

Evaluation of professional competencies and educational needs of migrants/refugees

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List of Abbreviations

AO	Awarding Organisation
BTEC	Business and Technology Education Council
E2E	Entry to Employment
EQF	European Qualifications Framework
EU	European Union
FE	Further Education
HE	Higher Education
ICT	Information Communication Technology
LLL	Lifelong learning
LSC	Learning and Skills Council
NARIC	National Academic Recognition Information Centre
NQF	National Qualifications Framework
Ofqual	The Office of Qualifications and Examinations Regulation
QAA	Quality Assurance Agency
QC	Quality Code
QCF	Qualifications and Credit Framework
RARPA	Recognising and Recording Progress and Achievement in Non-Accredited Learning
RPL	Recognition of Prior Learning
RQF	Regulated Qualification Framework
SFA	Skills Funding Agency
SNA	Skills needs analysis
TNA	Training needs analysis
UNHCR	United Nations High Commissioner for Refugees
VET	Vocational Education and Training
MRC	Migrants Resource Centre

Introduction

This report is an individual contribution after the study visit to Italy with the topic "Southern European Migrant Dilemmas: Better Integration Methods" organised by Kairos Europe within Erasmus Plus programme, in the period from 2nd to 10th November 2016.

This 7 day workshop had the aim to help all the participants to gain a greater understanding of issues that affect non-EU migrants and people with disadvantaged backgrounds when integrating within European cities. In response to the various critical events affecting European countries; the focus on this workshop was not only based on being able to communicate effectively with people of different backgrounds but gaining 'hands-on' practical skills of working to better the lives of integrated non-EU migrants, refugees and asylum seekers. Apart from this, throughout the workshop, teaching and learning, panel discussions, activities, networking and sharing of ideas in relation to intercultural interactions that took place British participants have had the opportunity to gain a greater understanding of how the often perceived 'UK migration dilemmas' and not just British but European-wide issues that extend to the south of Italy.

My individual task was following:

Evaluation of professional competencies and educational needs of migrants / refugees

Based on your experience we would like the report to contain the following points:

1. How to assess prior learning;
2. Examples of needs analysis;
3. Recommendation on: preparing training contents, implement, monitoring and evaluate the training;
4. Example of instruments that can be used effectively in qualitative and quantitative evaluation.

Adult education cycle / Andragogical cycle

Formal education is very often considered as a rigid and unappropriated for adults who need very fast adaptation and usually a quick response to changes. This is especially valid when we talk about help to migrants and refugees who need to show a very high level of resilience and to integrate very fast in the new surroundings. However, adult education needs to be well planned, with structure and some quality assurance mechanisms.

Adult Education cycle is a system of procedures which lead to the achievement of the objectives of adult education. The basic six stages of the andragogical cycle are:

1. Identification and analyses of educational needs,
2. Planning of education,
3. Development of training programme,
4. Organisation of education,
5. The implementation of the programme,
6. The evaluation of the programme processes and outcomes.

A single adult educator can conduct all these stages by him/herself, fulfilling different functions, but in the large organisation, every single phase can be conduct by a different specialist. Most commonly the last two steps are mainly conducted by freelance or part-time educators, while need analyses, identification and selection of programme contents and planning are undertaken by staff of some educational institution/organisation.

In the following text, I will try to describe all phases in the context of education of migrants and refugees, although there are big differences in certain phases of the educational cycle for these two target groups. The primary focus will be on the first phases – the identification and analyses of educational needs and the recognition of prior learning as a part of this process.

Identification of educational needs

The first phase of the andragogical cycle is educational needs analyses. Even in formal education when a curriculum is already defined and meets external requirements there is always a difference between course content and demands of learners. It is important to look at the participant as an individual, but also as a member of society and to assess both needs.

Need for the education is the difference between knowledge, skills and other personal characteristics that we can develop through education and that we need for successfully performing certain activities and functions and knowledge, skills and characteristics that possess by the person.

The individual needs can be assessed in different ways (conversation, interview or questionnaire), but the best way to do this is in direct contact with a career and learning advisor. This direct contact will show to the participant that we respect his opinion, which we will respect his/her needs and will additionally motivate potential participant. This is particularly the case with such sensitive target groups such as migrants and especially refugees.

Apart from this, it is important to take into consideration needs of the community that will accept migrants and refugees. There are certain needs of the community, and for that purpose, it will offer different possibilities for the education.

The aim of the adult education is to fulfil the needs of individual and society that appears in different circumstances – on the personal level, family, workplace and broader society. The aim is to meet the diverse needs personal, social and economical, although a big number of motives are not in line with each other.

In order to conduct needs analysis, it is necessary to have a framework for necessary help and possibilities. Apart from this career guidance takes an important role in this phase. Career advisor will make an initial assessment of the migrants or refugee situation and make a personal skill action plan with the client.

The starting point for the analyses is recognition of the qualification and recognition of prior learning.

Recognition of the qualification

The good starting point for the initial assessment of qualification level of migrants or refugees is National Qualification Framework (NQF). The National Qualifications Framework is the system that records levels of learning achievement to ensure that the skills and knowledge that have been learned are recognised throughout the country.¹²

¹ 47 countries participating in the Bologna Process are committed to producing a national qualifications framework. Other countries not part of this process also have national qualifications frameworks. All EU member states have developed (more or less) their NQF, as well as some NON EU countries to enhance the mobility of the students and working force.

² The **Qualifications and Credit Framework (QCF)** was the national credit transfer system for education qualification in England, Northern Ireland and Wales until October 2015. The QCF replaced the National Qualifications Framework (NQF) which closed for accreditations at the end of 2010. Students who started qualifications under the NQF completed them as such, but any student starting a

NQFs operate according to following aims:

- to ease establishment of national standards for learning outcomes (competences);
- to relate qualifications to one another;
- to promote access to learning, transfer of learning and progression;
- to promote the quality of education and training provision.³

The European Qualifications Framework (EQF) is a translation tool that helps communication and comparison between qualifications systems in Europe. Its eight common European reference levels are described in terms of learning outcomes: knowledge, skills and competences.⁴ This allows any national qualifications systems, national qualifications frameworks (NQFs) and qualifications in Europe to relate to the EQF levels. Learners, graduates, providers and employers can use these levels to understand and compare qualifications awarded in different countries and by different education and training systems.⁵

The main idea is to help mobility of learners and workers who are moving between countries. Different countries have developed national qualifications frameworks with different structures and a different number of levels that reflect their educational systems. For example, certain qualification placed at level 5 in country X's national qualifications framework and level 3 in country Y's framework. The EQF can be used to compare the levels of the two different frameworks, instead of direct comparison and direct agreements between countries.

Graph 1: Comparing Levels of Different National Qualification Frameworks Using EQF⁶



As a part of National Qualification Framework, every county has a specialised agency responsible for the recognition of the foreign qualifications. NARIC is the National Recognition Information

qualification from September 2011 completed it under the QCF. Scotland has its own system - the Scottish Credit and Qualifications Framework. The system in England & Wales was also set to change, as the government announced in March 2015 that the QCF rules would be withdrawn and replaced with something 'simpler'.^[4] This simpler replacement was the [Regulated Qualification Framework](#).

³ European guidelines for validating non-formal and informal learning, CEDEFOP, Luxembourg: Office for Official Publications of the European Communities, 2009

⁴ Descriptors defining levels in the European Qualifications Framework (EQF) can be found in the Annex 2

⁵ Ploteus - <https://ec.europa.eu/ploteus/en/home>

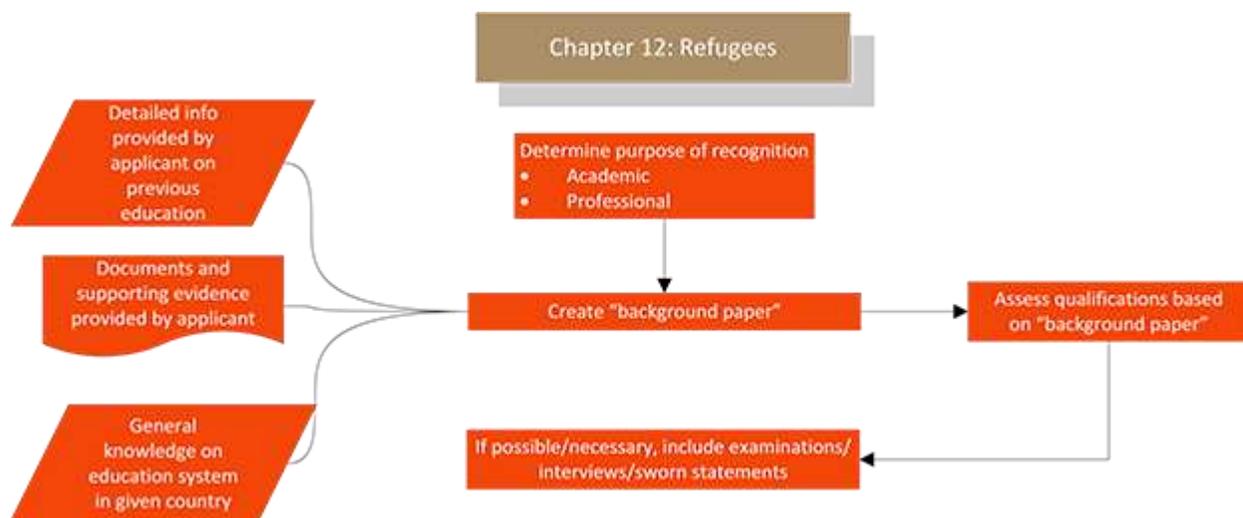
⁶ <http://www.eurorecognition.eu/emanual/Chapter%207/examples.aspx>

Centre and provides services for individuals and organisations advising on comparisons of international qualifications against national qualification framework levels.

