sciences;

- A component of pedagogical practice guided by the training institution, with the cooperation of the teaching establishment where that practice (the training period) takes place.

Teachers profile is described in legislative documents, for all the teaching levels (see Annex 1), through a list of abstract pedagogical competences.

Vocational training in Portugal is divided in two different systems: vocational training inserted in the educative system and the vocational training inserted in the job market. These are distinguished for the dominant institutional base - the school and the company, respectively - and for its specific addressees - in the first case, the pertaining to school population, including the education of adults and the extra-pertaining to school education recurrent, and, in the second, the active population used or unemployed, including in this the candidates to the first job. Despite the differences, it prevails what it approaches both types of training: in special the concepts, the purposes, the certification, the components, the professional consideration of the levels and profiles, the evaluation and the coordination. For such reason, which is understood that all these substances, for being common, are integrate an only diploma (Decree n.º 401/91 of 16 of October), looks for to fit all the professional formation, independently of the system - educative or of job market – where both are integrated, through a legal regimen that prints it the desired unit and effectiveness.

In Portugal and in this context, the Employment and Vocational Training Institute (IEFP)[3] is the entity responsible for certifying the trainers' pedagogical aptitude in the scope of the National System of Professional Certification. This professional training is inserted in the

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[3] This is a public institution, under the Ministry of Work and Social Solidarity, responsible for executing the employment and vocational training measures, established by the government.

labour market and it is directed to active people, including unemployed, employed or people looking for first job.

According to the legislation ruling the exercise of the trainer's activity in the area of vocational education and training included in the labour market, the trainer is "the professional who, while carrying out a training course, establishes a pedagogical relationship with his/her trainers, promoting the acquisition of knowledge and skills, as well as the development of attitudes and ways of behaving, suitable to his/her professional performance" (Decree nr. 66/94, from November 18th).

Therefore, the trainer should have:

- An updated technical mastery in the area of training in which he/she is an expert;

- The mastery of the pedagogic methods and techniques suited to the kind and level of training developed;

- Skills in the field of communication, so as to create an environment that will facilitate the teaching/learning process.

The functional content of this diploma also makes it explicit that the trainer's activity requires:

- Psycho-social preparation, involving, among other things, the spirit of cooperation and skills of communication, relationship and adjustment to the characteristics of the target public, so as to proceed, in an effective way, the training's cultural, social and economical functions;

- Scientific, technical, technological and practical training, which implies having a level which is similar or superior to the exit level of the trainees in the areas in which training is carried out;

- Holding a Certificate of Trainer's Pedagogical Aptitude (CAP), translated in a duly updated pedagogical skill.

The need for certification of the trainer's pedagogical aptitude[4] is a way of strengthening and dignifying the function and, thus, reaching the aims of quality fundamental to the

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[4] Need not applied to the exercise of this activity in the scope of the systems of continuous and specialised training of teachers and of people responsible for educative administration and for the activities of advanced training for the Scientific and Technological System, as well as to the trainers from Public Administration performing the activity of trainer in the scope of this Administration – however, the requirement for a CAP is necessary in the case of courses developed by organisms of the Public Administration, when aimed at the labour market.

success of vocational education and training. The process of trainers' certification brought about more visibility to the dimension and constitution of this professional group, it standardised the possibilities and the criteria for access, while enlarging and transforming it.

The Certificate of Trainer's Pedagogical Aptitude may be issued via training and it is valid for five years, or via professional experience, and it is valid for two years, both with the possibility of being renewed. Requirements to obtain the certificate include having technical and pedagogical competence. Technical competence corresponds, essentially, to academic qualifications and to a certain professional experience, in the training domain.

The renewal of the Certificates of Trainer's Pedagogical Aptitude depends on the fulfilment, by the trainer, of a set of requirements linked to the updating of his/her scientific, technical and pedagogical skills and to his/her training experience, essential for a good professional performance.

The Trainer's Professional Profile is also systematised in a document guiding the trainer's action and which clarifies his/her professional functions (see Annex 2).

Table 1. Ability requirements, according to the levels of training to be developed.

Training component	Levels of training to be developed				
	1	2	3	4	5
Theoretical-General	Secondary education or similar	Secondary education or similar	Bachelor's degree	Licentiate's degree	Licentiate's degree
Theoretical-Technical	Minimum Compulsory Education	9th grade	Secondary education or similar	Bachelor's degree	Licentiate's degree
Practical	Minimum Compulsory Education	Minimum Compulsory Education	Secondary education or similar	Bachelor's degree	Licentiate's degree

Source: Certification Handbook - Trainer, User's Guide (1999).

On the other hand, the IEFP, as a certifying entity, may exceptionally authorise, through a grounded decision, the courses that, for pedagogical or technical reasons, require the intervention or professionals who, not holding the Certificate of Trainer's Aptitude, have certain academic of professional qualifications or training not available in the market.

Germany

Teachers in Germany at public-sector schools in the western (old) Federal States are mostly civil servants for life under the senior service and are employed by the Federal States. In the new (eastern) Federal States they are employed as salaried employees.

Candidates for teachers have to pass through several stages of preparation and graduation on first and second state examination.[5] Initial teachers' education is provided at universities[6]. In order to enter the teacher training programme at university students have to have a general upper secondary qualification (*Abitur*).

The form of teacher training is determined by the specific teaching careers related to different types of schools (*Grundschule, Hauptschule, Realschule, Gymnasium, Berufsschulen*). Thus there are many different teaching careers which all have a common structure.

The first phase covers at least two subjects (subject-related studies and subject-related teaching methodology) as well as educational studies (psychology, sociology, educational science). The *"first state examination"* (*1.Staatsexamen*) focuses on general academic knowledge. There is no catalogue of teaching practice competencies in order to be admitted to the second phase. In the field of vocational teacher training there has recently been a trend to offer alternative certification procedures because teachers' demand exceeds the supply. Persons who did not graduate from a teacher education programme but who hold other university diploma can enter the preparatory service. Therefore these persons usually did not study in educational sciences.

The second phase, the *preparatory service* (*Referendariat*) is partially organised in schools, as an on-the-job-training and partially in special non-university teachers' training institutions (*Studienseminare*). Seminars are controlled by the federal state ministries of education. During the second phase of training students are regularly evaluated at the level of teaching practice. Taking the example of North-Rhine Westfalia, these observations (*Unterrichtsbeobachtungen*) do not include clear criteria for good teaching practice. Instructors (*Fachleiter/ Seminarleiter*), who attend classes as observers focus on four categories: 1. process/analysis, 2. planning, 3. realisation and 4. teacher -student

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[5] Initial teacher education lasts at least five years for primary teachers, six years for secondary teachers, (six) up to seven years for vocational school teachers.

[6] The only exception is the federal state of Baden-Wurttemberg which educates primary school teachers, lower secondary teachers and special education teachers at colleges of education (Pädagogische Hochschulen).

interaction. The procedure of measuring the teaching practice is quite unclear and more or less left to the individual judgement of teacher educators and mentors at schools.

The second phase lasts 1.5 or 2 years and is completed by the "*second state examination*", which consists of a written thesis, oral examination and evaluation of teaching. Each federal state has set examination regulations, governing examination prerequisites, content and examination procedure of teaching practice (e.g. see *OPV of NRW, §34 "Unterrichtspraktische Prüfungen"*). The final examination of teaching practice is carried out by the department for examinations on federal state level (*Landesprüfungsamt*). Similar to the evaluations during the training phase, criteria for the success or failure are rather general.

The federal state of Bavaria[7] is an exception, its regulations for the second state examination are contained in a short and more differentiated catalogue of competencies: teaching competence (LPO II, § 22), educational competence (LPO II, § 22a), competence to apply subject-matter knowledge (LPO II, § 22b).

After successful completion of the preparatory service, teachers apply to be recruited to a permanent post through candidate lists. Each ministry (of each state) is responsible for selecting and hiring new teachers and also decides how to select them. The position of a teacher in the list depends on his/her academic performance.

The group of trainers is highly heterogeneous. There are part-time trainers, which are by far the majority, and there are those working full-time as trainers. In addition, there are trainers in apprenticeship training (*Ausbilder*) and trainers in continuing vocational training (*Weiterbildner*). According to the Vocational Training Act (*Berufsbildungsgesetz, BBiG*) an apprenticeship trainer is a person imparting knowledge and skills to trainees in a company. Since 1972 these trainers have to prove their vocational aptitude as well as work-related and vocation-related pedagogical aptitude. The vocational aptitude includes the required knowledge and skills of the respective profession. Usually the apprenticeship trainer has to be at least 24 of age and hold a final examination in the apprenticed profession. (p.76, BBiG). Additionally an adequate knowledge of rules and regulations of the BBiG, relations in apprenticeship, training planning and the support of learning processes is required.

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[7] In all categories of the PISA survey (reading literacy, mathematical literacy and scientific literacy) the performance of Bavarian students has been significantly better than those of the students in the other federal states.

Until 2003 work-related and vocation-related pedagogical aptitude had to be proven by a certificate or attestation according to the Trainers' Aptitude Ordinance (*Ausbilder-Eignungsverordnung* (AEVO)). This additional certificate is not necessary since 2003. The AEVO had been valid for trainers in various fields but not in the professions (*freie Berufe*).

In all other areas of continuing (vocational) education and training there are no regulations for the teaching personnel. The work is mostly done as a part-time job, in companies or extra-company institutions. Full-time employees usually also work in education management and only to a small extent as trainers. The professional backgrounds of VET trainers are very diverse; there are teachers, educationists, psychologists, or specialists of their fields without any pedagogical qualification.

The necessary knowledge for the occupation in continuous or adult education is mainly acquired informally, by "learning by doing", self-directed learning (books, e-learning) or talks with colleagues. Systematic practice training for trainers, apart from short term training courses does not exist yet.

Estonia

In Estonia, there are no separated systems for teachers, VET teachers and trainers. Legislative regulation "Qualification Requirements for Teaching Professions" establishes the educational requirements for teachers and trainers.

Teachers for elementary and basic schools must have a pedagogical higher education or post-secondary education in the educational field or, in the field taught, improved with a 160 hours course in didactics/pedagogic. Secondary schools teachers and general-subjects teachers' of vocational schools must have a pedagogical higher education in the field taught or another higher education, with a 160-hours course of pedagogic.

Trainers of vocational schools must have:

- Vocational-pedagogical or other pedagogical higher education in the field taught and at least 3-years professional work experience on this field, or,

- Higher or post-secondary education in the field taught, at least 3-years professional work experience on this field and must pass the 320-hours complementary training on vocational pedagogy, or,

- Higher or post-secondary education in the field taught, at least 3-years professional work experience on this field and must continuously work on this professional field.

According to this regulation all pedagogical, primary education, youth-work and school psychology courses for teachers or trainers' qualification must be acquired in the institution of higher education. Exceptions may occur in specialities, where does not exist any higher level training program. In those cases the teachers may receive post-secondary education but they must pass pedagogical courses.

There exists also the possibility that teachers, who had received his /her education years ago, may have pedagogical specialised secondary education. To be qualified as a teacher, they must get university diploma or pass a supplement course continuously.

According to the Bologna Agreement, since the June 1st 2002 there is 3+2 year higher educational system in Estonia. Class teachers have to accomplish 5 year curriculum, where the subjects and practice are integrated. In other fields students have to graduate 3-years bachelor curricula and after that they may choose 2-years teachers' education master's programme.

