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## PART I

# **CURRICULUM FOR THE TRAINING OF TRAINERS IN SMEs**

**LATVIAN CHAMBER OF CRAFTS**



**Rīga, 2018**



## THE TERM OF PEDAGOGY

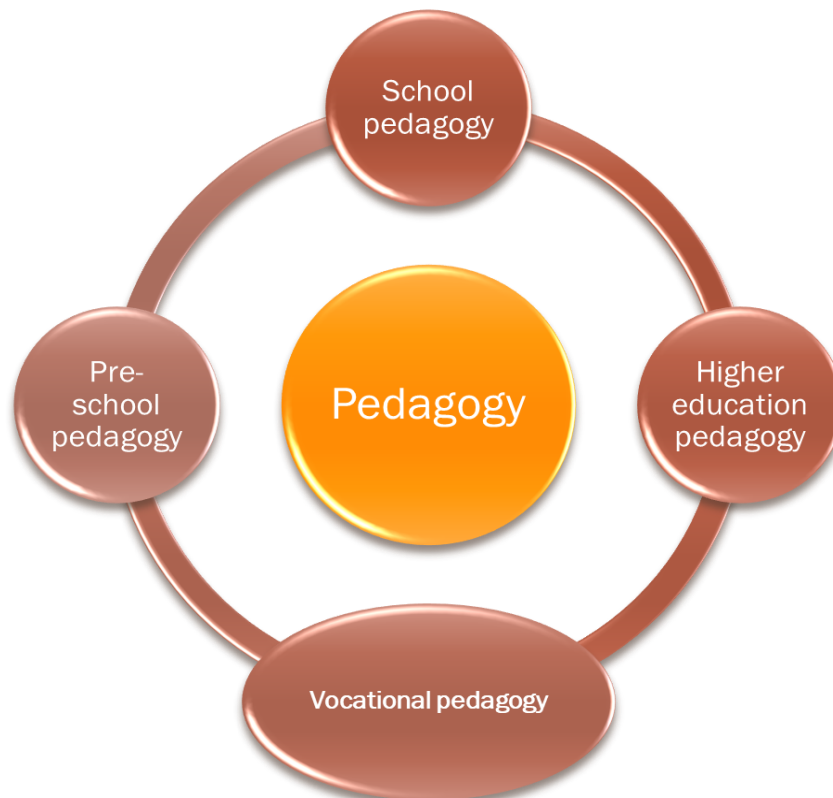
### PEDAGOGY – WHAT IS IT?

- science of teaching and learning;
- science of upbringing and self-education;
- teaching and upbringing process practice.

### PEDAGOGY – WHY IS IT FOR ME?

- The master must teach the apprentice
  - to be a crafts **professional**,
  - to be a crafts **enthusiast**.
- The master needs to teach and educate the client
  - to be a user of the product of the master’s work,
  - to be an appraiser of the unique product.

### PEDAGOGY – IS IT UNIVERSAL?





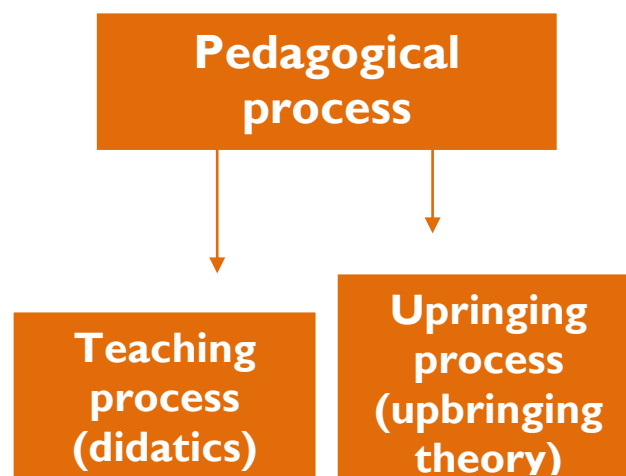
## VOCATIONAL PEDAGOGY

- the term of vocational pedagogy;
- work environment-based vocational training;
- vocational training goals and objectives;
- regulations.

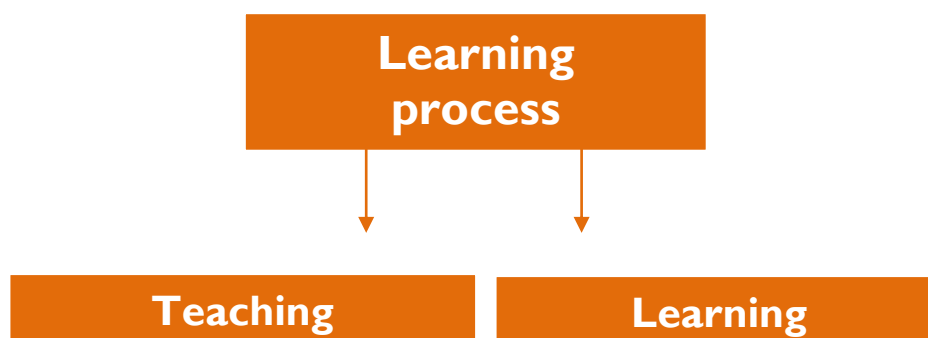
## EDUCATION – GOOD OR BAD?

Education is the process, by which a person acquires knowledge, skills and attitude, which they individually need to be able to solve the problems of their life without violating the norms defined by the society.

## PEDAGOGICAL PROCESS



## LEARNING PROCESS





## **STUDY PROCESS IN THE ENTERPRISE**

### **THE ENTERPRISE’S APPLICABILITY FOR THE TRAINING**

- determining whether the company is suitable for the implementation of vocational training;
- goals and tasks of vocational training;
- legal regulations of education;
- the granting and cancellation of the training organization permit.

### **THE PLANNING AND MANAGING OF VOCATIONAL TRAINING IN THE ENTERPRISE**

- requirements for dual education system: structure, areas of responsibility, competences and control;
- cabinet of Ministers regulations on posts in which the professional activities of a person are considered to be craft (a list of crafts);
- required documentation for organization of training;
- the functions and tasks of the employee involved in the training;
- preparation of the curriculum.

### **SELECTION AND APPROVAL OF TRAINEES FOR THE GIVEN PROFESSION**

- the candidates’ application options;
- criteria for selecting candidates;
- candidate selection procedure.

### **CONCLUDING THE TRAINING CONTRACT**

- legal basis;
- content of the training agreement;
- rights and duties of educators and trainees;
- apprenticeship registration;
- legal possibilities of terminating a study agreement;
- determination and evaluation of the probation period.

### **IMPLEMENTATION OF VOCATIONAL TRAINING IN THE ENTERPRISE WITHIN THE FRAMEWORK OF BUSINESS PROCESSES**

- the methodological concept of vocational training is focused on order fulfillment and business processes;

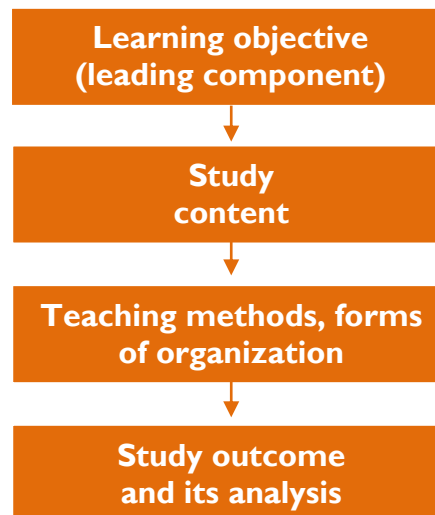


- choosing appropriate work tasks and involving the trainee;
- acceptance and execution of study/work orders.

### THE STUDY PROCESS IS DESCRIBED BY:

- deliberately organized direct teaching and learning;
- learning new information by close interaction between the teacher and the student;
- developing skills and abilities by improving the students’ knowledge.

