



PROPOSAL FOR A TRAINING MODEL

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1.- Presentation

One of the most important actual problems that faces the teachers' community is the fact that its training was based in a different culture and professional vision from the dynamic and quickly changing conditions of our actual society.

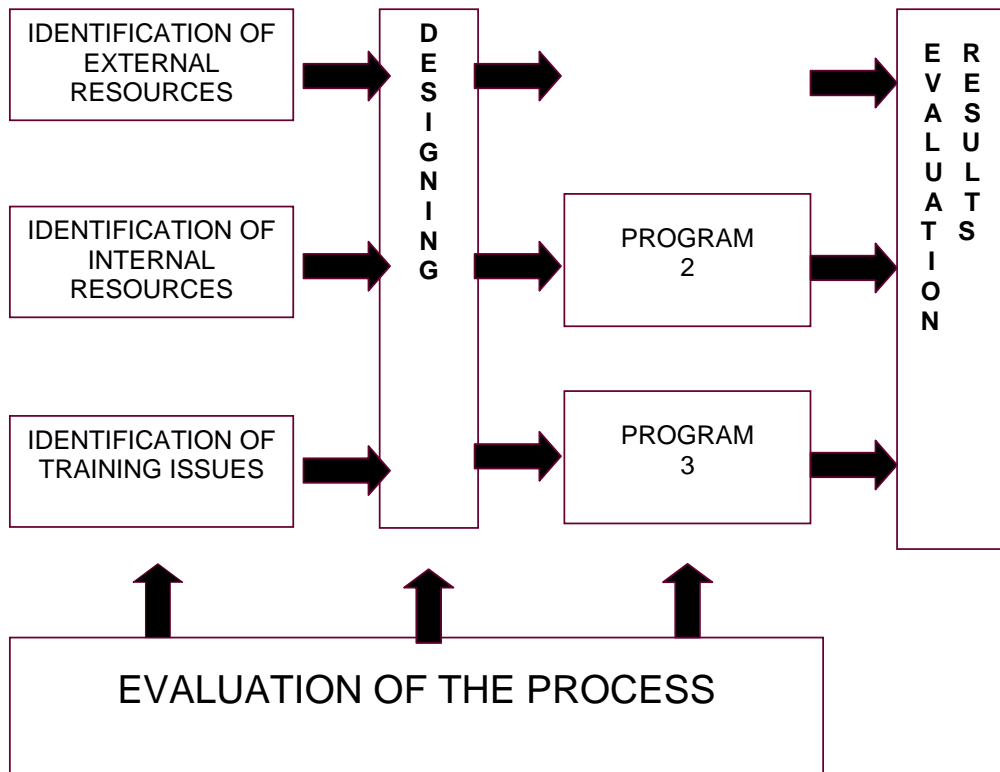
The majority of the teachers recognizes that it's time to change their attitude and their mentality in order to learn how to create new activities in schools and classrooms that could be more appropriate for the students' needs and more adequate for the social reality; but they do not know how to achieve this change and they feel, at the same time, frightened facing the "unknown", the uncertainty and the continuous change of the society.

In order to face this challenge, their training cannot be based on the technical transmission of new knowledge or on the tools and resources that were being used for decades. They have to re-learn (learn and unlearn) constantly and gain knowledge that will permit them to introduce important modifications and innovations in their everyday tasks. They have to produce pedagogical knowledge with their colleagues at school.

In coherence to this complex reality, the teachers' training has to create an interactive environment that will permit the teachers to express their most essential needs in order to feel that they are valued and also that they are the protagonists of this important change. In this context, the model we are presenting afterwards starts with the detection of these essential needs and we give the teachers the opportunity to express themselves, we dispose time and place in order to give them the possibility to meet each other and talk, think, interchange ideas, points of view and experiences, and to help their institution and their colleagues. After this process, our model plans the organization and the applicability of a training intervention that includes these essential needs, the incorporation of new knowledge and the activation of its practice. The model we propose includes a third phase as well that permits the teachers to be active participants in some innovation projects and to evaluate their own transformation process in order to continue the implementation of the changes.