Initial teacher training is financed by the state budget and provided by higher education institutions. In some cases VET teachers are prepared at vocational upper secondary level as study programmes at higher education level are not available. Teachers'continuing training can be financed by whoever requests it (state, educational institutions, local authorities, employers or teachers themselves).

Requirements to become a teacher or trainer derive from Framework Requirements for Teachers' Education (Government Regulation, No 381, 22.11.2000). This regulation validates unified requirements to the teachers' training in educational institutions, in order to turn them professionally qualified and:

- Are following humanised and ethical principles and are respecting the human dignity of students'.

- Are informed of educational needs of society and able to operate in changing educational situation.

- Are accepting the personal development of students' and use supporting teaching methods.

- Are able to carry on developed –and curriculum principles of educational institution.

- Are participating in the promoting of educational activity inside the educational institution and outside it.

- Are improving subject and specific competencies of their own.

However, most of the teachers in VET schools have been trained in higher education institutions or post-secondary technical schools during the soviet period. These are usually subject specialists and do not have relevant pedagogical qualifications (Country Monograph, 2003).

At the moment, there exists a compulsory teaching practice year to ensure the quality of young teachers and trainers. According to this process, every person who has graduated from the teachers' education program and wants to work as a teacher or trainer must accomplish practical teaching year under supervising of a senior teacher. Based on the junior-teacher self-evaluation in writing, development map[8] and observed lessons, a senior teacher assesses the skills and readiness of a young colleague to work as a teacher or trainer. After the practice teaching year, management of educational institution pronounce the suitability of junior-teacher to work as a teacher or trainer based on the advice of senior teacher and work results of junior teacher/trainer.

Nowadays, Estonian authorities are working on establishing a competence-based qualification system for teachers and trainers with standards for requirements in knowledge, skills, experience, values and personal characteristics. The next principles will be followed while working out:

1. All teachers periodically provide analyse and evaluation of professional development proceeding from professional skills and competencies model described in professional standard of teachers.

2. One of the main aims of the qualification system is to support teachers' self-evaluation and planning of training or planning their professional development.

3. Qualification system will also support the improvement/ development of the system of recognition and payment of the teachers.

4. Establishment of the qualification system on the base of the vocational law gives the empowerment to make decisions on vocational standard and qualification system from ministry to professional council. Professional council unites   employers, trainers, professional and other unions, and public servants.

5. In long run, the attribution of professional qualification will be the responsibility of teachers' professional union.

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[8] Development map is compiled by junior-teacher and it consists in self-development plans, work analyses, conclusions of development conversations with teacher-supervisor and other materials related with junior-teacher teaching and learning activity.

6. The transition to new system is gradual; the first step will be the implementation of the system to the evaluation of junior teachers who are executing their practice teaching year (the first year of working as teacher after graduation at university) in 2004/2005 and as second step to in service teachers and senior teachers.

United Kingdom

In order to be a school teacher, any English person must follow the academic structure, usually a one year post-graduate course following a three year degree course in the main subject to be taught leading to a Post Graduate Certificate in Education (PGCE) or a three year degree in Education (BA). The certification remains focused in examination, but the results are now significantly influenced by practical projects assignments and work-experience.

In this country, all occupations are included in a national certification structure called National Vocational Qualifications (NVQ). Since about 1990, the competence framework of vocational trainers and assessors has been included in the NVQ.

More recently (from about 1998), the competence frameworks have been devised to enable ones with an opportunity to demonstrate skills "in the workplace" to gain the NVQ as a "Teaching Assistant". This has enabled many otherwise unqualified people to acess the University PDGE route and enter the profession as a bona-fide teacher. All NVQ's must be achieved by demonstrating competence in the workplace and not by taking an examination. There are no entry requirements or age restrictions.

NVQ's remain as the backbone of the UK National Qualifications Framework (NQF). These cover most occupations in all areas of economic activity including teaching assistants and trainers.

The NQF is divided in five levels of competence, according to knowledge and skills the professional has acquired his/her lifetime, as the following description:

- **Level 1 (Foundation or Entry level)** involves the application of knowledge and skills in the performance of a range of varied work activities, most of which may be routine or predictable.
- **Level 2 (Competent operator who may need some supervision)** involves the application of knowledge and skills in a significant range of varied work activities, performed in a variety of contexts. Some of the activities are complex or non-

routine, and there is some individual responsibility and autonomy. Collaboration with others, perhaps through membership of a work group or team, may often be a requirement.

▪ **Level 3 (Competent operator who can work without supervision and may supervise or instruct others)** involves the application of knowledge and skills in a broad range of varied work activities performed in a wide variety of contexts, most of which are complex and non-routine. There is considerable responsibility and autonomy, and control or guidance of others is often required.

▪ **Level 4 (High level of sector-specific technical skills with middle management responsibilities)** – Competence which involves the application of knowledge and skills in a broad range of complex, technical or professional work activities performed in a wide variety of contexts and with a substantial degree of personal responsibility and autonomy. Responsibility for the work of others and the allocation of resources is often present.

▪ **Level 5 (Senior operational and/or strategic management responsibilities)** involves the application of skills and a significant range of fundamental principles across a wide and often unpredictable variety of contexts. Very substantial personal autonomy and often significant responsibility for the work of others and for the allocation of substantial resources feature strongly, as do personal accountabilities for analysis and diagnosis, design, planning, execution and evaluation.

The standards for each level are structured into sensible groups of activities called «units» (the various jobs that may need to be done within an occupation). Each unit is divided further into recognisable «elements», which consist in the different tasks that need to be done to the right standard). Additionally, there are «range statements», that specify the conditions or circumstances in which the competences may need to be applied, and therefore be considered in the assessment process – for example, a trainer may need to prove that he/she can deliver training to on a one-to-one basis, as well as to small and large groups.

NQV is completely applied to trainers but is not yet applied to teachers, at all levels. It is only used at Assistant Teacher level at the moment. The inclusion of teaching practitioners in NVQ is being resisted by Teachers Unions, as in it, qualification potentially by-passes the need for academic achievement. However the situation is changing and the introduction of teacher's occupation in the NQF is inevitable.

It is already possible for teachers to "top-up" their degrees and teaching certificates with competence based units that are identical to NVQ' units format. Further more, NQV is used at Head Teacher/School Director level. This happens at NQV's 5th level, which equates to "Strategic Management" occupations. Acquiring this level is now a mandatory requirement for any Head Teacher, though this level only assesses pure management competences and does not include units specifically related to pedagogical teaching competences.

Qualification and certification process involves the work of several instances, from government to trade employees unions.

In 2004, a major reorganization of the "Lead Body" (structure for all UK areas of economic activities) conducted to the installation of the Sector Skills Councils (SSC's), each one responsible for a certain kind of economic activity.

Sector Skills Councils are independent, UK wide organizations developed by groups of influential employers in industry or business sectors of economic or strategic significance. SSCs are employer-led and actively involve trade unions, professional bodies and other stakeholders in the sector. SSCs give responsibility to employers to provide leadership for strategic action to meet their sector's skills and business needs. In return they receive substantial public investment and greater dialogue with government departments across UK, which enables sector employers to have a far greater impact on policies affecting skills and productivity, and increased influence with education and training partners.

These councils identify, define and update employment-based standards of competence for agreed occupations.

As far as the TEVAL project is concerned, the key SSC's are ENTO (Employment and National Training Organization) for all the people involved in the training profession, including assessors, inspectors, trainers and managers and the LGNTO (Local Government National Training Organization) which develops and manages the competence frameworks for classroom based teaching practitioners. It is important to notice that schools in UK are primarily funded via local municipalities and that their representative body LGNTO for qualifications has retained the responsibility for teacher development, partly because of the resistance of the teacher's trade unions to the NVQ process being applied in the profession. Logically, the teaching NVQ framework should soon be incorporated within the ENTO framework for "Learning and Development".

ENTO currently represents the interests of:

- Learning and Development Trainers;

- Personnel;

- Trade Unions – full-time and voluntary officers;

- Heath and Safety specialists and non-specialists;

- Advice and Guidance Professionals,

and is involved in five major areas of government strategy, as following:

- Minimum qualifications for trainers;

- Connexions (Vocational Guidance);

- Basic Skills needs (especially literacy and numeracy) across UK;

- Disability and employment.

The NVQ is destined to all the people, no age limits, who can be full-time employees, schools and college students with a work placement or a part-time job. This process covers the national occupational standards (statements of performance that describe what competent people in a particular occupation are expected to be able to do). These include all occupation main aspects as best practice, ability to adapt to future requirements and the knowledge and understanding that underpin competent performance.

Basic assumptions for the NVQ process are:

- Qualification is achieved by assessment and training.

- Assessment is normally through on-the-job observation and questioning.

- Candidates should produce evidence of their competence to meet the NVQ standards.

- Assessors "sign-off" units when the candidates are ready.

The assessor tests candidates' knowledge, understanding and work-bases performance to make sure they can demonstrate the expectations of competence at appropriate level. It is not important how the skills and knowledge are gained, as long as the levels of competence are achieved. There are no classroom based examinations, no defined *curriculum* and no specific common learning resources.

Candidates compare their performance with the standards as they learn. They look at what they have achieved, how much they still need to do and how they should go about it, until they are assessed as competent for a unit or a whole NVQ. The system is right for candidates who already have skills and want to increase them, but also for those who are

starting from the beginning. As the system is so flexible, new ways of learning can be used immediately.

NVQs do not have to be completed in a specified amount of time and there are no special entry requirements (in the case of teachers , trainers or managers they will be expected to have subject knowledge, or experience of any special areas they may be involved in – the requirements will difer depending on the subject or the occupation).

In public sector, teachers are employed by the Local Education Authority (LEA) part of the municipality government); however schools generally have the autonomy to recruit whoever they want to. In this case, teachers are always chosen by schools through very competitive interviews.

The job application form consists in comparing the person characteristics with the job specification. This is followed by an interview with a panel comprise of School Management, Governors, LEA representative (s) and, maybe also a Parent-Teacher Association representative. For example, an interview for a Head-Teacher can have twenty people on the panel.

The only exception is when school has been classified as "failing" by the inspectors. The inspectorate usually kicks out the Director, and other members of the management team, and replaces them with staff of their choosing. These usually kick out teachers who are not considered satisfactory. Sometimes a private consultancy (like ENTENTE) can be appointed to get a school out of trouble.

There are no national government lists of teachers for recruitment purposes.

Greece

In Greece, there is the general requirement that all the teachers in the primary and secondary education in the public or private sector have to be higher education graduates. However, there are some differences in minimum requirements according to specific school subject and to level of education (primary or secondary).

Teachers for primary educational level must have finished a four-year course in a university department in Education. For specific subjects such as music, foreign languages or physical education, it is necessary to have a degree from that relevant university department.

Teachers for secondary school for considered "core" subjects[9] must obtain a four or five year degree according to the specific subject from the correspondent university department. Law 2527/97 provides additional compulsory year of professional training for all future teachers in this education level, in order to improve the teachers' training quality, but it hasn't been implemented yet.

For those who have graduate in Economics, Engineering, Sociology, Agriculture, Law, Politics and Medicine there is an additional requirement in order to become teachers. After their university degree, they need a second qualification related to pedagogic training. To obtain this qualification, they can:

- Obtain a one-year certificate in pedagogic studies from the Higher School of Pedagogical and Technological Education (ASPAITE) or,

- Obtain a second university degree either in the "core" school disciplines or in primary education, or,

- Obtain a postgraduate degree in Education Studies.

