

HANDBOOK for the use of

Validpack
Validpack

***for the validation of psycho-pedagogical adult-
educator's competences***

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2008

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Introduction

The 4th key message in the “Memorandum on Lifelong Learning”, the Communication from the “Making European Area Lifelong Learning” a Reality and the Copenhagen Declaration indicate the necessity to improve the understanding and appreciation of participation in and outcomes of learning, particularly those from the non-formal and informal area, and to promote innovative forms of certification of these types of learning.

Furthermore, the Communication “Adult Learning: It is never too late to learn” Commission (2006) issued by the Commission in 2006 foregrounded the importance of recognising and validating learning outcomes –the 3rd key message refers to the validation of non-formal and informal learning as “a cornerstone in the lifelong learning strategy”. In order to implement this key message, the Action Plan on Adult Learning - “It is always a good time to learn” , encourages specific actions in the area of speeding up the process of assessment of skills and social competences and having them validated and recognised in terms of learning outcomes.

The second key message in the Commission’s 2006 Communication - “Ensuring the quality of adult learning” also underlines the issue of quality of staff.

As the profession of adult educator is not recognised unless the training is formal and within formally recognised career structures, the involvement of social partners in the recognition of competences of adult learning acquired in an informal, non-formal or formal manner becomes a priority.

The fact that often job relevant competences are not covered by traditional qualification documents is an opinion shared among practitioners, researchers and decision-makers involved in adult education; as these competences have been acquired in less traditional and official learning contexts and through a variety of working experiences, they become difficult to standardised and validated, especially as in different countries there are different contexts. However, the attempt to validate or accreditate prior learning is common: the validation of experiential learning (APEL), the French „Bilan de compétence” – not limited to a specific profession, the Swiss Qualificationsbook „CH-Q”, the German „ProfilPass” or the German „skills analysis”. Generally speaking the validation of competences can be described as a process of competence identification, competence measurement and competence assessment that can be done using different methods and instruments.

A lot of competences that are job relevant have been developed in informal and non-formal learning contexts. This also applies to the competences defining **the adult educator** that frequently go unrecognised. A lot of adult educators interact with adults in a didactical way without an explicit qualification for their activity. Most of them have acquired their specific psycho-pedagogical competencies for dealing with adults on the job, through working experiences, during trainings, voluntary work etc.

According to the above mentioned social and economic new developments and challenges in Europe, „Validation of Informal and Non-Formal Psycho-Pedagogical Competencies of Adult Educators” (VINEPAC) project responds to the European needs by initiating and developing specific measures, instruments, strategies for recognition, validation and certification of the competencies acquired in non-formal and informal settings and contexts – especially for adult educators.

What is Validpack?

The main aim of the VINEPAC project was to create a set of instruments for the validation of real competences of adult educators. Adult educators here are defined as trainers. The VINEPAC project team focused on trainer’s competency profile as this is the main and more frequent role performed by adult educators in general. A trainer is defined as a person designing and running/ performing teaching activities.

The validation of competences of adult educators on European level makes a contribution to professionalisation of adult educators in Europe and to quality management in the field of Adult Education in Europe.

Validpack, a package of validation instruments, creates a framework for the documentation and the evaluation of competences of adult educators, no matter whether they have been acquired in formal, non-formal or informal learning contexts.

For this reason Validpack aims to:

- a. assess important adult educators competences
- b. give space for the documentation of experiences
- c. build a base for certification upon the validation results
- d. be wide enough to be used on European level
- e. document a minimum standard of competences of adult educators
- f. put adult educators in the position to get across the frontier within Europe
- g. be applicable for different contexts.

Validpack consists of the validation instruments designed within the VINEPAC project: mind map, reflection on biography, reflection on competences, “attachment”, observation checklist, interview grid, validation sheet.

In addition to these validation instruments, the present handbook for the use of Validpack contains some useful guidelines and indications for adult educators on how they should approach this validation process. This handbook shows adult educators how to use *Validpack* as a validation instrument to get validated as an adult educator.

Who might use *Validpack*?

Validpack is directed to all educators defined as trainers. That means, if you are an adult educator who has trainer experiences for more than one year / 150 h of working with adults you are entitled to use the *Validpack* and to get your adult educators' competencies be validated.

How to use *Validpack*?

Validpack is organised around three main validation steps: (i) self evaluation, (ii) external evaluation and (iii) consolidation, which are described more detailed further down. The validation is complete only after all the three steps have been taken. You as an adult educator have to prove the indicated competences that define/are specific for an adult educator. This can either happen through self evaluation or through external evaluation. Some of the most important competences needed in adult education are not directly observable, but can be proved through self evaluation. On the other hand, some competences can not be easily self assessed, but they need to be observed by an external evaluator. Both steps are provided for in the validation handbook with additional consolidation to increase objectiveness. The handbook will guide you through all validation steps.

What is the target audience of this handbook?

If you are an adult educator who wants to validate your competences, this handbook is for you. You will find guidance through all relevant validation steps within *Validpack*. The handbook will lead you through the self evaluation and will explain the external evaluation and the consolidation.

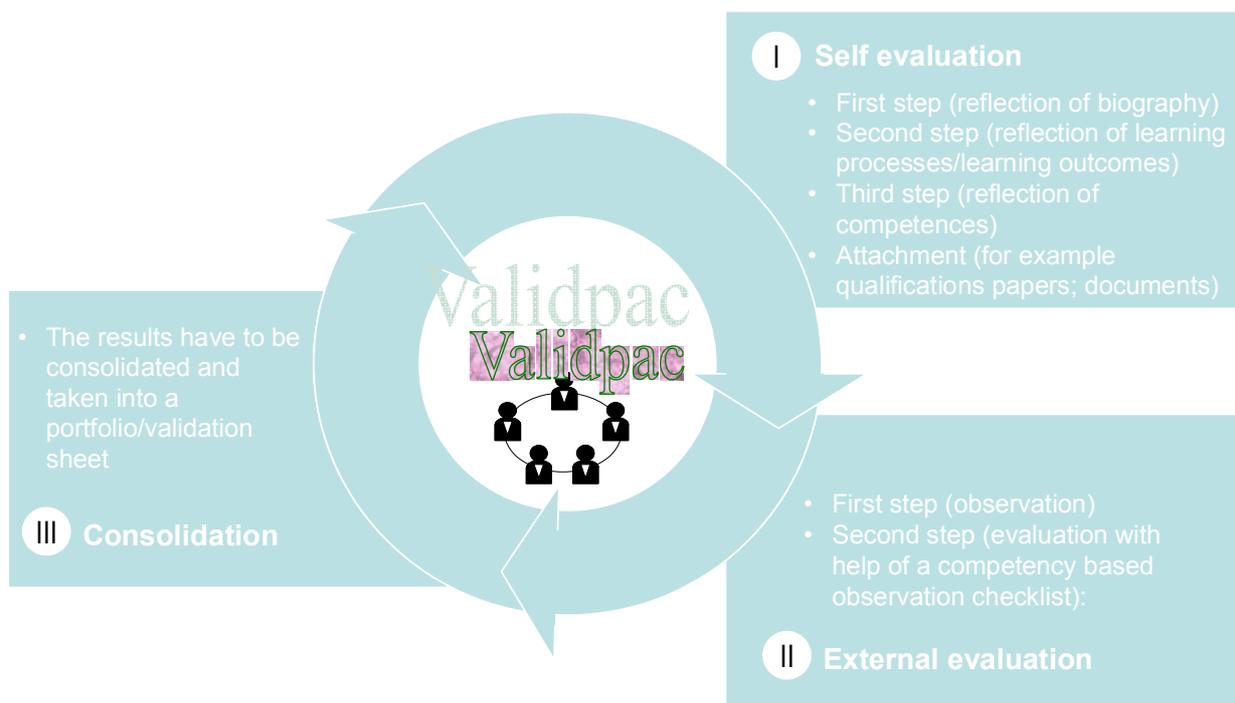
Which validation steps have to be carried out?

Following steps are compulsory within the validation process:

Step I **Self evaluation of competences**

Step II **External evaluation**

Step III **Consolidation of results**



Step I **Self evaluation of competences**

The self evaluation step (self assessment) – is a section offering you the opportunity to reflect upon the real competences that you achieved outside the formal learning settings. This reflection is structured as **reflection on learning biography** and **reflection on competences** and it is also constructed to help you attach all the relevant documents that give an indication of the specific competences or qualifications you have. The *Validpack* - handbook contains an extra chapter framing the attachment of relevant documents.

