

# **Educational framework for organizing trainings in continuing education**

## Learning material

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The material has been completed and training is taking place as an activity of  
Erasmus+ international cooperation project  
„A Step forward in Wellbeing in the field of Adult Education“.

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## Overview

Erasmus+ strategic cooperation development project „A Step forward in Wellbeing in the field of Adult Education“ („Samm edasi heaolu nimel täiskasvanuhariduses“) lasts 1.09.2019 – 31.08.2022. The lead partner of the project is Eesti Vabaharidusliit, other partners: European Center for Quality Ltd from Bulgaria, Enoros Consulting Ltd from Cyprus Promimpresa SRL from Italy, Promozione Internazionale Sicilia Mondo from Italy, Fundacja Rozwoju Aktywnosci Miedzynarodowej I Edukacyjnej from Poland. The project focuses on ensuring a learning environment that creates well-being in adult education. Well-being, in turn, is the basis for effective teaching and learning and for exploiting one's potential.

The focus is on ensuring the well-being of learners, trainers and organizers of training courses and relations with the learning environment. A suitable learning environment for adults plays a very important role and the same applies to trainers who need an appropriate environment for effective teaching. Also, the organizers of trainings, who are often out of the spotlight, must feel good.

Project website: <http://projectwellness.eu/>

## The concept of well-being

The project agreed that an 8-dimensional approach to well-being is used to define well-being (Figure 1).



**Figure 1.** 8 dimensions of Well-being

1. **Occupational well-being** is the ability to obtain personal satisfaction and fulfillment from the work you do, while maintaining a balance in your personal life. Our desire to contribute to our

careers has a positive impact on the organizations in which we work and on society as a whole and ensures professional well-being.

2. **Environmental well-being** is the ability to take responsibility for the quality of the air, water and land around us. When we have a positive impact on the quality of the environment, we also have a positive impact in our homes, communities or on the planet.
3. **Social well-being** is the ability to communicate with other people in the world. We can contribute to social well-being when we maintain positive relationships with friends and colleagues.
4. **Economic well-being** is your relationship with money and your ability to use your resource. It is a balance between the mental, physical, and mental aspects of money. Above all, it is about understanding and taking care of your financial situation in such a way as to be prepared for financial changes as well.
5. **Physical well-being** is the ability to maintain a healthy quality of life without excessive fatigue or physical stress. It is the ability to understand that our behavior has a significant impact on our well-being – we support our physical well-being when we implement healthy habits (regular health check-ups, balanced diets, working out, etc.), while destructive habits (tobacco, drugs, alcohol, etc.) lead to a decrease our physical well-being.
6. **Emotional well-being** is the ability to understand ourselves and cope with the challenges of life. It is the ability to understand and share with others our feelings such as anger, fear, sadness, and stress, as well as hope, love, joy and happiness.
7. **Intellectual well-being** is the ability to open one's mind to new ideas and experiences that can be used for personal choices, group communication and contributing community. It is the desire to learn new ways of learning, develop skills and look for challenges in the lifelong learning.
8. **Spiritual well-being** is the ability to create peace and harmony in one's life. It is a way of developing harmony between our values and actions and understanding the purpose of life.

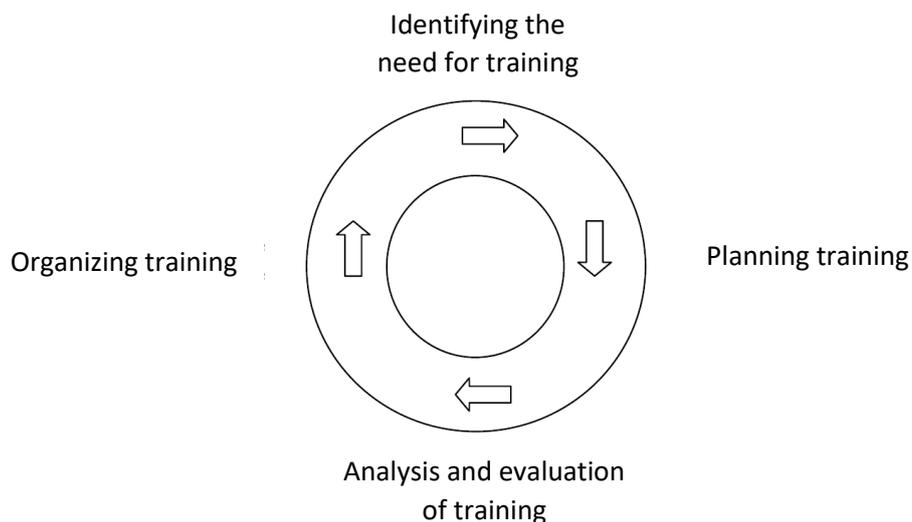
## Educational framework for organising in-service trainings in Estonia

Compiler: Ena Drenkhan, MA and adult educator, level 7

In Estonia, adult education is divided into formal education and continuing education (Täiskasvanute koolituse seadus – Adult Education Act (TäKS), 2015). Continuing education is targeted and organized training outside formal education based on the curriculum (TäKS).

