

15th Edition of the International Conference on Sciences of Education,
Studies and Current Trends in Science of Education, ICSED 2017,
9-10 June 2017, Suceava (Romania)

Studies and Current Trends in Science of Education

The Professionalisation of the Trainers of Trainers For Education

Emil LAZĂR, Elena-Nicoleta MIRCEA

<https://doi.org/10.18662/lumproc.icsed2017.28>

How to cite: Lazar, E., N. & Mircea, E. N. (2017). The Professionalisation of the Trainers of Trainers for Education. In O. Clipa (ed.), *Studies and Current Trends in Science of Education*. (pp. 258-277). Suceava, Romania: LUMEN Proceedings. <https://doi.org/10.18662/lumproc.icsed2017.28>

© The Authors, LUMEN Conference Center & LUMEN Proceedings.

Selection and peer-review under responsibility of the Organizing Committee of the conference



This is an Open Access article distributed under the terms of the Creative Commons Attribution-NonCommercial 4.0 Unported License, permitting all non-commercial use, distribution, and reproduction in any medium, provided the original work is properly cited

The Professionalisation of the Trainers of Trainers For Education

Emil LAZĂR¹, Elena-Nicoleta MIRCEA²

Abstract

The education and training domain in Romania becomes today more dynamic and complex, corollated permanently to the measurements of european change. Both in the training of the adults and in the domain of training the faculty/ teaching staff enters an important key – the trainer and the trainer of trainers. In the european sector of continuous education and adults, it experiences even more the need of standard terms of reference, a professional standard, adapted at an european scale, which will base the occupying profile and the qualifications of the trainer and trainer of trainers. It is about an unitary exemple, which will determine, in the last analysys, the professionalisation of the trainer in education. The tendency these days is to professionalise the two occupations, to state in accordance to a valid, operational and actual legislation. The problem identified in the borders of the current endeavour focuses, therefore, on the process of professionalisation of the trainer and the trainer of trainers in education.

Keywords: trainer of trainers, professionalisation, occupational standard, standard of qualifications.

The inventory of the qualifications profile of the trainer of trainers

The aim of the research:

Within this endeavour, we frame a inventory an actualization of the qualifications profile of trainer of trainers in education, based on the present legislative documents and educational politics, so that we determine the primary directions of professionalization of the trainer and the trainer of trainers from Romania.

¹ PhD Lecturer, University of Craiova, Teachers Training Department, lazaremile@gmail.com.

² PhD Lecturer, Polytechnic University of Bucharest, Teacher Training Department, mircea_elena_nicoleta@yahoo.com.



The objectives of the research:

O1 the analysis of the legislative sector which governs the state of the trainer of trainers in education and the faculty/teaching staff from Romania;

O2 the inventory of the components of the trainer of trainers wherefore of the actualization as a professional model;

O3 the identification of new endeavours looking the professionalization of the trainer of trainers;

Methodology of reaserch

We propose to ourself that the elaborated endeavour to represent a descriptive-assetive research, based on the analysis method of documents.

As sources of the investigative endevuour we review the legislation considering the education and training in Romania, the occupational standard for the occupation as a trainer and trainer of trainers.

The status of the trainer and the trainer of trainers

According to the Clasification of professions in Romania, for the domain of training the adults is recognised the group of experts in training and develop of staff, 2424 group, experts in trainig and developing of the staff (C.O.R., 2016). These experts plan, develop, implement and evaluate the programs of training and developing, to assure this, both the management team and the staff assume abilities and develop competences asked by the organizations to achieve the organizationally objectives.

Within the group are recognised the fallowing professions:

Trainer 242401, level of didactics: 4 (university education)

Trainer of trainers 242402, level of didactics: 4 (university education),

We try to frame the profile of competences of the trainer and the trainer of trainers. We denote some senses of these two professions, connected to the domain of the education of adults in Romania (Occupational Standard, 2007).

