3LoE — **Three-level Centers of Professional Excellence: Qualification, Entrepreneurship and Innovation in the Green Economy**

With the support of the Erasmus+ Programme of the European Union

Result 3.6
Training programmes for the training of trainers in SMEs
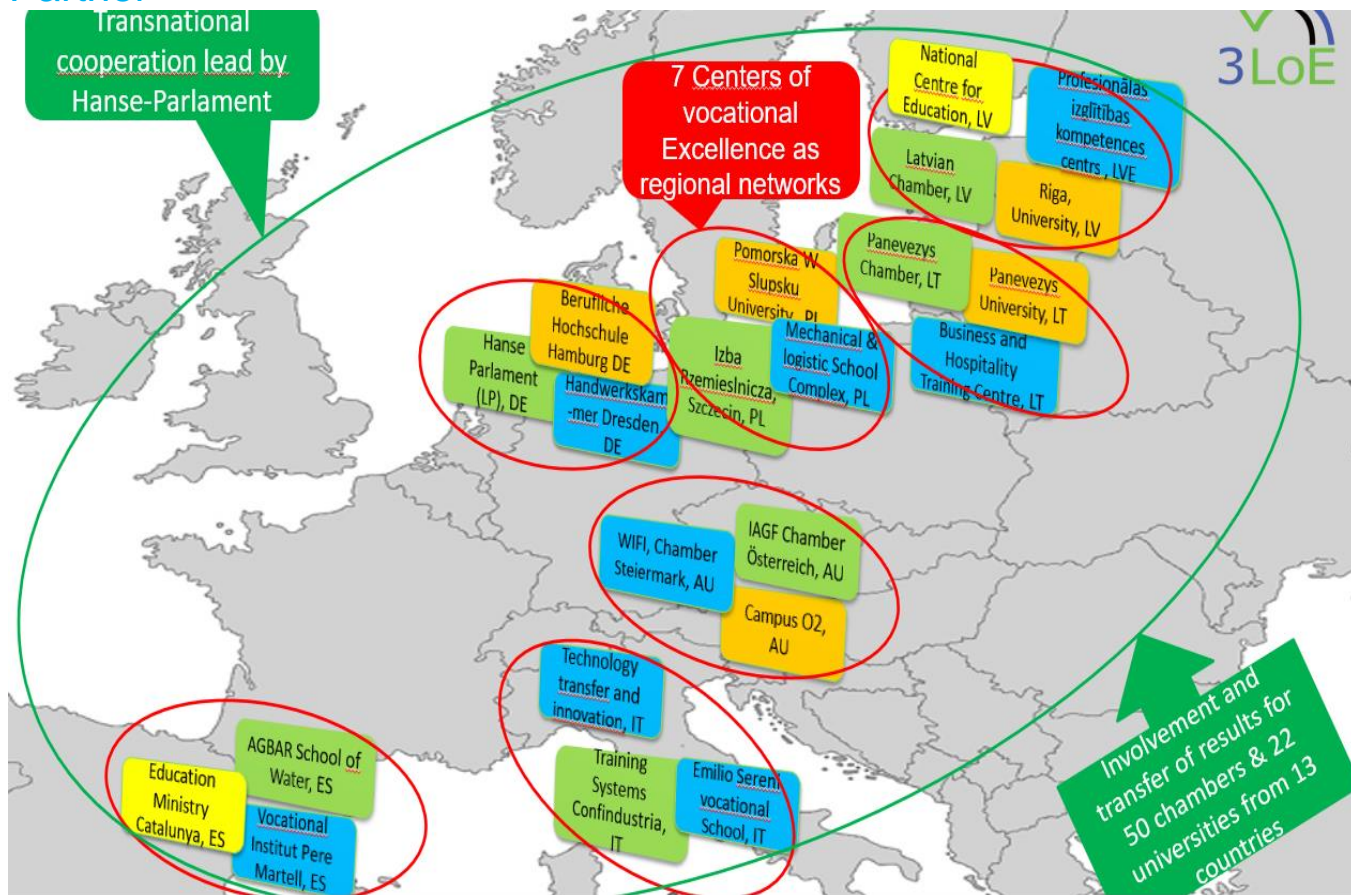
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Summary of the Project and Introduction

About the 3LOE project

Around 99% of all EU businesses are SMEs, creating up to 70% of all jobs. In general, SMEs have good growth prospects for the future and are particularly well equipped to solve environmental problems and to enhance the green economy. However, in most of the project countries, SMEs are confronted with a shortage of skilled workers and young entrepreneurs. This shortage of skilled workers is even more alarming taking into account that due to aging of current entrepreneurs, a large and growing number of companies will have to be handed over to the next generation. Furthermore, young specialists and entrepreneurs often lack the qualifications and skills needed in order to respond to contemporary developments in the fields of energy, climate and environmental protection. The following problems have been identified in SMEs working in the fields of green economy, energy and environmental protection:

- Blatant and growing shortage of skilled workers.
- Large qualification deficits, especially in the Green Economy.
- Loss of attractiveness and low qualification of school-based VET.
- Low rates of further training and insufficient orientation of offers to SME needs.
- Ageing of entrepreneurs and increasing shortage of young people (demographic change).
- Failure of business transfers and low rates of business start-ups.
- Low innovation rates and insufficient productivity.
- Not enough cooperation between universities and SMEs and a lack of teaching geared to SME needs.
- Comparably low internationalization of SMEs and vocational training providers.
- Lack of national level support for SMEs".

To meet these challenges, work-based learning and new paths in vocational training must be provided through cooperation between educational institutions, economic chambers and SMEs. University graduates are often well-qualified in theory, but lack practical knowledge, skills and abilities that are crucial for SMEs. For this reason, VET reforms must also involve higher education, and should implement dual bachelor's degree programs that combine a bachelor's degree with vocational training and on-sight work in companies.

In the 3LOE project, an innovative and complex project structure with 22 project partners from 7 countries as well as 60 associated partners from 13 countries was designed. In each country, centers of vocational excellence (COVEs) in Green Economy will be established, managed and their permanent continuation ensured. A transnational cooperation of the centers will be developed, extended to 60 education stakeholders from 13 countries and operated permanently in an institutionalized form. The centers will offer a wide range of dual education measures in vocational training, further education and higher education, that are being developed, tested and evaluated in the project. These educational measures on EQF levels 3-7 focus on Green Economy, Digitalization and Entrepreneurship. Furthermore, vocational and educational consulting and innovation support for SMEs will be developed and implemented. In total, seven Train-the-Trainer programs will be developed and implemented permanently by

the project partners. All results will be transferred to the 60 associated partners together with implementation advice.

The objectives and aimed outcomes of the 3LOE project can be summarized as following:

1. Foundation of a three-level Center in each project country

1.1 Building the "Green Economy" skills alliance for qualifications in SMEs with educational and economic actors from the 7 project countries; development of information and cooperation tools.

1.2 Expansion of the skills alliance to the 60 associated partners from 13 countries, comprising chambers of commerce, SME associations, as well as universities of applied sciences/colleges.

1.3 Development, testing and evaluation of a curriculum and teaching materials for Train the Trainer courses for personnel and center management (vocational school-teachers, trainers in SMEs and lecturers in further and higher education institutions).

1.4 Evaluation of the construction and operation of the seven centers of Excellence and of the transnational cooperation.

1.5 Development of business and financing plans and ensuring the long-term continuation of the seven centres and transnational cooperation.

1.6 Development, consulting and introduction of political strategy program.

2. Implementation and realization vocational training

2.1 Development and implementation of a tool for vocational and qualification counselling as well as a training for consultants and teachers to use the tool.

2.2 Implementation of the dual system, so that work-based learning is put into practice in the project countries.

Preparation and transfer of curricula and examination regulations for dual vocational training for different professions and implementations in Poland, Lithuania, Latvia and Spain.

Development, test and implementation Trainings for teachers to conduct dual vocational training as well as Training of trainers in SMEs.

2.3 Development political concept for the training and integration of young people with learning difficulties for young people with learning difficulties (EQF level 3).

Development, test and implementation of a dual vocational training "Specialist for Building Insulation".

2.4 Development, testing and evaluation of education programme, teaching materials and examination regulations for the provision of sector-specific qualifications already during the initial vocational training for stronger learners. Implementation in the dual system, so that work-based learning is put into practice in the project countries.

2.5 Development and implementation five-year technician training „Ecologic Solutions in Logistics".

3. Implementation and realization of further vocational training

3.1 Development and implementation of concepts and instruments for the management of continuing vocational training.

3.2 Development, test and implementation of a Train-the-Trainer program for teachers to conduct further training.

3.3 Development and implementation of a concept "SME-fair digitalization" as well as development, test and implementation of two train the trainer programs "Basic and advanced digital skills".

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3.4 Transfer and implementation of four further trainings Energy Saving and Renewable Energies.

3.5 Preparation, transfer and implementation of six further trainings in the Green Economy.

3.6 Development, testing and evaluation of different training programs and teaching material for owners, managers and qualified workers of SMEs (EQF level 5 and 6). The trainings are specifically tailored to SME needs and different qualification levels and combine the transfer of technical, professional and management know-how.
- Training Enterprise and Entrepreneurship in Green Economy
- Training Energy Service Manager
- Trainings vocational Master Carpenter and Electric
- Training Construction Technician
- Training Service Technician
- Training Sustainability in foodservice industry

3.7 Development of regulations for new continuing education occupational profiles with a focus on the green economy.

3.8 Development of an integration program for the unemployed (EQF level 4) in order to be able to place the unemployed in permanent jobs through further training seminars and a further training qualification.

4. Implementation and realization of higher education

4.1 Preparation and transfer of curricula, evaluation and examination regulations for two existing dual Bachelor degree programs "Management of Renewable Building Energy Technology" and "Business Administration for SMEs".

4.2 Development and beginning of implementation of new dual Bachelor degree programs
- Business Administration & Sustainable Management of SMEs
- Entrepreneurship and Innovation in Green Economy
- Logistics - Green Supply Chains
- Service technician
- Tutorial "Sustainable management Climate neutrality for companies"

4.3 Development, test and implementation of four study modules (EQF level 6) on SME management in the Green Economy sector, which will be carried out in the dual study system and integrated into existing Bachelor degree programs.

4.4 Development and implementation of concept for innovation promotion Solutions for manageable R&D tasks of SMEs and conducting manageable R&D projects for SMEs-

4.5 Development, testing and implementation of Training program for university lecturers and SME advisors.

5. Dissemination, transfer and use of the project results

5.1 Development of a concept and summary evaluation of the dissemination results of all partners

5.2 Transfer of all educational measures to 60 educational institutions in 13 countries and needs-oriented implementation consultations as well as realization of a bundle of measures for further dissemination of the project results.

5.3 Further dissemination activities such as presentations online, at third-party events, press releases and conferences.

5.4 Book with all results of the project and distribution via book trade.

For each of the three levels of educational measures there will be:
Target-group-specific educational programs.

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Curricula, teaching materials, etc. developed in a leading role by the educational institutions of the respective level, whereby the educational institutions of the other levels (in particular universities) participate in an advisory and supportive manner.
Representatives of the participant target groups involved in the development work.
All educational measures will be tested with the respective target groups under different national conditions in the countries, evaluated and completed on the basis of the evaluation results with application notes.

About Training programs for the training of trainers in SMEs

In initial vocational training, the seven COVEs implement work-based learning, primarily in the form of dual vocational training. For the training in companies, which comprises 70 to 80% of the total training time, the companies must be won over, informed and comprehensively prepared. To this end, the project developed, practically tested, evaluated and implemented various programs of training trainers in companies.
Based on existing trainings in Germany and Poland, programs for the training of trainers in companies with 115 and 80 teaching hours.
In Latvia, another training program has been developed with 130 teaching hours which is particularly well suited for the preparation and qualification of companies in countries where vocational training has been predominantly school-based up to now.
An official examination regulation was developed, which leads to a state-recognized qualification "Certified Instructor".
These training programs and the examination regulations are listed below in Part I Training programs for the training of trainers in companies.

All training programs were tested and evaluated under different national conditions by the 7 COVE. In Part II you will find the implementation reports.

The tests have been evaluated scientifically. For this purpose, a quality assurance and evaluation concept were developed, which is listed in Part III Evaluation Concept.

Based on the evaluation results, the curricula and teaching materials of the programs for the training of trainers in companies were revised and finalized. The summary evaluation results are presented in Part IV Evaluation Report.

Part I:
Training programs for the training of trainers in companies

1. Overview of the different Curricula

The German training program comprises 115 hours. It has proved very successful as part of the vocational master craftsman training and examination. However, it can also be optimally used separately for the training of trainers in companies. The recommended number of 115 teaching hours describes rather an upper limit. The number of hours for the individual modules can be reduced depending on the regional conditions and needs of the participants. In total, at least 70 to 80 teaching hours should be allocated.

The Polish training program consists of 80 hours and is a nationally prescribed standard training. In 2017, dual vocational education was introduced as a law in Poland. In order not to make the hurdle too high for the introductory phase for companies that want to train and need at least one person with a prescribed pedagogical qualification, the number of hours was temporarily lowered to 50 teaching hours.

The Latvian Training Program consists of 130 hours and is aimed at entrepreneurs and skilled workers in SMEs who want to train apprentices in the dual vocational training system. The 48-hour course contains a condensed version of the same topics as the 130-hour course and is intended as an entry point for companies that want to gain initial knowledge and experience and perhaps later complete the full course. The shorter program can also be useful for an introductory phase of dual VET or used by organizations that need a shorter curriculum due to the laws in force in their country. Since in Latvia, in connection with the introduction of dual VET, new ground has to be broken as far as possible with the training of trainers, the training program for Latvia below is described in particular detail with many methodological hints and explanations as well as teaching materials.

In countries with legal regulations for the training of trainers in companies, an official final examination is required, for which national examination regulations have been issued (e.g. in Germany and Poland). If there are no national examination regulations and rules, it is recommended to carry out an internal examination with the qualification "certified trainer". A corresponding examination regulation is attached.

2.   Trainings Program Germany[1]

2.1 Objectives

The trainers in enterprises should have vocational and work pedagogical knowledge, so that he has the necessary competence for proper training of apprentices (trainees) to plan, carry out and control the vocational training independently. The competencies relate to the following fields of action-

The trainers in enterprises must be able to examine and assess training prerequisites on the basis of company, occupation-related and legal provisions and to plan training, also taking into account extra-company training periods. This is linked to the qualifications required to carry out the following tasks.

- To present and justify the advantages and benefits of in-company vocational training.
- Planning, preparing and making decisions on the basis of legal, collective bargaining agreements and company framework conditions.
- Present structures of the vocational education and training system and its interfaces.
- Select training occupations for the company and justify selection.
- Examine the company's suitability for training in the target occupations to be trained, in particular taking into account training within the network, inter-company and extra-company training.
- Examine and evaluate the possibilities of using preparatory measures for vocational training.
- Coordinate internal distribution of responsibilities for training within the company, taking into account the functions and qualifications of those involved in training.

2.2 Preparing training and hiring trainees

The trainers in enterprises must have the necessary knowledge and skills to perform preparatory training tasks, define selection criteria for recruitment and carry out recruitment procedures, including taking into account company work and business processes as well as legal aspects. This is linked to the qualifications required to carry out the following tasks.

- Drawing up an in-company training plan on the basis of training regulations, which is oriented in particular towards work and business processes typical of the occupation.
- To present and justify opportunities for participation and co-determination of company interest groups in vocational education and training.
- Determining the need for cooperation and coordinating its content and organisation with cooperation partners, in particular the vocational school.

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[1] Prepared by Dr. Jürgen Hogeforster, Hanse-Parlament, Hamburg

- Apply criteria and procedures for the selection of trainees also taking into account their diversity.
- Prepare and conclude the vocational training contract and arrange for its registration with the competent authority.
- Check if parts of the vocational training can be carried out abroad.

2.3 Perform training

The trainers in enterprises must be able to plan and control learning processes in an action-oriented manner and to promote independent learning. In doing so, work and business processes typical for the profession as well as the trainees' job opportunities and learning requirements must be taken into account. This is linked to the qualifications required to carry out the following tasks.

- Creating learning conditions and motivating learning culture, giving and receiving feedback.
- Organise, design and evaluate probationary periods.
- Develop and design learning and work assignments based on the company's training plan and the work and business processes typical of the occupation.
- Selecting training methods and media appropriate to the target group and using them in specific situations.
- Support apprentices in the event of learning difficulties through individual training arrangements and training guidance, use training support aids and examine possibilities for extending the training period.
- Examine and propose additional training opportunities for trainees, in particular additional qualifications; examine possibilities of shortening the duration of training and early admission to the final examination or apprenticeship examination.
- Promoting the social and personal development of trainees; identifying problems and conflicts in good time and working towards solutions.
- Develop learning and working in a team.
- Determine and evaluate the performance of trainees, evaluate performance assessments of third parties and examination results, conduct appraisal interviews, draw conclusions for further course of training.
- Promoting intercultural competences in the company.

2.4 Finish training

The trainers in enterprises must possess the ability to lead the training to a successful conclusion and to point out opportunities for further learning and qualification paths. This is linked to the qualifications required to carry out the following tasks.

- Prepare trainees for the final examination or apprenticeship examination taking into account the examination dates and lead the training to a successful conclusion.
- Ensure that the trainees register for examinations with the competent body and draw their attention to any special features relevant for implementation.

- Create written certificates based on performance appraisals.
- Inform and advise trainees on company development paths and vocational training opportunities.

2.5 Recommended hours: Vocational and occupational education knowledge

Hours Recommendation: Vocational and occupational education knowledge	
Module 1: Action field "Review of training requirements and training planning"	25 hours
Module 2: Action field "Training preparation and assisting in recruiting prospective trainees"	23 hours
Module 3: Action field "Conducting training"	52 hours
Module 4: Action field "Completion of training"	15 hours
Total Profession and working-educational knowledge	**115 urs**

2.6 Curriculum Framework

Module 1: Action field "Review of training requirements and training planning" Time recommendation: 25 hours	
Presenting and motivating the benefits and use of in-company training	2 hours
Learning objectives: Presenting and substantiating the advantages and benefits of in-company vocational training **Competencies:** a) Emphasise the aims and tasks of vocational training, in particular the importance of professional competence for the sector and the company. b) Describe the advantages and benefits of training for young people, business and society. c) Justify the benefits of training also taking into account the costs for the own company **Course contents:** 1. Advantages and benefits of in-company training 1.1 Objectives and tasks of vocational training 1.2 Importance of training for young people, the economy and society 1.3 Benefits and costs of training for the company	

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Participating in planning and decision-making with regards to specific training needs, to legal and operational conditions, and to the collective agreement	3 hours

Learning objectives:
Planning, preparing and making decisions on the basis of legal, collective bargaining agreements and company framework conditions.

Competencies:
a) Determine training needs on the basis of the company's development and operating environment.
b) Emphasize the importance of training in personnel development.
c) Draw on the legal and collective bargaining framework for training decisions.

Course contents:

2. Occupational training needs and framework conditions of training

2.1 Personnel planning and training requirements

2.2 Legal framework conditions of training - in particular the Vocational Training Act,

Handicraft's regulations, youth employment protection law

Presenting the vocational training system structures and its liaising areas	2 hours

Learning objectives:
Present structures of the vocational education and training system and its interfaces.

Competencies:
a) Describe the integration of the vocational training system into the structure of the education system.
b) Demands on the education system for vocational education and training.
c) Describe the dual system of vocational training in terms of structure, responsibilities, tasks and control.

Course contents:

3. Structures and interfaces of the vocation training system

3.1 Classification of the vocational training system in the national education system

3.2 Essential requirements for the education system: in particular equal opportunities, permeability, transparency and equivalence

3.3 The dual system of vocational training: structure, responsibilities, areas of responsibility, supervision

Selecting training professions for a company and specifying their purpose	2 hours

Learning objectives:
Select training occupations for the company and justify selection.

Competencies:

a) Describe the emergence of state-approved training occupations.
b) Observe and represent the structure and binding nature of training regulations.
c) Describe the functions and objectives of training regulations.
d) Determine training occupations for the company on the basis of training regulations and make use of opportunities for flexibility.

Course contents:

4. Selection of training occupations
4.1 Formation and list of state-approved training occupations
4.2 Structure, functions, objectives of training regulations
4.3 Training opportunities in the company

Examining qualification of a company with regards to training in a desired vocational training field and whether and to what extent training contents shall be conveyed outside the company, in particular by a combination of interplant and external vocational training	8 hours

Learning objectives:

Examine the company's suitability for providing training in the target occupations to be trained, in particular taking into account training within the network, inter-company and inter-company vocational training.
External vocational training**.**

Competencies:

a) Clarify personal and professional suitability for hiring and training and present possibilities for removing obstacles to training.
b) Examine the training facility's suitability for carrying out the training and, if necessary, present any necessary measures for establishing the suitability.
c) Identify the need for training outside the training centre and identify appropriate opportunities.
d) Describe how chambers and guilds can support enterprises with training.
e) Explain the tasks of the competent authority to monitor suitability, review the consequences of violations and know the reasons for withdrawing training entitlement.

Course contents:

5. Suitability for training

5.1 Personal and professional aptitude in accordance with BBiG and HwO, obstacles to training

5.2 Selection criteria of the training centre

5.3 External and joint training

5.4 Tasks of the craft organisations (chamber, guild) to support training

5.5 Administrative offences and withdrawal of training entitlement

Assessing chances for applying preparatory measures in vocational training	2 hours

Learning objectives:

Examine and evaluate the possibilities of using preparatory measures for vocational training.

Competencies:

a) Present target group-specific vocational preparation measures for training planning and justify selection.
b) Evaluate the importance of vocational preparation measures for recruiting junior staff and indicate funding opportunities.
c) Clarify the possibilities of implementing job preparation measures in the company.

Course contents:

6. Vocational preparation measures

6.1 Target groups, prerequisites and legal foundations for preparatory measures for the profession

6.2 Importance of vocational preparation measures and funding opportunities

6.3 Structuring the content of vocational preparation measures (qualification modules)

In a company – co-ordinating tasks of personnel involved in the training, in due consideration of their functions and qualifications	6 hours

Learning objectives:

Coordinate internal distribution of responsibilities for training within the company, taking into account the functions and qualifications of those involved in training.

Competencies:

a) Determine the tasks and responsibilities of those involved in training.
b) To illustrate the function and tasks of the trainer in the field of conflicting expectations.
c) Clarify tasks of participating specialists and coordinate their involvement in the training.

Course contents:

7. Tasks and responsibilities of those involved in training

7.1 Delimitation: trainers, instructors, training officers

7.2 Role and tasks of the instructor

7.3 Role, tasks and prerequisites of the participating training officers

Total Module 1: Action field "Review of training requirements and training planning"	**25 hours**

Module 2: Action field "Training preparation and assisting in recruiting prospective trainees" Time recommendation: 23 hours	
Drawing up an operational training plan based on training regulations, in due consideration of job-specific work and business processes	5 hours

Learning objectives:
An in-company training plan based on training regulations which is geared in particular to work and business processes typical of the profession.

Competencies:
a) Justify the importance, objective and content of an in-company training plan for regular training.
b) Highlight the contents of the training regulations relevant for training planning.
c) Establish a link between the objective and temporal structure of the training framework plan and the company's work and business processes.
d) Drawing up an in-company training plan taking into account specific company requirements and individual learning prerequisites; take into account the time and organisational framework conditions of the different places of learning.
e) Monitor the implementation of training plans and adjust them if necessary.

Course contents:
1. In-company training plan
1.1 Legal basis, planning requirements and limits of training planning
1.2 Training regulations as a basis for the in-company training plan
1.3 Importance of typical occupational work and business processes and individual learning prerequisites for achieving the training objectives
1.4 Criteria for drawing up and adapting an in-company training plan

Taking into account prospective participation and co-participation in vocational training of involved occupational interest groups	2 hours

Learning objectives:
To present and justify opportunities for participation and co-determination of company interest groups in vocational education and training.

Competencies:
a) Describe the possibilities of representing interests in vocational education and training within the company.
b) Present opportunities for participation by the youth and trainee representatives in the area of vocational education and training.

Course contents:
2. Rights of co-determination in vocational education and training
2.1 Co-determination rights of employee representatives
2.2 Possibilities of participation by the youth and trainee representatives

Determining co-operation needs and co-ordinating with project partners, in particular with the involved vocational school, organisation and contents of the training	4 hours

Learning objectives:
Determining the need for cooperation and coordinating its content and organisation with cooperation partners, in particular the vocational school.

Competencies:
a) Describe the benefits of cooperation networks, in particular vocational schools, inter-company educational institutions, consultants in chambers and guilds as well as employment agencies.
b) Clarify possibilities of cooperation with the cooperation partners involved in the training.

Course contents:
3. Cooperation partners in training
3.1 Network of key cooperation partners in training
3.2 Possibilities of learning location cooperation

Applying criteria and procedures for selection of trainees, taking into consideration their diversity	4 hours

Learning objectives:
Apply criteria and procedures for the selection of trainees also taking into account their diversity.

Competencies:
a) Present and evaluate opportunities for recruiting prospective trainees.
b) Requirements of the training occupation and suitability requirements as selection criteria.
c) Apply appropriate procedures for selecting candidates, taking into account different groups of applicants and observing legal rules.
d) Show training applicants the career prospects associated with training.

Course contents:
4. Planning and carrying out recruitment procedures
4.1 Opportunities for recruiting prospective trainees
4.2 Criteria for the selection of applicants
4.3 Procedure for the selection of candidates
4.4 Career path and career opportunities

Preparing a vocational training contract and its registration with the competent body	6 hours

Learning objectives:
Prepare and conclude the vocational training contract and arrange for its registration with the competent authority.

Competencies:
a) Describe the essential content of an apprenticeship contract; conclude a training contract.
b) Represent the rights and obligations of the trainee under the contract.
c) Explain the prerequisites for entering the training contract in the apprentice role; submit an application for entry in the training directory.
d) Apply to vocational school.

e) Describe the possibilities and limits of termination, in particular termination of an apprenticeship.

Course contents:
5 Conclusion of the training contract
5.1 Legal basis and contents of the training contract
5.2 Rights and duties of the trainee and the apprentice
5.3 Entry in the apprentice role
5.4 Registration with the vocational school
5.5 Legal options for termination and termination of training contracts

Examining chances of organising the vocational training program partly abroad	2 hours

Learning objectives:
Check if parts of the vocational training can be carried out abroad.

Competencies:
a) Weighing up the advantages and possible risks of training periods abroad for trainees and the company.
b) Draw on legal bases for decision-making on the implementation of training elements abroad.
c) Observe forms of vocational training in other European countries when planning your stay abroad.
d) Provide advice and support for the implementation of stays abroad.
e) Documentation of stays abroad.

Course contents:
6. Parts of training abroad
6.1 Advantages, possible risks and legal basis for parts of training abroad
6.2 Vocational training in other European countries
6.3 Advice and support for the realisation of training elements abroad
6.4 Documentation of stays abroad

Total Module 2: Action field "Training preparation and assisting in recruiting prospective trainees"	**23 hours**

Module 3: Action field "Conducting trainings"
Time recommendation: 52 hours

Creating learning-conductive conditions and a motivating learning culture, giving and receiving feedback	8 hours

Learning objectives:
Creating learning conditions and motivating learning culture, giving and receiving feedback.

Competencies:
a) Consider the trainees' individual prerequisites for designing learning processes.
b) Support the development of a self-directed learning culture and reflect on the role of the trainer as a learning guide.
c) Promote learning by observing basic didactic principles.

d) Support learning processes by agreeing on goals, strengthening motivation and ensuring transfer.
e) Encourage learning through the transfer of learning and working techniques as well as through appropriate framework conditions.
f) Determine learning outcomes and show the trainee his or her competence development through appropriate feedback and receive feedback.

Course contents:
1. Learning requirements, promotion of learning and learning culture
1.1 Learning, learning competence, learning culture of self-directed learning
1.2 The trainer as learning guide
1.3 Didactic principles for promoting learning
1.4 Phases and ways of promoting the learning process, agreeing on learning goals, increasing motivation,
Ensure learning success
1.5 Learning and working techniques, framework conditions
1.6 Feedback possibilities

Organising, designing and evaluating the probation period	4 hours

Learning objectives:
Organise, design and evaluate probationary periods.

Competencies:
a) Determine the content and organisational structure of the probationary period and observe the legal basis.
b) Select learning tasks to determine the trainee's suitability and inclination for the probationary period.
c) Planning the introduction of the trainee into the company.
d) Evaluating the trainee's development during the probationary period and feedback with the trainee, evaluating the execution and outcome of the probationary period.

Course contents:
2. Organisation of the probationary period
2.1 Introduction of the apprentice to the company
2.2 Significance, design and evaluation of the probationary period

Developing and defining operational learning and work-related tasks, based on the in-company training plan and the typical occupational and business processes	5 hours

Learning objectives:
From the in-company training curriculum and the job-specific work and employment conditions of the company.
Develop and design business processes for corporate learning and work tasks.

Competencies:
a) Emphasize the importance of learning in order and business processes.
b) Analysing the training plan as well as work and business processes and use this information to design suitable learning and work tasks.
c) Integrate trainees into work tasks, taking into account individual requirements.

Course contents:	
3. Training in typical job and business processes 3.1 Methodological concept of order- and business-oriented training 3.2 Selection of suitable tasks and involvement of the trainees 3.3 Design of learning and work assignments	
Selecting proper training methods and media for target groups, and applying them accordingly, if necessary	8 hours

Learning objectives:

Selecting training methods and media appropriate to the target group and using them in specific situations**.**

Competencies:

a) Describe essential training methods and their possible applications.
b) Describe criteria for selecting methods; justify method selection.
c) Plan and evaluate the training discussion and work instruction.
d) Methodical design of training content according to target group planning, implementation and evaluation.
e) Describe the function of educational media and resources and select them according to the method.
f) Evaluate the use of e-learning for training.

Course contents:

4. Training methods and media
4.1 Overview of training methods and method selection criteria
4.2 Planning and realisation of teaching talks and work instructions
4.3 Presentation of a training situation
4.4 Functions and Selection of Training Media
4.5 E-learning in training

Assisting trainees with individual training and guidance in case of learning difficulties by applying training aids, if necessary, or by checking the possibility of extending the training period	4 hours

Learning objectives:

To support apprentices in the event of learning difficulties through individual training and learning guidance, to use training support aids, and
Consider possibilities to extend the training period.

Competencies:

a) Identify typical learning difficulties in training and identify possible causes, check learning prerequisites.
b) Provide individual assistance in case of learning difficulties and initiate support measures.
c) Identifying the need for assistance during training (abH) and organising measures.
d) Check the possibility of extending the training period.

Course contents:

5. Learning difficulties and learning aids
5.1 Forms of manifestation and causes of learning difficulties and related learning aids and support measures

5.2 Assistance during training (abH)

5.3 Extension of the training period

Providing trainees with additional training opportunities, in particular in the form of additional qualifications, and by checking the possibility of shortening the training period or chances for an early approval of the final examination	4 hours

Learning objectives:

Examine and propose additional training opportunities for trainees, in particular additional qualifications; examine possibilities of shortening the duration of training and early admission to the final examination or apprenticeship examination.

Competencies:

a) Recognise special requirements and talents of apprentices and make them available through suitable offers such as: additional qualifications.

b) Clarify options for shortening the duration of training and for early admission to the final examination/apprenticeship examination for these trainees as well as the remaining training period.

Course contents:

6. Promotion of high-performing trainees

6.1 Funding opportunities for high-performing trainees

6.2 Shortening the duration of training and early admission to the final examination/apprenticeship examination

Promoting social and personal development of trainees, identifying problems and conflicts in good time, solution-oriented approach	8 hours

Learning objectives:

Promoting the social and personal development of trainees; identifying problems and conflicts in good time and working towards solutions.

Competencies:

a) Describe the development tasks of young people in training, take into account the developmental behaviour of trainees and significant environmental influences when designing training.

b) Describe the importance of the company for the socialization of trainees.

c) Designing communication processes during the training, promoting communication skills of the trainees.

d) Identify conspicuous behaviour and typical conflict situations in training in good time, analyse them and apply strategies for constructive conflict management.

e) Identifying and avoiding intercultural causes of conflicts.

f) Reflect on the frequent causes of imminent drop-outs and take measures to avoid them.

g) Take advantage of dispute resolution opportunities during training.

Course contents:

7. Development of young people and dealing with conflicts

7.1 Development tasks in adolescence and development typical trainee behaviour and environmental influences

7.2 Socialization of the trainee in the company

7.3 Communication in training 7.4 Behavioural disorders and conflict situations in training 7.5 Conflict prevention and strategies for constructive conflict management 7.6 Avoiding intercultural conflicts 7.7 Abandonment of training: Causes and solutions for prevention 7.8 Arbitration procedure for apprenticeship disputes	
Measuring and evaluating performance and test results of third parties, conducting assessment discussions and drawing conclusions with regard to the further training process	8 hours

Learning objectives:
Determine and evaluate the performance of trainees, evaluate performance assessments of third parties and examination results, conduct appraisal interviews, draw conclusions for further course of training.