### Planning the training process in continuing education

The training process is divided into four closely intertwined stages: identifying the needs for training, planning training, carrying it out and evaluating the results (Figure 2).



**Figure 2.** In-service training learning process from the organizer's point of view

The training begins with the setting of the training goals (the purpose of the training) and to help participants to be aware of those goals.

The goal sums up the most important goals, what the training wants to achieve, manages the activities of the teacher and from that depends on the training content and methods. Both learners and training organizers, subscribers, funders, and other interest groups need to know, what are the aims and the effectiveness of the training.

In the case of adult learners - learners with experience and prior knowledge, when formulating the purpose of the curriculum, it is important to consider their previous experience, interests and needs of the learners and the necessary professional competences in addition to the specifics of the

subject. Learners are encouraged to be involved in the learning goal-setting process, as this increases their self-responsibility and encourages independent learning.

**Source:** E. Drenkhan master's thesis:

[http://dSPACE.ut.ee/bitstream/handle/10062/52877/drenkhan\\_ena\\_ma.pdf](http://dSPACE.ut.ee/bitstream/handle/10062/52877/drenkhan_ena_ma.pdf)

### **Identifying training needs, defining the target group and aiming the training**

*Adult people do not learn for the learning itself, but they want to get answers to their questions, learn to solve problems, work better or simply to enjoy life more. (Malcolm S. Knowles)*

Training needs – the difference between the actual situation and the desired situation, which can be reduced by training.

The trainings are divided into:

- So-called subscription trainings aimed to a specific group – the study group is assembled by the client and is relatively homogeneous, the general training needs of the study group are known to the trainer. The risk may be in that the training needs of the study group may not match the individual needs of the learners (learners have been sent to the training and may not all be motivated to participate). In organizations, the following methods are used to determine the needs for training: interview/interview, test, observation, questionnaire, brainstorming.
- Open trainings with free registration (the organizer may set preconditions and requirements for participation), but it is more difficult to find out the individual training needs.

The recommendation for the trainer (the organizer of the training) is to examine what the learners' goals are, what they expect from the course and what questions they want answered. It would be best to try to explain this even before the start of the training (e.g., have a letter of motivation written).

When defining the target audience for open training, it is desirable to keep in mind the group of people with specific characteristics, because if the training is intended for everyone, there is a risk that the level of participants will be very different. The target group may be, for example, representatives of a certain profession. In the case of the target group, it can be indicated whether they are beginners or on the advanced level. Describing the prerequisites for participation in the

training may be helpful the description of the levels of the Estonian qualification framework:

<https://www.hm.ee/et/tegevused/kvalifikatsioonid/kvalifikatsiooniraamistik>

The purpose of the training sums up the expected result of the completion of the study.

Learning outcomes arise from the purpose of learning and explain and specify it. The wording of a good goal is short (usually one sentence), generalizing and describing the learner's outcome

Sources used: [Koolitaja käsiraamat](#) and [täienduskoolituse õppekava koostamise juhendmaterjal](#).

### **Designing of a learning outcome-based curriculum**

According to the Adult Education Act, the basis for carrying out in-service training is the outcome-based curriculum. Its creation is based on the target group, its needs and the results achieved through training, i.e., learning outcomes.

It is in the interests of all parties to plan in-service training on an outcome-based basis, i.e., learning outcomes and assessment criteria are formulated in such a way that it is possible to assess the competences of the person who has complete the curriculum. The objective of the outcome-based curriculum must describe what we want to achieve - the objectives are drawn up based on the expected result of the learner's learning and the whole teaching process is formed accordingly, how to achieve these results. If learning and teaching activities and assessment tasks are planned based on the requested learning outcomes, it is a matter of constructive coherence. Learning outcomes must also be explained to learners at the beginning of studies, it helps them to focus on their learning, the time and energy it takes.

