European Adult Trainer Survival Kit

Teaching competences development guide
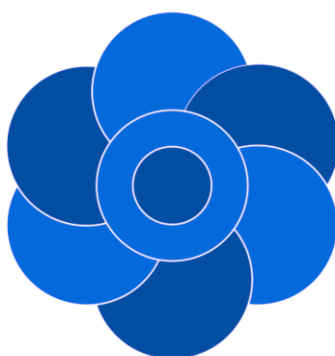
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A - Analyze the teaching competences of adult trainers

A-1 The ESCOT project

In Europe, adult trainers are recruited first and foremost for **their technical expertise** in the field of training (didactic). Teaching competences take a back seat: ESCOT wants to provide an answer to this situation.

Adult training organisations need **tools and standard to be able to manage teaching competences** in order to increase the competences of their trainers: this is a challenge for the quality and efficiency of their training offer. On the other hand, trainers are often unavailable because they are highly mobilized by production: it is important to provide them with answers in terms of **flexible** and easy-to-access trainers training and **e-learning** is a well-adapted tool for that.

Concerning the competences of trainers, CEDEFOP has done an important synthesis using the existing trainers' training standards in Europe and interviewing experts from 10 countries in Europe. In its publication "*Trainers in continuous VET: emerging competence profile*", CEDEFOP has formalised 4 areas of competence:

(a) competences relating to the specific technical field

(b) management competences linked to the organisation's strategy (monitoring, quality management, administration, methodology, etc.)

(c) **teaching competences**

(d) transversal competences (autonomy, cooperation, intercultural...)

The ESCOT project focused on working on teaching competences by establishing **a core of teaching competences for adult trainers in Europe.** This work was supported by **an analysis of the activity of adult trainers**, which is an approach to the design of multimedia training modules. It is also based on experiments with multimodal training and on work on the management of teaching competences.

ESCOT's productions:
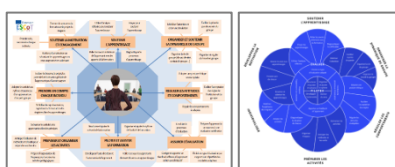
a reference standard of teaching competences
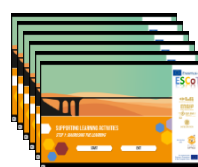
a set of thematic modules

a self-evaluationevaluation tool on teaching skills
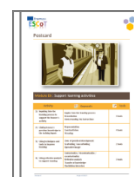
a development guide teaching competences

A-2 The basic principles of the project

A humanistic approach

Training is a particular market service insofar as it is aimed at human subjects in order to transform them in a double perspective:

- acquire **competences**
- develop **empowerment** (ability to act)....

...with the idea of cultivating a sense of responsibility and critical thinking.
These dimensions are at the heart of this great European movement born during the Renaissance, which is Humanism (Dante, Rabelais) and which prefigures the Age of Enlightenment and the Declaration of Human Rights.
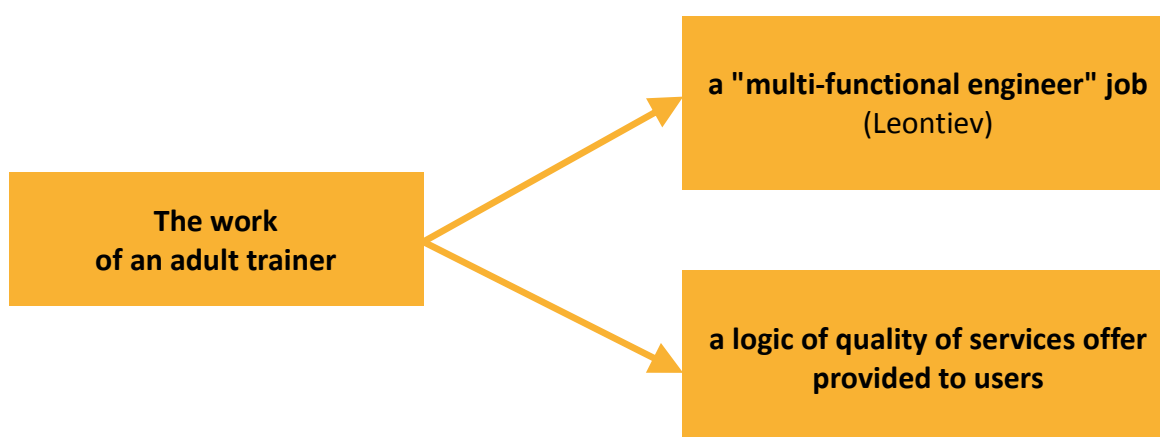
a rational and pragmatic approach

The work of an adult trainer →	a "multi-functional engineer" job (Leontiev)
	a logic of quality of services offer provided to users

The work of an adult trainer is a **multifunctional engineering** job, in the sense that the trainer is in a situation to solve dynamic problems related to the training action (Leontiev): diagnostic analysis, rational action scenario, conduct, regulation and evaluation of the training action.

A logic of **quality of services offer** provided to users dominates: the training of each individual must enable him/her to be employable in a constantly changing labour market (logic of continuous quality improvement / Deming Wheel)

A-3 The process of analysing the activity of trainers

The interest of the ESCOT project is to start from a *bottom-up* approach that takes into account the effective complexity of the trainer's activity in real face-to-face teaching situations with a group of learners. The project is based on a validated scientific approach: the analysis of the activity, which has the specificity of observing and describing the activity in its different dimensions:

- **The visible part of the activity** accessible from the observation of behaviours in the workplace

- **The invisible part of the activity** accessible through interview and which highlights the cognitive aspects of the activity: take of information, interpretation, deliberation, decision, control...

The analysis of the activity helps identifying the various resources which are mobilized in the training: knowledge, cognitive and technical skills, attitudes...

The process of the activity analysis is based on:

(1) Start from the **concrete activity** following an **investigation** (Dewey, 1938) which aims to build intelligibility on the trainer's activity, an activity that is both **visible** (**instrumented observation**) and **invisible** (but **describable through an interview**).

(2) In the four countries, highlight the **general nature** of **training situations** and their uniqueness (countries, public, professions), in a *bottom-up* approach that moves from the concrete to the complex.

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156 real situations were observed and analysed on the basis of tools and interviews with trainers in the four countries to build the ESCOT activities baseline.

The observations were made using the observation grids, which are described in this document, as well as the interview guides attached as an appendix to this guide.

A-4 The trainer's activity

The trainer's teaching activity is a fuzzy activity, which refers to multiple representations and very different approaches. For the project, Thierry Piot provided his insights to understand the work of the adult trainer in a pragmatic and realistic way.

> The work of a trainer, today, is not like the work of a technician who applies a procedure, but rather like the work of an engineer who solves various problems, often simultaneously...
>
> Thierry Piot

Thierry PIOT is Professor of Educational Sciences at the University of Caen and Deputy Director of the *Maison de la Recherche en Sciences Humaines*. With his specialized expertise in the analysis of the activity, particularly in the service sector, Thierry Piot provided the project with his scientific and methodological advice. He started from the observation that the trainer's work today is not so much that of a "technician" who would apply a procedure, but rather the image of a training engineer who solves a variety of human problems, often simultaneously. Thus, through this prism of reading the reality of teaching work, it led the project team to analyse the activities of the trainers by relying on a set of "constants" identified with the partners, constants or "teaching continuities" present in all the situations that the trainers live.

What are we talking about when we talk about pedagogy? (or andragogy in the case of adults). Pedagogy is defined as distinct from **didactics** and **learning processes**.

Pedagogy concerns all processes, instruments and mediations on different registers between the trainer and the learners.