In a context lacking a regulated professional development pathway in the majority of European countries, trainers have to take the responsibility of managing their own professional and personal development which in many cases takes place in non-formal and informal learning settings.

This section encourages you to draw a clear picture of the quality and the range the competences related to your performance as an adult educator. This reflective and evaluative process helps you in your career and development, for example when you enrol in a new study programme or apply for a new job.

The self-evaluation step covers:

- the reflection on your biography: learning contexts and learning outcomes
- the reflection on your competences
- drawing of your personal mind-map
- attaching of relevant documents (for example qualifications papers; certificates)

Step II **External evaluation**

The external evaluation step (external assessment) – is an additional step in the validation process contained in *Validpack*, meant to increase the objectivity of the validation results. In this section the instruments are an observation checklist and an interview grid, both to be used by an experienced professional to assess you. The procedure regulates that an external expert observes two 1.5 hr training sessions and assesses your competences using the *Validpack* observation checklist and the *Validpack* interview grid.

The Validpack is accompanied by a guide: the *Evaluator's guide for the use of Validpack*, which aims to offer some guidelines for the external evaluation, and also to enable the external evaluator to offer you support throughout the whole validation process.

The external-evaluation step covers:

- the observation of two training sessions by an external evaluator
- the evaluation of competences with the help of an interview grid

Step III Consolidation of results

The Consolidation step – is the last step in the validation process, where all results are put together into one single validation document. This step is to be undertaken by an authorized validating institution. The results of your self-evaluation and of the external-evaluation have to be consolidated. If you meet the minimum standard based on the competences evaluated through *Validpack*, you will get the *Validpack* – Validation sheet which validates your competences as an adult educator. This is a document that can be used in your dialogue with the authorities.

Attachment

The attachment is not a step on its own, but it belongs to step I. The attachment is one chapter in the handbook that gives you a frame to identify and attach all the relevant documents that give an indication and a trace of your competences. These include all kinds of certificates, qualification papers, competency profiles, proves of relevant related activities (ex. member of professional networks/ associations) etc.

If you want to achieve the validation-sheet validating your competences you have to go through all three validation steps (including the attachment). When you decided to go through such a process of validation, please go to a validating institution to receive this handbook and to arrange a date for the external evaluation. There you will get help that includes the allocation of an external evaluator.

Afterwards please follow the steps indicated in the handbook and go through the self assessment process on your own, as described!

Name of the adult educator:

Name of the assessor(s) within the evaluation commission:

Name of the validating institution:

Place:

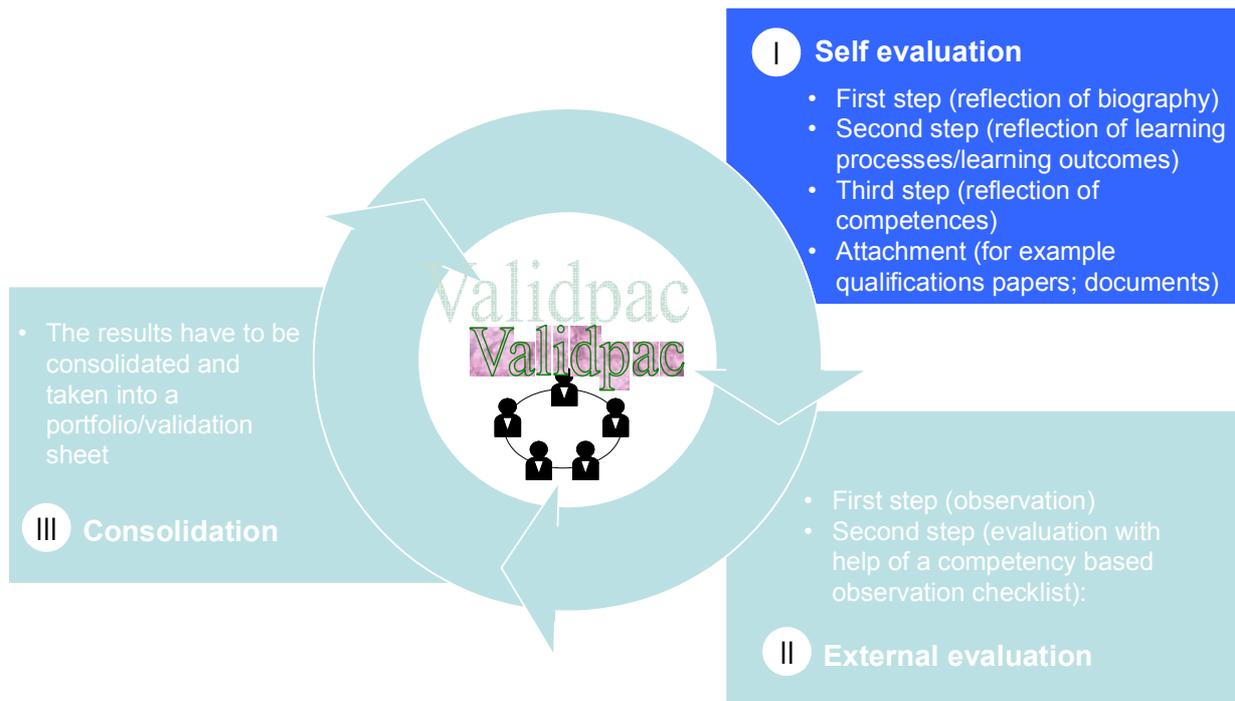
Date:

Signature of assessor:

Signature of adult educator:

Stamp of validating institution and signature of the legal representative:

STEP I: Self evaluation



In this chapter you will get a frame for:

- the reflection on your biography: learning contexts and learning outcomes
- the reflection on your competences
- drawing of your personal mind-map
- attaching of relevant documents (for example qualifications papers; certificates)

Reflection on your biography: learning contexts and learning outcomes - is the section of *Validpack* that allows you to reflect on and record all your previous experiences that are linked one way or another with adult education; in this section you are invited to speak about your learning experiences that occurred in different contexts and about the competences that, in your opinion, have emerged from them.

Please take your time to remember the different contexts in which you acquired or learned things related to your teaching (training) activity. It does not matter if the acquisition or learning took place in formal, non-formal or informal contexts. All learning is relevant if it led to competences you mention as relevant for your adult education (trainer) activity. Please also describe the competences, abilities, skills or knowledge that you would attribute to the specific learning process.

Try to remember and describe the previous experiences that you acknowledge as meaningful for your performance as a trainer; the questions below are just some examples that can guide your reflection. You can feel free to add, delete or modify these questions in order to make them relevant for your experience.

- *What are your previous experiences related to your role/position as a trainer in adult education?*
- *Have you been involved in adult education activities without having an explicit adult education job (consultant, counsellor, coordinator of study groups etc.)? If yes, please mention them.*
- *What opportunities for initial and further professional development have you taken as a trainer (courses, peer tutoring, mentoring, study visits, internships etc.)*
- *What other contexts you find as offering relevant/possible opportunities for the achievement of competences defining the performance as a trainer?*
- *Which concrete abilities/skills can you associate with a concrete learning context? What competencies have you acquired in this context?*
- *Can you name concrete activities where you learned/acquired competences/things you now use in your adult education work?*
- *What are the learning outcomes of the profession / home / leisure time / work etc.?*

You can also reflect on your learning biography by using a mind map.

Draw your own personal mind map. Write down all the tasks and activities that have been important for your development as trainer.

What is a mind map?

A mind map is an illustrative reminder, a graphic representation of your thoughts, ideas and reflections. The particular advantage of this method is that your ideas can “bubble” to the surface more easily than is the case if you have to formulate everything in one or more sentences. It induces more creativity!

How do you start?