Competencies:
a) Select appropriate forms of performance review to determine and evaluate achievements in training, taking into account fundamental requirements for training performance reviews.
b) Perform success checks and draw conclusions for further training.
c) Evaluate the behaviour of trainees regularly on the basis of suitable criteria and lead to appraisal interviews.
d) Evaluate the results of external performance reviews.
e) Use evidence of formal qualifications for monitoring, promotion and comparison with the training plan.

Course contents:
8. Determining training success
8.1 Forms and functions of performance reviews in training
8.2 Essential requirements for performance reviews
8.3 Execution of internal performance reviews
8.4 Assessment sheet and appraisal interview
8.5 Evaluation of external performance reviews
8.6 Evidence of formal qualifications/report booklet

Learning and working in a team as well as intercultural skills in the company promote.	3 hours

Learning objectives:
Learning and working in a team, developing and promoting intercultural competences in the company.

Competencies:
a) Form teams based on selected criteria.
b) Promoting teamwork.
c) Facing up to other cultures openly and taking up cultural differences positively (intercultural learning).
d) Specific support for trainees with a migration background.

Course contents:
9. Learning and working in a team

9.1 Criteria for the formation of teams
9.2 Teamwork
10. Intercultural competences
10.1 Fundamental cultural differences and intercultural competences
10.2 Specific support for trainees with a migration background

Total Module 3: Action field "Conducting training"	**52 hours**

Module 4: Action field "Completion of training"	
Time recommendation: 15 hours	
Preparing trainees for their final or journeyman's examination by taking into account the examination dates, and leading the training to successful completion	6 hours

Learning objectives:
Prepare trainees for the final examination or apprenticeship examination taking into account the examination dates and lead the training to a successful conclusion.

Competencies:
a) The main requirements of the intermediate and final examinations/apprenticeship examinations are laid down in the training regulations and the particularities of an examination situation are explained.
b) Describe the meaning and sequence of the extended final examination/apprenticeship examination.
c) Demonstrate appropriate aids for exam preparation and to avoid examination failures as well as justify the provision of necessary examination equipment.

Course contents:
1. Preparation for the final examination/apprenticeship examination
1.1 Examination requirements and examination procedure
1.2 Stretched final examination/apprenticeship examination
1.3 Specific aids and techniques for exam preparation
1.4 Avoidance/reduction of examination anxiety

Ensuring that the trainees register with the competent commission and making sure that the commission will be aware of any specifics that might be relevant with regard to the examination	3 hours

Learning objectives:
Ensure that the trainees register for examinations with the competent body and draw their attention to any special features relevant for implementation.

Competencies:
a) Observe legal requirements for the registration of trainees for examinations and exemption; carry out registration.
b) Observe legal conditions for early admission to the examination.
c) Communicate the examination-relevant particularities of the trainees to the competent body.
d) If the examination is not passed, take into account legal requirements for a repeat examination or supplementary examination and extension of the training period.

Course contents:

2. Registration for the exam

2.1 Registration, exemption and admission to the examination

2.2 Examination-relevant particularities of trainees

2.3 Repeat examination, supplementary examination and extension of the training relationship

Contributing to the issuing of a written certificate, on the basis of performance assessments	3 hours

Learning objectives:

Create written certificates based on performance appraisals.

Competencies:

a) Observe legal and company regulations and emphasize the significance of certificates for the trainee in terms of employment law.

b) Differentiate between different types of certificates.

c) Draw up certificates, in particular taking into account previous performance assessments, and take legal consequences into account.

Course contents:

3. Issuing certificates

3.1 Significance, types and contents of certificates

3.2 Formulation of certificates

3.3 Legal consequences of certificates

Informing and advising trainees about inter-company development and career opportunities, and about occupational further training options	3 hours

Learning objectives:

Inform and advise trainees on company development paths and vocational training opportunities.

Competencies:

a) The importance of continuing vocational education and training.

b) Describe career and company advancement and further training opportunities, especially for the master craftsman's examination.

c) Identify funding opportunities for continuing vocational education and training as well as possibilities for the promotion of gifted students.

Course contents:

4. Advancement and training opportunities

4.1 Vocational further education and training opportunities, master craftsman's examination

4.2 Financial support for vocational training measures

Total Module 4: Action field "Completion of training"	**15 ours**

2.7 Recommended Literature

- Action field training (Handlungsfeld Ausbildung) – a preparation workbook for instructor aptitide tests
  Publisher: Feldhaus-Verlag, ISBN 978-3-88264-564-4
- Check test for instructor aptitude (Ausbildereignung)
  Publisher: Feldhaus-Verlag, ISBN 978-3-88264-563-7
- Crafts reader (Handwerker-Fibel), vol. 4, Occupational and vocational pedagogy (Berufs- und Arbeitspädagogik)
  Publisher: Holzmann Medien, ISBN 978-3-7783-1157-8
- Sackmann - Das Lehrbuch für die Meisterprüfung: Accounting - Betriebs und Wirtschaft - Recht und Steuern, Verlagsanstalt Handwerk, ISBN 978-3878649076
- Handyman's Primer, Volumes 1 to 3, Holzmann Medien, ISBN 978-3-7783-1153-0
- Field of action: training (workbook to prepare for the instructor suitability test), Feldhaus-Verlag, ISBN 978-3-88264-564-4
- Examination check instructor qualification, Feldhaus-Verlag, ISBN 978-3-88264-563-7
- Handyman's Primer, volume 4 Berufs- und Arbeitspädagogik, Holzmann Medien, ISBN 978-3-7783-1157-8
- Recommendation of the main committee of the Federal Institute for Vocational Education and Training on the framework plan for the training of trainers. Reference/publication: Federal Gazette No. 111/2009 of July 30, 2009, BIBB press release: No. 22 of July 3, 2009 (www.bibb.de/de/51843.htm), journal "Vocational Education in Science and Practice", no 4/2009 (www.bibb.de/bwp/aevo)
- Ausbildereignungsverordnung, Federal Law Gazette Year 2009, Part I, No. 5, 30.01.2009

3. Training Program Poland[2]

3.1 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,

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[2] Agnieszka Sałek-Imińska, Ph.D and Monika Zajkowska, Ph.D, Hanseeatic Institute, Gdansk

- 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.

3.2 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 labor 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 labor 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 (specialties) 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.

3.3 General Curriculum of the Train the Trainer Program in SMEs

Field of action 1

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. Field of Action

Traniing requirements and plan training

➢ represent the advantages and benefits of company training and to be able to justify,

➢ assist in the planning and decision making with regard to the operational training needs based on the law, collective agreements and operational framework,

➢ the structures of the VET system and its interfaces represent,

➢ apprenticeships for the operation to select and justify this,

➢ 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,

➢ the possibilities of using preparatory to the professional training measures to assess,

➢ during operation match the responsibilities of the training participants, taking into account their functions and qualifications.

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Field of action 2

Preparing of training and assist in the recruitment of apprentices

➢ create on the basis of training regulations a company training plan, which is geared particularly toward professional typical work and business processes,

➢ the possibilities for interactivity and participation to take account of employees' representations in VET,

➢ the need for cooperation to identify and in content and organization with the cooperation partners, in particular the vocational school, tune,

➢ criteria and procedures for selecting trainees to apply taking into account their diversity

➢ the vocational training contract prepare and to cause the registration of the contract with the competent body,

➢ the possibilities to consider whether parts of the training can be carried out abroad.

Field of action 3

Perform of training

➢ create conditions conducive to learning and a motivating learning culture, to provide feedback and to receive,

➢ the trial period to organize, make and evaluate,

➢ to develop from the company training plan and the typical professional work and business processes company learning and work tasks and shape,

➢ training methods and media target groups selected and situation-specific use,

➢ 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,

➢ 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,

➢ to recognize the social and personal development of students to promote,

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problems and conflicts in good time and to work towards a solution,

➢ services determine and evaluate performance appraisals evaluate third parties and examination results to lead assessment interviews, to draw conclusions for the further training course.

SECTION	SPECIFICATION	NUMBER OF HOURS
I	BASICS OF PEDAGOGY	15
II	BASICS OF PSYCHOLOGY	15
III	METHODOLOGY OF PRACTICAL TRAINING WITH ELEMENTS OF DISSEMINATION AND IMPLEMENTATION OF MODEL OF COOPERATION	40
IV	METHODOLOGICAL PRACTICE *(PRACTICAL)*	10

3.4 Section I: Basics of Pedagogy

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.

3.5 Section II: Basics of Psychology

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.

3.6 Section III: Methodology of practical Training

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

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• the process of teaching, conditions of his correct accomplishment, the awareness of the purpose, the concomitance principle, the competent labor 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.

3.7 Section IV: Methodological Practice

Thematic scope

− Chosen issues from the labor 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.

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− 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 analyzing 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.

3.8 Teaching Methods

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.

2The 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 unfirming. 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)

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- seeking methods (learning through discovery)

- method of displaying (learning by experiencing)

- practical methods (learning by doing)

3.9 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 labor 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,

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the trainers were introduced with requirements to wod 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 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 carter, 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 programs meet required competencies of employers, more frequent communication between employers, educational institutions and Chamber of

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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 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 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 programs 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 labor market and some legal standards

4. Training Program Latvia[3]

4.1 Objectives and Tasks of the Traineeship

About the goals:

- The aim is to strengthen and supplement the practical competence of SME employees and owners, to improve professional skills according to the professional standard and to provide pedagogical knowledge and skills so that they can provide vocational training in enterprises.
- In some countries it is regulated by law that at least one person in the enterprise must have a pedagogical qualification in order for the enterprise to be allowed to train. As these national regulations prescribe a different scope for the pedagogical qualification, a curriculum with 130 hours, which is recommended for implementation, and a supplementary curriculum with 48 hours, which corresponds to the current legal status in Poland, as well as a curriculum with 115 hours for Germany are attached. The German curriculum is particularly recommended for implementation because it has proven itself over many years in the context of German master craftsman training and has led to great successes in in-company training.

About the tasks:

- To introduce dual vocational training and prepare companies for this training.
- To familiarise themselves with the normative requirements of a traineeship and the principles of its organisation.
- To strengthen and approbate the gained theoretical knowledge in practical work.
- To collect and compile craft practice materials for the development of the final examination.

4.2 Organization of the Traineeship

The institution running the traineeship must ensure safety at work by the following measures:

- apprenticeship work safety briefing.
- acquainting the trainee with the labour protection and fire safety means available at the place of practice.
- acquainting the trainee with the work tools, technical devices and conditions for their safe use at the place of traineeship.

TASKS OF THE TAINER IN THE COMPANY

- Create the conditions necessary for training.

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[3] Dr. Alvars Baldiņš, Latvian Chamber of Crafts

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- Find out before the implementation of the practice what knowledge and skills the apprentice has acquired in the previous training process.
- Prepare a training plan and work tasks according to the specifics of the company's activities.
- Prepare, if necessary, an individual training plan for each trainee.
- Choose teaching methods for training trainees.
- Prepare the necessary documentation for the recruitment of trainees.
- Determine the suitability of trainees for the selected profession.
- Assist in concluding a learning agreement.
- Inform the trainee about the duration and the agenda of the practice – time, arrival and departure, daily rest periods etc.
- Explain the procedure of the inspection and evaluation of the performed tasks and work assigned to the trainee.
- Conduct training in accordance with the prepared programme and the national conditions.
- Assist apprentices/trainees in solving a problematic/conflict situation in the company.
- Follow and document the dynamics of the trainee's professional development in their practice journal.
- Identify the readiness of trainees for the final examinations.
- Comply with the terms of the Learning Agreement and inform the other organizations, in case of doubt as to the readiness of the trainee/trainees for the final examination arises.
- Invite the professionals of a particular profession (or group of relevant positions) to assess the knowledge acquired during the traineeship and the willingness to conduct a qualifying examination and write a report from the supervisory master.
- Inform the trainee of further training opportunities.

TASKS OF THE TRAINEE

- Create a practice diary, in coordination with the supervisor, include a plan of acquisition of the necessary skills during practice.
- Comply with the instructions and safety conditions of the practice manager.
- Diagnose the course of development of one's skills and to consciously cooperate with the practice manager in the improvement of these skills.
- Respect the norms of work and communication ethics

4.3 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.

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

DEVELOPMENT OF PEDAGOGICAL THOUGHT:

- Ancient world - a happy person is a knowledgeable person
- Medieval - a happy person is a virtuous person
- Enlightenment - a happy person is a skilled person
- Today - a happy person is a knowledgeable, skilled and virtuous person

PEDAGOGY – WHY IS IT FOR ME?

The master / practice leader should teach and nurture the student.

The instructor must teach the apprentice:

- to be a **professional**,

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- to be a **enthusiast**.
- on the organisation of safe working environment.

The master must teach and nurture the client:

- as a user of the product,
- as an evaluator of a unique product.

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.

PEDAGOGY – IS IT UNIVERSAL?

PEDAGOGICAL PROCESS

Pedagogical process

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Teaching process (didatics)	Upringing process (upbringing theory)

LEARNING PROCESS
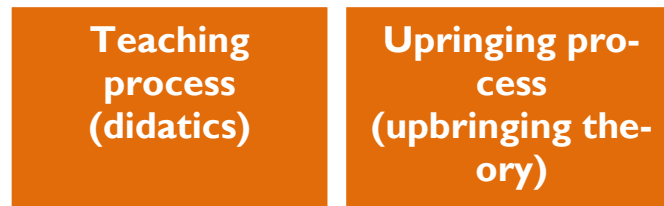
Learning process
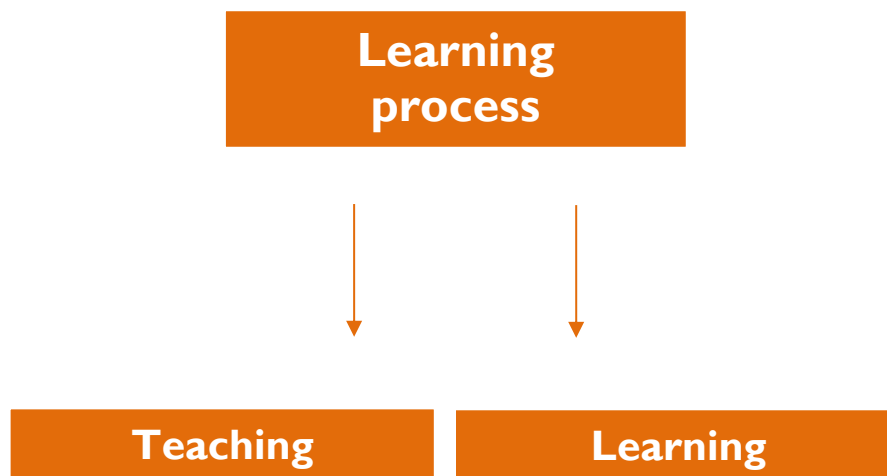
Teaching	Learning

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 objective (leading component)

Study content
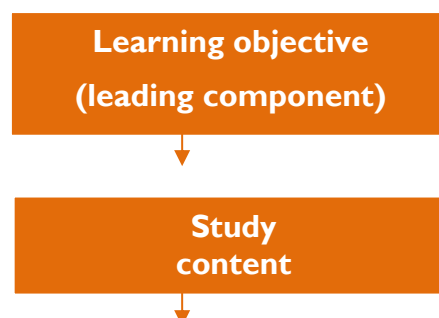
```
┌─────────────────────────┐
│  Teaching methods, forms│
│     of organization     │
└─────────────────────────┘
            │
            ▼
┌─────────────────────────┐
│    Study outcome        │
│   and its analysis      │
└─────────────────────────┘
```

4.4 Teaching and Learning

Teaching	*Learning*
is giving the knowledge that is included in certain subjects. Students are told about theories, problem-solving methods	involves gaining knowledge from real problem solving, creatively reworking information
means to focus on the inputs of the learning process, that is, what the teacher gives to the students	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

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.

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/trainee's 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; 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.

4.5 Characteristics of the Educators Competences

ACADEMIC KNOWLEDGE

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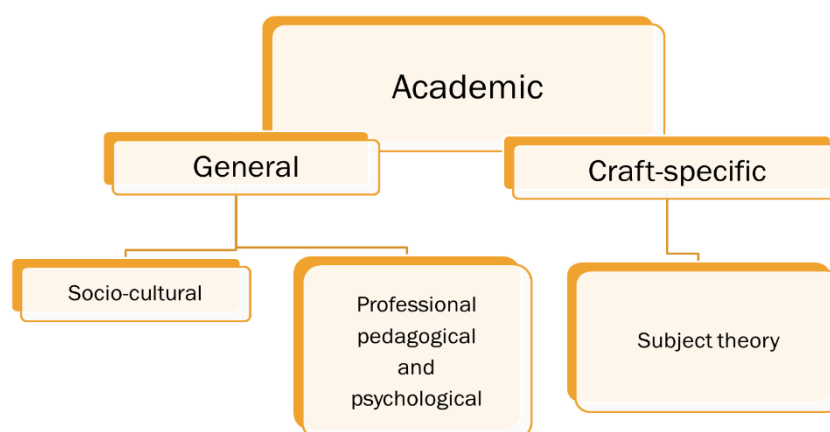
PROFESSIONAL SKILLS
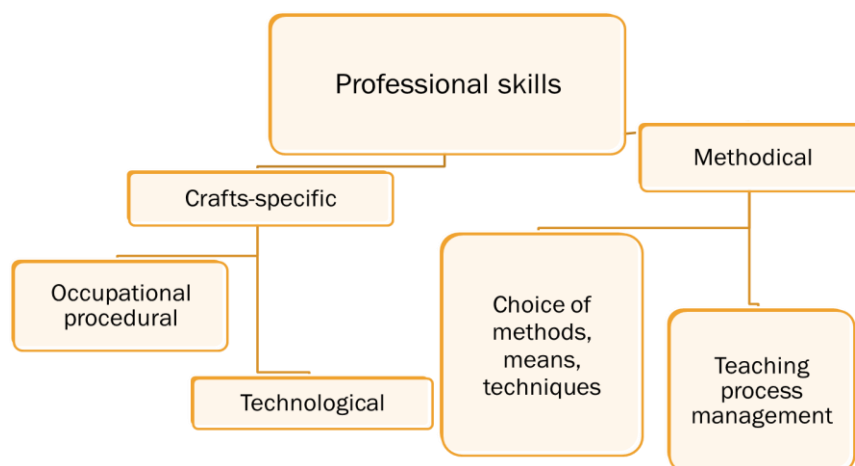
SOCIAL SKILLS
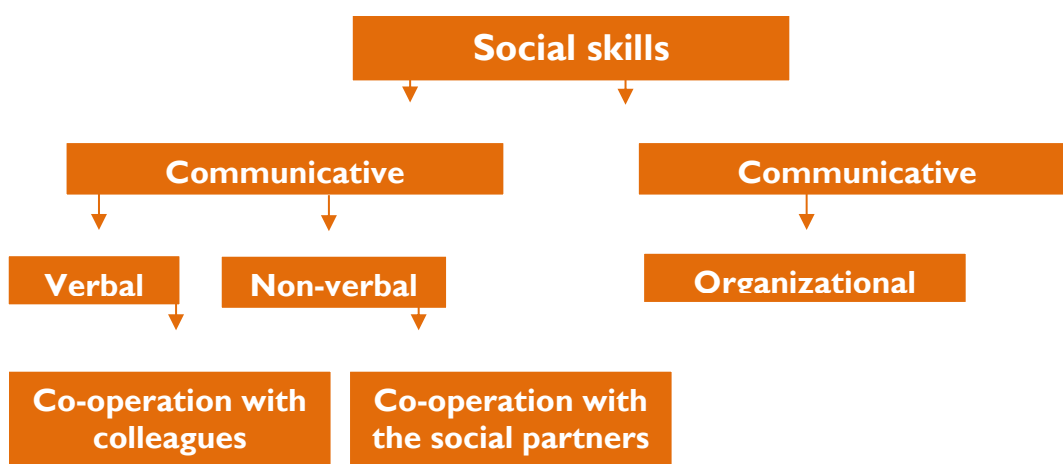
STRUCTURE OF PROFESSIONAL CAPACITY

Knowledge, skills	Ability to solve problems	Ability to act accordingly	Responsibility

Habits	Values	Standards / norms

Professional competence	Social competence

Methods of competence

Professional experience
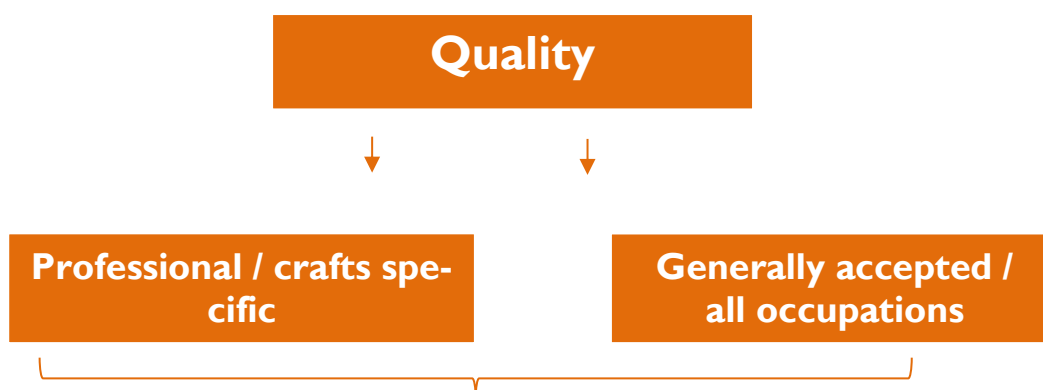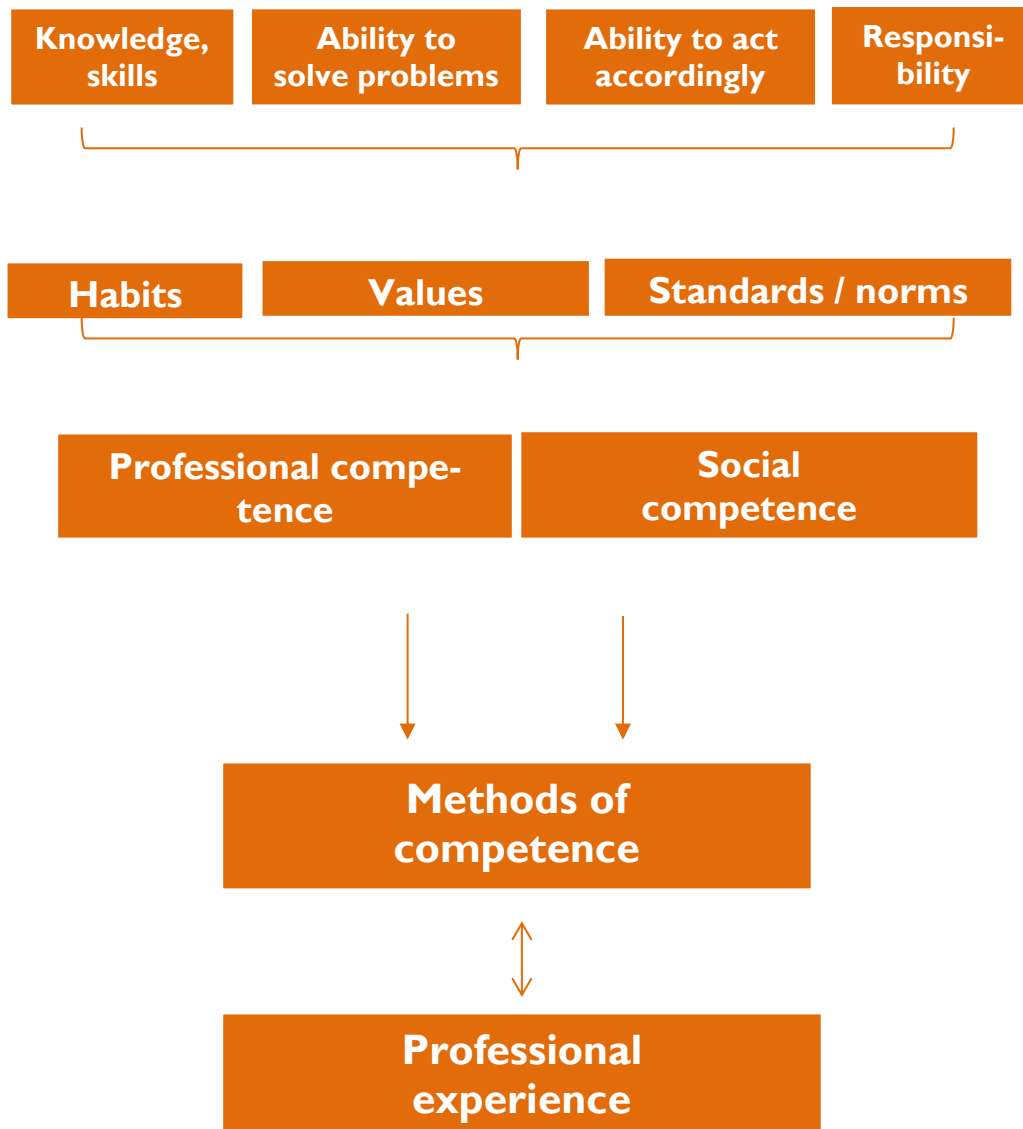
4.6 Methods

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

CLASSIFICATION OF METHODS

Explanatory and illustrative	
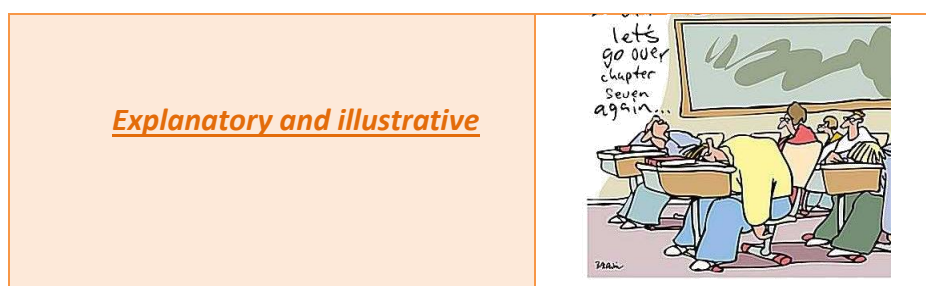
Reproductive	
Presentation of problems	
Heuristics method: *Watch, compare, conclude!*	
Research methods	

- 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
Knowledge	• Classical lecture • Book reading • Watching videos
Understanding	• Group discussion • Guided self-discovery • Demonstration

Application	• Exercises and tasks • Problem solving • Questions and new challenges • Discussions • Computer simulation
Integration	• Independent tasks • Research projects • Traineeships in companies • Group work

4.7 The Forms of pedagogical Organization

1. TEACHING FORMS

Theoretical training	Practical training
• Lesson • Seminar • Consultation • Laboratory lesson • Additional lesson • Test • Examination	• Vocational training lesson • Vocational training practice • Qualification exam

2. OUT OF CLASS ACTIVITIES

By specialization	By interest
• Professional hobby groups • Scientific and technical circles • Unions • and others	• Subject circles • Applied creative activity groups • Interest clubs • Artistic amateur clubs • Sports sections

3. SELF EDUCATION FORMS

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

LEARNING AID

Material objects	• Training equipment, tools • Training manufacturing devices • Demonstration equipment • Technical teaching aids
Sign system	• Textbooks and methodical teaching aids • Didactic material • Task cards • Instruction cards • Support synopsis • Workbooks
Activity logic regulators	**Theoretical level** 1. Principles 2. Regulations 3. Methods 4. Teaching methodology **Empirical level** 1. Activities 2. Operations 3. Teaching operation methodology

PEDAGOGICAL ACTIVITY DIRECTION

Organizational	Orientation to the discipline
Communication	Motivation for recognition

Intelligence
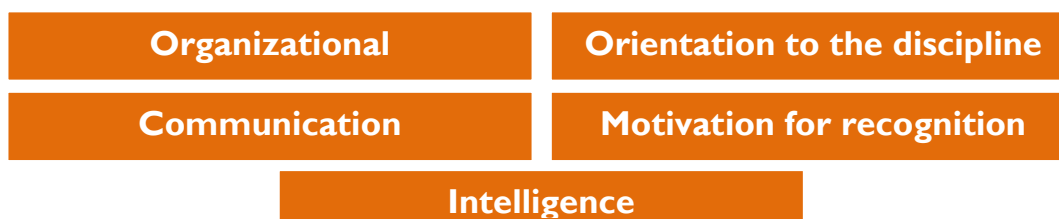
* Use the questionnaire to determine the direction of your pedagogical activity!

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.

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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. BLŪMS'S TAXONOMY IN ASSESSMENT OF LEARNING OUTCOMES

Knowledge	remember, recognize, define...
Comprehension	transform, explain, discover connections
Usage	generalize, organize, ...
Analysis	compare, compare, group, classify...
Synthesis	create, construct, formulate...
Evaluation	judge, argue, conclude...

LESSON PLANNING

- *Subject*
- *Goals:*
    - Educational
    - Developing
    - Socializing

- *Knowledge, skills and abilities to be acquired.*
- *Course progress*

Stage	*Time*	*Content*	*Methods*
Introduction	4 min.	Theme topicality, usefulness, place among other knowledge, skills	Outline
New material	25 min.	Didactic conditions of lesson planning	Lecture Demonstration

Confirmation	11 min.	Creating a lesson plan in groups of four	Group work 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

Linguistic	Logical mathematical
Spatial	Body-kinetic
Interpersonal	Intrapersonal

Musical
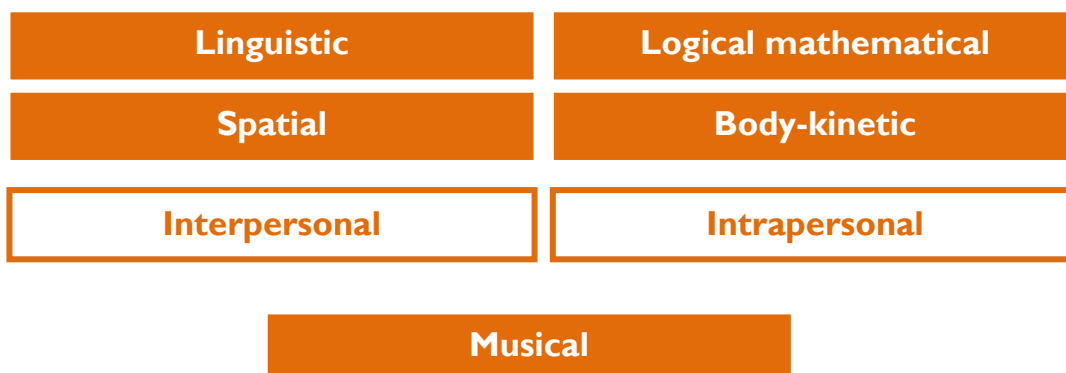
BASIC FEATURES OF THE ADULT LEARNING PROCESS

- 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.

    o   forms and methods of adult learning.

    o   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 labour 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.

4.8 Student Type

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 sceptical 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 creates 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.

4.9 Distance Learning

Conditions for organization and management of online learning process:

- all apprentices are equal.
- it is easier to attend the lesson.
- availability of training in any city or even country.
- it is easier to concentrate.
- convenient communication with the teacher.
- self-discipline training.

ZOOM PLATFORM

Zoom environment, its installation and use:

https://www.youtube.com/watch?v=1JcPzC_ch7M

Didactic conditions of ZOOM environment use:

- the supervisor must make sure that all apprentices have access to the technology (computer, smartphone, tablet, microphone, camera).
- the practice leader must instruct the apprentices on how to install and use ZOOM.
- trainees must agree on a reasonable time for the online session.

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- the supervisor must inform about the topics about which the online lessons are planned.
- issues of control and brainstorming elements should be planned during the online lesson to ensure that the apprentices are focused on the work.

WHATSAPP PLATFORM

WhatsApp environment, its installation and use:

www.youtube.com/watch?v=3_3tSLD20vo

Didactic conditions of WhatsApp use:

- the supervisor must make sure that all apprentices have access to screen tech-nology (computer, smartphone, tablet).
- the trainer must instruct the apprentices on how to install and use WhatsApp.
- trainees must agree on which questions will be the subject of a video call or message exchange.
- the trainer must be informed about the ethical principles of using WhatsApp.

WhatsApp benefits:

- participants of the internship process can be reached at any time.
- can exchange informative materials.
- can save communication history.