Training content
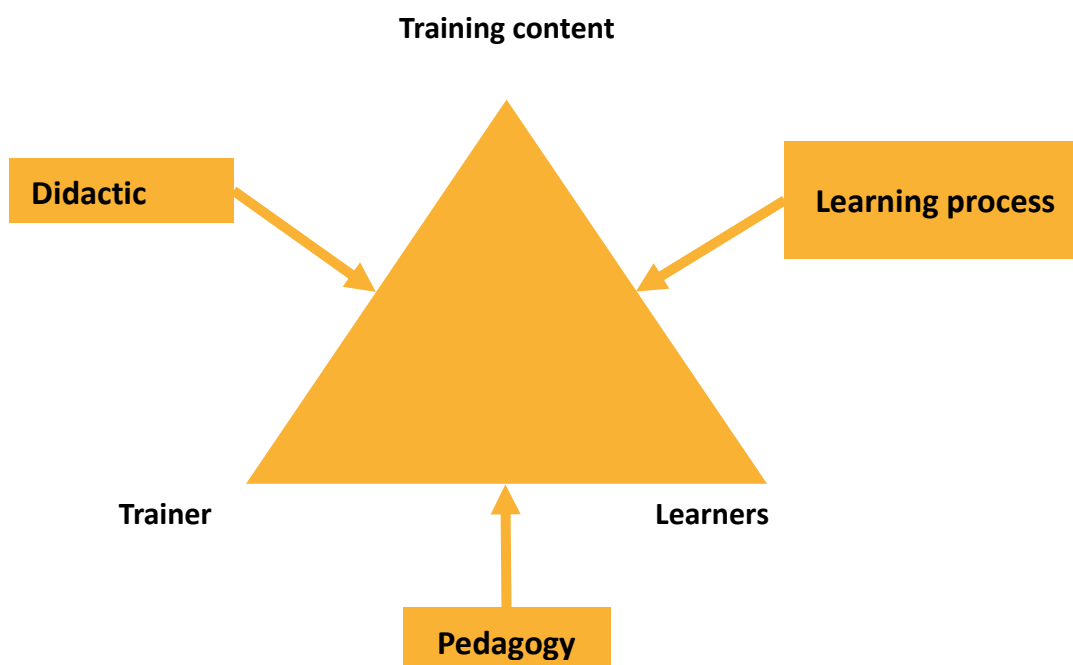
The work carried out within the ESCOT project has demonstrated **8 areas of teaching competences** which can be listed as follows:

- **Prepare and organize training activities**
- **Piloting and regulating the training**
- **Supporting motivation and commitment to the training**
- **Organizing and strengthening group dynamics**

- **Preventing and managing attitudes and behaviours**
- **Taking into account each trainee**
- **Supporting learning activities**
- **Ensure evaluation**

The trainer is constantly vigilant in his activity in each of these areas, which can be compared with the piloting of a train dealing with all the information of an **internal dashboard** from which he regulates his activity.

These 8 areas of competence are interconnected and a diagram has been developed to describe the organisation and links between these areas. These areas are areas of intervention for the trainer.

The following diagram illustrates these elements of the **trainer's inner dashboard**. In this description, the "evaluate" domain concerns both the product *(the competences targeted by the trainees)* and the process *(the training* itself).

Dynamic schematic reference standard for the trainer's teaching activities

In this logic, the trainer prepares his activities and builds an initial training scenario, then pilots the training by organizing and regulating the activities he has prepared.

In this teaching work, he is called upon to support the motivation and commitment of the trainees, ensure good group dynamics, ensure that each learner is taken into account in his individual requests, needs and projects and also prevent and supervise attitudes and behaviours. Evaluation is an important activity that allows him to ensure the progress and proper conduct of his training.
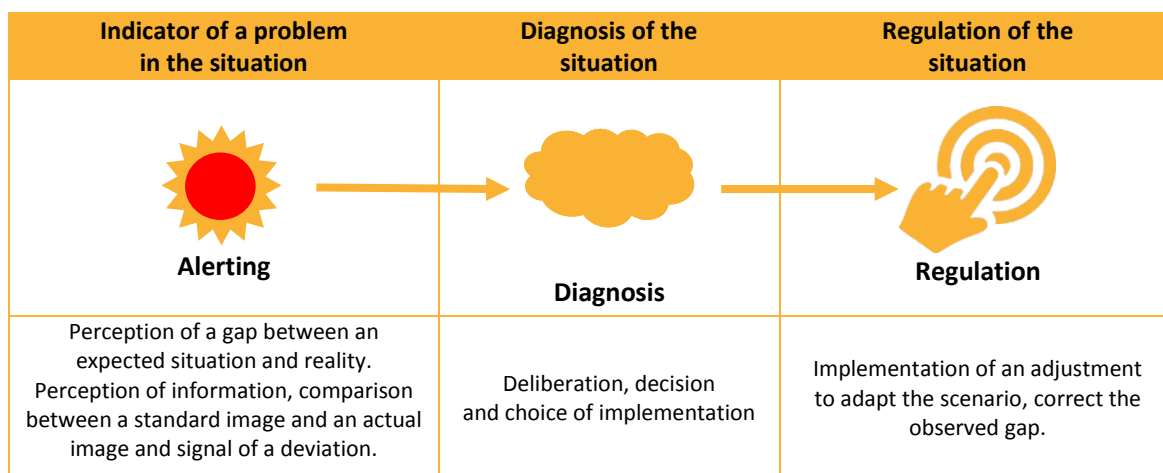
A-5 The regulation of training

The regulation

Regulation is a key function at each stage of the trainer's activity, either during or from one sequence to another.

- At each step, the trainer compares the **initial training scenario** and its **actual implementation**.
  A gap constitutes an alert in the management of his training.

- The trainer **adjusts to unforeseen events**, obstacles encountered by learners, obstacles he/she identifies in the group so that trainees maintain their attention, engage in learning, consolidate their achievements

Indicator of a problem in the situation	Diagnosis of the situation	Regulation of the situation
Alerting	**Diagnosis**	**Regulation**
Perception of a gap between an expected situation and reality. Perception of information, comparison between a standard image and an actual image and signal of a deviation.	Deliberation, decision and choice of implementation	Implementation of an adjustment to adapt the scenario, correct the observed gap.

In the ESCOT project, the team focused on **identifying these regulatory schemes** by observing the trainers in action and questioning them on their choice and decision. This made it possible to define 28 problem situations that structure the training modules.

This **regulation** is essential in the management. It can be done at multiple levels:

- **the rhythm** and **planning** of training, which must be adapted to the trainees' progress,

- **the facilitation** that can influence group dynamics, climate and behaviours in the group of trainees,

- **the consideration of each individual's needs**, which can lead to the adaptation of training methods, organizations and activities to ensure everyone's success,

- **the motivation** of the trainees, without which learning cannot take place and which may require individual or collective remediation,

- **the evaluation**, how to conduct it, its methods and purposes (learning and process),

- **the preparation of activities,** in particular the choice of methods, time, examples and cases used, which must be adapted to the trainees' experiences,
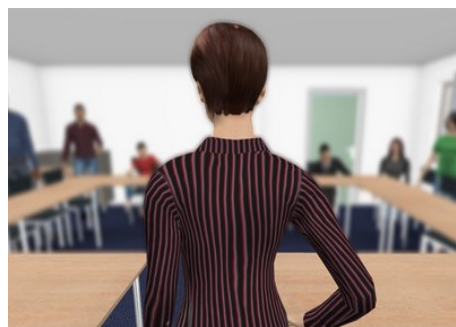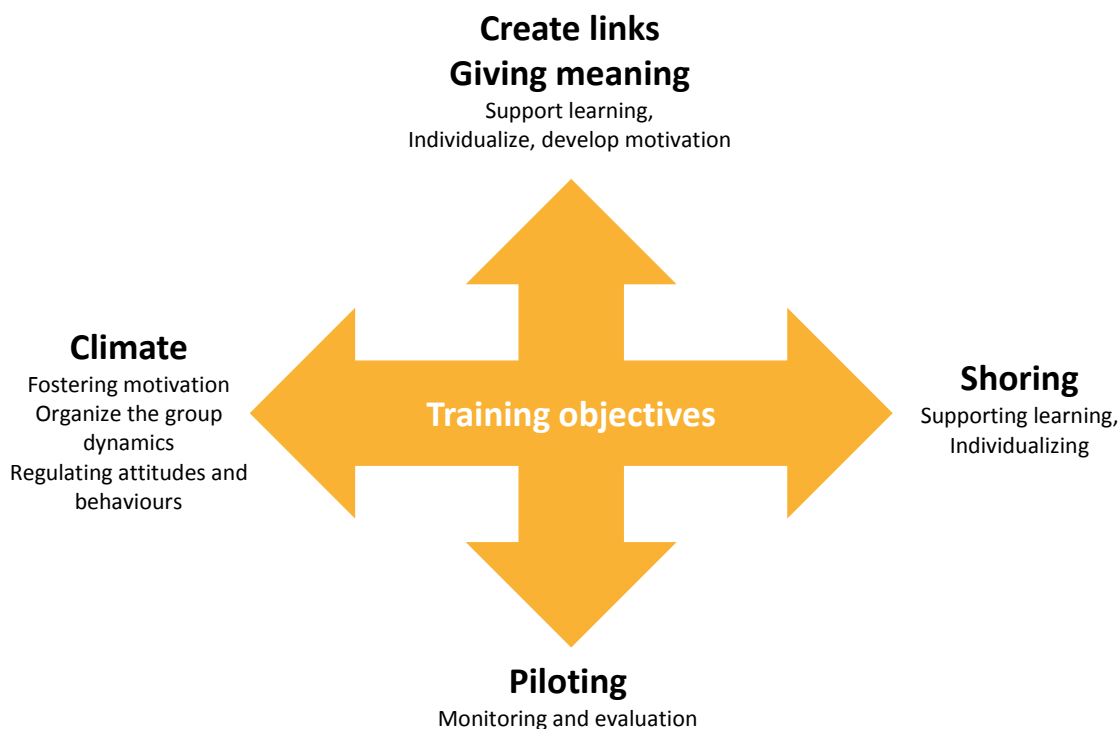
Each training module is thus associated with a set of situations-problems that are put to the trainer and that he or she is required to regulate.
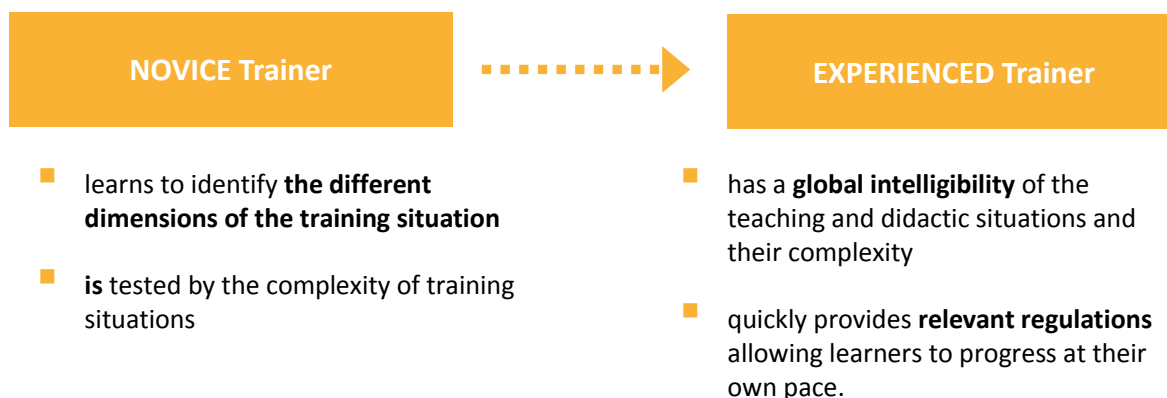
The regulation registers

