



PAC.TT Project Trainer needs analysis Czech Republic



Education and Culture DG

Lifelong Learning Programme

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1. Introduction

1.1. National characteristics of trainings for teachers and trainers

In the Czech Republic, schools are administered in the frame of general administration. The responsibility is distributed among the central government, regions and communities. The Ministry of Education, Youth and Sports preserves and determines the integrated state educational policy. Regions are responsible for education on their territory. They are organising bodies for upper secondary and tertiary professional schools. The communities are responsible for pre-primary education and compulsory schooling. All schools have the status of legal entities. Public higher education institutions are established by law.

Adult education includes general education programmes, vocational education, special interest education and other education.

Besides the teachers, education staff of schools and schools facilities also includes the following categories of employees:

- a) an educator,
- b) a special educational needs teacher,
- c) a psychologist,
- d) a teacher responsible for leisure activities,
- e) a teacher's assistant,
- f) a coach, or
- g) a pedagogical manager.

Besides schools is adult education provided:

- Firms and organisations (enterprises, institutions, government departments, etc.), which provide education primarily for their employees, either by their own lecturers and institutions or (more commonly) by purchasing this training from specialised lecturers or institutions (schools, not for-profit or commercial organisations).
- Not-for-profit organisations: sectoral educational institutions, foundations, churches, trade unions, professional associations, political parties, cultural institutions (museums, galleries, libraries, houses of culture).
- Commercial educational institutions; which can, similar to schools, also organise educational courses on a profit basis.

Continuing education is not regulated by special legislation and it is not centralised in the Czech Republic. There are a number of institutions in the Czech Republic which provide courses to adults. There is no special qualification required for the educators of adults in the Czech Republic at present time.

The Czech Republic is only just beginning to implement QA systems, indicators and quality management tools for VET institutions. According to the Employment Act, the retraining courses can be provided only by the institutions with accredited educational programme, by schools providing education in a field incorporated in the register of schools and school facilities, by higher education institutions with accredited study programme according to a special legal regulation or by

an institution with an educational programme according to a special legal regulation. This type of education can also be provided by the company training departments. No general system of accreditation of institutions has yet been developed.

The other institutions are (by operation of law) neither evaluated nor sufficiently monitored. In some fields however respective entities take part in other independent systems of quality evaluation. The qualification standard for Trainer is developed within the National Qualification System.

Differences between teachers and trainers

Teachers work almost exclusively in the IVET context, above all in the context of formal learning.

A special category of educators in IVET are IVET trainers, who lead the training of students (apprentice) from secondary vocational schools in companies. They are not pedagogical workers and they are not employees of the school.

Teachers participating in education of adults in schools do not need any special training for teaching adults. But topics related to adult education are not included in the in-service training of teachers. Specialists in adult education are trained at three departments of Czech universities (Faculty of Philosophy of Charles University in Prague, Faculty of Philosophy of Palacký University in Olomouc and Vysoká škola Jana Ámose Komenského in Prague), but they have been mostly employed in personnel management.

Trainers work almost exclusively in the CVET context, in the context of non-formal learning. CVET trainers are a very heterogeneous group of professionals, providing various educational services. The qualifications of trainers and instructors working for commercial institutions as well as the quality of teaching in these institutions are rarely monitored.

TEACHERS	TRAINERS
segment: IVET (schools, there are exemptions)	segment: CVET (educational institutions, enterprises, trainers-entrepreneurs)
high rate of legislative regulations	low rate of legislative regulations
high formal prerequisites for the performance of profession	low formal prerequisites for

Other full-time forms of study, which lead towards a specific level of education, including higher education study programmes, fall within the responsibility of the Ministry of Education, Youth and Sports. The Ministry outlines the general framework of further education and supports its development mainly through an effort to restructure educational programmes and through financing development programmes. Its specific sphere of responsibility includes retraining where the Ministry is an accreditation body for retraining programmes. In 2006, the responsibilities of the Ministry of Education were extended: it continues to coordinate the activities of other ministries

and other bodies in the system of recognition of qualifications. It approves, amends and deletes entries on the list of entire and partial qualifications in the National Qualification Framework (NQF), which is managed and published by the National Institute of Technical and Vocational Education. It approves changes and cancels qualification and assessment standards. The Ministry established an advisory body for this area: the National Council for Qualifications.