With the help of NARIC the recognition of the qualification for the migrants is significantly simplified. Unfortunately, the situation with refugees is different, especially if they are coming from the war zones and don't have any proof about qualification level. Due to increased need to help people in that kind of situation, European Area of Recognition (EAR) project has developed the proposal for the recognition of the qualification for refugees.

Due to justified lack of documentation proposed procedure is different from the traditional procedure. While regular assessment is based on educational credentials submitted by the applicant "the assessment of a refugee's qualification is based on incomplete – or completely absent – information about the individual qualification and/or the educational system in which it was obtained".⁷

Graph 2: Recognition of prior learning for refugees⁸



The procedure is different depending on applicant wishes to work or to continue studies. In order to facilitate the assessment of the qualifications of refugees, displaced persons, credential evaluators have to create a "background paper".

The "background paper" is an authoritative description or reconstruction of the academic achievements based on:

- Detailed information provided by an applicant, regarding the contents, extent and level of education; information regarding professional experience should also be included, especially when related to the applicant's education;
- Documents and supporting evidence provided by the applicant; (educational documents, testimonials of work experience or any other evidence which may help to confirm the information given in the application;

⁷ European Area of Recognition Manual - Practical guidelines for fair recognition of qualifications, Hague, January 2012

⁸ European Area of Recognition Manual - Practical guidelines for fair recognition of qualifications, Hague, January 2012

- general knowledge of the educational system in the country in question.

The proposal is to base the “background paper” on the model of the Diploma Supplement.

Whenever possible and/or necessary the assessment procedure could also include specially arranged examinations, interviews with staff of higher education institutions and/or the competent recognition authority and sworn statements before a legally competent authority. In case that above mentioned procedures is not enough it is advised to that person start procedure of Recognition Of Prior Learning.⁹

At the moment UK NARIC is a key partner in the new project to develop a recognition toolkit, with the project being led by our Norwegian counterpart agency NOKUT and the partnership also including the Dutch NUFFIC, the Italian recognition agency CIMEA, the French CIEP and the Armenian ArmENIC. The aim of the project is to develop a common European recognition toolkit to handle applications from refugees and displaced persons. It is foreseen to develop the toolkit in 2016, with a view to pilots taking place in 2017.

Recognition of the prior learning

The **Recognition of Prior Learning (RPL)** “is the process for recognising learning that has its source in experience and/or previous formal, non-formal and informal learning contexts”¹⁰.

This includes learning:

- acquired in a non-formal or informal setting;
- that did not lead to a qualification;
- acquired through professional experience;
- acquired through unfinished studies at a recognised institution¹¹.

According to Ofqual, RPL is “the process undertaken on behalf of the Learner to identify and recognise relevant learning, experience, knowledge or competences he or she may have already and which contribute to the qualification or unit they plan to undertake. It involves giving Learners information, advice and guidance about whether the RPL route is the right one at the initial stage”.

European Council has recognised the importance of learning outside formal system of education and in May 2004 were adopted a set of common European principles for identifying and validating non-formal and informal learning.

The main benefits of the RPL are:

- RPL can be used in different working context applied in a diverse range of working contexts, vocational content, level of knowledge and required skills;

⁹ European Area of Recognition Manual - Practical guidelines for fair recognition of qualifications, Hague, January 2012

¹⁰ The Scottish Credit and Qualifications Framework – Recognition of Prior Learning - <http://scqf.org.uk/more/rpl/what-is-recognition-of-prior-learning-rpl/>

¹¹ European Area of Recognition Manual - Practical guidelines for fair recognition of qualifications, Hague, January 2012

- RPL provides learners to gain their qualification more quickly;
- RPL can decrease costs of acquiring of qualifications;
- Some of RPL processes are easier to administer (especially online);
- The RPL process can improve the confidence of the learners.

Methods for the Recognition of Prior Learning

Recognition of Prior Learning does not have prescribed assessment methods at national level, and in practice may vary significantly, even from one application to another.

According to the 2007 inventory it is possible to classify assessment tools in the following way:

- **Debate:** offers the candidate an opportunity to demonstrate depth of knowledge as well as communicative skills;
- **Declarative methods:** based on individuals' own identification and recording of their competences, normally signed by a third party, to verify the self-assessment;
- **Interviews** can be used to clarify issues raised in documentary evidence presented and/or to review scope and depth of learning;
- **Observation:** extracting evidence of competence from an individual while they are performing everyday tasks at work;
- **Portfolio method:** using a mix of methods and instruments employed in consecutive stages to produce a coherent set of documents or work samples showing an individual's skills and competences in different ways. It is now possible to extend the classification to encompass some assessment methods that are common but are not easy to classify using the five categories above:
- **Presentation:** can be formal or informal and can be used to check ability to present information in a way appropriate to subject and audience;
- **Simulation and evidence extracted from work:** where individuals are placed in a situation that fulfils all the criteria of the real-life scenario to have their competences assessed;
- **Tests and examinations:** identifying and validating informal and non-formal learning through or with the help of examinations in the formal system. This is now a useful broad classification and while some categories overlap a little, others may be further distinguished. Some specific validation processes may make use of more than one of these approaches to achieve greater validity, reliability, fairness and fitness for purpose of results. Each of the categories is now expanded to show the range of assessment methods embedded in it. Following this, issues of quality are discussed.¹²

Every country has its own route for the RP and own development stage, since we are talking about voluntary process. There is no single framework for validation at national level in the UK. There are four main routes by which individuals can have their prior learning validated, which apply to different types of learning:

- Recognition of Prior Learning (RPL), linked to formal qualifications, mainly offered through the Qualifications and Credit Framework (QCF);
- Recognition of non-formal certificated learning via the QCF;
- Recognition of Prior Learning (RPL) (formerly referred to as Accreditation of prior (Experiential) Learning, APL/APEL) in relation to Higher Education (HE); and,

¹² European guidelines for validating non-formal and informal learning, CEDEFOP, Luxembourg: Office for Official Publications of the European Communities, 2009

- Recording Progress and Achievement in Non-Accredited Learning (RARPA), which relates mainly to adult and community learning?¹³

RPL leading to (QCF) units and qualifications

From 2008 Awarding Organisations (AOs) and centres, like learning providers, are obligated by Regulatory Arrangements for the QCF to establish systems and procedures to support the recognition of prior learning (RPL). Apart from this, RPL is

Alongside the Regulatory Framework, RPL is also recognised in the Skills Funding Agency's funding rules that apply to England.

Recognition of Non-formal certificated Learning via the QCF

Learning resulting in certificates and qualifications which are not included in the QCF can be recognised in three main ways:

1. AOs can grant exemptions from QCF units for certificated learning which sits outside the QCF.
2. Through the learning gained through participation in employer in-house training.
3. Through the adult and community learning.

RPL in the Higher Education Sector

There is a long tradition of recognition of prior learning within the HE, although there is no legislation that regulates RPL.

In 2010 the Quality Assurance Agency (QAA) introduced the Quality Code for HE. The Quality Code defines the 'expectations' that all providers of UK HE are required to meet. Each expectation is accompanied by a series of indicators through which providers can demonstrate they are meeting the relevant expectation.

Recognising and Recording Progress and Achievement in Non-Accredited Learning (RARPA)

The RARPA system relates to non-accredited provision in a range of settings for adult learners. In September 2006, RARPA was included in the New Measures of Success programme as a way of assessing the progress of learners and also the performance of learning providers more effectively. Its use was mandatory for all foundation level courses, Entry to Employment (E2E) programmes and non-accredited programmes funded by the Learning and Skills Council (LSC). In 2008 RARPA also became a mandatory requirement for programmes/courses delivered as part of the Community Grants Project which focuses on third sector organisations. Although the LSC has now been replaced by the Skills Funding Agency (SFA), RARPA is still a mandatory requirement. It is seen as a method of quality assuring learning provision and also as a way of supporting learners to make the transition from non-formal to formal learning.¹⁴

¹³ Using the Recognition of Prior Learning (RPL) within the Qualifications and Credit Framework (QCF), A report to the Skills Funding Agency, NIACE, April 2013

¹⁴ Using the Recognition of Prior Learning (RPL) within the Qualifications and Credit Framework (QCF), A report to the Skills Funding Agency, NIACE, April 2013

Further Education

Entry to Access to HE courses, which, once completed, enable adult learners from 'non-traditional' backgrounds to enter an HE course. Applicants from different backgrounds who want to access colleges' courses will be assessed taking into account their prior learning and experience. Up to 50% of the qualification can be gained by RPL.