The 4 registers of the regulation are described in this diagram from D. Bucheton and Y. Soulé (2009).

Create links
Giving meaning
Support learning,
Individualize, develop motivation

Climate
Fostering motivation
Organize the group
dynamics
Regulating attitudes and
behaviours

Training objectives

Shoring
Supporting learning,
Individualizing

Piloting
Monitoring and evaluation

From novice to experienced trainer

The difference between a novice trainer and an experienced trainer is not so obvious to observe, because in both cases, an observer is confronted with an actor who prepares, animates, regulates and evaluates his training. The following diagram illustrates and compares the workings of the novice and the expert.

NOVICE Trainer	EXPERIENCED Trainer

- learns to identify **the different dimensions of the training situation**

- **is** tested by the complexity of training situations

- has a **global intelligibility** of the teaching and didactic situations and their complexity

- quickly provides **relevant regulations** allowing learners to progress at their own pace.

Like a **jazzman,** the more the trainer masters his technique, the more he plays and the more he is able to improvise. **ESCOT training** is intended for **novice trainers** to help them "discover" the profession, create new mental pictures of the situations they encounter, get insights into these situations, identify and try new practices to improve their training..

The modules also provide **experienced trainers** with elements for a holistic approach, fostering a reflective approach that promotes professional development.

The knowledge and tools integrated into the training modules come from both the sciences of Education, validated in their scientific sources and Academic work, but also from the more empirical knowledge of action which was identified during the analysis of the trainers' activity.

A-6 The teaching competences standard

The reference standard has been described using two forms:

- The **flower of teaching competences**, which synthesizes the reference standard with its 8 domains and the 28 associated competences

- A more descriptive **teaching competency standard** that lists the 8 domains, describes the 28 competencies and issues associated with each of these competencies.

The flower of teaching competences
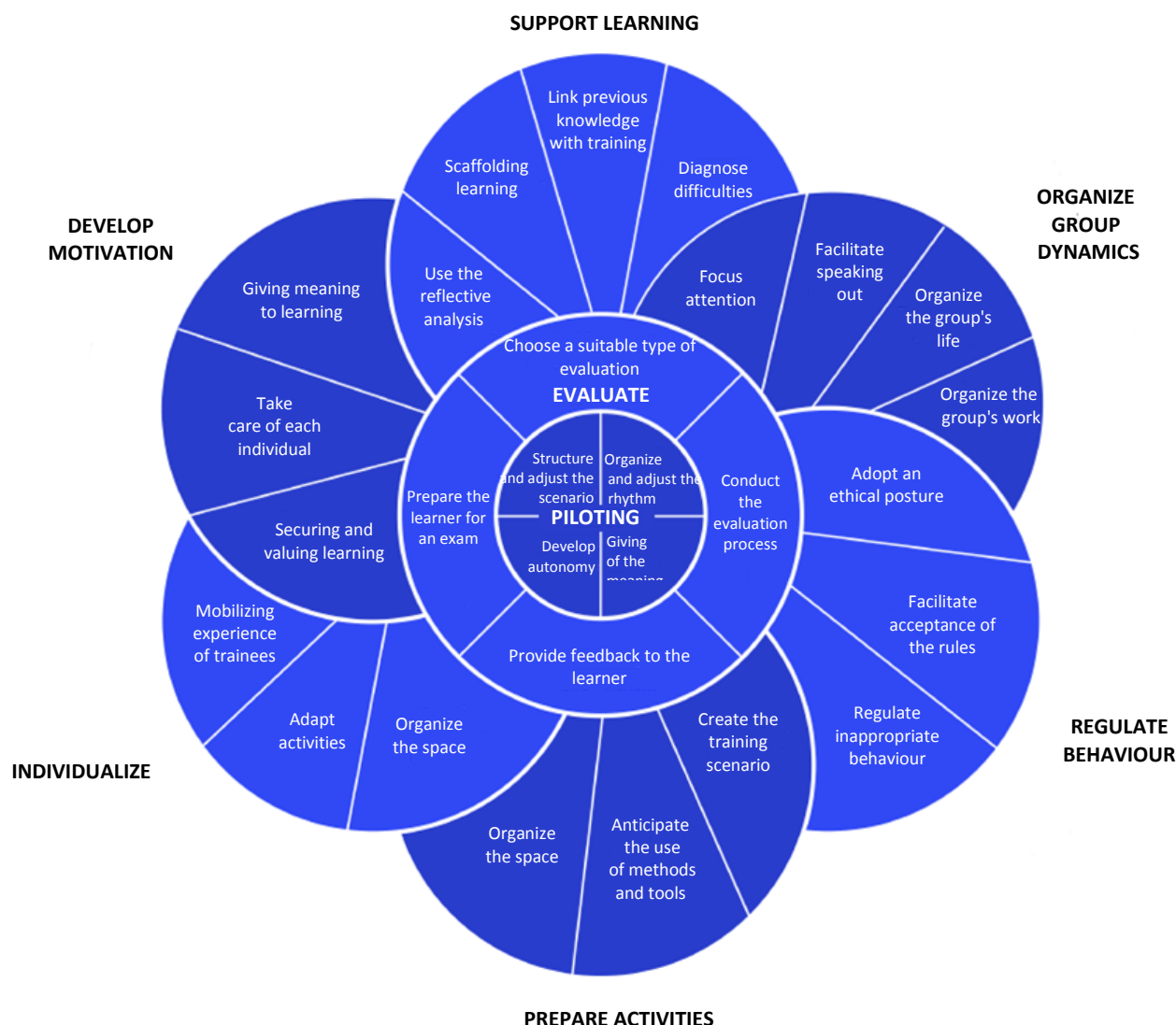
This flower exists in a simple version only for the 8 domains and is used as a feedback diagram for the self-evaluation tool for teaching competences.

In this diagram that appears at the end of the self-assessment questionnaire, the six petals and two concentric circles of the flower core are coloured according to the results of the self-evaluation over a range of 3 colours expressing the maturity of the competency.

