



ProfiTRAIN

Competent to train **W**ork **B**ased **B**asic **S**kills – WBBS

Guide for training of the trainers

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February 2020

Imprint

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Project:

PROFI-TRAIN: Professionalisierung von Trainern für Arbeitsorientierte Grundbildung

PROFI- TRAIN: Professionalisation of Trainers for Work Based Basic Skills

<https://www.profi-train.de>

European Strategic Partnership Project for Vocational Education and Training

Funded by ERASMUS+

Proj. No 2017-1-DE02-KA204-004126"

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Introduction

The ProfiTRAIN professionalisation concept was developed to enable adult education professionals to implement in-company continuing training programmes that are useful for companies and employees, offer added value and enable employees to engage in lifelong learning.

The project ProfiTRAIN deals with the professionalization of adult education professionals who enter a company. The aim has been to prepare an innovative training program which contains new approaches on the basis of a survey of different practices in individual partner countries. The main purpose was to enable trainers easier and more structured familiarisation with specific issues in the field of education in the work environment by developing new procedures and didactic steps. The experiences in the partnership showed that many adult learning principles in the work environment need major adjustments, since adult educators have to deal with very different factors, needs and obstacles in work situations.

Companies are different so different approaches need to be used and tailor made if we want to be successful.

(Implementation of training of the trainers for WBBS; Slovenian Institute for Adult Education (SIAE), Ljubljana, Slovenia, November – December 2019)

This is a guide "*Competent for work based basic skills training - Program for training of the trainers*", which basic purpose is to present more detailed methodological, subject-matter and didactic view of the structure of training programme.

In the first step, it was decided on the structure of partly open curriculum. The structure of the curriculum is designed in the way that enable planning and carrying out different modular seminars for different specialists who are interested in work based learning or who wish to carry out training in the work environment in a professional way. The guide offers all necessary guidelines about learning objectives, competence, didactic methods, teaching/learning methods, as well as different possibilities for preparing "tailor made" seminars, also for other potential providers of the training. The key learning contents of the curriculum are covered in the self-study manual, which consists of six thematic modules. Each module is designed as a comprehensive subject-matter unit, which can be offered as an independent part or in combination with several modules or as the entire module package.

In the second step different sample tools and examples of good practices were identified and integrated, which serve as good examples for various purposes. These tools or examples of good practice have been selected in order to demonstrate how a seminar can in an innovative way become a lively learning situation.

WBBS approach was well understood by all participants, they expressed their opinion that the approach can work well, when it is understood also by all stakeholders. It was found that the WBBS approach is needed and low qualified employees have to be supported and motivated in their career development, in their sustainability on the labour market and in their flexibility, which is required in rapidly changing world of work.

*(Implementation of training of the trainers for WBBS;
ERUDICIO, Czech Republic, November 2019)*

The guide underwent pilot testing in all partner countries, valuable comments and suggestions of practitioners were taken into account.

The workplace basic skills approach (with its specific focus on organising trainee- and internships for learners in respective companies, as part of overall basic skills programmes and training projects) was well understood and captured by all participants of the pilot process, i.e. by both the more and less experienced participants.

*(Implementation of training of the trainers for WBBS;
BEST, Vienna, Austria, November 2019-January 2020)*

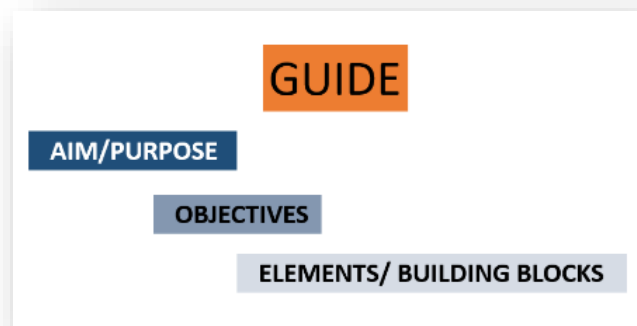
Guide is translated into the language of a partner country, at the same time it is also contextualised and adjusted to the specifics of training in work environments in an individual country. Thus in fact six variants of the guide came into being, they are meant to serve their basic purpose – increased professionalization of the adult educators who enter the work environment and implement work based basic skills trainings.

The training program represents the set of elements, which form a good basis or professional idea of how to concretely act in this field. It includes the curriculum, the conditions, the definition of the extent of training program and the special conditions, as well as the definition of the objectives, the purpose, the participants and their roles in this process.

Work-based basic skills training is a prerequisite.

Adult educators and programme managers are entering new territory with such training and need professional support.

The curriculum is a key component of the training program. This guide describes its specific aspects.



In addition the purpose, objectives and elements/building blocks of this guide are defined more in detail. Let us conclude this introduction with an emphasis on key information that you can study in detail in this Guide. Let's look again at the key factors that enable or - in case they are not taken into account - even jeopardise the success and usefulness of the ProfitRAIN approach. The professionalisation of key personell to perform the work based basic skills training will be successful when the following is taken into account:

- we can reach target groups among employees who are usually hard-to-reach and have so far not actively participated in work-based basic skills training projects,
- trainers know how to work with open, process-oriented and often even company-specific concepts,
- trainers do not stick to fixed curricula, standard textbooks or conventional, existing materials,
- trainers know how to design teaching/learning situations that are concretely related to specific situations of everyday work,
- trainers have developed a strong sense of professional identity because insights into one's own professional dynamics sensitise trainers to the issues which employees experience in their work environment,
- in this context and as a consequence, so-called low qualified employees experience learning as useful, something personally successful and can, by this, overcome hitherto individually perceived barriers of participation in learning,
- companies perceive measurable increase in competitiveness, which goes hand in hand with measurable increase in qualification and sustainable employability of their staff,
- companies perceive work-based basic skills as an important strategic component of securing their business and keeping their workforce up to date,
- training organisations can sustain and/or enlarge their offers and training organisations can better reach companies by increased quality planning and implementation of respective services.

However, ProfiTRAIN partners have a vision of joint action on EU level that would make the ideas presented in this project a reality. This is especially important in time after pandemic when all strengths are devoted to rapid economic and societal recovery of Europe and the World.

Those are the elements that need to be guaranteed if we want the process to succeed:

- offers of professionalisation of adult educators in work-based basic skills for employees and for working with companies must become part of relevant courses of study at universities, private colleges and train-the-trainer institutions,
- professionalization of adult educators for work-based basic skills training in companies must be integrated into the continuing education programmes of adult education institutions, i.e. for full-time (employed) staff as well as for course instructors on a fee basis,
- in every European country, professionalised trainers shall be regarded as strategically essential in the implementation of labour market policy instruments that aim to reach low-qualified workers,
- in order to advance the professionalisation process of WBBS, quality criteria for WBBS should be identified and developed in a next step. This could be initiated by further projects or by a specialist group of the European Commission.

When asked whether the WBBS approach can work in practice, the group of participants reply with an enthusiastic yes. Most participants graduated by social sciences, pedagogy, or economic studies. A few came from commercial and economic businesses. One is professor on carrier development at the University.

*(Implementation of training of the trainers for WBBS;
Ergani Center, Thessaloniki, Greece, January 2020)*

Defining key terms

The following explanation of the terms and relation between different terms will enable better understanding of the basic starting points to the reader. The guide operates with the following key terms¹:

Work-based basic skills training: training related to the needs and requirement of work.

Competent for training: professional that acquired all necessary skills and competences to carry out work based basic skills training.

Guide: theoretical and practical guidelines for adult educators with the training curriculum for adult educators.

Face to face seminars: content and didactical guidelines for practical implementation of work based basic skills trainings and work with employees and companies.

A training program for trainers: modular based training programme for less and also for more experienced adult educators.