Qualifications outside of qualifications frameworks

There are also a lot of other qualifications which are not part of the QCF, NQF or FHEQ, and can be achieved through a process of validation. Learning provider has to decide what processes individuals have to undertake to achieve the particular qualification.

It is important to the point that recognition of prior learning is still not widely used and one of the reasons is a lack of information within wider public. The public awareness and guidance are needed, especially for things such as timelines for validation, costs, procedure, forms of evidence of learning outcomes, sufficiency of evidence, quality and standards, presentation of evidence, assessment and how best to approach the process, support available, appeal procedure, etc.

Needs analyses for refugees

After Recognition of qualification and recognition of prior learning, it is time to continue with the need assessment of the refugee. As a starting point, responsible professional has to know what respective institution/organisation can provide for refugees or migrants. In most cases, those two groups, especially refugees, depends only on free training possibilities, so it is needed to have a clear picture about training offer. In most cases the following training support is provided for refugees:

- Language courses
- Employability Skills (e.g. CV and interview preparation)
- Literacy and/or Numeracy Basic Skills
- ICT Skills
- Basic Vocational Training.

The supporting measures will defer depending:

- Language level,
- Educational level,
- Age,
- Legal status (migrants, refugees or asylum seeker), etc.

Language knowledge is a precondition for any further action in the area of a job search or even recognition of prior learning. The most important thing for the integration into the new society is language knowledge adequate to qualification level of the migrant or refugee. Low skilled workers will need a basic level of language knowledge, which can be reached within few months with appropriate training and learning in order to provide the client with a possibility to find a job and earn for life. When we talk about a higher level of education, especially for levels from University degree and above, the language level knowledge has to be on proficiency level and depending on starting point this is not a fast process. In order not to lose time, it is advised for migrants or refugees to go a few steps backwards and along with learning language start with a job on the lower level of the qualification, if possible in the same sector.

When we talk about other training support, it is critical to help to those with the lower level of skills to reach functional literacy (provide them with a basic level of the key competencies) and to gain the first qualification if they are not qualified.

Table 1: Identification of needs per educational level

Level of education	Educational needs
Illiterate people	<ul style="list-style-type: none"> - Basic literacy and numeracy - Development of key competences - Basic vocational training (acquiring the first qualification)
People without the first qualification	<ul style="list-style-type: none"> - Language course - Development of key competences - Basic vocational training (acquiring the first qualification)
Low skilled workers that do not speak language	<ul style="list-style-type: none"> - Language course - Development of key competences - Vocational training - Employability skills
Low skilled workers that do speak language	<ul style="list-style-type: none"> - Language course - Vocational training - Employability skills - Development of key competences
High skilled workers that do not speak language	<ul style="list-style-type: none"> - Language course - Employability skills
High skilled workers that do speak language	<ul style="list-style-type: none"> - Language course - Employability skills - Further support if necessary, e.g. volunteering
University degree and above that do not speak language	<ul style="list-style-type: none"> - Language course - Employability skills
University degree and above that do speak language	<ul style="list-style-type: none"> - Language course - Employability skills - Further support if necessary, e.g. volunteering

When we define educational need of our participants, it is necessary to analyse possibility of their realisation, through:

- Aims of organisation – are the needs in line with the organisation’s aims
- Feasibility – are the needs feasible regarding time, finances, etc.
- Particular situation and characteristics of the participant (language level, disabilities, mental health status, etc.).

Planning of the education

When the need assessment is done, it is important to plan education. Planning is the most optimal achievement of educational goals with the selection and combination of methods, means and opportunities for education.

The primary interest is in what aspects are necessary to take into account in the planning of education and why is it important. The following stages are necessary for planning:

- Overview of opportunities for education in different sectors and forms of education,
- Overview of organisations and other institutions that carry out education,
- Scheduling the execution of education,
- Financial education plan.

Table 2: Planning of the education based on the needs analyses

Level of education	Educational needs and time frame	Providers	Financing
Illiterate people	Short term goal ¹⁵ : - Basic literacy and numeracy	- Accredited provider	- Public funds
	Long term goal ¹⁶ : - Basic literacy and numeracy	- Accredited provider	- Public funds
People without the first qualification	Short term goal: - Language course - Development of key competences	- Volunteers	- Project funds
	Long term goal: - Language course - Basic vocational training (acquiring the first qualification)	- Volunteers - Accredited provider	- Project funds - Public funds
Low skilled workers that do not speak language	Short term goal: - Language course - Development of key competences	- Volunteers	- Project funds
	Long term goal:	- Volunteers	- Project funds

¹⁵ The first six months

¹⁶ From six months to one year

Level of education	Educational needs and time frame	Providers	Financing
	<ul style="list-style-type: none"> - Language course, - Vocational training - Employability skills 	<ul style="list-style-type: none"> - Accredited provider - Volunteers 	<ul style="list-style-type: none"> - Public funds
Low skilled workers that do speak language	Short term goal: <ul style="list-style-type: none"> - Language course, - Vocational training - Employability skills - Development of key competences 	<ul style="list-style-type: none"> - Volunteers - Accredited provider - Volunteers 	<ul style="list-style-type: none"> - Project funds - Public funds
	Long term goal: <ul style="list-style-type: none"> - Language course 	<ul style="list-style-type: none"> - Volunteers 	<ul style="list-style-type: none"> - Project funds
High skilled workers that do not speak language	Short term goal: <ul style="list-style-type: none"> - Language course 	<ul style="list-style-type: none"> - Volunteers 	<ul style="list-style-type: none"> - Project funds
	Long term goal: <ul style="list-style-type: none"> - Language course - Employability skills 	<ul style="list-style-type: none"> - Volunteers 	<ul style="list-style-type: none"> - Project funds
High skilled workers that do speak language	Short term goal: <ul style="list-style-type: none"> - Language course - Employability skills 	<ul style="list-style-type: none"> - Volunteers 	<ul style="list-style-type: none"> - Project funds
	Long term goal: <ul style="list-style-type: none"> - Further support if necessary, e.g. volunteering 	<ul style="list-style-type: none"> - Career advisor 	<ul style="list-style-type: none"> - Project funds
University degree and above that do not speak language	Short term goal: <ul style="list-style-type: none"> - Language course 	<ul style="list-style-type: none"> - Volunteers 	<ul style="list-style-type: none"> - Project funds
	Long term goal: <ul style="list-style-type: none"> - Language course - Employability skills 	<ul style="list-style-type: none"> - Volunteers 	<ul style="list-style-type: none"> - Project funds
University degree and above that do speak language	Short term goal: <ul style="list-style-type: none"> - Language course - Employability skills 	<ul style="list-style-type: none"> - Volunteers 	<ul style="list-style-type: none"> - Project funds
	Long term goal: <ul style="list-style-type: none"> - Further support if necessary, e.g. volunteering 	<ul style="list-style-type: none"> - Career advisor 	<ul style="list-style-type: none"> - Project funds

Development of training programme

Education can be only effective if we take into account educational level and previous experience of the learner. Having a knowledge/information about the potential participant is crucial. Apart from formal education, it is important to take into account informal learning of an individual.

In this part, I will not write about the training programmes that lead to achieving the qualification. For that kind of programmes in the UK are responsible AOs and they conduct training on the basis of the qualification specification that defines all necessary information for the program development. I will write about other programmes that do not lead to the qualification but are necessary for the migrants and refugees integration into the host country society. This kind of programmes is mentioned under the previous chapter.

Development of training programme is based on the previously conducted need analyses. It is important to define following during the programme development:

1. General aim of the programme
2. Qualification level (if applicable)
3. Credit value (if applicable)
4. Learner's entry requirements
5. Progression routes
6. Learning outcomes
7. Type of assessment (if applicable)
8. Training content
9. Methods for achievement of learning outcomes
10. Material for trainer and participants
11. Conditions regarding premises, equipment and teaching aids
12. Monitoring and evaluation instruments
13. The timeframe for the delivery of the programme.
14. Cost of the programme
15. Type of document / certificate at the end of the training programme (if applicable).

Learning outcomes are most important part of the training programme design. They reflect the results of the needs assessment. A learning outcome is a statement of what a learner is expected to know, understand, or can do as a result of a learning process. There are several ways of developing appropriate learning outcomes. Learning outcomes have to be defined with the strong verb that helps to understand what participants of the training supposed to be able to do after the training competition.

Precisely developed learning outcomes will be helpful to all actors in the educational process:

- for design or assessment and evaluation tools
- for the teacher to know in every moment what participants should know and how to reach this aim
- for self-evaluation of teacher
- for participants to have a clear picture what they will learn and how they will be assessed, which make them more responsible for their own learning.