The research group FODIP (Group of teachers' training and pedagogical innovation) as a partner in the project DISCOLA and responsible for the phase V, which specifies that the University of Barcelona is the responsible to elaborate the training model, presents this model.

It is important to mention what we start with the development of the proposal “Dynamic Training Model”, which was created by the research group that coordinates Dr. Fausto Presutti and was validated by the partners during the meeting in Cork, in September 2006 (See graphic 1).



(Graphic 1)

In this context, we present a short guide for the development of permanent training in the educative institutions. This guide pretends to be a sort of assistance, for the people who are responsible for the training in any type of organization, with the objective to provide them concrete alternatives concerning the heterogeneity of the educative realities, all configured by the international working team of the project DISCOLA.

In this sense, we have tried to create a guide with **general character** that offers an ample fan of possibilities so that every different organization could be identified in the situations that will appear in this document.

For the design of this guide, we start from some questions that, afterwards, will be grouped in 3 categories/levels.

- How can we obtain information about possible deficits of the workers of our enterprise?
- Which criteria should we consider in order to classify and to value the training demands, formulated by part of the employees in relation to the will and the training possibilities of the enterprise?
- How to develop, effectively, a training plan in an enterprise? This question includes, among others, the following ones:
- Which objectives do I try to reach through the continuous training of the workers?
- On which resources do I count in order to create training activities?
- Among which training modalities can I choose the one that is adequate for my case?
- What infrastructure is the most adequate to accomplish the training activities?
- How can I organize these activities in the depth of time?
- In relation to this training plan, what should I evaluate and how?

All these questions appear structured in three different levels:

The **LEVEL 1** incorporates notes for the decision making, which affects the orientation that should follow the training policies in the enterprise, in relation to their objectives, their reality and their necessities. We believe that we should start from the detection of the training needs identified by the teachers and the direction of the educational institutions.

Formattato: Inglese (U.S.A.)

The **LEVEL 2** is centered in the training plan that the company must develop contributing criteria that help to decide what kind of activities to include, where to develop them, for who, when and with what cost, in order to prevent possible difficulties concerning its accomplishment.

The **LEVEL 3**, finally, can be described as a more operative level, provoking the reflection surroundings to the programming of each one of the activities, of the training sessions as well as its posterior evaluation.

2. TRAINING LEVELS.

2.1. LEVEL 1 OF THE TRAINING: POLICY AND ORGANIZATION

The **LEVEL 1** incorporates notes for the decision making, which affects the orientation that should follow the training policies in the enterprise, in relation to their objectives, their reality and their necessities. We believe that we should start from the detection of the training needs identified by the teachers and the direction of the educational institutions.

In this sense it's important to analyze:

A.- THE STRATEGIC POLICY OF THE TRAINING

B.- THE ORGANIZATION OF THE TRAINING

2.1.A.- THE STRATEGIC POLICY OF THE TRAINING.

For a strategic policy of the training in an institution, it's necessary to keep in mind:

- The orientation that gives the Direction of the educational institution: Priority lines, objectives of the institution, objectives of the social policy, acquisition of new knowledge, personal development and the culture of the institution
- The necessities that are connected with the work positions. For this it is important to know the function of the work positions, their description and the skills that someone needs to have in order to occupy this position.

In order to assure that all people in the educational institution show a continuous interest for training, everybody has to be involved during the whole process, starting from the initial phase of the identification and analysis of the training needs.

Formattato: Inglese (Regno Unito)

It is important to make an **inventory** of the internal potential of the Human Resources of the institution in relation to the kind of work they produce and the necessities of the work position.