Describing curricula through learning outcomes makes it possible to consider previous studies and work experience (VÕTA), supporting this way lifelong learning. Outcome-based education also makes it easier for adults to apply for an occupational qualification, because it reflects better, which competences have been acquired during training. However, completing the training in Estonia does not give an occupational qualification, but the person who is interested in occupational qualification must apply it separately.

Source: E. Drenkhani master's thesis:

[http://dspace.ut.ee/bitstream/handle/10062/52877/drenkhan\\_ena\\_ma.pdf](http://dspace.ut.ee/bitstream/handle/10062/52877/drenkhan_ena_ma.pdf)

Rules of learning outcomes:

- there must be not too many outcomes (4-6 are appropriate, in long courses consisting of modules, each module can be assigned its own learning outcomes);
- the learning outcomes are described in general and holistic way;
- the outcomes describe the outcome of the learner's learning, not the process;
- use different verbs (e.g., "analyzes", "evaluates", "associates");
- learning outcomes must be assessable (e.g., it is difficult to assess the attitudes).

## Evaluation

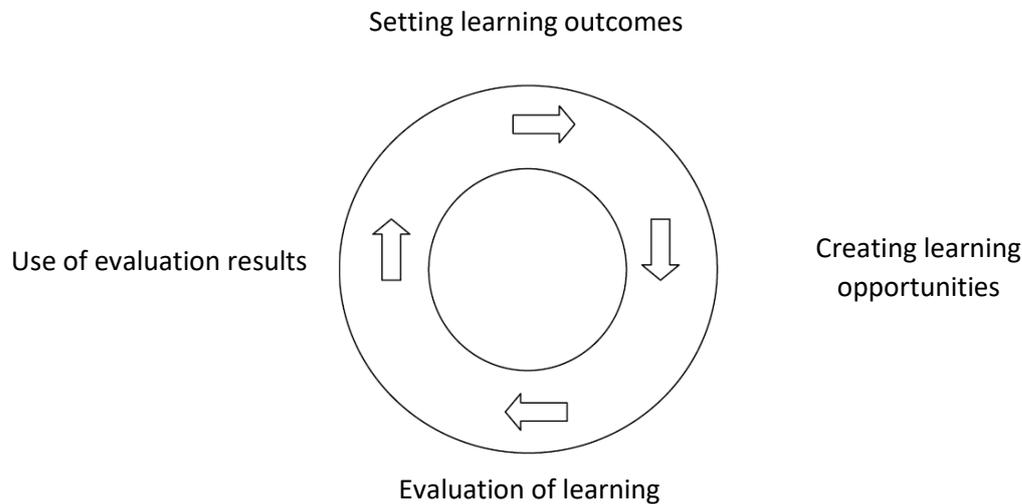
The aim of evaluation is to support the development of the learner through appropriate feedback and to provide reliable information on the effectiveness of completing the studies.

Evaluation gives us:

- 1) know if the learning took place;
- 2) diagnose the needs of learners;
- 3) to provide a certificate and thus official recognition of the learning;
- 4) provide an opportunity for further education, proof of qualification level;
- 5) evaluate the success of achieving the objectives of trainings and study programs;
- 6) motivate and encourage learners.

Properly designed and appropriately used evaluation encourages more effective guidance and learning, i.e., assessment can also be seen as part of learning. Based on the assessment approach supports the development of the learner, the assessment takes place not only with special direct assessment activities, but continuously during the whole learning process when feedback is given to the learners and constant reflection and self-assessment of the learners themselves take place.

The evaluation can be characterized as a continuous four-stage activity (figure 3), where clear and measurable learning outcomes are first created, learners will then be able to achieve these outcomes, information and evidence are constantly collected and analyzed, how actual learning meets the expectations and learning is developed according to these results.



**Figure 3.** Evaluation as a four-stage activity

Evaluating the achievement of learners' learning outcomes is part of the learning process, during which a fair and an unbiased assessment of the level of acquisition of learners' knowledge and skills according to the learning outcomes described in the curriculum. The trainer must first be aware of, what are these important learning outcomes, what should be achieved when dealing with a particular part or topic. Evaluation should ensure that learning outcomes are achieved.