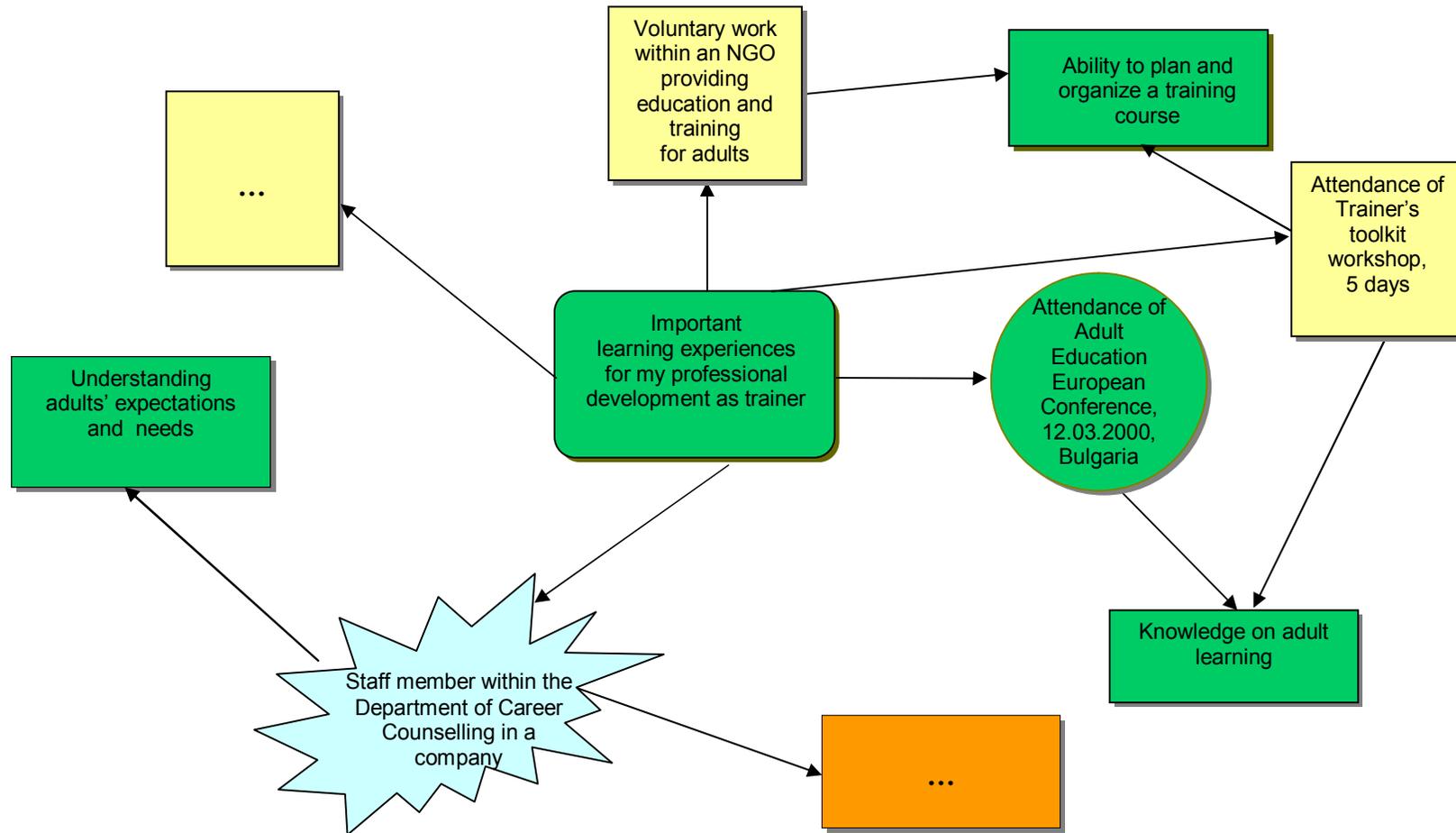
First of all, decide on which learning events and activities have been significant for acquiring the necessary skills and knowledge to be able to perform trainer’s role.

Draw the central thought (the most important fields of learning and experiencing in training area) in the middle of the page. Then reflect on which learning activities were most significant for your development as trainer. Sketch these areas of learning and experience around the central thought in the middle and connect them with a line/arrow to the centre. Afterwards draw the specific learning experience made by you that relates to each of the individual areas of experience. Then connect the individual learning experiences with a line/arrow drawn to the corresponding field of experience.

See the example on the following page.

You can use colours and symbols (circles, outlines, lines etc.) in order to highlight things of importance. Do not limit your imagination!

You can find below an example of how to draw a personal mind map!



Here you should take mostly non-formal and informal learning experiences into account (not school or professional training)!

Self evaluation

Now try to draw your own mind map:

When you have finished, transfer the contents from the mind map representation into the table on the following page.

Self evaluation

Where possible, please write in the Years-column the year or years in which the experiences you are listing down took place. In addition to that please describe what kind of experience you have.

This table helps you to put together the evidences you have for your experiences and competences!

Date/ years	Activity (learning contexts)	Reflection on competencies reached by the respective activity (critical reflection)	Documentation/ evidences Yes/ No
<i>September 1999</i>	<i>Attendance of Trainer's toolkit workshop</i>	<i>Methodical knowledge</i>	YES
<i>June 2000 – September 2002</i>	<i>Staff member within the Department of Career Counselling in a company</i>	<i>Communication skills Motivation and counselling skills</i>	YES

Self evaluation

Date/ years	Activity (learning contexts)	Reflection on competencies reached by the respective activity (critical reflection)	Documentation/ evidences Yes/ No

The reflection on competences – after the reflection on biography and on learning processes and learning outcomes you are now asked to reflect on what concrete competences do you think you have. In the reflection on learning processes and outcomes you just did before, you already linked learning to learning outcome. On base of this reflection you now are supposed to assess yourself with help of a competency list.

Please assess yourself on basis of the below given list of competences and with help of the description of competences. Give estimation, whether you think you do have this specific competence or not. Please form your opinion as honest as possible.

The table below will sum up the competences that you think you have acquired in different contexts. In fact, you had previously the opportunity to remember all places and events that were important for your development as trainer. Now you only have to focus on the competences you have and which are necessary for the performance of trainer's specific activity. Please rate them using the scale: **very well, well, well enough, not well**.

This table will be used as the self-evaluation main outcome when making the summary of the whole evaluation process within the third step of the validation: consolidation!

Self evaluation

Clusters of competence	Competences and descriptors	Performance criteria <i>l...</i>	Very well	Well	Well enough	Not well
Knowledge	Initial knowledge of psycho-social profile of the adult	... have the theoretical bases with regard to the adults education				
		... know the psycho-social profile of adult learner				
		... know/ appreciate the importance of a training adapted to the adults				
		... use the characteristics of adult learning in my activity as adult educator				
		... organise the training around the learners				
	Knowledge of the group characteristics	... create a physical and interpersonal climate that is conducive to learning by drawing on adult learning theories, on knowledge of learners' cultures and on interpersonal dynamics				
		... am sensitive to and able to accommodate to diverse learning styles, abilities, cultures and experiences, including learners who have disabilities or other special needs				
Knowledge base in own content area						
Training Management	Needs analysis	... identify the collective needs				
		... identify the individual needs				
	Preparation of training	... plan instruction responding to the institutional demands				
		... plan instruction responding to the learners collective and individual needs				
		... design a solid and feasible programme of the training				
		... develop course material				
	Training programme delivery	... manage training programme				
		... use suitable teaching strategies				
		... institute a constructive dialog with and between learners				
		... respond to the aims and objectives of the programme/ project				
... take into account the evolution of learners during the training (as well within the group as in an individual way						

Self evaluation

		... meet real needs not planned at the beginning				
		... encourage the group dynamics				
		... adapt myself to the variability and diversity of training situations				
		... take into account the cultures of the learners				
		... demonstrate effective presentation skills				
	Use of technology and resources (time, material, space, people)	... effectively integrate current and appropriate media and technology as a tool for training				
		... select and use a variety of resources for the learning environment (print, human, technological, time and space)				
		... acquire, access and use technology for effective adult learning				
Assessment and Valorisation of learning	<ul style="list-style-type: none"> • Develop work with learners to identify their needs, strengths and goals, and advices or refers them to appropriate programmes and levels of instruction • Use of assessment results on a regular basis to plan lessons, develop curricula, monitor progress towards objectives and goals and verify learning • Monitoring of learning beyond simple recall of information using a variety of assessment strategies • Structuring and facilitating ways for learners and peers to evaluate and give feedback on their learning and performance, through reflection and self-assessment • Guiding learners in the development and ongoing review of their educational 	... estimate learners' acquired knowledge (prior learning assessment)				
		...use evaluation results to enhance the programme and learners' development				
		... valorise learners' acquired knowledge				

Self evaluation

	<ul style="list-style-type: none"> plans Use of qualitative methods to valorise the learners progress 					
Motivation and Counselling	<ul style="list-style-type: none"> Sharing information with learners and colleagues about additional learning resources, educational opportunities and options for accessing support services Making referrals to appropriate resource when guidance and counselling needs are beyond own expertise Guides learners in the development and ongoing review of their educational plans 	... share information and resources				
		... encourage learners to attend/ use/ read resources				
		... update resources				
		... guide learners in the development and ongoing review of their educational plans				
Personal and Professional Development	<ul style="list-style-type: none"> Analysis of the needs and opportunities of professional development Demonstrating interest for self development 	... evaluate my knowledge				
		... continuously seek professional and personal development				
Competences that you may want to add!						