Formattato: Inglese (Regno Unito)

EXAMPLE OF THE PERSONALIZED CARD OF THE EDUCATIONAL INSTITUTION

REQUIREMENTS OF SKILLS FOR THE WORK POSITION

Name.		Professional Category:	
Duty:		Situation in the enterprise	
Domintation of skills	Actual needs	Future needs	

OBSERVATIONS.....

2.1.B. HOW TO ORGANIZE THE TRAINING?

An inventory of Human Resources, in order to know the training that have received the teachers of the institution

EXAMPLE OF THE PERSONALIZED TRAINING CARD.

Educational Institution:	
Name:	Surname:
Age:	Gender:
Department or cycle of studies:	
Actual position:	
Initial Training	
- Primary studies:	Where? Year?
- Secondary studies:	Where? Year?
- Technical studies:	Where? Year?
- Higher education studies:	Where? Year?
- Other studies :	Where? Year?
Continuous training associated to the work position:	
- Long duration courses: Subject, Certification, year, organization.	
- Short duration courses: Subject, Certification, year, organization.	
- Seminars Subject, Certification, year, organization.	
Other additional training	
- Languages (speak, write, read).	
- Other training that is not necessary for the current position.	
- Residence/training abroad.	
Date of the card:	

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Formattato: Inglese (Regno Unito)

ORGANIZATION OF THE TRAINING

The organization of the training in an educational institution permits us to answer some fundamental questions:

Formattato: Inglese (Regno Unito)

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- How can i analyse the duties and the necessities of the teachers' training?
- How can i give answer to the demand of the teachers for training?
- What resources do i have?
- What kind of obstacles do i have to face?
- How can i manage and coordinate the training?

We will present some examples in order to give answers to the institutions concerning these questions.

How can i analyze the duties and the necessity of training?

The created inventory of the Human Resources makes the analysis of the duties and the necessities of training indispensable in order to:

- **Identify** the potential of the teachers and favour the adjustment between the internal offer and demand.
- **Integrate** the policy of the educational institution and its development in the current operations.
- **Adapt** and anticipate the competences to the evolution of the working positions and their duties.

Various reasons can provoke the need for training:

- The development of the Human Resources
- The strategic objectives of the educational institution
- The culture of the educational institution
- The new systems (of organization)
- The transformation process in the european context
- The lack of motivation

Always before designing the training it is necessary to analyze the necessities and the problems that need to be solved

2.1.C. PHASES OF THE TRAINING'S NEEDS ANALYSIS

The process in order to collect the teachers' demands for training in the institutions is a parallel activity with the needs analysis

1. DIAGNOSIS

- Objectives of the analysis. What do i want to do?
- Application environment and people who are involved. Who and where?
- Desired level of the work position. Analysis of the duties. What do i want to achieve?

2. DATA COLLECTION

- Sources
- Instruments
- Data classification and interpretation

3. CONCLUSIONS. VALIDATION OF THE INITIAL DIAGNOSIS

- Description of the detected deficit
- Causes
- Priorities

DECISION MAKING



ADEQUATE AND ADAPTED TRAINING



TRAINING PLAN

HOW CAN I COLLECT INFORMATION FOR THE ANALYSIS OF THE TRAINING'S NEEDS?

1.- SOURCES

- People from the educational institution
- External people to the educational institution
- Informal discussions
- Meetings

2. INSTRUMENTS

- Interview
- Questionnaire
- Collaborative focus group
- Observation
- Video
- Case studies
- Evaluation of the anterior activities

HOW CAN I PREPARE AN INTERVIEW TO ANALYZE TRAINING NEEDS?

