

EUROPEAN MONITORING CENTRE ON RACISM AND XENOPHOBIA

OBSERVATOIRE EUROPÉEN DES PHÉNOMÈNES RACISTES ET XÉNOPHOBES

EUROPÄISCHE STELLE ZUR BEOBACHTUNG VON RASSISMUS UND FREMDENFEINDLICHKEIT



DECISION N° 2003/26 OF THE DIRECTOR ON

STAFF TRAINING

THE DIRECTOR OF THE EUROPEAN MONITORING CENTRE ON RACISM AND XENOPHOBIA,

Having regard to the Regulation EC 1035/97 of the Council,

Having regard to the Staff Regulations of Officials and the Conditions of Employment of Other Servants of the European Communities laid down by Regulation (EEC, Euratom, ECSC) No 259/68(1), as last amended by Regulation (EC, ECSC, Euratom) No 2700/1999(2), and in particular Article 24, paragraph 3 thereto,

Whereas the need for the Centre to develop a learning culture which views training as essential rather than an optional extra and further calls for staff of all grades to be encouraged and allowed to develop their personal potential,

Whereas the internal rules on the subject developed in autumn 2000 must be amended and developed in accordance with the priorities of the Centre and gained experience,

HAS DECIDED AS FOLLOWS:

1. SECTION 1 – PRINCIPLES AND OBJECTIVES

Article 1

Guiding Principles

Staff training in the Centre's services shall be guided by the following principles:

- (a) Learning is both a right and a duty for all persons working in the Centre, regardless of their assigned functions or their place of employment.
- (b) Training is an integral part of human resource policy and serves the interests of the individual as well as of the Centre.
- (c) Responsibility for training is shared between the individual and the Centre.
- (d) Staff training is an investment which shall generate a return in terms of better achievement of the Centre's goals.
- (e) Training shall strive to achieve and maintain the highest quality standards and shall reflect the Centre's core values of excellence, professionalism and service.
- (f) Training shall promote inclusiveness and strengthen the sense of belonging of each and every person working in the Centre.
- (g) Training shall be managed by the Centre in such a way as to enable staff representatives to contribute actively to the process of staff development.
- (h) Training shall take account of and promote the Centre's policies in respect of equal opportunities between women and men.
- (i) Language learning will continue to occupy a privileged position in the Centre.

Article 2

Objectives

- (a) Staff training in the Centre shall have as fundamental objective to expand and improve individuals' competencies so that each staff member can contribute optimally to achievement of the Centre's goals.
- (b) At the individual level, training should serve to improve professional effectiveness and should contribute to every staff member's sense of fulfilment, belonging and commitment at the workplace. By developing relevant knowledge, skills and attitudes, training should

further help individuals to make desired career moves, both laterally (mobility) and vertically (promotion, including change of category).

- (c) Training should serve to build synergies across the Centre, creating a strong corporate culture, establishing managerial excellence, assuring quality and rallying staff in pursuit of the political goals set by the Board.
- (d) Training should further reflect and promote the Union's core values of dignity, equality, solidarity, justice, rights and freedoms and should be a vehicle for the transmission to each succeeding generation of the ideals which inspired the founding fathers of European integration.

2. SECTION 2 – RESOURCES

Article 3

Staff Time Devoted to Training

By end-2005 an average of 12 working days shall be devoted to training activities per staff member per annum. This figure will comprise an average of 5 days "off-the-job" general training (courses, conferences, etc) per staff member, and an average of 7 days language and other, less formal training and development (coaching, mentoring, job shadowing, etc), per staff member.

This target shall be achieved progressively. All Heads of Unit and line managers shall make the necessary arrangements to ensure that this target is achieved within their areas of responsibility.

Article 4

Financial Resources for Training

The objective of an average of 12 working days devoted to training activities per staff member per annum by 2006 implies expenditure of € 280,000 on general training between 2004 and 2006. The Centre commits itself to investing the financial resources necessary to achieve the target on a progressive basis. This commitment will be taken into account in the annual allocations of budgetary resources over the period, as set forth in the annex 2 of the decision.

Article 5

Human Resources for Training

Achieving the objective set in article 3 implies assignment of additional administrative staff to the training function, as set forth in annex 2 to this Decision. The Centre commits itself to

investing the resources necessary to achieve the target on a progressive basis and this commitment will be taken into account in the annual allocations of human resources over the period.