Curriculum: justification of the structure of the training from theoretical, didactical and content point of view, with practical examples and tools.

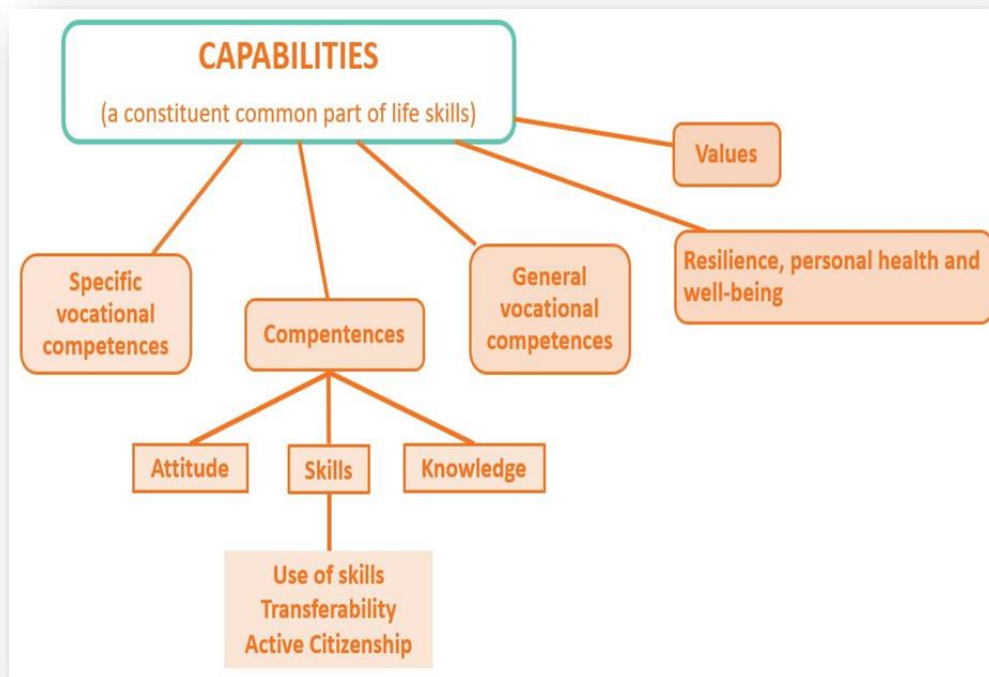
Facilitators: this is the broadest term that has been used to describe all professionals involved in the training of adult educators who intent to implement WBBS trainings. Throughout this Guide other terms have been used instead of facilitators, such as trainers of the trainers, moderators etc. in accordance to traditions and contexts of the ProfiTRAIN partners who prepared individual modules. It has to be pointed out that the term facilitators is a general term that includes theoreticians and practitioners involved in the implementation of WBBS training.

Knowledge: knowledge is the result of learning and conquering concepts, principles, theories and practices. Knowledge acquisition takes place in different surroundings: in the educational process, at work and in the context of personal and social life.

Capabilities: capabilities do not depend on the context. Regardless of specific circumstances, they allow functional responses and actions in a wide range of different activities based on critical judgement. They are transferable among various professions and, above all, they enable individual's development and active participation at work and society.

Competence: competence is the ability of an individual to use acquired knowledge and skills in accordance with his/her values in complex, diverse and unpredictable situations. Competence consists of knowledge, attitude to knowledge, critical thinking and different skills.

¹ Each partner country has translated these key terms into its language in accordance with the predominant or most usual use in professional circles.



Source: Javrh and Mozina, 2018.

Skills: skills are essential for integration and participation in the labour market, in the field of education and for quality of life. Skills are a useful and measurable part of a competence. They are transferable, which is an important feature, since they are relevant in many social contexts and working situations. Thus having the capacity of being learned, skills are placed under the influence of the education system or policy. Skills are the basis for full-fledged actions of knowledge-based economies and societies in the 21st century. It is important to point out that skills depend on the context while capabilities do not (Javrh and Mozina, 2018, p.5).

Dilemma or irritation: in German language understanding, the term „dilemma“ refers to a situation in which different alternatives for action exist. For each of these alternatives, it is unclear which alternative is right or promising. The acting actor is uncertain which way out of the dilemma is the right or the appropriate one. „Irritations“ in our understanding arise when the actor has to overcome a challenge for which he does not have the necessary, not enough competences. The challenge can only be solved by practicing new competences, i.e. learning. “Irritations are learning causes/opportunities (Hans Tietgens)”. This central starting position in learning psychology was formulated by Klaus Holzkamp. His approach is very prominent in German adult education. His approach is based on the so-called „explanatory or reasoning discourse“: When and why do we learn? We learn when we cannot progress in a situation with our existing competences, when we cannot find a solution. Then learning makes sense, because we can hope for a qualitative gain. In his learning approach he distinguishes between the ‚expansive learner‘ and the ‚defensive learner‘. The defensive learner learns to prevent or avoid sanctions. The expansive learner hopes that learning will lead to an increase in competences that will enable him to master new challenges that are important and of interest for him. In this respect, the statement "Irritations are learning causes" only applies to the expansive learner. Our target group of trainers and teachers belongs to this group. In German version we use the term irritation and we refer on author K. Holzkamp as he is known very well.

WBBS train the trainers programme

In order to contribute to greater professionalisation of the trainers who carry out WBBS training, we need, according to experiences in the partnership, a comprehensive model of training. Such comprehensiveness includes both the subject-matter aspect and the structure and didactic elements of the training model.

Strengths for future successful training implementation: Modular format of WBBS (stand alone or all of the modules).

(Implementation of training of the trainers for WBBS;
MEDE, Ministry for Education and Employment, Malta, January 2020)

The contents of a concrete program, adjusted, for example, to older and experienced trainers, may in the final implementation considerably differ from the program's contents intended primarily for beginners. However, considerable differences will appear not only between the contents, but also in the structures of the variants.

The purpose of this guide is to design a comprehensive model with an open curriculum with modular basis.

Throughout the guide at several places the reasons for such differences are defined. As already mentioned, a new model with an open curriculum has been developed, whose modular basis makes it suitable for adjustments for very experienced trainers who have been working in the profession for a number of years, and also for a wider professional public or the auxiliary personnel who wish to be familiarised with the field's specifics or its basics.

The main goal is to train a competent trainer for implementing the program which strengthens WBBS in the working environment. In this way we contribute to the professionalization of the trainers in this field.

The guide has also an ambition to address other potential participants of the training program and pursues also the following goals:

- Informing decision makers about the specifics of the field.
- Training professionals – auxiliary personnel, as support to trainers.
- Informing and training a wider professional public, so as to contribute to the understanding of this field.

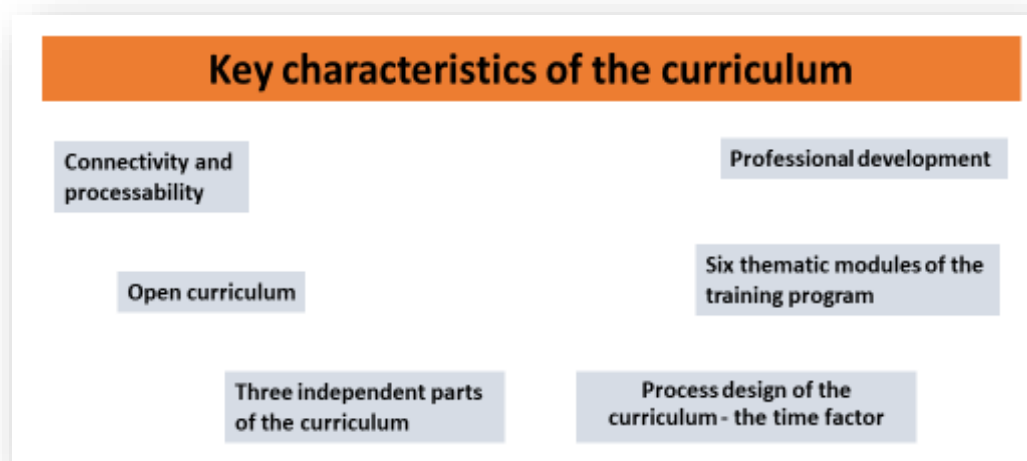
Almost all participants positively rated the practical character of the programme and pointed out that the ProfiTrain approaches show a high level of practicability (especially with its good mixture of useful theory and concrete tools to implement in daily work with learners in a workplace environment, but also in preparation phases and ex-ante). Especially the less experienced trainers/participants pointed out the very innovativeness of contents and methods, which makes the outputs interesting and attractive for their use. For all participants, the programme offered a good combination of elements already known and new to them.