The Ministry of Labour and Social Affairs guarantees state employment policy. It is responsible for designing the National Occupations System – a database which will offer information on labour market demands for qualifications. The Ministry is the founder of Labour Offices which provide information and guidance services related to vocational training and further education, organise retraining of job seekers, co-finance retraining (including subsistence during retraining), and encourage development of job opportunities through which school-leavers can gain professional experience and young job seekers can gain qualifications.

The Ministry of Industry and Trade strives to increase the competitiveness of industry. This involves support for the introduction of new technologies, including retraining of employees.

The Ministry for Regional Development promotes the implementation of all educational initiatives at regional or local levels.

The Ministry of Culture is one of the central state authorities for media, libraries and cultural education, which are an important part of non-vocational (interest) education.

All ministries are responsible for vocational training in regulated professions within their respective sectors. They are authorising bodies according to the Act on Verification and Recognition of Further Education Outcomes: they grant authorisation to verify and recognise further education outcomes and participate in preparation of qualification and assessment standards in their sectors.

1.2. Levels of the trainings covered in formal and non formal field

In the VET system there are the following types of IVET teachers: teachers of vocational subjects at secondary schools, teachers of practicum, teachers of vocational training, teachers of artistic subjects at secondary vocational schools and conservatories, teachers of vocational subjects at post-secondary technical schools, teachers of practicum and vocational training at post-secondary technical schools and teachers of religion. (see 6.1)

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Teaching qualification for all types of IVET teachers consists of two components: vocational and pedagogical. Teachers gain both of these components within the framework of their pre-service training. There are two basic models of pre-service training for IVET teachers:

- integrative model,
- consecutive model.

a) consecutive model of pre-service training for teachers of vocational subjects at secondary schools

Teachers gain the vocational component of teacher's qualification through higher education by completing an accredited master's study programme in the field appropriate to the

nature of the subjects to be taught. Then, the pedagogical component of teacher's qualification can be acquired through the following ways:

- through higher education by completing an accredited bachelor's study programme in the field of pedagogical sciences OR
- through higher education by completing programmes of lifelong learning focused on educating secondary school teachers (which are not subject to mandatory accreditation, but can be accredited) OR
- by studying of pedagogy organised by an institution for the further education of pedagogical staff (accredited programmes in the scope of at least 120 hours).

b) integrative model of pre-service training for teachers of vocational subjects at secondary schools

Within this model both components of teacher's qualification are gained through higher education by completing an accredited master's degree programme in the field of pedagogical sciences focused on educating teachers of vocational subjects to be taught at secondary schools. This model works only for pre-service training for teachers of economics at the moment. The Act on Pedagogical Staff regulates the prerequisites for the performance of duties by pedagogical staff, their further education, and the career scheme.

Formal education for teachers of vocational subjects is determined by this Act (Section 9; Secondary School Teachers)

(2) A teacher of vocational subjects to be taught at secondary schools shall acquire professional qualifications through higher education by completing an accredited master's study programme

- a) in the field of pedagogical sciences focused on educating teachers of vocational subjects to be taught at secondary schools; or
- b) in a field appropriate to the nature of the subject to be taught and through higher education by completing an accredited bachelor's study programme in the field of pedagogical sciences focused on educating secondary school teachers, or by completing a programme of life-long learning organised by a higher education institution and focused on educating secondary school teachers or by studying pedagogy as a major subject at a higher education institution under Section 22 (1) (hereinafter referred to as "studying pedagogy").

(3) A teacher of practicum shall acquire professional qualifications through

- a) higher education by completing an accredited study programme in a field appropriate to the nature of subjects to be taught in practicum and through higher education by completing an accredited bachelor's study programme in the field of pedagogical sciences focused on educating secondary school teachers or by completing a life-long learning programme organised by a higher education institution and focused on educating secondary school teachers, or by studying pedagogy;
- b) tertiary professional education by completing an accredited educational programme at a tertiary professional school in a field appropriate to the nature of subjects to be taught in practicum and through higher education by completing an accredited bachelor's study programme in the field of pedagogical sciences focused on educating secondary school

- teachers, or by completing a life-long learning programme organised by a higher education institution and focused on educating secondary school teachers, or by studying pedagogy; or
- c) secondary education accomplished by a school-leaving examination acquired by completing an educational programme of secondary education in a field appropriate to the nature of the subject to be taught and through higher education by completing an accredited bachelor's study programme in the field of pedagogical sciences focused on educating secondary school teachers, by completing a life-long learning programme organised by a higher education institution and focused on educating secondary school teachers, or by studying pedagogy and practical experience in the relevant field of not less than three years.