4.10 Learning Outcomes and Assessment

- An adult person perceives a rating very personally; therefore the instructor should be reminded that it is 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

Level	*Components*
1. **Society**	Economic, social, political, cultural structure
2. **Institutions**	Companies, mass media, school, university, army, church
3. **Activities**	Child-parent relationship, school learning process, peer communication, relationships between friends and relatives
4. **Subject**	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.
- **identity** – role diffusion.
- **intimacy** – insulation.

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- **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.

Training evaluation

It is essential to evaluate the implementation of any training in order to ensure quality and achieve ongoing improvements. Accordingly, a training evaluation concept for trainers is finalised.

CURRICULUM FOR THE TRAINING OF TRAINERS IN SMEs (48 hours)

No.	Topic	Hours	Contact hours	Independent work
1.	Pedagogy science and practice. The essence of vocational pedagogy. The role of practice and the need for training of journeymen and masters. Objectives of practice.	2	2	
2.	Pedagogical conditions for the establishment of the traineeship. Ensuring the conditions for work safety requirements. Pedagogical and methodological approaches for conducting safety briefings.	4	4	
3.	Pedagogical research of learners' abilities and suitability for the chosen position (determination of professional direction).	4	4	
4.	Socio-psychological types of apprentices, acknowledgement of their qualities in the training process.	4	2	2

5.	Planning and organisation of teaching work. Common and distinctive features of group and individual training.	6	4	2
6.	Specifics of the adult learners' learning process. Principles and patterns of training.	4	4	
7.	Collaborative pedagogy: the pedagogical and social roles of the training leader, implementation requirements	2	2	
8.	Distance education organization principles and implementation requirements	2	2	
9.	Distance learning technologies. Possibilities of using ZOOM e-environment and WhatsApp for distance learning. Conducting video seminars and webinars in individual and group trainings	8	4	4
10.	The basic social needs of trainees, compliance with the basic needs to ensure successful training	4	4	
11.	Exchange of trainer's experience (practice)	6		6
12.	Examination of the skills acquired in the course	2	2	
	Scope of the program	**48**	**34**	**14**

CURRICULUM FOR THE TRAINING OF TRAINERS IN SMEs (130 hours)

No.	Topic	Hours	Contact hours	Independent work
1.	Pedagogy science and practice. The essence of vocational pedagogy. The role of practice and the need for training of journeymen and masters. Objectives of practice.	6	4	2
2.	Pedagogical conditions for the establishment of the traineeship. Ensuring the conditions for work safety requirements. Pedagogical and methodological approaches for conducting safety briefings.	6	4	2

3.	Pedagogical research of learners' abilities and suitability for the chosen position (determination of professional direction)	8	4	4
4.	Socio-psychological types of apprentices, acknowledgement of their qualities in the training process.	4	2	2
5.	Planning and organisation of teaching work. Common and distinctive features of group and individual training.	6	4	2
6.	Specifics of the adult learners' learning process. Principles and patterns of training.	6	4	2
7.	Modern learning process. Modern digital age teaching methods, forms and means for training journeymen and masters. Teaching and learning styles. Pedagogical and psychological conditions for the preparation of teaching materials.	30	24	6
8.	Interactive learning process at the workplace.	4	2	2
9.	Collaborative pedagogy: the pedagogical and social roles of the training leader, implementation requirements.	4	2	2
10.	Distance learning organization principles and implementation requirements.	4	2	2
11.	Distance learning technologies. Possibilities of using ZOOM e-environment and WhatsApp for distance learning. Conducting video seminars and webinars in individual and group trainings	8	4	4
12.	Preparation of training materials (visualization and playback) with free platforms available on the Internet.	12	4	8
13.	The basic social needs of trainees, compliance with the basic needs to ensure successful training	8	6	2
14.	Exchange of trainer's experience (practice)	20		20
15.	Examination of the skills acquired in the course	4	4	
	Scope of the program	**130**	**70**	**60**

4.11 Attachment Methodology – Questionnaires

The methodology (questionnaires) can be used to assess the participants of the Train the Trainer course themselves, but the main goal is to introduce these tools to the participants so that they can be used in the participants' pedagogical work after finishing the training (to assess the personalities, goals, interests etc. of their trainees).

Empirical research methods
- Document analysis
- Case analysis
- Experience analysis
- Pedagogical observation
- Survey methods
  - Interviewing
  - Discussion
  - Questionnaires

Main aspects (directions) of student research
- Social environment
- Professional development research
- Research of student status and attitudes (sociometry, referentometry)
- Research of learning experience and motivation
- Value system research
- Self-assessment research

Getting to know the student at school

- **School level**
  - psychologist
  - nurse
  - social pedagogue
- **Class level**
  - class teacher
  - subject teacher

Research principles

1) The principle of systematicity and succession. The results of the research are objective only if they can be compared with the qualities of personality development in specific time intervals and can be interpreted considering the social conditions and pedagogical environment influencing the student's development.

2) The principle of confidentiality. The research results can be used only for pedagogical purposes. The results' publicity is unacceptable, they can be operated with only by the recipient of the results (teacher, career consultant etc.); they introduce the results only to the participants who are directly related to specific pedagogical goals.

3) The principle of humanism. Pedagogical research of students takes place on a voluntary basis and with the aim of helping the future personality to develop positively. Any research methodology should be designed in such a way that its content positively orients the thinking of the student.

1 Methodology "OUR RELATIONSHIPS"

(Adapted from: Фридман Л.М., Пушкина Т.А., Каппунович И.Я. Изучение личности учащегося и ученических коллективов.-М.,1988, с.167-172)

Aim: To find out the degree of students' satisfaction with different aspects of the social life of the classroom.

Procedure

The teacher offers students to get acquainted with 18 statements, which are divided into 3 sections. The student must note down the number of the statement that most

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closely matches the student's thoughts. The survey can be anonymous if it is only important for the class teacher to know the class (group) relationship in general, without going into the views of specific students. However, it is more pedagogically more purposeful if the class teacher gets acquainted with the opinions of specific students, because only then can a qualitative analysis of the group's attitudes and, if necessary, correction be performed.

Section 1

1. Our class is very friendly and united.

2. Our class is friendly.

3. There are no disputes in our class, but we are mostly on our own.

4. There are sometimes disputes in our class, but our it cannot be called completely unfriendly.

5. Our class is unfriendly, disputes often arise.

6. Our class is very unfriendly. It's hard to learn in such an environment.

Section 2

1. In our classroom, mutual responsibility is common. We are all fighting for the elimination of shortcomings.

2. The shortcomings and misbehaviour in our classroom worry most students.

3. In our class, misbehavers and lazy people are restrained only by the class staff or the class president, etc.

4. Our class generally does not pay attention to disciplinary violations and laziness. Students are only accountable to the principal or teachers for their actions.

5. We try not to let our misbehaviour show, that is, to make teachers and the principal as unaware of our violations as possible.

6. In our class, everyone behaves as they please. We do not pay much attention to each other, nor to the demands of teachers.

Section 3

1. In our class it is usual to help each other without a prompt.

2. In our class friends help friends.

3. Help is given in our class only if the student asks.

4. Anyone in our class is only helped if the teacher asks.

5. It is not usual for students in our class to help each other.

6. In our class, those who help others are judged negatively.

Processing of results.

Trends in students' responses need to be carefully analysed when processing results. If most students' responses tend to be one way or the other, but the responses of an individual student are diametrically opposed, then the educator needs to do further research to diagnose the particular student's place in the classroom and the relationship system that between that student and the others.

As students spend only part of their time in the school, it is important for the class teacher to find out the social connections that determine the student's development trends outside the educational institution. It is undeniably important to find out the circle of persons who are important to the student and influence him / her in formulating important decisions and judgment.

2 Methodology "ME AMONG OTHERS"

(Adapted from: Лабиринты одиночества. – М., 1989, с.206-217)

Aim: *To determine the student's individual well-being in their social environment*

Procedure

Students are given a questionnaire with 20 statements, asking them to express their views on each statement. The attitude that is relevant to the student is marked with an "X" or circled in the appropriate field.

No.	Statement	Never	Rarely	Some-times	Of-ten
1.	It seems to me that I get along well with the people around me	1	2	3	4
2.	I need friends	1	2	3	4
3.	I don't have anyone I can talk to about complicated personal matters	1	2	3	4
4.	I don't feel lonely	1	2	3	4
5.	I feel like an irreplaceable friend	1	2	3	4
6.	I share common interests with the people around me	1	2	3	4
7.	I don't like to isolate myself	1	2	3	4
8.	My thoughts and interests seem strange to the people around me	1	2	3	4
9.	I am a person who likes to be alone	1	2	3	4
10.	There are people in my circle who I have deep feelings for	1	2	3	4

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11.	I feel abandoned	1	2	3	4
12.	I think I have a small circle of friends	1	2	3	4
13.	It seems to me that no one really knows me	1	2	3	4
14.	I feel isolated from other people	1	2	3	4
15.	I find friends very easily	1	2	3	4
16.	There are people who really understand me	1	2	3	4
17.	I am unhappy because I feel excluded from other people	1	2	3	4
18.	I have many acquaintances, but no real friends	1	2	3	4
19.	There are people I can talk to about any topic	1	2	3	4
20.	There are people I can always turn to for advice	1	2	3	4

Processing of results

The summarisation of results is qualitative, which means that the teacher evaluates each statement separately, determining the trend - whether the student is oriented towards extraversion or introversion. If a student has an introverted character, his self-realization takes place in contact with the class or another social group. If the student displays introverted characteristics, then the importance of social connections in the student's self-realization is not so important in terms of their intensity, but in terms of quality. Therefore, it is necessary to compare the results of sociometry and this methodology.

3 Methodology "I LOOK INTO MYSELF AND SEE ..."

Aim: Qualitative analysis of high school student self-assessment

Procedure

Students are offered a questionnaire with 32 statements. For each of these statements, the student must express their opinion by marking it with an "X".

No.	Statement	Very often	Often	Some-times	Rarely	Never
1.	I want my friends to cheer me up					

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2.	I constantly feel responsibility					
3.	I am worried about my future					
4.	Many people cannot stand me					
5.	I have less initiative than others					
6.	I'm worried about my health					
7.	I'm afraid to look like a fool in the eyes of others					
8.	It seems to me that others' appearance is much better than mine					
9.	I am afraid to speak in front of other people					
10.	I often make mistakes					
11.	I don't know the right way to make conversation with strangers					
12.	I lack self-confidence					
13.	I want to be supported more often					
14.	I'm too shy					
15.	It seems to me that I live an "empty" life					
16.	Many have misconceptions about me					
17.	I have no one to share my thoughts with					
18.	People expect too much from me					
19.	No one cares about my benefits					
20.	I am often confused					
21.	I feel that many do not understand me					

22.	I have no sense of security					
23.	I often worry for no reason					
24.	I feel uncomfortable entering a room with only strangers					
25.	I feel tied					
26.	I feel that people talk about me behind my back					
27.	I am convinced that other people perceive life much more easily than I do					
28.	It seems to me that trouble awaits me					
29.	I'm worried about what other people think of me					
30.	I feel like I'm not social					
31.	I only take part in disputes if I am convinced of my truth					
32.	I think about what other people expect of me					

Processing of results

Before processing the data, the class teacher must be sure that the participants have answered the statements openly. This can be verified by drawing on other research methodologies and the teacher's previous experience of interacting with the students.

Each statement should be evaluated separately and, if necessary, the help of a school psychologist should be sought out.

If in most statements the student has checked "rare" or "never", then one can perceive the student as having high self-esteem, being socially mature and able to act adequately to their beliefs and situation.

4 Methodology "SOLIDARITY (COLLECTIVISM)"

(Adapted from: Фридман Л.М., Пушкина Т.А., Каппунович И.Я. Изучение личности учащегося и ученических коллективов.-М.,1988, с.63-65)

Aim: To promote self-analysis of solidarity (collectivism) in students.

Procedure

Students are offered a questionnaire with signs of solidarity or collectivism. When reading the questionnaire, the student should determine the degree of manifestation of one or another trait, which they may have, and note their assessment of it using a six-point system.

No.	Statement	0	1	2	3	4	5
1.	I am active in solving common class assignments						
2.	I help classmates						
3.	If classmates misbehave, I condemn them						
4.	I subject my personal interests to the interests of the class						
5.	I am invested in everything that happens in the classroom						
6.	I organize new events for the class						
7.	I am demanding towards classmates						
8.	I criticize those who avoid participating in joint work						
9.	I can surrender to my classmates						
10.	I am able to take charge of the class						
11.	I don't respect those who stay aside if a classmate requires help						
12.	I really like being with the class						
13.	I am not offended if my classmates criticize me						
14.	I can make others think positively of me						
15.	I participate in the social life of the class						
	Together:						

Processing of results

Count the number of points obtained using the following system:

- how many features the student has assessed himself with points "5" and 4 ";

- how many features are rated "2", "1" and "0".

If the sum of "5"s and "4"s is 8 and more, then the student's social life in the classroom is full-fledged, they recognize their place and role in the classroom, are active. If "2", "1" and "0" predominate, then the teacher should make careful pedagogical observations to determine why the student's social activity in the class is weak, their attitude

towards classmates is neutral or negative.   An important precondition for the successful cooperation of the teacher and the students is the understanding of the basis on which the informal relationships between the students in the class are formed. This can be determined using the proposed methodology (see below).

5 Methodology "ME AND MY GROUP"

Aim: To find out the basis of the informal relationship of students.

Procedure

The students are offered a list of 21 characteristics. They must select from this list five qualities which they consider to be the most important ones for a member of a group, denoting said qualities in the questionnaire.

Characteristics:

1. Diligence
2. Principle
3. Sense of humour
4. Orderliness
5. Honesty
6. Performance
7. Virtue
8. Organisation
9. Responsiveness
10. Forthcoming
11. Business-oriented
12. Shyness
13. Friendliness
14. Restraint
15. Fairness
16. Sociability
17. Action
18. Openness
19. Persistence
20. Attractiveness
21. Genuineness

Processing of results

The teacher creates a table with the names of the students and their choices, e.g.:

No.	Name, surname	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
1	Aina A.	x		x						x									x	x		
2	Baiba B.	x				x				x					x	x						
3.	...																					
	Altogether																					

The educator counts the amount of each choice using this table:

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Business-oriented quali-ties	1=	4=	6=	8=	11=	17=	19=
Moral qualities	2=	5=	7=	12=	13=	15=	21=
Emotional qualities	3=	9=	10=	14=	16=	18=	20=

With this table you can see how many and which students form their relationships with other students of the group on the basis of business, emotional or moral qualities. By counting the choices according to the groups of relevant characteristics, it is possible to determine the dominant direction in the class as a whole and plan further teaching activities.

6 Methodology "VALUE GAME"

(Adapted from: I.M.Rubana. Basics of health education.-R., 1997., 91.-93.lpp.)

Aim: To find out the student's assessment system and understanding of values.

Procedure

Students are given a list of values. Each participant of the game chooses 10 values, which are then written on a separate page. A pair of participants then jointly choose 8 values. Six participants agree on 6 values. At the end of the game, the whole group chooses 4 values and ranks them according to their importance. Group members give a definition of the values chosen and explain why these values seem most important and what changes in goals these values will bring if respected. When selecting values in pairs and groups, you can return to the full list of values if the group cannot agree on the previously selected values for each. At the end of the game, the individual value pages are collected.

<div align="center">

VALUE GAME

</div>

1. Ability to cooperate

2. Academic knowledge

3. Identifying your opportunities

4. Active communication

5. Adequate behaviour

6. Artistic abilities

7. Awareness of purposeful use of infor-mation sources (TV, video, books, etc.)

8. Awareness of one's physical form

9. Awareness of nature and natural re-sources

10. Caring for fellow human beings

11. Religious attitude

12. Participation in local public life

13. Participation in solving social prob-lems

14. Ability to concentrate

15. Consumer attitude

16. Bravery

17. Creative activity

18. Creative thinking

19. Creative competence

20. Evaluation skills

21. Understanding the cultures of other nations

22. Curiosity

23. Decision-making abilities

24. Democratic attitude

25. Developed ethical feelings

26. Emotional development

27. Sensory development

28. Development of aesthetic feelings

29. Ability to delve into the object of reflection, openness, sincerity, and tolerance

30. Energy and activity

31. Equal opportunities

32. Equality

33. Family life

34. Fellowship and loyalty

35. Freedom

36. Friendship

37. General education

38. General knowledge

39. Health awareness

40. Honesty

41. Humour

42. Independent evaluation

43. Intellectual development

44. Interesting leisure time

45. Understanding of internationalism

46. International liability

47. Satisfaction with the job

48. Knowledge of human nature

49. Language skills

50. Local cultural heritage

51. Love

52. Handicraft skills

53. Ethical thinking

54. Motivation for the need for education

55. Folk cultural heritage

56. Neutrality

57. Personality development

58. Physical development

59. Practical skills

60. Readiness for adult life

61. Respect for authorities

62. Respect for the law

63. Respect for people who think differently (tolerance)

64. Liability

65. Self-confidence

66. Social competence

67. Public awareness

68. Solidarity

69. Research skills

70. Technological awareness

71. Truthfulness

72. Unique experience

73. Use of options

74. Willingness to change

75. National consciousness

Processing of results

The teacher documents the findings during the game to analyse and infer the value orientation of the group (class) as a whole. After the analysis of the collected individual leaflets, it is possible to judge each student's value system and their harmony and understanding of group (class) values and development trends.

The study of students' personality traits is one of the functions of a teacher, which is of great interest to the students' parents. According to research, it is very important for parents that the student not only acquires knowledge, skills and abilities at school, but also develops a positive social experience. Therefore, the teacher can involve the parents of the students in this research work, who can help more accurately identify the characteristics and manifestations of the student's personality. Comparing and evaluating the results obtained by both the class teacher and the parents can provide a wealth of information and content for further development of the pedagogical process.

The game of values can be used as a situation of pedagogical observation. The class teacher observes how students start listing individual values, because such a task is unfamiliar to students, so first reactions to students can be different, for example, insecure students turn to the teacher for explanation, active students immediately start processing information, indifferent - looking around what they are doing others and then begin the task.

The most interesting and pedagogically significant is the 2nd part of the methodology, when students have to choose a partner with whom to do it. In order for the choice of partners to be voluntary, the teacher must offer the students to choose the member with whom they want to further cooperate with in the task. Similarly, this happens in the further development of the methodology, forming groups. The teacher can quite successfully diagnose the sociometric situation of the class with the help of pedagogical observation, because the students form cooperation partners and groups according to the principle of mutual sympathy.

7 Methodology "PERSONALITY CHARACTERISTICS RESEARCH QUESTIONNAIRE"

Aim: To create an opportunity for the teacher to get acquainted with the student's self-assessment and parents' assessment; to perform their comparative analysis.

Procedure

Each questionnaire participant (student or parents) is given a questionnaire and asked to mark the appropriate answers. The student's name and surname must be indicated. Questionnaires are used to find out a specific student's personality, their results cannot be generalized to the whole class, group of students.

1. What do you like about your character?

   1.1. Good intellectual abilities

   1.2. Good work capability in lessons

   1.3. Good memory

   1.4. Persistent attention

   1.5. Strong willpower

   1.6. Self-confidence

   1.7. Discipline

   1.8. Courtesy

   1.9. Obedience

   1.10. Ability to always be in a good mood

   1.11. Kindness

   1.12. Sensitivity

   1.13. Ability to find common ground with teachers

   1.14. Ability to find common ground with parents

   1.15. Ability to find common ground with peers

   1.16. Ability to behave in society

   1.17. Not malicious

   1.18. Ability to work independently

   1.19. Shyness

   1.20. Self-criticism

2. What do you dislike about your character?

   2.1. Weak intellectual abilities

   2.2. Weak work capability in lessons

   2.3. Bad memory

   2.4. Unstable attention

   2.5. Weak willpower

   2.6. Uncertainty about oneself

   2.7. Non-discipline

   2.8. Rudeness

   2.9. Disobedience

   2.10. Regularly bad or unstable mood

   2.11. Maliciousness

   2.12. Insensitivity

   2.13. Unable to find common ground with teachers

   2.14. Unable to find common ground with parents

   2.15. Unable to find common ground with peers

   2.16. Inability to behave in society

   2.17. Grudge-bearing

   2.18. Inability to work independently

   2.19. Shamelessness

   2.20. Lack of self-criticism

Processing of results

The teacher analyses the questionnaire by comparing the adequacy of the answers to questions 1 and 2. After summarizing the results, one can have individual discussions with the student about the problems of their character. If the questionnaire has also

been completed by the parents, the two opinions are compared and the reasons for the differences of opinion can be explained in discussions with the parents.

8 Methodology "SELECTION QUESTIONNAIRE"

Aim: To find out the direction of students' interests and their compliance with Gnostic, transformative and research professions.

Gnostic professions (from the ancient Greek word "Gnosis", which denoted knowledge) are professions that are connected exclusively to the cognitive industry. At the same time, they organically fit into material production and deal with exploring, distinguishing, recognizing, checking, evaluating. Gnostic professions are often associated with cultural activities and science.

Transformative professions are associated with a change in the various properties or states of the object. Cognition in this case is not the end goal. Representatives of this group would be cooks, bakers, builders. There is a clear change in the properties of the original material.

In research professions the main focus becomes the search for something, activity that will help to invent a new product, transform the old one, come up with a solution. These are educators and teachers, programmers, mathematics, engineers.

Procedure

Students are given a statement questionnaire with 15 pairs of statements in columns A and B. Only one statement must be selected from each pair - A or B. The selected option must be marked on the answer sheet, for example, 1A, 2B, 3B, etc.

QUESTIONNAIRE

A		B
1. To learn about natural phenomena	or	1. Make changes in nature, thus improving the environment
2. To find out the causes of technical failures	or	2. Process various types of materials (wood, metal, etc.)
3. To learn to appreciate people, their positive and negative qualities	or	3. To be a teacher, educator, to cooperate with those younger than myself
4. Look for errors in texts, mathematical calculations	or	4. Perform calculations according to the given sample
5. To research literary and artistic works, finding out the authors' intentions	or	5. Renovate various historical or antique objects, such as old books, restore furniture fragments, etc.

6. To find out the essence and connections of natural phenomena	or	6. I like to observe the development and behaviour of new plant or animal species
7. To install and adjust various instruments, such as piano tuning, TV program console adjustment, etc.	or	7. Construct and model various technical devices
8. Distinguish between different characteristics of people, learn to appreciate their character traits	or	8. Imagine approaching the essence of your idol (ideal)
9. To correct texts, analyse mathematical function graphs	or	9. Use mathematical calculations to explain various natural phenomena and events
10. Find information and talk about things that most people do not know	or	10. Write stories, poems or write a diary
11. Transform monotonous or traditional objects so that they become more interesting afterwards	or	11. Be in a foreign city and look for interesting sights yourself
12. Work with different types of constructors, such as LEGO	or	12. Create new things, model fantastical objects
13. Convince other people of my opinion, get them to comply to me	or	13. Analyse your character and actions to educate yourself
14. To do programming and code information	or	14. Study the mechanisms and principles of operation of unknown devices
15. Engage in artistic activities, such as creating posters, illustrations, etc.	or	15. Find out the nutritional and caloric content of food products, study the ecological environmental situation

ANSWER SHEET

1A	2A	3A	4A	5A	6A	7A	8A	9A	10A	11A	12A	13A	14A	15A
1B	2B	3B	4B	5B	6B	7B	8B	9B	10B	11B	12B	13B	14B	15B

Processing of results

Upon receiving the answer sheet, the teacher enters the information obtained in the summary table of results:

No.	Gnostic	Transformative	Research
1.	1A	1B	
2.	2A	2B	
3.	3A	3B	
4.	4A	4B	
5.	5A	5B	
6.	6A		6B
7.	7A		7B
8.	8A		8B
9.	9A		9B
10.	10A		10B
11.		11A	11B
12.		12A	12B
13.		13A	13B
14.		14A	14B
15.		15A	15B
Altogether:			

Enter the number of choices marked in each column in the "Total" column. By comparing the number of choices in each of the columns, the dominant trend can be determined.

The test can also be done online: https://uquiz.com/Uz4411

9 Methodology "PROFESSIONAL ADVANCEMENT"

(Adapted from: Фридман Л.М.,Пушкина Т.А., Каппунович И.Я. Изучение личности учащегося и ученических коллективов.- М., 1988, с.128-130.)

Aim: To find out the apprentices' interests in different fields from their self-evaluation.

Procedure

The teacher instructs the students to create a table with five horizontal and five vertical columns. The student chooses and writes down only the preferred of the two professions given in the teacher's table.

Salesman Elementary school teacher	Locksmith Electrician	Gardener Zootechnician	Draughtsman Computer builder	Painter Engraver
Car locksmith Lathe operator	Veterinarian Cynologist	Planner Radio officer	Architect Photographer	High school teacher Nanny
Geologist Reclamation specialist	Economist Programmer	Actor Jeweller	Kindergarten teacher Waiter	Technologist Tailor
Reviser Computing operator	Painter Musician	Vocational school teacher Administrators	Driver Electrical equipment locksmith	Agronomist Biologist
Glass blower Modeler	University lecturer Doctor	Engineer Electrician	Ranger Beekeeper	Telegraphist Typesetter

In each case, the chosen professions are awarded a score from 1 to 5. The highest rating is awarded to the profession, which is the most attractive among the five, the lowest - the most uninteresting. The ratings are rated in rows and in columns, so each profession receives two ratings. Ratings in one box may not match.

Processing of results

Going by the cipher key, the result rating is summed up and the student determines the most desirable set of occupations

P	T	N	S	A
T	N	S	A	P
N	S	A	P	T
S	A	P	T	N

A	P	T	N	S

P – orientation towards people-related professions

T - orientation towards professions related to technology

N - orientation towards professions related to nature

S - orientation towards professions related to signs, sign systems

A - orientation towards art-related professions.

Name	P	T	N	S	A
1					
2					
3					
Altogether					

10 Methodology "I PREFER"

(Adapted from: Климов Е.А. Как выбрать профессию.-М., 1984., с.145.-147.)

Aim: To find out the profession's students are interested in.

Procedure

The trainees are given paper on which to write the selected answers.

The teacher states: Let's suppose that after proper training, you will be able to do any work. Which of the two activities would you choose? One of the activities from the table must be selected, such as 1A or 1B.

QUESTIONNAIRE

	A	B
1	Grooming animals.	Car service.
2	Treating and helping the sick.	Making charts, tables, computer programs.
3	Reviewing book illustration, poster etc. quality.	Following plant development.
4	Processing wood, metal, fabric.	Selling, recommending goods to the buyer.
5	Discussing popular science books, articles.	Discussing exhibitions, concerts.

6	Breeding livestock.	Assisting younger students in their studies.
7	Copying drawings, tune music instruments.	Operating trucks or cranes.
8	Leading tours.	Designing showcases, exhibitions.
9	Repairing things or premises.	Looking for errors in texts, tables.
10	Treating animals.	Performing calculations, counting.
11	Creating new plant varieties.	Creating new industrial products.
12	Settling disputes between people, persuading, rewarding or punishing them.	Clarifying, checking tables, drawings.
13	Leading an artistic amateur group.	Working with a microscope.
14	Installing or performing maintenance on medical equipment.	Providing medical assistance.
15	Creating accurate descriptions.	Artistically depicting events.
16	Perform laboratory tests in a hospital.	Treating people, talking to them.
17	Painting walls.	Performing building assembly.
18	Organising cultural events.	Acting on stage, participating in concerts.
19	Making parts according to drawings.	Drawing.
20	Fight plant diseases and forest pests.	Typing on a computer.

Processing of results

P – orientation towards people-related professions.

T - orientation towards professions related to technology.

N - orientation towards professions related to nature.

S - orientation towards professions related to signs, sign systems.

A - orientation towards art-related professions.

The results obtained are summarized in the table:

N	T	P	S	A
1A	1B	2A	2B	3A
3B	4A	4B	5A	5B
6A		6B		7A

	7B	8A		8B
	9A		9B	
10A			10B	
11A	11B	12A	12B	13A
13B	14A	14B	15A	15B
16A		16B		17A
	17B	18A		18B
	19A		19B	
20A			20B	

The test can also be done online: https://uquiz.com/KNd3ij

11 Methodology "PROFESSION APPEAL"

(Adapted from: Мижериков В.А., Ермоленко М.Н. Введение в педагогическую профессию.- М., 1999., с. 259-265.)

Aim: To find out the professional progress of the students.

Procedure

Students are issued a Question Page and a Key Page, on which they should note a rating for each question.

 If the answer is:

Definitely yes – "+ +";

Yes – "+ ";

Unsure – "0";

No – "-";

Definitely no – "- -".

QUESTION PAGE

1. Do you make easy contact with strangers without internal tension?

2. Are you willing and able to make something for a long time (sew, repair, assemble, etc.)?

3. Are you trying to make your surroundings cosier and more beautiful?

4. Do you take care of plants or animals willingly and systematically?

5. Can you willingly and for a long time do counting, calculating, drawing?

6. Do you enjoy spending time with people your age or younger than yourself when you need to entertain, employ or help them?

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omy**

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7. Are your friends and adults interested in your free time hobbies?

8. Do you actively participate in artistic activities/would like to participate in it?

9. Do you enjoy reading literature on geographic discoveries?

10. Do you rarely make mistakes in your writing?

11. Do you easily eliminate disagreements between those younger than yourself?

12. Do you like to read about the construction of various mechanisms, machines, equipment?

13. Do adults think you have a talent for some form of art?

14. Do you enjoy watching TV shows and reading books about plants and animals?

15. Are you willing and able to solve crossword puzzles and difficult tasks for a long time?

16. Do you often happen to help even strangers?

17. Do adults feel that you have the ability to work with technology?

18. Are the results of your artistic activity recognized even by people you do not know?

19. Do adults believe that you have a talent for work involving plants and animals?

20. Do you manage to express your thoughts in a way that others can understand?

21. Do you rarely argue?

22. Do strangers appreciate the results of your technical creativity?

23. Can you do music or drawing for a long time without getting tired?

24. Do you collect rare stones, minerals?

25. Do you learn foreign languages without particular difficulties?

26. Do you usually manage to convince peers or younger people of the purposefulness of one activity or another?

27. Do you enjoy the ability to work with machinery, mechanisms, equipment?

28. Do you try to understand the secrets of an artist mastery?

29. Do you like to observe the development of animals and plants?

30. Would you have a hard time learning programming?

Key

P	T	A	N	S
1	2	3	4	5
6	7	8	9	10
11	12	13	14	15
16	17	18	19	20

21	22	23	24	25
26	27	28	29	30

P – orientation towards people-related professions

T - orientation towards professions related to technology

N - orientation towards professions related to nature

S - orientation towards professions related to signs, sign system

A - orientation towards art-related professions

Processing of results

Add the sum of the crosses "+" in each column. The largest amount indicates the tendency of the apprentice's professional development.

12 Methodology "WHAT DO I LIKE?"

Aim: To find out students' interest in professions.

Procedure

If you really like/agree to a statement, write two pluses (++), if you like it - only one plus (+), if you don't like it, then one minus (-), if you really don't like it, then two minuses (--), and if you do not know, then zero (0).