*(Implementation of training of the trainers for WBBS;
BEST, Wien, Austria, November 2019-January 2020)*

Structure of the curriculum and the functions of the curriculum elements

Connectivity and processability

The contents of the curriculum are structurally divided into six reasonable modules or into three thematic parts.



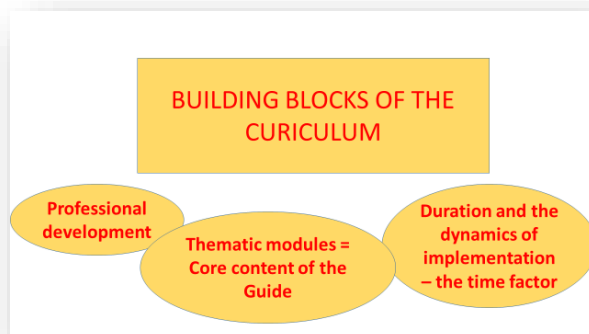
Accessibility, on one side there was a space for professional development and on the other wide enough selection of different content and topics related to WBBS, from ideas and planning to practical application and evaluation. That is why it is possible that various adult educators performing different roles can take part.

(Implementation of training of the trainers for WBBS;
Slovenian Institute for Adult Education (SIAE), Ljubljana, Slovenia, November –
December 2019)

The curriculum is designed so as to provide connectivity and processability of elements in different phases of the curriculum's implementation. It consists of three larger units of building blocks:

- Professional development.
- Six subject-matter fields in a modular form (thematic units – six modules).
- The process design of the curriculum (the extent and dynamics of implementation, where special emphasis is laid on the time factor).

Professional development



Participants reported that the following aspect of their professional roles in the companies are most important: To offer well prepared training program for the company and also to implement it well. Alongside the needs of their employer also to take into account their own vision, as well as to work in accordance with their values, to stay focused, to be aware why they are here. This is an opportunity to research different roles and to gain new knowledge. Performing accurate and in-depth assessment of the needs of the company.

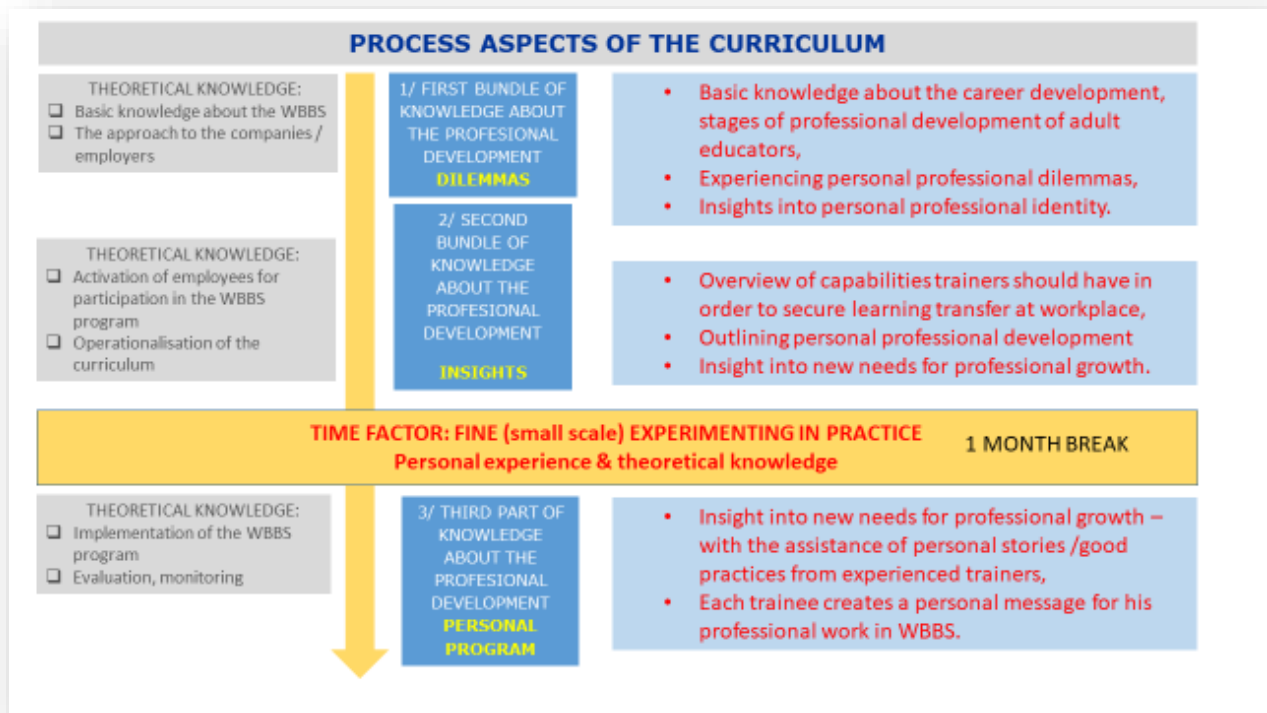
(Implementation of training of the trainers for WBBS; Slovenian Institute for Adult Education (SIAE), Ljubljana, Slovenia, November – December 2019)

Professional development is a building block of the curriculum, which has to be evenly inbuilt into the entire training program. The main task of this process is to recognise the basics of this field and, on the other hand, all variety of different career styles of the concrete participants in a group. This building block of the course must contribute to strengthening of the professional identity, both in case of a trainer - beginner or an experienced trainer - auxiliary personnel or decision-makers who merely wish to get informed about the field.

During the final discussion participants said that the seminar was exhaustive but very useful for their better knowledge how to work in WBBS training. Although experienced trainers were present at the seminar, they declared the new knowledge gained and they showed interest to work in the new field.

(Implementation of training of the trainers for WBBS; ERUDICIO, Czech Republic, November 2019)

Insights into one's own professional dynamics will sensitise the participants to the issues which employees experience in their work environment. These issues are one of key points and they represent a challenge when we ponder the development and significance of WBBS.