### STRUCTURE OF THE STUDY PROCESS



### LEARNING

Learning the subject (ideas are formed).

Understanding the teaching material (concepts are formed, the nature of things and phenomena and their interconnections are revealed).

Memorizing the knowledge.

Using the knowledge in practice.

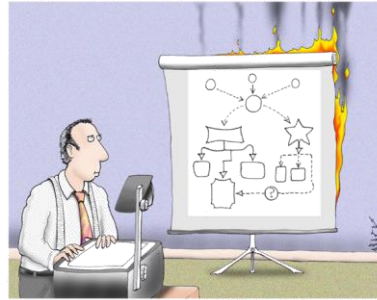
Memorization without understanding – warehouse of facts.  
Understanding without memorization - empty brainstorming.



## TEACHING AND LEARNING

Teaching is giving the knowledge that is included in certain subjects. Students are told about theories, problem-solving methods.

Learning involves gaining knowledge from real problem solving, creatively reworking information.



Teaching means to focus on the inputs of the learning process, that is, what the teacher gives to the students.

Learning means focusing on what the student gains and how useful it is to them.



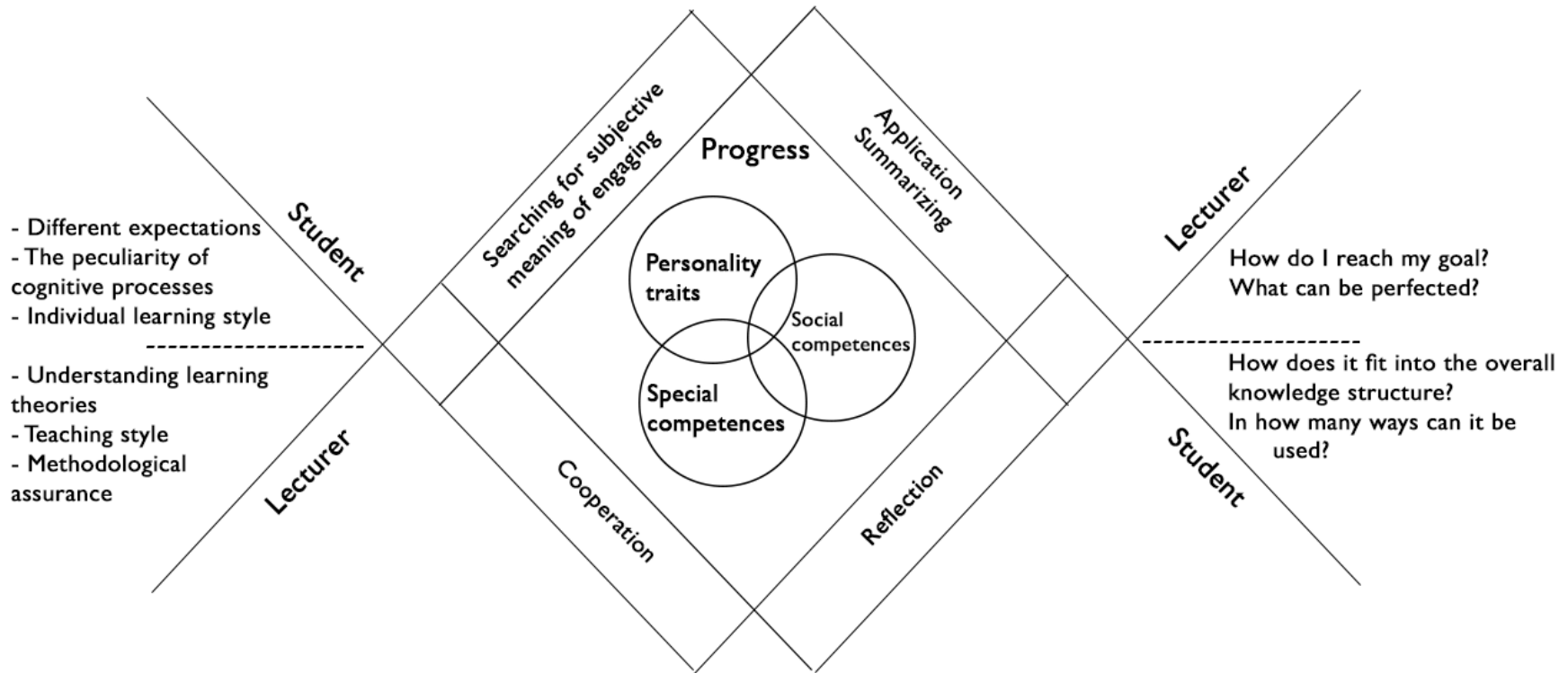
The teaching process reflects the teacher's view of phenomena or processes

Students' view is formed in the learning process





## A CONTEMPORARY UNDERSTANDING OF LEARNING





## INDIVIDUAL LEARNING STYLES

- ***activists*** – «you can try everything at least once», act first and think after, new experience creates joy.
- ***thinkers*** – cautious, thoroughly thinking before deciding, collects data from both the source and other people.
- ***theorists*** – thinking about the problem in a logical way, step by step, trying to put everything into rational schemes, avoiding subjectivity.
- ***pragmatics*** – try ideas, theories, assumptions to see if they work in practice; if knowledge, skills and abilities work, then they are accepted.

\* Identify your learning style with a questionnaire!

## LEARNING PRINCIPLES

- purposefulness principle;
- the principle of science and comprehensibility;
- systematicity and consistency principle;
- connecting learning with life, practice;
- principle of reflection of teaching and development; of theoretical thinking;
- a positive emotional background in teaching;
- directions for self-education;
- harmonization of different forms of learning; depending on learning objectives, content and methods;
- persistence of learning outcome.