The ***trainer*** is:

Developer of the training programs, based on the regulatory documents, of the occupational standards/ training and of the needs of a certain sector or activity domain - including the training of the trainers;

Planner of the programs and the activities of training, based on the identification of need and the training demand from a certain sector or training domain;

Organiser of the training programs, assuring all the demanded conditions for the act of the training program;

Facilitator of the teaching and developing process, by creating adequate

teaching situations of the developing of professional competences, which mean aims of the training;

Assessor of the formed competences or of the competences developed at the participants at the training, also of the performance as a trainer;

Assessor of the training programs both owns and the proposed programs to be evaluated for the authorization;

Person who learn for the entire period of the professional career, developing permanently their own competences as a trainer.

The trainer of trainers has e superior level of competences, the ones included in the occupational standard, but works with participants at the training at superior levels of qualifications. He has to possess the competences unit of “The Application of the methods and of the special techniques of training”.

The analysis of the legislative sector concerning the status of the trainer of trainers and trainers.

Taking in consideration the aim of the research, we propose as a preliminary analysis of the legislative sector in Romania to clarify some directions of action concerning the trainer of trainers, as a recognised profession and as a profession in the process of implementation. We will give the analysis legislative documents, which govern, both the training of the adults and the training of the faculty/teaching staff.

Legislation regarding the education of adults in Romania

Professional training of adults is regulated in Romania by the following legislative documents:

Government Orderly no. 129/2000 looking upon professional training of adults;

Government Decision no. 522/2003 for approving the methodological application norms provided by Government orderly no. 129/2000 looking upon professional training of adults;

Decision no. 481/2015 for modifying and filling the methodological application norms provided by Government Orderly no. 129/2000 looking upon professional training adults, approved by Government Decision no. 522/2003;

Government Decision no. 918/2013 looking upon approving the National Qualifications Organization;

Decision no. 567/2015 for modifying Government Decision no. 918/2013 looking upon approving the National Qualifications Organization;

Ministry of Education and Scientific Research Orderly no. 5204/2014 looking upon approving the Methodology of Enrolment and Recording of Qualifications from Undergraduate and Postgraduate Education in the National Register of Qualifications from Undergraduate and Postgraduate Education (RNCIS);

Ministry of Labour, Social Solidarity and Family and Ministry of Education and Research Common Orderly no. 353/5202/2003 for approving the Methodology of authorization of the professional training of adults suppliers –M.O. no.774/2003;

Ministry of Labour, Social Solidarity and Family and Ministry of Education and Research Common Orderly no. 35/3112/2004 for approving the Qualifications Nomenclature necessary for organizing finished programs with Qualification Certificates – M.O. no. 107/2004;

Law no. 200/2004 looking upon recognizing the Diplomas and Professional Qualifications for Regulated professions from Romania (The methodology, 2003).

The principles for the quality assurance in professional adult formation are the following:

a) The quality assurance is an integral part of the intern administration of the professional adult formation institution.

b) The quality assurance includes regular evaluation for the institutions, their programs or their quality assurance systems through some external control organisms.

c) External control organisms responsible for the quality assurance make some regular control.

d) The quality assurance includes information about situations, contributions, processes and results, putting the accent on effects and the teaching results.

e) The quality assurance initiatives are coordinated to a national and country level to assure the supervision, coherence, synergy and the whole system analyzation.

f) The quality assurance is a cooperation process which involves every lever and educational systems, professional formation and all the interested parts at a national level.

The professional adult formation has the main objectives:

a) Facilitating the social integration of individuals in agreement with their professional aspirations and the labor market needs.

b) The Human Resources preparation capable to contribute to the development of the workforce competitiveness.

c) The knowledge update and the professional preparation in the main occupation improvement, as in the related occupations.

d) Changing the qualification, determined by the economic restructuring, the social mobility or the changes in the work capacity.

e) Acquiring some advanced knowledge, methods and modern procedures needed to accomplish the work duties.

f) Promoting teaching during the whole life.

Professional adult formation contains:

The initial professional formation and the professional formation continue being organized through other forms than the specific national teaching system.

The Adult initial professional formation assures the required preparation to obtain the minimum professional abilities needed to get a job.

The continuous professional formation is subsequent to initial training, and assures the adults, whether the already obtained professional abilities development or obtaining new abilities.

