FEATURES ON THE SELECTION AND TRAINING THE PERSONNEL OF DEFENSE SYSTEMS INVOLVED IN EVALUATION AND CERTIFICATION OF NON FORMAL AND INFORMAL LEARNING OUTCOMES

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ABSTRACT

In the national education system, as well as throughout the European Union, there is a clear trend towards teaching and learning based on competences and a targeted approach to learning outcomes, to express explicitly the real needs of the beneficiaries. To do this, it aims to develop a system of training and assessment of professional skills in order to meet the needs of skilled labor in close correlation with occupational standards. The paper aims to present one of the most complex problems of the contemporary education – selection and training of the personnel involved in evaluation and certification of learning outcomes in non-formal and informal contexts. By its theoretical and applied dimensions, the paper reveals the need for the defense to develop a modern and efficiently education and training system to the requirements of Euro-Atlantic, to provide military personnel the possibility of recognition of competences acquired in non-formal and informal learning and to support their personal and professional development.

KEYWORDS: evaluation and certification of learning outcomes, evaluator in continuous training system, military instructor, training program, selection and training of the personnel


Supporting initial and continuous training of teachers and trainers involved in education and training is one of the priorities of EU 2020 Strategy. This priority aims need to develop their skills as well as providing guidance to the professionals in order to face up to future challenges.

In the modern military education system, since the late 90s, it was established...
at the Romanian Armed Forces, under the national law of education, a valuable military corps/staff that perform educational activities, theoretical and mainly practical that has as educable military personnel from all categories.

These military personnel who are carrier of experience of military life and continuer of the traditions of weapons, military services and specialties, thoroughly contributed to basic and specialized military training of countless contingent of officers and NCOs.

Regardless of the professional stages of military teaching career which was, at one time, military instructor has contributed independently and with his colleagues to achieve exceptional results for units or military schools.

Adapting military continuous education to the real needs of the Romanian Army, by providing quality training programs, recognized at the national or at the Ministry of National Defense, established by the Military Career Guide and through human resources management policies, requires creation of a corps of competent and motivated military instructors for professional development in the military education sector, by integrating it into a coherent system of continuous pedagogical and methodological training.

Comparative analysis between trainer and military instructor status highlights the critical need to certify military instructor skills through nationally recognized documents. It is necessary to design and implement a system of initial and continuous training of teaching staff in military training in order to professionalize teaching and managerial career, according to the operational needs of the Romanian Army, compatible and fully integrated into national education and at the Euro-Atlantic area.

In this context, in the Ministry of National Defense it is necessary to analyze training needs in evaluation and certification of learning results in non-formal and informal contexts, to identify skills needs to increase the overall quality of services provided and/or the products made. Comparing the two, the ideal profile to the existing one, result skills gaps to be covered by training.

After analyzing, we identified the need for training, to the Ministry of National Defense, the following types of specialists:

a) trainer, master instructor;

b) evaluator in continuous training system;

c) specialist in developing occupational standards and qualifications, specialist checker, sectoral committees expert.

Selection of defense personnel involved in the evaluation and certification of non-formal and informal learning outcomes should consider the following issues: description of the qualification, access conditions, progression routes, as well as the ethics assessment has as referential a set of important values for: assessor, evaluated person, evaluation process, military system, information, public and order national security and also for the society.

Criteria for the selection of defense personnel involved in the evaluation and certification of non-formal and informal learning outcomes are:

a) for evaluator of professional skills:

   – description of the qualification: making processes of evaluation and certification of professional skills; work is carried out in assessment centers;
   – conditions for access: higher education; specialist in the field of occupation/qualification; certified by the Evaluation Committee, established by the decision of the National Qualifications Authority;
   – progression routes: Evaluator of evaluators – experience as evaluator of professional skills and certification of skills “Checking evaluation instruments” and “Certify evaluator of professional skills”, or graduation the training program “Evaluator of evaluators”.

b) for evaluator of evaluators:
– description of the qualification: making processes of evaluation and certification of the evaluator of professional skills; work is carried out in the evaluation structure;

– conditions for access: higher education; certified by the evaluation structure that has legal powers to certify adult training;

– progression routes: external evaluator; experience as evaluator of evaluators and certification of skills “Elaboration of the documentation required for authorization”, and “Evaluate completion of authorization criteria”; or graduation the training program “External evaluator”

c) for external evaluator:

– description of the qualification: performing the authorization processes of the assessment/evaluation centers; work is carried out in the evaluation structure;

– conditions for access: higher education; certified by the assessment structure that has legal powers to certify adult training;

– progression routes: Evaluator in continuous training system – experience as external evaluator or graduation the training program “Evaluator in continuous training system”;

d) for evaluators of programs and training providers:

– description of the qualification: performing the authorization processes of the assessment centers; the activity is carried out in the evaluation structure; check the authorization criteria; work is carried out in the authorizing county commission; recorded in the county Register of evaluators of programs and training providers;

– conditions for access: higher education; specialist in adult training; specialist in occupational area appropriate to occupation/qualification;

– progression routes: Evaluator in continuous training system; experience as evaluator of programs and training providers; or graduation the training program “Evaluator in continuous training system”.

Ethics of evaluation process is an intrinsic relationship with occupation specific principles and rules:

a) principles: respect for the rights and dignity of every person, integrity and avoid conflicts of interest, impartiality, objectivity, honesty and fairness, privacy;

b) rules of conduct concerning: relationship with the participants, assessed organization and colleagues, professional integrity.