Questionnaire questions

1. Read about plant life.

2. Read about animal life.

3. Read about mountains, waters, minerals.

4. Learn geography.

5. Read fiction or popular science literature on geology.

6. Read descriptions of the forest.

7. Read descriptions of buildings.

8. Explore different tools and instruments.

9. Study the structure and operation of mechanisms.

10. Learn physics and math.

11. Learn chemistry.

12. Read about achievements in electronics.

13. Read about achievements in radio engineering.

14. Observe the movement of vehicles.

15. Get acquainted with sewing products.

16. Take care of the cosiness of premises.

17. Look at new furniture samples in magazines.

18. Be interested in new food production products in shops and exhibitions.

19. Observe the work of an economist or accountant.

20. Observe the work of a seller.

21. Read about court proceedings.

22. Read about the life of sailors.

23. Observe work in the office.

24. Read about the life and work of doctors and other medical staff.

25. Read about historical events.

26. Read critical articles about fiction.

27. Read about the work of teachers and educators.

28. Take an interest in fine arts, the life and works of artists.

29. Take an interest in the life of composers, their work.

30. Attend and watch sports competitions.

31. Learn botany.

32. Learn biology.

33. Learn geography.

34. Get acquainted with descriptions and maps of different countries.

35. Read about the life and work of geologists.

36. Follow the latest developments in the field of forestry.

37. Observe the work of builders.

38. Observe the work of locksmiths.

39. Read technical journals.

40. Read about discoveries in physics and mathematics.

41. Find out the chemical composition of substances.

42. Study the operation of electrical devices.

43. Study electronic circuits.

44. Study the operation of car mechanisms.

45. Observe the work of weavers and seamstresses.

46. Create modern hairstyles.

47. Study the layout of premises and the location of furniture.

48. Take an interest in cooking.

49. Learn economic geography.

50. Be interested in trade problems.

51. Get acquainted with the work of a lawyer.

52. Take an interest in long-distance ships.

53. Learn to write with a computer.

54. Study human anatomy and physiology.

55. Learn history.

56. Learn foreign languages.

57. Explain to children how to solve a task correctly or write words.

58. Visit art museums and exhibitions.

59. Listen to opera or operetta music.

60. Read sports magazines and newspapers.

61. Cultivate various agricultural crops.

62. Observe the development of animals and birds.

63. Participate in land reclamation works.

64. Study the life and nature of the region.

65. Collect and study minerals.

66. Collect forest plant herbarium.

67. Design buildings.

68. Try different tools, such as knives, chisels, files, etc.

69. Assemble various parts and devices.

70. Solve various mathematics and physics problems.

71. Perform experiments in chemistry.

72. Test the operation of household electrical appliances.

73. Disassemble, repair radio equipment, tape recorder, etc.

74. Drive a car, tractor.

75. Sew clothes.

76. Repair shoes.

77. Work as a carpenter.

78. Prepare food for the family.

79. Accurately calculate your cash expenses.

80. Investigate various industrial goods and their prices.

81. Participate in court hearings.

82. Fish at sea.

83. Arrange classroom documentation, such as diaries, progress record, etc.

84. Provide first aid in case of an accident.

85. Collect materials on historical topics.

86. Write articles for the school wall newspaper, press.

87. Play with children, read books for them, bring them joy.

88. Draw, sculpt.

89. Play musical instruments.

90. Participate in a sports team.

91. Observe wildlife, perform experiments with plants.

92. Care for animals and birds.

93. Measure land, make plans of land plots.

94. Draw geographical maps.

95. Prepare various descriptions of minerals.

96. Plant and care for trees.

97. Work on construction work.

98. Manufacture parts.

99. Read technical drawings and sketches.

100. Participate in physics and mathematics competitions.

101. Dissolve chemicals, weigh chemical reagents.

102. Repair electrical appliances.

103. Construct radios.

104. Repair cars, agricultural machinery.

105. Model costumes.

106. Work as a waiter in a cafe or restaurant.

107. Prepare furniture, their models.

108. Take care of feeding friends during a hike.

109. Work as an economist, accountant.

110. Work as a salesperson.

111. Assist the police in their work.

112. Steer a ship.

113. Maintain the order of a desk and bookshelf.

114. Take care of sick people.

115. Talk about historical topics.

116. Write stories and poems.

117. Work as a work supervisor.

118. Engage in artistic design and woodcarving.

119. Recite, sing, dance or perform on stage.

120. Participate in sports competitions.

121. Participate in natural research.

122. Participate in the work of a biology interest group.

123. Study the structure of land.

124. Compile terrain plans, study geographical maps.

125. Learn about new mined minerals.

126. Spend time in the woods.

127. Follow the latest developments in construction.

128. Follow the latest developments in tool manufacturing.

129. Participate in the work of the group of young technicians.

130. Participate in physics and mathematics competitions.

131. Follow the latest developments in chemistry.

132. Follow the latest developments in electrical engineering.

133. Follow the latest developments in radio engineering.

134. Follow the latest developments in the automotive industry.

135. Be interested in weaving or spinning technologies.

136. Work in a photo studio.

137. Follow the latest achievements in furniture production.

138. Work as an engineer or technologist in the food industry.

139. Take an interest in the state economic development plans.

140. Follow the news in trade.

141. Study national laws.

142. Produce ship models.

143. Get acquainted with admission in an institution.

144. Participate in competitions on sanitary knowledge and skills.

145. Participate in the discussions of historians.

146. Use dictionaries, library catalogues.

147. Express opinion on the upbringing of younger children.

148. Be interested in fine arts.

149. Be interested in issues of music and theatre art.

150. Be interested in the history of sports and outstanding athletes.

Answer sheet

1	31	61	91	121		
2	32	62	92	122		
3	33	63	93	123		
4	34	64	94	124		

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5	35	65	95	125		
6	36	66	96	126		
7	37	67	97	127		
8	38	68	98	128		
9	39	69	99	129		
10	40	70	100	130		
11	41	71	101	131		
12	42	72	102	132		
13	43	73	103	133		
14	44	74	104	134		
15	45	75	105	135		
16	46	76	106	136		
17	47	77	107	137		
18	48	78	108	138		
19	49	79	109	139		
20	50	80	110	140		
21	51	81	111	141		
22	52	82	112	142		
23	53	83	113	143		
24	54	84	114	144		
25	55	85	115	145		
26	56	86	116	146		
27	57	87	117	147		
28	58	88	118	148		
29	59	89	119	149		
30	60	90	120	150		

What profession do I like?   What profession do I want to work in?

1._____

    1._____

2._____

    2._____

3._____

    3._____

KEY

1. Agriculture, botany
2. Animal farming, biology
3. Land reclamation, land management
4. Geography
5. Geology
6. Forestry
7. Architecture
8. Creation of instruments
9. Mechanization
10. Physics, mathematics
11. Chemistry
12. Electrical engineering
13. Radio engineering
14. Road transport
15. Textile industry
16. Household services
17. Furniture production
18. Public catering
19. Economics
20. Trade
21. Law
22. Maritime transport, shipping
23. Record keeping, work organization
24. Medicine, health care, social care
25. History
26. Philology
27. Pedagogy
28. Fine arts, applied arts
29. Music, theatre
30. Physical culture, sports

13 Methodology "SELF-ASSESSMENT OF WILLS"

(Adapted from: Ā. Milta Class teacher.-R.,1988., 93.-94.lpp.)

Aim: To find out the self-assessment of students' will.

Procedure

Students are given a questionnaire in which a "+" sign must be placed in the appropriate column.

Questions	Yes	Yes, rather than no	No, rather than yes	No
1. Do you know what you want to do in life, how to be useful to your fellow human beings?				
2. Are you able to fulfil what you need to do on a regular basis by giving up something that you like but is less important?				

3. Do you have enough perseverance not to give up a difficult study task halfway if you face difficulties?				
4. Do you manage to organize yourself for work, work with concentration, with full dedication?				
5. Do you evaluate yourself self-critically, are you able to see your own mistakes?				
6. Can your promise be relied on?				
7. Will you boldly confess your offense, even though you know that you will have to be punished for it?				
8. Are you able to overcome small difficulties without regret?				
9. Are you able to be cultural, restrained so that others around you feel good?				
10. Are you able to disobey the negative influence, stick to your beliefs, even though you know that someone will make fun of you for it?				

Processing of results

Dominant responses are evaluated. If positive answers predominate, then the teenager thinks positively about themselves and their communication with others. If negative answers predominate, the educator should continue the student's pedagogical research and try to increase the student's self-esteem by pedagogical means.

Although the general education pathways have been modified and to some extent similar for all young people of the same age, in practice a differentiated emotional attitude of students towards a specific subject appears. This differentiated attitude is often provoked by the quality of the relationship between the student and the teacher of a particular subject. In the same subject, students in one class can have a positive learning experience and others a negative learning experience. Therefore, the teacher should diagnose these emotional connections as early as possible and make the appropriate pedagogical correction.

14 Methodology "ATTITUDE TOWARDS STUDY SUBJECTS"

(Adapted from: Шевандрин Н.И. Психодиагностика, коррекция и развитие личности. – М., 1998, с. 424-425)

Aim: To determine the students' attitude towards study subjects and the direction of their study interest.

Procedure

1. Pupils are given a sheet with the names of the subjects and the possible expressions of their attitudes. The student must write their name and surname.

2. Each subject and expression should be assigned with one of the following ratings:

      2 - it really is true

      1 - this is only partially true

      0 - this is not the case

QUESTIONNAIRE

Study subject	Attitude assessment						Altogether
	I understand this subject	I like this subject	I am creative within the classes	I manage to do work on time	I like to go to these classes	I work independently	
1.Native language							
2. Literature							
3. Foreign language							
4. History							
5. Geography							
6. Physics							
7. Chemistry							
8. Mathematics							
9. Geometry							
10. Vocational training							
11.Sports							
12. Music							
13. Fine arts							
14.							
15.							
16.							

Processing of results

The highest number of points in one of the subjects indicates the student's interest in this subject, while the lowest values indicate the opposite. The teacher must analyse the reasons why the student is unsympathetic towards any of the subjects.

Often teachers unilaterally assess the student's general intellectual development and their abilities, limited to the definitions - lazy, diligent, smart, but in essence do not assess the student's set of intellectual skills and abilities from the various aspects of their manifestations.

15 Methodology "LEVEL OF INTELLECTUAL SKILLS DEVELOPMENT"

(Adapted from: Шевандрин Н.И. Психодиагностика, коррекция и развитие личности. – М., 1998, с. 426-428)

Aim: To assess the level of development of intellectual skills through analysis or self-analysis.

Procedure

1. The respondent (student, parent) receives a page on which the statements are written

2. Each relevant statement must be rated with evaluation points from 0 to 2

> 2 – this skill is very pronounced

> 1 – this skill is not expressed

> 0 – this skill is not present at all

Parameter			
1. The student's ability to listen to			
1.1. a teacher's narration which is not based on records	2	1	0
1.2. a teacher's narration which is based on visual aids	2	1	0
1.3. teacher's questions about visual aids	2	1	0
1.4. the relations between phenomena which are also reflected by visual means	2	1	0
1.5. other students' answers to the teacher's questions	2	1	0
1.6. themselves (evaluate their personal answers)	2	1	0
2. The student is able to work with visual materials			
2.1. formulate questions about the illustrated facts and phenomena	2	1	0
2.2. arrange the text in the form of tables, diagrams	2	1	0
2.3. independently make a visual aid based on what has been read	2	1	0
2.4. provide a justification for when the visual aid could be used	2	1	0

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2.5. ask questions about visual aids	2	1	0
2.6. evaluate the developed visual materials	2	1	0
3. The student is able to work with text			
3.1. present the text in your own words	2	1	0
3.2. divide the text into logical parts and create a plan	2	1	0
3.3. systematize the study material	2	1	0
3.4. create an introduction of their report	2	1	0
3.5. create a logical, complete narrative (story)	2	1	0
3.6. make a comparison of texts	2	1	0
4. The student is able to operate with knowledge			
4.1. find references in literature	2	1	0
4.2. use facts, make generalizations	2	1	0
4.3. formulate cognitive tasks contained in the text	2	1	0
4.4. express attitude towards facts and events	2	1	0
4.5. formulate questions independently	2	1	0
4.6. compare the new material with already known facts, laws			
5. The student has creative independence in stud-ies			
5.1. when solving tasks assigned by the teacher	2	1	0
5.2. when completing homework	2	1	0
5.3. carry out basic research using several sources (docu-ments, observations, etc.)	2	1	0
5.4. perform analysis, comparison	2	1	0
5.5. draw conclusions	2	1	0
5.6. make generalizations based on facts, conclusions	2	1	0
6. The student is able to use knowledge in practice			
6.1. put forward a hypothesis in research work	2	1	0
6.2. determine ways of testing the hypothesis	2	1	0
6.3. transfer previously acquired knowledge to new facts, phenomena analysis	2	1	0
6.4. use knowledge in their own social activities (school and outside)	2	1	0

6.5. use of knowledge when analysing various events	2	1	0

Processing of results

The teacher summarizes the level of development of each student's intellectual skills, the expression of different skills, in order to facilitate students learning in cooperation with teachers and build on the students' stronger abilities in pedagogical activities.

The correlation between learning motivation and success can be used to successfully diagnose the general developmental tendency of a students' personality. However, with an integrated approach to the research process, the teacher can simultaneously diagnose the attitude of students' families towards education as a value and students' co-responsibility in this process.

16 Methodology "STUDY OF LEARNING MOTIVATION AND SUCCESS"

(Adapted from: Овчарова Р.В. Справочная книга школьного психолога. – М., 1996, с. 71)

Aim: To create an opportunity for the teacher to get acquainted with the students' learning motives and evaluation of learning activities.

Procedure

Each student is given a questionnaire and asked to mark their assessment in the appropriate box. The name of each student must be provided. Questionnaires are used to find out a specific student's personality, the results cannot be generalized to the whole class.

QUESTIONNAIRE

Student's name, surname				
Statements		Assessment		
		Totally agree	Partially agree	Disagree
1.	*I'm trying to study better in order to*			
1.1.	Get a better mark			
1.2.	Up our group's ranking			
1.3.	Get paid well in later life			
1.4.	Be respected and praised by my peers			
1.5.	Be praised by teachers			
1.6.	Be praised by my parents			

1.7.	Be able to buy something nice			
1.8.	Not be punished			
1.9.	Know more and understand more			
2.	*I can't study better because*			
2.1.	I have much more interesting activities to do			
2.2.	I can perform badly, but still earn well later			
2.3.	I am bothered by my home conditions			
2.4.	I don't like learning			
2.5.	I can't force myself to learn			
2.6.	I didn't want to learn before, and now I can't catch up			
2.7.	I can't learn at the same pace as others			
3.	*When getting a good grade, I like that:*			
3.1.	I know the subject well			
3.2.	Class/group members will be satisfied			
3.3.	I will be considered a good student			
3.4.	My parents will be happy			
3.5.	My teachers will be happy			
3.6.	I will be able to buy something nice			
3.7.	I will not be punished			
3.8.	I will not "pull" the class down			
4.	*When getting a bad grade, I most dislike that*			
4.1.	I have mastered the subject matter poorly			
4.2.	I got a bad grade			
4.3.	I will be seen as a bad student			
4.4.	My classmates will laugh at me			
4.5.	My parents will be upset			

4.6.	My teachers will be unhappy			
4.7.	I will have disappointed the group			
4.8.	I will be punished at home			
4.9.	I won't be able to buy anything			

5.   Examination Regulations[4]

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:

5.1 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- 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.

5.2 Preparing the training and assisting 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,

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[4] Agnieszka Sałek-Imińska, Ph.D and Monika Zajkowska, Ph.D, Hanseeatic Institute, Gdansk

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.

5.3 Performing the 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.

5.4 Completing the 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.

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Part II. Implementation Reports

The different programs for training trainers in companies were tested and implemented under different national conditions by the seven COVEs of the project.

1. Tests & Implementation COVE Germany[5]

1.1 Introduction

The seminar "Trainer qualification according to AEVO" was held from 10.01.2022 to 27.01.2022 in njumii - The Training Centre of the Crafts of the Dresden Chamber of Crafts.

The course is an important building block for dual vocational training. Trainers have a trainers have a decisive influence on the quality of vocational education and training. In Germany, the Ordinance on Trainer Aptitude (AEVO) regulates what knowledge they must have and how they must prove it. In all occupations of the dual system a qualified person is required to provide in-company training. The in-company trainer has a key function in dual vocational education and training. Only those who are personally and professionally and professionally qualified to do so. According to the Vocational Training Act (BBiG), trainers in a company must in a company, the acquisition of vocational and occupational pedagogical skills and knowledge, according to the Ordinance on Trainer Aptitude. Furthermore, a master craftsman in his is considered to be pedagogically suitable, as this training is a part of the vocational master training is part of the master craftsman training. Other state-recognized examinations and degrees can be checked for equivalent suitability and, if necessary, recognized with conditions or credited, e.g. pedagogical training or studies.

1.2 Admission and organization of the training

Participants register independently via the course portal njumii (www.njumii.de).

Beforehand, the participant has independently expressed the desire to further or the need has arisen in the company. The costs for the training are costs for the training are usually borne by the company, as the transfer of new tasks or a new function to the employee, a corresponding added value is created in the company.

Furthermore, participants take part in the master craftsman preparation course. (Part IV of the master craftsman training).

14 participants (13 males and one female) registered for the trial course and also registered for the trial course and participated fully. The course comprised 12 working days in present tense with one day with 4 units was completed in self-study.

In total, 100 lessons of 45 minutes each were held. As a prerequisite for access participants must have completed vocational training. In Germany, this corresponds to DQR level 4.

For the approval of the implementation in the project, the disclosure of personal data to third parties was excluded.

The course includes four fields of action that prepare for the subsequent training aptitude test.

- Check training prerequisites and plan training 22 UE
- Preparing training and assisting in the recruitment of trainees 20 UE
- Conduct training 45 UE
- Complete training 13 UE

The appointed teacher Ms. Kandel is an independent lecturer who has developed her vocation in in training through various stages in her professional career. In the conversation, one notices that it is a matter of the heart for her, after her teaching and and the corresponding examination, to release well-trained staff into professional life.

The framework curriculum for this course was published by the main committee of the Federal Institute for Vocational Education and Training. It contains details of the knowledge to be imparted in the preparation courses are to be taught in detail. It thus contributes to ensuring a nationwide uniform quality standard in the implementation of training courses for the courses for the acquisition of the trainer qualification.

In principle, the lecturer thinks the concept of the training is good. However, here too, as in so many other training courses, modernization is needed. Appropriate teaching materials, especially Holzmannverlag, need to be updated, corrected and relaunched.

A major point of criticism is the updating and refreshing of course knowledge at regular intervals. similar to the first aid course. Until e.g. vocational master trainees actually train an apprentice, several years can pass.

In conversations with participants, Ms. Knandel has found that many apprentices in the in the company are no longer looked after in the way they should be. Further trainers should be regularly updated to keep abreast of the latest developments in the pedagogical and technical training points and pass this on directly to the trainees. This is not guaranteed in the current system. This could also be achieved by DENA's system of points for building energy advisors could be a model for this.

Even without legal regulation, the njumii training centre regularly offers further course topics for updating trainer aptitude. course topics to update the instructor qualification. These are also attended by participants even if there is no legal requirement for further training. Participants here are mainly companies and their trainers who attach importance to the quality of the training.

The following courses are offered for this purpose:

- Refresher course on trainer aptitude! Mastering the legal basics
- Mastering difficult situations in the training company - practical workshop for trainers
- Generation Azubi Y/Z - You me too!

Lecturer Ms Knandel - short vita: Source: https://training-knandel.de/about/

- 5-year course in education at the University of Education in Dresden, Degree: Diplomlehrerin
- 1-year further training in business administration at Institut IBS Osnabrück, Degree: Certificate as a manager
- Trainer training at IHK Heilbronn, degree: IHK certificate
- Training as a certified private and business coach with Susanne Weber Communication Management Constanc.
- Trainer aptitude test IHK
- Postgraduate studies to become a "Trainer for Communication and Learning in Group Social Psychological Training" at the Psychological Centre Leipzig (completion of certification course HS Mittweida)
- Training as "Certified Suggestopädin" (abb-Seminare Pößneck)
- Various seminars in the field of leadership, communication, rhetoric, time management, body language

Extensive support is provided for the participants at njumii - Das Bildungszentrum of the skilled crafts. The customer service is the contact person before the course starts regarding costs, funding opportunities, time frame, boundary conditions, admission requirements etc. After registration or at the start of the course, the course administration takes over the participant support. At the beginning of the course, they provide comprehensive information about the the general conditions at the centre and the course schedule. A welcome, information about on break times, house rules, instructions, etc. are just a few examples at the beginning of the course.

The course administration also answers questions that arise at the beginning or during the course. The course administration is also responsible for any disagreements with the lecturers. The Examinations Department is responsible for questions regarding examinations and the issuing of certificates.

1.3 Participants profile and organization of the training

The training is valid across all trades and crafts. Participants in our courses are e.g. carpenters, joiners, hairdressers, sanitary, heating and air-conditioning fitters as part of the master craftsman preparation courses or as separate course offerings.

For training in the so-called liberal professions (doctors, dentists, veterinary surgeons, tax advisors, lawyers, experts, notaries and pharmacists), no training aptitude is required. The above-mentioned liberal professions entitle the holder to train with the corresponding degree entitle them to training.

1.4 Execution of the Training

The course was conducted in accordance with the framework curriculum and the currently valid trainer Suitability Ordinance.

At the end of the course, the participants took an examination. This consists of a written and a practical part. According to the Ordinance on Trainer Aptitude, case-related tasks from all fields of activity must be fields of activity. Three hours are planned for this. The practical part consists of a presentation of a training situation freely chosen by the candidate from his or her chosen by the candidate from his or her own sector, and a technical discussion. In total, the practical part of the examination should last 30 minutes. Instead of the presentation, the training situation can also be carried out practically.

After passing the examination, for which at least the grade "sufficient" is required, the participant receives a certificate.

The feedback from the participants on the questionnaires was predominantly very positive to neutral. Only one participant criticized the teaching material with "Holzmann media". This was also reflected and discussed with the course lecturer. No major weaknesses were mentioned by the participants.

1.5 Main Findings and Conclusions

The seminar "Trainer aptitude according to AEVO" is an essential course for ensuring the high quality of dual vocational training in Germany. The course takes place at the njumii - The Training Centre for Skilled Crafts of the Dresden Chamber of Skilled Crafts, at regular intervals. Appropriate numbers of participants are required due to the obligation to prove the f the trainers and by the master craftsman training. This training is an important building block in dual vocational education and training, which is indispensable today and indispensable. Digitalization and the general modernization of the professions will have a significant of the professions will have a significant influence on this course. New technologies and the handling of digital media require a corresponding influence in the pedagogical handling in the training. A further development with compulsory refreshers is conceivable to ensure a general quality assurance of the trainers.

Handwerkskammer Dresden

Fortbildungsprüfungszeugnis

Max Mustermann

geboren am 21. Juni 1978 in Dresden

hat am 26. Oktober 2017

die

Ausbildereignungsprüfung

nach der Ausbildereignungsverordnung vom 21.01.2009 (BGBL. I S. 88)

mit folgendem Ergebnis bestanden

	Punkte	Note
Schriftlicher Prüfungsteil	81,00	gut
Praktischer Prüfungsteil	81,00	gut

Damit wurden die berufs- und arbeitspädagogischen Fertigkeiten, Kenntnisse und Fähigkeiten im Sinne des § 30 des Berufsbildungsgesetzes nachgewiesen.

Dresden, 26. Oktober 2017

Vorsitzende(r) des Prüfungsausschusses

Beauftragte(r) der zuständigen Stelle

Rechtsbehelfsbelehrung:
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Handwerkskammer Dresden

Urkunde

Max Mustermann

geboren am 21. Juni 1978

hat am 26. Oktober 2017

die

Ausbildereignungsprüfung

nach der Ausbildereignungsverordnung vom 21.01.2009 (BGBL. I S. 88)

bestanden.

Damit wurden die berufs- und arbeitspädagogischen Fertigkeiten, Kenntnisse und Fähigkeiten im Sinne des § 30 des Berufsbildungsgesetzes nachgewiesen.

Dresden, 26. Oktober 2017

_____
Vorsitzende(r) des
Prüfungsausschusses

_____
Beauftragte(r) der
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2. Tests & Implementation COVE Poland (Szczecin)[6]

2.1 Entry requirements for participants

1. a professional title in the occupation they will teach, or in an occupation related to the occupation they will teach, and at least three years of work experience in the occupation they will teach, and:
   a) a) certificate of graduation from a technical school, an industry secondary school, a supplementary technical school or an equivalent school, or.
   b) b) certificate of completion of a post-secondary school or a diploma from a post-secondary or post-secondary school, or

2. the title of skilled labourer or equivalent in the occupation they will teach and at least four years of work experience in the occupation they will teach, and:
   c) a certificate of graduation from a general high school, vocational high school, technical high school, specialized high school, supplementary general high school or
   d) a certificate of graduation from a technical school, an industry secondary school and a supplementary technical school, training in a profession other than the one they will teach, or
   e) a certificate of completion of a secondary vocational college, or

3. a diploma of graduation:
   f) in a field of study appropriate to the profession they will teach, and at least two years of work experience in the profession they will teach, or
   g) in a field of study other than the one appropriate to the profession they will teach, and at least four years of work experience in the profession they will teach, or

4. a professional title in the occupation they will teach, or in an occupation related to the occupation they will teach, and at least six years of work experience in the occupation they will teach, as well as a certificate of graduation from an elementary vocational school or an occupational school of the first degree, or

5. a master's degree in the occupation they will teach, or in an occupation that is part of the occupation they will teach.

Learning objectives and ways to achieve them, taking into account the possibility of individualization of the work of trainees, depending on their needs and abilities.

Legal basis:
- Regulation of the Minister of National Education of March 19, 2019 on continuing education in extracurricular forms (Journal of Laws of 2019, item 652).
- Regulation of the Minister of National Education of February 22, 2019 on practical vocational training (Journal of Laws of February 28, 2019, item 391).

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[6] Prepared by Izba Rzemieslnicza Malej i Sredniej Przedsiebiorczosci

2.2 Objectives of training

To prepare employers, employees and those who run individual farms, for whom teaching and educational work is not their primary occupation, to carry out the teaching and educational tasks related to the conduct of practical vocational training for young workers by enabling them to acquire:

1. basic knowledge of psychology and pedagogy, the ability to support the development of students, individualize the teaching process and undertake cooperation with teachers and parents.
2. skills in the field of methodology necessary for the effective conduct of practical vocational training for juvenile workers, the awakening of students' interest in working in the profession, the proper selection of training methods, as well as the assessment of students' educational achievements.

Ways of achieving the goals, taking into account the possibility of individualization of the work of training participants, depending on their needs and capabilities, are determined by the organizer of training, in particular, indicating, for example, the forms and methods of training, qualifications of staff necessary to conduct given classes, place of methodological practice, organizational and technical conditions necessary for the acquisition of knowledge and skills covered by the program by participants, preparation of the participant for classes and self-education.

Classes conducted in the form of a stationary course and with the use of information technology (Internet network in the asynchronous model) by qualified staff in accordance with the subject matter of the classes. It allows you to start learning at any time and work at your convenience. The teacher supports the training process by answering questions using an email box. Learning by this method is conducted on the topics of psychology, pedagogy and teaching methodology.

The classes will be conducted in a group with no more than 20 participants, using activating teaching methods such as : various types of discussions, practical exercises, case method, project method, simulation method, etc. Participants of the course will receive the necessary materials for self-study, a list of literature and necessary sources of information. The course participants will be provided with teaching materials to implement the planned exercises.

2.3 Framework plan of the Pedagogical Course for instructors of practical vocational training

1. Fundamentals of pedagogy with particular emphasis on labour pedagogy
2. Elements of psychology in communication and relations "instructor - learner"
3. Methodology of practical vocational training
4. Teaching skills

2.31 Fundamentals of pedagogy with particular emphasis on labour pedagogy

Lp.	Scope of content of implemented activities	Form of classes	Measures didactic	Learning outcomes - upon completion of the course a person will be able to
1.	Scope and tasks of labour pedagogy; Education and upbringing: - pre-vocational, - pro-vocational, - vocational; Vocational activity, further education and training and further education	Lecture with elements of discussion	Multimedia presentation	- define the scope and tasks of labour pedagogy, - describe the subject of pre-vocational, pro-vocational and vocational education and training, - define the functions of vocational counselling, - identify opportunities for further education
2.	Legal acts regulating the principles of pedagogical problem solving - didactics, care, upbringing; Classification of occupations of vocational education; Types of schools and forms in which vocational education can be organised.	Lecture with elements of discussion	Multimedia presentation	- identify the statutory teaching, caring and educational tasks of a teacher, - describe the functions of the classification of occupations of vocational education, - identify the types of schools providing vocational education and other forms of vocational training
3.	Legal basis for organising practical vocational training; Labour Code - Section IX - Employment of juveniles and other legal acts concerning the employment of juveniles.	Lecture with elements of discussion	Multimedia presentation	- define the principles for the organisation of practical vocational training, - indicate the tasks of the practical vocational training instructor, - define the principles for the employment of young workers
4.	Practical training instructor in the education system: - Tasks, - Responsibilities; Rules of conduct - Ethics in the performance of the tasks of the practical vocational training instructor.	Lecture with elements of discussion	Multimedia presentation	- describe the professional profile of an apprenticeship instructor, - indicate the responsibilities of an apprenticeship instructor, - formulate a code of ethics for an apprenticeship instructor.

2.32 Elements of psychology in communication and relations "instructor - learner"

Lp.	Issues	Form of classes	Measures didactic	Learning outcomes - upon completion of the course a person will be able to
1.	Human developmental periods and learning opportunities and needs.	Lecture	Presentation multimedia	- identify the developmental periods of a person during which he/she can acquire a profession or retrain, - identify the learner's learning needs and opportunities during different developmental periods, - identify ways to support learning during different developmental periods
2.	Stress in education - the meaning and management of stress.	Lecture/discussion	Presentation multimedia	- define stress, - assess the stressful situation, - choose how to manage the stressful situation to achieve the desired effect in working with the learner
3.	Conflict - conflict analysis and management.	Lecture/discussion	Presentation multimedia	- define conflict, - identify the source of conflict, - identify examples of principles for managing conflict when working with a learner
4.	Diagnosing the learner's abilities and needs.	Lecture/discussion	Presentation multimedia	- carry out an observation of the learner to diagnose their abilities and needs; - formulate conclusions from the observation for planning work with the learner
5.	Motivating the learner to learn	Lecture/discussion	Presentation multimedia	- identify ways to motivate the learner to undertake and complete practical learning tasks, - identify the importance of rules, arrangements and agreements in motivation, - identify and evaluate the importance of punishment and reward in motivation

2.33 Methodology of practical vocational training

Lp.	Issues	Form of classes	Measures didactic	Learning outcomes - upon completion of the course a person will be able to
1.	Subject matter and tasks of vocational training methodology	Lecture / exercises	Presentation multimedia	- define the subject and tasks of vocational training methodology, - indicate the scope of tasks for

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				practical vocational training methodology
2.	The core curriculum for vocational education, its role in planning and organising practical vocational training; General education core curriculum - links to vocational education; Social competences.	Lecture / exercises	Presentation multimedia	- Identify the functions of core curricula for vocational education and training, - Identify the elements that make up the structure of the core curriculum for a given occupation in the context of planning practical vocational training, - Interpret selected elements of the core curriculum for a given occupation in the context of practical vocational training, - Identify the links between the core curriculum for a given occupation and the general education curriculum for key competences
3.	Principles of teaching-learning.	Lecture / exercises	Presentation multimedia	- interpret the principles implemented by the teacher (illustrative, self-efficacy, linking theory and practice, accessibility), - interpret the principles implemented by the learner (awareness, relevance, use of experience, role model), - identify examples of how the principles of teaching can be used in the implementation of practical vocational training tasks.
4.	Learning objective in education; Target classification; Learning objective vs. curriculum requirements;	exercises	Programmes by industry	- define the objective in education, - classify the objectives in education, - formulate exemplary educational objectives for the selected profession on the basis of the core curriculum, - formulate the educational objective as a curriculum requirement, - apply the principles of operationalisation of objectives in the selected profession for the conditions of implementation of practical vocational training

5.	Learning material versus learning themes; Information function; Motivational function; Principles for formulating topics for educational activities.	Lecture / demonstration	Presentation multimedia	- describe the principles for formulating learning activity topics - selecting learning material, - establish the meaning of learning activity topics, - formulate examples of learning activity topics in learners' task work
6.	Techno didactic equipment - organisation of vocational education; Workstation as a training position.	exercises	Presentation multimedia	- identify the importance of media and teaching aids in education, - plan the equipment and organisation of a workstation for educational purposes, - select equipment to perform a task at a workstation, - indicate the importance of health and safety principles in working at a workstation, - evaluate the equipment of an example workstation for training purposes
7.	Planning of tasks to be completed by the learner.	Lecture	Presentation multimedia	- identify, on the basis of the core curriculum for the selected profession, sample tasks to be performed by the learner independently, - identify, on the basis of the core curriculum for the selected profession, sample tasks to be performed by the learner in a group (in cooperation) with others, - formulate instructions for performance of sample tasks, - select a place, equipment and other materials for performance of the task, - indicate the principles of control (including self-control) while performing the sample task
8.	Methods and forms of work in practical training.	exercises	Model scenarios, presentation	- describe the course of exemplary practical classes, - characterise exemplary methods used in practical training, - select the method of training according to the subject matter of the class, organisational

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				possibilities, time foreseen for realisation and anticipated capabilities of the learner, - plan the realisation of classes using selected methods, - describe the work techniques used in practical vocational training, - select the work technique according to the method used, the subject matter and the expected outcome of the task
9.	Planning of practical training activities and planning of the working day - scenario	exercises	Presentations participants training	- describe the structure of a scenario for educational activities, - design a scenario for selected practical activities, - design a scenario for a working day of a juvenile employee undergoing vocational training at a workplace, - develop the materials necessary to carry out the activities according to the designed scenario
10.	Position manual.	Lecture / exercises	Presentation multimedia	- define the functions of the workstation instructions, - design the instructions for an example workstation
11.	Work sheet (worksheet) in the organisation of practical vocational training	Lecture / exercises	Presentation multimedia	- define the role of the worksheet (worksheet) in the organisation of practical vocational training, - design a sample worksheet (worksheet)
12.	Assessment in the implementation of practical vocational training; Methods of testing knowledge and skills; Assessment criteria; Feedback in assessment.	Lecture / exercises	Presentation multimedia	- identify the formal requirements for school-based assessment and assessment in continuing education, - describe methods of testing knowledge and skills in practical vocational training, - identify the role of assessment criteria, - formulate feedback for a sample assessment situation, - apply the school assessment to an exemplary situation, the relevant curriculum requirement and the school grading policy

13.	Checklist in supporting task performance and self-evaluation	exercises	Programmes by industry	- analyse a sample checklist, - design a checklist for a selected learner task
14.	Vocational curriculum: a) functions and principles of construction; b) structure; c) legal requirements.	Lecture / demonstration	Presentation multimedia	- identify the functions of the vocational curriculum, - formulate exemplary provisions for the individual elements of the vocational curriculum with regard to practical vocational training
15.	Modification of the sample vocational curriculum.	exercises	Presentation multimedia	- define the principles for modifying the vocational curriculum
16.	Vocational qualification/vocational examination; The journeyman's exam - the rules of the exam.	Lecture	Presentation multimedia	- analyse the examination procedures for the vocational qualification/vocational examination, - analyse the examination tasks in the handbook for the vocational qualification examination/professional examination, - specify the requirements for passing the vocational qualification/vocational examination, - lay down the rules for the conduct of the journeyman examination
17.	School documents: 1) school curriculum; 2) teacher's teaching plan - curriculum; 3) lesson log; 4) evaluation sheet.	exercises		- interpret the provisions in the school curriculum, - make entries in the school logbook, - develop a teacher's teaching plan for practical vocational training, - name the activities according to the school's curriculum and mark sheet.