3. SECTION 3 – SPECIFIC RESPONSIBILITIES

Article 6

Administration

- (a) The Administration shall ensure overall coherence of training policy and action in the Centre and shall put central mechanisms in place to this end.
- (b) The Administration shall:
 - ❑ Identify strategic training needs for the Centre as a whole.
 - ❑ Communicate recommendations and instructions to Units/Departments covering training activities in the interest of the Centre as a whole.
 - ❑ Organise training activities centrally and to a high quality, where this is the most cost-effective approach and/or where this approach is necessary in order to ensure access to the training by staff who need it.
 - ❑ Advise Units/Departments on training and staff development issues generally and organise dissemination of good training practice across the Centre.
 - ❑ Hold overall responsibility for the management of the Centre's staff training budget and directly manage the budget for centrally provided training.
 - ❑ Develop and deploy information technology tools for the planning and administration of staff training activities.
 - ❑ Advise Units/Departments on training and staff development issues generally and organise dissemination of best practice across the Centre.
 - ❑ Manage the evaluation of the training process in order to ensure quality, value-for-money and conformity with central instructions.
 - ❑ Report regularly to the Director and Heads of Unit on developments in the matter of staff training.
- (c) The Administration shall designate those training actions which have a *compulsory character* for certain staff as well as actions which are *essential pre-conditions* for certain career moves or for access to certain posts.

Article 7

Heads of Unit and other line managers

Heads of Unit and other line managers shall, within their areas of responsibility:

- (a) Ensure effective implementation of the Centre's training policy and compliance with central instructions and recommendations in the matter of training.
- (b) Identify needs of their staff, taking account of the strategic framework for training in the DG/service.
- (c) Keep the Administration informed of needs as identified.
- (d) Ensure that action is taken to meet the identified needs; further to approving proposals for appropriate training activities, the line manager should ensure that necessary *practical* arrangements are made to enable staff members concerned to participate fully in the approved activities – including arranging cover for the absent staff member.
- (e) Organise informal and job-based training activities, such as coaching and "mentoring" of newcomers, to complement the more formal activities such as participation in training seminars.
- (f) Ensure that staff members of the Unit are available to contribute to training.
- (g) Publish regular reports showing the investment made in staff training on a unit-by-unit basis; these reports will be submitted for information to the Director and the Staff Committee.

Article 8

Individual Staff Members

Staff members are encouraged to play an active role in promoting their own training. Specifically, once a training need has been identified in respect of an individual staff member, the person concerned shall normally and without awaiting further instruction present one or more proposals for specific training actions to meet the identified need.

Article 9

Staff Representatives

Training serves the interests of the individual as well as of the Centre and, accordingly, the training function shall be managed by the Centre in such a way as to enable staff representatives to contribute actively to the process of developing the Centre's staff. Staff

representatives, for their part, shall be asked to play an active role in ensuring harmonious relations between staff and all other parties concerned with training in the Centre.

Staff representatives will be invited especially to monitor accessibility of training in line with this Decision and to report on recurrent problems. In order to facilitate this task, staff representatives will receive information from the Administration in the form of reports on participation in training activities by category and grade, gender and place of employment – see article 1 (a).

In the event of disagreement between an individual and her/his line manager or training manager concerning the proper implementation of a measure contained in the individual's *Training Map*, the staff representatives may designate a rapporteur to mediate between the parties with the objective of proposing a mutually acceptable solution to the disagreement.

4. SECTION 4 – OTHER PROVISIONS

Article 10

Link with the Career Development Report

- (a) Dialogue between staff members and their managers to identify needs should be an on-going process but, in any event, must take place in the context of preparing each staff member's *Career Development Report*.
- (b) The outcome of each and every training dialogue between staff members and line managers shall be recorded in two parts: a retrospective section, recording all training activities undertaken by the staff member, known as the *Training Passport* and a section, known as the *Training Map*, noting the staff member's current training needs including, if available, initial ideas on activities, such as attendance at courses or seminars, to meet the identified needs. On the occasion of preparing each staff member's *Career Development Report*, both the *Training Passport* and the *Training Map* shall be brought up to date and noted in the report.
- (c) Once a training proposal presented by a staff member has been approved by both line manager and Training Manager, participation in the designated training activity shall be considered as a work requirement for the staff member concerned and no undue hindrance shall be placed in his/her way in participating in the said activity. Where, for whatever reason, a staff member has not been able to participate in whole or in part in a designated training activity, this fact, together with an explanation, shall be noted formally in the context of updating the staff member's *Training Passport* on the occasion of the following *Career Development Report*.
- (d) Where a training or development need is part of identified underperformance, the line manager and the Training Office, acting together, may designate certain activities, such as training course, as compulsory for the staff member concerned.