(5) A teacher of vocational training (at the relevant workplace) shall acquire professional qualifications through education specified for teachers of practicum under sub-section 3 and through secondary education with an apprenticeship certificate by completing an educational programme of secondary education in a field appropriate to the nature of the subject to be taught.

(6) A secondary school teacher who teaches in a class or at a school established for pupils with special educational needs shall acquire professional qualifications through education specified for secondary school teachers under sub-sections 1 through 5 and through higher education by completing an accredited bachelor's study programme in the field of pedagogical sciences focused on special educational needs or by completing a life-long learning programme organised by a higher education institution and focused on special educational needs.

Further education (non-formal education) is regulated in Section 24 of the Act (Further Education of Pedagogical Staff).

(1) Pedagogical staff whilst performing direct educational function shall have the duty of further education for renewing, strengthening, and supplementing their qualifications.

(2) Pedagogical staff may participate in further education increasing their qualifications. Under a special regulation¹ increasing qualifications shall be understood as their acquisition or extending.

(3) A head teacher shall organise further education of pedagogical staff in accordance with a plan of further education which shall have been laid down after preceding negotiations with a relevant trade union body. When laying down the plan of further education it shall be necessary to take into account the study interests of a pedagogical worker, the school needs and budget.

The trainer's job is regulated by the Trade Act. Trainer's job is regarded as a so-called non-regulated profession which does not require proving vocational or other competences. This job can be performed if certain basic requirements laid down by this law are fulfilled. However, if the trainer performs his/her job as part of educational programmes accredited by the Ministry of Education or the Interior Ministry, he/she must have at least secondary education and some work experience.

Types of trainers:

1. trainers - entrepreneurs are self-employed people working on the basis of a trade licence. These people perform the trainer's job as a part-time or full-time job;

¹ Section 142 (1) of the Labour Code

These trainers work in all contexts of adult education, above all in the context of continuing vocational education. They have contracts with educational institutions, companies or with individual persons. Their places of work are various: training centres, companies, school premises, out-doors). Statistical data (number of trainers, age distribution or gender balance, salary) are not collected. Salary rates are not regulated. There is no structure for attracting and recruiting people to become trainers.

2. trainers – employees: their working activity is mostly oriented towards the teaching and training of educational institution and company staff (in-company training, out- of-company training);

Trainers – employees work in adult educational institutions, for example in language schools, managerial education centres or other specialised training and educational institutions. These institutions (mostly from large to medium sized) build their image and the concept of activities upon the specialised staff of trainers. They mostly provide the trainers with methodological and logistical support and assure their development. This is the main difference on the market between them and those agencies which employ part-time trainers. Trainers – employees are also active in companies, mainly in the field of services. These positions are mostly in banking, insurance and other financial services and have different names e.g. trainers, coaches, methodologists, mentors, etc. They focus mainly on introducing new workers to a job, training for key positions (sales representatives, managers) as well as all staff training in product innovation, legislation, communication and market strategies, etc. These trainers, like other clerks in the financial sphere, are generously remunerated in comparison to Czech earnings. The salary range is 30 - 40 000 CZK monthly (€ 1000 – 1300). A great many companies also pay bonuses based on graduate study results in certain types of courses. Another area where professional trainers are employed is retail (large chain stores) as well as hospitality. Trainers are employed at the company and partially at the inter-company level.

Statistical data (number of trainers, age distribution or gender balance) are not collected. Salary rates are not regulated. There is no structure for attracting and recruiting people to become trainers.

3. managers and experts who perform teaching as a part of their professional activities or as an auxiliary activity;

Managers and experts provide training within their profession or as a part-time job as well. These trainers frequently work in those sectors and branches which organise training activities for their staff within in-company training. The group of professional trainers, managers and experts in the sphere of business is not systematically monitored or analysed.

4. trainers – volunteers from non-profit organisations performing useful public activities based on a voluntary principle;

A very broad and heterogeneous group of trainers work in non-profit organisations. A great range of people and experts in the field of social services, culture, amateur education, leisure, sports, etc. work as trainers. Trainers aim at explaining the purpose of particular institutions to the general public and focus on recruiting new people interested in this work or in supporting this field.