Preparation and organisation of educational process

This phase is different from others since consists a lot of administrative work that has to be in line with principles of adult education. This is the organisational and technical preparation for the educational process, selection and preparation of trainers, information of potential participants, enrolment of the participants and their participation.

For this phase, it is necessary to have a person who has knowledge about adult education and who is capable of adjusting educational process to needs of the individual participant and complete group, group size, forms of education, etc.

There are five main stages of organisation of education:

- **Selection and preparation of trainer** – his role in adult education is different than in the education of children. His task is to stimulate learning and help adults in the independent research and acquisition of knowledge.
- **Provision of premises and adequate resources.** This factor significantly influences the quality of education. When we prepare suitable premises it is important to have in mind following: room setup depending on the number of participants within the group, lighting, decoration, sound isolation, room ventilation, comfortability of furniture, wardrobe, parking places, library, adequate equipment and decoration (first impression). An effort of the teacher or mentor to make the relaxed atmosphere in a group depends, apart from other things, on premises and room set up. Chairs arranged in circle or square will provide all participants with a possibility to communicate equally in a discussion. Posters on the wall will be a nice decoration, especially if we live posters developed during the programme implementation as a chronology of learning. It is important to provide all necessary stationery for the training (markers, flipchart, post it paper, paper, scissors, etc.), as well as equipment (laptop, projector, etc.). The room has to be well-lighted since this will help to better feelings and better concentration. If possible, it is always good to offer to participants some refreshments and snacks, since this will make the atmosphere more relaxed and pleasant as well as to eliminate a possibility that somebody cannot concentrate because of hunger.
- **Finances** – Financial resources necessary for the programme implementation will differ from programme to programme. There is a need to calculate total inflow of funds (donations, public funding, potential programme fees, etc.) and oversees total programme expenses (expenses for programme development, equipment and material, teacher training...) and not only costs for the programme implementation.
- **Promotion of the programme** - Information about some programme is vital since can lead to inadequate spending of resources. It is necessary to analyse our target group carefully and choose best channels for the information. Nowadays, social media play a significant role in promotion. It is important to develop an online community of the potential customers who can also help with the promotion since word of mouth is still a powerful tool for informing. Partners' organisation can also help a lot and apart from this maybe can provide some additional services for your participants.
- **Counselling** – as we already have mentioned counselling is a crucial part of the adult education. In this phase, some of the participants can have some doubts about the programme or have some other priorities and maybe need some additional support to make a decision and realistically form their expectations.

The implementation of the programme

If the first three stages properly planned, implementation of the programme will be simplified significantly. If the educational needs are assessed appropriate, the learners will be able to be independent in certain phases and educator's primary focus will be on group work.

Apart from face to face courses nowadays there are a lot of online courses that are free in some cases. This is a great opportunity for migrants and refugees education once when they learn the language.

Implementation is a phase of the educational process in which participants gain new knowledge; skills, attitudes, habits and that way influence their system of values. The ways of learning / educational activities are planned in advance, but real circumstances will define final realisation. Learning can be direct or indirect, with a teacher or without him. Online tools can decrease to a great amount financial cost of the training.

When we talk about the educational process of one so sensitive target group, it is important to face that teacher would need additional support to motivate participants to be regular in the training sessions. It would be ideal to have a person responsible for communication and motivation of participants to stay in the educational process. This role can be given to andragogical assistant who can be a specialist in adult education or somebody who is a refugee and understand the needs of the participants, as well as the educational process.

Drop out can be an indicator of training's quality. However, it is necessary to take into account that in the adult education, due to other roles of adults and a job as a priority dropout rate is much higher than with other target groups. Migrants and refugees are an additionally fragile category, and because of that, it is good that apart from teacher somebody else taking care of them and their participation. Andragogical assistant can be a solution for that.

In this phase of andragogical cycle monitoring and evaluation officially begin (although they are present in all phases of educational process), and it would be good to look on them as an integral part of the implementation process.

If possible, it would also be good to provide participants with travel expenses and lunch money in cases when they spend a lot of time out of a home. According to experiences of some organisations that are dealing with this target group, this would significantly decrease dropout.

Apart from choosing adequate methods and materials, it is also good to point a few more aspects necessary for successful implementation:

- Creating an environment that creates positive group dynamics and foster learning.
- Choosing a room layout, that corresponds to the teaching.
- Creating a warm welcome for the participants,
- Making the process and outcomes visible.
- Making sure the teacher has what he needs.

.Monitoring and evaluation of the programme processes and outcomes

Monitoring and evaluation are part of the final phase of an educational cycle. However, it does not start at the end but together with the first phase of an andragogical cycle, but most intensively in the implementation. This last phase of an andragogical cycle can be at the same time stimulus for the new cycle.

Monitoring is the regular observation and collection of data taking place during the educational process. In the process of monitoring information on all aspects of the andragogical cycle are routinely gathering. This is a systematic and intentional observation about educational process progression.

Training evaluation is the process which helps to determine if the aims and outcomes of the programme achieved and whether there is a better way to do so next time. The evaluation process should be based on objective data and conducted in a structured and logical way. It is organised on following levels:

- Individual
- Trainers
- Organisational.

Achievements and realisation of objectives are specified for every level separately, but we can gain information about teachers from students and about an organisation from both students and educators.

Following subjects have to participate in the process of evaluation:

- participants,
- trainers / teachers for adults,
- external associates,
- supervisors / managers,
- the steering committee,
- community representatives etc.

Evaluation has the meaning only if we use data as a basis for improving learning and increasing a quality of education: improving/adapting programmes, changing teachers work or improving the organisation of education.

Monitoring and evaluation have to be structured and professionally prepared actions, since not only one-factor influences realisation of aims and outcomes.

Evaluation can be formative and summative. **The formative evaluation** takes place during the educational process and helps us to receive feedback “on the way” and make corrections if necessary. This kind of evaluation gives us an opportunity to react to the problems before becomes late. The teachers have to be very careful not to overdo it, since these tires participants and become consuming activity. It is also important to make a balance with methods.

Summative evaluation took places at the end of a process and allows to those who are in the role of the evaluator to form a complete overview of the process. This type of evaluation cannot help you to improve the actual process, but further action or to compare two evaluation processes if needed. The evaluation at the end of course is usually more structured and covers all aspects of the educational process. In Annex 5 you can find the instrument for summative

evaluation of the English language courses and in the annexes six, seven and eight instruments for summative assessment of the UNHCR vocational training in Serbia.

Self-evaluation is a process of a critical look at your own work results and progress in order to determinate what is good and what are needs improvement. This is very powerful way to support your development and to prepare yourself for external evaluation. Self-evaluation can be done individually or with a support of colleagues as a collaborative professional development.

The evaluation also can be organised externally or internally. **The external evaluation** is conducted by somebody who was not directly involved in the educational process. The advantage of this objectivity and ability to look at matters from a fresh perspective. On the other side, disadvantages can be a lack of the involvement, but also fear of the project team and lack of open cooperation.

Internal evaluation is on the other side conducted by the team member. Advantages of this approach are that evaluator has a full understanding of the process and access to all data together with cooperation with other actors. However, there are some disadvantages too, like hesitation of criticising the colleagues and lack of capabilities to suggest innovative solutions to such problems that are identified.

Summary and recommendations

Andragogical cycle has a certain order of different phases which help that work in adult education is dynamic and variable. It takes place gradually, in the form of a spiral, which allows constant development and improvement of work, respecting the needs of individuals, institutions or communities.

1. It is necessary to specify explicit criteria who and under which conditions could get training in order to ensure that this type of support is provided for those who need it the most.
2. Meeting the real job market needs and provide trainings that have as a result nationally recognised qualification.
3. Increasing the level of education (through development of key competencies and employability skills) along with skills development enhancing employment possibilities.

Area	Recommendations
The identification and analyses of educational needs	<ul style="list-style-type: none"> - establish cooperation in the area of labour market assessment and training need analysis with National Career Service; - possibilities for development of regional employment plans should be considered; these should be prepared in line with defined local community's needs; - training providers activities should involve career guidance and counselling component; - it would be useful to develop individual training and employment plans for each trainee, as a part of career guidance and counselling function; - application procedure should be simplified, or potential clients should be approached more closely, and they should be offered with support in making a decision about the training they need; - It is important to provide clients with support during the process of recognition of qualification or prior learning.
Planning of the education	<ul style="list-style-type: none"> - It is very important to consider all opportunities on the market for different types of free educational opportunities; - Networking with partners organisations is crucial; - It is also important to have an overview of all free online resources for learning; - Development of a platform for e-learning together with other organisations can significantly decrease expenses for education.
Development of training programme	<ul style="list-style-type: none"> - Entry requirements should be defined while elementary education should be taken as a minimum; - Entrepreneurship skills should be integrated into vocational programmes, at least as elective content/module for those who would like to develop they own business or to be self-employed; - Training programme development methodology should be unified.
Organisation of education	<ul style="list-style-type: none"> - Social media are the very important channel for the promotion of organisation's services and possibilities for learning; - Other forms of informing clients about training should be considered, in order to spread the circle of clients involved; - Travel expenses and money for lunch should be provided.
The implementation of the programme	<ul style="list-style-type: none"> - Written materials – scripts/manuals – should be provided during training; - It would be good to introduce a role of Andragogical assistant to help a teacher to deal with such a sensitive target group.
Monitoring and evaluation	<ul style="list-style-type: none"> - Ways in which monitoring could be conducted, as well as the follow-up after the training, should be identified; - All external training providers should implement the same method of evaluation; - Self-evaluation should be introduced as a regular evaluation method.