1. PREPARATION

- Collect information
- Design a systematic plan
- Establish the key questions
- Analyze my attitude

2. BEFORE THE INTERVIEW

- Focus on the objectives of the interview
- Verify the responsibilities, experiences and the abilities of the teachers
- Prepare key questions
- Decide the place and the duration

3. DURING THE INTERVIEW

- Create a positive atmosphere
- I am acting in a natural way and i am gentle
- I use the adequate language
- I am open and receptive
- I ask every question clearly and slowly
- I don't accept ambiguous answers
- I don't allude which is the evident, right, preferable answer

4. AFTER THE INTERVIEW

- I make the adequate comments just afterwards
- I analyze if it is necessary to obtain additional information
- I make conclusions

The ability to take an interview is improving with practising. A nice interview offers valid information and the opportunity to consult increases the motivation, helps in order to clarify bad interpretations and identifies the training's needs.

HOW CAN I GIVE AN ANSWER TO THE DEMAND OF THE TEACHERS FOR TRAINING IN THE EDUCATIONAL INSTITUTIONS?

Many times the teachers express a demand for training. It is important to consider, among other things, the previsions and the needs expressed from the teachers and foresee the needs that are connected with the improvement of the practice in the classroom.

ANALYSIS OF THE DEMAND FOR TRAINING

WHO DEMANDS?

- Is it one person or a group?
- Which is the representation's grade?
- Does the applicant have previous knowledge in order to participate in the training activity?
- Can the denial of the demand cause problems?

WHAT DO THEY DEMAND?

- What kind of training they demand?
- Where is it inscribed?
 - In the anterior training?
 - In the policy of the educational institution?

WHY DO THEY DEMAND?

- Are the demands justified?
- What kind of arguments do they have?

All the training demands of the teachers have to be classified and rated in the training plan. It is important to design an instrument that permits us the analysis of these demands in order to facilitate the rating.

EXAMPLE FOR THE CLASSIFICATION AND RATING OF THE DEMANDS FOR TRAINING

CRITERIA IN ORDER TO VALUE THE DEMAND		1	2	3	4	5
Number of times the demand was expressed						
Estimation of the potential receiver group	Very low					Very high
Estimation of the value of the arguments	Hardly adequate					Very adequate
Is it a detected need for training?	Absolutely					To a big extent
Coherence between the objectives and the modality of the training demanded	Not well ballanced					Well ballanced
Coherence between the objectives and the contents proposed	Hardly Adequate					Very adequate
Situation in the training policy of the institution	Little					Much
How much does the contentment of the demand going to cost (economy, resources)?	Much					Little
In the institution exist external financings (subsidies etc.)?	Absolutely					To a big extent
Cost of the denial of the demand	Little					Much
<p>Priotiry of the demand</p> <ul style="list-style-type: none"> • A. Critical (it is necessary to accept the demand immediately). • B. Very important (it has to be resolved during this year). • C. Important (it has to be resolved during the next 2 years). • D. Minimum (we need to see if we have time and resources to resolve it). • E. Small importance (it doesn't have to be analyzed). 						
<p>Number of priority:</p> <p>Comments:.....</p> <p>Person that fills in the instrument:.....</p> <p>Date:.....</p>						

HOW TO MANAGE AND COORDINATE THE TRAINING?

The management and the coordination of the training means:

- Involve the coordinating group in the policy of the institution.
- Establish criteria for the decision making concerning training.
- Establish an infrastructure of training
- Design the training in the depth of time
- To get to know of the possible educational modalities
- Animate, motivate and sensitize for the training.
- Estimate the costs of training
- Evaluate the process and the results of the training

The functions of the coordinating group and the team of pedagogists will vary according to the typology and the size of the institution.

2.2. LEVEL 2 OF THE TRAINING: MODALITIES, SELECTION AND EVALUATION OF THE TRAINING.

The **LEVEL 2** is centred in the training plan that the educational institution has to develop, offering criteria in order to decide what kind of activities to include, where to develop them, for whom, when and with what cost, and also to foresee the difficulties in practice.

In this sense it is necessary to learn:

A. MODALITIES.

B. TRAINING PLAN.

C. EVALUATION OF THE TRAINING.

2.2.A. MODALITIES OF THE TRAINING.