Legislation regarding education and training of the staff from education

National Education Law no. 1/2011 with the ulterior modification and addenda;

OMECTS 5564/2011 regarding accreditation and periodic evaluation of the suppliers of continuously training and programmes offered by them methodology complete with (The methodology, 2011);

OMEN 3130/2013;

OMECTS 5561/2011 regarding the continuously training of staff from preuniversity schooling system Methodology.

Training of the staff from education, pre-university schooling system provides a series of principles and end points laid down by National Education Law 1/2011 with the ulterior modification and addenda.

The governing principles for pre-university schooling system and higher, as lifelong learning in Romania are (art. 3):

a) Equity principle - under which access to the learning is performed without discrimination;

b) Quality principle - under which the education activities relate to the reference standards and the best practices of national and international;

c) Relevance principle - under which education respond the personal development and social-economic needs;

d) Efficiency principle - under which the aim is to obtain the maximum educational results, by the management of the existing resources;

e) Decentralization principle - under which the main decisions are taking by the actors directly involved in the process;

- f) Public responsibility principle - under which the schooling institutions and establishments respond public of their performances;
- g) The guarantee of the cultural identity of all romanian citizens and intercultural dialog principle;
- h) Assuming, promotion and preserving the national identity and the cultural values of the romanian ciitizens principle
- i) Recognition and guarantee that the rights of persons belonging to national minorities, the right to the preservation, development and expression of their ethnic identity, cultural, linguistic and religious principle;
- j) Ensuring the equal opportunities principle;
- k) University autonomy principle;
- l) Academic freedom principle;
- m) Transparency principle - materialized in ensuring the total visibility of the decision and of the results achieved by the periodic communication and adequate;
- n) Freedom of thought and the independence of the ideology, religious dogmas and political doctrines principle;
- o) Social inclusion principle;
- p) Education centring on its beneficiaries principle;
- q) Participation and parents responsibility principle;
- r) Promotion of health education, including through physical education and practicing sporting activities principle;
- s) Organising religious schooling in accordance with the specific requirements of each religious cult recognized principle;
- t) Substantiation of decision on dialog and consultation principle;
- u) Respect of the rights of pupil/student having an opinion as a direct beneficiary of the schooling system principle;

The professional development of teaching staff, leading role, for guidance and control and vocational retraining are based on professional standards for teaching profession, quality standards and professional skills and have the following general end points (art. 244):

- a) The update and development skills in the field of specialization corresponding to the function occupied teaching, as well as in the field of psihopedagogic and methodically;
- b) Develop the skills for the evolution in the teaching career, through the preparation and acquisition of the teaching of grades;
- c) The acquisition or development leading skills for guidance and control;
- d) The acquisition of new skills by programs of conversion for new specializations and/or employment of new teaching functions other than those occupied on the basis of initial training;

e) The acquisition of complementary skills by which extends the category of activities which may be performed in the current activity such as teaching the computer-assisted teaching of foreign languages, educational counseling and orientation in their careers, adult education and others;

f) The development and the extent of the cross skills on the interaction and communication with the social environment and the environment training courses, assuming responsibility regarding organisation, leading and strategic performance improvement of professional groups, self-monitoring and reflective analysis of his own activities and other.

The description of the skills referred, as well as the procedures for the assessment and certification of them in the framework of the system of vocational credits transferable is implemented by continuously training of teaching staff, leading role, for guidance and control, approved by order of the Minister of Education, Research, Youth and Sports.

In view of the application of the principles and of the end points referred above interferes the role and the expertise of the trainer and of the trainer of trainers for the education staff, in the context of education and training equipped by law.

Legislation in this way is vague and requirements equipped specifically on the quality of the benefit formats are mentioned in OMECTS 5564/2011 accreditation and periodic evaluation of the providers of continuously training and programmes offered by them methodology.

Article 18 (a) mentions the specific documentation for the trainer status as the qualitative criterion of expertise as the teachers from university schooling and pre-university.

We can appreciate the fact that for the staff training field from education, the trainer and the trainer of trainers are two occupations and professions sine-qua non, but which are not legislatively covered.