Possible case scenario for organizing training for the migrants and refugees could include following steps:

1. Registration of migrants and refugees and preparation for the career guidance appointment.
2. Career guidance and counselling.
Development of individual training and employment plans – employment services in local communities. Plans have to be developed on the basis of personal aspirations, educational and professional background, labour market analysis and skill training needs assessment in specific region/local community.
3. The process of recognition of the qualifications and recognition of prior learning.
4. Application for the training and selection of potential participants.
5. Training:
Training could be delivered at the provider's or the work place (at the employer's), or it could be a combination of these two. Those providers who apply for training should be accredited for training delivery or fulfil defined conditions related to space, programmes and human capacities. Along with possibilities for vocational training, pre-qualification and re-qualification, depending on the specific needs of certain client/group, could be organised, through following steps:
 - Motivational – activation seminars,
 - Active search for employment training,
 - Key competencies training for those who needs, especially:
 - o Language of the host country, including functional literacy;
 - o Learning to learn training (especially in cases when training is longer);
 - o Entrepreneurship training (especially for those planning to start their own businesses).
6. Monitoring and evaluation (formative – during the process and summative – at the end of the process).
7. Tracking of the candidates after the training completion.

Annexes

Annex 1: Bibliography and list of used links

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http://www.coe.int/t/dg4/highereducation/recognition/Criteria%20and%20procedures_EN.asp
- [S. Jelenc-Krašovec](#) and O. [Drofenik](#), ABC izobraževanja odraslih/ABC of adult education, Ljubljana, Andragoški center Republike Slovenije, 1996
- SALIEDĒT.LV – Key competences - <http://www.saliedet.lv/en/article-repository/teaching-and-learning>
- The Scottish Credit and Qualifications Framework – Recognition of Prior Learning - <http://scqf.org.uk/more/rpl/what-is-recognition-of-prior-learning-rpl/>
- Using the Recognition of Prior Learning (RPL) within the Qualifications and Credit Framework (QCF), A report to the Skills Funding Agency, NIACE, April 2013
- Qualifications and Credit Framework (QCF) - <http://www.accreditedqualifications.org.uk/qualifications-and-credit-framework-qcf.html>

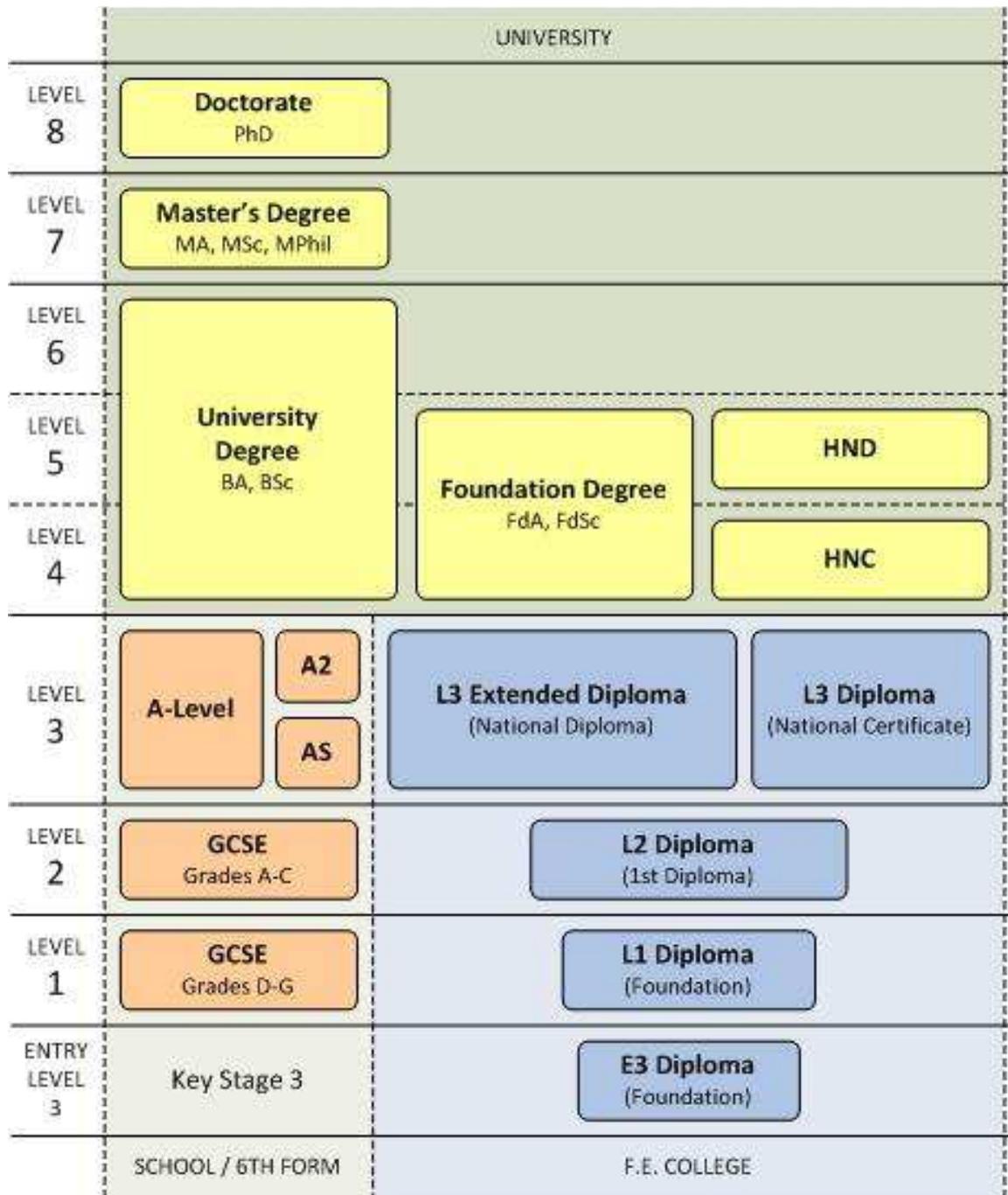
Annex 2: Descriptors defining levels in the European Qualifications Framework (EQF)¹⁷

EQF Level	Knowledge	Skills	Competence
	In the context of EQF, knowledge is described as <i>theoretical and/or factual</i> .	In the context of EQF, skills are described as <i>cognitive</i> (involving the use of logical, intuitive and creative thinking), and <i>practical</i> (involving manual dexterity and the use of methods, materials, tools and instruments)	In the context of EQF, competence is described in terms of <i>responsibility and autonomy</i> .
Level 1	Basic general knowledge	Basic skills required to carry out simple tasks	Work or study under direct supervision in a structured context
Level 2	Basic factual knowledge of a field of work or study	Basic cognitive and practical skills required to use relevant information in order to carry out tasks and to solve routine problems using simple rules and tools	Work or study under supervision with some autonomy
Level 3	Knowledge of facts, principles, processes and general concepts, in a field of work or study	A range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information	Take responsibility for completion of tasks in work or study; adapt own behaviour to circumstances in solving problems
Level 4	Factual and theoretical knowledge in broad contexts within a field of work or study	A range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study	Exercise self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change; supervise the routine work of others, taking some responsibility for the evaluation and improvement of work or study activities
Level 5	Comprehensive, specialised, factual and theoretical knowledge	A comprehensive range of cognitive and practical skills required to develop creative	Exercise management and supervision in contexts of work or study activities where there

¹⁷ <https://ec.europa.eu/ploteus/en/content/descriptors-page>

EQF Level	Knowledge	Skills	Competence
	In the context of EQF, knowledge is described as <i>theoretical and/or factual</i>.	In the context of EQF, skills are described as <i>cognitive</i> (involving the use of logical, intuitive and creative thinking), and <i>practical</i> (involving manual dexterity and the use of methods, materials, tools and instruments)	In the context of EQF, competence is described in terms of <i>responsibility and autonomy</i>.
	within a field of work or study and an awareness of the boundaries of that knowledge	solutions to abstract problems	is unpredictable change; review and develop performance of self and others
Level 6	Advanced knowledge of a field of work or study, involving a critical understanding of theories and principles	Advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work or study	Manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts; take responsibility for managing professional development of individuals and groups
Level 7	Highly specialised knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original thinking and/or research Critical awareness of knowledge issues in a field and at the interface between different fields	Specialised problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields	Manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches; take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams
Level 8	Knowledge at the most advanced frontier of a field of work or study and at the interface between fields	The most advanced and specialised skills and techniques, including synthesis and evaluation, required to solve critical problems in research and/or innovation and to extend and redefine existing knowledge or professional practice	Demonstrate substantial authority, innovation, autonomy, scholarly and professional integrity and sustained commitment to the development of new ideas or processes at the forefront of work or study contexts including research

Annex 3: QCF levels for common English and Welsh qualifications ¹⁸



¹⁸ <http://www.accreditedqualifications.org.uk/qualifications-and-credit-framework-qcf.html>

Annex 4: Key competencies¹⁹

European Parliament and the European Council in 2006, which express the view that everybody should acquire the following eight key competencies in order to be able to cope with the demands of the knowledge society we live in.