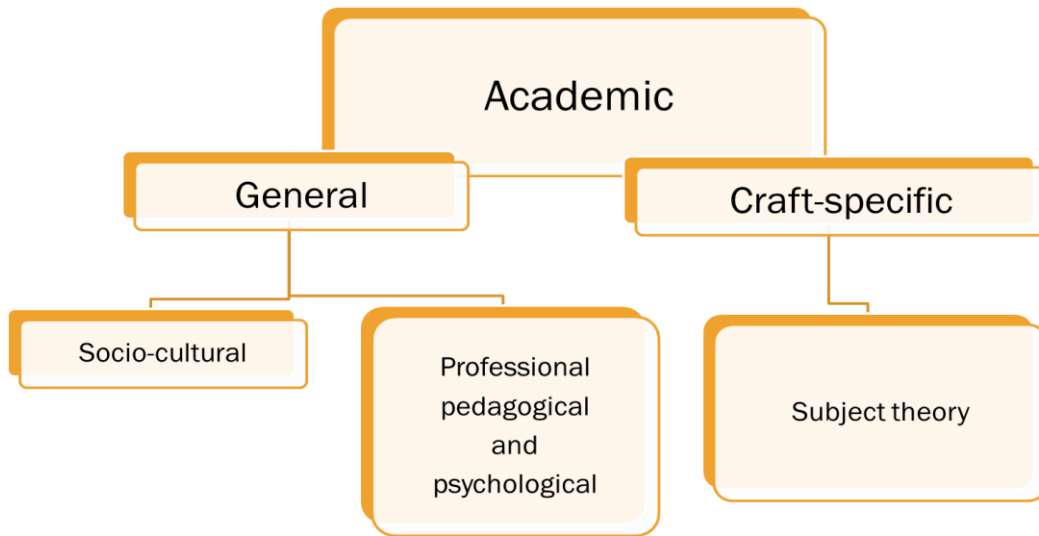
## CHARACTERISTICS OF THE EDUCATORS’ COMPETENCES



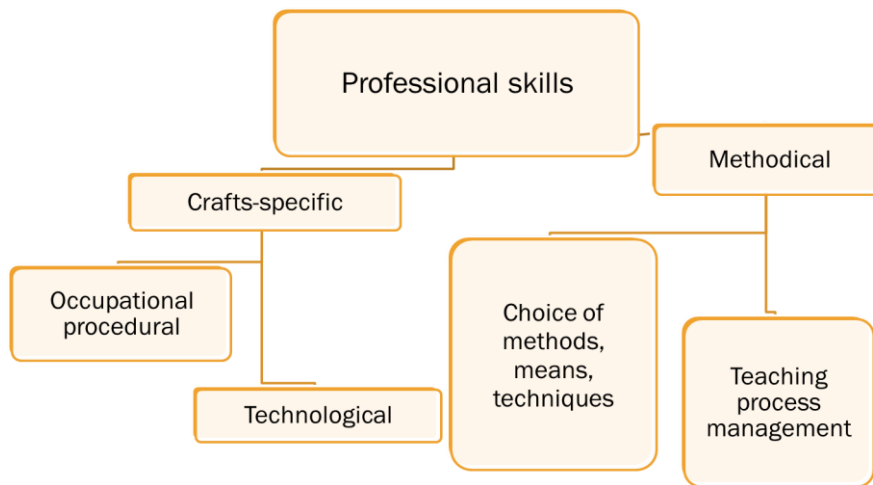




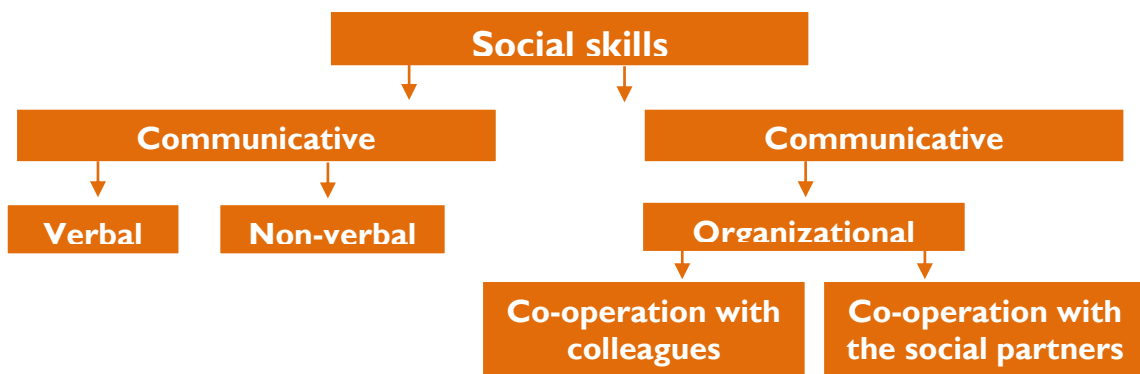
## ACADEMIC KNOWLEDGE



## PROFESSIONAL SKILLS

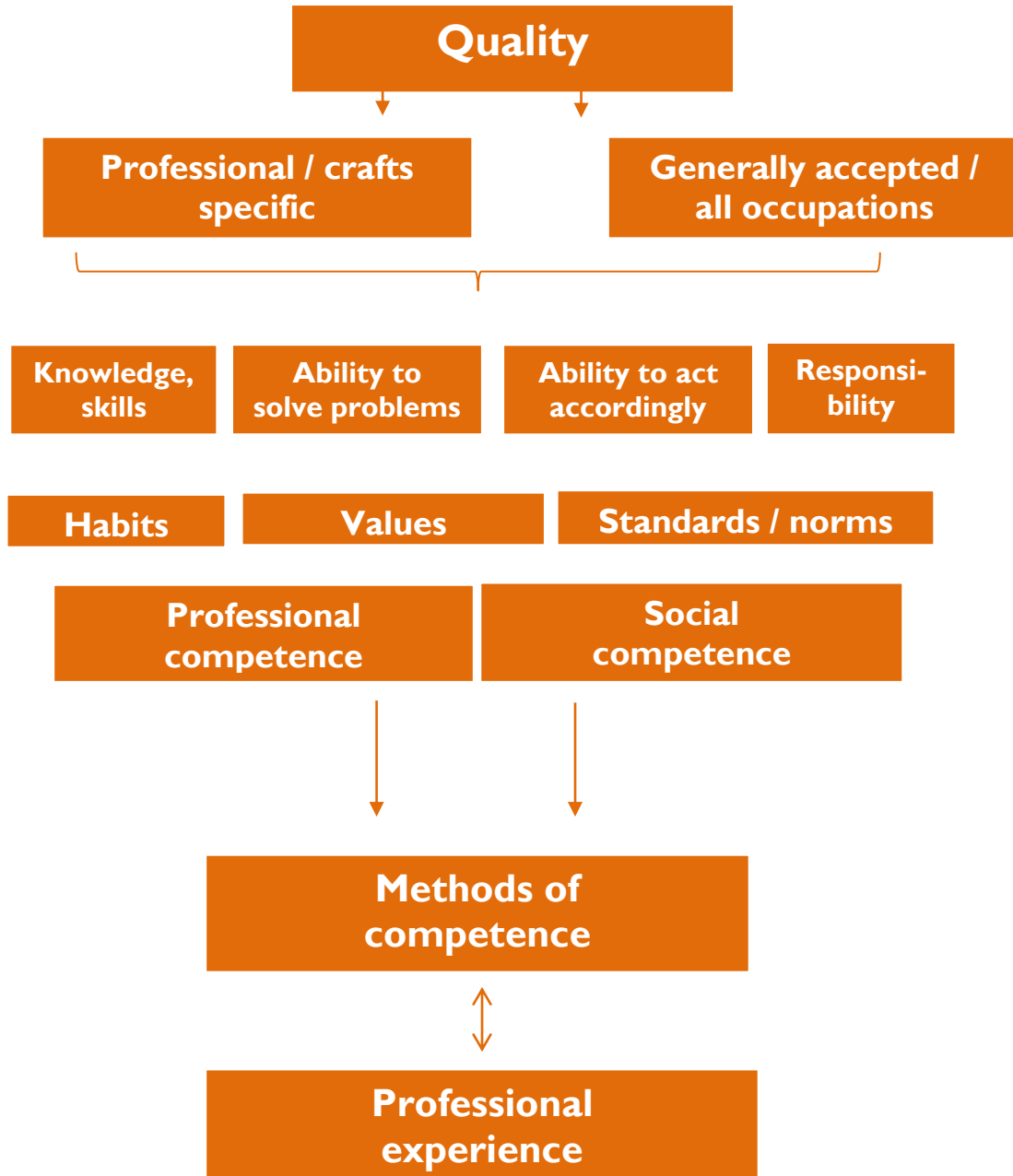


## SOCIAL SKILLS





## STRUCTURE OF PROFESSIONAL CAPATY





## METHODS

A method is a planned and effective way for a master and apprentice to work together to achieve goals.

### CLASSIFICATION OF METHODS

|   |  |
|---|--|
| <p><u><i>Explanatory and illustrative</i></u></p>                     |  |
| <p><u><i>Reproductive</i></u></p>                                     |  |
| <p><u><i>Presentation of problems</i></u></p>                         |  |
| <p><u><i>Heuristics method:<br/>Watch, compare, conclude!</i></u></p> |  |
| <p><u><i>Research methods</i></u></p>                                 |  |

- Shifting attention from searching the right answer to the skill to solve problems, because in real life very often there are no correct and incorrect answers.
- A person obtains the result that they can achieve by applying certain types of problem solving.