Source: E. Drenkhani master's thesis:

[http://dspace.ut.ee/bitstream/handle/10062/52877/drenkhan\\_ena\\_ma.pdf](http://dspace.ut.ee/bitstream/handle/10062/52877/drenkhan_ena_ma.pdf)

### **Evaluation methods and criteria**

The evaluation of the achievement of learning outcomes involves different methods to determine the extent to which the proposed learning outcomes can be achieved and is described using evaluation methods and evaluation criteria. The choice of evaluation methods depends on the field being taught, the size of the study group and the conditions of the learning environment. The evaluation methods can be divided into two:

1. evaluation of the process, e.g., practical work, practical skills demonstration, interview, evaluation criteria describe the activities of the learner (e.g., "cleans up own workplace");
2. evaluation of the result - evaluation criteria express the result (e.g., "the learning portfolio contains a self-analysis in which the learner compares his or her competences at the beginning and end of the learning process").

The evaluation method must imitate as closely as possible the situation or activity in which the learner uses later. For adults, examples of observation, examination, computer-based testing, demonstration of practical performance and group presentations can be mentioned as appropriate evaluation methods. Performance assessment is important for practical training - learners demonstrate their understanding and skills through the performance of real-world tasks.

Evaluation criteria are set as a minimum - i.e., at the threshold level, ensuring that all learners acquire a basic part of the curriculum. It is important to inform learners about how the achievement of learning outcomes is assessed right at the beginning of studies.

In the adults training, learners should be involved in the assessment. In the case of self-assessment, the learner himself or herself gives a critical assessment of his or her learning process or its outcome and in the case of peer review, learners assess each other. For a learner's self-development, assessment can be a positive boost through improvements in their self-reflection skills and the feedback from assessment helps learners understand their strengths and weaknesses.

Trainings are generally using a non-differentiated assessment where the assessment is based on threshold criteria, i.e., the minimum level, what determines, whether the expected competences have been achieved (passed – not passed). Opposite - distinctive or grade/numerical assessment.

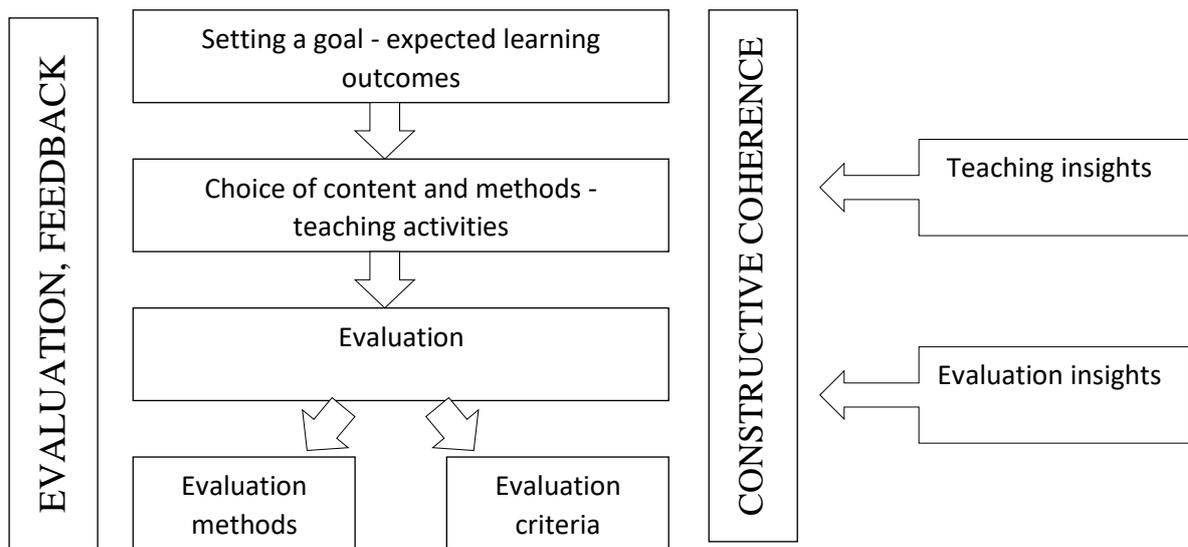
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## Summary

In conclusion, by applying a modern approach to learning, training begins with setting a goal and formulating expected learning outcomes. Depending on these, the selection of content and methods takes place (i.e., teaching activities are planned), evaluation methods and criteria are also planned. In doing so, it is recommended to consider the principle of constructive coherence - both teaching and assessment activities are planned based on learning outcomes. Assessment is not a

one-time activity at the end of a training, only in accordance with the principles of formative assessment is recommended, but the assessment takes place throughout the learning process, giving feedback to both - the learners and the trainers. The teaching and assessment activities of trainers are influenced by their understanding of teaching and assessment. In addition, teaching and evaluation are influenced by external factors such as the volume of training, resources used, study group, etc. In simple terms, the learning process is described of the trainer's point of view on the figure 4.