The same process is applicable to who intends to become a teacher in technical subjects (in technical and vocational upper secondary schools). For these, mainly in engineering and electronics subjects, there's another option of graduating a four year teacher-training course on the corresponding vocational discipline in ASPAITE.

Other pathways are discriminated by law to become a teacher in Information and Communication Technology (ICT), which combines higher education in the area or professional experience and pedagogic qualification.

In Greece, the teacher selection mechanism for the public sector is centralized and thus allows a high level of control over the number of teachers appointed to the profession. It also insures lifetime right to stay permanently in a teaching job for those teachers. The recruitment process takes place through a mixed system of competitive examinations and national candidates list (epetirida), kept by the Ministry of Education and Religious Affairs.

To work in the private sector, candidates must apply to register in the list of private teachers, which is also maintained by the same ministry. This procedure plays the role of further accreditation by the state, a control of legitimacy, so that only qualified teachers

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[9] Greek language, foreign languages, mathematics, science, religious studies, art, physical education, home economics and music.

are appointed to private schools. After this, candidates have to send their *Curriculum Vitae* to the schools they want to teach in.

França

In France, there exist many references on the analysis of trainers' competences. The brittleness of the professional statutes and the great mobility of the trainers make that the stake of competences is not truly integrated in the professional evolution except perhaps the phase of recruitment. The evaluation of competences is carried out in some training organizations but the number of trainers concerned constitutes a minority.

With these new prospects, insertion' trainers see their activities in a bored way. More than to the traditional tasks of accompaniment in the transmission of knowledge, it is a question of intervening upstream in the analysis of work, the reception and the orientation, and in the design of a total device of formation where several resources of formation combine, and downstream in the follow-up of insertion. It is thus an unstable and virtuous balance which it is a question of creating between the poles of intervention which are traditionally separate.
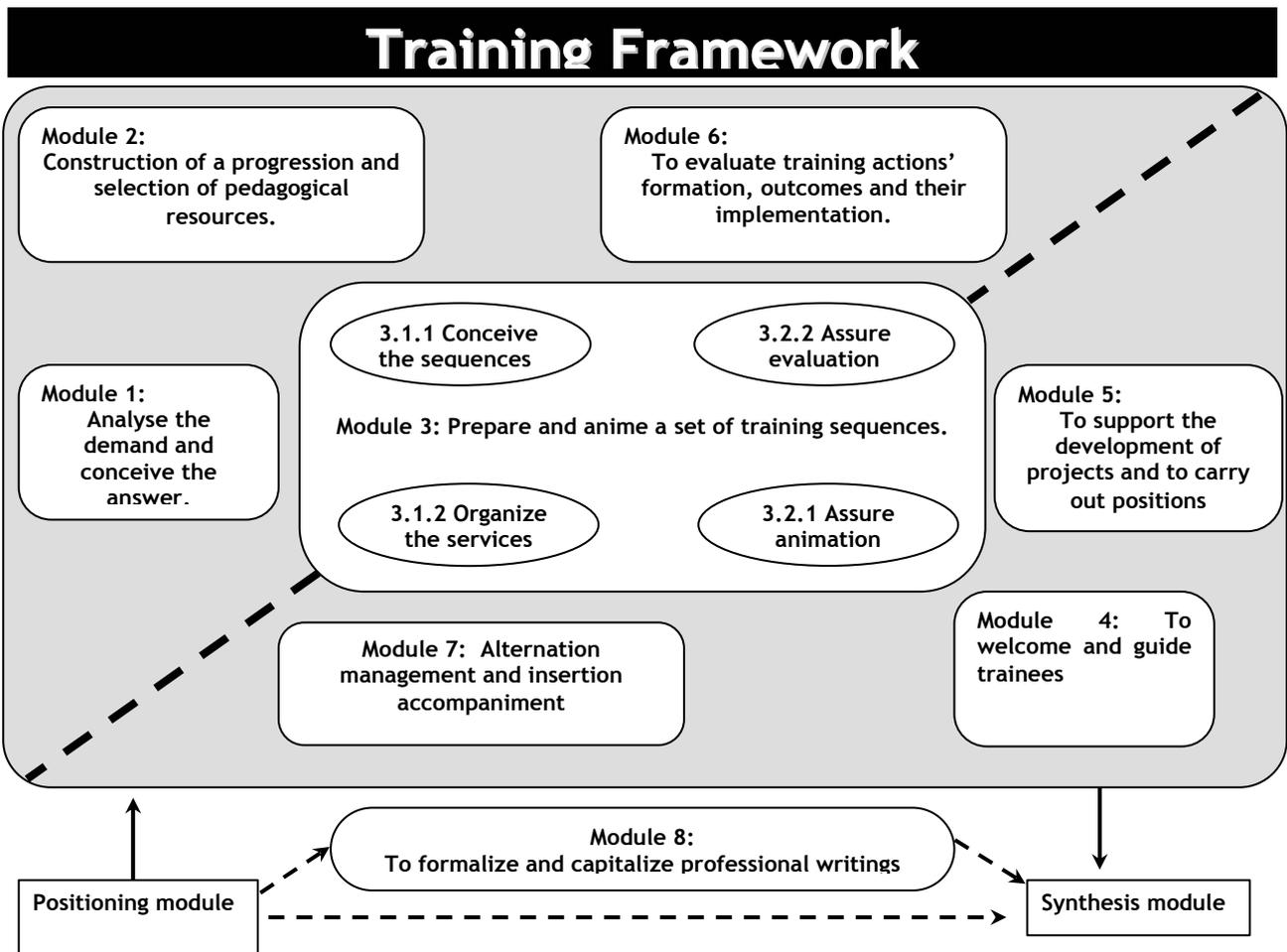
The various analyses which follow can contribute for the making of a framework to supplement the two tools for evaluation of competences create by the AFPA and which we will present low. This framework of reflection comprises in fact 3 great dimensions:

- a dimension relates to the existing relations between the identity, the activities and competences of the trainers;

- the second dimension relates to the activities which the trainer develops to accompany in order to reach employment or to evolve/move in employment personal and social cognitive transformations of formed;

- the third dimension relates to the tools, the activities, the situations of training which constitute the resources mobilized by the trainers to achieve the preceding goal

In this context, AFPA presented a reference framework for training competences. This framework is centred on the acquisition of professional competences and not on knowledge. This orientation is in the logic of the engineering of the AFPA and appears relatively original in the field of the training of the trainers. The reference frame of formation is structured in 8 modules of formation:

- 3 modules carrying on "training engineer ":

- module 1: to analyze the request and to work out the answer;

- module 2: to build a progression and to choose the pedagogic resources;

- module 6: to prepare and animate a training activity. .

▪ 3 modules relating to "accompaniment":

- module 4: to welcome and guide the trainees;

- module 5:   to support the development of projects and to caring out positions;

- module 7: to manage alternation and follow-up insertion in work of network.

▪ 1 module (3) on "training animation"

▪ 1 transversal module (8) bearing on formalization and capitalization of the professional writings.

Training Framework

Module 2:
Construction of a progression and selection of pedagogical resources.

Module 6:
To evaluate training actions' formation, outcomes and their implementation.

3.1.1 Conceive the sequences

3.2.2 Assure evaluation

Module 1:
Analyse the demand and conceive the answer.

Module 3: Prepare and anime a set of training sequences.

Module 5:
To support the development of projects and to carry out positions

3.1.2 Organize the services

3.2.1 Assure animation

Module 4: To welcome and guide trainees

Module 7: Alternation management and insertion accompaniment

Module 8:
To formalize and capitalize professional writings

Positioning module

Synthesis module

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Synthesis

It is noticed in the major part of the participating countries in TEVAL project, there still are two separated systems for Training and Education, although the European guidelines pointed clearly for the its unification and for the creation of common action strategies of Education-Training. Against this scenario, United Kingdom and Estonia have been unifying their national systems for professional qualifications and intending to integrate Training and Education under the one accreditation body. These measures are still in progress and haven't been completely achieved yet.

In one hand, United Kingdom is trying to unify all professions related to Learning and Professional and Vocational Development under the NQF but teaching practitioners (teachers) aren't yet included in the system at all levels. On the other hand, Estonian last legislation points to a unified requirement model based on competences.

In most cases, the trainer's job is not officially regulated in career aspects, since it is composed by a very heterogeneous group of people, including part-time workers and specialists in a range of different areas (e.g. mechanics or medicine). While there's a defined profile for teachers, it does not happen for training professions, except in Portugal and United Kingdom where a person can be certified as a trainer if he/she proves to have the necessary competences to perform training.

Minimum entry requirements are usually more specific and organised for teachers than they are for trainers. These standards are based, essentially, in some kind of higher education degree, including a theoretical component (regarding teaching subject) and a practice component (in which pedagogical abilities are developed). In contrary, trainers may have different training qualifications, according to the level of training they provide and they are required to have/obtain knowledge and/or experience in training area more often then in pedagogical skills.

The recruitment systems are also distinct between teachers and trainers. Teachers are usually recruited through a bureaucratic mechanism, controlled by the government authorities (local or national). In the cases of Portugal, Greece and Germany collocation lists are used, in which teachers are positioned according to their academic average and experience or regarding the results of national examinations (Greek case, Germany). We should emphasise here the dissatisfaction of teachers about this procedure, since their geographic preferences and others are not taken in consideration.

Only in UK, schools choose their own teachers using recruitment interviews (as for any other job). Therefore, schools can recruit teachers with the adequate profile to achieve its educative project. This system contributes for increasing competitiveness between schools and teachers, who are looking after better teaching results.

It is not mentioned that collocation lists are used for trainers, who are not so controlled by the government, allowing institutions and trainers to choose their employment conditions.

2. The role and aims of assessment within the partnership context

Teachers and trainers[10] assessment has been seen in different ways in the different contexts, according to the historical period, political tendencies and educational studies developments.

From the analysis of the different contexts historical role and aims for teachers' assessment, we can trace a course of its evolution.

Most of the countries passed through a dictatorship, such as for Portugal, Greece and Estonia. In this period (occurred in distinct times on each country) teachers were seen as executors of state's will and owe faith and devotion to the national ideals. Teachers' duties were established politically and their evaluation happened through inspection of these duties completion. Inspectors have power of imposition and can determinate the permanence of a teacher in the profession.

This process aim was to control the educational system and not to verify and improve the teachers' pedagogical competence. Inspectors executed their rating function isolated from the everyday educational routine and students' achievement.

Democratic revolutions brought new ideas of evaluation. Evaluation should be carried out based on formative and subjective interests, aiming at the teachers' development. This wasn't easy to implement and some countries suffered a period of none regulation and none systematic process to assure the teaching quality.

In 1993, Portugal established the teachers evaluation system, according to performance assessment presupposes. Nowadays, assessment responds to a double purpose: decision making on teachers' progression and certification, and professional learning and improvement.

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[10] During decades trainers were considered teachers, and didn't consist in a concrete profession. So there weren't regulations to their assessment. After the installation of Training and Vocational Systems, trainers have become more recognized as professionals.

France still operates a rating model for teachers, where administrative superiors and inspectors must indicate a scale level as an appreciation of the teacher's performance. The evaluation system is very bureaucratic and based on criteria like ancestry and person's placement in school. This tends to generate in the teachers group the sense that it does not exist a real difference between doing their best or doing the minimum required.