1. Communication in the mother tongue, which is the ability to express and interpret concepts, thoughts, feelings, facts, and opinions in both oral and written form (listening, speaking, reading, and writing) and to interact linguistically in an appropriate and creative way in a full range of societal and cultural contexts.

2. Communication in foreign languages, which involves, in addition to the main skill dimensions of communication in the mother tongue, mediation and intercultural understanding. The level of proficiency depends on several factors and the capacity for listening, speaking, reading, and writing.

3. Mathematical competence and basic competences in science and technology. Mathematical competence is the ability to develop and apply mathematical thinking in order to solve a range of problems in everyday situations, with emphasis being placed on process, activity, and knowledge. Basic competences in science and technology refer to the mastery, use, and application of knowledge and methodologies that explain the natural world. These involve an understanding of the changes caused by human activity and the responsibility of each individual as a citizen.

4. Digital competence involves the confident and critical use of information society technology (IST) and thus basic skills in information and communication technology (ICT).

5. Learning to learn is related to learning, the ability to pursue and organise one's own learning, either individually or in groups, in accordance with one's own needs, and awareness of methods and opportunities.

6. Social and civic competences. Social competence refers to personal, interpersonal, and intercultural competence and all forms of behaviour that equip individuals to participate in an effective and constructive way in social and working life. It is linked to personal and social well-being. An understanding of codes of conduct and customs in the different environments in which individuals operate is essential. Civic competence, and particularly knowledge of social and political concepts and structures (democracy, justice, equality, citizenship, and civil rights), equips individuals to engage in active and democratic participation.

7. A sense of initiative and entrepreneurship is the ability to turn ideas into action. It involves creativity, innovation, and risk-taking as well as the ability to plan and manage projects in order to achieve objectives. The individual is aware of the context of his/her work and is able to seize opportunities that arise. It is the foundation for acquiring more specific skills and knowledge needed by those establishing or contributing to social or commercial activity. This should include an awareness of ethical values and promote good governance.

8. Cultural awareness and expression, which involves appreciation of the importance of the creative expression of ideas, experiences, and emotions in a range of media (music, performing arts, literature, and the visual arts). It is stressed that these key competences are all interdependent and the emphasis in each case is on critical thinking, creativity, initiative, problem solving, risk assessment, decision taking, and the constructive management of feelings.

¹⁹ <http://www.saliedet.lv/en/article-repository/teaching-and-learning>

Annex 5: Example of English course evaluation²⁰

Course Evaluation

Dear Student,

Thank you for taking the time to fill out this confidential questionnaire thoughtfully. Consider this questionnaire as a constructive way to provide feedback about our work. Please respond to ALL the claims and questions below (by circle the appropriate response) and help us to improve our courses.

Please, indicate below day and time you attend the English language course:

Day:

Time:

Gender:

Female

Male

Age group:

Organisation

1. I did not wait too long to start learning English classes at Migrants Resource Centre?

Strongly Agree Agree Neutral Disagree Strongly Disagree

2. Considering my level of knowledge I attend adequate class.

Strongly Agree Agree Neutral Disagree Strongly Disagree

3. The time allotted for the training is sufficient.

Strongly Agree Agree Neutral Disagree Strongly Disagree

4. The training room and facilities are adequate and comfortable.

Strongly Agree Agree Neutral Disagree Strongly Disagree

Teacher

5. The teacher expressed ideas clearly.

Strongly Agree Agree Neutral Disagree Strongly Disagree

6. The teacher encouraged students to feel free to ask questions.

Strongly Agree Agree Neutral Disagree Strongly Disagree

7. The teacher carefully answered questions raised by students.

Strongly Agree Agree Neutral Disagree Strongly Disagree

²⁰ Example of the form used for the evaluation of the English language courses in Migrants Resource Centre. Questioner is divided into few main categories/variables:

Independent variables: level of English/group, gender and age group.

Dependent variables: teacher, course, organisation, improvement and overall impression.

8. The teacher treated students with respect.

Strongly Agree Agree Neutral Disagree Strongly Disagree

9. I received useful feedback from the teacher regarding my work in this course.

Strongly Agree Agree Neutral Disagree Strongly Disagree

10. I get clear instruction how to improve my knowledge.

Strongly Agree Agree Neutral Disagree Strongly Disagree

11. The teacher use adequate methods and tools to improve learning in the course.

Strongly Agree Agree Neutral Disagree Strongly Disagree

Course

12. The training sessions were relevant to my needs.

Strongly Agree Agree Neutral Disagree Strongly Disagree

13. The materials distributed were helpful.

Strongly Agree Agree Neutral Disagree Strongly Disagree

14. The assignments were helpful in acquiring a better understanding of course.

Strongly Agree Agree Neutral Disagree Strongly Disagree

Improvement

15. Compared with your knowledge at the beginning of this course, how would you rate your improvement?

Outstanding Very good Good Adequate Poor

16. Do you feel more confident to communicate in English?

Strongly Agree Agree Neutral Disagree Strongly Disagree

Overall impression

17. How would you rate this course?

Outstanding Very good Good Adequate Poor

18. Would you recommend this course to a friend?

Strongly Agree Agree Neutral Disagree Strongly Disagree

Thank you for your feedback!

Annex 6: Evaluation Questionnaire for Training Participants

TRAINING EVALUATION (Questionnaire for Training Participants)

Training provider:	
Venue of interviewing:	
Date of interviewing:	

(to be filled by interviewer)

Dear Sir/Madame,

We would kindly like to ask you to answer questions in this questionnaire objectively and honestly. Your answers will help us to observe and eliminate possible weaknesses as well as to provide further improvement of the quality of trainings we deliver. Since this questionnaire is anonymous and its results will be used for the research purpose solely it is not necessary to state your name.

You can answer questions in the following manners:

1. By writing an "X" in the box next to the answer
2. By circling specific number
3. By writing an answer

I Training participant's profile

1. Gender:

- Female
 - Male

2. Age:

- 7 – 14 years
 - 15 – 21 years
 - 22 – 59 years
 - 60 and more

3. Number of household members:

- 1
 - 2
 - 3
 - 4
 - 5
 - 6 and more

4. Role within household

- The only member of the family who is making an income
 - Family member contributing with his/her income to the household budget
 - Supported family member

5. Nationality:

- Serbian
- Montenegrin
- Croatian
- Bosnian and Muslim
- Goranian
- Roma
- Other

6. Where are you from:

- Croatia
- Bosnia and Herzegovina
- Kosovo
- Local population

7. Level of education:

- Without school education or with incomplete elementary school
- Elementary education
- Secondary education
- Post-secondary education
- High education
- Other/data missing

8. Income sources:

- Permanent employment
- Self-employment
- Contract engagement
- Occasional employment
- Retired pay
- Agricultural production
- Support for IDPs and refugees
- Support for unemployed
- Family supplement
- Other incomes which are not linked with employment

9. Sector of employment:

- Agriculture, hunting, forestry
- Fishing
- Mining and Quarrying
- Manufacturing
- Electricity, gas and water supply
- Construction
- Wholesale and retail trade, repair

- Hotels and restaurants
- Transport, storage and communications
- Financial activities
- Real estate activities, renting
- Public administration and social insurance
- Education
- Health and social work
- Other community, social and personal service activities

10. Occupation:

- Manager
- Expert
- Mid manager
- Officer/technician
- Highly qualified and qualified worker (manual and non-manual)
- Mid qualified and non-qualified worker
- Other/data missing

II general questions

1. Which training programme you attended?

2. When did you attend training:

Year 2007

Year 2008

3. Did you attend some other training before this one?

(Please, mark one answer only)

- This was my first training
 - This was my second training organized by the same organization
 - I attended training(s) before this one
 - Something else, please specify
-

4. Programme duration?

5. Did you, by the training you attended:

(Please, mark one answer only)

- Acquire the first occupation
 - Get re-qualification – change occupation
 - Get additional qualification – deepened knowledge and skills in your occupation
 - Something else, please specify
-

6. How did you learn about the training?

(Please select one answer only)

- Through newspaper advert
 - Through friends/cousins
 - I was informed when I came to ask for a credit
 - Something else, please specify
-

7. What was your main reason to apply for this training programme?

(Please select one answer only)