Three independent parts of the curriculum

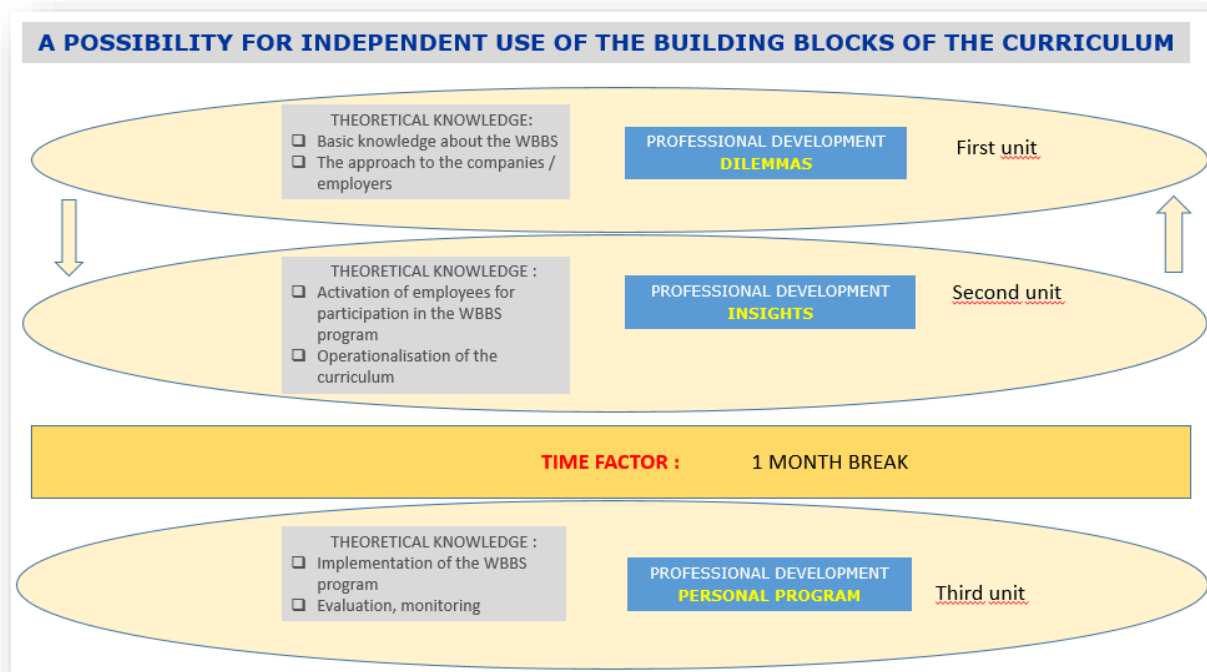
The design of the curriculum consist three parts: in the first part adult educators gain an insight into the professional dilemmas, in the second part they ponder and thus gain individual insights, be it about personal career processes or about new needs for professional development, and in the last part the spontaneous need emerge to design a personal program, which will enable adult educator to make progress in professional development.

In the first part, this usually coincides with the first day of the program implementation, the participants should get acquainted with or acquire basic knowledge about career development, the phases of professional development and dilemmas connected with these issues.

When asked whether the participants themselves felt well prepared after the workshop to find access to companies and convince them to carry out WBBS offers, 10 answered 'yes' and 7 'partly'. A similar picture emerges with regard to addressing and recruiting employees as participants.

*(Implementation of training of the trainers for WBBS;
bbb, Dortmund, Germany, September 2019)*

It is also essential that they do not merely understand problems or dilemmas - the program on the first day should also enable them to experience their personal professional distresses, questions and unsolved dilemmas. If we want that the implementation of this course to really contribute to professional development, it is essential that the new knowledge merges with the already existing knowledge in connection with personal experiences. All this is required if the trainers are to gain also insights into the field of personal professional identity, which is a precondition for planned change or conscious decision for the step forward which is intended for the conclusion of the training program. This first unit or the first day of training is, in regard to professional development, thus intended to prepare a setting conducive to change through experiencing dilemmas.



The second part or the second day of the training programme will be, in regard to professional development, oriented toward insights. While the trainers will learn from rich contents about the field of adult education in the work environment, they will in the second unit also get an overview of the competences which trainers are supposed to have if they wish to provide learning transfer to their learners to their workplace.

One of the focuses was on how to understand employers' actual needs, their language, their way of thinking, specific expectations, obstacles found, barriers met and different levels of understanding of "training" concepts and "training success" experience. Correspondingly and confirming the complex and partly critical character of these themes, the question of whether the workplace basic skills approach is accepted by employers, only 5 of 12 participants stated yes, whereas the rest of the pilot group decided for the rating of "partly".

(Implementation of training of the trainers for WBBS; BEST, Wiena, Austria, November 2019-January 2020)

At this point comes into play very specific connecting of the newly acquired knowledge about teaching in the work environment with professional excellence and personal attitudes. In connection with this, it is essential to place special emphasis on personal professional development through introspection in the framework of the second unit. In order to achieve this goal, it is advisable to practice techniques of contemplation, for example in the form of writing a diary, drawing, sketching a professional path, role playing etc. Another absolutely essential point here is pondering ideals and the vision of future professional development. The differences between the actual situation or self-assessment of one's professional development and the vision or wishes for the future are the main catalysts of insights into the necessity of development. This is the key point to which the provider of the training of thus designed course should lead the participants.

In Slovenia it worked very well that practitioners from various adult education organizations presenting selected aspects of good practices were involved. This way we gave space for questions and discussions of very context specific issues (3 managers of adult education institutions, several heads of the development of key competences for employee's project in AE institutions, several teachers in companies of various fields).

(Implementation of training of the trainers for WBBS; Slovenian Institute for Adult Education (SIAE), Ljubljana, Slovenia, November – December 2019)

In the curriculum's dynamics emerges a very important building block -the time factor. It is planned that after the first and the second unit the provider of the program should enable the participants at least one month's break, which has a very important didactic and learning function. During this one month's break, the participants are expected to carry out "fine experimenting in practice". Fine experimenting in practice means that participants at their own discretion and according to how persuasive were, in their opinion, certain contents, information, connections and insights, independently choose how and to what extent they will try to include them in their everyday work practice. This fine experimenting opens them to new insights into the contents with which they dealt theoretically by listening in both first units of the curriculum. It is even more important that the spontaneous process of connecting or merging of theory with practical experience produces creative learning during which the participants personalise new knowledge. Here we should not neglect another very important didactic element, which is absolutely essential for the process initiated with fine experimenting to really reach its conclusion - the articulation in a group of participants which takes place in the third unit.

The interactive character of the training days, with the mixture of approaches and methodologies (as described above) was a key to success.

(Implementation of training of the trainers for WBBS; BEST, Wien, Austria, November 2019-January 2020)

The third part comes after at least one month's break. Its main purpose, in regard to professional development, is to stimulate the participants to design a personal course of professional development, be it short- or long-term period. The third unit should help the participants gain a deeper insight into new needs for professional growth. The best among the already existing

practices was an in-depth analysis of personal stories/good practices of very experienced trainers. Successful completion of the initiated dynamics of professional development in the educational course also requires, as already mentioned, the articulation of new findings in a group of participants. Very efficient in practice was mutual presentation of the results of fine experimenting in the interim period between the second and the third unit. When trainers listen to one another, they evaluate anew their practice and experiences, as the contents are, from the theoretical point of view, aligned with the main topics which have been presented during the first two units. In the third unit, when the group has been already formed and the participants have got to know each other, one can reasonably expect also greater mutual openness of the participants in a group. The final result of personal and group dynamics should make each participant form a personal missive (commitment) for his/her professional work in the field WBBS.

Participants expressed that the structure of curricula modules is most clear and logical to them, with getting general knowledge as an introduction and then moving through operative and horizontal elements of the WBBS process.

*(Implementation of training of the trainers for WBBS;
BEST, Vienna, Austria, November 2019-January 2020)*

Modules provided a very comprehensive analysis of how to tackle WBBS from cradle to the grave.