There are many modalities that we can use:

The training *course* is not the only modality that can play a training role in the institution. Depending of the objectives of the training, it is possible to choose and to use other modalities. The most principal ones are:

- Training seminar
- Studies trip
- Training action (following the realization of a project or the resolution of a problem);
- Consultations from recognised experts;
- Group sessions for interchange of experiences;

- Auto-training (individual or collective); learning through computers...).
- Realization of a project of studies which results will be submitted in the decision of a jury;
- Interchange between equals;
- Occasional trainers or internal consultants;
- Collaboration with external consultants;
- Participation in debates with oral presentations or with submitted papers after the collaborations with the colleagues;
- Learning activities out of the institution (in training centres, universities, schools...);
- Following a training course in a school, a training centre, a university;
- Production of training handbooks for the people who work in the institution;
- Study meetings;
- Debate-dinners;
- On-line training,
- Internal conferences in order to interchange experiences;
- Systematic analysis of the actual facts/situation.

We will choose the most ideal modality for our objectives. The use of one of these modalities does not exclude the others. On the contrary, one modality can complete another.

Also, it is necessary to consider the different costs before to apply:

- The training costs
- The costs of the salaries
- The expenses of trips and residence abroad
- Other expenses

POSSIBLE TRAINING EXPENSES

GRADE OF APRECIATION		
	DIRECT COSTS	INDIRECT COSTS
EXPENSES FOR THE TRAINERS		
EXPENSES FOR PEDAGOGIC MATERIAL		
EXPENSES BUDGET FOR THE DEVELOPMENT OF THE COURSE		
EXPENSES FOR THE SALARIES OF THE PARTICIPANTS		
EXPENSES FOR THE TRIP AND THE RESIDENCE ABROAD		
EXPENSES FOR THE SUBSTITUTION OF THE PARTICIPANTS		
FINANCIAL COSTS		

2.2.B. SELECTION OF THE TRAINING PLAN.

HOW TO CHOOSE THE TRAINING PLAN?

The annual or multi-annual plan is the reference document for the MANAGEMENT of the training and has to be logical and coherent from the beginning of its design. The training plan has to carry the maximum possible information concerning these concepts:

TRAINING PLAN	<ul style="list-style-type: none"> • Needs and objectives to achieve • Training modalities to offer • Vacancies for every modality • Places for every modality • Working positions related to every modality • Staff to be trained • Costs • Beginning date • Date of completion
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The **TRAINING PLAN** will assure the coherence among the different aspects of training.

- Between the means and the objectives.
- Between the modalities and the objectives.
- Among the design, the resources and the obstacles.
- Between training and the professional reality.

The training plan needs a control planning.

EXAMPLE OF CONTROL PLANNING

Direction	Administration
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INSTITUTION FUNCTIONS

TRAINING TO OFFER

	Necessities	Modality/Program				
Didactics	Use adequately, the time, the energy and the talent	Determination of the objectives and make a results seminar				
	Interpersonal relations developed at work	Progress of the direction through the course	X		X	X
				
				
	...	...			X	X
Human factor and communication	Comprehension and productive communication	Improve communication course				
	Interviews	Seminars	X			X
	...	...	X	X	X	
				
Administration	Panoramic vision of the administration	To develop orientation				

	Administration in a basic level	Basic course of administration		X		
				
Credits	Credits management	Material				
Informatics	Introduction in Informatics	Workshops for informatics				
	...	...			X	
	...	...	X			X
Logistics	General of integral logistics	Integral logistics Project			X	X
	...	...				X

One important duty of the **responsible for the training** is to foresee difficulties at the moment of the application of the training plan.