Optional: Check your self-evaluation!

How can you do it? You can give this table to a colleague of yours and ask him/ her to fill it in for you. Compare your version and the one of your colleague. You can also initiate a discussion with your colleague in order to reflect together on the competences that you have rate differently!

Self evaluation

You are now prepared to develop your narrative self evaluation report, where you can outline what are the strengths that recommend you as trainer but also your limits to perform this role thinking ahead to further professional development!

Please add extra sheets if necessary!

Attachment

Please use this space to attach all relevant documents that give hint on your relevant adult education competences. Certificates can be attached as well as all kinds of references, qualification papers, written confirmations, etc.

In order to put together your portfolio, answer first to the following questions:

- *Do you have certificates for specific adult education skills/competences?*
- *Are there any references that indicate specific competences?*
- *What qualifications in the wider adult education sector do you have?*
- *Have you already drawn up a portfolio? If yes, make the best of it now!*
- *Do you have any kinds of written confirmations about learning processes that lead to your adult education competences?*

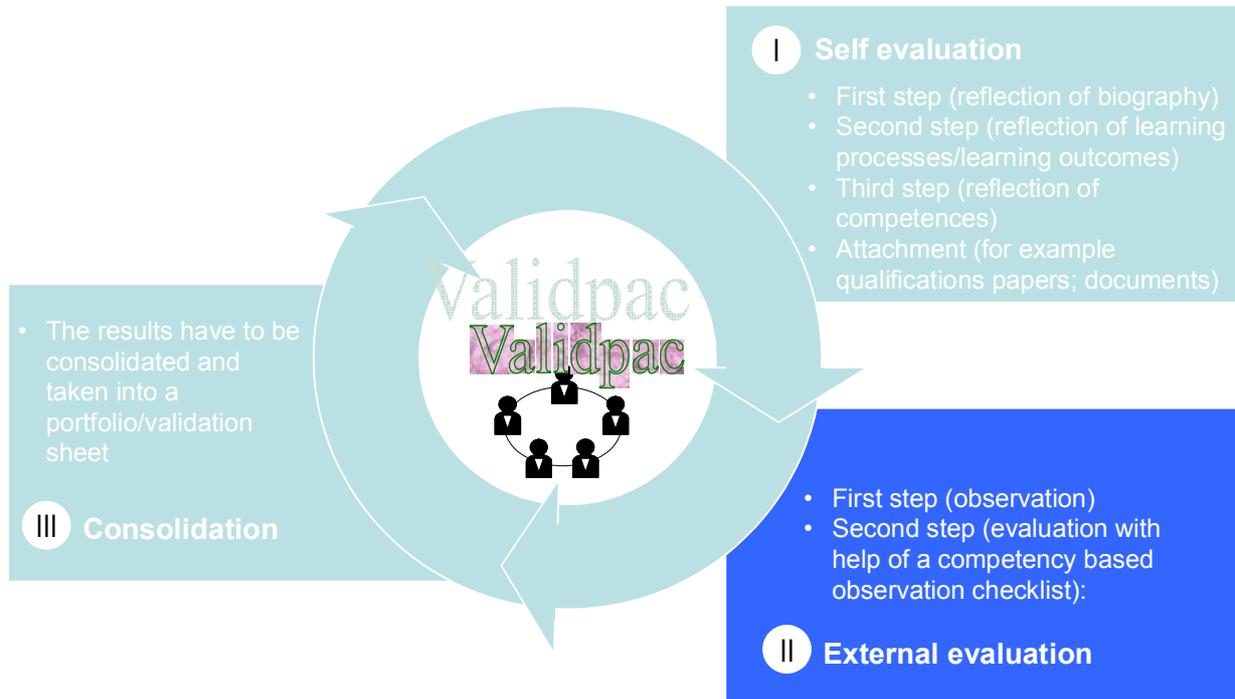
Please remember that you have already thought about proofs and evidences of your competences when filling in the table from the “Reflection on biography: learning contexts and learning outcomes” section.

Examples of documents that you can attach:

- Report from various institution/ people/ entities
- Activity portfolio (whether you have work experience with adults)
- Feedbacks from the beneficiaries of your trainings
- Publications (articles, course materials, evaluation tools)
- Membership certificate of professional network/ association,
- Attending conferences and other scientific events with speeches/ papers
- Documents proving the attendance of special stages or expertise exchanges

- *Any other documents that you think might help you to prove your training competences!*

STEP II: External Evaluation



This chapter will give a guideline for:

- the interview conducted by the external evaluator
- the observation of training sessions by an external evaluator

The external evaluation is the second loop in the validation process, in which an external evaluator observes and assesses the adult educator (trainer) who wants to be validated. The external evaluation will be undertaken by the observation of a training session in which the adult educator (trainer) shows his/her adult educator's competences. The evaluator will assess the competences with help of the interview grid and the observation checklist.

Who is allowed to do the external evaluation?

Only authorized persons are allowed to do the external evaluation within the validation process. Here are some criteria for the external evaluator established through common agreement between the developers of the Validpack:

- the evaluator should have recent, relevant and proved experience within the area of training
- the evaluator graduated a post university programme in adult education
- he/ she is able to plan and organise the evaluation process, to develop the evaluation, to analyse the data and to decide the level of each competence of the trainer and to record and report the evaluation results.

What kind of competencies can be evaluated by which kind of methods?

Due to their specificity, trainer's competences are evaluated by the means of a wide range of assessment methods. In the table below you can find the Validpack selected methods for the assessment of trainer's competences, the most suitable for a cluster of competence.

Trainer's competences	Assessment methods
<p>Knowledge</p> <p>Initial knowledge of psycho-social profile of the adult</p> <p>Knowledge of the group characteristics</p>	<ul style="list-style-type: none"> • Interview • Observation • Attachment section (portfolio)
<p>Training Management</p> <p>Needs analysis</p> <p>Preparation of training</p> <p>Training programme delivery</p> <p>Use of technology and resources</p>	<ul style="list-style-type: none"> • Observation • Interview • Self-evaluation

<p>Assessment and Valorisation of Learning</p> <p>Develop work with learners to identify their needs, strengths and goals, and advices or refers them to appropriate programmes and levels of instruction</p> <p>Use of assessment results on a regular basis to plan lessons, develop curricula, monitor progress towards objectives and goals and verify learning</p> <p>Monitoring of learning beyond simple recall of information using a variety of assessment strategies</p> <p>Structuring and facilitating ways for learners and peers to evaluate and give feedback on their learning and performance, through reflection and self-assessment</p> <p>Guiding learners in the development and ongoing review of their educational plans</p> <p>Use of qualitative methods to valorise the learners progress</p>	<ul style="list-style-type: none"> • Observation • Self-evaluation: reflection on competences • Interview
<p>Motivation and Counselling</p> <p>Sharing information with learners and colleagues about additional learning resources, educational opportunities and options for accessing support services</p> <p>Making referrals to appropriate resource when guidance and counselling needs are beyond own expertise</p> <p>Guides learners in the development and ongoing review of their educational plans</p>	<ul style="list-style-type: none"> • Observation • Interview
<p>Personal and Professional Development</p> <p>Analysis of the needs and opportunities of professional development</p> <p>Demonstrating interest for self development</p>	<ul style="list-style-type: none"> • Interview • Attachment section (portfolio) • Self-evaluation: mind-map

INTERVIEW CONDUCTED BY AN EXTERNAL EVALUATOR

Objective of the interview: to reflect together with the evaluator on your acquired competences through lifelong experience through an egalitarian dialog. This reflection starts from the prior self-evaluation developed by you, and by means of the interview you'll be able to reflect in depth to the skills identified or identifying new ones.

Interview duration

Total duration of interview: maximum 2.30h!