The complete standard

D1: Supporting motivation and commitment to the training

C1	Description	Issues at stake
C11	**Taking care of learner and acknowledging the individual**	*Taking care and considering an individual is important to help him develop his self-confidence and built a positive self-image which enables him to move on.*
C12	**Linking the learner's project and the training course**	*Linking the learner's project and the training course is important to help him understand the aim of the training, validate the added value for him and help him commit to the training path.*
C13	**Reinforcing learning by encouraging the trainee and highlighting progress**	*Reinforcing learning by encouraging and highlighting progress help the learner providing landmarks, maintaining and developing his self-confidence, his confidence on the success of the project in order to mobilise his own resources.*

D2 : Organizing and strengthening group dynamics

C3	Description	Issues at stake
C21	**Focusing learners attention and creating emulation**	*Focusing attention of learners is important to speak to active people, mobilise their mental resources and avoid them to lose the thread.*
C22	**Facilitating speaking within the group**	*Facilitating speaking is important to allow a sincere and authentic expression of learners in a kindliness atmosphere. The dialogue spaces facilitate self-confidence and understanding of the learning contents.*
C23	**Organizing the group life** (atmosphere, identity, group contract)	*Organizing the life of the group is important to build a work environment that facilitates learning where everyone finds his place, where rules are shared by the group and where expression of each individual is promoted.* *The life of the group continues outside formal training time and without the presence of the trainer in order to provide support to each member*
C24	**Organizing and regulating group work** (interaction, rhythms, production, synthesis)	*The life of the group continues outside formal training time and without the presence of the trainer in order to provide support to each member*

D3: Preventing and managing attitudes and behaviours

C3	Description	Issues at stake
C31	**Adopting of an ethical or exemplary posture**	*Adopting an ethical and exemplary posture places the trainer as a referent and as an example of the group. He is responsible for the climate of the group and the requirement of quality of the work.*
C32	**Facilitating acceptance of the rules of the institution and the group**	*Facilitating the acceptance of the rules of the institution and the group is important to build and set a secure and shared framework that allows a climate of confidence and level requirement within the group.*
C33	**Regulating inappropriate behaviours** (by calling out an individual, using expression, voice or by the mean of the group or a delegate of the group…)	*Regulating inappropriate behaviours in a graduated way is important and sometimes unavoidable :* *For an individual, regulation aims at complying with shared collective rules. It can range from the reminder of the rules up to the sanction.* *For the group, compliance and respect of shared rules improve the maintenance of the life environment of the group.*

D4: Taking into account each trainee

C4	Description	Issues at stake
C41	**Characterizing the diversity of the group of learners to provide support** (needs, projects, situation, potential…)	*Characterizing the diversity of the group of learners is necessary to allow the trainer to propose an adapted training path with various modalities for each individual.*
C42	**Adapting activities to the learning rhythms, levels and needs of small groups or individuals**	*Adapting the activities to each learner allows the trainer to take into account the pace of the learner, his resources and his difficulties.*
C43	**Using mental representations, experience and potential of learners within the training course**	*Mobilizing experiences and potentials is important for each learner:* *- it allows first to connect his learning attainments with his previous knowledge by giving meaning,* *- and secondly, to value his learning path and resources toward the group.* *This is necessary to propose or adapt the training course and the methods taking into account the starting point of each learner.*

D5: Preparing and organising training activities

C5	Description	Issues at stake
C51	**Preparing the activities according to rules and information on learners**	*Preparing the learning activities allows the trainer to have in mind a predictable training course finalized by well-defined objectives.*
C52	**Preparing the use of methods and tools to fit the needs of various learners**	*It is important for the trainer to anticipate the use of methods and tools fitting the specific needs of learners.*
C53	**Preparing the work space to facilitate learning**	*It is important for the trainer to organize the training space in line with the intentions and training scenario.*

D6: Supporting learning activities

C6	Description	Issues at stake
C61	**Inquiring into the learning process** (process and product of learning)	*Evaluating learning achievement allows the trainer to measure the gap between the expected objectives of training and the performances achieved by a learner.*
C62	**Linking learner's previous knowledge to the training** (Weaving function)	*If necessary, the trainer may proceed to a individual or collective regulation adjusted to the detected needs*
C63	**Supporting the learning process with scaffolding**	*Linking previous knowledge to the training inputs allows each learner to build their learning step by step by mastering their progress.*
C64	**Use reflective analysis to support learning**	*The functions of cognitive support and learning aid allow, starting from the gap observed between what is expected and what is realized in the learning, to propose alternative cognitive and emotional processes of learning.*

D7: Ensuring evaluation

C7	Description	Issues at stake
C71	**Choosing a type of evaluation and the practical modalities adapted to an objective**	*Evaluate for a trainer starts with connecting his evaluation intentions to relevant means and tools in order to measure results. It is therefore important for the trainer to know the different types of evaluation and the various modalities in order to make wise choices according to the objectives and constraints.*
C72	**Conducting the evaluation**	*Conducting the evaluation is important for the trainer to make sure that the learners will effectively achieve the expected objectives taking into account the conditions and hazards of the training.*
C73	**Correcting and providing an efficient feedback to the learner in relation with the objective**	*Correcting an evaluation and providing feedback to the learner is important :* *- to give him back information on the result of his learning,* *- to help him to better conduct his learning,* *- to facilitate the transfer of the learning outcomes in other situations,* *- to develop his ability to evaluate by himself his own learning in order to improve his autonomy*
C74	**Preparing a learner for an exam**	*Preparing a learner for an exam is often important for him to better understand the conditions of the exam and to be able to demonstrate all his achievements despite conditions that he is not necessarily familiar with.*

D8: Piloting and regulating the training

C8	Description	Issues at stake
C81	**Structuring and adjusting the scenario of the training** (initial and on-going scenario)	*In order to pilot his training, the trainer usually separate in clear steps the learning contents of the training in order to create a predictable scenario that he can use as guidelines for his training. From this initial scenario he adjusts the activities according to what happen during the training.*
C82	**Organising and adjusting if necessary the rhythm of the learning** **A. Evaluating the progress of learners through feedbacks** **B. Making choice of activity in order to adjust the rhythm** **C. Adjusting actually the activities**	*The main part of the work of the trainer consists in organizing and adjusting if necessary the rhythm of learning in different ways according to what he perceives from the progression (individual and collective) of the learners*
C83	**Ensuring that learners give meaning to their learning**	*Throughout the training, the trainer has to ensure that the learners give meaning to their learning, so that they connect the learning inputs and work done with their previous knowledge and ensure that they are able to transfer this knowledge in other situations.*
C84	**Developing empowerment and autonomy of learner**	*Piloting means also facilitating empowerment and autonomy of the learner, using active pedagogy that mobilize learners on their learning and associating or delegating part of the activity to learners.*

B - Evaluate teaching competences

B-1 The teaching competences self-evaluation tool

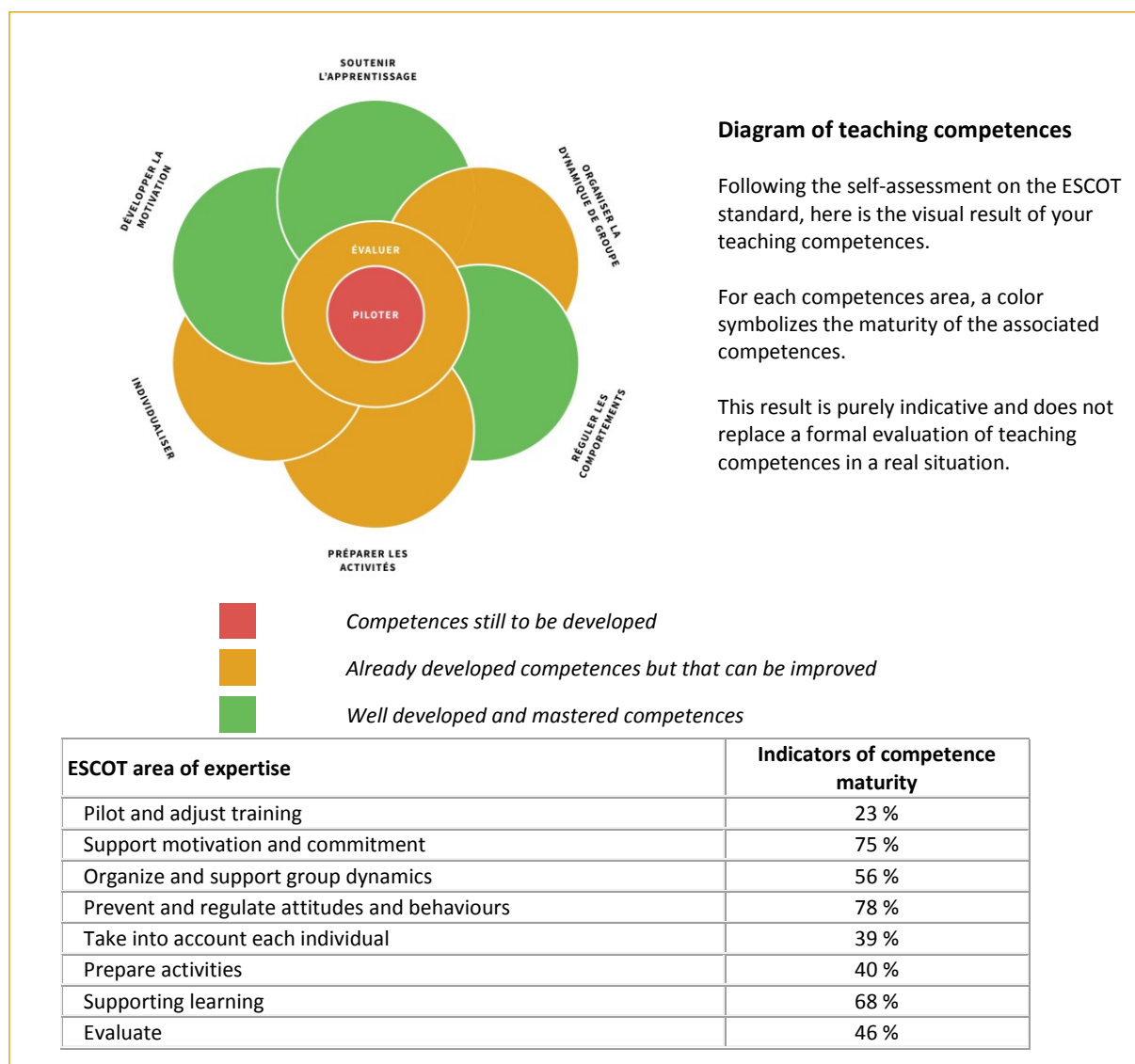## Description of the self-evaluation tool of teaching competences