Article 11

Priorities

Where limited resources do not allow all identified training needs to be met within a given timeframe, priorities shall be assigned as follows:

1. First priority shall be given to meeting needs which are in the strategic interest of the Centre, as identified by the Administration.
2. Second priority will be accorded to meeting needs which are primarily at the level of the Units/Departments.
3. Third priority will be given to training activities stemming primarily from personal interests in the wider organisational context.

Article 12

The present Decision puts a new policy on training into effect. The policy hereby established is described fully in the text entitled *Training Guidelines*, which is annexed to the present Decision. New implementing rules shall be drawn up by the Administration on foot of this Decision and processed through the normal consultative procedure.

Article 13

This Decision shall enter into force on the date of its adoption.

Done at Vienna,

911/04

The Director

EUROPEAN MONITORING CENTRE ON RACISM AND XENOPHOBIA

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ANNEX 1

TO THE DECISION OF THE DIRECTOR OF THE CENTRE ON STAFF TRAINING

Training Guidelines

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1. TRAINING CONTENT

Training, while essential, is but one component in good organisational functioning. On its own, the impact of training is strictly limited. Properly aligned with other organisational policies, training can be the deciding factor in whether the Centre achieves excellence in a particular field or settles for standard performance.

The emphasis in the document is on assigning roles optimally and putting modern mechanisms in place to ensure that staff obtain the right training at the right time. *What* this training should cover will vary, from function to function, from time to time and from person to person. However, a number of key effectiveness areas are already emerging into view. These include the following:

- Induction training
- Management development
- External training and learning assignments
- Creating a new administrative culture
- Transmitting the Centre's unique *acquis* to new generations of staff
- Language learning
- The challenge of enlargement
- Training for Reform

The training programme to address these and other key areas will be considerably richer – both wider and deeper – than in the past. While its details will be determined by needs at a given time, its underlying design will always seek operational excellence as the outcome.

2. KEY PRINCIPLES GOVERNING STAFF TRAINING

The training Guidelines are based on the following principles:

2.1. Career-long learning is both a right and a duty

The Centre cannot achieve its goals unless its staff learn and develop continuously. In a changing world, life-long learning is essential. The alternative is stagnation and obsolescence, for individual and organisation alike. Formal training is but part of life-long learning – *on-the-job* development, reading, distance learning, and many more activities contribute significantly to life-long learning.

2.2. Training is an integral part of human resource policy and serves the interests of the individual as well as of the Centre

Staff training will be managed as part of the Centre's overall human resource policy and will promote wider strategic policy objectives.

2.3. Responsibility for training is shared

For training to be effective, there must be a close and active collaboration between staff members, line managers and human resource managers, with the support of top management. This document suggests an alignment of central and local organisational responsibilities based on efficiency, effectiveness, clarity and feasibility.

2.4. Staff training is an important investment

Decisions on staff training are investment decisions and should be taken responsibly. The Centre will ensure that adequate resources are invested in staff training and will expect a return on this investment in terms of better achievement of the Centre's goals.

2.5. Training is a showcase for the Centre's core values

The core values of excellence, professionalism and service pursued by the Centre must be reflected and promoted in the training opportunities provided to staff. The training process should carry a quality assurance, guaranteeing users excellence in content and service – see annex 2.

2.6. Training should promote inclusiveness

The Training Guidelines will apply to all staff working directly for the Centre, whether covered by the staff regulations or working, for example, as detached national experts, whatever their status, category or place of employment. The Guidelines will thus strengthen *esprit de corps* within the Centre and the sense of belonging of each and every person working in the organisation.

2.7. Staff representatives have an important role to play

Training shall be managed by the Centre in such a way as to enable staff representatives to contribute actively to the process of staff development.

2.8. Training is an important instrument in promoting equal opportunities

Training shall take account of and promote the Centre's policies in respect of equal opportunities between women and men.

2.9. Language learning will continue to occupy a privileged position

Given its multi-lingual and multi-cultural character, the Centre will always invest heavily in language learning focused on job-related needs.

3. OBJECTIVES OF STAFF TRAINING

3.1. Fundamental objective

The training of staff in the Centre has as fundamental objective to expand and improve individuals' competencies so that each staff member can contribute optimally to achievement of the organisation's goals.