## TEACHING METHODS APPROPRIATE FOR EDUCATIONAL PURPOSES

| Educational goal     | Teaching method  |
|----------------------|--|
| <u>Knowledge</u>     | <ul style="list-style-type: none"> <li>• Classical lecture</li> <li>• Book reading</li> <li>• Watching videos</li> </ul>   |
| <u>Understanding</u> | <ul style="list-style-type: none"> <li>• Group discussion</li> <li>• Guided self-discovery</li> <li>• Demonstration</li> </ul>   |
| <u>Application</u>   | <ul style="list-style-type: none"> <li>• Exercises and tasks</li> <li>• Problem solving</li> <li>• Questions and new challenges</li> <li>• Discussions</li> <li>• Computer simulation</li> </ul> |
| <u>Integration</u>   | <ul style="list-style-type: none"> <li>• Independent tasks</li> <li>• Research projects</li> <li>• Traineeships in companies</li> <li>• Group work</li> </ul>                                    |

## THE FORMS OF PEDAGOGICAL PROCESS ORGANIZATION

### 1. TEACHING FORMS

| Theoretical training   | Practical training   |
|--|--|
| <ul style="list-style-type: none"> <li>• Lesson</li> <li>• Seminar</li> <li>• Consultation</li> <li>• Laboratory lesson</li> <li>• Additional lesson</li> <li>• Test</li> <li>• Examination</li> </ul> | <ul style="list-style-type: none"> <li>• Vocational training lesson</li> <li>• Vocational training practice</li> <li>• Qualification exam</li> </ul> |

### 2. OUT OF CLASS ACTIVITIES

| By specialization | By interest |
|-------------------|-------------|
|                   |             |



|   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• Professional hobby groups</li> <li>• Scientific and technical circles</li> <li>• Unions</li> <li>• and others</li> </ul> | <ul style="list-style-type: none"> <li>• Subject circles</li> <li>• Applied creative activity groups</li> <li>• Interest clubs</li> <li>• Artistic amateur clubs</li> <li>• Sports sections</li> </ul> |
|---|--|

### 3. SELF EDUCATION FORMS

- working according to interests;
- independent acquisition of scientific and artistic skills;
- independent creative activity;
- observation of surroundings.

## LEARNING AID

|   |  |
|---|--|
| <u><i>Material objects</i></u>          | <ul style="list-style-type: none"> <li>• Training equipment, tools</li> <li>• Training manufacturing devices</li> <li>• Demonstration equipment</li> <li>• Technical teaching aids</li> </ul>  |
| <u><i>Sign system</i></u>               | <ul style="list-style-type: none"> <li>• Textbooks and methodical teaching aids</li> <li>• Didactic material</li> <li>• Task cards</li> <li>• Instruction cards</li> <li>• Support synopsis</li> <li>• Workbooks</li> </ul>  |
| <u><i>Activity logic regulators</i></u> | <p><b>Theoretical level</b></p> <ol style="list-style-type: none"> <li>1. Principles</li> <li>2. Regulations</li> <li>3. Methods</li> <li>4. Teaching methodology</li> </ol> <p><b>Empirical level</b></p> <ol style="list-style-type: none"> <li>1. Activities</li> <li>2. Operations</li> <li>3. Teaching operation methodology</li> </ol> |

## CONTROL FUNCTIONS OF LEARNING OUTCOMES

- *informative* - information on progress;
- *educational* - In the process of evaluation, knowledge and skills are strengthened;



- ***upbringing*** - leads the student to work systematically, promotes responsibility;
- ***regulatory*** - the evaluation results in adjustments in the study process.

## COGNITIVE PERFORMANCE EVALUATION FUNCTIONS

- ***informative*** - the student gets information about his level of learning and the quality of teaching work;
- ***upbringing***- positive learning achievements, obvious progress lead to better self-esteem;
- ***incentive*** - objective assessment motivates future activity.

## B.BLŪMA'S TAXONOMY IN ASSESSMENT OF LEARNING OUTCOMES

|                             |  |
|-----------------------------|--|
| <b><i>Knowledge</i></b>     | remember, recognize, define...           |
| <b><i>Comprehension</i></b> | transform, explain, discover connections |
| <b><i>Usage</i></b>         | generalize, organize, ...                |
| <b><i>Analysis</i></b>      | compare, compare, group, classify...     |
| <b><i>Synthesis</i></b>     | create, construct, formulate...          |
| <b><i>Evaluation</i></b>    | judge, argue, conclude...                |

## LESSON PLANNING

- ***Subject***
- ***Goals:***
  - Educational
  - Developing
  - Socializing
- ***Knowledge, skills and abilities to be acquired.***
- ***Course progress***



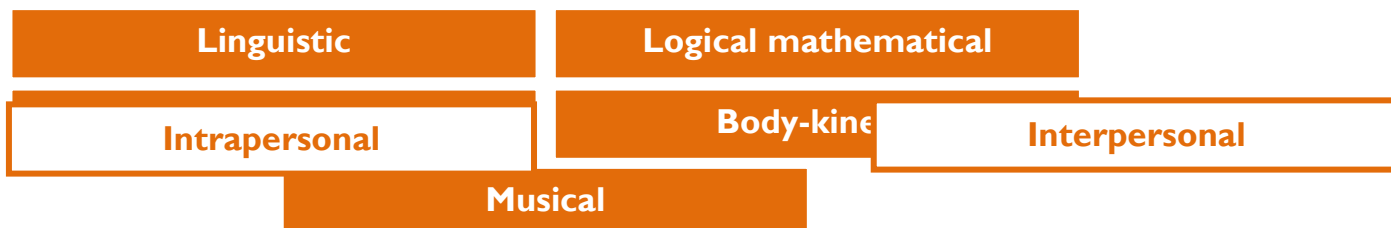
| <u>Stage</u> | <u>Time</u> | <u>Content</u>  | <u>Methods</u>           |
|--------------|-------------|---|--------------------------|
| Introduction | 4 min.      | Theme topicality, usefulness, place among other knowledge, skills | Outline                  |
| New material | 25 min.     | Didactic conditions of lesson planning                            | Lecture<br>Demonstration |
| Confirmation | 11 min.     | Creating a lesson plan in groups of four                          | Group work<br>Discussion |
| Evaluation   | 20 min.     | Presentations   | Demonstration            |
| Closing      | 5 min.      | Lesson summary, individual assignments, theme for the next lesson | Outline                  |

## LEARNING ACTIVITY MANAGEMENT

**The lesson organization must comply with the following conditions:**

- when starting a class, the instructor must be precise about what issues will be outlined and what form of control will be implemented;
- the instructor introduces how the lesson will be structured (first presentation, then practical exercises with tasks, etc.);
- when describing the topic, it is necessary to indicate which knowledge and theoretical skills will be supplemented in practical classes, thus actualizing the practical significance of theoretical knowledge;
- at the end of the lesson, the teacher introduces the task of independent work and makes a summary of the issues discussed in the lesson;
- to conclude it has to be said what will be reviewed in the next lesson, thus creating a transition to the new material.

## TYPES OF ABILITIES



## BASIC FEATURES OF THE ADULT LEARNING PROCESS



- The result of the training is optimal if the trainer is specially trained for working with adults and knows:
  - adult cognitive process differences;
  - previous adult learning experience;
  - learning motives;
  - forms and methods of adult learning;
  - adult control and self-control methodology.
- The adult learning process is successful if the learners themselves are involved in the planning and structuring of the learning process and in the development of approaches.
- The training process is much more successful if the learner's personal experience is respected and used.
- The successful outcome of an adult education depends on the motivation for learning.

## MOTIVATION

- the desire to fully acquire theoretical knowledge and skills necessary for the achievement of their individual professional or interest objectives;
- the desire to acquire a document confirming the completion of a course or education program;
- the desire to acquire a document confirming the education acquisition to ensure successful competition when offering themselves on the labor market;
- the place of work requires the applicant to obtain the qualification in question in order to be able to use him more widely for the performance of their professional duties;
- family members delegate learners to acquire new knowledge and skills in order to improve the family's social status or functional quality.

## STUDENT TYPES

***Diligent students*** who want to perfectly acquire the necessary knowledge, skills and abilities, actively participating in the study process in both theoretical and practical training sessions.