However, in what concerns to trainers' evaluation, the training entities in France have done good efforts, in the last decade, in order to develop competence frameworks and conceive diversified achievement instruments. Furthermore, follow-up investigations have been done with the purpose of validate these instruments.

Estonia followed a competence based model to install its evaluation teaching system. According to this, evaluations founds basically on the assessing of different competences and performances, no matter where persons acquired it. There are certain standards verified to which teachers and trainers must be compared to. This process is similar to the one established for a long time in United Kingdom, where, the National Vocational Qualifications Framework specifies criteria to verify the competence of a person to perform any profession, and a teacher appraisal related to school objectives.

In Germany, teachers are also being employed as civil servants and so, they have seldom been evaluated compared to other professions. In this country, teaching evaluation does not have a high priority in the public dispute and there is no widely accepted definition of teaching quality or even teaching competences. This conducted to several voluntary evaluation methods development (self-evaluation, peer- evaluation, quality-based approaches and student's rating approaches). Nowadays, the German educational system is promoting initiatives for the modernisation of the actual system. The government defined seven fields of action including continuous quality assurance based on standards and result-oriented evaluation.

On the contrary, Greece has made moves, through the last years, based on a pilot project (1996-1998) and in an international project (2002), to implement a school self evaluation system. In this case, evaluation focuses on the school educational work and teacher evaluation.

In what concerns to evolution of the training sector, and as it was stressed by CIEP, it reflecting about the training sector is very difficult because it is a burst sector, very diversified and that cannot be structured overall because of heterogeneity of his various segments. Everyone has its word to say on this sector: politician, social partners, industry,

regional authorities (these interventions concern us directly since they define the access modes of public), etc.

It is not yet a strategic sector because research is not developed enough and is very parcelled out. Moreover, one does not do enough investments in this sector.

Construction of a trainer professional identity must take into account the very great diversity of the professional situations of the trainers, who often have statutes unstable and precarious and whose activities are sometimes taken of load by external actors. As F GERALD () marks it the attentive observation of the practices allows thinking that it remains much of way of the consolidation of professionalization. The instability of the margins of the field of the formation, the heterogeneity of the activities and the representations related to training, the division of specific functions between professionals and not professionals, the precariousness of employment, the mobility and the dependence of market contribute to the fragility of a sector which still seeks to be defined.

3. Legal Frame for Teachers and Trainers' evaluation in each context

In this part of the report we will describe actual evaluation systems for teachers and trainers for each partnership country: Portugal, Germany, Estonia, United Kingdom, Greece and France. In order to keep the coherence and allow a more systematic comparison between the systems, we will regard the following analysis points: established teaching standards, entity (ies) responsible for carrying out the evaluation process, instruments and methods used to evaluate teaching and training and purposes and evaluation effects to teachers and educational system.

Portugal

In Portugal, **teachers'** evaluation is linked to the promotion in teaching career, and this is dependent on four main elements:

- Time of effective service rendered in teaching.

- Successful attendance to continuous training courses.

- Performance assessment.

- Acquisition of other qualifications (such as masters or PhDs).

The first two factors are measured through administrative and bureaucratic instruments, apart from the professional competences of the teacher. Only performance assessment really takes in account practice competences for teaching

The teaching career is made up by 10 echelons, corresponding to remunerative levels and to some time of specific service[11]. The attendance to courses of continuous training is verified through obtained certifications and through the number of credits gained (this depends on the number of coursing hours).

Teachers' performance assessment is divided into two kinds: ordinary and extraordinary. The ordinary assessment takes place one year before moving into the next career echelon and it starts with the presentation, by the teacher to the managing board, of a critical reflection report, together with the certification of the attended training courses. This document concerns a set of parameters organizing the description of teaching activities, such as:

- Service distributed;

- Pedagogical relationship with pupils;

- Fulfilling the program key nuclei;

- Performing other educative functions in school;

- Participating in school projects and in activities developed in the educative community;

- Attendance to training courses;

- Doing studies and publishing works.

- Levels of attendance, disciplinary sanctions, commendations and awards.

Ordinary assessment may lead to the mention of "Unsatisfying", "Satisfying" and "Good". However, to become awarded with "Good", the teacher must require the appreciation of his/her report to an assessing committee, made by: the president of the school pedagogic board, a teacher from another school, and a person of recognized worth in the area of education, appointed by the teacher who is being assessed.

Extraordinary assessment must be required by the teacher and happen only when one of the following situations is verified: being awarded with "Good", having 15 years of effective service in teaching and never having been awarded with "Unsatisfying" or having completed a specialised degree. This assessment consists in the appreciation of teachers' critical

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[11] 1st and 2nd echelons -3 years of service each; 3rd echelon – 5 years; 4th, 5th and 6th echelons – 4 years each; 7st and 8th echelons -3 years each; 9th echelon – 6 years.

reflection by a regional committee, which can be expressed through the mentions of "Good" or "Very Good".

In the scope of extraordinary assessment, the legislation considers a special kind of assessment named interpolated, aimed for teachers who have been awarded, for the first time, with "Unsatisfying", as long as half the time required to raise echelons has elapsed.

Trainers in Portugal may be evaluated in different ways. On one hand, trainers in initial vocational training are assessed as teachers, as they work in vocational schools and are included in the Educational System. On the other hand, trainers in the scope of continuous training courses, as those promoted by IEFP, are evaluated in by its institutional frame.

In IEFP, trainers are submitted to two different evaluation systems. The first one is destined for trainers who are part of IEFP staff, and therefore, they are evaluated through the integrated performance assessment of the Public Administration (Law nr. 10/2004, from March 22nd). The second system is destined for IEFP's external trainers, who minister occasional training courses and who make up most trainers in activity.

The integrated system for performance assessment of the Public Administration, still in its initial stage of implementation, stipulates that assessment is carried out every year, as a necessary requirement for one's professional progression and promotion in the career, for the conversion of temporary into definitive appointment and for the renewal of contracts. This assessment falls into the following components:

- Individual contributions for achieving aims;

- Behavioural skills, aiming at the assessment of relatively stable personal characteristics, that differentiate the performance levels in a function;

- Personal attitude, that is, personal commitment to reach superior levels of performance, including aspects such as the effort done, the interest and motivation shown. (Article nr. 8).

Intervenient in the assessment process are: the person being assessed and the one assessing, the responsible for the service and Council of Assessment Coordination (responsible for consulting, supporting and reclamations appraising). Assessment lies in the hands of the immediate hierarchical superior or of the official responsible for coordinating

the person being assessed – the assessor should have been in functional contact with the person being assessed for at least six months[12].

Performance assessment may be ordinary or extraordinary. The first one is related to workers who have rendered more than six months of effective service in the previous calendar year and focusing on it. The second one only takes place in exceptional situations (Article nr. 10).

The assessing process comprises the following stages:

    a) Definition of the aims and results to be achieved;

    b) Self-assessment;

    c) Previous assessment;

    d) Adjustment of the assessments;

    e) Interview with the person being assessed;

    f) Ratification;

    g) Reclamation;

    h) Hierarchical recourse (Article nr. 13).

The law also determines that the assessment system should allow for the identification of the workers' training needs that should be taken into account in the organism's annual training plan.

The assessment of IEFP's external trainers is specific and focuses, essentially, technical and pedagogical skills shown while the training course was taking place and in their relationship with trainees.

This performance assessment is compulsory and it is carried out by the elements of the Centre, responsible for the training courses in which the trainers participate.

The assessment is regulated by its own handbook, produced by the IEFP, so that the trainer, considered an essential element for the success of the training course, will be submitted to an assessment, both in terms of his/her technical and professional skills and of his/her contribution to create a climate of trust and mutual understanding between the

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[12] In the cases when these conditions are not gathered, the person assessing is the hierarchical superior or, in his absence, the council of assessment coordination.

participants in the training process. This is a joint process, assumed by the trainer and the training entity.

To carry out this aim, an assessor fills in the Assessment of Trainers' Performance Form (Department of Vocational Education and Training, 1999), which contains:

- A global descriptive appraisal that should stress the trainer's performance, according to topics such as assiduity, punctuality, commitment, initiative, creativity, skills or other important considerations;

- A table of performance indicators, in the following areas, each indicator scoring in a scale of one to four (Never, Rarely, Frequently and Always): planning, organization and development, interpersonal relationship; accomplishment of legal requirements.

It should also be mentioned that all the trainers who develop a training activity in the IEFP, no matter their contractual links, whether he/she is internal or external, are assessed in the course of that activity, in the scope of the assessment of the training process predicted for each training course. This assessment involves all trainees and the coordinator of the training course and it is done at the end of the course and/or of the module of the course in which the trainer is involved.

Trainees participate in trainers assessment by filling the Course's Follow Up Form and/or Course's Global Appraisal Form, in which the trainers' performance may be rated in a scale of one to five points (from Poor to Very Good), in the following areas: mastery of the theme/subject, methods used, language used, documents available, punctuality and assiduity, taking advantage of the time, commitment and relationship.

The coordinator of the course/training team assesses the trainer by rating him in a scale of one to four points (from Poor to Very Good), in the following areas: monitoring of the module/course, intervention in the trainees' assessment.

Described evaluation established by the government, applied to teachers, VET teachers and trainers as public staff results in a qualitative classification to the person (from "Unsatisfying" to "Excellent") and consists on a criterion to career progression (associated to remunerative levels). Better performances result in a bonus reduction of the necessary number of years in order to move to a superior echelon.

However, the institutional based evaluation (for external trainers) does not affect their career in logistic ways, but may condition the chance of being hired to other training courses.

Furthermore, it exists, in Portugal, an Accreditation System for Training Entities. Accreditation is compulsory to all training institutions who benefit from European communitarian founds to implement their activity. The Training Quality Institute is responsible for executing the accreditation, by the validation and recognition of the training capacity of the institutions. In this way, IEFP training' and trainers' quality is assured.

Germany

The Standing Conference of the Ministers of Education and Cultural Affairs (KMK) defined seven fields of action including continuous quality assurance based on standards and result-oriented evaluation. Measures are also to be taken in the area of improving teaching activity particularly with regard to diagnostic and methodical competences. These measures are embedded in the following strategies, involving **teachers**' evaluation:

- School development processes: greater school autonomy and responsibility for school principles, development of school specific profiles, and promotion of inter-school cooperation.

- Establishment of quality management processes on institutional level

- Evaluation of schools and teachers

- Role changes of school inspectors aiming at the advisory function of school authorities.

As a basis for the reform process new standards for teachers' education have been formulated by the Standing Conference of the Ministers of Education and Cultural Affairs of the federal states (KMK) in 2004. These standards specify competencies in the educational sciences focusing on initial and continuous teachers' education and should be implemented in 2005/2006 scholar year. Moreover, the federal states agreed on evaluating teacher education on a regular basis.

However, in a narrow sense, federal authorities have been regulating the teacher work, even if with there is no national framework and the teachers have wide freedom in the system. On the federal level most of the states implemented legislation for internal, external or self-evaluation. But in most cases, there is not enough information about the use of the evaluation instruments and its practice is still in an experimental stage.

Teacher evaluation is done by state supervisory authorities. The school inspectors as regional and district authorities operate under the direct supervision of the education Minister. They are responsible for legal and professional supervision and inspection.

Depending on the federal state appraisals are carried out by the head teacher and/or the school inspectors.

Generally, teacher appraisal is based on:

- visits to classes by school inspectors and/or the head teacher;
- performance reports written by the head teacher;
- inspection and assessment of students' work.