1.3. Key course providers in teacher Education and training

Several higher education institutions offer study programmes whose graduates are qualified, among others, for CVET trainer profession. That means that these programmes are not specialised for further trainers, nevertheless the graduate profile of these programmes contains the trainer qualification. For example:

- master's degree programme at the Philosophical Faculty at Charles University in Prague, the Department of Andragogy and Personal Management
- master's degree programme at the Philosophical Faculty of Palacky University in Olomouc in the Department of Sociology and Andragogy
- study courses for trainers within lifelong learning at the Centre of Distance Education at the Palacky University, Philosophical Faculty
- master's degree programme at Jan Amos Komensky University (private institution).

The graduates of master's and bachelor's degree and lifelong education programmes from the aforementioned institutions acquire the qualifications and competences which entitle them to carry out the trainer's job.

Within higher educational programmes student are simultaneously prepared for several different types of occupations: personal manager, consultant, trainer. The graduates are not specialists – for example: trainer in the field of economy. Their profile is general. They usually profile themselves after the study. This model is not frequented. This model is used by all four main types of CVET teachers mentioned above.

Providers of the educational courses for trainer are for example Tutor (www.tutor.cz), Job Market, s. r. o; Euro Educa, o. s.; Asociace institucí vzdělávání dospělých, o. s.; and so on. A lot of courses are organized also within European projects.

1.4. Key fields of training

2. There is no formal profession standard for CVET trainer and no qualification standard as well. That is why particular CVET training institutions define their own curriculum. These curricula are different, but they usually have common components. *In the framework of the Koncept project, a partial qualification has been defined intended for a lector/trainer in further education. It is an important step in quality assurance of further education. Eight competences are stated as necessary for a lector. The new partial qualification will be included into the National Qualifications Framework.*
3. Example of curriculum in master's degree programme at the Philosophical Faculty at Charles University in Prague, the Department of Andragogy and Personal Management
4. Subjects of the 1st. cycle of study: Introduction to philosophy; Elements of law; Elements of economy; Introduction to ICT; Theory of management; Introduction to pedagogy; Introduction to andragogy; Vocational education of adults; Pedagogical and psychological diagnostics; Introduction to psychology; Social psychology; Pedagogical psychology; Introduction to sociology; Methodology of social research; Personal management; Hobby educational of adults; History and philosophy of education; Didactics of adult education; Statistics.

5. Subjects of the 2nd cycle of study: Mental hygiene; Vocational education of adults II; Co-operative andragogy; Educational counselling for adults; Didactics of adult education II; Citizenship education; Pedagogical psychology; Sociology of education; Adult education management; Methodology of social-psychology training.
6. A lot of private organisations offer non-formal short courses for trainers. Examples of training courses:
 7. • Presentation skills
 8. • Assessment techniques
 9. • Training needs analyses
 10. • Power point for trainers
 11. • Non-verbal communication
 12. • Rhetorics
 13. • Evaluation of education courses
 14. • Coaching
 15. • Supervision
 16. • How to write the educational text for adults

17. Summary of the needs analysis

17.1. Overview of respondents

The questionnaire was filled by 20 respondents, 9 men and 11 women. Most of them were at the age from 36 to 55 years (45 %). The others were at the age 26 – 35 years (40 %) and 18 – 25 years (15 %). All were Czechs. 14 of them (70 %) had master's education, 4 of them (20 %) bachelor's education and 2 of them (10 %) other education (one Ph.D. and the other vocational high school).

17.2. Overview of training experience

They provide the training mostly from 1 – 3 years (40 %) or 4 – 10 years (40 %), 20 % provide training from 11 – 20 years. No respondent provide training less than 1 year or more than 20 years. Their main target group is mostly employees (55 %), adult students Bachelor/Master degree (30 %), pupils (30 %), adult students attending private classes (25 %), managing staff (15 %) and unemployed people (15 %). One of them trains physically and mentally handicapped and one trains teachers.

They provide the training mostly in public training institutions (55 %), private training institutions (50 %), workplace (25 %) and private classes (15 %).

They provide training/education mostly in the field of Communication & PR (35 %), Project management (35 %), Business & Economics (15 %), Languages & Philology (15 %), Information

Technologies (10 %) and Quality management (10 %). The others trains for example volunteering, creative workshops, hospitality & tourism services, data boxes, digital filling services, sport, didactics.