***The negatives*** are those trainees who are never satisfied, who are skeptical of any requirements. It seems to them that the theoretical conditions to be pursued in the field of professional activity are often illogical and restrictive of the person's professional discretion, adherence to these conditions only impedes the creation and development of a creative approach in the field of study.

***Impulsive learners*** are those whose main manifestation is frequent change of mood, as well as spontaneous and unpredictable action. They are usually emotional and active in the learning process. Trying to learn all the new and interesting things which does not cause learning difficulties. In practical classes, they accurately perform their assigned tasks until they have to deal with a more extreme situation.



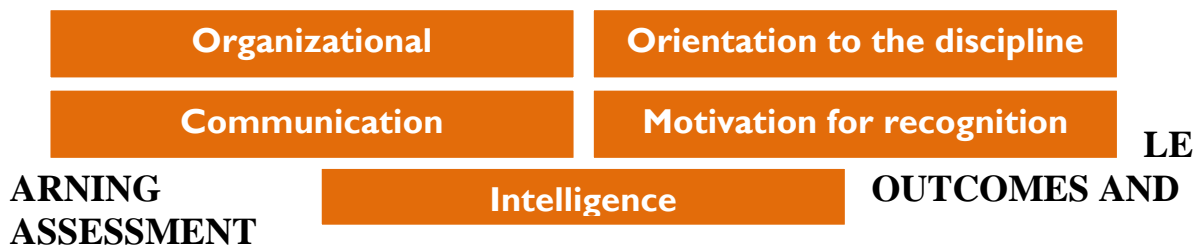


***The optimistic type*** create a positive relationship with the teaching staff in the learning process, their main goal is to maintain good relationships with members of the group and training staff. The content of the teaching does not cause hardships for them, because they believe that everything you need to learn is necessary for the success of your further self-expression. They try to see and understand the rational elements in the theory and practice, that they believe can best help you to feel successful and safe, by completing certain professional tasks independently.

***Risky learners*** are specific types of character, their most important goal is to prove themselves in risky situations. When they interact with teachers they try to create a rational relationship, but always try to dominate the conversation with their ideas, previous adventures, which may also be exaggerated. Teaching staff should objectively evaluate the expressions of these people and strive to increase their self-criticism and self-confidence limits.

***Uncertain learners*** are those who are unable to objectively assess their abilities, skills and knowledge. Their self-esteem is lowered in any area. These people are usually monotonous both in work and in training, they do not express their opinion loudly, fearing to look less knowledgeable or powerful. Teachers of theoretical subjects must pay particular attention to analysing and evaluating the learning outcomes of these people in the training process, emphasizing their success and encouraging them to continue their learning process.

## PEDAGOGICAL ACTIVITY DIRECTION



### ***Remember!***

- An adult person perceives a rating very personally, therefore the instructor should be reminded that it's the product of the course worker that has to be evaluated;
- Adult training evaluates what a person has learned, not vice versa;
- Before evaluating it is necessary to clarify what will be taken into account (to be considered);
- Individual ratings are not published in the group, but provided to each student individually;
- Mistakes have to be discussed in cases when most students make them, not naming particular names of students.

## UPBRINGING



- Targeted impact of adult generation on the younger generation.
- Targeted sharing of the older generation’s knowledge, experience and attitude towards the younger generation and the creation of its’ experience.

## SOCIALIZATION PROCESS

| <u>Level</u>           | <u>Components</u>   |
|------------------------|---|
| 1. <b>Society</b>      | Economic, social, political, cultural structure   |
| 2. <b>Institutions</b> | Companies, mass media, school, university, army, church   |
| 3. <b>Activities</b>   | Child-parent relationship, school learning process, peer communication, relationships between friends and relatives |
| 4. <b>Subject</b>      | Experiential models, attitudes, knowledge, emotional structures, cognitive abilities                                |

## THE REGULARITIES OF HUMAN DEVELOPMENT, THEIR OBSERVANCE IN THE UPBRINGING PROCESS

Basic social needs:

- to be accepted and wanted;
- for parents to notice the child;
- need for identification;
- the need to be included in a conflict-free community;
- requirements for adequate training;
- accepted and involved in the peer community;
- the need to engage in adult life according to own strengths.

## THE REGULARITIES OF HUMAN DEVELOPMENT, THEIR OBSERVANCE IN THE UPBRINGING PROCESS

Categorical qualities:

- **trust** – primordial distrust;
- **autonomy** – shame, doubt;
- **initiative** – guilt;
- **success** – feeling of inferiority;
- **odentity** – role diffusion;
- **intimacy** – insulation;



- **creativity, productivity** – stagnation;
- **«I» integrity** – hopelessness.

## CAUSES OF INTERGENERATIONAL CONFLICTS

- there is no unambiguous definition of the transition of a child to an adult;
- the actions of the adult generation is not clearly understandable to the students;
- the change in family structure (values) is much slower than in society;
- the conflict of the new generation’s roles in society;
- disharmony of adaptation and forced behaviour with the young person’s personal identity;
- the new generation is not a single social structure;
- conflict of the social environment.



## CURRICULUM FOR THE TRAINING OF TRAINERS IN SMEs

| Nr. | Theme  | Theory    | Practice  |
|-----|--|-----------|-----------|
| 1.  | Vocational pedagogy concept. Work-based professional education. Legislation of vocational education.                                   | 4         | 2         |
| 2.  | Determining the suitability for implementing vocational education in the company.  | 2         | 2         |
| 3.  | Planning and implementing vocational training in the company. Creating the training programs.  | 8         | 4         |
| 4.  | Selecting the students and determining their suitability for the chosen profession.  | 4         | 2         |
| 5.  | Creating a motivational learning environment, appropriate training material and tasks.   | 6         | 4         |
| 6.  | Coordinating teaching methods, materials and forms of organizing   | 20        | 6         |
| 7.  | Teaching differentiation and individualization.  | 4         | 2         |
| 8.  | Evaluation of learning achievements. Evaluation functions and methods. Quantitative and qualitative evaluation.                        | 6         | 4         |
| 9.  | Organizing and implementing final examinations of the vocational training. Cooperation with social partners in the final examinations. | 4         | 2         |
| 10. | Developing the personality of the vocational education students.   | 8         | 6         |
|     | <b>Altogether (hours):</b>   | <b>66</b> | <b>34</b> |



## Material prepared by

Dr. Alvars Baldiņš

Director of the Humanities Institute

Associate Professor, Department of Engineering Pedagogy and Psychology

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## PART II

# **Train-the-Trainer program in SMEs**

## **Program of the course for instructors of traineeship in the enterprise**

Authors:

Agnieszka Sałek-Imińska, Ph.D

Monika Zajkowska, Ph.D





## OBJECTIVES OF THE COURSE

The shortage of skilled workers is on everyone's lips. Vocational training is an important tool to ensure the generation of skilled workers in their own companies. Task for instructors is technically and pedagogically competent involve the youth in the operating and economic environment and to professionally qualify. The train-the-trainer program provides the necessary knowledge to successfully passing the trainer aptitude examination and for operational practice.

Training for trainers is great importance for the commercial development also independent of a company training. The teaching of management and manual skills of vocational and occupational education strengthens fundamentally innovation, competitiveness and productivity in the company. In order to implement a dual system of vocational training, it is critical that exist in the company people with appropriate educational qualifications. This is achieved with this course in SMEs. The realization of the course therefore aims to prepare for the introduction of dual education systems in SMEs. Thus employees receive targeted competencies to vocational training for young people and SMEs are well prepared for their tasks as training partners in the dual system.

The training on the current Ordinance on Trainer Aptitude (AEVO) includes the following four areas of action: training requirements and plan training, preparing of training and assist in the recruitment of apprentices, perform of training and completing of training.