INTERVIEW GRID

a. REFLECTION ON BIOGRAPHY: learning contexts and learning outcomes

- The external evaluator discusses the different experiences that you have had in training and that you have identified during the self-evaluation step.
 - On all the ideas of the self-evaluation, I would like you to highlight some of them. From those, what is meaningful? What did contribute the most for your development as adult educator?
 - Opinion: What do you think is important in adult learning?
- Especially valued the “know how” that you as adult educator have and not so much, as stated in the self-evaluation, the technical expression of the competency.
- Target the examples of the competencies that the self-evaluation shows.
 - Give the details of a specific adult learning situation that you have organised: how it was organised, what difficulties appeared and how these were resolved, etc.
 - From these specific experiences, what did those allow you to learn?
- Attitudes and values in the learning process: what attitudes and values do you think are important in the educational process for adults?
- Opinion on learning: what do you value the most from a learning experience? Why?

b. REFLECTION ON COMPETENCIES

- **Knowledge:**
 - How would you organise a training programme for individuals with different levels and interests? If you have been with a group of learners, how did you do it?

- How do you think adult learners learn best?
- What groups of adult learners do you know? Who are they?
- Open question about what the educator has indicated in the self-evaluation and from the dialog: Do you consider that (specific competence indicated by the adult educator)?

- **Training Management:**
 - How can different interests of learners be identified? And the things that they already know?
 - How do you think an educational programme for adults should be created? (try to contextualize from an experience of the individual, for example if the person is in vocational training, or language education, etc).
 - Delivering an educational programme: talk about the development and planning of an educational programme (how do you organise the course? how do you agree with the learners the objectives and their development over the course? Explain it by means of an example, etc.)
 - What is the use of the ICT in adult education? How do you promote their use?

- **Assessment and valorisation of learning:**
 - How do you think is the better way to evaluate what the learners already know?
 - Do you know examples? Have you used them? Explain, if you want, a specific case.
 - How do you choose the assessment methods for evaluating what learners have acquired during a training programme?

- **Motivation and counselling:**
 - What elements are motivating learners in the learning process? Do you remember any specific case?

- **Personal and professional development:**
 - Talk about your professional future as adult educator: what projects do you have for the future? What do you plan for yourself as a professional?

OBSERVATION BY EXTERNAL EVALUATOR

The actual observation of the teaching experience

The external assessor is being provided with a checklist, related to the list of competences and their indicators, identified in the Handbook for the use of Validpack for the evaluation of the competence of adult educators. The emphasis on close observation in an actual adult learning setting indicates that there is an appreciation of the qualitative dimension of working with adults in an adult learning setting.

Observation duration

The observation should be done during a specific time. The external evaluator should make two visits of 1h 30' each in order to observe two adult learning sessions managed by the trainer.

Total observation time: 2 x 1h 30' = 3 h!

Importance is therefore to be given to the holistic appraisal at the end. Not all items in this checklist are necessarily applicable to the context in question. The checklist provides focused attention on the various parts while the final holistic appraisal provides attention to the sum of these parts that should attest to the quality of the adult education service being provided by the adult educator in question. This sector allows for a more open general comment which should capture the qualitative dimension of the enterprise in which adult educators are engaged. It would provide a contrast to the more straightforward (1. very good 2. good 3. needs improving 4. not applicable) comments that characterise each of the items in the checklist.

OBSERVATION CHECKLIST FOR EVALUATORS

Name of adult educator.....

Institutional Affiliation

Programme

Area/Subject Matter.....

Number of Participants.....

Knowledge

1. Knowledge of subject matter

Very good good needs improving not applicable

2. Drawing on knowledge of learners' individual biographies, including prior learning

Very good good needs improving not applicable

3. Draws on knowledge of group characteristics

Very good good needs improving not applicable

4. Draws on knowledge of community characteristics

Very good good needs improving not applicable

Planning and organisation

5. Evidence of overall scheme of work

Very good *good* *needs improving* *not applicable*

6. Evidence of planning the specific session

Very good *good* *needs improving* *not applicable*

7. Flexibility with regard to overall programme plan

Very good *good* *needs improving* *not applicable*

8. Flexibility to adapt session plan according to circumstances

Very good *good* *needs improving* *not applicable*

9. Evidence of learner engagement in programme planning

Very good *good* *needs improving* *not applicable*

10. Uses appropriate audio-visual material

Very good *good* *needs improving* *not applicable*

11. Manages time well

Very good *good* *needs improving* *not applicable*

12. Varies tasks throughout session

Very good *good* *needs improving* *not applicable*

Social Relations

13. Quality of communication

Very good *good* *needs improving* *not applicable*

14. Provides opportunity for feedback from learners

Very good *good* *needs improving* *not applicable*

15. Acts on feedback from learners

Very good *good* *needs improving* *not applicable*

16. Overall quality of interaction

Very good *good* *needs improving* *not applicable*

17. Creates right setting for interactive learning

Very good *good* *needs improving* *not applicable*

18. Generates a strong degree of trust among the group

Very good *good* *needs improving* *not applicable*

19. Draws, in session, on advice from colleagues, mentors, evaluators

Very good *good* *needs improving* *not applicable*

Mentoring and reflection

20. Ability to provide advice to learners

Very good *good* *needs improving* *not applicable*

21. Evidence of reflection in action

Very good *good* *needs improving* *not applicable*

22. Evidence of acting on previous self-reflection (to be observed in later stages)

Very good *good* *needs improving* *not applicable*

Assigned work

23. Give feedback on assigned work

Very good *good* *needs improving* *not applicable*

24. Does so within acceptable time limits

Very good *good* *needs improving* *not applicable*

Note: The evaluator can add to the present checklist any other item, according to his/her experience and the type of training session he/ she observes!

Analysis discussion after each training session

Before developing the holistic appraisal of the observed training sessions you have ran, the evaluator will ensure reflection and justification opportunities for you.

After each training session you have performed, a discussion between you and the evaluator will take place in order to reflect together and to bring arguments in favour of your didactical choices!

This discussion is intended to look critically to the psycho-pedagogical skills you've demonstrated during the didactical interaction observed by the assessor and to offer you the chance to argue your choices. Analysis may be structured as follows:

- Training concept analysis: the way you've planned the training session;
- Analysis of didactical behaviour: the way you have facilitated learning and interacted with trainees (participants/ learners);
- Aims versus achievements analysis: what you have planned versus what you have accomplished in this training session;

The discussion will conclude with a moment of self-reflection and self-appraisal facilitated by the evaluator. It will outline your strengths in teaching and facilitating learning for adults but it will also regard your competences which need improvement.

Holistic appraisal

The following questions should help the evaluator to develop the holistic appraisal, based on previous observation:

- *What impression of the adult educator and his/her competences do you have?*
- *Which concrete competences/abilities/skills could be found?*
- *How would you assess the adult educator activities?*
- *What kind of feedback would you give to the adult educator?*

Please add extra sheets if necessary!

Evaluator _____

Signature _____

Date _____

Time span from _____ **till** _____

CONCLUDING EXTERNAL EVALUATION

After applying interview and observation, as assessment methods, the external evaluator will record the external evaluation results within the table below, by rating the level of competences you have proved.

The external evaluator will thus make a summary of the results of the observation and interview sessions. The filled in table will be the final output of the external evaluation which will be confronted further on (in the consolidation step) with the same table filled in by you, as summary of the self-evaluation step.

External evaluation

Clusters of competence	Competences and descriptors	Performance criteria	Indicators	Very well	Well	Well enough	Not well
				<i>The trainer...</i>			
1. Knowledge	<p>1.1. Initial knowledge of psychosocial profile of the adult</p> <p>1.1.1. It is able to use the adult characteristics in the educational programme management</p> <p>1.1.2. Knows and is sensitive to demands of adult responsibilities as workers, family members, citizens and community members</p> <p>1.1.3. Instructor applies knowledge of teacher-directed and learner-centred instruction.</p>	... has the theoretical bases with regard to the adults education	- evokes theories or elements of theory				
			- justifies his didactic choices by elements of theory				
		... knows the psychosocial profile of the adult learner	- demonstrates knowledge				
			- engages discussion on this subject with the learners				
			- while speaking about his activity, evokes characteristics of the adult learner				
			- justifies his didactic choices by evoking characteristics of the adult learner				
		... knows /appreciates the importance of a formation adapted to the adults	- takes into account the characteristics of the adults in the preparation of the formation				
			- evokes his conviction with the evaluators				
			- evokes with learners during the formation the importance of a adult-adapted formation				
		... evokes it with his/her colleagues					
		... uses the characteristics of adult learning in his activity of adult educator	- organizes the formation according to the needs and the rhythm of the adults (if it is possible for him)				
		... organizes the formation around the learners	- institutes with learners a constructive and permanent dialog				
			- invites learners to present experiences linked to the formation subject				
- institutes a collaborative environment, encourages learners to express themselves							
- submits to the learners' opinion the main changes in the formation's							

			organisation he plan to do after the learners' needs analysis				
	<p>1.2. Knowledge of the group characteristics</p> <p>1.2.1. Creates a physical and interpersonal climate that is conducive to learning by drawing on adult learning theory, and knowledge of learners' cultures, and interpersonal dynamics.</p> <p>1.2.2. Is sensitive to and accommodates diverse learning styles, abilities, cultures, and experiences, including learners who have disabilities and other special needs</p>						
	1.3. Knowledge base in own content area						
2. Training management	2.1. Needs analysis	... identifies the collective needs	- analyzes the request for formation				
			- contacts the applicant for additional information				
			- draws up a collective profile of the learners				
	2.1. Needs analysis	... identifies the individual needs	- collects the needs for each learner, before the formation or at the very beginning of formation				
			- invites learners to evoke their activity in order to identify needs not-expressed by them				
			- counts relevant individual needs				
2.2. Prepare the training	... plans instruction responding to the institutional demand	- knows all aspects of the institutional demand					
		- ability to generate awareness of the diff needs of the diff partners					
		- ability to negotiate the interests of the actors involved					