- To change occupation/vocation
 - To improve my knowledge and skills
 - To acquire experience through practice in the company
 - To get employment in these jobs
 - To increase education level
 - To get micro credit easier
 - Something else, please specify
-

8. Employment

8.1 Are you employed?

Yes

No

Further questions are related to employed persons only

8.2 Did you have an employment prior to training attendance?

Yes

No

8.3 If no how long did you wait for an employment?

- Less than 1 year
- From 1 to 2 years
- More than 2 years

8.4 Did you find employment on jobs for which you attended trainings provided by MicroFinS or Micro Development Fund?

Yes

No

8.5 Did you change job after the training?

Yes

No

8.6 How did you find current employment?

- Through National Employment Agency
- I applied to employer directly
- Through friends, cousins, acquaintances
- Through youth/student cooperatives
- I gave an advert in the newspapers
- Through domestic NGOs
- I started my own business
- Other, what/specify

8.7 Do you consider this training to be useful for your employment?

I am completely
convinced

4

3

2

1

I am
not convinced

8.8 Do employers recognize certificate you acquired after you completed the training?

Yes

No

8.9 Do you believe that employer is satisfied with your work?

Yes

No

9. Self-employment

9.1 Did you apply for credit after the training?

Yes

No

9.2 Did you get credit?

Yes

No

Next question is dedicated only to those who started their own business

9.3 Did you need additional knowledge in order to start your own business?

Yes

No

10. Did your monthly income change after the training

- I earn more
- I earn less
- Income is the same

11. Did something change in your life after the training you attended:

(you can mark more than one answer)

- I feel more confident after the training
- After the training I got hope that things will improve
- After the training I gained a lot off new contacts (personal and business)
- I gained additional income source
- Something else, please add

12. Career guidance and counselling

12.1 Did someone advise you about your career development (career counselling) at any stage of the programme:

Yes

No

Questions for those who used career counselling

12.2 In case that you used career counselling do you consider that it was useful for you:

Yes

No

12.3 When did you use career counselling?

- Prior to the training
- During training
- After the training
- In all phases of training

12.4 Who provided you with career counselling service?

- Organization which provided me training
- National Employment Agency
- Some other organization supporting IDPs, refugees and other vulnerable groups

II Training programme evaluation

1. Did training fulfil your expectation?

It did completely

4	3	2	1
---	---	---	---

 It did not at all

2. Are you satisfied with the overall training programme organisation?

I am satisfied completely

4	3	2	1
---	---	---	---

 I am not satisfied at all

3. How would you mark overall content of the programme?

Very good

4	3	2	1
---	---	---	---

 Not good

4. How would you mark influence of certain parts of the programme on your professional future? (Please state marks only for those parts which were included in the training programme you attended)

4.1 Theoretical part of teaching at the classroom:

Very useful

4	3	2	1
---	---	---	---

 Not useful

4.2 Practical part of teaching in the classroom or in the workshop:

Very useful

4	3	2	1
---	---	---	---

 Not useful

4.3 On the job training at the company (practice):

Very useful

4	3	2	1
---	---	---	---

 Not useful

5. Exam – see if it is relevant

5.1. Were you informed about everything that expected you at the exam?

I was completely informed

4	3	2	1
---	---	---	---

 I was not informed

5.2. Are you satisfied with the examination results?

I am completely satisfied

4	3	2	1
---	---	---	---

 I am not satisfied at all

6. Did you acquire new knowledge and skills at the training?

I learned a lot

4	3	2	1
---	---	---	---

 I did not learn anything new

Please explain:

7. What you DID NOT learn and it was necessary or you expected that you would learn at the training programme? Are there topics which you would like to be covered in the programme? Please describe.

8. Having this experience would you attend training again?

Yes No Yes if certain things would be changed

9. Would you recommend this training to other people?

Yes No

III Training delivery conditions

1. Are you satisfied with the programme delivery undertaken by training organizer?

I am completely satisfied

4	3	2	1
----------	----------	----------	----------

I am not satisfied

2. What do you think about training duration?

Too short

4	3	2	1
----------	----------	----------	----------

Too long

3. To what extent you are satisfied with the following elements of training programme:

(Circle mark which expresses your level of satisfaction for each element of training programme)

Elements of training programme:		(4 – satisfactory; 1 – unsatisfactory)			
3.1	Quality of teaching materials (textbooks, manuals, presentations, etc.)	4	3	2	1
3.2	Technical equipment and teaching aids (computer, projectors, blackboard, machines, tools...)	4	3	2	1
3.3	Space conditions (classrooms, workshops, additional rooms)	4	3	2	1
3.4	Time when training was delivered and number of lessons (during working day and during working week)	4	3	2	1
3.5	Pace of work (speed of presenting content)	4	3	2	1
3.6	Manner of work and attitude of facilitators	4	3	2	1
3.7	Composition of participants groups and interpersonal relations	4	3	2	1

4. What would you change?

5. Do you have some other comments about training programme which you would like to state at this occasion?

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Annex 7: Evaluation - Questions for Guided Interviews with Service Providers

TRAINING EVALUATION – Service providers (Questions for Guided Interview)

Training providers:	
Venue of interviewing:	
Date of interviewing:	

(To be filled by interviewer)

In case that questionnaire is sent prior to the interview

Dear Sir/Madame,

We would kindly like to ask you to answer questions in this questionnaire objectively and honestly. Your answers will help us to observe and improve quality of trainings we deliver.

You can answer questions in the following manners:

1. By writing an “X” in the box next to the answer
2. By writing an answer
3. By filling Excel table

We would also like to ask you to provide documentation which could support your answers for the parts of the questionnaire for which that is possible.

I Training provider`s profile

1. Type of the organization:

- Public institution
- Private company
- International organization
- Non-governmental organization
- Other, please state what

2. When the organization was founded:

3. For how long organization delivers vocational training:

4. Do you have accreditation, license or certificate for training delivery:

- Who issued this document?
- What is prescribed by this document (which conditions should be met in order to acquire this document)?

5. How many of your employees are dealing with Vocational Training:

- | | |
|--------------------------|-----|
| <input type="checkbox"/> | - 1 |
| <input type="checkbox"/> | - 2 |
| <input type="checkbox"/> | - 3 |
| <input type="checkbox"/> | - 4 |

- 5
- 6 and more

6. Sector in which you are delivering trainings:

- Agriculture, hunting, forestry
- Fishing
- Mining and Quarrying
- Manufacturing
- Electricity, gas and water supply
- Construction
- Wholesale and retail trade, repair
- Hotels and restaurants
- Transport, storage and communications
- Financial activities
- Real estate activities, renting
- Public administration and social insurance
- Education
- Health and social work
- Other community, social and personal service activities

7. Please state the trainings the organization delivers and their duration:

No.	Training	Duration

8. Number of people trained in various programmes according to: sector and years of programme delivery - excel table which should be filled is given in the attachment.

9. Number of people trained according to years of delivery according to: gender, age, status, population... – excel table which should be filled is given in the attachment.

II TRAINING NEED ASSESSMENT

- 1. How do you make decision about training which you will organize?**
- 2. Is training offer of your organization compatible with realistic labour market needs?**
- 3. How are you informed about labour market needs (labour market analysis and who conducted these analysis)?**
- 4. Do you conduct training need assessment (please submit instruments in case that you conduct your own research)?**

III PLANNING

1. How candidates apply for your trainings?

- Do you publish advert and where (please provide example)?
- Do you inform credit users about training possibilities?
- What are other ways in which your candidates can apply?

2. How do you engage training providers (trainers, training providers, companies...)?

- Do you publish adverts (if yes, please provide example)?
- Which conditions you require to be fulfilled by providers (please explain all cases: in case of training provider, company, individual trainer...)?
- Did trainers who deliver training pass certain training or do they have experience in working with adults or vulnerable groups?

3. How do you prepare financial calculations for training programme delivery?

- Please state all items of the financial calculation?
- Please state examples of prices for individual training?
- Please state examples of prices for group training?

4. Do you cooperate with employers and if so in which areas?

- Do you organize training for known employer (do you train people for which employment is ensured at specific employer)?
- Are employers involved in occupational standard and training programme development?
- How do you find companies in which practice will take place?

5. To what extent training is linked with credits issued by your organization?

- What is the percentage of training participants who later took credit from your organization?
- Is taking of the credit in certain way conditioned or eased by training?

6. Do you cooperate with National Employment Agency?

- In which area do you cooperate (are you informed about labour market needs, do you inform them about persons who are trained, do you cooperate about career counselling and motivational trainings, do you inform your participants about active labour market measures...)?

7. Do you cooperate with professional institutions and institutions dealing with vocational training and training of vulnerable groups?

- Which institutions you are referring to (Centre for Vocational Education, Ministry of Education...)
- In which areas you are cooperating?

8. How would you judge your cooperation with UNHCR?

- Do you consider administrative part of your cooperation to be complicated (do you think that reporting could be different)?
- Would you need additional support from UNHCR in any of the stages of your work (if so in which stage)?
- Do you consider that cooperation could be improved and in which area?