2.34 Teaching skills

Lp.	Issues	Form of classes	Teaching resources.	Learning outcomes - upon completion of the course a person will be able to
1.	Simulation of the course of a sample practical class.	Practical activities	Practice in companies	demonstrate a course of exemplary practical activities
2.	Demonstration with explanation in practical education.	Practical activities	Practice in companies	carry out a demonstration of how to perform a specific activity on a workstation
3.	Assessing the completed task.	Practical activities	Practice in companies	evaluate the observed performance of a specific activity or set of activities at the workstation. or simulate the practical part of the vocational qualification/vocational examination and evaluate it according to the school criteria and in accordance with the examination rules.
4.	Maintaining health and safety, environmental protection and fire safety rules at the workplace.	Practical activities	Practice in companies	assess the preparation of the workplace in terms of health and safety, environmental protection and fire safety

2.4 Description of learning outcomes

1. Upon completion of the training, the course participant has psychological and pedagogical knowledge to understand the processes of upbringing and teaching-learning of juvenile workers.
2. has knowledge of methodology supported by experience in its practical use.
3. has the skills necessary to carry out the teaching and upbringing tasks of an instructor of practical vocational training.
4. skilfully communicates both with juveniles and with parents and the school.
5. is practically prepared to carry out the teaching and upbringing tasks arising from the role of an instructor of practical vocational training.

2.5 Method and form of Competition

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Attendance at classes, presentation of teaching materials developed by him, positive evaluation of independently conducted classes.

Final verification of learning outcomes in the form of an exam conducted by an examining commission appointed by the organizer, consisting of a written and practical part. The written part of the exam will consist of answering three questions. The questions will be arranged in sets and the course participant will draw a set. The practical part of the exam consists in developing a lesson plan for practical classes, in the profession in which the participant will train a young worker.

2.6 Examination

The final examination of the pedagogical course for instructors of practical vocational training was held on 11.10.2022 and was conducted by the examination committee of the Center for Continuing and Practical Education of the Chamber of Craft of Small and Medium Business in Szczecin, appointed by Order No. 2/2022 of July 11, 2022 by the Director of the Center for Continuing and Practical Education of the Chamber of Craft of Small and Medium Business in Szczecin.

By the decision of the Examination Commission, appointed at the Chamber of Crafts in Szczecin to conduct the examination of the pedagogical course for instructors of practical training, 19 people obtained pedagogical qualifications. Nineteen certificates were issued, registered in the register of pedagogical courses, located at the Center for Continuing and Practical Education of the Chamber of Craft of Small and Medium Enterprise in Szczecin.

3. Tests & Implementation COVE Poland (Słupsk)[7]

3.1 Background

Vocational training should be based on close cooperation between two partners: the enterprise (business entity) and the vocational school, which very precisely share both tasks and responsibilities arising from the vocational training process. The goal of Vocational Education in the dual system, in addition to equipping learners with an appropriate body of theoretical knowledge and forming professional skills, is also to enable them to acquire specific professional competencies that are necessary in the process of professional work. Previous experience of a large proportion of employers clearly shows that graduates of vocational schools, where both theoretical and practical vocational training was only provided at school, do not have many of the professional competencies that are necessary for a satisfactory job in the modern labor market. Therefore, there is growing interest in vocational education in the dual system, in which both the school and the employer carrying out the tasks assigned to practical vocational education feel responsible for the actual results of the education, and therefore for the specific professional competencies of their charges. The dual system of vocational education can be a way of shaping the desired professional competencies - especially if they are to be specific competencies - because the learner, while realizing practical classes, does so in real conditions concerning the specifics of professional tasks, work organization, working conditions, as well as the broadly understood work culture prevailing in the enterprise (often at his future employer). Therefore, it can be expected that professional competencies (especially specific ones) that are formed and developed in the direct action of the learner, who in the actual conditions prevailing in the enterprise performs professional tasks in an appropriate manner and makes decisions in this regard - will be much better than those that would be acquired only in school conditions.

The dual system of vocational education, due to the close (interpenetrating) interaction of a vocational school and a specific economic entity, which always takes place during the implementation of all tasks arising from the entire process of vocational education, can be an important instrument for regulating demand and supply in the labour market. A good way to change the existing state regarding vocational education, promising a better adjustment of the educational offer to the needs and requirements of the modern labour market, may be the dissemination of the dual model of vocational education. In order to achieve the benefits provided by the spread of the dual vocational education system, it is necessary to create on the part of the state such systemic solutions that will be a natural (and not administratively enforced) inspiration for business entities to participate in improving the quality of vocational education. We believe that the necessary elements for the implementation and promotion of the dual education system should be:

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[7] Prepared by Tadeusz Tanski Mechanical and Logistics School Complex, Słupsk

- base the educational strategy on setting reasonable educational limits for general and vocational schools (gradually in favor of increasing limits for vocational education),
- rebuild the system of preorientation and professional orientation implemented in primary and general schools, which, among other things, should allow to improve learners' awareness of the advantages of vocational education and their personal benefits resulting from the choice of this type of further education,
- develop and disseminate an optimal model of mutual relations of the educational and economic spheres, based on mutual benefits in a broad sense,
- launch a campaign to promote the dual vocational education system,
- continuously monitor the entire process of dual vocational education, and use the information gained to further optimize this system.
- Conduct courses for entrepreneurs so that they are able to work in a dual system.

3.2 Objective of the training

The main objective of the training is to raise qualification of vocational schoolteachers, who have so far been training young people in school, to carry out dual vocational training with 70-75% in-company training and 25-30% in vocational school.

Dual vocational training is an important tool to ensure the generation of skilled workers in their own companies. The success of dual training depends on the competence and commitment of the vocational schoolteachers and trainers in the companies. Task for instructors is technically and pedagogically competent involve the youth in the operating and economic environment and to professionally qualify. Not only technical know-how at a high level, but also vocational qualifications are decisive for the quality of the education. Teachers of dual vocational training in the school play a key role.

Today, the challenges of successful education exceed the mere teaching of knowledge and skills more than ever before. Especially the cooperation with small craft enterprises is to emphasize personal and temporal commitment of teachers. Just as important are the educational requirements of the teachers. Because they are not only confronted with a heterogeneous level of education of the trainees but must also adjust to changed values and behaviours of young people. In order to implement and realize a dual system of vocational training it is critical, that exist in the schools' teachers with appropriate educational qualifications. The realization of the course therefore aims to prepare for the understanding and introduction of dual vocational systems. Thus, teachers receive targeted competencies to vocational training for young people and are well prepared for their tasks as training partners in the dual system.

Participants in the course will be prepared to:

- independent planning and the training organization with trainees according to principles of dual vocational training,
- to prepare curricula and training regulations in dual vocational training,

- competent preparing trainees for the productive work-based learning 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,
- preparing and organize cooperation with companies and continuous exchange of experience during the entire training course,
- to do selection of tasks, forms and methods of the teaching supporting the further professional development,
- competent acquainting trainees with the organization in companies,
- 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.

3.3 Duration and place of the training

The training taked place on May-October 2022.
The training was held in the classrooms of the Mechanics and Logistics School Complex in Slupsk (Niedziałkowskiego 2 St.) and in the classrooms of the Practical Training Center in Slupsk (Koszalińska 5 St.).

3.4 Participants and Trainers

The training was attended by 18 people (5 women, 13 men). They represented the following industries: mechanical, automotive, logistics and shipping, agricultural mechanization, boat manufacturing, manufacturing (gardening equipment, and confectionery). They were employees of such companies as Toyota, Fiskars, Markos, Emmarol, Pomorzanka, Continental (KIA and Citroen dealer), among others.

Trainer

Mateusz Weiland - Master's degree in management, Teacher of vocational subjects (8 years of seniority), long-term consultant for EU programs and vocational education at the Teacher Training Center, entrepreneur, instructor of practical vocational training, university lecturer in business management and human resource management, owner of a scientific publishing house, image creation specialist, consultant for the Center for Modern Management Technologies, lecturer at Alfa Learning. An expert in interpersonal communication and PR.

Wiesław Maruszak - Pedagogical Technical College in Gdansk; qualifications as a teacher of practical vocational training; machining mechanic. Higher School of Pedagogy in Slupsk; mathematics. Master's studies. Gdansk University of Technology; Mechanics and machine construction in the field of machine technology; engineering studies. Teacher of vocational subjects, director of the Complex of Educational Institutions.

Anna Szymańska - Higher School of Pedagogy in Slupsk; pedagogy, specialization-care-education pedagogy with ethics. Undergraduate studies. Higher School of Pedagogy in Slupsk; pedagogy. Master's studies. Higher School of Pedagogy in Slupsk; postgraduate studies in library science and scientific information. Pomeranian Pedagogical Academy in Slupsk; postgraduate studies in organization and management of education. University of Szczecin; postgraduate studies in information technology in teaching. Poznan School of Logistics; postgraduate studies in logistics and forwarding. Manager of practical education and teacher of vocational subjects at the Mechanical and Logistics School Complex in Slupsk.

Justyna Surmacz - Pomeranian Pedagogical Academy in Slupsk; Faculty of Education and Philosophy; pedagogy; spec. Care and educational pedagogy; master's degree. Pomeranian Academy of Pedagogy in Slupsk; postgraduate studies, in the field of psychological assistance. University of Gdansk, Faculty of Social Sciences- institute of pedagogy; postgraduate studies; in vocational counseling. ATENA Personnel Improvement Center; qualification course in pedagogical therapy. Teacher - pedagogue in the Complex of Mechanical and Logistics Schools in Slupsk.

Przemysław Jakubowski - Pomeranian Pedagogical Academy in Slupsk;; philology; specialty Russian language philology with English. Master's studies. Academy of Humanities and Economics in Lodz; philology; specialty English philology, translation studies. Master's studies. Higher School of Economy in Bydgoszcz; administration and public finance management. Postgraduate studies. Higher School of Economy in Bydgoszcz; postgraduate studies in the field- education management. ATENA Personnel Improvement Center; qualification course in oligophrenopedagogy. English teacher, deputy director of the Group of Mechanical and Logistics Schools in Slupsk.

The curriculum was developed in cooperation with the cooperating companies that run patronage classes and the subject team of teachers.

3.5 Programme

MODUL	SUBJECT	LEARNING CONTENT	DURA-TION
I **INITIATION**	• Greetings • Objectives and execution of the training • Self-presentation of the participants • Determination of the participants' previous knowledge	Introduction	2h
II **SYSTEMS OF DUAL VOCATIONAL TRAINING**	• Comprehensive presentation of dual vocational training • Advantages and disadvantages of dual vocational training • Tasks of the partners and cooperation	o Structures and interfaces of the VET system. o Classification of the vocational training system in the German education system. o Occupational training requirements and basic conditions of training. o Personnel planning and training needs. o Legal framework conditions of the education in particular vocational training act, handicraft regulations, youth work protection law. o Selection of training occupations. o Origin and list of officially recognized training occupations. o Training opportunities in the company. o Suitability for training. o Personal and professional suitability, training obstacles. o Administrative offenses and withdrawal of the training authorization. o Advantages and benefits of dual vocational training. o Importance of training for young people, the economy and society.	8h

		o Benefits and costs of training for the business. o The dual system of vocational training: structure, responsibilities, tasks, control. o Essential requirements for the education system: in particular equal opportunities, transparency, transparency, equivalence. o Structure, functions, goals of training regulations. o Eligibility criteria of the training center. o Out-of-school training and network training. o Tasks of the craft organizations (chamber, guild) in support of the training	
III **CURRICULA AND TRAINING REGULATIONS**	• Framework curricula for the school education part • Training regulations for the in-company training part • Dovetailing of school-based and in-company vocational training • Training locations: school, company and supra-company training workshop • Alternative forms of organisation and implementation	o Advantages and benefits of company training. o Planning and decision making with regard to the operational training needs based on the law, collective agreements and operational framework. o The structures of the VET system and its interfaces represent. o Apprenticeships for the operation to select and justify. o The qualification of the company for the training in the targeted professional training. o 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.	8h

		o The possibilities of using preparatory to the professional training measures to assess. o During operation match the responsibilities of the training participants, taking into account their functions and qualifications.	
IV **TRAINING COUNSELLING AND REGISTRATION**	• Advice before starting the training and aptitude assessments. • Registration and supervision of training contracts • Accompanying advice during the entire training and resolution of conflicts • Possible sanctions	o Creating on the basis of training regulations a company training plan, which is geared particularly toward professional typical work and business processes. o The possibilities for interactivity and participation to take account of employees' representations in VET, o The need for cooperation to identify and in content and organization with the cooperation partners, in particular the vocational school. o Criteria and procedures for selecting trainees to apply taking into account their diversity. o The vocational training contract prepare and to cause the registration of the contract with the competent body. o The possibilities to consider whether parts of the training can be carried out abroad.	8 h
V **COOPERATION WITH COMPANIES**	• Recruitment of training companies • Training of trainers in companies • Helping to recruit young people.	o Creating professional project of training between the school and the enterprise adapted for needs of both sides. o Creating the contract / agreements - formalized document of the cooperation among the enterprise and a vocational	8 h

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	• Cooperation and continuous exchange of experience during the entire training course • Consulting of companies	school, or between the enterprise, a vocational school and the pupil. o Defining practice - course of practice performed by the pupil. Model disadvantaged areas: • duties to do, • production area in which practice will take place, including tools and machines, which are supposed to be applied while undergoing practice, • particular needs or requirements associated with undergoing practice. o Monitoring of progress of the pupil - monitoring progress of pupils in the productivity and attitudes - different of pattern of reports. o Introducing various possibilities of the further cooperation to the pupil after finishing practice.	
VI **IMPLEMENTA-TION OF THE TRAINING**	• Shortening or extending the training period • Change of training company • Training network of several companies • Instruments of cooperation	o Creating conditions conducive to learning and a motivating learning culture, to provide feedback. o The trial period to organize, make and evaluate. o Developing of the company training plan and the typical professional work and business processes company learning and work tasks and shape. o Training methods and media target groups selected and situation-specific use. o Apprentices to assist them in learning difficulties through individual design of training and learning advice to use	16 h

		training support aids if necessary and the possibility to extend the training period to examine. ○ 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. ○ To recognize the social and personal development of students to promote, problems and conflicts in good time and to work towards a solution. ○ Services determine and evaluate performance appraisals evaluate third parties and examination results to lead assessment interviews, to draw conclusions for the further trainings.	
VII **ORGANISATION OF EXAMINA-TIONS**	• Examination regulations • Intermediate tests • Final examination • Repetition of examinations • Examination pedagogy	○ Apprentices on the contract or trade test preparation, taking into account the exam dates and the training to lead to a successful conclusion, ○ For registration of trainees to provide for audits by the competent body and this draw attention to implementing relevant particularities, ○ Contribute to the creation of a written testimony on the basis of performance appraisals. ○ To inform trainees about occupational development paths and vocational training opportunities and advice.	6 h
VIII	• Vocational and work pedagogy	○ Analysis of objectives contents, methods, principles and	16 h

PEDAGOGY	• Methods, instruments and experience	forms of organizational processes of educating and them psychological and social conditioning.	
		o Basic concepts of didactics, system structure teaching, the methodology of teaching, teaching centers and the evaluation of teaching results.	
		o Methodology of teaching in classes of the practical apprenticeship: - The process of teaching, conditions of its 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.	
		o Chosen teaching methods: the definition of the method, general selection criteria of teaching methods, methods simple and activating folded methods, methods of cases and situational methods.	
		o Planning the teaching work: school curriculum, content of the program, professional characteristics of the graduate, content of the teaching, decomposition of material, structure of the lesson of the practical apprenticeship, cells of the lesson, detailed script	

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		of the lesson – analysis of timetables. ○ Analysis of school curricula. ○ Drawing up model summaries. ○ The control and the evaluation in the education.	
IX **COMPLETION**	• Materials for everyday use • Contacts for assistance • Feedback	Conclusions	4 h

3.6 Observation and Outcomes

The participants eagerly participated in the activities and showed a high level of activity. They asked a lot of questions and shared their own experiences of their past work with students at the various workplaces. The participants learned about the principles of curriculum development, implementation of the core curriculum, and obtained the necessary basics for teaching work with students. They also acquired interpersonal and educational skills in working with students, resolving conflicts, and establishing relationships. They learned modern teaching methods and ways to transfer knowledge. Since they are from industrial backgrounds, they had to learn the ins and outs of the teacher's work in order to make the teaching process between the high school and the workplace as common as possible. According to the participants' testimonies, they highly appreciated the course conducted and felt that it was necessary to teach in a dual format. It is a much more complex and complicated form compared to traditional apprenticeships. They indicated that such training should be a requirement in the future for employers who intend to implement dual classes, as it provides an ideal foundation for conducting such classes.

3.7 Form of Assessment

As part of the credit, participants had to conduct a demonstration lesson and write a lesson outline including teaching content, teaching means and methods, and the sequence of the lesson. In addition, they took an oral exam on the material taught. All 18 participants passed the exam, completed the course and received a certificate confirming their participation in the training.

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4 Test & Implementation COVE Lithuania[8]

4.1 Introduction

Training title: Training for Trainers in SMEs (Curriculum C)

Period of implementation: October 2021 – January 2022

The training is classified at EQF levels 3 / 4 in the national system of continuing vocational training. It is targeted at in-company trainers who are usually great professionals but most of the time they do not receive any specific training to become trainers (e. g. pedagogical competences for proper training of apprentices).

The training was conducted in blended learning mode.

4.2 Admission and organization of the training

The training was organized with no special admission requirements. Participants were recruited by addressing the companies hosting or planning to host apprentices. A group of 19 participants was formed including company owners, managers of different levels as well as in-company trainers. The training was attended by representatives of various economic sectors: textile, electromechanical engineering, transportation and logistics, metal processing, electricity supply, finances, education, etc.

Number of participants: 19. The signed list of participants is attached to this report.

The training was organized in part-time blended mode.

4.3 Participants profile and organization of the training

The participants group consisted of 14 men and 5 women, the majority of them (72 %) aged between 35 - 54, education background – university or technical school degrees, all Lithuanian.

Participating SMEs represented the following sectors: textile, electromechanical engineering, transportation and logistics, metal processing, electricity supply, finances, etc.

4.4 Execution of the Training

The training was organized in part-time blended mode with total number of hours reduced from 115 to 90. Face-to-face meetings were interchanged with online classes, the training included lectures delivered by experienced teachers, individual tasks and group discussions.

The curriculum was slightly adapted and shortened; some parts omitted as they were not relevant for Lithuanian context. For example, companies do not usually have probation periods for apprentices; there are no final exams at the end of apprenticeship

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[8] Prepared by: Panevezys Chamber of Commerce Industry and Crafts, January 2022

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and trainees do not have to register for them with the competent body; no certificates are issued but final records and evaluation marks are entered in the trainees' record books instead.

No exam was taken at the end of the training.

All participants filled out online feedback surveys at the end of the training. Additionally, short semi-structured interviews were carried out with 2 participants, 2 SMEs owners and the teacher. Their responses to the interview questions are given below.

4.5 Evaluation of the Training

INTERVIEW WITH PARTICIPANTS

1. What was most (and least) interesting about the training program?

- During the training a lot of practical examples were given so that we can apply theo-retical knowledge into practice.

- Some things were already known but much information was new to me. The topic on coordination and task division among company staff involved in the training was very useful, also information on legal aspects of admitting applicants.

2. What challenges did you face during the training program?

- Everything was clear and easy to follow. Finding time for attending the training was sometimes a challenge.

- I did not encounter any particular difficulties, the lecturer was competent.

3. Which part of the training was the most useful for you?

- Planning the training process in the enterprise, determining the appropriateness of trainees for the chosen profession. It is very important that the in-company training suits the school curriculum. It was interesting and useful to discuss topics with people from other companies, to get to know their experience.

- In my opinion, this curriculum is well-designed, incorporating all the main topics needed for the trainer. The parts of the training I liked best were on creating motivating learning environment, promoting trainee's personal and social development, also on training assessment methods. Trainer should not only concentrate on professional side of the training but also on its psychological, interpersonal, cultural aspects. Applying suitable training and assessment methods is also very important.

4. How do you evaluate the organization of the training program? (Duration, scope, etc.)

-Well-done, I liked the training, the topics. This kind of training is very necessary.

- I was satisfied. Maybe duration of the training could be shorter, the content more concentrated.

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5.How did participating in the training program prepare you for working with students or trainees?

-The training helps to plan and prepare for training apprentices, to get the knowledge and teaching methodology necessary for trainers.

-The training helps to understand that companies and vocational schools have to work hand in hand. It also reminded that it is important not only to train the student but also make him/her feel comfortable in the company, create good psychological atmosphere, raise his/her self-confidence.

6. What could be done better in the training program? Please share any other comments you have that would help us strengthen or improve this training.

- Everything was OK.

- I have no comments.

INTERVIEWS WITH SMEs

1. Please indicate the main benefits of the training "Train the trainer in SMEs" for your company

- Our company's trainer knows more about vocational training done at school, received a lot of theoretical knowledge, trainers from different companies exchanged their good practice examples.

- Our knowledge was refreshed, and we learnt some new things, discussed different aspects of the in-company training process.

2. How would you evaluate the content of the training program „Train the trainer in SMEs"?

- I liked the curriculum and especially the lecturer who managed the lessons with ease and understanding. I would rate it as very well-made.

- The most useful parts were related to pedagogical and psychological aspects, methodology of practical training and assessment, giving nad receiving feedback.

3. Please indicate the most important knowledge, skills, and abilities that the participants of the training needed the most in order to work with trainees in your company

-The most important is to enjoy working with young people, trainers need pedagogical, psychological, methodological knowledge.

-Trainers most often are good professionals but lack pedagogical, psychological, methodological, knowledge.

4. What were the main challenges encountered during training program?

- I did not encounter any particular difficulties. Everything was clear and understandable.

- Almost none, the topics on legal matters were a bit more difficult.

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5. What kind of support do you need from your country´s government?

-Reducing enormous bureaucracy. Supporting SMEs in their establishment and start-up phase, differentiating taxes.

-Government should support small businesses, including provision of financial help for accepting and training apprentices.

6. How and why is the training beneficial for the participants in their future working life?

- I have not participated in such training before. The knowledge acquired in the training can be realized in practice.

-The acquired knowledge will help the participants in their daily work with their trainees – how to better plan and prepare for this process and how to perform it successfully.

7. How satisfied were you with participating in this training program?

- I am satisfied with this program.

- I liked the training and the topics, the content was easy to follow. The lecturer was knowledgeable about the training topics. In general, I am satisfied.

8. What could be done better in the training program? Please share any other comments you have that would help us strengthen or improve this training.

-In Lithuania trainers have to fill in apprentices' record books (training diaries), it would be good to learn more about it.

- The duration of the training could be a little shorter.

INTERVIEW WITH TRAINER

1. Please indicate the main benefits of the training „Train the trainer in SMEs"

The training gives (or refreshes) knowledge of the company staff involved in the process of training apprentices. It covers many aspects and stages of such training – legal basis, planning, performing, evaluating, personal assistance to the trainee, etc.

2. How would you evaluate the content of „Train the trainer in SMEs"?

It is well-made and thorough, covers all stages of process. It can be easily modified according to the needs and requirements existing in different countries.

3. Please indicate the most important knowledge, skills, and abilities that the participants needed the most in order to work with trainees in their company

It is not enough to be a good professional in order to be a good trainer. Trainers need pedagogical and psychological knowledge. They also have to be motivated, well-prepared and organized, enjoy working with young people, be communicative.

4. What challenges did you face during the training program?

There were no difficulties, everything was OK. The attendance was not perfect, but it is inevitable during the pandemic.

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5. What kind of support do you need from your country´s government? ---

6. How and why is the training beneficial for the participants in their future working life?

The participants will be able to better organize and perform the training processes.

7. How satisfied were you with participating in this training program?

I was satisfied to teach a group of motivated people, I had a chance to better understand how the processes are done in companies, what knowledge and assistance they need. The curriculum can be used for future trainings.

8. What could be done better in the training program? Please share any other comments you have that would help us strengthen or improve this training.

Some participants said the training could be shorter but I think all aspects and topics must be covered (except those not applicable to Lithuania).

4.6 Main Findings and Conclusions

The implemented training provided the SMEs managers and in-company trainers with necessary competences for proper training of apprentices (trainees): to plan, perform, monitor and finish the training independently. Trainers must have not only professional expertise but also knowledge on legal framework, vocational pedagogics and psychology.

By answering questions in the evaluation surveys almost all participants (89 %) agreed that the content was well organized and easy to follow; 83 % of them noted that the training provided them with enough abilities to work with students or trainees; 61 % agreed that the training experience would be useful for their work. The participants expanded their knowledge on methodology of practical training, vocational pedagogy, and psychology.

The participants said they would recommend such training to their colleagues and staff. One of the suggestions was "There is a need for constant updating of pedagogical and psychological competences".

The training can be repeatedly implemented by Panevezys Chamber of Commerce Industry and Crafts in the future for employees and managers of SMEs from various industrial sectors. The training can be modified in duration and content and easily adapted according to individual needs of the participants.

5 Test & Implementation COVE Latvia (Riga)[9]

5.1 Introduction

Upon joining the "Three-level Centers of Professional Excellence: Qualification, Entrepreneurship and Innovation in the Green Economy" project (3LoE), preparing the curriculum and testing the "Training for Trainers in SMEs" program was one of the first tasks Latvian Chamber of Crafts. The "Training for Trainers in SMEs" training program is incredibly important in the larger context of the 3LoE project as it prepares the trainers who will possibly go on to educate future students of competence centers from their own companies.

"Training for Trainers in SMEs" training curriculum was prepared by professor Alvars Baldiņš, a longtime Latvian Chamber of Crafts cooperation partner, taking into account the experience from the projects "Master BSR" and "ICC4VET", advice from project partners as well as the lecturer's personal experience.

The result of this work is a curriculum of 130 hours, including face-to-face classes, independent and practical work in the company. The testing of the training took place from 20.04.2022. until 14.06.2022.

Latvian Chamber of Crafts operates on the basis of the Law of the Republic of Latvia "On Craftsmanship". With this law, the State of Latvia has delegated the Latvian Chamber of Crafts to perform several functions, including the awarding of qualifications in craft professions. In addition to these diplomas, Latvian Chamber of Crafts issues practice certificates as well - a document that verifies that the master craftsman is a practitioner in his profession. Practice certificates are issued for a period of 3 years, after which the certificate must be extended for the next term. Latvian Chamber of Crafts has the ability and the right to determine what training should take place to receive qualification documents and the necessary actions for recertification.

Upon completion of the "Training for Trainers in SMEs" training program, the trainees received a Latvian Chamber of Crafts issued certificate that has been attached.

5.2 Admission and organisation of the training

All the training participants were Latvian Chamber of Crafts representatives (individual merchants, SMEs). Part of the training participants were those who applied for the master's qualification exam, part were existing crafts masters and journeymen.

Latvian Chamber of Crafts disseminated information about the chance to participate in the training by phone and e-mail.

The training was attended by 15 participants, 11 men and 4 women.

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[9] Prepared by: Latvian Chamber of Crafts, July 2022

The training was carried out twice a week.

Professor Alvars Baldiņš chose to follow the 130-hour curriculum he himself had prepared. The lesson plan and number of contact and independent work hours can be viewed below.

5.3 "Training for Trainers in SMEs" curriculum (130 hours)

No.	Topic	Hours	Contact hours	Independent work
1.	Pedagogy science and practice. The essence of vocational pedagogy. The role of practice and the need for training of journeymen and masters. Objectives of practice.	6	4	2
2.	Pedagogical conditions for the establishment of the traineeship. Ensuring the conditions for work safety requirements. Pedagogical and methodological approaches for conducting safety briefings.	6	4	2
3.	Pedagogical research of learners' abilities and suitability for the chosen position (determination of professional direction)	8	4	4
4.	Socio-psychological types of apprentices, acknowledgement of their qualities in the training process.	4	2	2
5.	Planning and organization of teaching work. Common and distinctive features of group and individual training.	6	4	2
6.	Specifics of the adult learners' learning process. Principles and patterns of training.	6	4	2
7.	Modern learning process. Modern digital age teaching methods, forms and means for training journeymen and masters. Teaching and learning styles. Pedagogical and psychological conditions for the preparation of teaching materials.	30	24	6
8.	Interactive learning process at the workplace.	4	2	2
9.	Collaborative pedagogy: the pedagogical and social roles of the training leader, implementation requirements.	4	2	2

10.	Distance learning organization principles and implementation requirements.	4	2	2
11.	Distance learning technologies. Possibilities of using ZOOM e-environment and WhatsApp for distance learning. Conducting video seminars and webinars in individual and group trainings	8	4	4
12.	Preparation of training materials (visualization and playback) with free platforms available on the Internet.	12	4	8
13.	The basic social needs of trainees, compliance with the basic needs to ensure successful training	8	6	2
14.	Exchange of trainer's experience (practice)	20		20
15.	Examination of the skills acquired in the course	4	4	
	Scope of the program	130	70	60

5.4 Participants profile and organisation of the training

Following is some general information about the participants.

Age of participants:
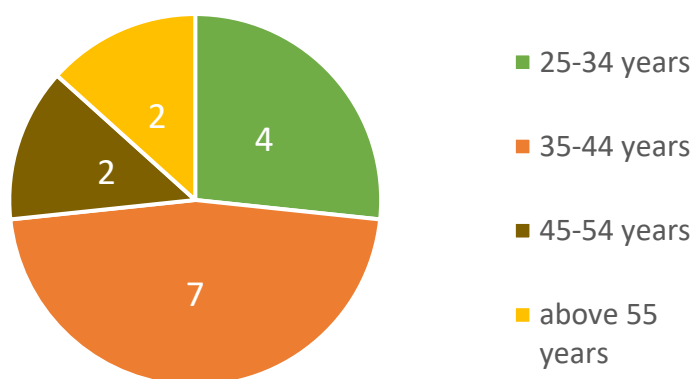
This data shows the genuine situation of Latvian Chamber of Crafts – people with work experience are the most active.