The evaluation tool produced as part of the European project is a tool based on a test which is composed of 28 questions covering all the competences of the ESCOT standard. It consists of questions that invite the trainer to self-assess each of the competencies on a 4-level scale using the following taxonomy:

Example :

In my training courses, I make sure to give meaning between the training and the project of each trainee to help them represent the aims of the training, its added value and make them adhere to the course.

☐ *No, not really*	☐ *A little*	☐ *Yes, but partly*	☐ *Yes, regularly*

At the end of the questionnaire, the online tool displays the diagram of the previously mentioned flower colored according to the trainer's result. Thus, the six petals and two concentric circles of the flower's heart are coloured according to the results of the self-evaluation on a range of 3 colours expressing the maturity of the development of the competence.

Diagram of teaching competences

Following the self-assessment on the ESCOT standard, here is the visual result of your teaching competences.

For each competences area, a color symbolizes the maturity of the associated competences.

This result is purely indicative and does not replace a formal evaluation of teaching competences in a real situation.

Competences still to be developed

Already developed competences but that can be improved

Well developed and mastered competences

ESCOT area of expertise	Indicators of competence maturity
Pilot and adjust training	23 %
Support motivation and commitment	75 %
Organize and support group dynamics	56 %
Prevent and regulate attitudes and behaviours	78 %
Take into account each individual	39 %
Prepare activities	40 %
Supporting learning	68 %
Evaluate	46 %

The questions of the ESCOT Teaching Competences Self Evaluation Tool

Develop motivation (E1)

Q1.1 In my training courses, I know how to take care of my trainees to create a sincere dialogue, to help them them to create a positive image of themselves and develop self-confidence.

Q1.2 In my training courses, I make sure to link each trainee's project and the training to help them represent the aims of the training, their added value and make them adhere to the course.

Q1.3 In my training courses, I know how to secure and strengthen the potential of trainees by encouraging them and highlighting their progress in order to help them develop their confidence, overcome difficulties and ensure their success.

Organize group dynamics (E2)

Q2.1 In my training courses, I know how to focus learners so that they remain vigilant and mobilize all their resources.

Q2.2 In my training courses, I am able to encourage trainees to speak out by creating trust and establishing a clear and positive communication contract in the group.

Q2.3 In my training courses, I am able to organize the group life to promote the general climate, strengthen cohesion and develop their sense of belonging to the group.

Q2.4 In my training courses, I know how to effectively organize my trainees' group work, using different teaching methods and tools and promoting involvement and collaboration.

Regulate behaviour (E3)

Q3.1 In my training courses, I adopt an ethical and exemplary attitude in order to create a climate of respect and integrity in the group.

Q3.2 In my training courses, I know how to facilitate the acceptance of rules by the use of tools and methods and I know also how to set up a safe and shared framework promoting a climate of confidence.

Q3.3 When necessary, I can manage inappropriate trainee behavior in a gradual manner to ensure compliance with shared collective rules.

Individualize training (E4)

Q4.1 In my training courses, I can characterize my trainees according to their level, speed of work, personal learning styles and specific skills

Q4.2 In order to take into account the differences in a group of trainees, I know how to organize learning in subgroups or in self-study by proposing activities and progressions adapted to the needs of each.

Q4.3. Within a group, I know how to identify the skills and experience of trainees and mobilize them in the course by giving to the trainees appropriate roles to improve collaboration.

Prepare activities (E5)

Q5.1 In my training courses, I know how to structure and organize activities which are adapted to the objectives and according to a progression and rules that ensure efficiency and dynamics in the group.

Q5.2 In my training courses, I know a large variety of tools and methods that I can use depending on what I know about my trainees and depending on the progress towards the objectives I have set.

Q5.3 I know the possibilities of the training environment and how to organize the space to facilitate the individual and group activities that I want to propose to my trainees.

Support learning (E6)

Q6.1 In my training courses, I am able to identify with relevance the nature of a trainee's difficulties and to identify his or her specific needs.

Q6.2 I know how to link the trainees' prior knowledge and experience with the contents of my training to help them build their knowledge according to what they have learned already.

Q6. 3 In my training courses, I know how to support a trainee in difficulty, by identifying his or her abilities and by providing him or her with adapted assistance in order to improve or consolidate his or her learning.

Q6.4 In my training courses, I know how to support a trainee in difficulty to do reflective work on his own way of thinking and help him to advance and progress.

Q7.1 In my training courses, I know how to choose an appropriate type of evaluation and also the tools and procedures that are adapted to the objectives.

Q7.2 In my training courses, I am able to conduct the evaluation process with relevance according to my objectives and the specificities of my trainees.

Q7.3 In my training courses, I know how to provide a targeted feedback to each of trainees to help them progress.

Q7.4 In my training courses, I am able to correctly prepare trainees for an examination, taking into account their difficulties and apprehensions.

Manage training (E8)

Q8.1 In my training courses, I am able to organize and adjust the training scenario according to what happens individually and collectively in the group.

Q8.2 In the training courses, I control the pace of learning and I am able to adapt it if necessary to the group and individuals.

Q8.3 In the training courses, I ensure that the trainees give meaning to the objectives and contents of the training by adapting my support to the pace and progress of each one.

Q8.4 In the training courses, I know how to develop the autonomy of trainees by relying on the potential of each of them and by involving some trainees in the organization of the training.

B-2 The purposes and conditions of use of the self-evaluation tool

The teaching competences self-evaluation tool has been designed to be used by a trainer in several situations:

- **Individually**, according to one's own choice (for personal interest or concern)

- in a **recruitment interview with** a recruiter,

- in the context of a **professional career** or **training interview** with a superior or a representative of the management,

- **before a formative training session**, for a novice who begins the formation

- **at the end of a trainer training session** to assess results and competences

The project team defined these **objectives** and the **conditions for using** the self-evaluation tool.

They are summarized in the following table, which lists each purpose and describes the conditions of use, advice and points of vigilance to be taken into account.

- **As part of a free self-evaluation** *(for the trainer's personal and professional interest)*
  - The user must be informed of the framework for the use of the data if it is subsequently used.
  - For the user trainer to be confident, it is recommended to give an unrestricted and unlimited access to the tool.
  - The result of this test is valid for a given time depending on the trainer's perception of his or her own competences. This result can change with the trainer's practice and the awareness he has of the mobilization of knowledge, competences and attitude in the situations he encounters.

- **During a recruitment** *(before or during a recruitment interview with a recruiter)*
  - The user must be informed of the framework for the use of the data if it is subsequently used. The use of the ESCOT tool in recruitment is tricky, as the trainer may feel judged and may be tempted to overvalue his or her competences to obtain the job.
  - It can only be done in a climate of trust by specifying to what extent the result of this test can affect the outcome of recruitment.
  - It is recommended that the results be explained and discussed between the recruiter and the trainer applying for the position. The result and description of the competences can be a good support for dialogue on the framework of the job, the expected competences and the trainer's perception of his or her ability to enter the job.

- **During a professional interview** *(during an interview between a trainer and a manager of his organization)*
  - For use in an interview, it is recommended that the trainer perform this test beforehand, taking the time to do it objectively. For use in an interview, it is recommended that the trainer perform this test beforehand, taking the time to do it objectively.
  - Its use is delicate because the trainer can feel judged through the feedback on his teaching competences. He must be informed of the use of the result of this test.
  - It is recommended that the test be used in a climate of trust, in a dialogue aimed at developing competences for the beneficiaries of the training and the quality of the system in a context of constructive co-evaluation.

- **Before a trainer training session** *(by a trainer who starts a trainer training session)*
  - The user must be informed of the framework for the use of the data if it is subsequently used.
  - The use of this tool is highly recommended before training as a trainer, as it allows trainees to be mobilized by confronting them with situations they have already encountered.
  - It makes it possible to open a teaching dialogue on the expectations of the trainers benefiting from the training and to recommend a path by identifying the modules most necessary to the trainer's knowledge and context.