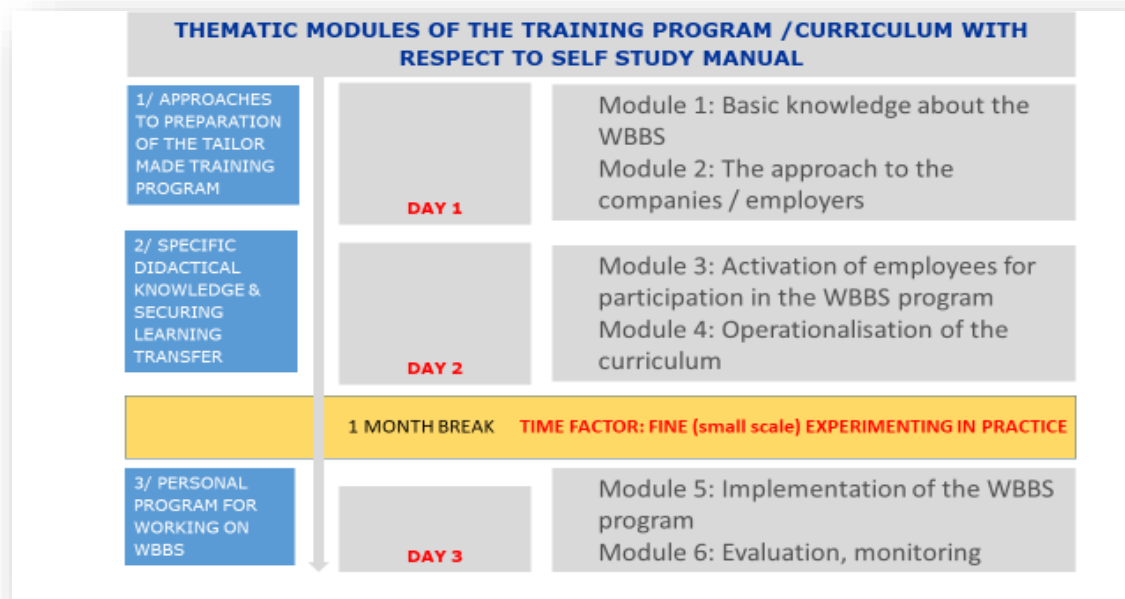
*(Implementation of training of the trainers for WBBS;
MEDE, Ministry for Education and Employment, Malta, January 2020)*

Six thematic modules of the training program

The curriculum of the training program has three parts and thus three unified thematic units:

- Preparation of the tailor-made training program.
- Specific didactical knowledge and securing learning transfer in the work environment.
- Personal course program for work with employees in the work environment and education on basic skills.

The first thematic unit is supposed to be implemented on the first day of training. It covers essential familiarisation with basic skills and basic information, the significance of developing these skills at workplace or in the work environment. This first unit additionally contains also sufficient amount of basic information and skills, it explains how to approach work organisations or employers in order to make working with employees in a company possible in the first place.



The second thematic unit is suitable for continuation on the second day of training, it is intended for animation issues and activation of the workers who are supposed to participate in WBBS training. The provider of training should equip the prospective trainers with specific knowledge about how to make the curriculum operative for a concrete group of employees or workers in the work environment. Both thematic units form basic knowledge about how to act in order to facilitate the learning process in the work environment.

With regard to the concrete thematisation of module contents from the ProfiTrain curriculum, it can be said that even in the comparatively short time available, WBBS can be experienced as a new educational service and participants can be given something to reinforce their professionalism.

*(Implementation of training of the trainers for WBBS;
bbb, Dortmund, Germany, September 2019)*

At this moment we should point out the significance of the time factor, as fine experimenting in practice at this point of subject-matter dynamics in the program enables the prospective trainers to check and screen the newly acquired information in their own practice. This means that some mechanisms of which they learned during the theoretic lectures may not be relevant in their environments nor correspond to their needs. It is important that the prospective trainers already in this phase begin to contextualise new knowledge, and are at the same time granted broad enough theoretical knowledge and the overall picture, so as to be able to apply the new contents later on, when their concrete circumstances change or when they change their field of work. Fine experimenting in practice will also provide them with much greater self-esteem, as they will in practice test the new mechanisms, about which they will later on report, and they will get feedback on their findings from other practitioners.

Professionalization of trainers for WBBS in the first place means making them aware of companies' realities and mindsets (business challenges, expectations and "language" of managers, superiors, team leaders, and team colleagues).

Therefore, instruments are needed to collect this kind of information most efficiently in preparation of all training processes. Participants pointed out there is still a lack in this respect, in Austria.

(Implementation of training of the trainers for WBBS; BEST, Vienna, Austria, November 2019-January 2020)

The third thematic unit comes after at least one month's break and is focused on practical preparation of the course for individual needs or a concrete context. From the content perspective, it is thus very important that the provider for training presents the prospective trainers with sufficient information about the processes of the program implementation which develops basic skills in the work environment, and especially the specific requirements due to the fact they will have to provide the participants with learning transfer at work environment.

When it comes to concretely planning for fitting (tailor-made) training contents and programmes in particular WBBS situations and contexts, it was pointed out that the use of authentic, i.e. "non-school" materials that directly cover the needs of the companies involved is of striking importance. The group had intensive discussion on how to organize for such a successful use and implementation and how to actually employ respective material in training provision.

(Implementation of training of the trainers for WBBS; BEST, Vienna, Austria, November 2019-January 2020)

Here we should not forget what an employer or a company expects from a prospective trainer, no one will finance training which does not produce some added value or meet some needs. Linked to this is also the need to look afresh on evaluation processes and monitoring. These contents should be also dealt with appropriately in the said thematic unit. The third thematic unit takes one day of training, it can be, if a group of participants requires it, allocated two days. The decision on this is of course left to the providers and planners of training.

Participant pointed out the balanced methodologies of work, detailed explanations of steps and methodologies of work with companies using concrete examples; good topics and guidelines how to prepare for a meeting with employers; concrete information about how to approach the company and convince it to include employees in the training.

(Implementation of training of the trainers for WBBS; Slovenian Institute for Adult Education (SIAE), Ljubljana, Slovenia, November - December 2019)

Follow up – the monitoring. After the program has been completed: in practice it has turned out that special added value is provided also by the processes of monitoring the participants after the program has been finished or completed. Though this is not an integral part of the curriculum itself, practical experiences in the partnership show that the organisers or the providers of training programmes can in this way learn a great deal. Trainers in an open professional discussion are apt to share their creative experiments, insurmountable obstacles and the new solutions which they had to implement due to unexpected outcomes in their practice, when they actually entered the work environment.

Open curriculum

The most important aspect when developing the operational training offer is selection of topics especially important for the company. Training institution must show flexibility to adapt them to the operational tasks and contexts that employees are dealing with as a part of their jobs. In order to do that, competent trainer has to know the company, especially the company needs and vision. When he adapts the content of the training, he can also optimize the duration of the training.

(Implementation of training of the trainers for WBBS; Slovenian Institute for Adult Education (SIAE), Ljubljana, Slovenia, November – December 2019)

An important structural element is also the open curriculum. The planner or provider of training must take into account double adjustment: adjustment to the target group and adjustment to the providing institution which refer a trainer to training.



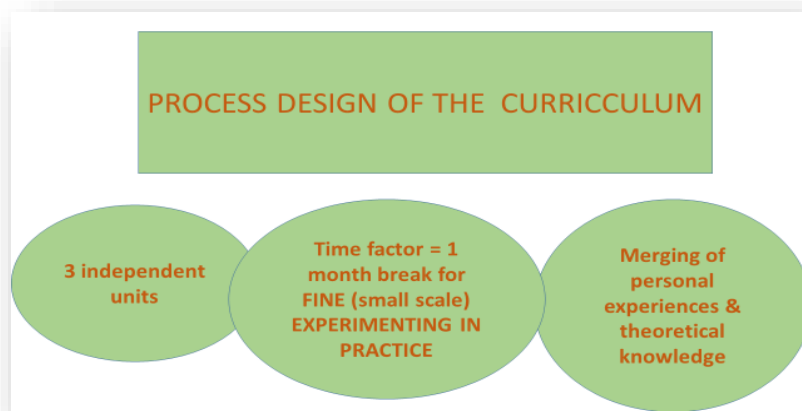
The adjustment to the target group requires good knowledge of the concrete group of trainers who will participate in training, as certain content units may not be relevant for them, while others may be too brief. Adjustment to the provider's institution is a specific requirement which demands thorough attention from the planner and the provider of training, the realisation of the

goals and the purpose of the course to a large extent depend on taking into account the company's needs and the pertaining selection of contents. The open curriculum, on the other hand, represents also very important theoretical contents with which the prospective trainers has to be familiarised well.