Following is the variety of crafts groups represented by the participants:

- Building crafts
- Metalworking crafts
- Woodworking crafts
- Food processing crafts
- Fabric, textile and leather processing crafts
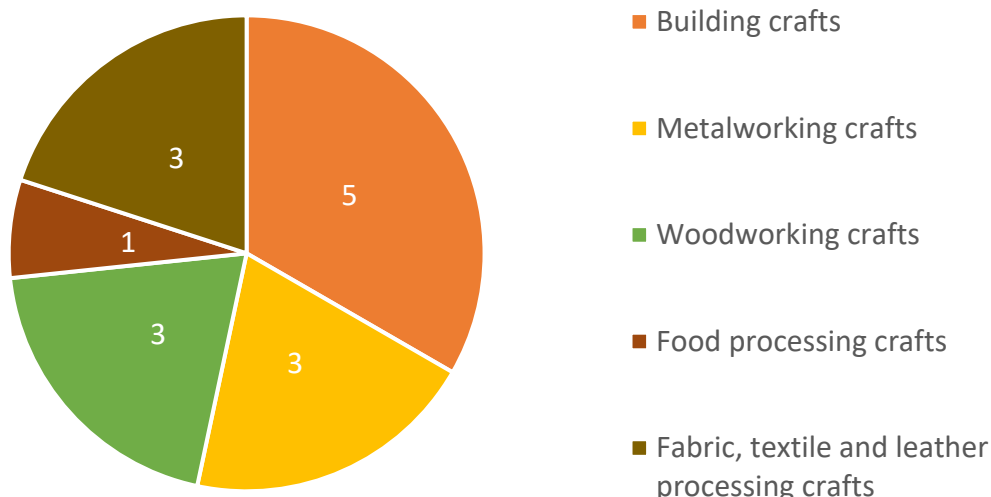
The represented crafts are:

- Building crafts group – carpenters, tinsmith, restaurateur, potter
- Metalworking group – blacksmith, car mechanic, jeweller
- Woodworking group – woodworkers
- Food processing crafts – cook.
- Fabric, textile and leather processing crafts – horse saddler, textile garment maker, tailor

Most training participants are either individual merchants or SME representatives. The distribution by the position held in the company is as follows:

- Business manager, chairman
- Supervisor
- Employee
- Self-employed
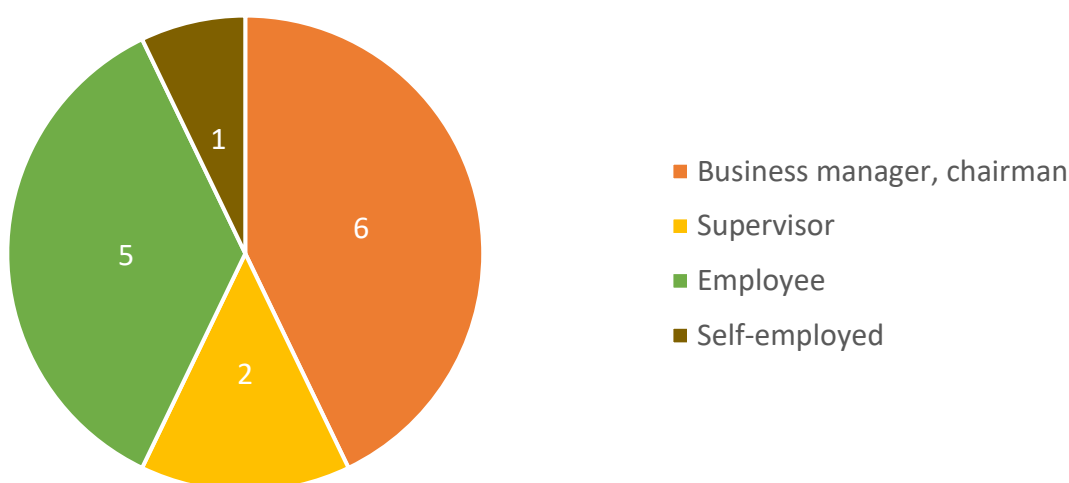
5.5 Execution of the Training

As mentioned before, professor Alvars Baldiņš, a longtime Latvian Chamber of Crafts cooperation partner, was the lecturer chosen for preparing and implementing the curriculum. He prepared a training course that is specialized for craftsmen – crafts masters and journeymen, taking into account that they will be the future trainers and practice managers of young apprentices.

As part of the training, all participants filled out the methodologies "Professional orientation", "I prefer…", and "Attractiveness of professions". The obtained results are meant to confirm the most suitable profession (or group of professions) for each study participant. It turns out that all the participants already work in the profession that suits them best. The obtained results confirm the effectiveness of the developed methodologies for determining the most suitable profession. These methodologies can be used both by career counsellors in schools and companies when determining the suitability of employees/apprentices/trainees for the chosen profession.

During the training course, the participants had to implement what they had learned in practice - in their companies. The participants had the task of going to each other's companies, where each one presented and led a practical lesson for the other participants. The participants evaluated each other according to the criteria given by the lecturer.

At the end of the training, the participants took examination tests and presented a 15-minute fragment of their prepared practical lesson. The fragment had to reflect knowledge and skills learned in the "Training for Trainers" training course. The following factors were evaluated:

1) relation to theory and practice.

2) compliance with the principle of transparency.

3) active involvement of students (interactivity).

4) stimulation of students' motivation to learn the offered content (goal orientation).

5) observance of the scheduled time.

At the end of the training, all participants passed the examination test and received a Latvian Chamber of Crafts certificate for completing the 130-hour curriculum.

5.6 Main Findings and Conclusions

The training was an overall success, as demonstrated by the positive evaluation by both the participants and the trainer.

One of the main things that the participants of the training praised was the high competence level of the lecturer. Several participants not only managed to adapt the tests provided during the training in their companies but introduced them to their business

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partners and friends as well. When asked about the necessary improvements to the program, the participants answered that the program is optimal both in terms of content and length, so that it can be used in practice in various companies.

Latvian Chamber of Crafts plans to continue implementing this kind of training program in the future, offering it to members of the chamber who are working in small and medium enterprises.

6 Test & Implementation COVE Latvia (Liepāja)[10]

6.1 Introduction

Train The Trainer training was provided within the project. Training time was from 23.10.2021-18.1.2022.

According to the project, Liepaja State Technical School must implement Train the Trainers training using the program developed by the Latvian Chamber of Crafts.

In Latvia, the "Procedure for Organizing and Implementing Work-Based Training" is set out in Cabinet Regulation No. 484, 15.06.2016.

In accordance with Paragraph 10 of the Cabinet of Ministers Regulations, the head of work-based learning in the company complies with the following requirements:

A work-based learning manager in a company meets the following requirements:

10.1. the person has the qualification of a master craftsman granted by the Latvian Chamber of Crafts and the relevant master's practice certificate or the person's pedagogical competence, professional education in the field and experience meets the following requirements:

10.1.1. the person's pedagogical competence meets at least one of the following requirements:

10.1.1.1. the person has a professional qualification of a teacher.

10.1.1.2. the person has pedagogical knowledge acquired in the regulations of the Cabinet of Ministers regarding the education and professional qualifications required for teachers and the procedure for the improvement of the professional competence of teachers in the said B professional development program for teachers in the amount of at least 72 hours.

10.1.1.3. the person has pedagogical knowledge acquired by acquiring a work-based educational program for supervisors in the amount of not less than 32 academic hours. The educational program is developed and implemented by educational institutions after coordination with the Ministry of Education and Science.

Liepaja State Technical School therefore chose to cooperate with the University of Liepaja, which has developed a course program "Pedagogy", which includes the curriculum of the Latvian Chamber of Crafts. And as a result, managers of small and medium-sized enterprises, employees, who will receive a certificate Pedagogy - of the right to train trainees, were trained.

The courses lasted 72 hours, which is the minimum number of hours that gives the company the right to take on internships, in accordance with Latvian legislation on internships.

All training was in Teams, the training took place remotely due to a pandemic emergency in the country.

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[10] Prepared by PIKC Liepajas State Tehnical School, January 2022

6.2 Admission and organisation of the training

Liepaja State Technical School has cooperation partners - small and medium-sized enterprises, which provide internships for our students. These companies were addressed in person, training was offered, and information was available on the school's website and on the FB.

9 people applied for the courses, 7 courses were completed, 72 hours , including work in Modl, lectures was in Saturday in Teams Ms.
Lecturers of the University of Liepaja:

Ilma Neimane, docente, Doctor of Pedagogy,

Lāsma Latsone, Associate Professor, Doctor of Philosophy, Dr.phil.

Linda Pavītola, Professor, Doctor of Pedagogy Dr.paed.

Dina Bethere, Professor, Doctor of Pedagogy, School Degree in pedagogy, Dr.paed.

Ilze Miķelsone, Professor, Doctor of Pedagogy, Dr.paed.

Irina Strazdiņa, docent, doctoral degree in psychology,Dr.psych.

Svetlana Lanka, lecturer, master's degree in pedagogy, Mg.paed.

9 participants, 1 male, 8 female, average age 34, education - secondary and higher education, Latvia.
Sectors of the participating SMEs: wood working, financial advice, metalworking, Car maintenance and repair, Hotel chain, Construction of utility projects for electricity and telecommunications, Road construction.

6.3 Execution of the Training

Operational study and its evaluation

Department of Lifelong Learning, University of Liepaja "Pedagogy", 72 hours, B
Head of the program: Dr. paed., prof. Linda Pavītola

Date	Time	Study course	Lector	
23.10.2021.	10:00 - 13:00	Organizational issues Module "Pedagogical and psychological bases of the teaching and upbringing process" Guidelines for pedagogy and didactics	I.Neimane	
	14:00 - 17:00	Module "Pedagogical and psychological bases of the teaching and upbringing process" Guidelines for pedagogy and didactics	I.Neimane	

30.10.2021.	10:00 - 13:00	Module "Development paradigm shift in education" Dimensions of diversity in education	L. Latsone	
	14:00 - 17:00	Module "Pedagogical and psychological bases of the teaching and upbringing process" Communication in the pedagogical process and conflict resolution Action study	L. Latsone	
13.11.2021.		Operational study and its results	L.Pavītola L.Latsone	Darbs Moodle vidē
27.11.2021.	10:00 - 13:00	Module "Development paradigm shift in education" Providing the educational process for children with special needs	D.Bethere	
	14:00 - 17:00	Module "Development paradigm shift in education" Action study Dimensions of diversity in education	L.Pavītola	
04.12.2021.	10:00 - 13:00	Module "Development paradigm shift in education" Educational approaches in the 21st century	I.Miķelsone	
	14:00 - 17:00	Module "Pedagogical and psychological bases of the teaching and upbringing process" Learning styles and pedagogical technologies in education	I.Miķelsone	
11.12.2021.	10:00 - 13:00	Module "Pedagogical and psychological bases of the teaching and upbringing process" Developmental psychology	I. Strazdiņa	
	14:00 - 17:00	Module "Pedagogical and psychological bases of the teaching and upbringing process"	I. Strazdiņa	

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		Developmental psychology		
15.12.2021.		Operational study and its results	L.Pavītola L.Latsone	Moodle
18.12.2021.	10:00 - 13:00	Module "Development paradigm shift in education" Education for sustainable development	S. Lanka	
	14:00 - 17:00	Operational study and its evaluation	L.Pavītola	

6.4 Main Findings and Conclusions

The training was successful. Strengths - stakeholders, professional trainers, distance learning, work in MOODLE environment. We believe that every company that has completed training and obtained a certificate in "Pedagogy" is important for the Latvian economy, it gives an opportunity to get involved in providing young people, thus promoting more successful involvement of young people in the work environment.

Difficulty - to connect training on Saturday, which is a holiday, for people who have children at home at the same time. Long training time - from 10.00 to 17.00.

Liepāja State Technical School will not organize this type of training, as it is organized every autumn by Liepaja University. Also, Liepajas companies have this type of certificate - with which the Liepaja State Technical school cooperates.

6.5 Evaluation

Course evaluation - lecturer

1. Please indicate the main benefits of the training "Train trainers for SMEs".
Opportunity to get acquainted with the work environment, work organization, possible work tasks and results to be achieved.
2. How would you rate the content of 'Train Teacher SMEs'?
Satisfactory. The content of the theoretical and practical part can be balanced.
3. Please indicate the most important knowledge, skills and competences of the participants that are most needed to work with the trainees in your company.
Knowledge of current issues in the implementation of the educational process (legislation, opportunities for SMEs in the educational process, pedagogical and psychological understanding of the trainee's level of education and the degree of personal development, results to be achieved).
Ability to formulate work tasks, taking into account the specifics of SMEs, to determine the results to be achieved in accordance with the quality indicators of work.

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At the skill level, the ability to accept and meet new challenges must be acquired.

4. What challenges did you face during the training?

Different levels of knowledge, different lifelong learning skills

5. What support do you need from your government?

Regular financial support, not just project opportunities. Encouraging motivation for SMEs to offer quality internships.

6. How and why is training useful for participants in their later lives?

Personal growth, professional and career opportunities

7. How satisfied were you with your participation in this training program?

New experience to be improved.

8. What could be done better in the training program Please share other comments that would help us strengthen or improve this training.

The University of Liepaja has developed a new program for the improvement of teachers' professional competence "Fundamentals of Pedagogical Activity", which is intended for the commencement of pedagogical activity, taking into account the novelties in the educational process based on the competence approach.

Course evaluation - participant

1. Please indicate the main benefits of the "Train Trainers for SMEs" training for your company.

Given that in my business (both woodworking and financial services) I often have to explain different terms to clients or train in different areas, I am able to perform these tasks much better after completing the course.

2. How would you rate the content of the 'Train the SME Trainer' curriculum?

The content of the curriculum was engaging, useful and usable in everyday life.

3. Please indicate the key knowledge, skills and competencies required for the training to work with the trainees in your company.

In order to work with trainees in our company, it is important to be able to explain the task to the trainee in an understandable way. This is especially important in wood processing, as it is a dangerous industry.

4. What were the main challenges during the training program?

The main challenge was to plan your free time so that you could do things that were relevant to you and at the same time does not delay training.

5. What support do you need from your national government?

I do not think that state support is needed. But if it were possible, scholarships for trainees or entrepreneurs would be able to pay the scholarship without paying taxes.

6. How and why is training useful for participants in their later working lives?

A lot of training time is told about working with learners, how to understand them, how to talk to them. It promotes cooperation and harmony in the team.

7. How satisfied were you with your participation in this training program?

I am very happy with my participation in the training program.

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8. What could be done better in the training program Please share other comments that would help us strengthen or improve this training.

There may have been shorter one-day sessions in the online training program, but it was not the case that the training day was 'unbearable'.

Course evaluation - company

1. Please indicate the main benefits of the "Train Trainers for SMEs" training for your company.

The company periodically provides internships for both secondary special education institutions and university students. Internships have so far been initiated by students. The company itself has not been involved in any of the activities to offer internships to students so far, as this requires additional time resources. After these courses, the company's readiness to offer internships to students is higher.

2. How would you rate the content of the Training for SME Trainers program?

The curriculum helps to acquire basic knowledge in pedagogy and psychology.

3. Please indicate the key knowledge, skills and competencies required for the training to work with the trainees in your company.

Defining pedagogical tasks during practice, correct communication and problem solving.

4. What were the main challenges during the training program?

Time planning for course attendance.

5. What support do you need from your national government?

Provision of work equipment for the trainee.

6. How and why is training useful for participants in their later working lives?

Acquired skills to train trainees with an understanding of pedagogical communication.

7. How satisfied were you with your participation in this training program?

Very satisfied.

8. What could be done better in the training program Please share other comments that would help us strengthen or improve this training.

Individual feedback between the teacher and the student.

7 Test & Implementation COVE Austria[11]

7.1 Introduction

The following report details the various activities carried out for activity (A) 5.2: "Training for Trainers in small and medium sized enterprises (SMEs)" of Work Package (WP) 3 "First Center Level "Vocational training" (EQF Level 3 - 4)".

A training was developed within the course of the project "Three-level Centers of Professional Excellence: Qualification, Entrepreneurship and Innovation in the Green Economy (3LoE)", which is funded through the Erasmus plus programme of the European Union (EU).

The training "Training of Trainers in SMEs" was created by project partner "Latvian Chamber of Crafts (LAK)".

However, as the Training of Trainers in SMEs in Austria has legal requirements that need to be complied with, it was decided that this legally required training would be evaluated, and any valuable results will be transferred to the 3LoE consortium.

The content of the developed training by PP10 was evaluated and contents as well as lessons learned from this training will be implemented in further trainings within the 3LoE project, where possible.

In the following, the legal requirements are briefly described. The training company can decide whether the entrepreneur himself or another person takes on the responsibility as a trainer to train an apprentice. The prerequisite for appointment as a trainer is a certain level of qualification. A person wishing to act as an trainer must provide evidence of the following requirements:

- professional knowledge for training
- pedagogical-methodical knowledge
- legal knowledge

The instructor qualification is also module 4 of all master craftsman exams in Austria. Adults may sit for the instructor examination, i.e. persons who have reached the age of 18. The trainer exam is an oral exam. The trainer exam consists of a practice-oriented case study for which there is 30 min preparation time. In a technical discussion, which lasts between 30 min and 1 hour, this case study is discussed.

Adult education institutions of the chambers of commerce (WIFI) and the chambers of labour (Bfi) as well as educational institutions supported by these interest groups offer trainer courses with the legally required training content.

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[11] Prepared by Wirtschaftsförderungsinstitut (WIFI) Steiermark, December 2022

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The prerequisite for admission to a trainer course is self-entitlement, i.e. completion of the 18th year of life. The pedagogical-psychological, training planning and training methodical as well as legal knowledge and skills required for the training of apprentices must be imparted within the scope of 40 teaching units, which are concluded with a technical discussion.

Tasks of the trainer course are the following:

- Determining training objectives based on the job description,
- Training planning in the company,
- Preparation, implementation and control of the training,
- Behaviour of the trainer towards the apprentice,
- questions concerning the Vocational Training Act, the Child and Youth Employment Act, Federal Law Gazette No. 146/1948, employee protection and the position of the dual vocational training system in the Austrian education system.

This training course is also available at the premises of project partner 14, the Wirtschaftsförderungsinstitut der Wirtschaftskammer Steiermark (WIFI). The trainer training provides authorized instructors, trainers and those responsible for training with the pedagogical, psychological and legal knowledge required for apprenticeship training in a practical manner. The trainer training is legally equivalent to the trainer examination. The training is concluded with a professional discussion (CBT learning success control), which is recognized as a legal trainer examination.

In the trainer training following aspects of apprenticeship training are dealt with:

- The tasks of the trainer
- Objectives of the apprenticeship training
- Admission of apprentices
- Young people and their challenges
- Communication strategies
- Leadership styles and motivation
- Training planning
- Teaching and learning methods.
- Performance reviews and feedback
- Legal requirements for apprenticeship training
- Legal aspects of the implementation of apprenticeship training
- The end of the apprenticeship period

The training compromises of a total of 40 hours. Depending on the time resources, it can be completed as a block event in one week or as an evening offer, in which case the training extends over several weeks.

The training takes place several times per year. It is carried out in in two different ways. Either as a face-to-face training or as an online training. The evaluated trainings took place in the third and fourth quarter of 2022.

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The significance of the training for the Austrian Center of Vocational Excellence and for PP14 is rated as high. This has largely to do with the fact that Austria has an apprenticeship and master craftsman system, and the training of instructors is legally specified.

7.2 Admission and organisation of the training

The trainings were carried out in two different settings. The first setting is a face-to-face training while the second setting is online. This training is undergone by people who want to act as trainers in companies for vocational training. The training course is called "Ausbilder-Training" in German or "Trainer Training" in English and is conducted at the WIFI Styria.

People interested in participating register online at the WIFI Styria webpage. No special marketing for the course itself took place and the admission as well as the organization is done solely by WIFI Styria itself.

The training usually takes place over five days, with up to 8 hours or lessons a day.

For the evaluation of the face-to-face training 261 people participated in 14 trainings, while in the online setting 42 people participated in three trainings.

In both cases, the training was carried out in a similar manner. The contents of the training were explained and subsequently the training was held. It was a mix of frontal instructions and participation. Afterwards the participants were asked to fill out and provide feedback.

7.3 Participants profile

Gender	Female: 44.68 %		Male: 56.32 %		
Age	<30	30-39	40-49	50 - 59	>60
	42.15 %	31.03 %	18.01 %	8.05 %	0.77 %
	110 ppl	81 ppl	47 ppl	21 ppl	2 ppl

Table 1: Participants profile dace-to-face training

The distribution in gender is closely balanced, with 44.68 % or 114 participants were female, while 56.32 % or 147 participants were male. Participation flattens with increasing age. While most participants were younger than 30 years, with the youngest participants being 19 years of age, it must be highlighted that the course seems to be of service for people up to the age of 62, which is the age of the oldest participant.

Gender	Female: 57.14 %		Male: 42.86 %		
Age	<30	30-39	40-49	50 - 59	>60
	37.50 %	32.50 %	15.00 %	12.50 %	2.50 %
	15 ppl	13 ppl	6 ppl	5 ppl	1 ppl

Table 2: Participants profile face-to-face trainimg

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As for the face-to-face setting the distribution between female and male is similar, how-
ever the male and female position changed. 42.86% or 18 participants were male,
while 57.14% or 24 participants were female. Out of the 42 participants, the age is only
available of 40 participants. Here the age distribution follows the trend of the face-to-
face setting. The youngest participant was 20 years old, while the oldest was 60 years
old.

7.4 Execution of Training

The face-to-face trainings at the various premises of the WIFI Steiermark is carried out
in a classroom setting. The trainings took place between August and November 2022.
Fourteen trainings took place. The participants are firstly introduced on the topics of
the training. Afterwards, the various themes as mentioned in the introduction chapter
are being taught. In total 40 hours were spend on training the future trainers for voca-
tional training at companies at the WIFI Steiermark.

The online training was also carried out between August and November 2022. Three
trainings took place. The trainings lasted for the same number of hours, i.e., for 40
hours. Like the classroom setting, the course was explained, and the individual topics
were taught.

In both cases the participants are asked after the trainings to provide online feedback
via a tool from WIFI Styria.

Following contents are presented in the training…
- Psychology
- Law
- Methodology

… which cover the following aspects:

- The tasks of the trainer
- Objectives of the apprenticeship training
- Admission of apprentices
- Young people and their challenges
- Communication strategies
- Leadership styles and motivation
- Training planning
- Teaching and learning methods
- Performance reviews and feedback
- Legal requirements for apprenticeship training
- Legal aspects of the implementation of apprenticeship training
- The end of the apprenticeship period

The training is concluded with a professional discussion (CBT learning success con-
trol), which is recognized as a legal trainer examination.

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7.5 Main Findings and Conclusion

The feedback, which is filled in after the training is comprised of the following questions, which can be rated with „strongly agree", „agree", „disagree" and „strongly disagree".

Following questions were asked the face-to-face participants as feedback:

- The information and advice were optimal.
  - o Open Question: I particularly noticed: ...
- The rooms/workshops/labs are equipped to support learning.
  - o Open Question: I would change/add: ...
- The description of the event on the Internet/folder/flyer etc. corresponded to the content conveyed.
  - o Open Question: I would change/add: ...
- The learning materials are understandable and clear for me.
  - o Open Question: I would change/add: ...
- My expectations were met overall.
  - o Open Question: I would change/add: ...
- I am happy to recommend this event to others.

The individual trainers are evaluated by the participants through following questions:

- The Trainer has convinced through expertise.
- The Trainer has brought enough real-world examples.
- The Trainer has conveyed contents in a varied way.
- The trainer oriented himself optimally to the group and ensured a pleasant learning environment.

Following questions were asked the online participants as feedback:

- The information and advice were optimal.
  - o Open Question: I particularly noticed: ...
- The technical preparation and implementation of the online training by WIFI were optimal.
  - o Open Question: I particularly noticed: ...
- The description of the event on the internet/folder/flyer etc. corresponded to the contents conveyed.
  - o Open Question: I particularly noticed: ...
- The learning materials are understandable and clear for me.
  - o Open Question: I would change/add: ...
- My expectations were met overall.
  - o Open Question: I would change/add: ...
- I am happy to recommend this event to others.

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The individual trainers are evaluated by the participants through following questions:

- The Trainer has convinced through expertise.
- The Trainer has brought enough real-world examples.
- The Trainer has conveyed contents in a varied way.
- The trainer oriented himself optimally to the group and ensured a pleasant learning environment.
- The trainer ensured the active participation of the participants in the online lessons.

There is also an open question about the various trainers, however due to GDPR reasons, the answeres are excluded, as they are mostly concerned with personal data.

At the face-to-face trainings 78 feedbacks were collected. However, it needs to be considered that not every participant gave answeres to all questions. In the 14 trainings a total number of 46 trainers were involved. However, it has to be highlighted that this number does not mean that there were 46 different persons involved. Some of the trainers were involved in multiple trainings. Following table shows the results of the feedback.

Course Feedback – Face-to-Face Training			
Q1: The information and advice were optimal.			
Strongly Agree	Agree	Disagree	Strongly Disagree
87.18% (68 persons)	12.82% (10 persons)	0% (0)	0% (0)
Q2: The rooms/workshops/labs are equipped to support learning.			
Strongly Agree	Agree	Disagree	Strongly Disagree
57.64% (59 persons)	19.23% (15 persons)	7.69% (6 persons)	0% (0)
Q3: The description of the event on the Internet/folder/flyer etc. corresponded to the content conveyed.			
Strongly Agree	Agree	Disagree	Strongly Disagree
87.18% (68 persons)	11.54% (9 persons)	0% (0)	0% (0)
Q4: The learning materials are understandable and clear for me.			
Strongly Agree	Agree	Disagree	Strongly Disagree
92.31% (72 persons)	6.41% (5 persons)	1.28% (1 person)	0% (0)
Q5: My expectations were met overall.			
Strongly Agree	Agree	Disagree	Strongly Disagree
92.31% (72 persons)	7.69% (6 persons)	0% (0)	0% (0)
Q6: I am happy to recommend this event to others.			
Strongly Agree	Agree	Disagree	Strongly Disagree
92.59% (73 persons)	6.41% (5 persons)	0% (0)	0% (0)

Table 3: Course Feedback - face-to-face training

Feedback on Trainers – Face-to-Face Training			
Q1: The Trainer has convinced through expertise.			
Strongly Agree	Agree	Disagree	Strongly Disagree
89.68% (226 replies)	5.95% (15 replies)	1.19% (3 replies)	0.40% (1 reply)
Q2: The Trainer has brought enough real-world examples.			
Strongly Agree	Agree	Disagree	Strongly Disagree

80.16% (202 replies)	6.75% (17 replies)	1.59% (4 replies)	0.79% (2 replies)
Q3: The Trainer has conveyed contents in a varied way.			
Strongly Agree	Agree	Disagree	Strongly Disagree
76.98% (194 replies)	7.94% (20 replies)	3.17% (8 replies)	0.40% (1 reply)
Q4: The trainer oriented himself optimally to the group and ensured a pleasant learning environment.			
Strongly Agree	Agree	Disagree	Strongly Disagree
88.49% (223 replies)	5.16% (13 replies)	3.17% (8 replies)	0.40% (1 reply)

Table 4: Feedback on trainers - face-to-face training (missing sum to 100% are non-given answers)

Analysing table 3, the results show that the majority of participants strongly agrees that the information and advice were optimal, the description of the event corresponded to the conveyed content, the learning materials were understandable and clear, the expectations have been met and that they would recommend the event to other people. It has to be highlighted that no-one disagreed with any of the feedback statements. However, it seems that the rooms that were used for the trainings have room for improvement. This needs to be differentiated though, as several of the premises of WIFI Styria were used. Considering the outcomes of the feedback it can be summarized that although the course is very highly rated premises as well as the learning materials should be re-evaluated.

Table 4 shows the summarized answers given to all trainers. Naturally, some trainers might be more experienced than others. However, the overall ratings of the trainers were well. The only point were some lessons can be learned is to convey the contents, if possible, in a more varied way.

The "open question"-answers are listed in the following (they are directly translated from German to English):

Course Feedback – Face-to-Face Training – Open Questions
Q1: The information and advice were optimal.
I would change/add: ...
- very relaxed and varied course. good mix of media -- good working atmosphere and very well prepared lecturers!   - All the trainers were very nice and eager.   - All teachers were very competent and took time for questions during the units. However, for me personally, some topics were unnecessarily drawn out with group work and presentations. This could have been shortened - then the material would have been taught in 3 or 4 days. Since some course participants, like me, are managing directors, this was a waste of time for us and could have been saved.   - Enormous competence; Really top; Great friendliness; Already looking forward to the next course with you. -- The lecturers were great! They listened to us and answered every question we asked immediately and explained it in an understandable way.   - The often playful flow of information -- Good flow of the entire training. Start 9.00 was perfect....; Dear Team, during the whole week the coffee machine on the 2nd floor was out of order. Only the one on the 4th floor was working - it had its hands full. As

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well as the supply machine on the 3rd floor - which was also defective. Sure, this can happen, but especially when there is no other possibility, it is stupid. Maybe it would also be an idea - to offer at the hotel down in favorable course menu? Would certainly be well received. :-) -- Everything to the point

- The trainers were top and very informative
- Very great and super trained trainers -- The lecturers were super. -- Interesting preparation of the topics
- Competent trainers who made the training varied.

Q2: The rooms/workshops/labs are equipped to support learning.
I would change/add: ...

- Bad air and very warm in the room
- Beverage vending machine would be great; snack vending machine is filled daily. The restaurant is of the quality unfortunately negative to evaluate. In addition, the unbelievable price because you get rid of a menu with a drink 20 €. The room maintenance could be improved, in room it smelled VERY unpleasant.
- Instead of pin boards, magnetic boards would be beneficial as they were very cumbersome to pin. -- Magnet boards would be advantageous
- n and it is a pity that there is no canteen or vending machines with Weckerln and drinks, otherwise everything has epasst. -- Okay.Good. -- The rooms are only suitable for a frotal lecture as in school. Very little space for movement. Not suitable for a course with many group exercises.
- As always, not all pens in the rooms write. -- New pens for whiteboard and flipchart.
- Yes

Q3: The description of the event on the Internet/folder/flyer etc. corresponded to the content conveyed.
I would change/add: ...

- Nothing. Keep it up.....
- Very clear and structured documentation
- Yes, very satisfying

Q4: The learning materials are understandable and clear for me.
I would change/add: ...

- Learning materials were very helpful and can be used after the course for many topics and as a guide. All the chapters were very well put together here.
- Perfect Thank you -- Excellent documentation.
- Many topics that belong together were not ordered in the learning materials you always had to search for them! -- Slides should be put online, so that one can look.
- Super

Q5: My expectations were met overall.
I would change/add: ...

- Exceeded! -- Course designed very interactive
- I remain faithful to you. Just great. -- The coffee from the vending machine should be cheaper And the lunch menu is just too expensive. -- The script and the methods of the trainers were very good.

- The course is scheduled for 40 hours, which is far too long. There were far too many people registered for me. I think there were over 20 people. -- In fact, I can't think of anything. I can really take a lot from the week. Anytime again!
- Yes - It would be a good event. It was also an entertaining group

| Q6: I am happy to recommend this event to others. |
| I would change/add: ... |

Table 5: Course Feedback - face-to-face training (missing sum to 100% are non-given answers)

When analysing the statements given by the participants it can be said that the competencies of the trainers was highlighted very often, while most negative comments are related with rooms and accessibility of vending and coffee machines. The only comment on the course duration was that 40 hours are a bit too long, however, as this is the legal requirement, this cannot be changed.

At the online trainings 25 feedbacks were collected. However, it needs to be considered that not every participant gave answeres to all questions. In the 3 trainings a total number of 9 trainers were involved. However, it has to be highlighted that this number does not mean that there were 9 different persons involved. Some of the trainers were involved in multiple trainings. Following table shows the results of the feedback.

Course Feedback – Online Training			
Q1: The information and advice were optimal.			
Strongly Agree	Agree	Disagree	Strongly Disagree
80.00% (20 persons)	12.00% (3 persons)	8.00% (2 persons)	0.00% (0)
Q2: The technical preparation and implementation of the online training by WIFI were optimal.			
Strongly Agree	Agree	Disagree	Strongly Disagree
80.00% (20 persons)	24.00% (6 persons)	0.00% (0)	0.00% (0)
Q3: The description of the event on the Internet/folder/flyer etc. corresponded to the content conveyed.			
Strongly Agree	Agree	Disagree	Strongly Disagree
92.00% (23 persons)	8.00% (2 persons)	0.00% (0)	0.00% (0)
Q4: The learning materials are understandable and clear for me.			
Strongly Agree	Agree	Disagree	Strongly Disagree
88.00% (22 persons)	4.00% (1 persons)	12.00% (3 persons)	0.00% (0)
Q5: My expectations were met overall.			
Strongly Agree	Agree	Disagree	Strongly Disagree
84.00% (21 persons)	20.00% (5 persons)	0.00% (0)	0.00% (0)
Q6: I am happy to recommend this event to others.			
Strongly Agree	Agree	Disagree	Strongly Disagree
80.00% (20 persons)	20.00% (5 persons)	0.00% (0)	0.00% (0)

Table 6: Course Feedback - online training

Feedback on Trainers – Online Training			
Q1: The Trainer has convinced through expertise.			
Strongly Agree	Agree	Disagree	Strongly Disagree
82.67% (62 replies)	17.33% (13 replies)	2.67% (2 replies)	0.00% (0 reply)
Q2: The Trainer has brought enough real-world examples.			