Performance reports have to be based on observations over a long period, class visits and conversations with the teacher. In case of promotion, it also must focus the leadership skills, human resource management, school management and communication skills.

Based in these reports, a staff member responsible for school supervision submits a final performance report concerning a overall verdict, using a multi-level scale (e.g. particularly suitable/ suitable to a good extent/ suitable/ unsuitable). Some states have specific forms to regular teacher evaluation, with particular scales for teaching performance and capacities.

Superintendence by school inspectors refers to observation of teaching, but the process of measuring the effectiveness seems to be more or less left to personal judgement.

In the case of **trainers'** evaluation, there have always been attempts to measure training quality in Germany, but the question about adequate methods and standards remains unsolved.

The following quality indicators concerning VET trainers are presently discussed by trainer alliances (www.managerseminare.de).

- Input criteria:
  - Trainer's vocational education (the determination of this criterion bears some problems because there is no specific training for trainers);
  - Professional experience;
  - Additional qualifications;
  - Training methods;
  - Preparation of the training.
- Output criteria:
  - Students' satisfaction;

- Knowledge realisation and application in the training.

However, these criteria are still under discussion. It has been difficult to achieve consensus since, for each one, there are obstacles for a clear definition, regarding associated to different perspectives.

Teachers and trainers evaluation is mainly used to assure the quality and the professional development. Teacher evaluation occurs mostly during their initial training and serves qualification and rating in the list on the candidate list and therefore the allocation to schools.

Furthermore, teachers are seldom evaluated after they are established in post. Thus appraisals on periodic intervals (only applied in some federal states) have little consequences on teachers' career. An underperforming teacher may be required to undergo further education or to move to another school, but dismissal is extremely rare.

Estonia

As mentioned before, there are basically the same legislative acts for teachers and trainers evaluation.

At the moment, three models of analyse/evaluation of teachers' and trainers work can be distinguished: state- supervisory evaluation, teachers' evaluation/attestation for higher category, internal evaluation of school.

State-supervisory evaluation of schools and teachers and trainers performance concerns to the general evaluation and supervision of educational institutions in order to examine and improve the educating process. It establishes criteria for evaluation of teaching/educating and managing process of educational institutions. Although teachers' performance is evaluated when conducting state supervision over the schooling and education in a school, teachers are not evaluated individually. The act that regulates this kind of evaluation (State Supervisory Evaluation Order and Criteria of Evaluation of Efficiency of Schools Performance in Educating and Developing Activity and Managing of School, 2003) takes in account the educational institution as a whole, considering teachers' evaluation as only a part of the school evaluation process.

However, in this case, there are also some standards for teachers' assessment, such as the following:

- Teachers are professionally competent;
- Teachers are forming students' learning skills;

- Teachers are forming students' collaboration skills;

- Teachers guide students to behave according to socially acceptable behaviour patterns;

- Teachers are choosing teaching strategies and methods according to students' personality.

- By the use of assessment, teachers motivate students to learn consistently.

This evaluation belongs to the state formal educational system and is fulfilled by the authorities of Ministry of Education and Research together with the county level civil servants in education.

The following methods are used to assess schools, in the state-supervisory level:

- Analysing of statistics, financial accounting, results of exams and test and other gathered information.

- Investigating and analysing documentation of the institution.

- Interviews with management, teachers', other school personnel, members of school council, parents, pupils.

- Visiting classes, educational activities, enterprising, students' performances.

- Doing enquiries.

- Observing learning- and learning environment, teaching materials and institution's inventories.

The results of external evaluations are presented as a controlling act, where teachers and trainers evaluation are suggested impersonal ways. There are no direct effects of this evaluation in teachers' career or professional development, as its aim is to guarantee the quality of schooling.

The **system of evaluation/attestation** is a voluntary system used when a teacher or a trainer applies for a higher rank of category. There are certain requirements, which attestation commission should consider. If the evaluated teacher or trainer measures up the requirements, the category of junior-teacher, teacher, senior-teacher or teacher-supervisor will be attributed. These designations validate for trainers also.

Some categories are attested in schools (practising teachers and trainers-junior teachers and teachers) by the existing school evaluation committees. Regularly are involved into this process mainly senior teachers and teachers-supervisors. The committees may also involve Teachers Union and local government representatives. Evaluation of senior-teachers and

teachers-supervisors is carried out by the qualification and examination authority (Ministry of Education and Research).

The attestation commission's work-method is a session. Members make acquaintance with materials, which is presented by evaluated teachers or trainers. After secret voting the attestation commission makes the decision. Junior-teacher and teacher qualifications are attributed without expiring date; senior-teacher and teacher-supervisor qualifications are attributed for five years.

Attestations have been executed periodically in order to evaluate the teachers and trainers' work efficiency and the accordance of their current qualification to the requirements of a certain category.

Internal evaluation is usually part of school management system. It can be viewed as an analysis of the efficiency of schooling and managing, which stems from the aims of the educational institution and supports its development. This voluntary model is quite new in Estonia, therefore there is not any unified internal evaluation system yet. In the course of this evaluation each teacher should also fulfil the self-assessment (assessment of her/his work).

There is a general trend stated in the national development plan for teacher education 2003-2010 to increase the role of internal evaluation and self-evaluation of teachers in schools and decrease the share of teachers' external evaluation as base for professional development. Effective measures to accomplish this intent are: substitution of state supervisory evaluation to internal evaluation, with teachers playing a much more active role in their own assessment, and providing regional evaluation centres, responsible for the advising and consulting of schools in evaluation issues.

United Kingdom

Apart from the National Qualifications Framework (NQF) teachers in United Kingdom are evaluated in service with an annual performance appraisal done by the "Line Manager" (e.g. Head of Department or Head Teacher). This appraisal should be related to school objectives, as it is laid down in the School Development Plan, as well as to personal targets for performance and improvement. Teachers must demonstrate how they have contributed to the achievement of organizational objectives.

Along with that, some schools implement "upwards appraisal" or "two-way appraisal", where teachers can evaluate their hierarchical superior.

Problem teachers may be put on a more frequent appraisal schedule. The policy is to support unsatisfactory teachers as far as possible. However, if a teacher is considered unsatisfactory in three sequent times, he will be dismissed, usually. There are established grievance and appeal procedures which can end in litigation e.g. if a teacher feels unfairly treated.

In some rare instances, a local authority can demand that a teacher or school director is suspended or even dismissed if he/she has proposed or said something publicly that is politically incorrect.

The evaluation of teachers that takes place in the appraisal process is not directly connected with the NVQ assessment process. The lastter is purely for certification of competences, but, as it has to be supported with evidences of competences' achievement, it would be perfectly valid for a teacher to include extracts from an appraisal report to reinforce the integrity of any claims that a competence has been achieved.

The process of identifying and analysing the competences and specifying the occupational standards (in NVQ) starts with the definition of the expectations of employers in sector of activity – in this case , the developing and extending knowledge and skill sector.

Through a long and rigorously controlled consultation process, the competence definitions are specified in a format so that it can be used for focused training and evaluation. These formats are included in the National Qualifications Framework (NQF) as National Vocational Qualifications, which are available for almost every occupation. Appropriate assessment and accreditation standards are available from foundation/entry level to strategic management level.

UK competence standards must be industry-led: they arise from the collective experience of occupational experts. These are not imposed by academic organisations or training providers or government, instead, the employers work with professional or trade unions in order to create the relevant standards on which the NVQ's will be developed.

In synthesis, the process to create of a NVQ consists on the following steps:

1. Competence requirements researched by industry.

2. Standards drafted by experts.

3. Draft standards are reviewed by National Authority (Qualification and Curriculum Authority).

4. Standards agreed.

5. Pilot assessment exercise undertaken.

6. Outcomes reviewed and addressed (consultation with industry/occupational experts).

7. Submit to QCA for NVQ status to be approved.

NVQ standards are statements of performance that describe what competent people is expected to be able to do, they cover all the aspects of an occupation, including current best practice, the ability to adapt to future requirements and the knowledge and understanding that underpin competent performance.

When new candidates start an NVQ, the assessor will usually help them to do:

- Identify what they can do already;

- Agree on the standard and level they are aiming for;

- Analyse what they need to learn;

- Choose and agree on activities that would allow them to learn what, candidates might take a course if that seems the best way to learn what they need, or they might agree with their employer or supervisor to do slightly different work to gain evidence of competence they need.

Candidates compare their performance with the standards as they learn. They look at what they have achieved, how much they still need to do and how they should go about it, until they are assessed as competent for a unit or for a whole NVQ.

At this stage, teachers or trainers should present their "Evidence Portfolio", which is not restricted to documentary evidence and can also include photographs and audio/video tapes of any special teaching/training activities or resources that may have been developed. The evidence must be:

- sufficient (enough),

- reliable (must include a few different examples of the application of competence),

- current (reasonably up to date, usually no longer than two years),

- valid (relate directly to the competence being assessed),

- and authentic (must have been achieved by the candidate and not someone else).

Vocational qualifications for teachers and trainers are exemplified in Annex 3, since there a long list of competences for each unit in each level.

Within the NVQ system, once one gets to level 4[13], it is usually taking a pure management qualification. For example, nobody achieves level 5 as a teaching practitioner, this happens only at level 3. School head teachers now have to complete a level 5 NVQ in The Management of Schools. Therefore, there are PhD's working in schools who are useless teachers and will never get promoted. We have other people at director level in our colleges who may not even have an academic degree at all - they have come in from industry, because are promoted for their performance and not for their qualifications.

Greece

The Greek educational system considers, nowadays, that teacher's evaluation has to implemented in a basic pedagogical process of personal and professional development and in an important mechanism for the qualitative education upgrade. In the Ministerial Decision Δ2/1938 from 1998, educational work and teachers' evaluation is defined as the continuous procedure of assessing the degree to which the aims and objectives of education are implemented along with monitoring the quality of provided education.

Hellenic legal frame defines two distinct types of evaluation: **educational work evaluation** and **teachers' evaluation**.

In one hand, educational work evaluation aims at, synthetically, the following:

- provide and upgrade the quality of all factors involved in the educational system, including the qualitative development of school life, the acceleration of improving the curriculum, the imbalances' attenuating between the various schools, the decrease of bureaucracy, the faster transition of information, the more full administration and operation of schools, the tracing of educational system's shortcomings;

- improve constantly the educational communication and relationship between teachers and their pupils;

- improve the teaching practices in the classroom.

Education Research Centre (KEE) and Pedagogical Institute (PI) are responsible for caring out the educational work of schools. KEE elaborates models of indicators and criteria for evaluating the situation in education and follow-up at national level, regional level and for a specific school. Schools must write reports describing their self-evaluation, assessment by teaching staff and indicators for potential problems and disfunctionalities.

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[13] See page 16 for NVQ levels description.

On the other hand, **teachers' evaluation** aims to:

- strengthen teachers' self-knowledge regarding their scientific and pedagogical constitution and teaching ability;

- constitute an evidence-based image concerning their work efficiency;

- endeavour improvement of their teaching skills by profiting from the results of the evaluation and the guidance of the evaluators;

- identify the weaknesses in their didactical work and attempt to eliminate them;

- satisfy teachers with the recognition of their work and provide motivation for those who wish to be promoted and work in education executive positions;

- recognize in-service training needs and to define the content of this training;

- cultivate an environment of reciprocal respect and trust.