IV PROGRAMMING OF TRAINING CONTENT

1. What is the base of training programmes you organize?

- Is training developed based on certain occupational standard – if so who prepares that standard and which methodology is used (please provide an example)?
- How do you decide what will be training content?
- To what extent training content is adjusted to actual labour market needs and how do you ensure this?

2. Which methodology do you use when developing training programme (please provide example of training programme you delivered)?

- Is the same methodology used by all training providers?

- What is prescribed by the programme?

3. Does motivational or some therapeutic training forms part of the training you deliver?

- Do you consider that it is necessary for training participants to get some additional support in the form of motivational or therapeutic training along with the training you provide?
- If you organize these forms of training which programme you use and who delivers this training?

4. Does training programme involve entrepreneurship learning, especially in cases when participants are getting credit upon completion of training or when they have a plan to start their own business? (How to develop business idea, how to make a business plan, how to start business, fundamental of running business...)

V ORGANIZATION

1. Do you have training premises or you are renting them?

- Classrooms, workshops, additional space

2. Do you have equipment necessary for training delivery?

- Do you have equipment and teaching aids for delivery of theoretical part of the training (computers, projectors...)?
- Do you have equipment and teaching aids for delivery of practical part of the training (machines, tools...)?

3. How the groups are formed?

- Do you assess in certain way previous knowledge of the participants when they come to apply for the programme?
- Which criteria do you use while forming the groups (level of education, previous experience...)?

4. Are trainings you organize group or individual ones?

- The smallest number of participants in the group?
- The biggest number of participants in the group?
- What is the average number of participants in the group?

VI TRAINING

1. Which working methods are used?

- Do trainers in their work use traditional methods (frontal teaching approach) or methods in which participants are active?
- To what extent training is based on competences, are participants trained for work after the training?

2. Do all trainings have theoretical and practical part?

- Which part of training is made of theory and which is made of practice?
- What is the most often ratio between theory and practice?
- Where practical part of training is organized and in which way?

3. How does practice in company function?

- How selection of companies is made?
- Do employees in company get certain training for work with adults?
- How long participants stay in company?
- Are participants paid during their training in company?
- How do you track what is happening during training in companies?
- Do participants have certain practice diary (please provide example)?
- What is the percentage of participants who stay to work in company after the training?

4. What kind of materials are given out to participants (please provide examples)?

- Textbooks, manuals, presentation, etc.

5. Are terms for training adjusted to adults and their daily schedules (work, family duties...)?

- in which part of the day the trainings are most often organized?

6. Is there drop out throughout training and in which percent?

- What are the reasons for drop out?
- Which measure do you apply in order to reduce drop out?

7. Is exam organized at the end of the training (please provide example of the examination record)?

- What is the base for the exam - examination catalogue?
- Are participants informed about exam content?
- Who are the members of the examination commission?

8. What kind of proves/certificates are issued at the end of training (please provide example)?

- Do employers recognize certificates you issue?
- Are these trainings recorder in your work book?
- Are training participants informed about this?

VII MONITORING AND EVALUATION

1. Do you and in which way you track what is happening at the training?

2. Do you conduct evaluation throughout and at the end of training?

- How do you conduct evaluation (please provide example of instrument)?
- Who participate in the evaluation?
- Are evaluation results used as a basis for the improvement of work?

3. Do you provide participants with career counselling services and in which way?

- If you provide these services are these taking place at the end, during or at the beginning of training?
- Who provides counselling services?

4. How do you measure training success?

5. Do you help participants while looking for the job (in which way)?

6. Do you have system how to track participants after the training (if there is a system please describes it)?

Do you have some other comments which you would to state at this occasion?

THANK YOU FOR PARTICIPATING IN OUR SURVEY AND FOR YOUR CONTRIBUTION IN IMPROVING QUALITY OF THE TRAINING IN THE FUTURE!

Annex 8: Evaluation - Questions for Guided Interviews with Training Organizers/Trainers

TRAINING EVALUATION – Trainers (Questions for Guided Interview)

Trainer:	
Training:	
Venue of interviewing:	
Date of interviewing:	

(to be filled by interviewer)

In case that questionnaire is sent prior to the interview

Dear Sir/Madame,

We would kindly like to ask you to answer questions in this questionnaire objectively and honestly. Your answers will help us to observe and improve quality of trainings we deliver.

You can answer questions in the following manners:

4. By writing an “X” in the box next to the answer
5. By writing an answer

We would also like to ask you to provide necessary documentation for the parts of the questionnaire for which that is possible.

I TRAINER`S PROFILE

1. Gender:

- Female
 - Male

2. Age:

- 7 – 14 years
 - 15 – 21 years
 - 22 – 59 years
 - 60 years and more

3. Level of education:

- Without school education or with incomplete elementary school
 - Elementary education
 - Secondary education
 - Post-secondary education
 - High education
 - Other/data missing

4. Please state your occupation

5. Sector in which you are delivering trainings:

- Agriculture, hunting, forestry
- Fishing
- Mining and Quarrying
- Manufacturing
- Electricity, gas and water supply
- Construction
- Wholesale and retail trade, repair
- Hotels and restaurants
- Transport, storage and communications
- Financial activities
- Real estate activities, renting
- Public administration and social insurance
- Education
- Health and social work
- Other community, social and personal service activities

6. Please state the training you are delivering and their duration:

No.	Training	Duration

7. When did you start to work in adult education?

8. Did you complete certain training or do you have experience in working with adults and vulnerable groups?

II TRAINING NEED ASSESSMENT

- 1. How are you informed about labour market needs (labour market analysis and who conducted these analysis)?**
- 2. Do you conduct training need assessment (please submit instruments in case that you conduct your own research)?**

III PLANNING

1. How did you get engage in training you are delivering?

2. Are you involved in planning of training?

3. Do you cooperate with employers and if so in which areas?

- Do employers participate in occupational standards and training programme development?

- Do you cooperate and plan practical part of the training together?

IV PROGRAMMING OF TRAINING CONTENT

1. What is the base of training programmes you deliver?

- Is training developed based on certain occupational standard – if so who prepares that standard and which methodology is used (please provide an example)?
- How do you decide what will be training content?
- To what extent training content is adjusted to actual labour market needs and how do you ensure this?

2. Which methodology do you use when developing training programme (please provide example of training programme you deliver)?

- What is prescribed by the programme?

3. Does motivational or some therapeutic training forms part of the training you deliver?

- Do you consider that it is necessary for training participants to get some additional support in the form of motivational or therapeutic training along with the training you provide?
- If these trainings are provided which programmes are used and who delivers these trainings?

4. Does training programme involve entrepreneurial learning, especially in cases when participants are getting credit upon completion of training or when they have a plan to start their own business? (How to develop business idea, how to make a business plan, how to start business, fundamental of running business...)

V ORGANIZATION

1. How the groups are formed and are you involved in this process?

- Do you assess in certain way previous knowledge of the participants when they come to apply for the programme?
- Do you use individual approach to each participant throughout the training?
- Which criteria do you use while forming the groups (level of education, previous experience...)?

2. Are trainings you organize group or individual ones?

- The smallest number of participants in the group?
- The biggest number of participants in the group?
- What is the average number of participants in the group?

VI TRAINING

1. Which working methods are used?

- Do you use traditional methods in your work (frontal teaching approach) or you also use methods in which participants are active?
- To what extent training is based on competences, are participants trained for work after the training?

2. Does (do) training(s) you deliver have theoretical and practical part?

- Which part of training is made of theory and which is made of practice?
- What is the most often ratio between theory and practice?
- Where practical part of training is organized and in which way?

3. How practice in company functions?

- How selection of companies is made and are you involved in this process?
- Do employees in company get certain training for work with adults?
- How do you track what is happening during training in companies?
- Do participants have certain practice diary (please provide example)?

4. What kind of materials are given out to participants (please provide examples)?

- Textbooks, manual, presentation, etc.

5. Do you think that terms for training are adjusted to adults and their daily schedules (work, family duties...)?

- In which part of the day the trainings are most often organized?

6. Is there drop out throughout training and in which percent?

- What are the reasons for drop out?
- Which measure do you apply in order to reduce drop out?

7. Do you organize exam at the end of the training (please provide example of the examination record)?

- What is the base for the exam - examination catalogue?
- Are participants informed about exam content?
- Who are the members of the examination commission?

8. What kind of proves are issued at the end of training (please provide example)?

- Do employers recognize certificates you issue?
- Are these trainings recorder in your work book?
- Are training participants informed about this?

VII MONITORING AND EVALUATION

1. How do you monitor what is happening at the training?

2. Do you conduct evaluation during and at the end of training?

- How do you conduct evaluation (please provide example of instrument)?
- Who participate in the evaluation?
- Are evaluation results used as a basis for the improvement of work?

3. Do you provide participants with career counselling services and in which way?

- If you provide these services are these taking place at the end, during or at the beginning of training?
- Who provides counselling services?

4. How do you measure training success?

Do you have some other comments which you would to state at this occasion?

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