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Strongly Agree	Agree	Disagree	Strongly Disagree
88.00% (66 replies)	9.33% (7 replies)	5.33% (4 replies)	0.00% (0 replies)
Q3: The Trainer has conveyed contents in a varied way.			
Strongly Agree	Agree	Disagree	Strongly Disagree
81.33% (61 replies)	14.67% (11 replies)	2.67% (2 replies)	4.00% (3 reply)
Q4: The trainer oriented himself optimally to the group and ensured a pleasant learning environment.			
Strongly Agree	Agree	Disagree	Strongly Disagree
85.33% (64 replies)	9.33% (7 replies)	6.67% (5 replies)	1.33% (1 reply)
Q5: The trainer ensured the active participation of the participants in the online lessons.			
Strongly Agree	Agree	Disagree	Strongly Disagree
81.33% (61 replies)	12.00% (9 replies)	8.00% (6 replies)	1.33% (1 reply)

Table 7: Feedback on trainers - face-to-face training

Compared to the face-to-face setting, question two on the course feedback was changed to reflect the online setting and an additional question for the trainers was added. When looking at the feedback it can also be said that most participants strongly agreed with all questions. However, as expected, some points, especially with the carrying out of the online training were not optimal. Again, it has to be noted that no participant strongly disagreed with any of the questions. The feedback on the trainers is similar to the feedback in the face-to-face sessions.

The "open question"-answers are listed in the following (they are directly translated from German to English):

Course Feedback – Face-to-Face Training – Open Questions
Q1: The information and advice were optimal.
I would change/add: ...
• Unfortunately, the scripts were sent much too late, I received them only 1 day before the exam.   • many face-to-face courses are fully booked. When courses are cancelled, you are not notified
Q2: The rooms/workshops/labs are equipped to support learning.
I would change/add: ...
Q3: The description of the event on the Internet/folder/flyer etc. corresponded to the content conveyed.
I would change/add: ...
Q4: The learning materials are understandable and clear for me.
I would change/add: ...
• The learning materials were not sent or delivered until the middle of the course. -- Unfortunately came too late-   • Excellently prepared learning material with many useful links.
Q5: My expectations were met overall.
I would change/add: ...
• My expectations were fully met!

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| Q6: I am happy to recommend this event to others. |
| I would change/add: ... |

Table 8: Course Feedback - face-to-face training (missing sum to 100% are non-given answers)

The negative responses from the online training largely had to do with organisational issues. This is something to keep in mind for future trainings.

Looking at the results from both types of trainings, it can be stated that the face-to-face setting is more optimal to convey the contents of a training for trainers in SMEs. In general the trainings were received very well by the participants. Both settings, face-to-face and online worked well for the participants.

The main conclusion of the testing was that even though the topics and themes are legally required, the participants enjoyed the trainings, the contents and the trainers.

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8 Test & Implementation COVE Spain[12]

8.1 Introduction

The Introduction should cover the following aspects:

● Contextualization within the overall project:

As part of Work Package 3, the "Trainer Training in SMEs" tool is an essential part in the implementation of Dual Training in VET courses, more specifically on the hands-on stage of the process, paying special attention to students with learning needs without leaving aside those with higher learning skills.

● How was the testing of the tool carried out, where and when:

In order to minimize the risk of spreading the Coronavirus, as the participants came from towns all over Catalonia,1 it was decided that the testing would be 100% online. The sessions were developed in the afternoon during the months of February and March. It is also important to mention that the chosen curriculum was the short one so that it could be completed in due time.

● Significance of the tool:

Even though most company workers have experience when dealing with apprentices –since they have hosted them before in the context of the "Training in the Workplace" module that Catalan VET students must pass at the end of their course–, their knowledge on the current teaching and learning process is very limited and they teach the way they were taught 10, 20 or maybe 30 years ago. They obviously mean well and do their best to transfer their experience, but following old-school methods is not the best practice. This training has therefore provided them with the tools and knowledge to implement the training of apprentices taking into account the latest methodologies.

● Special features of the implementation:

The curriculum was adapted and translated into Catalan. It was a blended type of training: half the training was contact hours with the trainer and the other half had to be done by the participants at home.

8.2 Admission and organization of the testing

● Selection of participants, possible admission requirements

The selection of the participants followed the requirements that the company set. Having received the curriculum, the Heads of Personnel in each branch decided what criteria had to be met in order to be able to participate in the training, which in this case was:

- Having worked at least 3 years in the company.
- Having an interest in the teaching and learning process.
- Having apprentices in charge.

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[12] Prepared by Marta Casanova, Institut Pere Martell, March 2022

● How were the participants approached and won?

One way to win over participants was to involve them in learning. On the first day the trainer asked them what their doubts were and also what their needs were. During the following sessions, all these issues were dealt with and solved. Another aspect that could be highlighted is that most of the examples and exercises were based on what they do at the company. One thing that really helped (which will be explained more in detail later on) was that the trainer worked in the water sector for 20 years, which means that one day she was in the same position as the participants were in now.

● Organization of the implementation (face-to-face or online)

The initial idea was to do a face-to-face training. The contents and exercises were approached and prepared in that way but in the end, due to the Covid protocols in the different branches of the company, it ended up being carried out online.

● Brief notes on counsellors and teachers, their qualifications and experience

Marta Casanova is an Industrial Engineer and has a Postgraduate Certificate in Education. She has been working as a teacher in VET schools for 3 years. She also worked in water treatment companies for 20 years, carrying out different functions: projects and projects and works planning, production and distribution of drinking water networks and sewage systems, among others.

● Brief notes on accompanying advice, support for participants, etc.

The trainer explained the participants that, when teaching apprentices, it is more important *how* to teach them rather than *what* they are teaching them. They should also put the whole process of teaching an apprentice into context, that is to say, they should always remember that the apprentice is not a proper worker in the company.

8.3 Participants profile and organization of the training

● Participants by age, gender, educational background, profession, country of origin, etc.

6 women and 8 men took the training. They all are, as it can be seen in the chart below, highly qualified workers who hold important responsibility positions within the company.

● Number of participants (please attach a list of participants with their name, age and gender)

Participant	Position in the company	Educational background
Eva Bonet	Vocational Training and Accreditation	
Ruth Soto	Distribution network manager	Engineer
Laura Cored	Distribution network manager	Engineer
Marc Roca	Distribution network manager	Engineer
Christian del Saz	Distribution network operator	HE Vocational Training Diploma
Francisco Barrabes	Distribution network manager	Engineer
Guillem Frances	Distribution network manager	Engineer
Roger Ferraté	Distribution network manager	Engineer
Patricia Habermeyer	Wastewater treatment manager	Engineer

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Jaume Moreno	Planning and projects manager	Engineer
Encarna Villar	Distribution network manager	Engineer
Jose Luis Marín	Person in charge of network operations	Engineer
Sara Bages	Wastewater treatment manager	Engineer
Ignasi Miralles	Distribution network manager	Engineer

8.4 Execution of the testing

● Explanations and notes on implementation

The assessment was achieved through gamification.2 A Kahoot was played at the end of the training in order to check, in a fun and relaxed way, how well the participants had acquired the contents that had been worked on.

● Assessment results

Participant	%
Eva Bonet	72
Ruth Soto	83
Laura Cored	89
Marc Roca	-
Christian del Saz	78
Francisco Barrabes	61
Guillem Frances	72
Roger Ferraté	83
Patricia Habermeyer	94
Jaume Moreno	0
Encarna Villar	-
Jose Luis Marín	-
Sara Bages	78
Ignasi Miralles	89
Mitjana	80

● Observations and feedback from counsellors

The trainer adapted some of the contents on the curriculum to make them more accessible to the reality of Catalan workers in a Catalan company. She took advantage of some materials from her Postgraduate Certificate in Education (for example, the topic on the selection and hosting of apprentices according to the criteria established by the Department of Education of the Government of Catalonia). She also used the "Manual de tutores de empresa en la FP Dual" by the Bertelsmann Foundation and materials by other institutions such as the Consell General de Cambres de Catalunya (Chambers of Commerce Association) and the Alianza para la FP Dual (Dual Vocation Training Alliance). She introduced the topic of multiple intelligences and changed the individual learning styles and learning principles (project learning, problem-based learning, flipped classroom, etc.) As a whole, she has found the learning process of adults very interesting.

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On the other side of things, she mentions that she would have preferred to have done the training on a face-to-face basis. Online training is not so close and favours distractions by participants. At the same time, she has not been able to do all the exercises that she would have liked to.

● Strengths of the tool as seen by the participants

The participants mention that they now know how to teach apprentices. These new methodologies will be very useful for them in the future, as they provide them with the necessary tools when a new apprentice arrives. They have learnt that it is necessary to adapt to the apprentices and get in their shoes.

Here are the literal words of some of the participants:

"Thank you so much for the training and help. I think it will help us to do better and for the students to get more out of the training".

"If I had been taught this way, I might have carried on studying".

"A very interesting training. It has solved many doubts and will help me in the future, although it would have been better to have done it face-to-face".

● Weaknesses of the tool as seen by the participants

The participants mention that they will not be able to transfer knowledge as accurately as the trainer (Marta Casanova). They reckon that it would be more effective if the trainer (Marta Casanova) did it, as they do not have the time to carry on the apprentice's training. They also took a while to see clearly what this training was about.

8.5 Main Findings and Conclusions

● Summary assessment of implementation

Considering that the whole potential of the training could not be developed, the overall results are highly rated, both by the participants and the trainer.

● Strengths and advantages of tool

The participants got rid of bad habits when teaching apprentices. The training has opened their eyes and has awakened their curiosity and triggered their interest about new teaching methods.

● Hints for future use, suggestions for possible improvements or further developments

The development of the curriculum should be more flexible so that it could adapt better

● Will the counselling with the tool be continued by the partner in the future? For which target groups?

Yes, it will be continued, but face-to-face, hopefully. It has been adapted to the Catalan need and it would be a pity if it was not used again. Once it has been adapted, the curriculum could be aimed at any professional sector just by changing the examples.

9 Test and Implementation COVE Italy[13]

9.1 Introduction

This report refers to the Training for Trainers in SME that was realized by SFC in Italy from April to November 2023. The Training for Trainers in SME program realized by SFC is called "Turn2Coach" and has a total duration of 36 hours divided into:
- 24-hour face-to-face meetings
- 6-hour individual study paths on online platforms
- 6-hour workshop activities (project work, implementation of practices, etc.) that company trainers can carry out with the support of SFC experts

In Italy, the "Trainers in SME" profile includes at least 2 main categories of Trainers:

1) The **Company Tutor** – Tutor Aziendale, i.e. the person in charge of supporting the apprentice during the apprenticeship period. To be appointed as a tutor, the following requirements must be met.
- have at least three years' seniority. This requirement is waived if the company has been established for less than 3 years or no employee has at least 3 years' seniority.
- have a classification level equal to or higher than the one the apprentice will reach at the time of the final qualification.
- have a work activity consistent with that carried out by the apprentice.

The role of the company tutor is governed by the Decree of the Ministry of Labor and Social Security of 28 February 2000 and by Lazio Regional Law (in which SFC mainly operates) no. 9/2006.

Each tutor may assist no more than 5 apprentices.

The 16-hour training for the tutor, except for the provisions of the sectoral collective bargaining agreement, is no longer compulsory since the entry into force of the new Consolidated Act on Apprenticeships, for all hirings starting from 26/04/2012.

2) The **Company Educator** – Formatore Aziendale, i.e. the expert in charge of carrying out teaching on specific topics in the Initial Vocational Training (Istruzione e Formazione Professionale), Technical Higher Education (ITS) and Continuing Education and Training (Continua) environments. The teaching activity can be provided both in work situations (within the company, work-based learning) and in school situations (workshops, classroom, FAD, etc.)

In Italy, the training of company trainers is not regulated by legislation.

Considering the importance of this profile in the corporate context and based on the experiences of participatory design of training courses aimed at companies, SFC organizes specific training courses to develop and update the skills of the company Tutor and Trainer.

The **Turn2Coach** training program realized by SFC was created in collaboration with the ITS Mechatronic Foundation of Lazio, a 5 EQF training institute that awards the title of Superior Technician for Mechatronics after a two-year, 1800-hour training course.

The teachers involved in the provision of training at ITS Mechatronics Lazio come 70% from the company, which appoints them from among its workers. The remaining 15% come from universities (6 EQF level and above) and 15% from local technical schools (4 EQF).

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[13] Prepared by Sistemi Formativi Confindustria SCPA

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The analysis of the training needs of the teaching staff of the Lazio ITS Mechatronics showed a lack of global vision of the skills profile not only in terms of specialization, but also of:
- Innovative pedagogy, including specialization in digital didactics
- Relating with the training ecosystem outside the company
- Leadership and Coaching: emerging dimensions in the dynamic relationship between Teacher and Student

The Turn2Coach training course is structured in 3 phased and methodological approaches:

In 2023edition of the Turn2Coach program, the training was conducted on the following dates:

Face-to-face
- 18 April 2023 8 hours online
- 8 June 2023 8 hours face-to-face, at School of Sermoneta
- 14 November 8 hours face-to-face, at ITS Mechatronics of Frosinone

The *e-learning* was delivered through different training platform (i.e. SEAL and the DIGITRONICS platform). A reasoned collection of OERs was also made available to deepen elements of interest to the participating trainers and allowing the individualization of the training paths.

The *Project Work* started in September 2023.

A follow-up phase of the training is scheduled to be completed in March 2024 in order to share the results of the project work, as well as the results of the training.

At the end of the Turn2Coach training, a certificate is issued for 36 hours of training realized in order to upskill the Company Educator's profile.

As the issue of qualifications for the Company Educator profile is not regulated at national and regional level in Italy, the certificate is valid in relation to the skills acquired.

9.2 Admission and organisation of the training

- Selection of partcipants

Turn2Coach is a training programme open to anyone holding a trainer position within ITS Mechatronic Lazio. The invitation to participate is sent to companies that are members of the ITS Mechatronic Foundation. Enrolment in the course is free and the selection considers above all the motivation of the individual and the company.
- How were the participants contacted? Number of participants: 28 participants attended the Turn2Coach 2023 edition:

All trainers working within the ITS Mechatronics of Lazio (about 40) were invited to participate in	Azienda	Sesso	Provenienza	Ruolo

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the first online meeting to present the Turn2Coach programme, together with company contact persons. In the mechatronics supply chain, companies are mainly SMEs and the company contact person very often coincides with the company owner. This means that company engagement is very strong and the willingness to participate in the course is decided directly by the company contact person. Turn2Coach training is carried out during working hours, with a significant financial commitment on the part of the company.

Cognome					
Gallo	ABB Spa	F		COMPANY	Experienced Communications Specialist
Di Sano	ABB Spa	M		COMPANY	Engineer
Taglione	ABB Spa	M		COMPANY	Maintenance Manager
Natalizia	Consulente	M		COMPANY	Engineer
Della Posta	ABB Spa	M		COMPANY	Electronics technician and

Alfano	ABB SACE FR	M	COMPANY	Telecommunications Software Engineer
Lancia	IIS Nicolucci Reggo	F	SCHOOL	electronics and electrical engineering
Patriarca	PRIMA AUTOMOTIVE	M	COMPANY	Industrialisation engineer
Nepoti	PRIMA COMPONENT	M	COMPANY	Quality Assurance Technician
Masini	PRIMA COMPONENT	F	COMPANY	Engineer
Colella	PRIMA COMPONENT	M	COMPANY	Data Consultant
Adinolfi	PRIMA COMPONENT	M	COMPANY	Engineer
Rinaldi	ALBATROS	M	COMPANY	HR Manager
Troccoli	Soho Language School	M	SCHOOL	Enterpreneur
Capuccio	Tassinari Group	F	COMPANY	service manager
Paterini	Tassinari Group	M	COMPANY	sales engineer
Colasanti	WURTH	M	COMPANY	Electronics engineer

Part III: Evaluation Concept[14]

1. Introduction

A training management cycle can be divided into three major steps: *planning, implementation and evaluation*. The evaluation is the final step of the training management cycle. Hence, the evaluation of a training is one of the main components of a training programme. The results of the training evaluation are reflected in the next phase of the training planning to improve future training programs. It does not only provide the trainer with useful information in order to further improve the training course, but also creates an impression of completeness.

In the following, an evaluation concept in order to measure the effectiveness of the training "Train the Trainer in SMEs" realized within the Project "Three-level Centers of Professional Excellence: Qualification, Entrepreneurship and Innovation in the Green Economy" (3LoE) is presented. The results of the evaluation will contribute to improving the quality and especially the effectiveness of the training, by showing the limitations of the training model and indicating directions for further activities.

Before presenting the concrete evaluation procedure, it needs to be clarified what is meant by *evaluation* since there are many different types of evaluations depending on the object being evaluated and the purpose of the evaluation.

Several definitions of evaluation have been offered and the following are some of those most commonly used: An evaluation is the systematic and objective assessment of an ongoing or completed project, program or policy, its design, implementation and results. The aim is to determine the relevance and fulfilment of objectives, development efficiency, effectiveness, impact and sustainability[15].

A program evaluation is the systematic collection of information about the activities, characteristics, and outcomes of programs to make judgments about the program, improve program effectiveness, and/or inform decisions about future programming.[16]

Perhaps the most important basic distinction in evaluation types is that between *formative* and *summative* evaluation. Formative evaluations strengthen or improve the object being evaluated - they help form it by examining the delivery of the program or technology, the quality of its implementation, and the assessment of the organizational context, personnel, procedures, inputs, and so on. Summative evaluations, in contrast, examine the effects or outcomes of some object - they summarize it by describing what happens subsequent to delivery of the program or technology; assessing whether the object can be said to have caused the outcome; determining the overall impact of the causal factor beyond only the immediate target outcomes; and estimating the relative costs associated with the object.

Formative evaluation includes several evaluation types:

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[15] Source: Glossary of Key Terms in Evaluation and Results Based Management.
[16] Source: Patton, M.Q. (1997). Utilization-focused Evaluation: The New Century Text (3rd ed.). Thousand Oaks, CA: Sage.

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needs assessment determines who needs the program, how great the need is, and what might work to meet the need.

evaluability assessment determines whether an evaluation is feasible and how stakeholders can help shape its usefulness.

structured conceptualization helps stakeholders define the program or technology, the target population, and the possible outcomes.

implementation evaluation monitors the fidelity of the program or technology delivery.

process evaluation investigates the process of delivering the program or technology, including alternative delivery procedures.

Summative evaluation can also be subdivided:

outcome evaluations investigate whether the program or technology caused demonstrable effects on specifically defined target outcomes.

impact evaluation is broader and assesses the overall or net effects -- intended or unintended -- of the program or technology as a whole.

cost-effectiveness and cost-benefit analysis address questions of efficiency by standardizing outcomes in terms of their dollar costs and values secondary analysis.

re-examines existing data to address new questions or use methods not previously employed.

meta-analysis integrates the outcome estimates from multiple studies to arrive at an overall or summary judgement on an evaluation question[17].

2. Five Steps of Evaluation

The concept of the evaluation of the "Train the Trainer in SMEs" can be divided into five steps: identify purposes of evaluation; select evaluation methods; design evaluation tools, collect data; analyse and report results.

2.1 Step 1: Identify Purposes of Evaluation

Before developing evaluation systems, the purposes of evaluation must be determined. These will affect the types of data and the data collection methods. The most common reason for evaluating training programs may be to determine the effectiveness of training programs in order to improve future programs. Evaluation can help us learn from experience of past training programs. For example, we may want to know which parts of the training were successful and which not, or whether the approach to the training should be changed. We can use these lessons learned to improve plans for future training programs.

The following purposes of evaluating training programs are:

To determine whether the objectives of the training were achieved.

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[17] Souce: Patton, M.Q. (1997). Utilization-focused Evaluation: The New Century Text (3rd ed.). Thousand Oaks, CA: Sage.

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To see how the knowledge and skills learned in the training are put into practice.

To assess the results and impacts of the training programs.

To assess the effectiveness of the training programs.

To assess whether the training programs were properly implemented.

To identify the strengths and weaknesses of the training programs.

To assess whether the training programs were suitable in terms of the training contents, timing, participants and other aspects.

To find problems of the training programs and solutions for improvement.

2.2 Step 2: Select Evaluation Method

One of the most commonly used methods for evaluating training programs is the four levels of evaluation by D. L. Kirkpatrick. According to his concept, capacity development is realized by four sequential steps:

Reaction - evaluation on this level measures how participants react to the training program. It is important to get a positive reaction. Although a positive reaction may not ensure learning, if participants do not react favourably, they probably will not be motivated to learn.

Learning - evaluation on this level measures the extent to which participants change attitudes, improve knowledge, and/or increase skills as a result of attending the training program. One or more of these changes must take place if a change in behaviour is to happen.

Behaviour - evaluation on this level measures the extent to which change in participants' behaviour has occurred because of attending the training program. In order for change to take place, four conditions are necessary:

The person must have a desire to change.

The person must know what to do and how to do it.

The person must work in the right climate.

The person must be rewarded for changing.

Results - evaluation on this level measures the final results that occurred because the participants attended the training program. Examples of the final results include increased production, improved quality and decreased costs. It is important to recognize that these results are the reason for having some training programs. (Source: *Kirkpatrick (2006) Evaluating Training Programs*)

2.3 Step 3: Design Evaluation Tools

Various evaluation tools can be selected depending on the purposes and methods of evaluation:

Questionnaires

Surveys

Tests

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Interviews

Focus group discussions

Observations

Performance records

For the "Train the Trainer in SMEs" training evaluation the written questionnaire and the interview are used.

The questionnaire is probably the most common form of evaluating training programs to evaluate the reactions of training participants. Questionnaires can be developed through five stages:

Stage A: Determine what you want to find out

The following are some common types of information we may want to ask participants.

Contents: Was the content appropriate?

Materials: Were the materials useful?

Teaching method: Was the teaching method appropriate?

Trainer/Facilitator: Was the trainer/facilitator effective?

Motivation to learn: Were you motivated to learn the contents?

Program relevance: Was the program relevant to your needs?

Level of understanding: Did you understand the contents? Time: Was the time and length of program appropriate?

Length: Was the program length appropriate?

Facilities: Were the training facilities appropriate?

Overall evaluation: What is your overall rating of the program?

Planned improvements: How will you apply what you have learned?

Questions are developed later, but it might be useful to develop this information in outline form so that related questions can be grouped together.

Stage B: Select the types of questions

Questions that might be asked in a questionnaire can be classified into two major categories: open-ended and close-ended.

Open-ended questions have an unlimited answer. The question is followed by a blank space for response. Open-ended questions give participants the opportunity to express their own thoughts. They produce varieties of answers and more difficult to analyze. The following are some examples of open-ended questions: Which part of the contents of the training program interests you more than others? How do you think we can improve the contents of the training program?

Close-ended questions ask respondents to select one or multiple responses from the list. Below are several types of close-ended questions.

Two-option response: Respondents are asked to choose one out of two options, such as yes-no, true-false, disagree-agree.

Rating scale: Respondents are asked to choose the most appropriate answer to reflect their opinion from the complete range of possible answers. The range can be presented in numbers (e.g., 1 to 5), or in words (e.g., strongly agree to strongly disagree).

Checklist: It is a list of items. Respondents are asked to check those that apply to the situation.

Multiple choice questions: Respondents are requested to choose appropriate answers from multiple choices.

Open-ended short-answer questions: Respondents are requested to explain their answers in short sentences.

Stage C: Design the questionnaire

The third step in questionnaire design is to develop the questions based on the types of questions planned and the types of information needed.

Stage D: Pre-test the questionnaire

The fourth step in questionnaire design is to test the questions. It is ideal if the prepared questions can be tested on a sample group of participants. If this is not feasible, they can be tested on a group of people at approximately the same job level as the participants.

Stage E: Finalize the questionnaire

Based on the result of pre-test in Step 4, the questionnaire forms will be finalized.

The most common data-collection method for the impact survey might be the follow-up questionnaire.

Interviews can be used especially when qualitative information is needed about the impact of the training program.

Interviews have the following advantages and disadvantages that should be considered when selecting them as the data collection method.

Advantages of interviews:

• Good for uncovering feelings and hidden causes.

• Non-verbal signals can indicate key issues.

• Spontaneity – follow the unexpected issues.

Disadvantages of interviews*:*

• Time-consuming.

• An unrepresentative sample can skew the results.

• Can be difficult to quantify.

• Very dependent on the skills of the interviewer.

Interviews have three types from which a suitable one was selected for each survey.

Structured interview: the questions was set in advance.

Semi-structured interview: the general content was predetermined but additional exploration was allowed. This form of interview is particularly useful in situations where

there are key issues to be investigated, but there is less certainty about the range of respondents' reactions to them.

Unstructured interview: free-flowing conversation rather than a specific set of questions.

2.4 Step 4: Collect Data

To improve the effectiveness of questionnaire data collection were recommended following:

Keep responses anonymous -If there is no specific reason why you would like to identify each participant's questionnaire, it is recommended to keep responses anonymous. It allows the participants to feel open and comfortable to give comments that can help improve future programs.

Distribute questionnaire forms in advance - For lengthy evaluations for training programs that span several days, or if you want the participants to evaluate each individual session, it is helpful to distribute questionnaire forms early in the program. This will allow the participants to familiarize themselves with the questions, and to answer specific questions as they are covered in the program. Please note, however, that the participants should wait until the end of the program to reach a final conclusion on general issues. For this reason, questionnaire forms for general questions could be distributed at the end of the program. Explain the purpose of the questionnaire and how the information will be used.

Explain the purpose of the questionnaire and how the information will be used - This will help improve the response rate and encourage them to make comments that can be useful to improve future programs.

Allow enough time for completing the questionnaire - If we ask the participants to fill in the questionnaire forms at the end of the program, they may be in a hurry to leave and may provide incomplete information. It is recommended to set aside enough time to fill in the questionnaire forms as a scheduled session before the end of the program.

2.5 Step 5: Analyze and Report Results

Before summarizing and analysing the questionnaire, the data need to be entered into a computer. Many statistical software programs are available for such data. There are many ways to analyse data, but the analysis should be as simple as possible and limited to what is necessary to draw the required conclusions from the data. After knowing what kind of information will be relevant and useful to the primary users, the last step in evaluation process is to develop an evaluation report.

Use figures to present statistical and complex data fairly quickly and easily. *Pie charts* and *bar charts* are among commonly used figures. Bar charts work better when many categories are compared, and relative magnitude is to be shown.

Evaluation report outline

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After knowing what kind of information will be relevant and useful to the primary users, you can develop an evaluation report outline. [18]

Summary

Purpose of evaluation

Evaluation audiences

Major findings and recommendations

Program Description

Program background

Program goals/objectives

Program participants Program activities

Evaluation Design and Methods

Purpose of the evaluation

Evaluation designs

Data collection methods

Findings and Results

Description of how the findings are organized (e.g., by evaluation questions, themes/issues)

Results of analyses of quantitative and/or qualitative data collected.

Recommendations

Recommendations for action based on these conclusions.

Appendices

Questionnaires pre/post tests

Program expenditure summary

3. Data Sources

The results of the evaluation will contribute to improving the quality, and especially the effectiveness of the training, by showing the limitations of the training model and indicating the direction for further activities.

The training will be attended by approximately 15 participants each and will last between 80 to 100 hours. The training is completed with an official exam or a qualified participant certificate describing the topics, priorities, etc. of the training. The training is aimed at owners and employees of companies who train young people in the com-

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[18] Source: Manual on Training Evaluation. Project on Improvement of Local Administration in Cambodia

pany as part of dual vocational training. The aim is to offer this programme on a permanent basis to vocational schools and chambers so that they can continuously qualify owners and employees of companies for dual vocational training in all regions.

The training consists of a larger set of modules that deal with technical aspects and didactic matters. From this set, the modules are demand-driven selected and combined to a training session. Hence, the training can be carried out tailored to the regional conditions and needs of the participants.

The scope of the evaluation includes the following topics:
• assessment of compliance of training with the expectations of participants,
• assessment of the level of satisfaction of trainees,
• assessment of the possibilities of implementation of training in different countries trainees,
• determination of the impact of the training on the growth of professional qualifications and on the job situation and personal development of the training participants,
• responding to the question of how the skills acquired during the training can be useful to participants in their daily work.

The methodology includes two questionnaires and three interviews.

Online survey for participants - "Train the trainer in SMEs"

Participants will be asked to fill out an online questionnaire in the last week of the training in which they will be able to assess the quality of the training in its various aspects. The current evaluation is quality control of training and the level of satisfaction of its participants. Satisfaction with the course and program content classes, and thus the efficiency on the "level of response" is a prerequisite for proper motivation to learn and consequently to high efficiency to the next level. The questionnaire is divided into three parts:

- the first part concerns the evaluation of motivation to participate in the training,
- the second part concerns the evaluation of the usefulness of training for the participant,
- the third part concerns the evaluation of the teachers and the organization of training.

The questionnaire is available through Surveymonkey: https://www.surveymonkey.de/r/3LOEtrainingSMEs

In case it is not possible for the teachers to fill in the questionnaire online through Surveymonkey, the partners should provide a printout and insert the responses on Surveymonkey manually.

Online survey for trainers - "Train the trainer in SMEs"

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All trainers will be asked to fill out an online questionnaire in the last week of the training in which they will be able to assess the quality of training in its various aspects. The questionnaire is divided into two parts:

- the first part concerns the evaluation of the trainees´ engagement and the organization of the training,
- the second part concerns the evaluation of the trainees´ readiness for independent work.

The questionnaire is available through Surveymonkey: https://www.surveymonkey.de/r/3LOEtrainersSMEs

In case it is not possible for the teachers to fill in the questionnaire online through Surveymonkey, the partners should provide a printout and insert the responses on Surveymonkey manually.

Personal interviews with participants

Personal interviews with 2-3 participants will be carried out in the last week of the training in which they will be able to assess the quality of the training in its various aspects.

Personal interviews with trainers

Personal interviews with 1-2 teachers will be carried out in the last week of the training in which they will be able to assess the training in its various aspects.

Personal interviews with companies

Personal interviews with 2-3 companies will be carried out in the last week of the training in which they will be able to assess the usefulness and quality of training in its various aspects.

4. Attachment I Survey for Participants

Available through: https://www.surveymonkey.de/r/3LOEtrainingSMEs

Dear participant,

Thank you for taking time to fill out this feedback form on the "Training for Trainers in SMEs", that was developed and tested as part of the Erasmus+ project "3LOE". This survey is anonymous and will take approximately 10 minutes.

1. Please indicate in which country and institution you did the training:

_____

2. Please indicate the duration of the training:
- ☐ 48 hours
- ☐ 115 hours
- ☐ 130 hours
- ☐ Other (please indicate) _____

3. Please indicate your age
   - ☐ Younger than 18
   - ☐ 18 - 24
   - ☐ 25 - 34
   - ☐ 35 – 44
   - ☐ 45 - 54
   - ☐ Older than 54

4. Please indicate your gender
   - ☐ female
   - ☐ male
   - ☐ non-binary

5. What is your position in the company you work at?

_____

6. Please indicate your work experience
   - ☐ No work experience
   - ☐ Less than a year of professional experience
   - ☐ 1-3 years of professional experience
   - ☐ 3-5 years of professional experience
   - ☐ More than 5 years of professional experience

I Evaluation of motivation to participate in the training

Please indicate the level of agreement with the statements listed below.

1=Strongly Disagree; 2= Disagree; 3= Neither agree nor disagree; 4=Agree; 5=Strongly Agree

I was very motivated to participate in the training	1	2	3	4	5
Participation and interaction were encouraged	1	2	3	4	5
My creativity was encouraged	1	2	3	4	5
My initiative was highly evaluated	1	2	3	4	5

Do you have any additional comments?

_____

_____

II Evaluation of the usefulness of training

Please indicate your level of agreement with the statements listed below.

1=Strongly Disagree; 2= Disagree; 3= Neither agree nor disagree; 4=Agree; 5=Strongly Agree

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The training objectives met my expectations	1	2	3	4	5
The content was well organized and easy to follow	1	2	3	4	5
The topics were relevant to me	1	2	3	4	5
The learning material was helpful	1	2	3	4	5
The training improved my knowledge about vocational pedagogy	1	2	3	4	5
The training improved my knowledge about psychology	1	2	3	4	5
The training improved my knowledge about methodology of practical training	1	2	3	4	5
This training experience will be useful in my work	1	2	3	4	5
The training provided me with enough abilities to work with students or trainees	1	2	3	4	5
Introducing dual education system was effective	1	2	3	4	5
I will recommend dual vocational training to others	1	2	3	4	5
It is possible to implement this training in my country	1	2	3	4	5

Do you have any additional comments?

_____

_____

III Evaluation of the trainers and the organization of the training

Please indicate your level of agreement with the statements listed below.

1=Strongly Disagree; 2= Disagree; 3= Neither agree nor disagree; 4=Agree; 5=Strongly Agree

The lecturer knew a lot about the training topics	1	2	3	4	5
The lecturer was a good communicator	1	2	3	4	5
The content was well organized and easy to follow	1	2	3	4	5
The topics were relevant to me	1	2	3	4	5
The duration of the training was relevant	1	2	3	4	5
The teaching materials were presented in an organized manner	1	2	3	4	5
The materials distributed were helpful	1	2	3	4	5
The training process was flexible	1	2	3	4	5
The overall atmosphere of the training was encouraging	1	2	3	4	5

Do you have any additional comments?