- **At the end of the training session, a trainer training session (**to evaluate the learning outcomes of the training)*
  - The user must be informed of the framework for the use of the data if it is subsequently used. He should preferably be informed at the beginning of the training of this self-evaluation.
  - The use of this tool can be useful at the end of the trainer training in an approach of co-evaluation of prior learning. The results must make it possible to open a teaching dialogue on the training, its conduct, content and relevance in the light of the real situations encountered by the trainers benefiting from the training.
  - The results can be compared with the results obtained at the beginning of the training to measure significant changes. This is all the more interesting if the training took place over a period of work by the trainers that allowed them to confront the situations by mobilizing the contributions of the training.

B-3 Tips and sample questions for a post-test interview

To facilitate clarification and discussion on teaching competences, here are some examples of questions that a person, manager or advisor can ask to the trainer who passed the test or that the trainer can ask to himself:

These questions can lead to a discussion on the framework, the relationship with the trainees, the need for professionalization on certain points, professional development, etc...

In which areas of competences do you feel most comfortable?

In which areas of competences do you have any difficulties?

What would you need to be more comfortable in your work?

Do you have to regulate activities in your work? In which areas?
Can you give me some examples? What do you have
to do to regulate the activity and the course of the training?

Note: It may be useful to specify that regulation is normal and natural and illustrates the permanent need to adapt training to the different needs of trainees.

Have you ever given your trainees an evaluation of satisfaction with your training?
What do you learn from this to improve the training process?

How do you prepare your training courses? On which tools and supports do you rely? What happens if learners are unable to follow the activities you have planned?

When you are confronted with learners with learning difficulties, how do you support them?

How would you describe the dynamics of your group? What do you do to stimulate it if the need arises?

When you are confronted with learners who show a lack of motivation, how do you support them?

When you are confronted with inappropriate behaviours or attitudes in your group?
Can you handle that? How do you do it?

How would you define the heterogeneity of your group of learners? What are the difficulties or obstacles that this leads you to overcome?

When you are called upon to make evaluations to validate the progress of the learners in your group? How do you usually do it?

To evaluate the training process and procedure, how do you do it?
Do you conduct formative evaluations during training?

C - Supporting the development of teaching competences

C-1 The difficulties of trainers

The ESCOT training system was based on an analysis of the activity to determine the activities and competences mobilised in the current situations encountered by trainers in Europe.

This analytical work made it possible to create the repository and to support the construction of the modules on a set of common problems encountered by trainers in their daily work.

Thus, 28 problem situations were used to create the scenarios and project resources. From these problem situations, we used 12 of them to create illustrations that can be used to raise awareness of the trainers' issues, illustrate the project's purpose:

I don't understand why my trainees don't understand. What to do about it?

My trainees didn't do everything I planned. How to achieve the objectives?

Some trainees have experience, others none. How to deal with it?

They did it once but they can't do it again. How to consolidate what has been achieved?

Some trainees go too fast, others hang around. How fast can we progress?

To move forward, I have to make sure they understand. How to evaluate them?

These trainees have embarrassing behaviours.
How to manage this?

These trainees have very strong ideas on the subject. How can we take this into account when training them?

My group is very passive.
How to stimulate trainees to make them more active?

My trainees do not make the link between the training activities and their professional projects. How to connect the two?

I have very different trainees!
How can I take this heterogeneity into account in my preparation?

My trainees don't seem to be motivated.
What can be done to develop their motivation?

C-2 ESCOT module description

The learning environment

A metaphor: the journey

The ESCOT training system is based on the framework of the French national project *Capform'express*[1], which uses a metaphor of train travel for training. The journey makes it possible to mark out the learning, often consisting of steps to signify its non-linear character. It is also a meeting place.

Like the traveller who has a destination that corresponds to his expectations, the user benefits from a journey to reach a singular objective. In addition, each traveller starts from a particular point, the learner's achievements being the starting point from which to build the training. Thus, the metaphor of travel is translated in the device into a visual environment (that of the train), but also by a specific vocabulary.

Teaching approach

Making the learner active

In this system, the learner is more involved in his or her learning by collecting the information rather than receiving it. It is by clicking and pointing in the environment that he progresses in the train and in solving problems.

Problem situations

For each module, a set of sequences are designed to make the student reflect on problem situations faced by a novice trainer. It must help it to solve its problems by better understanding situations and mobilizing new practices

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[1] Capform'Express is a national training system for training professionals in France. It offers solutions adapted to the needs of each individual, with quality mediatized resources, personalized support, and animation by a network of professionals, engaged in adult education since 1972.

The structure and invariant of the different modules

Training modules or "travels" are opportunities to learn concepts, notions, tools and methods related to different situations faced by novice trainers.

They explore the train by interacting with the other characters, often more experienced actors in the group. He or she can also go to the WIFI wagon where definitions, tools and quizzes are accessible on a tablet allowing him or her to appropriate a theme and progress along its path.

After each passage in the WIFI wagon and the exploration of new concepts, tools and quizzes, the novice trainer experiments in a dream with new training practices and thus progresses in his or her understanding of the situations and the implementation of practices adapted to their context...

The main characters

Novice trainers
The central character is a novice trainer. He or she has just started working as a trainer in a training centre and is therefore confronted with many problems to manage, organise his or her training and many teaching problems to solve with his or her learners.

The hostess (departure hall):
Before each journey, the hostess describes the objectives of the journey and issues the ticket to the novice trainer.
She systematically invites him to wait in the reception hall with the other passengers.

The companion (who follows the novice trainer along the way). It is an old friend who brings instructions and thus the novice trainers to better understand and orient themselves in the journey.

The controller has 2 functions:
It sometimes appears to propose an evaluation, a test or to advise on the next step.
It is present at the start and finish of the train, reminding novice trainers of key destinations and stages.

Professor Piot
It appears in the Wifi car and at the end of the journey. Its function is to provide knowledge. Definition of key concepts and tools to better understand a situation and find an appropriate regulation or activity.

The main places and stages of a journey

ESCOT journeys are structured by different places and stages of the journey, which correspond to different activities for the novice trainer...

The departure station

This is the first step of the journey.
The novice trainer meets the companion there to explain the problem. He invites him to get on a train and take a journey to discover, meet different characters who can help him better understand the situation and solve his problems.

The departure desk

To begin his or her journey, the novice trainer is invited by the companion to go to the departure desk to take their ticket.
The hostess details the stages (stations) of the journey and invites travellers to wait in the waiting room. It invites to validate the destination and objectives through the ticket.

The waiting room
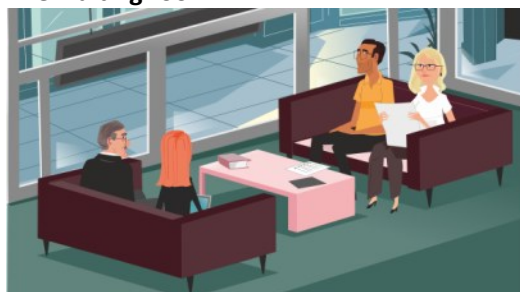
The waiting room precedes the entrance to the train.
For novice trainers, it is an opportunity to get to know the characters with whom they will be led to exchange on the train.
The novice trainer can interact with the various people present to discover them.

1st or 2nd class Wagons

In the train, novice trainers are led to move from car to car to car to meet characters with whom they must talk to clarify the issues they face.
It is by clicking on the foot buttons that they move from one car to another.

Interaction with characters

It is by clicking on the characters that novice trainers can interact with them.

Missions are given to novice trainers who invite them to find and exchange with certain people on the train.

It is therefore up to you to find them and initiate exchanges with novice trainers.

The WIFI Wagon

In the WIFI wagon, novice trainers can at any given time consult resources: definitions, tools and quizzes. The consultation of these resources and the success of the quiz allows you to validate the knowledge acquired during the stage and to progress in the journey. It is by clicking on the tablet that the trainer accesses the resources.

The novice's compartment

After consulting the resources, the novice trainer can go in his or her car to reflect and integrate the new contributions. It is in his or her wagon that the novice trainer relaxes and dreams about his or her situation. He or she sees himself or herself in a situation that explores new practices and integrates other perspectives of the teaching situation that questions them.

The arrival platform
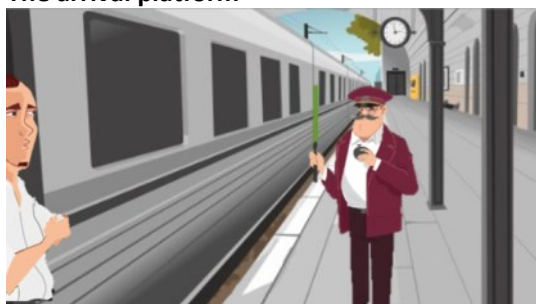
After a series of explorations on the train, the novice trainer arrives at his or her destination.