To conclude, by registering the premises of the legislative framework, correlated with its limits, because through this research step to offer solutions:

Advantages:

The existence of the internal legislation for adults education and training;

The existence of the occupational standard for trainer and for trainer of trainers;

The existence of the corresponding occupation in C.O.R.;

The existence of the legislation regarding staff from education training - accreditation and periodic evaluation of the suppliers training and programmes offered by them methodology;

Limits:

- Trainer of trainers as occupation and not as a profession, in the world of work, today, in Romania;
- The lack of the continuing training standard of the trainer and of the trainer of the trainers for the education staff;
- The lack of the trainers and trainer of the trainers status for the education staff from Romania;
- The lack of the national register (the data base) of trainers and trainer of the trainers for the education staff from Romania.

Occupational standard regarding occupation of the trainer includes **mandatory skills** (basic), which must be demonstrated by all types of trainers (responsible of the theoretical and practical activities, responsible of the practical activities for the professional skills development, mentor of practice, master of apprenticeship, trainer of the trainers), regardless the qualification level (including the master of apprenticeship) and **optional skills**, which must be demonstrated in particular of certain categories of trainers.

Trainers who hold just the base skills (mandatory), realize, usually, a training program designed by other categories of trainers, can work in pairs with other trainers, can direct practice in the production and preparation of the apprenticeship.

The involved trainers in the training program management and/or staff providers of training with management positions will hold, depending on the field of specialization, one or more optional authority (Marketing training, Design training programs, the organization of programs and courses of training, evaluation and review and ensuring the quality of the training programs).

Trainer of the trainers will have to demonstrate **all** the skills contained in the Occupational Standard.

Units of competence:

- **Specific to occupation: professional preparation of the staff**
 - Training preparation (achieving criteria);
 - Participations evaluation at training (achieving criteria);
 - The application of the methods and techniques of special training (achieving criteria);
- **Optional: training program management**
 - Training marketing (achieving criteria);
 - The design of the training programs (achieving criteria);
 - The organization of programs and courses of training (achieving criteria);

Evaluation, review and quality assurance programs and courses of training.

Taking into consideration of the teaching staff activity specificity, we appreciate the fact that the skills profile of the trainer and the trainer of trainers should be extended. New areas for which will form the skills, targets reflexivity, critical thinking, encourage the creativity, socio-emotional development, in agreement with the current trends recorded in the teaching staff training.

Research results

Directions of action at the level of the MENCS on the professionalization of the trainer of trainers for the education:

For an occupation to become a profession is necessary that legislative to be approved a documentation series, which to act, producing effects. Trainer of the trainers for education destiny, in this moment, is undefined or defined in paradoxical terms, because, although is requested in educational field, is not founded legislative and normative.

Therefore, we are talking about a professionalism step only after the relevant ministry will go through the following action directions:

Situating a skills profile for trainers and trainer of the trainers of staff from education;

Elaboration and approval of the trainers and trainer of the trainers of staff from education situating;

Elaboration of the occupational standard and of the continuing training for the trainers and the trainer of the trainers staff from education;

Elaboration of a national registers the trainers and the trainer of the trainers' staff from education, on the skills fields.

Conclusions

Of course that, all these variables presented in our quality step constitute marks-paradox. On the one hand, we are talking about functional realities of the system of adults training and of staff from education from Romania, on the other hand, many looming at the time of the future as central administration solutions, as legislative documents what could ensure functionality and completeness of the training system of the staff from education from Romania.

References

- National Education Law no. 1/2011 as amended and supplemented
C.O.R. (2016). Classification of occupations in Romania.
- ***, (2003). The methodology for authorizing training providers adult Order
353/ 23.07.2003 MMSSF Order 5202/8.10.2003 MECT.
- ***, G.O 129/2000 on adult vocational training, republished. Ordinance
129/2000 republished 2014.
- ***, (2011).The methodology for accreditation and periodic evaluation of
training providers and training programs provide Ministry Order 5564
/ 7.10.2011, MECTS.
- ***, (2007). Occupational Standard, 2007 Occupation: Trainer, covering
education and training, COR code: 241205.