3.2. Objectives at individual level

For the individual, training is a tool for greater professional effectiveness, as people sharpen their workplace skills. It can and should be more than this, however. Effective training shall contribute to every staff member's sense of fulfilment, belonging and commitment at the workplace. It has an important role to play in maintaining a high level of quality of working life at all organisational levels and should be central to the career development of each member of staff. By developing relevant knowledge, skills and attitudes, training should further help individuals to make desired career moves, both laterally (mobility) and vertically (promotion, including change of category).

3.3. Objectives at organisational level

Excellence at the organisational level requires that people not only work well but that they work well *together*. Staff training is a powerful tool for building synergies across the organisation, creating a strong corporate culture, establishing managerial excellence, assuring quality and rallying staff in pursuit of the political goals set by the Board. Further, in times of reform, training and other organisational development initiatives are essential instruments of change, enabling the organisation, in effect, to learn and adapt collectively and continuously.

4. KEY ROLES

The Guidelines assign new roles to the main players involved in staff training. The mechanisms which will govern the interplay of the different roles is described in section 5, below.

4.1. Individual staff members

- Work actively with their line managers to identify their own training needs.
- Take action to meet the identified training needs, in line with instructions and orientations from line manager and Training Manager.
- Apply new learning in the workplace.

4.2. Line managers

- Identify needs of their staff, taking account of the strategic framework for training in the Units/Departments.
- Keep the Training Manager informed of needs as identified.

- Ensure that action is taken to meet the identified needs; further to approving proposals for appropriate training activities, the line manager should ensure that necessary *practical* arrangements are made to enable staff members concerned to participate fully in the approved activities – including arranging cover for the absent staff member.
- Organise informal and job-based training activities, such as coaching and "mentoring" of newcomers, to complement the more formal activities such as participation in training seminars.

4.3. Heads of Unit/Department

- Implement these Guidelines in their Unit.
- Take all the necessary arrangements to ensure that the targets are achieved.
- Publish regular reports, as required by the internal controls standards and in a format specified by the Administration, showing the investment made in staff training on a unit-by-unit basis; these reports will be submitted for information to the Staff Committee concerned with training and will also be made available to other stakeholders in the training process.
- Ensure that staff of the Unit are available to contribute to centrally provided training in areas of strategic interest across the Centre.
- Evaluate the effectiveness of training and monitor the quality of training provided to the staff of the Unit.

4.4. The Administration (Training Office)

- Manages overall implementation of these Guidelines.
- Identifies strategic training needs of the Centre, taking account of inputs from senior management.
- Communicates recommendations and instructions, as appropriate, to Units covering training activities in the interest of the Centre as a whole; these instructions will specify all activities which are *mandatory* or *essential* – see 5.1.
- Organises necessary training activities centrally, where this is the most cost-effective approach and/or where this approach is necessary in order to ensure access to the training by staff who need it, and provides such training directly at the request of Units.
- Advises Units on training and staff development issues generally and organises dissemination of best practice across the Centre.
- Will build up a network of excellence consisting of leading universities and other leading external suppliers of training and development products and services.

- Supplies information and advice to requesting Units on excellent external providers of training and development products and services.
- Promotes, through internal consultancy, networking and evaluation, the professionalisation of the training function across the Centre.
- Holds overall responsibility for the management of the Centre's staff training budget, directly managing the budget for training.
- Develops and implements information technology tools for the planning and administration of staff training activities.
- Manages the evaluation of the training process in order to ensure quality, value for money and conformity across the Centre with central instructions.
- Handles inter-institutional aspects of training policy.
- Reports regularly to the Director and the Heads of Unit on the implementation of these Guidelines.

4.5. Staff Representatives

- Contribute actively to the process of developing the organisation's staff and play an active role in ensuring harmonious relations between staff and all other parties concerned with training in the Centre.
- Monitor accessibility of training in line with this Decision and to report on recurrent problems. In order to facilitate this task, staff representatives will receive information in the form of reports on participation in training activities by category and grade, gender and place of employment.
- In the event of disagreement between an individual and her/his line manager or training manager concerning the proper implementation of a measure contained in the individual's *Training Map*, the staff representatives may designate a rapporteur to mediate between the parties with the objective of proposing a mutually acceptable solution to the disagreement.

5. MECHANISMS

Mechanisms for management of the training process have to operate at three levels:

- Centre-wide
- At the level of each Unit
- At the level of individual staff members and their line managers.