FORESEE DIFFICULTIES CONCERNING THE APPLICATION OF THE TRAINING PLAN
<ul style="list-style-type: none"> • Are the needs detected? • How probable is for the proposed training plan to achieve its objectives? • Is the staff adequate to realize the training course? • The communication of the plan, is sufficient to help the people understand what they should wait from it? Does the plan motive them? • Which are the weak points of the proposed plan? • How can the action course fail? • Are the positions provided realistic and viable? • Are there any things or moments that need improvement? • Did we forget any special conditions that are capable to make our plan fail? • Why did I do this in that way? Can i think a better way of doing this?

2.2. C. EVALUATION OF THE TRAINING PLAN.

WHAT TO EVALUATE?

- The over-value coming from the training
- The quality of the training concerning the satisfaction of the training and its professional utility.
- The responsibility of the participants in training concerning the accomplishment of the objectives, the training means, the results for the institution's project and the teachers' benefits.

WHO EVALUATES?

- The group of the direction evaluates the correspondence with the objectives.
- The trainer and the trainees the quality of the training in reference with the professional objectives achieved.
- The responsible for the training facilitates the coordination among different participants of training in order to favour the coherence of the institution's objectives.

WHEN TO EVALUATE?

- Before the training to check the utility of the objectives.
- During the training in order to adjust the training by examining the relation between the individual objectives of the trainers and the general objectives of the institution.
- Just after the training, to evaluate the trainer and the trainees.
- Some months after the training in order to create a professional balance of the training.

HOW TO EVALUATE?

- Through
 - Observation
 - Personal interview

- Team interview
- Questionnaire
- Exercises, tests

The objectivity of the evaluation is being strengthened with the multiplicity of the actors, of the evaluation moments and of the evaluated objectives.

2.3. LEVEL 3 OF THE TRAINING: COHERENCE, DESIGN AND EVALUATION.

The **NIVEL 3**, finally, is a more operative level, provoking the reflection concerning the design –related with the training necessities mentioned in the level 1- of every activity, training session and its posterior evaluation.

In this sense, it is necessary to analyze:

A. HOW CAN I GIVE COHERENCE IN TRAINING?

Essential conditions

B. HOW CAN I PLAN THE TRAINING SESSIONS?

The pedagogical program

C. HOW TO EVALUATE THE TRAINING?

The level 3 is closer to application/practice of the training and can vary if the educational institution uses internal or external trainers

2.3.A. HOW CAN I GIVE COHERENCE TO THE TRAINING?

The coherence comes from the assignment of the teachers group and the responsible for the training in relation to the necessities mentioned above.

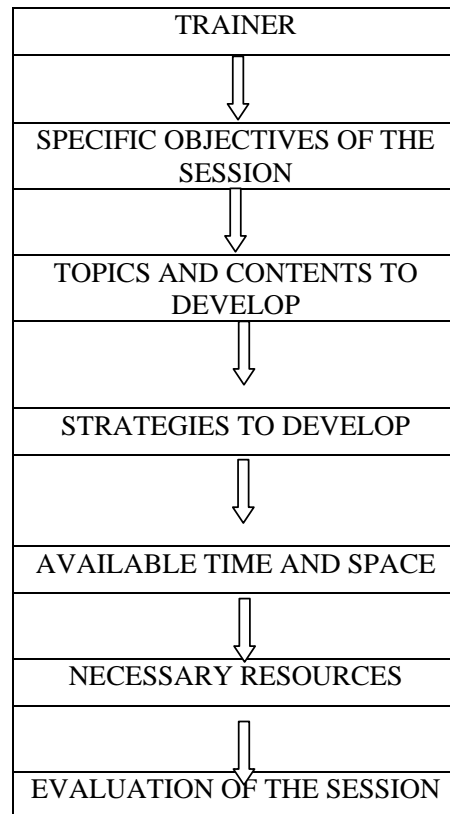
This assignment has to contain:

THE DESCRIPTION OF THE CONTRIBUTION EXPECTED FROM THE TRAINING:

1. Expectations of the teachers
2. Characteristics of the population that will be trained
3. Formation of the training objectives to be achieved
4. Basic criteria of the organization and the function of one training modality
5. Follow-up forms and evaluation that will be applied.
6. Costs

2.3.B. HOW TO PLAN TRAINING SESSIONS?