_____

_____

What would you suggest doing better or changing in the training program?

_____

_____

Thank you for your feedback!

5. Attachment II Survey for Trainers

Available through: https://www.surveymonkey.de/r/3LOEtrainersSMEs

Dear Trainer,

Thank you for taking time to fill out this feedback form on the "Training for Trainers in SMEs", that was developed and tested as part of the Erasmus+ project "3LOE". This survey is anonymous and will take approximately 10 minutes.

1. Please indicate in which country and institution you did the training:

_____

2. Please indicate the duration of the training:
   - ☐ 48 hours
   - ☐ 115 hours
   - ☐ 130 hours
   - ☐ Other (please indicate) _____

3. Please indicate your age
   - ☐ Younger than 18
   - ☐ 18 - 24
   - ☐ 25 - 34
   - ☐ 35 – 44
   - ☐ 45 - 54
   - ☐ Older than 54

4. Please indicate how long you have worked as a trainer
   - ☐ Less than a year
   - ☐ 1-3 years
   - ☐ 3-5 years
   - ☐ 5-10 years
   - ☐ More than 10 years

5. What is the highest level of education you have completed?
   - ☐ Vocational secondary education
   - ☐ Professional higher education
   - ☐ Barchelor's degree or equivalent qualification
   - ☐ Master's degree or equivalent qualification

I Evaluation of the participants' motivation

Please indicate your level of satisfaction.

1 = very dissatisfied; 2=somewhat dissatisfied; 3= Neither satisfied nor dissatisfied; 4=somewhat satisfied; 5=very satisfied

How satisfied were you with the participants' knowledge at the beginning of the training?	1	2	3	4	5

How satisfied were you with the participants' knowledge at the end of the training?	1	2	3	4	5
How satisfied were you with the participants' overall participation?	1	2	3	4	5
How satisfied were you with the cooperation between the participants?	1	2	3	4	5
How satisfied were you with the participants' work and their learning organization	1	2	3	4	5

Do you have any additional comments?

_____

_____

II Evaluation of the participants' readiness for independent work

Please indicate your level of agreement with the statements listed below.

1=Strongly Disagree; 2= Disagree; 3= Neither agree nor disagree; 4=Agree; 5=Strongly Agree

The participants acquired enough knowledge and training competences to work with trainees	1	2	3	4	5
The participants acquired enough pedagogical competences to work with trainees	1	2	3	4	5
The participants acquired enough psychological competences to work with trainees	1	2	3	4	5
The participants acquired enough methodologies of practical training to work with trainees	1	2	3	4	5
The participants acquired enough team work knowledge to work with trainees	1	2	3	4	5

Do you have any additional comments?

_____

_____

III Evaluation of the organization of the training

Please indicate your level of agreement with the statements listed below.

1=Strongly Disagree; 2= Disagree; 3= Neither agree nor disagree; 4=Agree; 5=Strongly Agree

The duration of the training was adequate   1   2   3   4   5

The curriculum and teaching materials were adequate   1   2   3   4   5

The training could be adapted to the national and the participants' needs   1   2   3   4   5

The overall organization of the training was good   1   2   3   4   5

Do you have any additional comments?

_____

_____

What would you suggest doing better or changing in the training program?

_____

_____

_____

_____

Thank you for your feedback!

6. Attachment III Interview Questions for Participants

Dear Participant,

The objective of this interview is to evaluate the effectiveness of training „Train the Trainer in SMEs" realized within the Project "Three-level Centers of Professional Excellence: Qualification, Entrepreneurship and Innovation in the Green Economy (3LOE)". We would appreciate you taking your time to answer the question below. Your comments and suggestions will help us to improve the training.

Country _____

Duration of the training (48h, 115h, 130h, other) _____

1. What was most (and least) interesting about the training program?

_____

_____

2. What challenges did you face during the training program?

_____

_____

3. Which part of the training was the most useful for you?

_____

_____

4. How do you evaluate the organisation of the training program? (duration, scope, etc.)

_____

_____

5. How did participating in the training programme prepare you for working with students or trainees?

_____

_____

6. What could be done better in the training program? Please share any other comments you have that would help us strengthen or improve this training.

_____

_____

7. Attachment IV Interview Questions for Trainers

Dear Trainer,

The objective of this interview is to evaluate the effectiveness of training „Train the Trainer in SMEs" realized within the Project "Three-level Centers of Professional Excellence: Qualification, Entrepreneurship and Innovation in the Green Economy (3LOE)". We would appreciate you taking your time to answer the question below. Your comments and suggestions will help us to improve the training.

Country _____

Duration of the training (48h, 115h, 130h, other) _____

1. Please indicate the main benefits of the training „Train the trainer in SMEs"

_____

_____

2. How would you evaluate the content of „Train the trainer in SMEs"?

_____

_____

3. Please indicate the most important knowledge, skills, and abilities that the participants needed the most in order to work with trainees in their company

_____

_____

4. What challenges did you face during the training program?

_____

_____

5. What kind of support do you need from your country´s government?

_____

_____

6. How and why is the training beneficial for the participants in their future working life?

_____

_____

7. How satisfied were you with participating in this training program?

_____

_____

8. What could be done better in the training program? Please share any other comments you have that would help us strengthen or improve this training.

_____

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8. Attachment V Interview Questions for SMEs

Dear Interviewee,

The objective of this interview is to evaluate the effectiveness of training „Train the Trainer in SMEs" realized within the Project "Three-level Centers of Professional Excellence: Qualification, Entrepreneurship and Innovation in the Green Economy (3LOE)". We would appreciate you taking your time to answer the question below. Your comments and suggestions will help us to improve the training.

Country _____

Duration of the training (48h, 115h, 130h, other) _____

1. Please indicate the benefits of the training "Train the trainer in SMEs" for your company

_____

_____

2. How would you evaluate the content of the training program „Train the trainer in SMEs"?

_____

_____

3. Please indicate the most important knowledge, skills, and abilities that the participants of the training needed the most in order to work with trainees in your company

_____

_____

4. What were the main challenges encountered during training program?

_____

_____

5. What kind of support do you need from your country´s government?

_____

_____

6. How and why is the training beneficial for the participants in their future working life?

_____

_____

7. How satisfied were you with participating in this training program?

_____

8. What could be done better in the training program? Please share any other comments you have that would help us strengthen or improve this training.

_____

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Part IV: Evaluation Report[19]

1. Introduction

The educational program for training trainers in SMEs was practically tested and implemented by all seven centers of vocational excellence in the period from September 2021 to May 2023.

The trainings have been tested by the following partners:

Project partner	CoVE	No. of participants
PP2 HWKD	CoVE Germany	14
PP4 CHSZ	CoVE Poland	11
PP5 ZSML	CoVE Poland	19
PP8 PCCIC	CoVE Lithuania	19
PP10 LAK	CoVE Latvia	15
PP23 LVT	CoVE Latvia	9
PP14 WIFI	CoVE Austria	303
PP17 SFC	CoVE Italy	28
PP20 IPM & PP18 DEGC	CoVE Spain	14
Total		**432**

Two-thirds of the practical tests were carried out with the complete training program, comprising 115 hours of instruction. One third of the trials involved the shorter forms of the training with 50 and 80 lessons respectively. All practical trials were evaluated. An online survey was created for the participants as well as the trainers of the training.

In the following, the evaluation results of the Training programmes for the training of trainers in SMEs is summarised.

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[19] Prepared by Dr. Jürgen Hogeforster, Hanse-Parlament, August 2023

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2. Results

2.1 Evaluation by the Participants

The majority of participants had an age range of 25 to 54 years. 8% of the participants were in the age range of 18 to 24 years and 6% were older than 54 years. Two-thirds of the participants were men and one-third were women.

Figure: Age structure of the participants
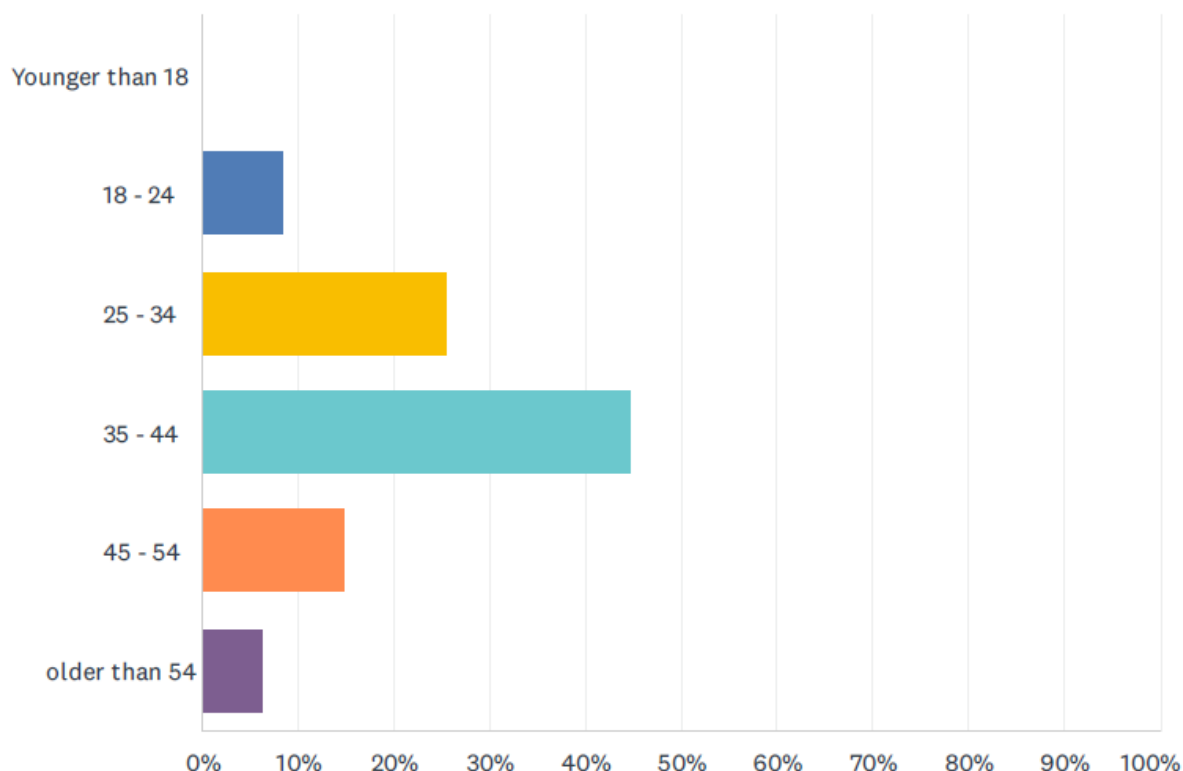
Most of the participants were skilled workers and managers; a small number of participants worked in training or human resources management, and company owners were represented only in a few cases. The majority of participants had several years of professional experience.

75% of the participants were very strongly or strongly motivated to participate in the training, 25% had only a low level of motivation. In each case, around 80% of the participants stated that the training had promoted participation and interaction, their creativity and their initiative very strongly or strongly. About 20% disagreed with these findings but did not reject them either.

Figure: Work experience
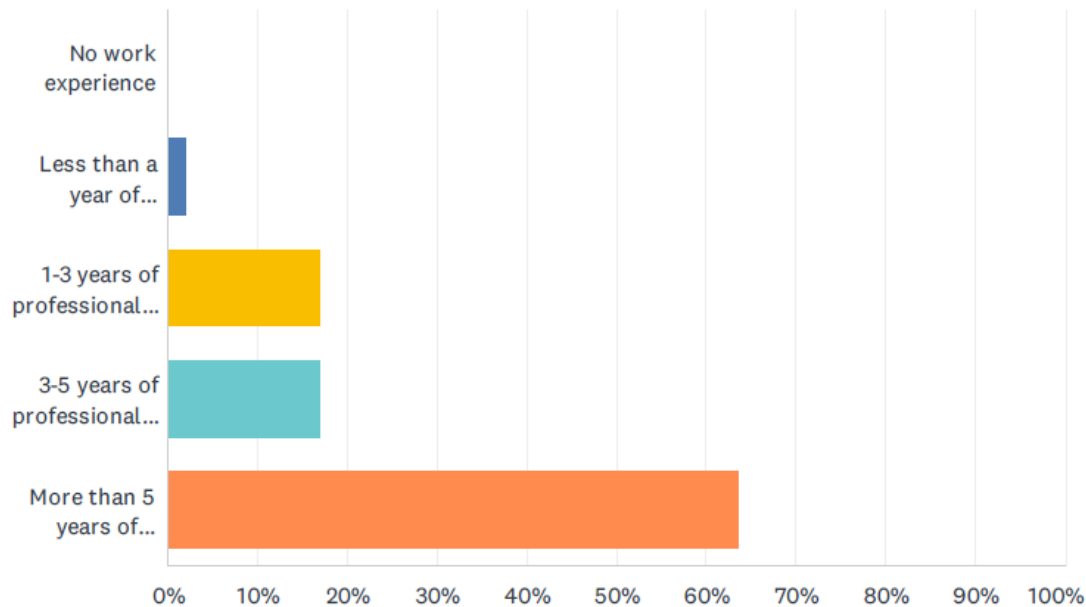
The usefulness of the training was predominantly positively assessed by the participants. Particularly positive (80 - 85% of participants) was noted:

- The training objectives met my expectations.
- The content was well organized and easy to follow.
- The topics were relevant to me.
- The learning material was helpful.
- The training provided me with enough abilities to work with students or trainees.
- Introducing dual education system was effective.

In contrast, only just under 70% of the participants stated that the training improved my knowledge about the methodology of practical training.

The trainers and the organization of the training were rated very positively (about 90% of the participants). The only more negative assessment was that the scope of the shorter training measures was not sufficient.
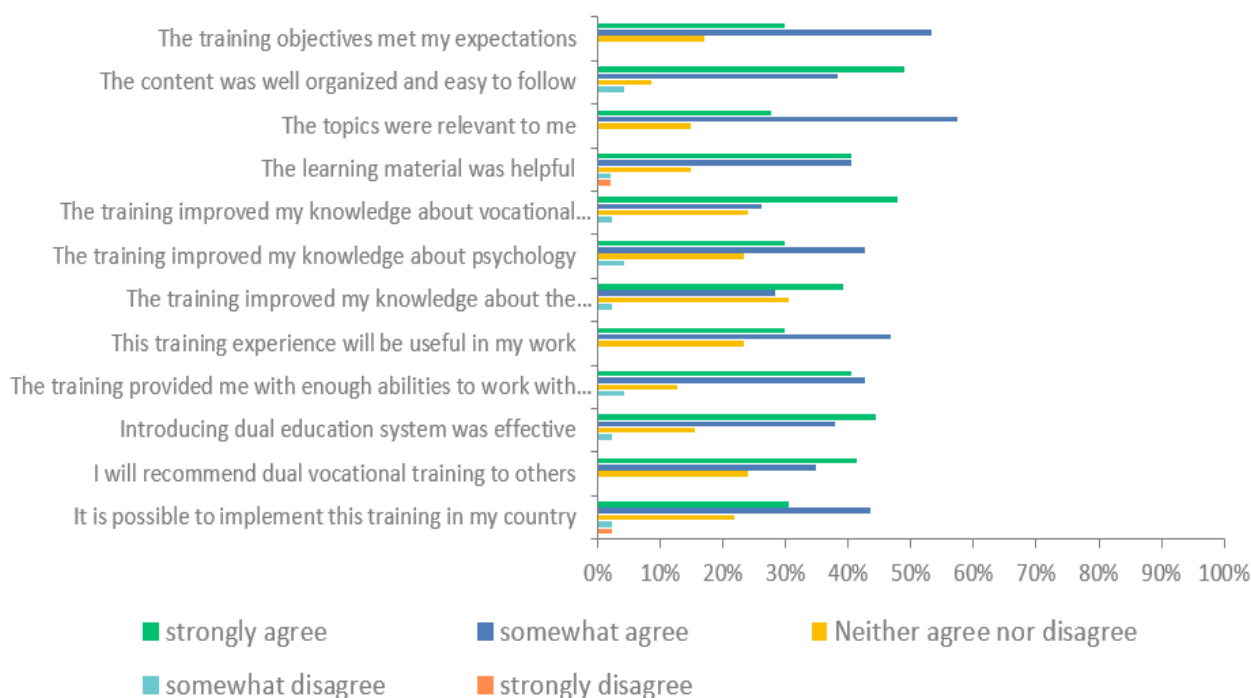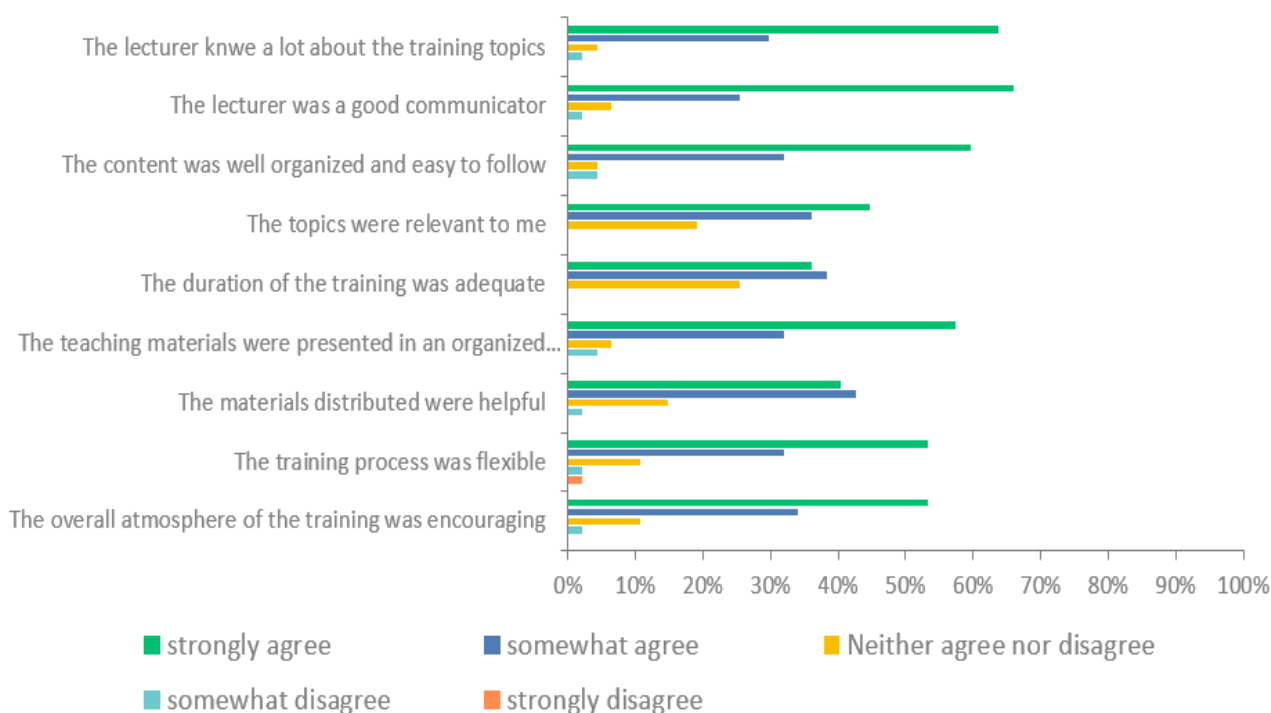
Figure: Usefulness of the training

Figure: Trainers and organization of the training


2.2 Evaluation by the Trainers

Of the coaches who participated in the evaluation, 20% had an age range of 45 to 54 years, and 80% were 55 years and older. The trainers were predominantly female, all

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had a master's degree as their highest level of education, and all had more than 10 years of professional experience as trainers.

Only 40% of the trainers rated the participants' knowledge as good at the beginning of the training. In contrast, all trainers were convinced that the participants' knowledge was very good or good at the end of the training.

80% of the trainers were satisfied with the participants' participation in the training as well as with the cooperation among the participants. The work of the participants and their organization of learning were positively assessed by only 60% of the trainers.

Figure: Motivation of the participants
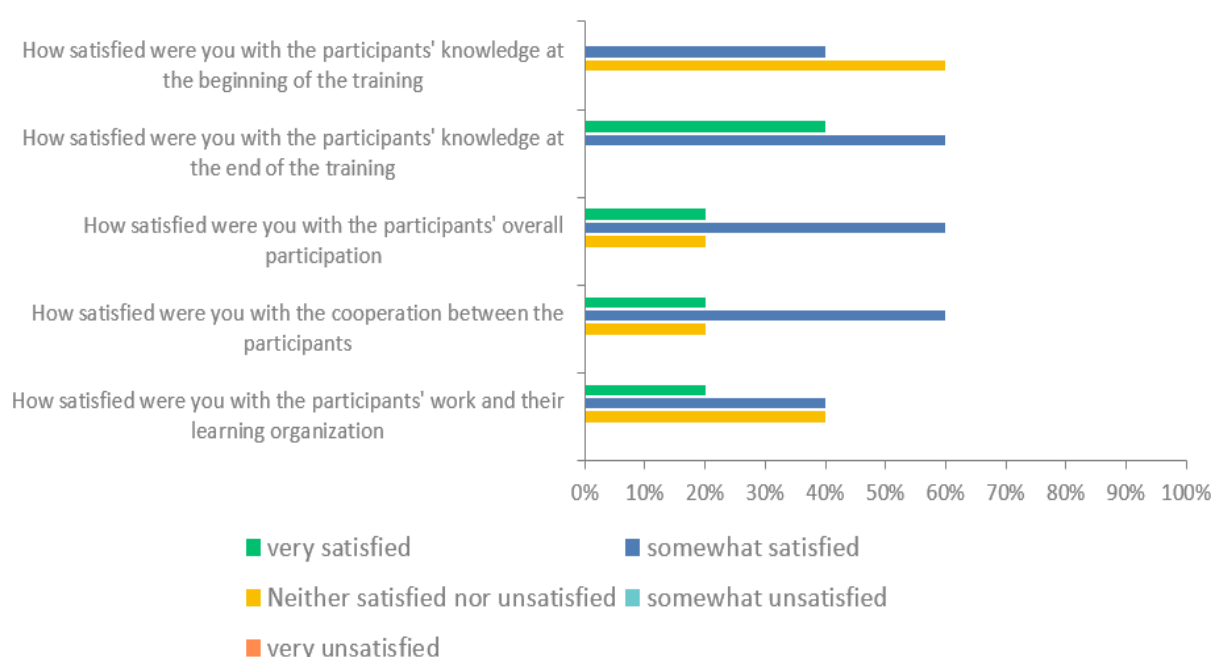
All trainers are convinced that the participants generally acquired enough knowledge and competences to work with trainees. However, about half of the trainers assess that the participants have not acquired enough knowledge and competences in the following topics after completing the training:

- Pedagogical competences to work with trainees.
- Psychological competences to work with trainees.
- Methodologies of practical training to work with trainees.
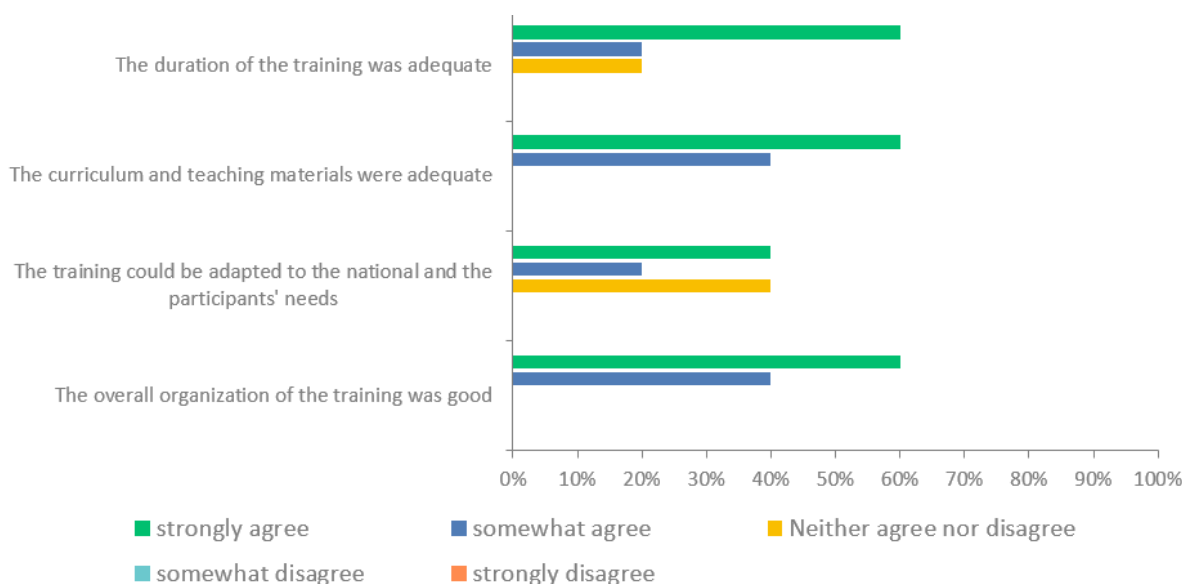- Teamwork knowledge to work with trainees.

Figure: Readiness to work independently

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The overall organisation of the training is rated as very good or good by all trainers. The duration of the training of 115 hours is also considered appropriate by all trainers, only one trainer is of the opinion that 80 hours would be sufficient. Curriculum and teaching materials are rated very good or good by all trainers. More critical, however, is the adaptation of the curriculum and the teaching materials to national conditions and the needs of the participants; 40% of the trainers see a need for improvement here.

Figure: Organization of the Training

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3. Conclusions

The testing of the programme for the training of trainers in SMEs under the different national conditions in seven countries is evaluated positively throughout by both the participants and the lecturers.

Training of trainers in enterprises is essential to train young people in enterprises. It should be mandatory in all countries that, as is already the case in Austria Germany and Poland, there is at least one person in every company that trains who has the appropriate qualification and certified trainer aptitude.
But even regardless of whether a company trains, every company is recommended to qualify at least one person as a trainer. The knowledge and skills acquired in the process have a very positive effect on cooperation in the company and promote innovative strength and productivity.

The willingness of SMEs and their employees to complete in-company training of train-ers needs to be significantly increased. Comprehensive repeated information highlight-ing the great positive effects for the success of companies in general and the in-com-pany training of young people to ensure the high demand for skilled workers in partic-ular is imperative. It is particularly effective for SMEs if reference is made to the positive experiences and successes of other SMEs and their employees. There is also an ur-gent need for comprehensive personal counselling in order to emphasize the im-portance for the respective company and the individual person.

The training should be carried out with at least 100 to a maximum of 120 teaching hours. Shorter trainings should be implemented for a limited period of time at best. For example - as is currently the case in Poland - for a limited period of time for the intro-duction of dual vocational training, in order not to set such hurdles for the participating companies and to gradually introduce dual vocational training.

A longer training period is also imperative in order to achieve significant improvements in individual subject areas in which, in the opinion of the participants and trainers, not enough competences and skills could be imparted during the practical examinations. This concerns the following subjects in particular:

1. Methodologies of practical training

In almost all countries, especially in countries with school-based training so far, the experience and knowledge of practical training in the company is very low, so that the training programme has to attach much more importance to this subject area and the teaching of corresponding competences. In this respect, the German training pro-gramme with a scope of 115 teaching hours and the four-stage model of practical train-ing in the company appears to be particularly well suited:

- Review of training requirements and training planning

- Training preparation and assisting in recruiting prospective trainees
- Conducting training
- Completion of Training

2. Pedagogical and psychological competences

There is a need for constant updating of pedagogical and psychological competences. Likewise, the teaching of competences for the realisation of smooth cooperation and teamwork must be given greater weight. Good psychological, pedagogical and teamwork competences are very important for successful in-company training, but also have a very positive effect on the overall success of the company.

Many SME owners and employees are not used to completing lengthy teaching periods. A maximum of six lessons should be held daily. It is also essential to avoid lengthy face-to-face teaching by incorporating group work, discussion rounds, treatment of case studies, exchange of experiences, etc. A combination of longer phases of teaching with personal attendance and shorter phases of e-learning can also be successfully implemented.

We highly recommend dividing the entire training program into several blocks with phases of several weeks between the blocks of learning and the implementation of what has been learned at the workplace with accompanying coaching by the trainers of the training program.

Great emphasis must be placed on preparing for the implementation of the training program. A targeted adjustment and orientation of the concept, curriculum and teaching materials to the respective national/regional conditions and to the needs of the participants are absolutely necessary. The careful preparation of learning materials that are made available to the participants is also important. Thick (and often outdated) textbooks are hardly used by the participants and were also judged negatively in the practical tests. Shorter elaborations on the various topics with clear presentations, practical examples, instructions and tasks for your own further learning, etc. are recommended.

The training program should end with an exam. The examination regulations must correspond to the conditions that individual countries (e.g. Austria, Germany and Poland) prescribe for an official trainer aptitude examination. A corresponding examination regulation was developed in the 3LOE project. In those countries that make a trainer aptitude test mandatory for training in companies, the participants should definitely receive a certificate with the state-recognized qualification upon successful completion of the test. In the other countries, a qualified certificate of trainer suitability should be issued.

4. Experiences and Recommendations

The educational institutions that have tested and implemented the program for training the trainers summarize the following experiences and recommendations for future use.

Handwerkskammer Dresden, Germany

The program for training trainers in SMEs is an essential course for ensuring the high quality of dual vocational training in Germany. This training is an important building block in dual vocational training, which is indispensable today and in the future. In development, digitization and general modernization of the professions will have a significant impact on this course. New technologies and the handling of digital media require a corresponding influence in the pedagogical handling of training. Further development with mandatory refresher courses is conceivable in order to ensure general quality assurance for the trainers.

Panevezys Chamber of Commerce Industry and Crafts, Lithuania

The implemented training provided the SMEs managers and in-company trainers with necessary competences for proper training of apprentices (trainees): to plan, perform, monitor and finish the training independently. Trainers must have not only professional expertise but also knowledge on legal framework, vocational pedagogics and psychology.

By answering questions in the evaluation surveys almost all participants (89 %) agreed that the content was well organized and easy to follow; 83 % of them noted that the training provided them with enough abilities to work with students or trainees; 61 % agreed that the training experience would be useful for their work. The participants expanded their knowledge on methodology of practical training, vocational pedagogy, and psychology.

The participants said they would recommend such training to their colleagues and staff. One of the suggestions was "There is a need for constant updating of pedagogical and psychological competences".

The training can be repeatedly implemented by Panevezys Chamber of Commerce Industry and Crafts in the future for employees and managers of SMEs from various industrial sectors. The training can be modified in duration and content and easily adapted according to individual needs of the participants.

Latvian Chamber of Crafts, Latvia

The training was an overall success, as demonstrated by the positive evaluation by both the participants and the trainer.

One of the main things that the participants of the training praised was the high competence level of the lecturer. Several participants not only managed to adapt the tests

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provided during the training in their companies but introduced them to their business partners and friends as well. When asked about the necessary improvements to the program, the participants answered that the program is optimal both in terms of content and length, so that it can be used in practice in various companies.

Latvian Chamber of Crafts plans to continue implementing this kind of training program in the future, offering it to members of the chamber who are working in small and medium enterprises.

Liepajas State Tehnical School, Latvia

The training was successful. Strengths - stakeholders, professional trainers, distance learning, work in MOODLE environment. We believe that every company that has completed training and obtained a certificate in "Pedagogy" is important for the Latvian economy, it gives an opportunity to get involved in providing young people, thus promoting more successful involvement of young people in the work environment.

Difficulty - to connect training on Saturday, which is a holiday, for people who have children at home at the same time. Long training time - from 10.00 to 17.00.

The negative responses from the online training largely had to do with organizational issues. This is something to keep in mind for future trainings.

Wirtschaftsförderungsinstitut (WIFI) Steiermark, Austria

The Wirtschaftsförderungsinstitut carried out particularly intensive testing and implementation of the program for training trainers in companies, namely:

•	fourteen face-to-face trainings with total 261 participants and

•	three online trainings with total 42 participants.

Looking at the results from both types of trainings, it can be stated that the face-to-face setting is more optimal to convey the contents of a training for trainers in SMEs. In general, the trainings were received very well by the participants. Both settings, face-to-face and online worked well for the participants.

The main conclusion of the testing was that even though the topics and themes are legally required, the participants enjoyed the trainings, the contents and the trainers.

Pere Martell Institut, Spain

Considering that the whole potential of the training could not be developed, the overall results are highly rated, both by the participants and the trainer.

The participants got rid of bad habits when teaching apprentices. The training has opened their eyes and has awakened their curiosity and triggered their interest about new teaching methods.

The development of the curriculum should be more flexible so that it could adapt better to the social and working reality of each country.

The training will be continued, but face-to-face, hopefully. It has been adapted to the Catalan need and it would be a pity if it was not used again. Once it has been adapted, the curriculum could be aimed at any professional sector just by changing the examples.