Selection of defense personnel involved in evaluation and certification of non-formal and informal learning outcomes should consider that the occupation. Evaluator in continuous training system can be successfully performed by people that stand out:

– a very good specialized training in occupations specific to Defense sector;

– skills in designing, organizing and conducting vocational training process and the evaluation and certification of learning outcomes;

– abilities to proper collection of data/ relevant information for quality of the evaluation process:

– conscientiousness, honesty, seriousness, scrupulousness, ambition, thoroughness and rigor;

– the ability to judge things and act independently, uninfluenced by others under conditions of full freedom;

– organizational skills and teamwork;

– taking elements of professional ethics associated with the process of evaluation and certification of learning outcomes.

Targeted group for the selection of defense personnel involved in the evaluation and certification of non-formal and informal learning outcomes is the staff and military instructors from military institutions and personnel of Defense with responsibility in training and human resources.

Training programs for the evaluation and certification of learning outcomes in defense sector can be organized to cover a “necessary skills” found, ensuring that the time before the start of the course until after completion of the course, going through the training process – staff of the defense is “competent” in this area.

I assumed that in the immediate future, both civilian and military education will have the inherent obstacles defined by the change of visions in education based on the transmission of content to one based on skills, centered on student.

In order to elaborate the training program was made a comparative analysis of traditional and modern patterns of curriculum, based on the following criteria: key concepts; conception of the curriculum; methodological approach to curriculum development; trainer and trainee roles, subsequent developments; advantages and disadvantages of the model.

After analyzing and considering the national and european legislation in the field of education and training we opted for developing the training program based on occupational standards for education and training that enables:

– better matching of skills related to an occupation and training programs;
– setting conditions for access to training programs according to skill level established by the National Qualifications Framework;
– achievement of the professional route for individual, given that higher-level occupations are listed;
– organizing modular training system based on transferable credits;
– completing easily the graduation/certification documents and the Europass Certificate Supplement, which are similar to those from Europe;
– mobility in the labor market given that it is correlated with the requirements of European education and training;
– the active involvement of beneficiaries in developing occupational standards and training programs, as well as cooperation between them and providers of education and training.

Based on these aspects it was designed the training program for the occupation Evaluator of programs and training providers.

We opted for a specialization training program whose purpose is the acquisition of skills, by the personnel responsible for military training and education, necessary for the process of development of occupational standards for education and training specific to defense sector and qualifications associated with them, as well as evaluation of providers and training programs specific to Romanian Armed Forces, in order to certify this.

Concept of the training program was based on a modularized structure, which aims to provide specific conditions ensuring a high quality of adult training at the appropriate European standards within the national legal framework.

The syllabus has been designed in a logical sequence of 3 modules (Rules of environmental protection, health and safety and emergency situations; Occupational standards – basic element of training strategy; Quality assurance in education and training), as required by the Occupational Standard COR code 242408 – Evaluator of programs and training providers, to ensure the benchmarks denominated in professional skills.

The objectives of the training program:

1. Development of basic skills on the enforcement of environmental, health and safety and emergency situations applicable to specific practical activities of the educational process.
2. Development of basic skills for the design, implementation, evaluation and
improvement of its own work, based on the principles of quality management and adaptability to different work contexts and situations.

3. The importance of occupational standards for education and training in developing curricula and assessment and certification of non-formal and informal learning outcomes in Defense sector.

4. Introduce participators to the methodology for development of occupational standards for education and training specific to the defense and associated ratings, verification and validation.

5. Develop a common understanding of the key concepts in the development of occupational standards for education and training specific to the defense.

6. Acquiring knowledge and skills to develop, verification, validation, approval the occupational standards for education and training specific to the defense.

7. Transfer, in the learning group, the skills in occupational standards for education and training specific to the defense through the active involvement of management structures and execution of military education and the main beneficiaries (military units) in order to provide quality training programs in relation to the real needs of the Romanian Armed Forces.

8. Development of basic skills on analyzing the documentation of authorization file in compliance with specific methodological requirements and taking into account the results of self-evaluation and follow up of the eligibility criteria for the authorization of provider and professional competence assessment centers.

9. Development of basic skills concerning completion of the evaluation reports according to the Assessment methodology.

The training program designed fall, as topics, in the current EU requirements for the evaluation and certification of non-formal and informal learning outcomes.

3. Conclusion

The transformation of the system of initial and continuous training of defense personnel involved in education and training aimed restructuring and its improvement by providing training programs recognized nationally for teaching staff, leadership, guidance and control of the education system and improve career opportunities.

Addressing the issue of selection and training of defense personnel involved in the evaluation and certification of non-formal and informal learning outcomes should be achieved within a realistic way, with no real interest to overestimate or underestimate the phenomenon, based on the shortcomings and strengths of the current system of military education and culminating in the establishment of the fundamental elements that lead to a system of military education capable of generating a human resource highly professionalized and adapted to the needs perspective of the Ministry of National Defense.

The continuous military training system has the required experience for adult training and specialists able to generate specific processes of evaluation and certification of non-formal and informal learning outcomes, but they are not certified under national law.

At the Ministry of Defense level is required the development of a model of selection and training of staff involved in the evaluation and certification of non-formal and informal learning outcomes in defense sector.
Acknowledgement
This work was possible with the financial support of the Sectoral Operational Programme for Human Resources Development 2007-2013, co-financed by the European Social Fund, under the project number POSDRU/159/1.5/S/138822 with the title “Transnational network of integrated management of intelligent doctoral and postdoctoral research in the fields of Military Science, Security and Intelligence, Public order and National Security – Continuous formation programme for elite researchers – “SmartSPODAS”.”

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