	2.2.2. Identifies and responds to learners' individual and group needs, interests, and goals when developing instructional plans		- takes it into account when plan the formation					
			- helps learners to understand institutional aims and objectives as expressed (sometimes institutional and personal objectives are not the same)					
			- plans a formation giving a real place to the institutional needs (satisfy the demand)					
	2.2.3. programme management			- knows learners' individual and collective needs				
				- measures the importance of the personal needs (individual and collective) if there are not taken into account on the initial demand of formation				
				- the programme of formation gives a real place to the personal needs (personally satisfy and motivate learners)				
	2.2.4. development of course material	... plans instruction responding to the learners needs		- prepares a programme of formation which is suitable for learners' profile (neither too ambitious nor too "skimpy")				
				- informs learners to the necessary prerequisite (if needed)				
				- organises general objectives into intermediary objectives				
	... designs a solid and feasible programme of the formation			- sequences logically follows one other				
				- the degree of difficulty is progressive				
				- learners' level of understanding is taken into account				
				- formation-time is well shared between learning and practice				
				- objectives are shared all training long				
				- The time allocated to each objective achievement is according to the				

			activity to be realised				
			- Reflection and conceptualisation time is planned all formation long				
			- Evaluation and control time is planned all formation long				
		... demonstrates effective presentation skills	- adapts presentation to the learning context				
			- presents key ideas in a variety of ways				
			- provides exemple to clarify meaning				
			- involves learners in presentation				
			- adapts presentation to learner needs				
	2.2. Deliver formation programme	... manages formation programme	- Formation plan is (as much as possible) followed				
	2.3.1 Employs individual, group and team learning		- formation plan is fitted to the learners' rhythm (if needed)				
	2.3.2. Models communication, negotiation, decision-making and problem-solving skills for learners		- new objectives occurred are integrated into the formation programme				
			- if it becomes impossible to deal with all subjects, makes a relevant choice				
	2.3.3. Sequences and paces lessons appropriately		- informs the learners and justifies any change into the programme				
			- offers to the learners necessary resources for the self-learning on the subjects not enough detailed				
	2.3.4. Provides frequent and varied opportunities for students to apply their learning	... uses suitable teaching strategies	- learning by doing is used as often as possible				
			- uses collaborative learning strategies				
	2.3.5. Monitors and adjusts teaching strategies based upon student needs and performance		- gives to each learner a piece of help necessary to follow the learning process				
			- doesn't give needless help				
			- each time, the teaching strategy is according to the understanding of the targeted learner or group of learners				
			- teaching strategy vary according to the targeted activity				
		... institutes a	- provokes, inspires and creates				

		constructive dialog with/between learners	conditions to the learners to ask questions				
			- learners' questions are more engaging than technical ones				
			- listens/takes up the issues raised				
			- learners give their opinion (concerning obtained results, acquisitions, understanding difficulties, their state of mind, their fillings...)				
			- difficulties are collectively discussed				
			Results of the activities are shared and analysed				
		... responds to the aims and objectives of the programme/project	- seeks and acts upon feedback, thought out the project, from learners, beneficiaries and the organisation				
			... (at least) they begin their process of development				
			- learners have a favourable evaluation of the training				
		... takes into account the evolution of learners in the formation (as well with the group as in an individual way)	- identifies the breaking (or stop) moments in the formation				
			- finds the causes of these breaking moments				
			- uses the breaking moments for the benefit of learners (constructive breaks)				
		... meets real needs not planned at the beginning	- adjusts time between the initial objectives and the possible objectives appeared during the formation, according to the importance of the second				
			- has resources and tools allowing him to cover subjects not envisaged OR prepares them along the way, by improvising or adapting the existing resources				
		... encourages the group dynamics	- incites learners to work in group				
			- creates groups or sub-groups sufficiently heterogeneous* to be able				

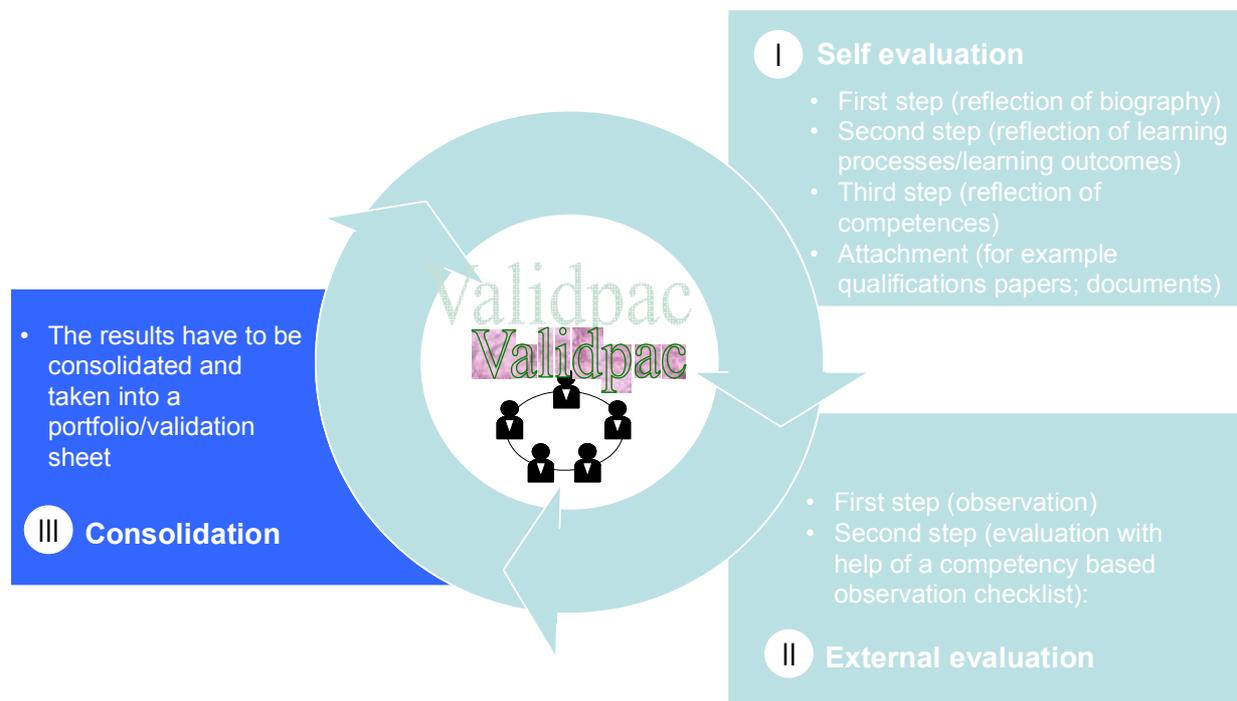
			to progress collectively (*to have all the elements necessary to succeed)				
			- inside the groups distributes the tasks and the responsibilities				
		Adapt himself to the variability and the diversity of the situation of formation	- is at ease with several types of formative intervention				
			- changes easily the style of formative intervention from one learner to another, from a subject to another				
			- privileges as much as possible the constructivist formative interventions (orientation, guidance, accompaniment)				
		... takes into account the cultures of the learners	- identifies the different cultures of learners (inter and intra personal, professional...)				
			- in his formative intervention, takes into account all present cultures				
	2.4. Use of technology and resources (time, material, space, people)	... controls necessary technologies and their potential pedagogical use	- choose appropriate technical and pedagogical instruments				
	2.4.1. Effectively integrates current and appropriate media and technology as a tool for instruction.		- is comfortable with chosen technologies				
	2.4.2. Selects and uses a variety of resources for the learning environment (print, human, and technological).		- resources are linked to the targeted objectives (Makes a good choice of resources)				
	2.4.3. Acquires, accesses, and uses technology for effective adult learning		- adapts to the technical unexpected situations				
			- manages occurred technical problems, without harming to the educational process				
			- creating learning spaces according to the specific learning activities				
			- managing time according to the specific learning activities				