Two kinds of teachers' evaluation are being introduced in Greece: an internal evaluation carried out by the School Principal for the evaluation of the teacher's administrative work and an external evaluation conducted by the competent School Counsellor[14] for the evaluation of the scientific and pedagogical competences of the teacher.

Internal evaluation focus teacher's pedagogical organisation and professional work (administrative work), which includes: undertaking initiatives, pedagogical behaviour, collaboration with students, parents and other teachers, teacher's punctuality and absenteeism, among others administrative issues.

For **external evaluation,** the School Principal must take in account the following performance references:

- The teacher's scientific expertise and activity:

  · Scientific constitution and knowledge of the scientific domains;

  · Scientific activity: studies, scientific interventions, in-service training, book and article writing.

- The teacher's pedagogical and didactical ability and activity:

  · Teaching planning and structure;

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[14] The School Counsellor is a civil servant selected by Ministry of Education special committees, who are selected and distributed by subject fields and are responsible a number of schools in a district.

· Flexibility in the deployment of didactical action;

· The allocation of the teaching time and audio-visual media;

· The adoption and application of innovative activities;

· Pedagogical climate;

· Teacher's assessment of students.

External evaluation is supported by evaluation reports, written by the School Counsellor. The process is prepared progressively through continuous communication between the counsellor and the teacher all over the school year. This communication is carried out through informative seminars and other training meeting organised by the counsellor; visits to the school and the teaching room during the lessons and other ways of collaboration for finding solutions for scientific, pedagogic and instructive subjects.

Before the evaluation report is finalised, a personal self-evaluation is optionally submitted to appropriate evaluation body. The teacher's self-evaluation is based on the same criteria that evaluation done by the counsellor. The non-submission of a self-evaluation form does not thwart in any case the evaluation procedure.

Evaluation of school teachers is regular and concerns all teachers on primary and secondary education. Each teacher has to be evaluated after the first two years of service, every three years during the next twelve years and every four years during the following twelve years. Priority for evaluation is given to teachers who:

▪ are going to acquire permanent contract as teachers in the public sector;

▪ are going to apply for executive positions in education;

▪ have executive positions in education;

▪ want to be evaluated.

A positive evaluation of the teachers' work is one of the requirements, together with service years on permanent contract, for promotion. At present there are three levels of automatic promotion: A, B and C. Teachers are appointed at the initial level of C, corresponding to a salary scale. For promotion from level C to B are required two years and from B to A, six years are required.

School institution is the executing entity for teachers' evaluation. Other higher instances are responsible for monitoring the process (District Education Offices), regulation and

administration (Ministry of National Education and Religious Affairs and Regional Education Directorates).

In Greece, teachers and trainers are seen as associated professionals and are evaluated by the same entities, based on the mechanisms described above.

France

If the evaluation never seemed a bone of contention between the ministry for education and the trade unions, it is undoubtedly because, like an inspector of academy writes it "the degree of acceptability of the system of evaluation of the personnel measures himself with his illusory character, even with his quasi-uselessness": fast judgement often confirmed by many informed observers. One can legitimately think that rising generation of teachers is stimulated little by a system of evaluation opaque in its operation, ineffective to improve teaching and, surely, unjust as for the management of the careers.

The secondary schoolteachers are the only civilians' servant to be profited, for the majority of them at least, of a double "evaluation", make a double notation of it. Indeed they receive each year a mark on 100 which results from the addition of a pedagogical mark on 60 and from an administrative mark on 40 (except for the PEGC whose two marks have an equal weight and personnel seconded to the higher education, which receives a single mark).

The administrative mark is carried by the head of establishment: it is supposed to evaluate at the same time behaviours (like punctuality), of the attitudes (like the authority) and of psychosocial qualities (like the radiation). The administrative marks are revisable in academic and national Joint Committee; except rare exceptions, they range between 36 and 40 and are strongly related to the seniority. The heads of establishment seem in majority discouraged by a procedure which attaches any true appreciation and no real influence on the behaviours has: one on five approximately carries out a scheduled maintenance with the marked people, and more half state not to never put a "bad mark" because of the constraints related to the grids of notation... or by simple pusillanimity.

The pedagogical mark is carried by the inspector, but this responsibility is strongly framed by two determining procedures. Initially the first mark, which is given on the basis of nature of the contest and the place of the candidate, proves to be decisive; as a trade-union person in charge "she said to us marks with red iron". Because then, in order to respect the requirements for a certain equality between areas and disciplines, the inspector is constrained to allot the following marks according to a "target grid" relating to

the level reached by the professor. As much to say that the seniority, factor of progression between grids, plays a role determining in the development of the marks. This mechanics causes that the same mark does not have the same significance for a professor beginning and another in medium or end of career. Other anomalies contribute to make lose any significance with the device, like the weak frequency of the inspections due to the extra work of the inspectors. Thus half of the teachers has not been inspected for at least 4 years, the quarter for at least 8 years and the fifth for at least 12 years! An individual strategy can thus consist in for one requiring inspections brought closer to see its mark increasing more quickly... and for the other to avoid them with a same aim. Ultimately, as a head of establishment marks it "it does not exist real difference in treatment between that which does its work in excellence and that which is satisfied to make the minimum". The accumulation of these small injustices - because the mark is decisive for advance in the career, and thus on the wages - is stimulative neither for the team work, nor for the climate of the establishment and, as many young teachers mark it, proves not very encouraging for those which are invested in their trade.

However the teachers remain in majority favourable to the principle of an individual evaluation. But, in their spirit, this evaluation should be more formative than summative, proceed in a more frequent way and from the point of view of assistance, and either in the situation council and accompaniment. According to teachers, evaluation should be founded on a maintenance and a thorough examination of teaching work: the majority of the professors reject the "visit of class" as principal element of their evaluation, a procedure considered to be formal and skewed; they do not wish either to be judged on their results (moreover how to compare "progress of the pupils" of a professor - and a class - with the other?). They are increasingly unfavourable with a reinforced role of the school head in this field. They would accept readily however, that account is held, beside teaching competences, of their investment in the life of the establishment and of their effort of continuous training. From this point of view the way in which the inspectors currently invest their role is judged rather severely: if a professor on four regard which it mainly comes to advise, two out of three think that it primarily comes to control and mark.

Obviously, the evaluation of the teachers such it is led in France, poses significant problems that the recent evolution of the teaching practices and modern education systems returns today more enriched.

In the context of training activity, a team of interested partners in competence's evaluation has developed an interesting instrument. The CD-Rom "Trainers Targets"

was conceived by the AFPA (Association for Vocational Training in Reunion Island), EDF-GDF, Télécom and Savoirs Interatifs, who were responsible for caring out the production. Each partners contributed to the financing and the technical development of the product.

This CD is presented as an assistant tool for trainers' positioning, "its ambition is to offer a referential base, open enough to be able to be integrated in any device, its vocation is to help a trainer to define himself/herself and to negotiate, with the help of an adviser, a plan or a improvement course". It also can be used within professional assessment, in the perspective of recognising assets, for evolution in career, needs' analysis or for the construction of a training plan for an organization. Lastly, some efforts have been done to integrate this tool in the recruitment procedure or in activities management, "thus it can be fill various functions, in condition of being integrated in a process adapted to the continuous objectives".

The CD is based on the concerted definition of a framework of activities, which rests on professional situations defined in the partnership work. The referential consists in 16 professional situations gathered in four areas: engineering, the teaching relation, accompaniment, activities transverse (management, communication).

The objective of the CD is not to reveal professional activities, but to provide indicators of competence interpretable within the framework of positioning service, it was thus necessary to build a methodological model for the evaluation of competences. It was considered that professional competence rested on contextualized experiments, procedure knowledge, methodological knowledge, and declaratory knowledge. For each of the 16 situations, the CD proposes:

- an exploration of the experiments (in the form of a questionnaire);

- a setting in methodological situation (in the form of a case study filmed);

- multiple choice questionnaires (QC M) bearing on associated knowledge.

From the sixteen proposed situations, the candidate determines, according to his/her needs and positioning objectives, a route by choosing the adapted situations. Once the professional situation to treat is selected, the candidate will proceed thought a sequence of screens which allow him/her to, successively, declare experiences, react on a case study film and to answer questions of

knowledge. When the candidate has treated a set of screens related to one professional situation, it turns over to choose a new situation.

Three dimension' structure (experience, methodology and knowledge) facilitates the identification by the user of the competence model retained and the appropriation of the step. Each dimension requests different intellectual requirements. Experience dimension returns to the memory and the analysis of the lived situations; methodological dimension returns to the comprehension of the suggested situations and the comparison between these situations and professional models of intervention; knowledge dimension appeals to the mobilization of acquired knows.

The choice of a linear displacement inside each situation is related to the positioning objective, the selected evaluation model of competences and to the need to optimize the time of passing. In fact, a "come and go" structure, with the possibility for dead ends would turn this tool into a learning tool and not a positioning tool.

The whole of element from the answers constitutes indices whose combination is posted on a target which visualizes the degree of the competences' control. "Then, belongs to the adviser to validate this assumption and to release elements of proposal". For this tasks the advisor be supported on the visualizations, in target shape, but can also analysis the detailed answers of the candidates. All these elements are used as indices, which are to be explored during the positioning interview, which considers the positioning aims, the results, its feedback on the person and the person reflection on these results.

Since its release, "Training Targets" was used in a varied contexts: professional assessments, construction of a training plan, analyse the improvement need of a team, dynamic evaluation of training courses.

The experience made possible to evaluate the complexity of the positioning practice. Training stages were organized in order to allow the users an optimal use of this tool, which is the only assistance tool whose efficiency rests on the competence of the professional who assure the positioning interview.

TRAINING MANAGER

THE BENCHMARK

Training manager is based on an activities benchmark description structured around 20 professional situations

Counselling /Designing

- To define a training policy – To design a training plan
- To advise a manager – To implement a training plan
- To set up a training path - To design the setup for the follow-up of the "making professional project"
 - To design the assessment setup
- To provide counselling to trainers

Managing /Developing

- To organise the team work – To provide "a watch"
- To manage the production – To develop a training offer
- To evaluate performances – To conduct the commercial development
- To manage competences – To value innovation

Leading activities
 - To lead a project
- To lead networks of intervention
- To lead expertise development
- To lead a partnership

TARGET TRAINER V2.0

THE GOALS

- To help every trainer become professional
- To undertake an exhaustive inventory of the trainers' competences, to encourage their improvement or their career evolution,
- To make the recognition of attainments easier, to establish an individual or collective training plan
- To provide a tool to help in the recruitment of trainers

THE BENCHMARK

"Cible formateur" (Target Trainer) is based on an activities benchmark description divided into   15 professional situations

Training course design / Educational Relations

- To guarantee the quality - To evaluate training
- To analyse the needs – To elaborate a specification chart in a collective situation
- To   give individual training
- To design training - To perform training on the job
- To organise resources

Support/ Follow up Managing/Communication

- To design vocational integration paths
- To manage training actions
- To manage alternation - To run a meeting
- Tutoring – To conduct interviews
- To write professional essays

EXPERIENCE

An approach, through an assertive questionnaire, that puts in evidence the user's attainment through experience.

METHOD

The resolution of professional problems – with the help of 70 mini video sequences -presents the main professional situations

KNOWLEDGE

For each professional situation, questions about needed expertise: concepts, tools, methods, authors...

ASSESSMENT

The printed results are available under three heading:

Targets: visual digest of the results

Results in %: quantitative digest that complements the targets

Results in detail: Formulation of each question, expected answer, user's answer

A tool to help positioning in the training professions

Another positioning CD-ROMs are being developed, one bearing on the job of training responsible and another bearing insertion jobs.