Participants in the course will be prepared to:

- independent planning and the training organization with trainees according to principles of psychology and pedagogy,
- competent preparing trainees for the productive work based learning training and cooperating in the team,
- getting to know and adapting requirements and manners of the work to their possibility, the possessed knowledge and a skill,
- to correct announcing oneself with trainees,
- applying methods of the work developing the activity and the self-reliance of trainees,
- to do selection of tasks, forms and methods of the work supporting the further professional development,
- competent acquainting trainees with the organization of a workstation,
- to plan of implementing to the work pursuant to applicable regulations in keeping order, discipline, health and safety at work,
- motivating trainees to the knowledge exploitation and the ability in implementing innovative solutions on-the-fly.
- to teach educations the given profession according to program documentation being in force in the given profession,
- to shape appropriate attitudes towards the work and the process and products of the work,
- to formulate questions and directed problems to trainee into the bright, logical and understandable way,



- to organize and to conduct practical classes in accordance with applicable rules and provisions in the workplace,
- to show advantages of the profession by appealing e.g. to authority in the given profession, whether being published of public aspects in the given profession,
- to organize training positions in the own workroom,
- to use modern technical means in the own work and the teaching,
- to improve own professional skills and to modernize the own workroom.

## REQUIREMENTS FOR PARTICIPANTS IN THE COURSE

The practical education in the enterprises can lead:

- the employer, for whom teaching and education with pupils or juveniles constitutes the basic job and is being made in week's hours predicted for teachers,
- the employer or employees appointed by them for which the teaching and education work with pupils or juveniles doesn't constitute the basic job or is made in week's hours lower than predicted for teachers, in frames of week's working hours applying to them, hereinafter referred to with "instructors of the practical learning of the profession",
- instructors of the practical learning of the profession, should have qualifications required from teachers, determined in provisions on detailed qualifications required from teachers and determining schools and accidents, which it is possible to employ not-having teachers of the higher education or the left unit of the teacher education in.
- instructors of the practical learning of the profession, should have at least the title of the champion in the profession which they will be teaching, or in the profession falling within the scope of the profession which they will be teaching or pedagogic arrangements required from teachers or the completed course and:
- the certificate of leaving the technical vocational school, supplementing the technical vocational school or the equal school or the certificate of leaving a vocational college or the diploma of leaving the college or college and professional title in the profession which they will be teaching, or in the similar profession for the profession which they will be teaching, and to say the least three-year work experience in the profession which they will be teaching, or
- the certificate of leaving the vocational secondary school and the title of the skilled labour or equal in the profession which they will be teaching, and to say the least four-year work experience purchased in this profession after obtaining the professional title, or certificate of leaving comprehensive secondary school, technical secondary school, profiled secondary school, supplementing comprehensive secondary school, technical vocational school and the supplementing technical vocational school, educating in other profession than the one which they will be teaching, or of average professional school and title of the skilled labour or equal in the profession which they will be teaching, and to say the least six-year-old work experience purchased in this profession after obtaining the professional title, or diploma of obtaining a university degree on direction (specialities) appropriate for





disappointment which they will be teaching, and the to say the least three-year work experience purchased in this profession after receiving diploma or the diploma of obtaining a university degree on other specialties and to say the least six-year-old work experience in the profession which they will be teaching.

## GENERAL CURRICULUM OF THE TRAIN-THE-TRAINER PROGRAM IN SMEs

The course includes issues from the field of psychology, pedagogy, methodology of teaching and popularizing the cooperation. The majority of classes are held in the form of exercises, in the course of which listeners are solving diverse problems based on the theoretical knowledge get route of lectures, own experience, literature and hints of drivers. It allow for adapting its work to happening changes in the industry and the vocational education.

|  |   |
|--|---|
| <p>Field of action 1<br/><u>Training requirements and plan training</u></p>                            | <ul style="list-style-type: none"> <li>➤ represent the advantages and benefits of company training and to be able to justify,</li> <li>➤ assist in the planning and decision making with regard to the operational training needs based on the law, collective agreements and operational framework,</li> <li>➤ the structures of the VET system and its interfaces represent,</li> <li>➤ apprenticeships for the operation to select and justify this,</li> <li>➤ the qualification of the company for the training in the targeted professional training as well as to consider whether and to what extent training content through measures outside the training premises, in particular training in association, inter-company and external training, can be taught,</li> <li>➤ the possibilities of using preparatory to the professional training measures to assess,</li> <li>➤ during operation match the responsibilities of the training participants, taking into account their functions and qualifications.</li> </ul> |
| <p>Field of action 2<br/><u>Preparing of training and assist in the recruitment of apprentices</u></p> | <ul style="list-style-type: none"> <li>➤ create on the basis of training regulations a company training plan, which is geared particularly toward professional typical work and business processes,</li> <li>➤ the possibilities for interactivity and participation to take account of employees' representations in VET,</li> <li>➤ the need for cooperation to identify and in content and</li> </ul>  |



|  |  |
|--|--|
|  | <p>organization with the cooperation partners, in particular the vocational school, tune,</p> <ul style="list-style-type: none"> <li>➤ criteria and procedures for selecting trainees to apply taking into account their diversity</li> <li>➤ the vocational training contract prepare and to cause the registration of the contract with the competent body,</li> <li>➤ the possibilities to consider whether parts of the training can be carried out abroad.</li> </ul>   |
| <p>Field of action 3<br/><u>Perform of training</u></p>    | <ul style="list-style-type: none"> <li>➤ create conditions conducive to learning and a motivating learning culture, to provide feedback and to receive,</li> <li>➤ the trial period to organize, make and evaluate,</li> <li>➤ to develop from the company training plan and the typical professional work and business processes company learning and work tasks and shape,</li> <li>➤ training methods and media target groups selected and situation-specific use,</li> <li>➤ apprentices to assist them in learning difficulties through individual design of training and learning advice to use training support aids if necessary and the possibility to extend the training period to examine,</li> <li>➤ trainees to make additional training opportunities, in particular in the form of additional qualifications, and the possibility of shortening the length of training and to consider the premature admission to the final examination,</li> <li>➤ to recognize the social and personal development of students to promote, problems and conflicts in good time and to work towards a solution,</li> <li>➤ services determine and evaluate performance appraisals evaluate third parties and examination results to lead assessment interviews, to draw conclusions for the further training course,</li> <li>➤ to promote intercultural competence.</li> </ul> |
| <p>Field of action 4<br/><u>Completing of training</u></p> | <ul style="list-style-type: none"> <li>➤ apprentices on the contract or trade test preparation, taking into account the exam dates and the training to lead to a successful conclusion,</li> <li>➤ for registration of trainees to provide for audits by the competent body and these draw attention to implementing relevant particularities</li> </ul>   |



|  |  |
|--|--|
|  | <ul style="list-style-type: none"> <li>➤ contribute to the creation of a written testimony on the basis of performance appraisals,</li> <li>➤ to inform trainees about occupational development paths and vocational training opportunities and advice.</li> </ul> |
|--|--|

| SECTION    | SPECIFICATION   | NUMBER OF HOURS |
|------------|---|-----------------|
| <b>I</b>   | BASICS OF PEDAGOGY  | 15              |
| <b>II</b>  | BASICS OF PSYCHOLOGY  | 15              |
| <b>III</b> | METHODOLOGY OF PRACTICAL TRAINING WITH ELEMENTS OF DISSEMINATION AND IMPLEMENTATION OF MODEL OF COOPERATION | 40              |
| <b>IV</b>  | METHODOLOGICAL PRACTICE ( <i>PRACTICAL</i> )  | 10              |

➤ **Section I**

Thematic scope:

- The practical apprenticeship as the element of the conditioned vocational training with program base of educating in the profession, program of the vocational training, standards of demands for the examination confirming professional qualifications.
- Pupil - his needs and interests.
- Social environment of the pupil - cooperation with parents and the school.
- Managing the teaching and education process.
- Education situations in the course of teaching the profession.
- Role of the instructor of the practical apprenticeship as the teacher-carer.
- Pedagogy as the theory about the upbringing: the object, tasks and basic concepts, vocational training, bond of aims of the general and professional education.
- System of the vocational education in Poland.
- Being, aim of the task of bringing pupils of upper secondary schools up: society, work, culture.
- The workplace as the education environment: the work as the value, connections and interpersonal relations, determinants school achievements of the pupil

Methodological pointers:

Classes should be led with method of the lecture enriched about very active participation of listeners in establishing and developing discussion to chosen subjects. The academic teacher is based on examples specific, taken from the life.