Adjusting to clients or companies is also from their point of view a specific requirement, which requires trainers' thorough attention, they should appropriately take into account the client's needs and the consequent selection of contents, as this to a large extent determines the placing and financing of the course. However, taking into account the needs of a company does not mean blindly following the logic of profit or capital, the trainer should at the same time provide also a humanistic approach to the participants. The latter often come from vulnerable target groups, which means they can fall an easy prey to different aspirations and interests which do not have humanistic starting points. One can expect that trainers will for this very reason often find themselves in the crossfire of expectations, it is thus even more important to strengthen their professional identity during the implementation of training. Thus the program intention is to strengthen their ability to decide how to appropriately adjust to the employers and empower the employees.

Process design of the curriculum

In regard to the extent, the curriculum of the proposed training program is meant to be, in ideal conditions, carried out in three days. The special requirements are that the first two days can be carried out successively, then comes one month's break, then the third, the final day of training.

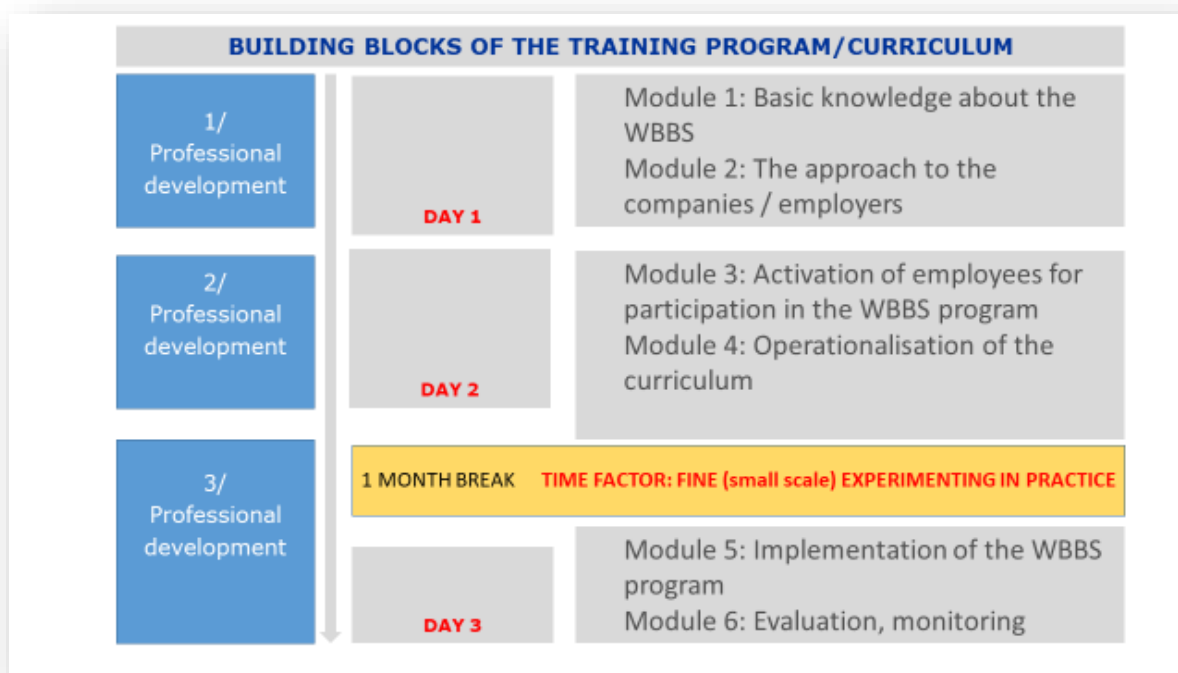


The trainer should throughout the entire process acquire knowledge and skills which enable him/her to prepare the implementation plan on the level of the program, prepare the implementation plan on the level of a concrete group, and at the same time design the individual implementation plan. This individual implementation plan is some kind of a program or his/her commitment in regard to how he/she will act in the field of education in the work environment. This distinction between different levels of implementation plan or planning is important also for the proper understanding of the four different functions which can be performed by different experts, when speaking about WBBS training.

The presented curriculum is process designed, it is thus very important that we during the implementation carry out at least the minimal extent of elements or building blocks. The process design is essentially augmented by three or minimally at least two independent units or subject-matter units:

- The time factor.
- The one month's break, which is intended for fine experimenting in practice.
- The gradual merging of personal experiences and theoretical knowledge, taking place throughout the entire programme.

The thematic modules of the training program consists of three independent units. The first, which is intended for basic knowledge about the field and the approach to companies or employers; the second, which focuses on activating the potential participants and their motivation and on the preparation of an appropriate curriculum for them; while the third unit focuses on the implementation of the program, its evaluation and monitoring.



The field of professional development is from the subject-matter aspect divided into the: The first unit of knowledge about professional development, where the participants observe dilemmas. The second unit, which focuses on the solutions and possibilities. And the third unit, which focuses on the techniques and skills for designing a personal program of professional development.

In case a planner or a provider of training for trainers wish to, for example, focus the program on very experienced trainers, it is possible to include the second unit in the first day, as very experienced trainers already possess rich basic knowledge. In this case, the program will last two days, with the unavoidable one month's break. It is also possible to considerably shorten first unit, too, and to partially attach it to the second unit, thus also shortening the program for

one day. As in the previous case, it is absolutely necessary to include the one month's break, despite the shortening of the program. In regard to professional development, it is also important for a planner or a provider of training to think thoroughly how to provide dynamics or opening of dilemmas about professional development and insights, and how to proceed from them to the need of the prospective trainers to make their commitment or personal program of work in the WBBS training, which is the end result of the entire course.

Connection of the curriculum with the self-study manual

As already mentioned, the contents of the curriculum are closely connected with the contents of the self-study manual "Acquiring competences for work based basic skills-trainings" (self-study manual). This self-study manual was developed while keeping in mind the prospective participants in the WBBS training program who wish to apply WBBS approach in the work environments. The analysis of the existing situation in different European countries showed that in some countries (Austria, Germany, Switzerland) this field is quite developed, yet it suffers due to lack of professionalisation of the professional personnel who are already employed in this field. On the other hand, it turned out that in other parts of Europe this approach had not been sufficiently developed (Malta, Slovenia, the Czech Republic).

The basic aim of the self-study manual was to enable those trainers which wish to redirect to this field, regardless of whether they are experienced practitioners or not, to begin familiarising themselves with the basics or the relevant contents which will contribute to their professionalisation. The manual is for this reason divided into six modules, which reasonably complement each other. Each module is an independent rounded unit which deals with one of the six aspects of the process required for the work in this field.

The first module focuses on the basic knowledge about WBBS training. The second module describes a variety of different approaches which educators can use for approaching and reaching their target group. The third module is titled "Motivating and including employees" (appeal to employees), it offers numerous concrete guidelines on how a trainer can motivate people to participate in the program, how to maintain motivation for work in the program, and how to persuade employers in advance to help him/her to do it.