The arrival platform marks the end of the trip where the novice meets the controller who gives him or her final advice before completing the journey.

He provided him with a postcard that included a synthesis of all the concepts and tools discovered during the journey.

C-2 ESCOT Travel Map

The learning modules were designed from an initial module, the module concerning the Piloting and regulation of training. It specifies the framework of the training, introduces all the characters, issues and all the modules that follow.

Thus, from the Piloting module (Starting station), it is possible for the user to switch to any module, according to his choice, the needs related to the specific problems he encounters.

He can choose to follow them in order or in any order. Once he has finished his journey, he can go to the destination station which provides a summary of all the journeys.
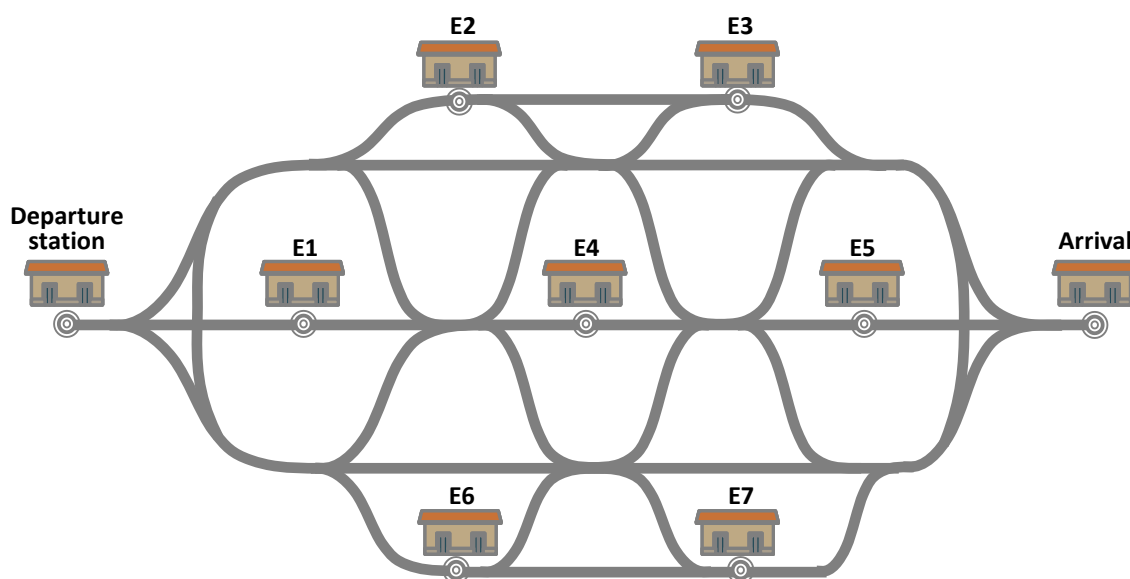
From the departure station it is possible to go to any other station and similarly from each station, you can then go to any other. It is thus possible to follow all the paths you want.

The different stations

Departure station: Piloting and regulate training

E1: Support the learner's motivation and commitment

E2: Organize and support group dynamics

E3: Prevent and regulate attitudes and behaviours

Arrival station: Epilogue of the journey.

E4: Take into account each individual

E5: Prepare and organize training activities

E6: Supporting learning

E7: Ensure evaluation

C-3 List of ESCOT project module concepts and tools

E0 : Piloting	E1 : Motivation	E2 : Group dynamics	E3: Attitudes and behaviours
Concepts / keywords	**Concepts / keywords**	**Concepts / keywords**	**Concepts / keywords**
Piloting a training *Training scenario* *Regulation* *Heterogeneity of the group* *Rhythm of learning* *Small group learning* *The project of training* *Transfer of learning* *Weaving* *Learner's autonomy* *Trainer's attitude* *Co-activity*	*Motivation* *Identity* *Caring* *Project* *Representation* *Career change* *Self-awareness* *Reinforcing motivation* *Highlighting learner's achievements and potential* *Perceived self-efficacy* *Empowerment*	*Attention of learner* *Emulation* *Mobilization of the group* *Surprise effect* *Non-verbal communication* *Kindness* *Non judging/positive communication* *Self-confidence* *Communication contract* *Facilitation* *Identity of the group* *Group cohesion* *Involvement* *Group dynamics* *Collaboration* *Needs of the group* *Group roles*	*Exemplary of the trainer* *Authenticity of the trainer* *The rules of the institution* *The rules of the group* *Empowerment* *Management* *of inappropriate behaviors* *Expression of needs* *of individual* *Dynamic tension between demand / kindness*
Module 0 Tools	**Tools in Module 1**	**Tools in Module 2**	**Module 3 Tools**
T811 Training piloting diagram T812 The regulation of training T813 Practical issues for effective regulation T243 Learning rhythms T822 Regulation of learning rhythms T521 The different rhythms of a trainee's activities T831 Examples of activities that make sense of learning T242 T242 Roles in groups T511 Benjamin Bloom's taxonomy T133 Create a space for self-determination T841 Facilitate the development of autonomy	T111 Motivation in training T112 The needs of the learner T113 The motives of trainees for joining a training T114 Facilitate the expression of motivation of the learners T115 Guidelines for a meaningful first acquaintance T121 The project and its meaning T122 Steps before embarking on a training project T123 Guidelines for creation and use of a learning contract T131 List of common limiting beliefs T132 Strategies to overcome limiting beliefs T133 Create a space for self-determination T134 Personal and social obstacles to training	T211 Checklist of hypotheses regarding group dynamics T212 The 3 ways to communicate T213 Active listening to create good group dynamics T214 Awaken learner's attention T221 Assertive communication T222 Non-judgmental communication T223 The DESC method T224 The communication contract T225 The talking stick method T226 The antidote to participation T231 The group coat of arms T232 Group dynamics activities T241 Different types of group work T242 Roles in groups T243 Rhythms of learning T244 The different types of regulation in training	T311 Vicarious learning T312 The humanist posture of the trainer T313 Non-violent communication guide T321 Method of drafting group contracts T322 Example of a group contract T323 The cooperative council T331 Situation analysis method T332 Role-playing to regulate inappropriate behavior T333 Assistance in expressing needs T334 Five classic ways to manage inappropriate behavior in groups

List of concepts and tools of the ESCOT project modules *(Continued)*

E4 : Individualisation	E5: Preparation of training	E6: Support for learning	E7 : Evaluation
Concepts / keywords	**Concepts / keywords**	**Concepts / keywords**	**Concepts / keywords**
Needs of a learners *Learning profiles* *Cognitive style* *Small groups learning* *Self-learning* *Learning activity adaptation* *Experience and knowledge of trainees* *Active methods* *Mental representation* *Social-cognitive conflict*	*Learning objectives* *Training scenarios* *Active training methods* *Learning rhythm* *Adaptation of methods* *Training techniques / tools* *Training space* *Training equipment* *Place of the trainer within the room*	*Inquire into the learning process* *Remediation* *Understanding the instructions* *Representation* *Constructivism* *Weaving* *Zone of proximal development* *Scaffolding / unscaffolding* *Operative image* *Contextualize / decontextualize / recontextualize* *Reflexive analysis* *Transfer of knowledge* *Elucidation interview*	*Summative evaluation* *Formative assessment* *Diagnostic evaluation* *Self-evaluation* *Co-evaluation* *Training evaluation* *Training objectives* *Methodology of evaluation* *Learner's performance* *Cognitive styles* *Feedback* *Metacognition* *Empowerment* *Criteria of evaluation* *Conditions of an examination* *Coaching*
Tools in Module 4	**Module 5 Tools**	**Tools in Module 6**	**Module 7 Tools**
T11.2 The needs of the learner T13.4 Personal and social obstacles to training T24.3 Rhythms of learning T411 Cognitive styles T412 Multiple Intelligences T11.5 Guidelines for a meaningful first presentation T33.3 Assistance in expressing needs T421 Individualisation of training T241 Different types of group work T423 Keys to improve self-training T624 Understanding : mecanisms and obstacles T622 Techniques to work on mental representations T623 Use of mind map	T511 Benjamin Bloom's taxonomy T512 Exploration of training needs T513 Active pedagogies in adult training T514 Example of a training scenario T515 Reflecting team T24.3 Rhythms of learning T821 The different rhythms of an intern's activities T521 The different rhythms of a trainee's activities T522 Training principles, rules and methods T523 The ternary rhythm to organize activities T524 Content centered vs. learner centered training T531 Questions about the training space T532 Keys to organize the training space T533 Material preparation checklist	T611 What is learning? T612 Checklist of hypothesis about the learner's difficulty T613 Active listening to check comprehension T614 The needs of a learner T621 Hypothesis and resolving difficulties checklist T622 Techniques to work on mental representations T623 Use of mind map T624 Understanding : mecanisms and obstacles T63.1 Understanding Instructions tool T63.2 Method of understanding instructions within groups T64.1 The elucidation interview T64.4 Reflexive analysis Method	T511 Benjamin Bloom's taxonomy T711 The different types of evaluation T712 Evaluation of the product and training process T411 Cognitive styles T721 Keys to improve the learning outcomes evaluation T612 Checklist of hypothesis about the learner's difficulty T731 Key attitudes for effective feedback T732 Checklist to evaluate the training process T741 Tips for exam preparation T131 List of common limiting beliefs T13.2 Strategies to overcome limiting beliefs T742 Classic mistakes and advice to trainees during exams