**Figure 4** Learning process from the trainer's point of view

Source: E. Drenkhani master's thesis:

[http://dspace.ut.ee/bitstream/handle/10062/52877/drenkhan\\_ena\\_ma.pdf](http://dspace.ut.ee/bitstream/handle/10062/52877/drenkhan_ena_ma.pdf)

## **Quality of in-service training and organization of daily work in an in-service training institution**

Threshold-based assessment (source: <https://ekka.edu.ee/lavendipohine-hindamine/>)

Compiler: Margit Dööna, MBA and adult educator level 7

From autumn 2019, the Estonian Quality Agency for Higher and Vocational Education started (EKKA) threshold-based assessment of in-service training institutions among Estonian Unemployment Insurance Fund partners.

The purpose of the threshold-based quality assessment is to assess the capability of the continuing education institution comply with the Adult Education Act (TäKS) and the principles of the quality of in-service training defined in the in-service training standard.

The threshold-based assessment consists of two stages:

1. website evaluation (from 1 October 2019): assess whether the institution's website contains requested information according to TäKS;
2. assessment of the quality of learning (followed by the evaluation of the website): assess whether the curriculum and the conduct of studies meet the requirements of the TÄKS and in-service training standard.

The quality of studies is assessed only in continuing education institutions, which has positively passed the evaluation of websites. These institutions will be contacted and a time for assessing the quality of learning will be agreed upon.

EKKA involves experts in continuing education and specialty fields in assessing the quality of websites and studies.

What is the evaluation process?

The website is evaluated by up to two experts. If one expert finds non-compliances with TäKS, this will be also assessed by another expert, to ensure that the assessment is correct. If the information on the website meets the requirements, the institution moves on to the stage of assessing the quality of learning. If the information does not meet the requirements, give the authority time to make corrections and a reassessment of the website takes place. Until the result of the reassessment is known, the Unemployment Insurance Fund has the right to suspend

cooperation with the training institution in accordance with the principles of cooperation of the Unemployment Insurance Fund.

Learning quality assessment is carried out by committees of 2-3 experts. The committee shall select the curricula offered by the institution (up to 3) on the basis of which the assessment is carried out.

EKKA sends a self-analysis questionnaire to the training institution, by which the authority assesses its own fulfilment of the criteria. Experts then analyze the compliance of the sampled curricula with the requirements; work through the institution's responses to the questionnaire; ask for further evidence if necessary; prepare interviews with the head of the training institution, with the head of training, trainers or arrange the observation. Interviews take place with the trainers of the sampled curricula.

Both the simplified procedure and the ordinary procedure can be applied in the assessment. In simplified proceedings, compliance with TäKS is assessed based on documents, in normal proceedings, an interview and/or the observation will be added. The simplified procedure is applied if the expert assessments of the in-service training institution in each of the criteria assessed are positive and there are no additional questions or need for interviews. The normal procedure will then be implemented when some criteria require additional information to be collected to make an assessment.

Institutions whose curriculum and studies meet the requirements arising from law, get a summary of the assessment and cooperation with the Unemployment Insurance Fund will continue. Institutions whose curriculum and study do not meet the requirements arising from law, receive feedback and the opportunity to undergo a new assessment if three months have passed since the initial assessment was received. Until the result of the reassessment, the Unemployment Insurance Fund has the right to suspend cooperation with the training institution. In the event of a negative result of the reassessment, the Unemployment Insurance Fund has the right to terminate cooperation with the partner and the Ministry of Education and Research (HTM) has the right to initiate supervision proceedings.

Evaluation results:

- Meets – the threshold has been met, all the evaluation criteria for the threshold have received a positive assessment.
- Does not meet - the threshold is not met. The client suspends cooperation with the training institution. HTM has the right to initiate supervision proceedings.

Evaluation criteria and forms:

- Website evaluation criteria ([Veebilehe hindamise kriteeriumid](#))
- Assessment form for website compliance assessor ([Hindamise vorm veebilehe vastavuse hindajale](#))
- Criteria for assessing the quality of studies and the principles for the formation of expert assessment ([Õppe kvaliteedi hindamise kriteeriumid ja eksperthinnangu kujunemise põhimõtted](#))
- Form of assessment for the study quality assessor ([Hindamise vorm õppe kvaliteedi hindajale](#))

## EQM European Quality Mark

EQM is a **sign of quality assurance** for all non-formal education providers across Europe. It's a system, designed to ensure the quality of non-formal learning providers and their activities, services and work. EQM Measures how effectively the organization understands, what systems and activities are necessary, to provide and support high-quality learning in accordance with European quality assurance requirements for adult education. EQM helps learning providers achieve growing European and national quality requirements. It can also be used to support quality development and assurance for any other learning provider.