One should see to it so that listeners frankly and willingly share the sec. studies of participants in the course should accompany lectures and discussion.

### ➤ **Section II**

Thematic scope:

- Factors supporting the development of the man and impeding his development: mechanisms of the learning but teaching methods, interactions the teacher-pupil, the speech and the intercommunication in situations of the learning and the teaching, conflicts and ways of solving them in a peer group and in relations teacher-pupil, peculiar problems of pupils.
- Rudimentary knowledge from psychology: definition of psychology and her meaning as sciences, basic concepts in psychology, using basic concepts in psychology, using theoretical knowledge concerning biological and psychological mechanisms conditioning keeping the man in practical educating the profession, taking control of techniques of exerting influence to the pupil and to the group, getting to know the significance of the communication and practical using communications techniques in the process of educating.
- Cognitive processes and emotional: spotting, attention, kinds of the memory, emotions, incentive processes.
- The self-presentation and the self-assessment of the teacher- evaluation of the own work and achievements: the ability and the intelligence, the self-education, communications abilities, abilities of practical adapting techniques of educating to the possibility and abilities of pupils.

### ➤ **Section III**

Thematic scope:

- Analysis of objectives, contents, of methods, principles and forms of organizational processes of educating and them psychological and social conditioning.
- Basic concepts of didactics, system structure teaching, the methodology of teaching, teaching centres and the evaluation of teaching results.
- Methodology of teaching of classes of the practical apprenticeship
  - the process of teaching, conditions of his correct accomplishment, the awareness of the purpose, the concomitance principle, the competent labour organization, the joint responsibility of participants and the teaching staff;
  - organizational forms, an educational system of graduates, legal documents governing the vocational training, job classification, of vocational education;
- Chosen teaching methods: the definition of the method, general selection criteria of teaching methods, methods simple and activating folded methods based on observation and measurements, methods based on practical activity, methods, methods of cases and situational methods.
- Planning the teaching work: school curriculum, content of the program, professional characteristics of the graduate, contents of the teaching,



decomposition of material, structure of the lesson of the practical apprenticeship, cells of the lesson, detailed script of the lesson - analysis of timetables.

- Analysis of school curricula
- Drawing up model summaries.
- Teaching centres: the notion, the division and definitions of teaching centres, chosen teaching centres, natural teaching centres in the practical education.
- Forming of the ability and the classification.
- The control and the evaluation in the education.

Methodological pointers:

Given classes with method of the lecture with elements of discussion. One should concentrate on problems taken from the life, to allow to polemics and an exchange of ideas, to underline how it is possible to apply the mastered knowledge. One should realize subjects concerning teaching documentation being based on decompositions in a textbook fashion prepared of material and summaries. Every listener receives the school curriculum for specialization indicated by oneself.

#### ➤ **Section IV**

Thematic scope

- Chosen issues from the labour law.
- Organization of the practical training.
- Refund of the remuneration.
- Health and safety at work.
- Types of briefings and their meaning in the teaching process.
- Display (example) of such briefing in the workplace by a workstation (training).
- Observation of briefings (the review and the evaluation) by listeners of the course.
- Conducting classes - listeners of the course are conducting classes on the area of their workrooms. The driver independently is preparing the summary and methodological solving the chosen subject of a lesson is introducing remaining listeners. Observing listeners - participants in the course are analysing and are assessing the proposal of the friend.

Methodological pointers:

Given classes with method of the lecture with elements of discussion. One should concentrate on problems taken from the life, to allow to polemics and an exchange of ideas, to underline how it is possible to apply the mastered knowledge. One should realize subjects concerning teaching documentation being based on decompositions in a textbook fashion prepared of material and summaries. Every listener receives the school curriculum for specialization indicated by oneself.

## **TEACHING METHODS**



1. Teaching methods used in the course should give priority to problematic, with particular emphasis on participatory methodologies. The following discusses the key issues related to traditional and activating teaching methods. The method is regularly used procedure for the target result. On the way to conduct operations consist of thought and practical, properly selected and implemented in order. In turn, the teaching method is a way to work the teacher and student, for the achievement of learning objectives. In other words, it is a proven system of activities teachers and students, carried out deliberately in order to cause the assumed changes in the personality of students. It follows from this that the teaching methods should be understood as all projects and organizational procedures that apply throughout the process of teacher education, from developing new material, by enhancing knowledge and the formation of habits, to control and assess the progress of students. Teaching methods also include elements shaping the attitudes of humans and other educational impact.

2. The value of teaching methods determined nature of the activities of teachers and students as well as pictorial and technical resources to support or replace certain tasks. The value of teaching methods depends primarily on whether and to what extent the method produces activity, independence and commitment to students. Because of the great variety of teaching methods and continuous emergence of new, their classification has not been uniform. Traditionally used was divided into methods of feeding and looking, but proved to be too narrow. Therefore we introduced include new division of methods based primarily on the observation on the word (talk, discussion, storytelling, lectures) and practical activities (laboratory method, practical). The division's most complete includes 4 group teaching methods, which correspond to the four types of learning:

- feeding methods (learning by assimilation);
- seeking methods (learning through discovery);
- method of displaying (learning by experiencing);
- practical methods (learning by doing).

## **EXAMINATION REGULATIONS**

1. The candidate by examining must prove his professional and pedagogical skills and that he possesses the for the proper training of apprentices (trainees) necessary competence for independent planning, implementation and evaluation of vocational training.
2. Examination consists of a written and a practical part.
3. In the written part of the test case-related tasks are to be processed in each of the fields of action listed below:

Training requirements and plan training

The candidate must prove that he is able to assess training requirements on the basis of operational, job-related and legal provisions, and to assess and plan the





training, also taking into account external training periods. In the task more of the qualifications listed in subparagraphs a to g are linked:

- a) present and create advantages and benefits of VET training,
- b) operational training needs on the basis of legal, collective agreements and operational framework as well as to prepare this, and make decisions,
- c) represent structures of the VET system and its interfaces,
- d) select apprenticeships for the operation and justify selection,
- e) qualification of the company for training in targeted occupations, particularly in the light of education in the composite, on on- and off-training,
- f) possibilities of using vocational training preparatory measures and evaluate,
- g) coordinate internal allocation of tasks for training in terms of function and qualifications of the training participants;

#### Preparing of training and assist in the recruitment of apprentices

The candidate must prove that he is able to perceive objects of the training preparation, define selection criteria for settings and carry out recruitment procedures, even taking into account operational work and business processes and legal aspects. In the task more of the qualifications listed in subparagraphs a to f to be linked:

- a) on the basis of training regulations create a company training plan, which is geared particularly toward professional typical work and business processes,
- b) represent opportunities for participation and co-determination of worker representation in enterprises in vocational training and shall,
- c) identify cooperation needs and substantive and organizational coordination with partners, particularly the vocational school, perform,
- d) apply the criteria and procedures for selecting trainees also taking into account their diversity,
- e) prepare and complete vocational training contract and cause the registration to the competent body,
- f) consider ways whether parts of the training can be carried out abroad.