Synthesis

In every partnership country, we've found some kind of legal framework for teachers' work and its evaluation, with an established procedure to execute it. In most contexts, this is regulated by the government, through the ministry responsible for the educational system. However, it can be found distinct evaluation tendencies: from more centralized ones, as for Portuguese case, to more school based ones, as for Estonian and Greek systems.

In most situations, teachers have a passive role in the evaluating process, since assessors (authorized instances or supervisors) are responsible for observing, reporting, visiting and deliver information about the teacher's work. Therefore, it may happen that the assessor to be apart of teacher's routine in classroom and their pedagogical problems, what causes the loss of chance to feedback and support him/her with relevant orientation about their professional performance.

In other cases (e.g. United Kingdom and Greece), a more close evaluation allows teachers to participate in their own appraisal, writing self-evaluation reports and following the process with the assessor (counsellor) by keeping communication and collaboration in the comparison between achieved performance and aimed standards. This seems to be an important element to assure quality in educational system, instead of controlling it. Teachers and assessors work together in order to verify the strengths and weaknesses of provided education, since they are the main actors and promoters of it.

Legislation about teachers' evaluation is often associated with progression and promotion in a scaled career, with a bureaucratic mechanism of levels and categories. Seldom there's demonstrated will to incentive teachers in a qualitative way, directly in their working conditions, and, in some contexts, as for Estonia or Germany, there are sometimes no clear benefits or direct effects of teachers' evaluation for them – most often the evaluations are basis for promotion. Otherwise, in United Kingdom, teachers, trainers and other professionals, passing through NVQ's process, can get a certification according to their competences, which allows them to apply for a higher job category, in a parallel procedure to promotion.

For trainers, politics are not so specific and the occupation is not seen yet as a national concern to most governments. Exception is made in Portugal, where IEFP (under Ministry of Work and Social Solidarity) has clear rules for entry and work in training. Estonia already has a common statute for teachers and trainers and, in UK, they are seen as any other profession and, therefore, they are regulated under the National Qualification Framework. In Greece there some changes are happening in order to establish a regulatory framework for trainers. However, obtained information does not give us enough data to develop a comparative description with lucid conclusions.

Tables 2 and 3 synthesise teachers and trainer's evaluation systems in each country, according to their competencies/teaching standards (see above), responsible entities for accomplish the evaluation process, the used instruments and followed methods, as well as the final effects of it.

Table 2. Synthesis of teachers' evaluation systems in the partnership countries.

TEACHERS' EVALUATION	Evaluation Criteria	Responsible Entity (ies)	Instruments and Methods	Effects
Portugal	Time of service; Attendance to continuous training courses; Performance Assessment.	Ministry of Education and Evaluation Commissions	Critical Reflection by the teacher	Qualitative award; Bonus in time service. Promotion in career.
Germany		Head Supervisory Authorities, School Inspectors and Head Teachers	Visits to class, performance observation, inspection and students work.	Little consequences: undergo further education or move to other school.
Estonia	List of Competences defined in legislation.	Ministry of Education (external evaluation); School Committees (attestation) and other school instances or local government.	Statistical analysis; Interviews, Visits; Enquiries Observation.	Progression in career and some indirect effects through quality improvement strategies.
United Kingdom	Schools'objectives.	Line Managers/ Head Teachers	Assessing teachers contributes for the achieving of school's objectives.	Unsatisfactory teachers can be dismissed.
Greece	Administrative work; Scientific and pedagogical competences.	School Principal School Counsellor	Reports. Communication, seminars, visits and collaboration between teacher and counsellor.	Promotion and quality assurance.
France	Pedagogical mark Administrative mark (behaviours, attitudes and psychological qualities)	Inspector School director	Target grid Class visits	Progression in career

Table 3. Synthesis of trainers' evaluation systems in the partnership countries.

TRAINERS' EVALUATION	Evaluation Criteria	Responsible Entity (ies)	Instruments and Methods	Effects
Portugal	Planning, organization and development; Interpersonal relationships; Fulfilment of legal requirements	IEFP Public Administration	Evaluation Forms by supervisors and trainees.	Progression in career (for external trainers there aren't any direct effects)
Germany	Trade unions appoint: input criteria and out criteria as indicators for trainers evaluation.	There is no established system for trainers' evaluation.		
Estonia	Same system as for teachers' evaluation.			
United Kingdom	NVQ's standards.	Sector Skills Councils: ENTO.	National Qualification Framework; Counselling during the comparison process.	Get qualified for a higher category in training.
Greece	Equal to Teachers' Evaluation (see table above)			
France	Existence of several lists of competences not really integrated in the Human Resources management	Only in case of quality management	Questionnaire, case study, problem solving	There is no established system.

4. Continuing Voluntary Evaluation

Along with the legal evaluation system, schools, teachers/trainers associations or teachers/trainers individually have been developing some strategies in order to have a clear view of their work. Some examples of these are seen all over the partnerships countries for **self-evaluation** as for **hetero- evaluation**.

Most common **self-evaluation** strategies include reflexive documents, check-lists or questionnaires. On the other hand, hetero-evaluation is implemented through peer-evaluation (critical friendships), "coaching" and some other school based projects.

Germany is the studied context with most relevant work done in this issue. This is due to difficulties in establishing an official evaluation model and to results of PISA survey[15], which had revealed several weak points in German education.

Teacher/trainer' self-evaluation has to be distinguished from organization' self-evaluation, although it takes sometimes part of institution development projects. Self-evaluation can be done through the design of personal documents (written, oral or graphic own creations) such as autobiographies, diaries, letters, portfolios or essays. These documents systematise the teacher's reflection about students' feelings and his/her concerns, affections, frustrations, attitudes, perception of educational happenings, so as allow the teaching/training reorganization, to understand its activity and its transformation, aiming development. Personal documents are, in fact, ways of learning with oneself (Alves, 2002).

Diaries are one of the most relevant strategies in self-evaluation. According to Altrichter & Posch (1994) it is an important tool to teachers and trainers to explore their own practice. It represents a formative instrument, enabling teachers to study dilemmas and conflicts in their activity and work on their professional self-image. Alves (2002) stresses the idea that, through writing, teachers move from a protective position in their teaching process to an exploratory one, as outsider observers.

In Germany, the project EIS (Evaluation Instruments in Schools) has demonstrated the use of questionnaires as self-evaluation tools (www.evaluation-bw.de). The project provides some self-reflection questionnaires for teachers, regarding their teaching practice, qualification and lessons. These questionnaires include statements about the use of

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[15]PISA is the Program for International Students Assessment coordinated by OCDE. Since 2000, PISA is being administrated every three years in 49 countries focusing 15-year-olds capabilities in reading literacy, mathematics literacy and science literacy.

innovative methods, familiarity with new findings in educational science or the engagement with children from families with a low standard of education, among others.

Furthermore, there are several handbooks and checklists (e.g. Hermann & Höfer, 1999).

About this issue, Estonian National Development Plan for Teacher Education[16] presented some suggestion for teacher' self-analysis and professional development, such as:

- Analyse their work continuously (classes, activities, teaching results, goals attending, results of internal and external evaluation);

- Use different methods for getting feedback of their work;

- Set up a personal and professional goals according to the results of analysis;

- Plan and execute activities to achieve goals;

- Define needs for supplement education and complete professional knowledge and skills;

- Participate in school workshops, supplement courses, seminars, researching projects with intention to be informed about educational changes, complete knowledge and skills and apply them in their work.

Teachers/trainers may, and should, be assessed by each other, organising groups of discussion and support, where educative issues are dealt and where is tried to find solutions for presented problems (based on classroom experiences). In the scope of **peer-evaluation**, critical friendships is defined as societies in which happens, voluntarily, a shared reflection about practices, based on a relationship between colleagues with common tasks and interests.

Usually, critical friendships are organised between teachers/trainers working in the same institution, but it can be made linking different schools or/and training organizations. Teachers/trainers meet regularly, according to a defined frequency and issues are put forward by participants in the meeting.[17]

United Kingdom has some experience with the introduction of peer-evaluation in schools. The work team in UK reported that teachers usually do not like to do that sort of evaluation, since it turns in to a "be nice to me and I will be nice to you" exercise, in view of the fact that teachers do not see this evaluation as a way to support each other in problems and to find solutions in collaboration.

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16 Kokkuvõte kutseõppeasutuste tegevuse ja juhtimise tulemuslikkusest 2002/2003 ja 2003/2004 õppeaastal.
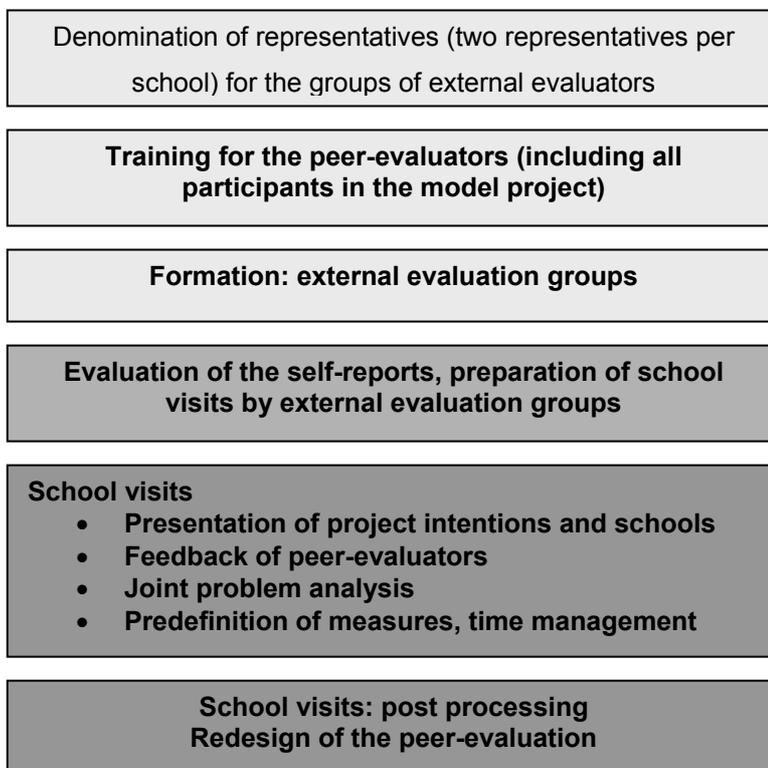
17 See European Project on Peer Review, http://www.peer-review-education.net/

Another peer-evaluation strategy is called "coaching" and happens when a teacher has a colleague with more experience or a specialist in educational issues, who support him in the day-to-day classroom activity. The "coach" can assist to class and should observe the pedagogical and scientific abilities of the teacher, in order to give him effective feedback and support in achieving a good teaching performance.

In a more organizational perspective, appraisal interviews are being used in some schools as part of personal development initiatives. These take place between employers and employees (when teachers and trainers are considered so). The aim is to exchange experiences and to discuss performance so that it can be shaped and building on the strength to improve the fit between the contributions of the teachers and the schools needs for them.

Some projects are emerging recently combining self and hetero-evaluation approaches. In 2004 the Hessian Institute for Education and the Technical University of Darmstadt, in Germany, set up a model project for nine vocational schools combining self-evaluation and peer-evaluation evaluation. The following figure illustrates the process sequences of the project model.

Figure 1. Project EIVER sequence.