EQM is a tool to help training providers and their staff to get to know, how they ensure quality both in what they teach and in how they support teaching and learning. The heart of the EQM process is self-assessment. The self-assessment form consists of a four-part questionnaire, in which each part looks at the training organization and the effectiveness from various aspects.

The first part 'Provider and learning management' includes criteria, related to the training provider, planning administrative processes and learning process.

The second part, "Learner's needs and coursework" includes criteria, related to the learner, including the learning environment, courses, and their content, as well as the needs and objectives of the learner.

The third part, 'Measuring learning achievements', contains criteria relating to learners' achievements and feedback to learners.

Part four, 'Quality management', contains criteria relating to quality issues, including the management of the self-assessment process and the quality culture in the organization.

In Estonia, the national evaluation body is the Association of Estonian Folk Universities (ERL). All necessary materials are available on the ERL website [www.rahvaulikoolideliit.ee](http://www.rahvaulikoolideliit.ee).

[Guide and self-assessment form](#)

EQM project website: [www.europeanqualitymark.org](http://www.europeanqualitymark.org)

## Adult educator's occupational qualification

Adult educator is a specialist, who, in a purposefully created learning situation, supports the learning and self-development of adult people (TÄKS). It is possible to apply for an occupational qualification at 4 levels:

- a) Adult educator, level 5 ([täiskasvanute koolitaja, tase 5](#))
- b) Adult educator, level 6 ([täiskasvanute koolitaja, tase 6](#))
- c) Adult educator, level 7 ([täiskasvanute koolitaja, tase 7](#))
- d) Adult educator, level 8 ([täiskasvanute koolitaja, tase 8](#))

Parts:

- Preparing the learning process (5.-8. level)
- Conducting the learning process (5.-8. level)
- Analysis and evaluation of the learning process (5.-8. level)
- Professional self-development (5.-8. level)
- Development, creative or research activities in the field of adult education (6.-8. level)

The occupational standard is a document, describing the work and the set of skills, knowledge and attitudes necessary for successful work, i.e., competence requirements. To obtain a professional certificate, it is necessary to prove all the competences set out in the occupational standard in accordance with the requirements set out in the professional award procedure of the body issuing the profession.

The body attributing the occupational qualification is ANDRAS.

Source and additional information: <http://andras.ee/node/1992>

Why apply for an occupational qualification?

- Shows quality and proves competence.
- A great opportunity for self-reflection and development.
- Strengthens your professional identity and allows you to be part of a community of adult educators.
- Increasingly, the prerequisite for choosing a trainer is the existence of a profession (trainings ordered by the Unemployment Insurance Fund).

## Supporting material for the trainings organizers:

1. Juhendmaterjal: Täienduskoolituse õppekava koostamine. Aruväli, S., Kaldas, H., Pilli, E., Reppo, S. HTM 2016:  
[https://www.hm.ee/sites/default/files/htm\\_taiendk\\_juhendmaterjal.pdf](https://www.hm.ee/sites/default/files/htm_taiendk_juhendmaterjal.pdf)
2. Vene keeles: [TäKSi juhend](#) ja [täienduskoolituse standardi juhend](#)
3. Juhendmaterjal täienduskoolitusasutuse pidajale. Toom, A., Jala, K., Ruus, E. HTM 2018:  
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[https://www.andras.ee/sites/default/files/Koolitaja\\_kariraamat\\_2011.pdf](https://www.andras.ee/sites/default/files/Koolitaja_kariraamat_2011.pdf)

## ANNEX 1: IN-SERVICE TRAINING CURRICULUM

Name

1. Curriculum group
2. The basis for the preparation of the plan
3. Total amount of study
4. Target group
5. Terms and conditions for starting
6. Learning objectives
7. Learning outcomes
8. Description of the learning process, including the content of the study and learning methods

Learning content	Structure, volume and learning methods

9. List of study materials
10. Terms of termination, evaluation and document to be issued
11. Description of the study environment
12. Description of the qualifications, study or/and work experience that describes the competence of the trainer