The trainer has to consider the following elements:



WHAT TRAINING STRATEGIES CAN BE USED IN THE TRAINING SESSIONS?

MODALITIES	DEFINITION	UTILITY	CHARACTERISTICS OF THE GROUP
Brainstorming	Quick numeration of the ideas for posterior reflection but without criticism at the beginning.	Find new solutions. Encourage the creativity of the people.	Small group (3 to 15 people aprox.)
Debate	Confrontation of the different opinions in an informal discussion, under the direction of a moderator.	Develop the critic ability. Favour the interchange of opinions.	Small group (6 to 15 personas aprox.)
Case studies	Situation similar to the reality, where we have analysis and decision making for the group.	Analyze and develop strategies for problems solving.	The analysis can be done in individual level or in small groups (3-4 people aprox.) Communication to all participants.
“Bussines Games”	The participants are divided in groups and everyone represents the direction of an institution that faces a management problem.	Decision making concerning management issues. Develop directive abilities.	Small groups or a bit bigger (up to 30 people).
“Role-Playing”	Two ore more people represent a situation from the reality for posterior analysis by the rest of the group.	Analyze situations. See in practice techniques and abilities. Change attitudes	Small group (6 to 12 people). A positive atmosphere is required in the group.
Games	Simulated situations (they don’t have to be real) as a start that will help the reflection.	Think about which is the adequate behaviour. Change attitudes.	Small group (6 to 15 people aprox.). Positive atmosphere required.
Phillips 66	Creation of small groups of 6 people. Every group has one minute to express its opinion concerning one topic. Posterior reflection. This procedure can be repeated many times.	Decision making in a short period of time. Interchange opinions. Permit interventions to everyone in the group.	Small or big groups
Rounded tables	Many experts express	Discuss a topic from	Big group (more than 12

	their ideas concerning one issue in front of the group that will participate after hearing them	different point of view	people)
Projects	The participants have to create a project of real development, that permits the systematic learning of specific aspects.	Decision making. Techniques in practice. Learn how to work in a group. Develop abilities of management and decision making..	Small group or big ones (up to 30 people). There will be created smaller teams for every project, with 6 people maximum.

2.3.C. HOW CAN I EVALUATE THE TRAINING?

When should we start the evaluation process?

The follow up is a continuous activity during all the procedure. More analytically, it feeds the activities with continuous information and data related to indicators, which were structured and organized before. It is an every day activity (a sort of register, among other things) and punctual (when the team that is responsible of the activity needs to collect information). Even if it is a continuous activity, it is necessary to foresee that exist periods of time with higher or lower intensity (reports of the activity).

The follow up verifies that the activity is developed consequently and that contains the necessary information for the direction and the evaluation of the activity.

With other words, the follow up is an instrument of execution and a data base for the evaluation, offering registered information. Without depreciating its utility for the management and the execution of the activity, it is considered under the perspective of the posterior evaluation exercises.

Also, the evaluation has to be foreseen from the conception of the activity. In this sense, we can say that the function “evaluation” intervenes from the beginning of the process. Regarding the moment of the evaluation, this depends from many different factors. The long term objectives cannot be evaluated in a short period of time. The evaluation of the impact of an activity requires a timing bigger distance in order to obtain significant results.

The evaluation and the follow up are a process that aims to obtain, describe and manage information in order to know the results of the training.

The evaluation as a concept

Definition of the Evaluation

The evaluation of the training is a process that helps us to obtain useful information, in order to “feed” the training system and facilitate the decision making, with the objective

to improve it and to validate technically and professionally the training in accordance with the results. The evaluation has as an objective to value the suitability of the training modalities by verifying their coherence in the development plan of the educational institution.