They carry out mostly less than 6 lessons per month (70 %), more than 12 lessons (20 %) and from 6 to 12 lessons (10 %).

17.3. Overview of personal competences

Professional background of respondents was mainly pedagogy (35 %), Human Resources (20 %), Economics (15 %), Psychology (10 %), HR & Management, technics, Psychology, Math, Communication. 12 of them received any formal pedagogical/andragogical education (60%) the others studied supplementary pedagogical studies. Some respondents received non formal training in field of pedagogy/andragogy (for example licence for school skiing instructors, leisure time specialists, trainers courses, and so on).

17.4. Overview of professional competences

All competences seem important for adult trainers (no competence was marked „1 not important – 3”). As very important seems competence *Ability to solve problems* (it is very important for 100 % of respondents). Competences *Holistic thinking*, *Expert knowledge* and *Presentation skills* are also very important (95 % of respondents seem these competences as very important). As medium important seems competences *Professional reputation* (very important for 60 % of respondents) and *Ability to work in team* (very important for 55 % of respondents).

COMPETENCE	MEDIUM IMPORTANT		VERY IMPORTANT	
	SUMS	PERCENT	SUMS	PERCENT
<i>Ability to solve problems</i>	0	0	20	100
<i>Holistic thinking</i>	1	5	19	95
<i>Expert knowledge</i>	1	5	19	95
<i>Presentation skills</i>	1	5	19	95
<i>Openness to changes</i>	4	20	16	80
<i>Initiative</i>	5	25	15	75
<i>Self management</i>	6	30	14	70
<i>Creative skills</i>	7	35	13	65
<i>Objectiveness</i>	7	35	13	65
<i>Professional reputation</i>	8	40	12	60
<i>Ability to work in team</i>	9	45	11	55

Respondents developed during providing training to their students mostly *Ability to solve problems* (18 respondents, 90 %), *Presentation skills* (15 respondents, 75 %), *Creative skills* (15 respondents, 75 %), *Openness to changes* (14 respondents, 70 %), *Expert knowledge* (12 respondents, 60 %), *Professional reputation* (12 respondents, 60 %), *Self-management* (11 respondents, 55 %), *Ability to work in team* (11 respondents, 55 %), *Holistic thinking* (9 respondents, 45 %), *Initiative* (5 respondents, 25 %), *Objectiveness* (4 respondents, 20 %).

The trainers weakest point according to students' opinion could be mostly *Openness to changes* (13 respondents, 65 %) and *Presentation skills* (13 respondents, 65 %), *Holistic thinking* (9 respondents, 45 %) and *Expert knowledge* (8 respondents, 40 %). Also *Ability to solve problems* (7 respondents, 35 %) could be the trainers' weak point. To the contrary *Initiative* (0 respondents), *Professional reputation* (2 respondents, 10 %) and *Self-management* (2 respondents, 10 %), as well as *Creative skills* (3 respondents, 15 %), *Objectiveness* (3 respondents, 15 %), *Ability to work in team* (3 respondents, 15 %) seem as not trainers' weak point.

As the biggest obstacle for trainers while working with adults ~~seems~~ Prejudices and stereotypes (13 respondents, 65 %), Lack of motivation (8 respondents, 40 %), Time management (5 respondents, 25 %) and Past experience (4 respondents, 20 %). 2 respondents do not work with adults.

These obstacles could solve mostly *Communication and group dynamic* as well as *Training materials and didactical resources* (55 %). Also *Pedagogical methods and techniques* (50 %) and *Planning training* (45 %) seems very important.

COMPETENCE	SUM	PERCENTAGE
<i>Communication and group dynamics</i>	11	55
<i>Training materials and didactical resources</i>	11	55
<i>Pedagogical methods and techniques</i>	10	50
<i>Planning training</i>	9	45
<i>Pedagogical objectives</i>	5	25
<i>Dramatic expression, posture and voice placement</i>	5	25
<i>Learning factors and processes</i>	4	20
<i>Session plan</i>	4	20
<i>Other (for example different approach, motivating and activating, the emphasis on practice and application, motivation)</i>	3	15

17.5. Overview of most relevant areas which respondents still would like to develop

Trainers do not feel very strong in any competence. They mostly feel that they dispose of high competence Training materials and didactical resources (8 respondents), Pedagogical methods and techniques and Training assessment (7 respondents). Also Communication and group dynamics is felt as high competence. As a good competence is felt Training system and content (12 respondents), Initial training simulation (10 respondents), Planning training (9 respondents) and Learning factors and processes. The Initial training simulation is felt also as poor competence