#### Perform of training

The candidate must prove that he is capable of action-oriented learning processes to plan and control and promote independent learning. Here are job-specific work and business processes and capabilities and learning requirements of the trainees consider. In the task more of the qualifications listed in subparagraphs a to j to be linked:

- a) conditions conducive to learning and motivating learning culture, giving and receiving feedback,
- b) organize, make and evaluate trial period,
- c) from the company training plan and the typical professional work and business processes develop and design company learning and work tasks,
- d) training methods and media to select target group and use situation-specific,
- e) support apprentices in learning difficulties through individual design of the training and learning guidance, running training support aids and examine ways to extend the training period,



- f) for apprentices generate additional training places, in particular additional qualifications, study and propose; Examine ways of shortening the length of training and the premature admission to the final or journeyman's examination,
- g) promote social and personal development of students; Identify problems and conflicts in time and work towards solutions,
- h) learning and working in a team to develop,
- i) determine performance of apprentices and evaluate performance appraisals by third parties and examination results to evaluate, lead assessment interviews, draw conclusions for the further training course,
- j) promote intercultural skills in operation.

#### Completing of training

The candidate must prove that he is capable of the training to lead to a successful conclusion and point out perspectives of further learning and qualification paths. In the task more of the qualifications listed in subparagraphs a to d are linked become:

- a) on the final or journeyman prepare trainees taking into account the exam dates and run training to a successful conclusion,
- b) for the registration of apprentices for exams with the competent authority and ensure this attention to implementing relevant particularities,
- c) create written documents on the basis of performance appraisals,
- d) inform trainees on operational development paths and vocational training opportunities and advice.

#### 4. The practical part of the exam consists of:

- a) presentation or a practical implementation of a training situation and
- b) technical discussion.

For the presentation, or the practice of the examinee selects a job-specific training situation. The selection and design of the training situation should be explained in technical discussion.

5. The written part of the exam lasts three hours. The practical part of the exam is to take a total of more than 30 minutes, the presentation or the implementation of a training situation should not exceed 15 minutes.

6. The evaluation of the written part of the examination is formed from the arithmetic average of the individual grades of the same to be weighted fields of action. Written and practical part of the exam are weighted equally in the overall assessment.

7. In no more than two of the above in examination regulation (point 9) 3 areas of activity reaches at least 30 and less than 50 points, an oral supplement examination can be carried out in one of these fields of action, if this allows the existence of the written examination of the course.

8. Prerequisite for the existence of the train-the-trainer examination is the assessment of the written and the practical part of the test with at least 50 points.





## EXPERIENCES, HINTS AND RECOMMENDATIONS

Participants in the course give the following assessments and recommendations for carrying out the training.

1. The main reason of taking part in the training the respondents pointed to the possibility of enhancing their entitlements, taking advantage of acquired knowledge and abilities during the following professional work, extending their interests, getting new knowledge and improving their position on the labour market. Some of the participants emphasized that their company would like to be ready to implement this kind of vocational education to help VET schools to improve the learning process.
2. In the scope of needs classification, that are essential to the practical classes with the trainees, there was indication on: openness, easiness of establishing contact, trained person's interest, assertiveness, psychological abilities, leadership, time management, ability to communicate with youth in appropriate way and to organize task and evaluate it, good knowledge of legislation, safety.
3. In the participants' opinion some encountered difficulties during the practical classes with the trainees in the enterprise were connected with: lack of patience and interest in the subject, different approaches to the problems, strong opinions, lack of leadership.
4. Deficiencies in the scope of theoretical knowledge during practical classes with the trainees were mostly connected with: team management and true leadership and psychology.
5. The most useful parts of the training were psychology, pedagogy, management, practical skills. The least useful part was how to fulfill the registers.
6. In order to increase the competence in the practical classes area some different kinds of widening knowledge and abilities courses should be improved, computer program's skills, more knowledge how to communicate with people in big groups, how to manage with stress at work, international practice in the same sphere of company, lessons from practice teachers who working in company, more practical courses, also courses how to avoid stress, how to deal with stress at work and not show tension for other workers.

The entrepreneurs belonging to the SME sector make the following assessments and recommendations to carry out the training.

1. Basic benefits for the enterprise being results of „Train the Trainer program" are basically: staff improvement, better communication among the employees, educating of young workers, acquiring of new competence to work with young people, employees got a lot of theoretical and practical benefits of working with newly employed workers, the trainers were introduced with requirements to work with trainees, trainers improved personal competencies, regular trainers training is very useful for qualification, as company have high staff turnover, persons who work with newcomers received the necessary knowledge, participation in the program has allowed us to change system and assign particular persons for working with new people, the prepared trainers will have more competence in teaching skills and they will have knowledge how to teach our employees.



2. Notices in the case of the training program evaluation were concerned mostly with the positive aspects. It was claimed that the program was completed, there were practical and theoretical issues, everything was very fine, no changes are needed, content met expectations - maybe we should discuss how to motivate young people to be more responsible, companies wanted more psychological knowledge for work with young people without job experience, companies wanted to learn more about programs of Panevezys College or/and Vocational Training Centre.

3. As the main difficulties during classes the entrepreneurs pointed to some problems with communication, lack of willingness among the trainees, Vocational Training Centres (or schools) should communicate more with businesses and their training programs must be adapted to the needs of employers, low competencies of apprentices, lack of wish to improve abilities, laziness, lack of skills "narrow" theoretical and practical preparation, very long adaptation in the workplace, are not reflected in the desire to work for a company in the future.

4. Not only interpersonal skills are the most desired by the entrepreneurs, but also psychology, teaching skills, adaptation of new people, the perception of motivation, industrial safety, workplace ergonomics, exposure to educational institutions programs, professional abilities, communication skills, knowledge of working processes, knowledge of the production process, resolution of conflict.

5. The most common problem connected with students supervision is not enough teaching and learning discipline. The others are poor foreign language skills, it is difficult to adapt to a new team, insufficient theoretical knowledge, lack of motivation to work, misunderstanding that salary depends on the results of the work, lack of dutifulness.

6. The main difficulties in the cooperation with the trainees were too poor willingness to learning practical skills and dislike to doing ordered work, lack of entrepreneurship to pursue a career, lack of accuracy, dutifulness, low theoretical knowledge, lack of responsibility, inability to adapt to the mode of operation, lack of communications.

7. The enterprises expect support in scope of participation in training and vocational courses, stable relations with employees, participation in training program development, good theoretical preparation, broader communication with employees, constant communication that study programmes meet required competencies of employers, more frequent communication between employers, educational institutions and Chamber of the Commerce, Industry and Crafts, computer programs' skills, more knowledge how to communicate with people in big groups, how to manage with stress at work.

In summary, the following recommendations are made for the implementation of the Train the Trainer program for SMEs.

- Increasing the number of hours in psychology. Companies wanted more psychological knowledge for work with young people without job experience.
- The most useful parts of the training were psychology, pedagogy, management, practical skills, but the least useful part was how to fulfill the registers. It is therefore necessary to increase the variety of classes based on the actual experience of the instructors.



- In order to increase the competence in the practical classes area some different kinds of widening knowledge and abilities courses should be improved, computer programs' skills, more knowledge how to communicate with people in big groups, how to manage with stress at work, international practice in the same sphere of company, lessons from practice teachers who working in company, more practical courses, also courses how to avoid stress, how to deal with stress at work and not show tension for other workers.
- The enterprises expect support in scope of participation in training and vocational courses, stable relations with employees, participation in training program development, good theoretical preparation, broader communication with employees, constant communication that study programmes meet required competencies of employers, more frequent communication between employers, educational institutions and Chamber of the Commerce, Industry and Crafts, computer programs' skills, more knowledge how to communicate with people in big groups, how to manage with stress at work.
- Vocational Training Centres (or schools) should communicate more with businesses and their training programs must be adapted to the needs of employers.
- There is a necessity of current updating of the training program caused by changes on the labour market and some legal standards.