The evaluation of the training is a bit different from the evaluation of the social projects in general, because it is occupied with the analysis of 3 more important questions in the academic training: the abilities, the attitudes and the knowledge of the teachers before and after the training

These abilities are all the capacities of the teachers that will be trained. On the other hand, the attitudes are connected to the vision, availability and way of socializing of every teacher towards his/her area of knowledge. This aspect is very important because it is not enough to know what to do and how to do it, but also how I see it and in what way I am involved in this process. Finally, we examine the knowledge before and after the training.

SELECTED MODEL OF EVALUATION

It is a fact that exist different models, which proportion a context for the conception and use of instruments created to determine the value of the training in the educational institutions; from these existing models we chose the one of Donald Kirkpatrick, because his model offers the bases for the identification of distinct moments (during, at the end and afterwards) of the training and permits to apply instruments and techniques that proportion information in all the training phases.

Evaluation model of Kirkpatrick (2000)¹,

The evaluation model of Kirkpatrick is considered as one of the most popular concerning the elaboration of the evaluation process. Nowadays, many administrators of human resources and training professionals use this model as the base in order to elaborate their own strategies of evaluation.

The model is elaborated in a process of 4 levels:

- *LEVEL I*, of reaction or satisfaction, which gives answer to the question: "Did the participants like the activity?", and also tries to determine how the participants valued the training activity. In other words, examines the opinions of the participants concerning the issues of the training activity, of the process and of the results.
- *LEVEL II*, Learning, which gives answer to the question: "Did the participants develop the objectives during the training activity? and also tries to determine to what extent the participants achieved the learning objectives that were established from the training activity. – What kind of knowledge (theoretical,

¹ Donald Kipatrck.(2000) *Evaluación de acciones formativas, los cuatro niveles*. Ediciones Gestión 2000, España

behaviours, techniques...) did the participants obtain with their participation in the training program?

- *LEVEL III*, Behaviour, application or transference, which gives answer to the following questions: "What positive changes, regarding the participants' behaviour at work, could offer the training program? – Do the participants use at their work these developed competencies?", and also tries to determine if the participants have transferred in their work the abilities and the knowledge offered in the training activity. Also, this level tries to identify all the variables that could affect the result.
- *LEVEL IV* Results, which gives answer to the following questions: "Which is the operational impact?, Which are the consequences of the training program for the results of the institution?", and also tries to determine the operational impact that produced the training activity. In other words, which are the benefits for the institution (for example, quality improvement). We shouldn't forget that sometimes the results of the training can be verified in the depth of time; for that reason we should determine some positions and the rhythm of the evaluation of the results in working situations, keeping in mind:
 - Wait until the phase of "enthusiasm" passes through.
 - Wait until the teachers get used of the rhythm.
 - Respect the steps of the implantation or the function foreseen.
 - The "time of oblivion" that we consider normal according to the received training.
 - The necessary psychological duration for the assimilation of the new capacities.

In brief, these 4 levels in our model become 5 because we add the pedagogical adequacy, which evaluates if the training process of the trainer is coherent from a pedagogical point of view

EVALUATION	Satisfaction	· Adequacy of the training to their necessities and expectations: evaluation of the expectations
	Learning	· Determine the offered learning: Ongoing evaluation or verification
	Pedagogical Adequacy	· Determine the level of internal coherence of the training process from a pedagogical point of view: corrective evaluation of the program.
	Transference	· Detect the changes that occur in the working positions as a consequence of the training: evaluation of their effects.
	Impact/Rentability	Effects of a training activity in the educational institution: sociological evaluation.

3. Conclusions.

The presented model intends to improve the practical knowledge of the teachers by facilitating the appropriate conditions in order to achieve this development. It is supposed that these conditions will create human resources, temporary and with low cost, in the training procedure and they will classify activities that are considered as a way for interchange of experiences for the improvement of the educational quality.