COMPETENCE	No competence	Poor competence	Moderate competence	Good competence	High competence	Complete competence
Training system and content	0	1	1	12	6	0
Initial training simulation	0	1	6	10	2	1
Learning factors and processes	0	2	5	8	5	0
Communication and group dynamics	0	2	5	5	5	3
Pedagogical methods and techniques	0	2	4	7	7	0
Pedagogical objectives	0	2	4	9	4	1
Training materials and didactical resources	0	1	2	7	8	2
Training assessment	0	0	6	4	7	3
Planning training	0	0	1	9	7	3
Dramatic expression, posture and voice placement	0	2	8	4	5	1
Session plan	0	0	4	10	5	1
Training simulation	0	3	3	8	5	1
Training intervention	0	1	5	5	8	1

17.6. The justification of the choices of training requirements

The most relevant areas which respondents would like to develop are summarized at the tables. Within module Training Systems and Context is the most relevant the area Trainer profile: skills and competences most relevant for 14 respondents. One that is the lowest in importance for respondents is National Qualification Framework area and Characterization of the training systems (interested only for one respondent).

TRAINING SYSTEMS AND CONTEXT	SUM
Trainer profile: skills and competences	14
Vocational training in educational, training and employment system (certification systems and recognition and validation of skills)	11
The importance of lifelong learning	6
Types of learning: formal, informal and non-formal	4
Legislation framework of vocational training	2
Characterization of the training systems	1
National Qualification Framework	1

Within module Initial Training Simulation is the most relevant area Initial approach to issues related to communication and attitude of the trainer for 14 respondents. One that is the lowest in importance for respondents is Presentation of the training simulations area (interested only for five respondents).

INITIAL TRAINING SIMULATION	SUM
Initial approach to issues related to communication and attitude of the trainer	14
Diagnosis of demonstrated skills and to acquire or improve	12
Screening of pedagogical aspects most relevant	8
View and analyze of simulations (self and peer review) through an analysis grid	8
Presentation of the training simulations	5

Within module Learning Factors and Processes is the most relevant area Process, steps and psychological factors of learning, it is relevant for 13 respondents. The area The type of learning: formal, informal and non-formal systems is the least needed of all areas (interested only for four respondents).

LEARNING FACTORS AND PROCESSES	SUM
Process, steps and psychological factors of learning	13
Theories, methods/models/mechanisms of learning	11
Variables that facilitate learning	7
Concept and characteristics of learning	5
The type of learning: formal, informal and non-formal systems	4

Within module Communication and Group Dynamics is the most relevant area Motivation factors of learning, it is relevant for 14 respondents. The area Pedagogical relation is the least needed of all areas (interested only for one respondent).

COMMUNICATION AND GROUP DYNAMICS	SUM
Motivation factors	14
Communication attitudes and its effects	11
Animation of groups with different learning pathways	9
Groups and their dynamics	9
Interpersonal relations	8
Types of leadership and its effects on training practice	8
Pedagogical relation	1

Within module Pedagogical Methods and Techniques is the most relevant area Training techniques: simulation, role playing, exhibition, demonstration, case studies, brainstorming, etc, it is relevant for 12 respondents. The area Training methods: expository, interrogative, demonstrative and active is the least needed of all areas (interested only for one respondent).

PEDAGOGICAL METHODS AND TECHNIQUES	SUM
Training techniques: simulation, role playing, exhibition, demonstration, case studies, brainstorming, etc	12
Characteristics of pedagogical communication in active and inactive methods	5
Characterization of the pedagogical methods and techniques commonly used in training	2
Training methods: expository, interrogative, demonstrative and active	1

Within module Pedagogical Objectives is the most relevant area The definition of objectives and evaluation of training, it is relevant for 12 respondents. The area Purpose and training objectives is the least needed of all areas (interested only for seven respondents).

PEDAGOGICAL OBJECTIVES	SUM
The definition of objectives and evaluation of training	12
From objectives to competences	11
Pedagogical objectives: function, levels, components and domains	9
How to set an operational objective	8
Purpose and training objectives	7

Within module Training Materials and Didactical Resources is the most relevant area Application of ICT in training, it is relevant for 11 respondents. The area Management of PowerPoint presentations is the least needed of all areas (interested only for two respondents).