The fourth module is a rounded unit in which trainers find out how complex the preparation of the implementation plan is on the level of the program and to which pitfalls they should be especially attentive. The fifth module explains the basic challenges trainers face when they try to prepare a tailor-made course for a concrete group of participants. It also describes the specific didactic knowledge which they should possess in order to perform this task, especially if they want to reach the main objective: provide learning transfer in the work environment. Additionally, this chapter also points out the significance of another simultaneous process, which takes place throughout the entire program – individual professional development or strengthening of professional identity. A special place in this module is reserved for the description of factors which contribute to the attainment of the above objectives, for example individualisation of learning, learning atmosphere, action approach and dialogue learning, small groups ...

The sixth module is dedicated to the completion and the evaluation of the implemented training. Special attention is paid also to issuing of certificates, which has, according to our experiences

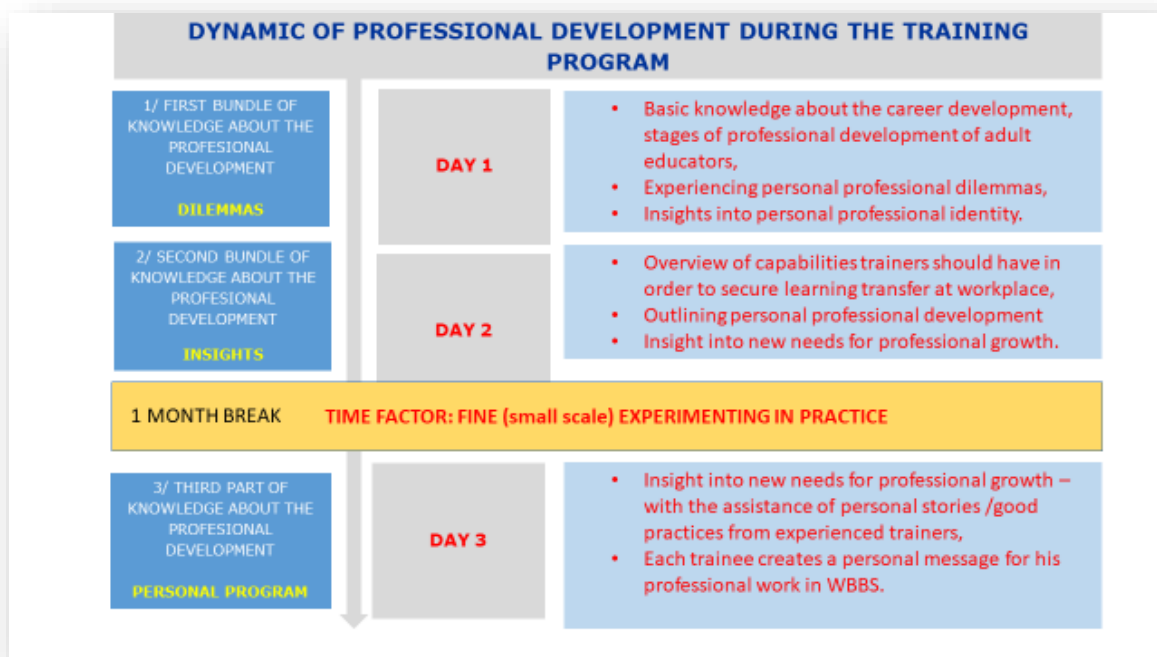
and practices, a special function and place in companies. This is a sensitive field and that is why the manual deals with it in the special phase titled "Ex-post evaluation".

The entire self-study manual thus brings the description of both processes from the beginning to their conclusion, this means enough information both in regard to the contents, which is connected with WBBS training, and in regard to the professional development, which should take place during the program.

Professional development

Work environment requires major adjustments due to a variety of factors, needs and obstacles which appear in this environment. These requirements are connected with professionalisation in a special way. The specific situation of entering the real work environment requires also from experienced trainers to possess skills, knowledge and approaches with which they are usually not familiar. WBBS training is a circumstance that will expose trainers, even as individuals, to many new challenges. They will have to steer between different conflicting interests of employers, workers, managers of work processes, leaders of work processes, the interests of one's own educational institution, the needs of an individual etc., this will test the basic guidelines of their professional attitudes and mission.

Here we should take into account that a trainer is not merely a professional or an expert worker of a certain educational institution, as his/her work role has a special place in his/her personal life cycle. It is important in which phase of career development he/she currently is. He/she may be a beginner who, due to lack of work experience, has not yet quite consolidated his/her professional identity, or a very experienced professional who searches for new fields of his/her mission - and that is a great difference.



Professionalisation is a lifelong process which begins when one enters professional environment and proceed in circles through experiential learning during the entire career path of a professional or a trainer. This process is not isolated, it is marked by cooperation and cooperative learning, fresh challenges, sometimes also frustrations and overcoming them, as well as by respect for one's own work and its appropriate presentation. Professional development is therefore a comprehensive process of growth which connects individual, professional and social levels. For this reason, pondering laws of professional development is the key building block of the entire curriculum, which should be evenly distributed throughout the entire training program for the trainers.

This means that the participants in the first part of the program gain an insight into the dilemmas caused by the fact that they enter work environment as educators, in the second part they ponder and thus gain individual insights, be it about personal career processes or about new needs for professional development, until in the last, third part the spontaneous need emerge to design a personal program, which will enable a trainer to make progress in professional development.

Through discussions and sharing of experiences the participants pursue the first goal. That is identification of the short-term and long-term challenges which await them in this field. This is of course not possible without placing one's own career development into a wider framework. Besides this, the task of this process is also, with the help of presentations of personal insights, to make an individual and a group perceive the need to design some kind of personal program for professional development.

Due to the roles and experiences of the participants, less emphasis was given to concrete implementation of the training program in working environment.

This confirmed that the training curriculum is flexible enough and can be adapted to the needs of the target group and different contexts.

(Implementation of training of the trainers for WBBS; Slovenian Institute for Adult Education (SIAE), Ljubljana, Slovenia, November – December 2019)

The career development of a trainer is to some extent a cyclic process, in which permanent professional advanced training as a form of education can in particular have a significant positive impact, especially if a trainer does not have a particularly developed and formed vision of developing his/her career. Consequently, the process with which we want to develop the professional identity of trainer contains an exceptionally important point at which trainers focus on the question of vision or expected career development. Here it is of course desired that connecting emerges between the vision of professional development and the vision of work in the field of WBBS. At this point, a trainer can begin to see a completely new career path, which will also stimulate him/her to entirely accept, as a professional, these challenges. If this happens, it is possible to expect that a trainer will invest in the development of his/her specific skills for work in the field of WBBS his/her best potentials, creativity and professionalism.

One of the important fields is »the contents« of professional development of educators. The key factor in this framework is the awareness of belonging to the wider professional community of trainers, which is an important integral part of professional identity. Though it is often

understood as the second role of a trainer while his first role is teaching. This »second« role involves the ability to research, accept feedbacks from one's colleagues, innovativeness, as well as to cooperate with the management.

For this reason it is very important that the planning of the contents of professional development, which will be included in the curriculum, allows enough time also for the question of the professional community of the trainers, who work in the field of WBBS. Regardless of whether such community has been already articulated or not, it is important that the trainers get to know the main characteristics of professionals who work in this field. This will enable them to develop a sense of belonging and inclusion into the specific professional community of the professionals who are experts for WBBS training.

The second very important field is expertness or sufficient professional competence for specific requirements, which helps trainers retain self-esteem and positive self-image as professionals. Lack of skills or didactic techniques or approaches can cause great insecurity or even professional distress in those trainers who lack professional support. Trainers should constantly test new approaches, e.g. fine experimenting. This is not possible without being thoroughly familiar with workers and their work environment.