Denomination of representatives (two representatives per school) for the groups of external evaluators

Training for the peer-evaluators (including all participants in the model project)

Formation: external evaluation groups

Evaluation of the self-reports, preparation of school visits by external evaluation groups

School visits
- **Presentation of project intentions and schools**
- **Feedback of peer-evaluators**
- **Joint problem analysis**
- **Predefinition of measures, time management**

School visits: post processing
Redesign of the peer-evaluation

Source: Sven Basel, TU Darmstadt, 2004, p.5

Teachers/trainers' evaluation can also be based on the students experience about the professional performance every day. Students' feedback provides an important perspective for evaluating and improving teaching and training processes. Students' rating can be biased and therefore, this approach is mainly used at a secondary school level or with adult students.

In Germany, there are several projects including students' ratings on teachers. For one of these (Network III), students were interviewed in a written form, focusing the following criteria: explanations, charisma, pedagogical attitudes and teaching practice (variety, use of methods, didactical arrangements and stress prevention).

Students' ratings regarding satisfaction with the attended training are widespread in vocational continuing education, since they are the seen as clients. For example, in Portugal, under the established system, trainees must fill a form regarding the trainer performance in the sessions.

Also in Germany, another project showing the schools' will to improve the system quality on their own is 2Q, a self-elaborated model of quality evaluation – developed in Switzerland - and is probably one of the most important quality system for schools.

2Q stands for quality and qualification. Its main emphasis is not on the systematic evaluation on school level, but it rather focuses on teaching quality on a personalized level. 2Q was elaborated by Karl Frey and interested schools can contact his academy for instruments, instruction, consultancy and training. The implementation of the 2Q system involves a certification.

Part III – Starting points for a common evaluation framework for teachers and trainers

The first starting point to the development of an evaluation reference frame consists on checking out the weak points and needs of the existent models. In this scope, framework development will be able to answer those needs.

Some weaknesses of actual evaluating systems have been pointed by trade unions in each country or by educational experts in their scientific revision of the issue.

Simões (2004), regarding the Portuguese teachers' evaluation system, revealed that it wasn't achieving its proposed aims. On one hand, a summative evaluation couldn't be carried out efficiently since it is based only on teachers' self-report content and not on their performance.

On the other hand, evaluation wasn't either formative, since training courses are attended only to get the necessary credits to achieve promotion, and not with the supposed motivation for professional development. Furthermore, a self-evaluation report, written in a solitary way is biased by the teacher's perception of his/her work and stimulates the conversation of teaching styles, as he/she does not receive any feedback on the practices. A teacher/trainer needs an exterior vision, near to him, which follows his teaching process and professional development, in order to introduce new competence conceptions.

In case of trainers' evaluation, there are no effects for their professional work, since institutions carry it out mostly to verify clients' satisfaction and the quality of their provided service and seldom to improve the trainers' skills.

In Germany, schools authorities are adopting their own evaluation schemas to assess teaching quality because they realised that there is a lack of official orientation in this issue. Furthermore, trainers' trade unions are also trying to develop a profile of competences to their job, since no official standards are defined.

The Estonian evaluation system is quite divided and there's lack of unified and clearly regulated evaluation framework. To some extend the requirements for teachers' skills and competences are contradictory with each others. However, there are attempts, in this country, to achieve an efficient system for the educational evaluation, which should include teachers' self-evaluation and specific measures at school-level.

We can see a controversy of systems regarding teachers' and trainers' evaluation: the competence based systems (like Estonia and United Kingdom), which are mechanical and

follow a "check list" method), and the professional development systems, which do not clarify patterns for what a good teacher is or does. These systems apply reflective methods and self-evaluation instruments (like in Portugal). However, this type of system often collides with the government intents to control teachers career (since, most time, they are a public employees) and so, in several contexts, this results in different levels of evaluation (government-level and school-level).

The principal disadvantage of the competence-based models is to compile a standard profile for teachers/trainers behaviour. In the actual educational scenario, is not possible to present a finished description of a teacher's role or list exhaustively all the necessary competences and skills to the professional life. Technological and societal changes create a sense of permanent actualization, self-discover and reinvention for teaching and training practices.

On the other hand, professional development approaches at school-level become isolated cases of good practices with no impact at a national area, in the need for more global references for application. Schools are using a range of different instruments and methods, but there is not consistent information about its validity and results. When school management develops its own evaluation process, the educational system in a certain context gets fragmented and not regulated.

Furthermore, evaluation does not achieve its formative objective since it does not touch teachers in their practice and it's done from a distance view, from where assessors can't get information about classroom routine. Along with that, since teachers do not participate in the process, they cannot get constructive feedback. Other evaluations are too bureaucratic to have any formative impact on teachers and serves only to control their careers.

In order to solve this conflict, McLaughin (1990, quoted Curado, 2002) suggested the institutionalization of evaluation culture, through the joint of the opposite approaches – cost-statement/professional development. This perspective implies the harmonization and the mutual reinforcement between the opposites, which means the conjugation of formative and regulation objectives.

Far from that complementarily, actual systems combine limitations of both evaluation models. Transversal limits observed in the studied contexts are:

- Teacher's passive role in the evaluation process (in association with high control from the authorities);

- Intentions to control the career of the teachers and assure educational system's functions;

- Evaluation is distance-made, evaluators are not aware of the teachers' problems or actions in their day-to-day classes;

- Evaluation is usually limited to a single information instrument, as a report, except for Estonian case.

- The system does not allow to understand the teacher's professional needs, in order to develop mechanisms to satisfy it;

- Systems are polarized: very standardize achievement profile or with no evaluation references.

Along with these limits, the following needs of the systems have been recognized in the studied evaluation models as transversal needs to the contexts:

- The need to turn the evaluation mechanism into a collaborative process between responsible authorities and teachers/trainers, with evident benefits to classroom practice in order to serve the purpose of improving the quality to the education provided to students/trainees;

- The need to develop a set of common European principles for evaluating teaching and training functions, that shouldn't be understood a check-list profile, but as a guideline to all educational practitioners (teachers and trainers), supervisors and institutions.

- The need for that common framework to be applicable in every country in the European Union, but, at the time, allowing the necessary flexibility to correspond to contextual characteristics.

- The need to minimize differences in the professional status: teachers should be more responsible for the education they provide (instead of the government) and trainers should be more recognized as educational agents, as professionals.

Identified limits and needs confirm the pertinence of common principles to guide national and local authorities on the implementation of a more satisfying system which allows individuals to combine acquired learning outcomes, promoting mobility and employability.

Several factors intervene in the construction of a European framework for evaluating educational practitioners' competences. The most essential factors in this scope are:

- Characteristics, limits, strengths and needs of the current evaluation systems in Europe;

- Existing theoretic evaluation models;

- Teachers' and trainers' changing roles in the Information Society, and in lifelong learning, associated with the students' changing roles.

Bearing this in mind, we understand that evaluation should help teachers and trainers to be aware of their role, to discover strategies to achieve educational and institutional objectives and to become proactive for the innovation of educational settings and for quality improvement.

Evaluation should mean, in a global approach, learning, after a long life learning concept, which is, professional development.

As García (1999) stressed, the concept of teachers' professional development is different and complementary from and to continuous training and:

- Is associated with evolution and continuity;

- Implies a teachers' education approach that values the context, the organization and that is change-oriented;

- Involves permanent research, questioning and seeking for solutions;

- Does not affect only the teacher, but all those with responsibility or implication in the school quality and, therefore, professional development happens in the organization in which the teachers work.

According to the professional development approach, the educational practitioner can no longer be the executor of the politics established by government authorities, at the lowest level. More than that, he/she must be an agent for educational development, taking the choices, that, reflectively, he considers correct.

Evaluation should redefine constantly a person's action, through its appreciation. Teachers, trainers, schools and other educational instances, more than helping others to learn, have to be capable to realize "their own learning process" (Equipa Internacional de Países Participantes, 1995). Consequently, evaluation means an intervention against rigid and fossilized organizations and structures, since it acts like a moving strength to innovation.

In order to involve teachers and trainers in their own evaluation, the Education-Training systems should support them, by providing clear and well defined objectives for their

functions. It is important that educational practitioners eliminate incorrect presupposes about what they are suppose to do. Every professional should try to implement the same model, which turns obvious the changing benchmarks. The intent of this kind of approach is to transform the state authority and its hierarchical structures into an open system, capable to react to demands of a constant changing.

The intrinsic relation between school development and professional development of its employees reveals that schools/institutions must be understood as the basic unit for improvement and changing within the Education-Training system. However, in order to turn this relation effective, certain conditions should be accomplished, such as:

- Existence of an institutional leadership between teachers, working as a pushing force of change and innovation;

- Existence of a collaborative culture in opposition to a individualist one, stimulated by objectives sharing;

- Democratic and participative management, where educational practitioners can take part on decision-making processes;

- Schools' autonomy to take their own choices in teaching, organizational and professional issues, what can be concretized, e.g. in the capacity to choose their own teachers

Beside these considerations, it is important to regard that the conception of an evaluation model for educational practitioners, related to their personal and professional development implies the use of diversified methods and information resources, including self and peer-evaluation instruments.

As appointed by several authors (Alves, 2002; García, 1999; Paes, 2004; Silva, 2003) reflection is an essential dimension in the construction of a personal identity. In self-evaluation, reflection allows the educational practitioner to know, understand, analyse and assess his/her practice.

Reflective teachers are in permanent judgment of their competences and in constant observation of the changes they need to do to be adapted to current circumstances in classroom.

A self-evaluation process implies reflection about: perceptions about one's professional self, educational objectives and didactic, affective and cognitive aspects of teaching-learning process. Instruments such as diaries and portfolios can be used to promote a reflective aptitude in educational practitioners.

Furthermore, reflection also plays an important function in peer-evaluation, since it implies observation methods. Educators learn by observation the colleagues work and when other analyse critically their work and give them constructive feedback about it. Regarding this matter, Shön (1983, quoting Silva, 2003) pointed that development dimension it is built on sharing experiences and on the intercommunicative analysis which produces and that is produced by reflection.

Mutual observation will allow the rising of new ideas about education and the improvement of a positive climate for critical discussion.

However, some obstacles can stand to this evaluation method, since it cannot be "improvised or imposed" (García, 1999, p.163). Collaborative reflection must happen within a project involving cooperation, democracy and schools opening. Participants have to understand and agree with the process, so they can make it work.

"It is important the development of a school collaborative culture and an enlarged leadership, within convergence, differentiation, mutual acceptance and the perspectives' conflict stimulate innovate patterns development" (Simão et al, 2005).

These obstacles can be overcome, in part, through the creation of commissions for mutual support working in the institution level. These provide constructive feedback to teachers, helping them to solve routine pedagogical problems through research and reflection approaches. Evaluation commissions could be regulated in order to become part of general systems for quality assurance and staff development in Education-Training.

After this theoretical analysis of the actual implemented systems, we can state that the setting of a common evaluation framework for teaching and training competences should be holding on the following principles:

1. Evaluation should be faced fundamentally, as a learning instrument for professional development, but, still, it should provide information for supervisors authorities regulate Education and Training systems.

2. Educational practitioners (teachers and trainers) should be main agents and actors in evaluation processes and participate in the educational decisions;

3. Evaluation should integrate diversified strategies and methodologies of self and hetero-evaluation;

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4. The achievement of the previous principles implies that the evaluation process is carried out at the closest level to educational practitioners and to educational practice.

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