5.1. Identification of Centre-wide needs and actions

The Training Office in the Administration will identify training needs which lie in the interest of the Centre as a whole. Account will be taken of:

- Strategic reflection at the level of the Centre; e.g. need for new skills and attitudes, better induction and management training.
- Analysis of specialisms, involving professional skills and qualifications; e.g. financial management, staff management, training, information technology.
- Analysis of Centre-wide functions and roles; e.g. appraisal techniques, training for trainers, selection interview techniques, coaching and mentoring skills.

Based on these needs, the Training Office will communicate recommendations and instructions, as appropriate, to Units covering training activities in the interest of the Centre as a whole, including specialist skills areas and functions which are found in all Units. The identification of Centre-wide needs is an on-going process, with updated recommendations and instructions being issued by the Administration throughout the year, as necessary.

5.1.1. *Compulsory training and essential training*

The Training Office will, as appropriate, designate activities which:

- (a) have a compulsory character; participation in these activities has the force of an instruction; different management courses organised for people currently in management positions will have this compulsory character;
- (b) are essential pre-conditions for certain career steps, especially for access to designated posts or functions (for example, provides for introduction of compulsory management training as a condition for people aspiring to senior positions.

5.2. **Identification of needs and actions at the level of individual staff members and their line managers**

5.2.1. *Training dialogue*

At the individual level, training needs will be identified in a process of dialogue involving staff members and their line managers. This dialogue will constitute both an essential part of the training mechanism and a major link between training policy and the rest of human resource policy.

Dialogue between staff members and their managers to identify needs should be an on-going process. As a minimum, however, this dialogue must take place in the context of preparing the Career Development Report as well as at key career milestones, such as promotion, taking up a new job, significant change in job description or task assignment, under-performance, etc.

5.2.2. *Record of the dialogue*

The outcome of the training dialogue between staff members and line managers will be recorded in two parts:

- A retrospective section, recording all training activities undertaken by the staff member, known as the *Training Passport* and
- A section, known as the *Training Map*, noting the staff member's current training needs including, if available, initial ideas on activities, such as attendance at courses or seminars, to meet the identified needs.

Both sections are formally recorded in the framework of the Career Development Report.

5.2.3. *Effective follow up of the dialogue*

For the training dialogue to take its rightful place as a key instrument of human resource policy, the needs identified during the dialogue must lead to action within a reasonable time. A clear mechanism is required accordingly.

While the Head of Unit will take note of needs emerging at individual level, the staff members directly concerned will take initial steps to follow up on the needs identified in the training dialogue, without necessarily waiting for further instructions from either line manager or Head of Unit. To this end, the staff members concerned will consult standard training catalogues and, where appropriate, present proposals for specific actions (e.g. applying for a particular course) to meet identified needs.

5.3. **Priorities**

In an ideal situation, *all* properly identified training needs will be met without undue delay. However, where resources are limited, the strategic framework will always assign priorities as follows:

- *Top priority* will be given to meeting needs which are in the strategic interest of the Centre, as identified by the Administration (Training Office). This will include, for example, induction training, management development and training in all aspects of financial management.
- *Second priority* will be accorded to meeting needs which are primarily at the level of the Unit. This will cover all activities designed to achieve excellence of performance of individuals in their current posts.
- *Third priority* will be given to training activities stemming primarily from personal interests in the wider organisational context.

Once the Administration has established top priority training activities in the strategic interest of the Centre as a whole and communicated these to Units and services, it will be the responsibility of the Head of Unit to ensure that the above priority structure is applied systematically at Unit level. In case of doubt, the Head of Unit will ask the Administration for further guidance.

5.4. **The approval process**

Each and every training activity undertaken by a staff member will require approval by the responsible Head of Unit and budget holder.

- Once a training proposal presented by a staff member has been approved, the activity concerned will be considered as a requirement for the staff member and no hindrance, except for budgetary constraints, shall be placed in his/her way in participating in the said activity. Where, for whatever reason, a staff member has not been able to participate in whole or in part in a designated training activity, this fact, together with an explanation, shall be noted formally in the context of updating the staff member's Training Passport on the occasion of the following Career Development Report.
- Where the Head of Unit cannot agree to a training proposal presented by a staff member on foot of properly identified needs, or where no proposal is forthcoming from the staff member in respect of the identified need, the Head of Unit should make a specific proposal for action to the staff member and the Training Office.
- Where a training or development need is part of identified underperformance, the Head of Unit may designate certain activities, such as training course, as compulsory for the staff member concerned.