C-4 ESCOT Project Definitions and Tool Sheets

- **The tools of the starting module (Postcard E0)**

- **The tools in Module 1 (Postcard 1)**

- **The tools in Module 2 (Postcard 2)**

- **The tools in Module 3 (Postcard 3)**

- **The tools in Module 4 (Postcard 4)**

- **The tools in Module 5 (Postcard 5)**

- **The tools in Module 6 (Postcard 6)**

- **The tools in Module 7 (Postcard 7)**

D - Appendices

D1- Example of a summary sheet of the activity analysis

D2- Examples of questions that help to explain

D1- Example of a summary sheet of the activity analysis

Interviewer :   **Country :**

Date:

Description of the context

Objectives of the training:

Trainee/public :

    Level :

    Age :

    Gender :

    Number :

    Type of public (Job seeker/company/individual) :

Training Material:

Total duration of the training :

Place of this session within the global training :

Observed trainer

Age :   Experience in training (years) :   Gender (M/F) :

If the trainer accept to be interviewed and filmed later on :

    Name and First name :

    Contact (mail/phone) :

Elements 1-8 (with observable items)	Observed 0/+/++	Notes about observed actions in relation with invariants
1. Support motivation / commitment ☐ The trainer asks for the expectations, wishes of trainees ☐ The trainer is attentive to the acceptances of trainees ☐ He exchanges on the meaning of training activity/contents with trainees ☐ He exchanges on options, possible choices, decision with trainees ☐ He takes into account and use the answers / productions of trainees ☐ The trainer gives individual explanations about the training ☐ He talks about the potential transfer of the training into work and life		*Observed activities supporting motivation of trainees*
2. Organize, manage the dynamic of the group ☐ The trainer shares the speaking of trainees among the group ☐ The trainers organizes small groups work / activities ☐ He asks questions to the group collectively ☐ He facilitates the mutual exchanges of knowledge among the group ☐ He organizes or delegate the sharing of the work ☐ Discusses on the social climate of the group (disagreement, behaviour...) ☐ Organizes a break		*Observed activities in relation with the dynamic of the group*
3. Prevent and manage attitudes and behaviours ☐ He exchanges about the different steps of the training session ☐ Discuss on the rules and principles related to interactions in the group ☐ Use the same language register as the trainees ☐ The trainer adopts an exemplary behaviour (time respect, use of phone, mutual respect…) ☐ Remind the contract / rules in case of « transgression » ☐ Discuss on the wishes, needs and the objectives of the training		*Observed activities of prevention and management of attitudes/behaviors*
4. Take into account each trainee ☐ The trainer takes into account existing knowledge of trainees ☐ He takes into account the experience and background of trainees ☐ He adjusts the progression to trainees' pace of learning ☐ He discusses on trainees' difficulties, failure, stress and specific context ☐ He gives value to success, encourages trainees ☐ He discusses apart with a learner during a break		*Observed activities helping taking into account each trainee*
5. Prepare and organize the training activities ☐ The trainer introduces the content / objectives of the training session ☐ The trainer makes the connection with previous or subsequent sessions ☐ He uses a top to bottom techniques (lecture, demonstration…) ☐ He uses an active method (role play, simulation, brainstorming) ☐ The trainer summarizes at the end of the session, ☐ The trainer organizes feedback and recap ☐ Various supports are used during the training session		*Observed training activities of trainers*
6. Support learning (training techniques) ☐ The trainer helps individually the trainees ☐ The trainer formulates the same notion several time in different way ☐ He talks about the resources to use, the methods to follow, the possible reasoning or errors ☐ He invites a learner to develop, deepen, specify elements ☐ The trainer uses open and descriptive questioning (how, what?) ☐ The trainer uses rephrasing techniques (re-use of trainee's words, self-reflection, rephrasing, synthesis, refocusing...)		*Observed activities of support of the learning*
7. Ensure evaluation ☐ The trainer organizes diagnostic testing (training needs, expectations, initial level…) ☐ He takes into account the results of activities or the productions of trainees and organizes a feedback with the trainees ☐ The trainer organizes a learning evaluation ☐ The trainer organizes a summative evaluation ☐ He evaluates the satisfaction of trainees at the end of the session ☐ He organizes a self-evaluation ☐ He organizes a co-evaluation		*Observed activities in relation with evaluation*
8. Pilot/shape /reshape the training ☐ The trainer adjusts / modifies / reshapes one element of the training during the session (objectives, content, activity, material, duration) ☐ He organizes the space of work (before or after the session)		*Observed actions of piloting, shaping/reshaping the training*

Choices-decision-action	Information catch	Interpretation / analysis	Knowledge used
Which decisions/choices are done?	*What information do you base on?*	*How do you analyze this?*	*What knowledge is used?*

D2- Examples of questions that help to elicit and precise activity

Background information

Where, when, with whom, with what, under what circumstances? In what state of mind?

Judgments

What do you think, what did you think?
How did that make you feel?
What do you keep of it?
What do you think?
What did it do to you?

Intentional/objectives

What were you trying to do, what were you aiming for?

Knowledge/references

What were you basing it on?
What rule did you respect, use, apply, implement?
What did the instruction say, the rule say?

Information Inquiries

What do you pay particular attention to, what do you look at, what do you hear?
Q What do you recognize as... (Example: the learner understood)?
When do you... what else do you do? (at the same time, just before, just after)

Deepening, clarification

When you say"........ " (to use the <u>exact words</u>), what do you mean / can you detail exactly what you are doing?

Decision-making process

When you made this choice, / made this decision, what did you base it on?
How do you decide that? From what point on?

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We would like to acknowledge and thank all those who have contributed in one way or another to this project.

Executive Summary

Continuing vocational training (CVET) is one of the major instruments to meet the challenges of the European 2020 strategy.

The Bruges Communiqué invited Member States to improve the continuous training of education and vocational training trainers, through flexible training, enabling them to tackle the increasingly broad and complex training tasks they face today.

The continuing training market in Europe has indeed evolved profoundly over the last 20 years and is reflected in a generalisation of calls for tenders (public and private contracts), an increasingly high quality requirement with certifications required for trainers, a requirement for productivity and rationalisation of training, which implies for trainers to apply training engineering that takes into account learners' achievements, to adapt the course, to validate and certify and a demand for a competences-based approach that has become widespread in training to encourage transfers.

To meet these challenges and meet the European CVET market requirements, the competences of adult trainers and particularly the teaching competences are becoming critical and have a direct impact on the quality of training.

From these findings, the project ESCoT helps to develop and establish a core of teaching competences for adult trainers, shared and enriched base at European level. It aims at improving the development of these competences by the use of flexible online just-in-time trainings.

Thus the ESCoT project aims to:

- Develop the quality of training by improving the teaching competences of trainers
- Improve the transfer of teaching competences into real work through the use of work analysis
- Facilitate access to flexible and relevant training for adult trainers in Europe
- Facilitate the evaluation and management of teaching competences by trainers and training centres
- To allow the confrontation of training practices at European level to develop a European culture of training engineering (methodologies, individualisation, tools, etc.) and to develop innovation in pedagogy to meet new societal challenges

It thus provides trainers and training organisations with the following benefits:

- → A **standard of teaching competences** based on an analysis of the real activities of trainers shared at European level.
- → **online modules for the training of trainers** allowing the implementation of flexible training to support the development of trainers' teaching competences in reference situations,
- → **tools to evaluate and manage the teaching competences of trainers** related to the situations they encounter,
- → a **guide to the development of teaching competences** in European continuing education organisations and networks.

Partners

Coordinator :

- GIPFAR, Groupement d'Intérêt Public de Formation de l'Académie de Rennes, France

Partners :

- EN.A.A.I.P. FRIULI VENEZIA GIULIA, ITALY
- BFI - OÖ, BERUFSFORDERUNGSINSTITUT OBEROSTERREICH, AUSTRIA
- INTEGRATION KEK, GREECE

Beneficiaries

- Beneficiaries: C-VET trainers and training centres
- Direct targets of the project: trainers of trainers, training organization