3. Assessment and valorisation of learning	3.1. Works with learners to identify their needs, strengths and goals, and advices or refers them to appropriate programs and levels of instruction	... estimates learners' acquired knowledge (prior learning assessment)	- identify, build on prior knowledge of the learners				
			- identify learners' needs				
			- asks (and help) learners to express their own initial needs				
			- asks (and help) learners to estimate their initial level of knowledge				
			- helps learners to develop tools/methods for self-evaluation				
			- regularly analyses during the formation learners' knowledge and degree of achievement (by different methods: questions, observation...)				
	3.2. Uses results of assessment data (diagnostic and needs) on a regular basis to plan lessons, develop curricula, monitor progress towards objectives and goals and to verify learning	... uses evaluation results to enhance the programme and learners development	- directs learners, following their needs, to specific training sessions or modules (if possible) OR draws learners' attention to the aspects they could be strongly interested				
			- directs learners to specific training sessions according to their level of knowledge and/or understanding (if possible) (goes to C) OR pays attention to the level of knowledge and understanding of each learner when talk to him				
	3.3. Monitors learning beyond simple recall of information using a variety of assessment strategies		- adjusts pedagogical strategy if the continuous evaluation process highlights unfavourable learning conditions (fall of attention, lack of understanding, tiredness...)				
			3.4. Structures and facilitates ways for learners and peers to evaluate and give feedback on their learning and performance, through reflection and self assessment	- regularly reminds learned elements (above all when finish a step)			
	- leans on already learned elements to get ahead with the learning process						
	- congratulates the progress of the learners						
	- regularly enlarge types of situations to help personal/professional						
	3.5. Guides learners in the development and ongoing review of their educational plans	... valorises learners' acquired knowledge					
3.6. Use qualitative methods to valorise the learners progress							

External evaluation

			development				
			- encourages learners to take risks (when considers learners ready to manage given situation)				
			- asks learners to answer their own questions when considers they have necessary elements of response				
4. Motivation and counselling	4.1. Shares information with learners and colleagues about additional learning resources, educational opportunities, and options for accessing support services	... shares information and resources	- offers to the learners the possibility to access resources and invites them to review them				
			- exchanges resources with colleagues				
			- valorises the resources brought by the learners				
	4.2. Makes referrals to appropriate resources when guidance and counselling needs are beyond own expertise	... encourages learners to attend/use/read... resources	- encourages learners to read resources available during the formation				
			- encourages learners to check additional resources				
	4.3. Guides learners in the development and ongoing review of their educational plans	... update resources	- uses actual resources				
			- regularly reviews the bibliography				
	... guides learners in the development and ongoing review of their educational plans	- provides some advice to respond learners' queries or to direct learners to appropriate persons/specialists					
5. Personal and professional development	5.1. Analyses of the necessities and opportunities of professional development	... evaluates his knowledge	- uses feedbacks for self-evaluation				
		... seeks continuous professional development	- asks for and participate to the training sessions or he train himself				
	- exchanges practices with colleagues						
	- participates to the formative events as conferences, work-sessions						
	- participates in other topic related projects						
	- proposes new pedagogical methods						
	5.2. Demonstrate interest for the self development	- offers evidence of initiative for personal/ professional development					

STEP III: Consolidation



The last step within the validation process is the consolidation of the results of step I and step II.

You, as the beneficiary of the validation process, together with the external evaluator should look at the results of the self evaluation and the results of the external evaluation. Afterwards both results have to be balanced within a common agreement. In order to get there, please follow, together with the evaluator, the next phases:

Reflection

Think about the issues raised by the questions below!

- *Do the results of the self-evaluation and the ones of the external evaluation match?*
- *Are there any gaps between the self-evaluation results and the results of the external evaluation?*
- *What caused these differences?*

Negotiation

This second phase within the consolidation step is dedicated to a free discussion between you and the external evaluator that aims to clarify any discordance regarding the level of your competences. Depending on the answers to the questions above, you and the external evaluator are entitled to bring arguments in favour of the choices made or to emphasize the proofs you and the evaluator based upon when rating a competence. The focus will be on the results of the self-evaluation and external evaluation that do not match; to clarify these aspects, the assessor can ask for additional proofs.

Final decision

After the negotiation phase, a common agreement regarding the level of all competences should be reached. The final result of the validation process will be recorded within the validation sheet which consists of the table used already (in self-evaluation step and external evaluation step) for competence assessment and rating. This validation sheet represents the summary of the self-assessment and the external evaluation and should be filled in by the external evaluator together with you, as beneficiary.

Validation sheet

Trainer _____

Evaluator _____

Signature _____

Date _____

Place _____

Consolidation

Clusters of competence	Competences and descriptors	Performance criteria	Indicators	Very well	Well	Well enough	Not well
		<i>The trainer...</i>					
1. Knowledge	1.2. Initial knowledge of psychosocial profile of the adult 1.2.1. It is able to use the adult characteristics in the educational programme management 1.2.2. Knows and is sensitive to demands of adult responsibilities as workers, family members, citizens and community members 1.2.3. Instructor applies knowledge of teacher-directed and learner-centred instruction.	... has the theoretical bases with regard to the adults education	- evokes theories or elements of theory				
			- justifies his didactic choices by elements of theory				
		... knows the psychosocial profile of the adult learner	- demonstrates knowledge				
			- engages discussion on this subject with the learners				
			- while speaking about his activity, evokes characteristics of the adult learner				
			- justifies his didactic choices by evoking characteristics of the adult learner				
		... knows /appreciates the importance of a formation adapted to the adults	- takes into account the characteristics of the adults in the preparation of the formation				
			- evokes his conviction with the evaluators				
			- evokes with learners during the formation the importance of a adult-adapted formation				
		... uses the characteristics of adult learning in his activity of adult educator	- evokes it with his/her colleagues				
			- organizes the formation according to the needs and the rhythm of the adults (if it is possible for him)				
		... organizes the formation around the learners	- institutes with learners a constructive and permanent dialog				
			- invites learners to present experiences linked to the formation subject				
			- institutes a collaborative environment, encourages learners to express themselves				
- submits to the learners' opinion							

Consolidation

			the main changes in the formation's organisation he plan to do after the learners' needs analysis				
	<p>1.2. Knowledge of the group characteristics</p> <p>1.2.1. Creates a physical and interpersonal climate that is conducive to learning by drawing on adult learning theory, and knowledge of learners' cultures, and interpersonal dynamics.</p> <p>1.2.2. Is sensitive to and accommodates diverse learning styles, abilities, cultures, and experiences, including learners who have disabilities and other special needs</p>						
	1.3. Knowledge base in own content area						
2. Training management	<i>2.1. Needs analysis</i>	... identifies the collective needs	- analyzes the request for formation				
			- contacts the applicant for additional information				
			- draws up a collective profile of the learners				
		... identifies the individual needs	- collects the needs for each learner, before the formation or at the very beginning of formation				
- invites learners to evoke their activity in order to identify needs not-expressed by them							

			- counts relevant individual needs				
	2.2. Prepare the training	... plans instruction responding to the institutional demand	- knows all aspects of the institutional demand				
	2.2.1. Plans instruction that is consistent with the program's mission and goals		- ability to generate awareness of the diff needs of the diff partners				
			- ability to negotiate the interests of the actors involved				
	2.2.2. Identifies and responds to learners' individual and group needs, interests, and goals when developing instructional plans		- takes it into account when plan the formation				
	2.2.3. programme management		- helps learners to understand institutional aims and objectives as expressed (sometimes institutional and personal objectives are not the same)				
	2.2.4. development of course material	... plans instruction responding to the learners needs	- plans a formation giving a real place to the institutional needs (satisfy the demand)				
			- knows learners' individual and collective needs				
			- measures the importance of the personal needs (individual and collective) if there are not taken into account on the initial demand of formation				
			- the programme of formation gives a real place to the personal needs (personally satisfy and motivate learners)				
			- prepares a programme of formation which is suitable for learners' profile (neither too ambitious nor too "skimpy")				
			- informs learners to the necessary prerequisite (if needed)				
		... designs a solid and feasible programme of the formation	- organises general objectives into intermediary objectives				
			- sequences logically follows one other				