6. TARGETS

6.1. Present Position

The present policy document set a quantitative target for training equivalent to an average of some 12 days per staff member per annum. This target set out below is intended to bring about a true, measurable improvement on the actual situation in the Centre.

6.2. Overall target

By the end of 2005, all staff will spend an average of 12 working days per staff member and per annum on training activities. This figure will comprise the following elements:

- An average of 5 days "off-the-job" general training (courses, conferences, etc) per staff member, and
- An average of 7 days language and other, less formal training and development (coaching, mentoring, job shadowing, etc), per staff member.

Annexes to the Training Guidelines

- (1) Equal Opportunities
- (2) Quality Assurance

ANNEX 1 TO THE TRAINING GUIDELINES – EQUAL OPPORTUNITIES

If merit is the guiding factor in the Centre recruitment and career management, then it is essential that the human resources strategy ensures maximum fair and transparent access to the Centre's jobs and promotions so that the Centre can not only select the best, but then make the most of staff's potential. The staff training policy has a key role to play in ensuring that groups that are traditionally under-represented in certain parts of the Centre's workforce do not remain so.

Care should be taken in the provision of all training activities that account is taken of the work/home life balance. Timing of Centre courses should generally take place within the normal working hours of the Centre. Where a course is run frequently, consideration should be given to providing it in a range of timing formats to fit in with possible part-time or child-care arrangements. Where staff wish to avail of training while on parental leave, this should be facilitated.

Equal opportunities will be an essential component of all management development programmes and other training provision as appropriate.

ANNEX 2 TO THE TRAINING GUIDELINES – QUALITY ASSURANCE

The Guidelines are designed to anchor training to workplace needs, to deliver it effectively and efficiently, to measure its value in terms of how effectively it contributes to achievement of work objectives and to give due recognition to the contribution of the different players in the process.

Quality Criteria

– *Primacy of needs*

Training needs may arise from a variety of sources including: strategic reflection at the level of the Centre or at Unit level, different specialisms and functions, career "milestones" and personal interests. The mechanisms set out in section 5 have been designed to ensure that these needs are continually identified and that training and staff development activities are based on these needs.

– *Excellence in design and delivery*

The Administration (Training Office) will take measures to ensure that training activities offered to Centre staff meet high standards. In the case of training courses in particular, criteria will be set for design and delivery of activities in the following areas and performance will be monitored accordingly.

– *Relevance of content*

The material covered in training courses must be relevant to participants. Given the Centre's relative uniqueness in certain respects, it is essential that approaches developed for other contexts, e.g. commercial companies or national administrations, be included in the Centre's list of activities only where relevance to the Centre situation can be established.

– *Timeliness*

The new mechanisms described in section 5 are designed to reduce the time lapse between a training need being identified and action being taken to meet it. In the case of high volume standard skills courses – meetings, negotiations, basic management courses, etc – it should be possible to move to a *Just-in-time* system, with training available on demand once the need has been properly established.

– *Effectiveness of learning methods*

Knowledge of human learning processes has developed considerably in recent decades and conventional classroom teaching is unlikely to be the most effective approach in most cases nowadays. The multi-linguistic character of the Centre is an added challenge in designing effective learning methods.

Evaluation

Line managers and staff will be encouraged to evaluate all training activities. Evaluation should cover application of learning as well as the learning in itself. Clearly, evaluation will work most effectively where objectives have been agreed prior to training or other developmental events with participants and their line managers.

In the case of formal training courses, evaluation will take place at the end of events to measure the effectiveness of the learning process.

The Administration and Heads of Unit will act on the feedback received to review and develop the range of training opportunities available in order to meet the changing needs of the Centre. Staff surveys will be used to measure whether the staff training function meets the perceived needs of customers at all levels in the Centre.

Management responsibility and accountability

The new approach clarifies managers' responsibility for training and developing their staff, provides the means for this responsibility to be discharged properly and makes them accountable for their actions. Staff training will be part of each manager's job description and the undertaking of actions to meet identified needs will feature in task assignments for all staff members alongside key operational tasks, on which performance will be judged.

The annual Career Development Report will play a pivotal role in measuring progress. The Training Passport will be updated, to show activities undertaken so far and the Training Map will be drawn up, showing further needs. Cases where needs have been identified but no action has followed will be on the same basis as cases where set operational tasks have not been performed.