TRAINING MATERIALS AND DIDACTICAL RESOURCES	SUM
Application of ICT in training	11
Identification and use of audiovisual media commonly used in training	8
Selection and development of audiovisuals	8
Use of PowerPoint to prepare a presentation	5

Identification and application of ergonomics rules in a written presentation	3
Use/handling of audiovisuals	2
Management of PowerPoint presentations	2

Within module Training Assessment is the most relevant area. Subjectivity of assessment, it is relevant for 16 respondents. The area Rating scales is the least needed of all areas (interested only for eight respondents).

TRAINING ASSESSMENT	SUM
Subjectivity of assessment	16
Criteria of evaluation	15
Concept, aims and objectives of the evaluation	9
Types of assessment: process and moment	9
Rating scales	8

Within module Planning Training are the most relevant areas. Key moments of a session from the perspective of trainer and a trainee and Planning of a training module, they are relevant for 12 respondents. The area Conditions of the development of a plan is the least needed of all areas (interested only for nine respondents).

PLANNING TRAINING	SUM
Key moments of a session from the perspective of trainer and a trainee	12
Planning of a training module	12
Steps of a plan	12
Conditions of the development of a plan	9

Within module Dramatic Expression, Posture and Voice Placement are the most relevant areas. Breathing techniques, voice control and facial relaxation and Voice placement exercises for preparing an oral presentation, they are relevant for 11 respondents. The area Application of methods of facial relaxation is the least needed of all areas (interested only for four respondents).

DRAMATIC EXPRESSION, POSTURE AND VOICE PLACEMENT	SUM
Breathing techniques, voice control and facial relaxation	11
Voice placement exercises for preparing an oral presentation	11
Exercise and training of breathing techniques	8
Application of methods of facial relaxation	4

Within module Session Plan is the most relevant area Preparation of training resources for use in the final simulation, it is relevant for 10 respondents. The area Preparation of the final simulation is the least needed of all areas (interested only for five respondents).

SESSION PLAN	SUM
Preparation of training resources for use in the final simulation	10
Development of a training plan for a session, to be used in the final simulation	9
Meaning, purpose and structure of the session plan	7
Training with audiovisual equipment	7
Preparation of the final simulation	5

Within module Training Simulation is the most relevant area Synthesis and evaluation of experiences, it is relevant for 11 respondents. The area Preparation of an exhibition on the theme "Pedagogy in Training" is the least needed of all areas (interested only for four respondents).

TRAINING SIMULATION	SUM
Synthesis and evaluation of experiences	11
Presentation of a training session	9
Analyze training behaviors observed	7
Questioning/deepening of most relevant pedagogical aspects	7
Identification and routing definition for self-training	7
Preparation of an exhibition on the theme "Pedagogy in Training"	4

Within module Training Intervention are the most relevant areas Exhibition and presentation of a training activity and Reviews proposals and suggestions for improvement of training systems, they are relevant for 13 respondents. The area Evaluation of the action is the least needed of all areas (interested for ten respondents).

TRAINING INTERVENTION	SUM
Exhibition and presentation of a training activity	13
Reviews proposals and suggestions for improvement of training systems	13
Evaluation of the action	10

As the most important and needed seem modules Training Assessment, Communication and Group Dynamics, Initial Training Simulation and Training Systems and Context.

17.7.Expectations/motivations from courses for trainers

Expectations from courses for trainers were very different. Some of them were general - new approaches to training, using of the new technologies, new trends, pedagogical methods, presentation and communication skills, methods of the work with adults, base of andragogy, improving of the qualification, etc.

Concrete expectations could be divided to these areas:

- TRAINING ASSESSMENT: evaluation of the workshop, evaluation of the training objectives,
- TRAINING MATERIALS AND DIDACTICAL RESOURCES: using of the training tools and presentation, preparation of the study materials for trainees,
- PEDAGOGICAL METHODS AND TECHNIQUES: didactic training approaches, interactive approach,
- DRAMATIC EXPRESSION, POSTURE AND VOICE PLACEMENT: Breathing techniques, voice control and facial relaxation
- COMMUNICATION AND GROUP DYNAMICS: increasing of the motivation, group work,
- PEDAGOGICAL OBJECTIVES: definition of pedagogical objectives and evaluation of these objectives,
- PLANNING TRAINING: planning training and motivation of the participants.