Consolidation

			- the degree of difficulty is progressive					
			- learners' level of understanding is taken into account					
			- formation-time is well shared between learning and practice					
			- objectives are shared all training long					
			- the time allocated to each objective achievement is according to the activity to be realised					
			- reflection and conceptualisation time is planned all formation long					
			- evaluation and control time is planned all formation long					
		... demonstrates effective presentation skills	- adapt presentation to the learning context					
			- present key ideas in a variety of ways					
			- provide exemple to clarify meaning					
			- involve learners in presentation					
			- adapt presentation to learner needs					
		2.3. <i>Deliver formation programme</i>	... manages formation programme	- formation plan is (as much as possible) followed				
				- formation plan is fitted to the learners' rhythm (if needed)				
				- new objectives occurred are integrated into the formation programme				
				- if it becomes impossible to deal with all subjects, makes a relevant choice				
				- informs the learners and justifies any change into the programme				
				- offers to the learners necessary resources for the self-learning on				
2.3.1. Employs individual, group and team learning								
2.3.2. Models communication, negotiation, decision-making and problem-solving skills for learners								

Consolidation

			the subjects not enough detailed					
2.3.3. Sequences and paces lessons appropriately	... uses suitable teaching strategies		- learning by doing is used as often as possible					
			- uses collaborative learning strategies					
2.3.4. Provides frequent and varied opportunities for students to apply their learning			- gives to each learner a piece of help necessary to follow the learning process					
			- doesn't give needless help					
			- each time, the teaching strategy is according to the understanding of the targeted learner or group of learners					
2.3.5. Monitors and adjusts teaching strategies based upon student needs and performance.			- teaching strategy vary according to the targeted activity					
			... institutes a constructive dialog with/between learners	- provokes, inspires and creates conditions to the learners to ask questions				
				- learners' questions are more engaging then technical ones				
				- listens/takes up the issues raised				
				- learners give their opinion (concerning obtained results, acquisitions, understanding difficulties, their state of mind, their fillings...)				
	- difficulties are collectively discussed							
	Results of the activities are shared and analysed							
	... responds to the aims and objectives of the programme/project	- seeks and acts upon feedback, thought out the project, from learners, beneficiaries and the organisation						
		...(at least) they begin their process of development						
		- learners have a favourable evaluation of the training						

Consolidation

		... takes into account the evolution of learners in the formation (as well with the group as in an individual way)	- identifies the breaking (or stop) moments in the formation				
			- finds the causes of these breaking moments				
			- uses the breaking moments for the benefit of learners (constructive breaks)				
		... meets real needs not planned at the beginning	- adjusts time between the initial objectives and the possible objectives appeared during the formation, according to the importance of the second				
			- has resources and tools allowing him to cover subjects not envisaged OR prepares them along the way, by improvising or adapting the existing resources				
		... encourages the group dynamics	- incites learners to work in group				
			- creates groups or sub-groups sufficiently heterogeneous* to be able to progress collectively (*to have all the elements necessary to succeed)				
			- inside the groups distributes the tasks and the responsibilities				
		Adapt himself to the variability and the diversity of the situation of formation	- is at ease with several types of formative intervention				
			- changes easily the style of formative intervention from one learner to another, from a subject to another				
			- privileges as much as possible the constructivist formative interventions (orientation, guidance, accompaniment)				
		... takes into account the cultures of the learners	- identifies the different cultures of learners (inter and intra personal, professional...)				

Consolidation

			- in his formative intervention, takes into account all present cultures				
	2.4. Use of technology and resources (time, material, space, people)	... controls necessary technologies and their potential pedagogical use	- choose appropriate technical and pedagogical instruments				
	2.4.1. Effectively integrates current and appropriate media and technology as a tool for instruction.		- is comfortable with chosen technologies				
	2.4.2. Selects and uses a variety of resources for the learning environment (print, human, and technological).		- resources are linked to the targeted objectives (Makes a good choice of resources)				
	2.4.3. Acquires, accesses, and uses technology for effective adult learning		- adapts to the technical unexpected situations				
			- manages occurred technical problems, without harming to the educational process				
			- creating learning spaces according to the specific learning activities				
			- managing time according to the specific learning activities				
3. Assessment and valorisation of learning	3.1. Works with learners to identify their needs, strengths and goals, and advises or refers them to appropriate programs and levels of instruction	... estimates learners' acquired knowledge (prior learning assessment)	- identify, build on prior knowledge of the learners				
			- identify learners' needs				
			- asks (and help) learners to express their own initial needs				
	3.2. Uses results of assessment data (diagnostic and needs) on a regular basis to plan lessons, develop curricula, monitor progress towards objectives and goals and to verify learning		- asks (and help) learners to estimate their initial level of knowledge				
			- helps learners to develop tools/methods for self-evaluation				
			- regularly analyses during the formation learners' knowledge and degree of achievement (by different methods: questions, observation...)				
		3.3. Monitors learning beyond simple recall of information using a variety of assessment strategies	... uses evaluation results to enhance the programme and learners development	- directs learners, following their needs, to specific training sessions or modules (if possible) OR draws learners' attention to the aspects they could be strongly			

Consolidation

	3.4. Structures and facilitates ways for learners and peers to evaluate and give feedback on their learning and performance, through reflection and self assessment		interested					
			- directs learners to specific training sessions according to their level of knowledge and/or understanding (if possible) (goes to C) OR pays attention to the level of knowledge and understanding of each learner when talk to him					
			- adjusts pedagogical strategy if the continuous evaluation process highlights unfavourable learning conditions (fall of attention, lack of understanding, tiredness...)					
	3.5. Guides learners in the development and ongoing review of their educational plans		... valorises learners' acquired knowledge	- regularly reminds learned elements (above all when finish a step)				
				- leans on already learned elements to get ahead with the learning process				
				- congratulates the progress of the learners				
				- regularly enlarge types of situations to help personal/professional development				
- encourages learners to take risks (when considers learners ready to manage given situation)								
3.6. Use qualitative methods to valorise the learners progress		... valorises learners' acquired knowledge	- asks learners to answer their own questions when considers they have necessary elements of response					
4. Motivation and counselling	4.1. Shares information with learners and colleagues about additional learning resources, educational opportunities, and options for accessing support	... shares information and resources	- offers to the learners the possibility to access resources and invites them to review them					
			- exchanges resources with colleagues					
			- valorises the resources brought by					

Consolidation

	services		the learners				
	4.2. Makes referrals to appropriate resources when guidance and counselling needs are beyond own expertise	... encourages learners to attend/use/read... resources	- encourages learners to read resources available during the formation				
			- encourages learners to check additional resources				
		... update resources	- uses actual resources				
			- regularly reviews the bibliography				
	4.3. Guides learners in the development and ongoing review of their educational plans	... guides learners in the development and ongoing review of their educational plans	- provides some advice to respond learners' queries or to direct learners to appropriate persons/specialists				
5. Personal and professional development	5.1. Analyses of the necessities and opportunities of professional development	... evaluates his knowledge	- uses feedbacks for self-evaluation				
		... seeks continuous professional development	- asks for and participate to the training sessions or he train himself				
	- exchanges practices with colleagues						
	- participates to the formative events as conferences, work-sessions						
	- participates in other topic related projects						
	- proposes new pedagogical methods						
	5.2. Demonstrate interest for the self development		- offers evidence of initiative for personal/ professional development				

What to do with the final result of the validation process?

It's up to you how you'll make use of the validation sheet! It pretty much depends on your needs, interests and expectations which can follow two major directions:

- Getting a job or reaffirming your competence for the role you currently perform as trainer. In this case, the Validpack can be considered a reliable and complex validation package for trainer's competences, especially by an employer who's interested to know details about your field of competences and the level you are competent in providing training;
- Continuing professional development. Due to the Validpack system of rating the level of your competences in training, you become aware of the strengths and weaknesses in your competence profile. Furthermore, you have the necessary information regarding the lack or the low level of one or more competences for which acquirement or development you are able to plan further educational involvement.

If you want to go further and to obtain a certificate, please check the accreditation and certification procedure in your country! The certification aspects are strictly related to the national regulations and cannot be subject of a common procedure under this project. Each country has certain rules and requirements regarding the validation and certification of the competences gained outside the formal context.

Good luck with this validation process!