Fine experimenting will in fact enable them to transfer knowledge into practice. While doing this, they should of course take into account and be aware of different learning styles, experiences, interests, characteristics, the already existing knowledge and also the attitude of the participants. Thus they will faster approach the need to satisfy the expectations of the company, the participants and also their own educational institution from which they come. All these are specific professional skills and knowledge which they should acquire or consolidate through the curriculum. For this very reason the training program is designed as a two-track process: it is an incessant intermingling of emphases in acquiring new theoretical knowledge and the process of gradual professional development.

Professionals for whom the training programme is the most suitable

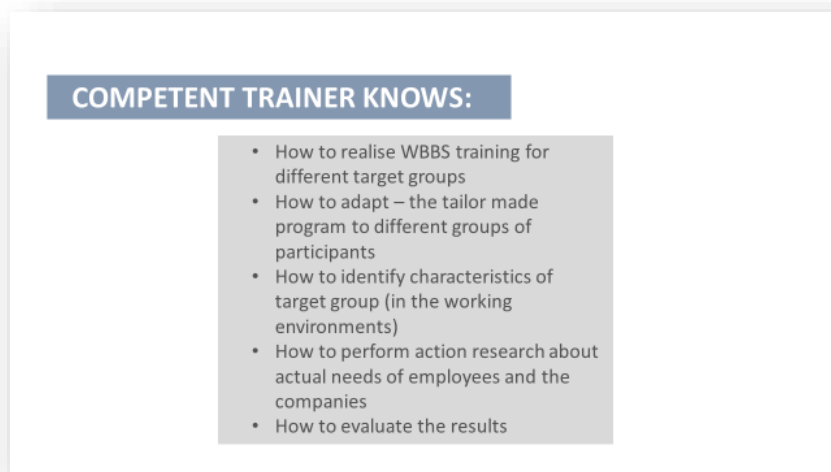
As already mentioned, the training program has been designed suitable for trainers with different levels of experience, the ambition was also that it may, due to its modular basis, serve decision makers, auxiliary personnel or wider professional public.

Main objective is to train a competent trainer for implementing the work based basic skills training in the work environment. In this way we contribute to the professionalisation of the trainers.

The Guide addresses also other potential participants of the programme and enables the following objectives:

- Informed policy makers
- Trained professionals (supporting staff)
- Informed educators (wider professional audience)

However, if one wishes to follow the main purpose of this program, it is necessary to clearly define what a competent trainer will know, what will he/she experience in the program, and what will he/she also develop in this program. All this is described below. Other potential participants of the adjusted training program will find relevant only individual elements which are listed, according to their specific needs and goals.



COMPETENT TRAINER KNOWS:

- How to realise WBBS training for different target groups
- How to adapt – the tailor made program to different groups of participants
- How to identify characteristics of target group (in the working environments)
- How to perform action research about actual needs of employees and the companies
- How to evaluate the results

A competent trainer knows how to implement the program. A competent trainer has enough information and knowledge to be able to identify different needs of people in the work environment and adjust/tailor the program to each actual group separately.

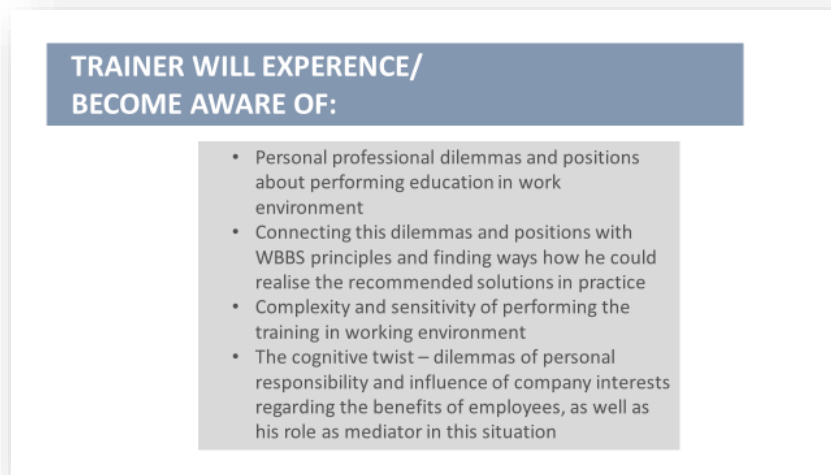
Adult educators who actually participated in the training have been already involved in implementation of the national project funded from ESF and Ministry of Education, aiming to raise key and vocational competences of low educated employees in the period 2018-2022. Most were experienced in different areas of adult education, such as teaching, some are trained adult literacy teachers, educational guidance workers, quality development workers etc. Among them 3 have only minor experiences in adult education and working with companies.

(Implementation of training of the trainers for WBBS; Slovenian Institute for Adult Education (SIAE), Ljubljana, Slovenia, November – December 2019)

A competent trainer has enough knowledge about action research to carry it out in concrete work environment in a suitable way. In addition, he/she also knows how to appropriately analyse his/her target group and identify its specifics, characteristic for completely concrete and unique work environment. This means that he/she has enough skills and abilities to sensitively and confidently enter the work environment and investigate it.

A competent trainer has enough knowledge about what role in life and work of an individual plays not only work environment, but also his/her psychosocial development and family

situation. A competent trainer has enough knowledge to interconnect all these elements and factors and to take them into account when preparing contact education.



**TRAINER WILL EXPERIENCE/
BECOME AWARE OF:**

- Personal professional dilemmas and positions about performing education in work environment
- Connecting this dilemmas and positions with WBBS principles and finding ways how he could realise the recommended solutions in practice
- Complexity and sensitivity of performing the training in working environment
- The cognitive twist – dilemmas of personal responsibility and influence of company interests regarding the benefits of employees, as well as his role as mediator in this situation

A trainer will in the program, which has been especially tuned to his/her professional growth, become aware of and experience at least some personal professional dilemmas. The curriculum of training is designed so as to make the trainers become aware of at least a part of the issues and challenges which are characteristic for work in the field WBBS training.

A trainer will during the program have to experience also a cognitive twist, if it is intended to connect him/her the already existing knowledge and experiences in a new way with the new and yet unknown information and knowledge.

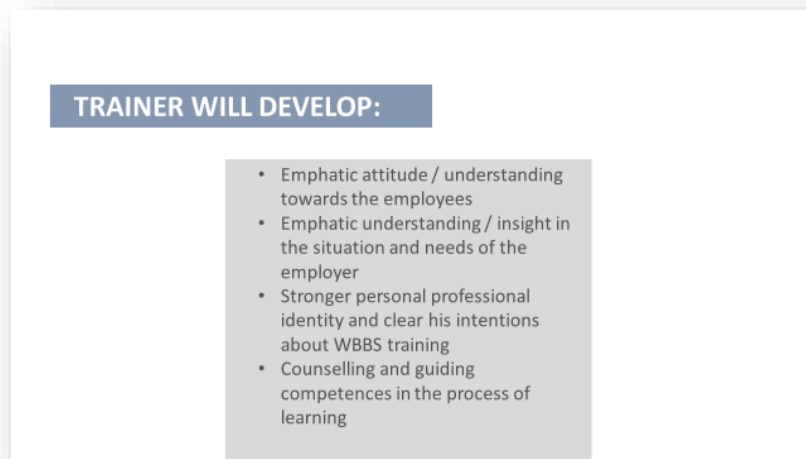
Most participants were academically educated (social sciences, pedagogy) or had a state degree as teachers. A few came from commercial and economic businesses.

(Implementation of training of the trainers for WBBS; bbb, Dortmund, Germany, September 2019)

This is generally quite remarkable, as the pilot events (deliberately) faced the challenge of bringing together a rather heterogeneous group of participants, i.e. a mixed group of experienced and less experienced trainers, together with experts in company training organization ("Betriebskontakter"), trainers working in workplace basic skills provision and/or aiming to do so, other experts involved in respective processes (e.g. training managers), from two different large scale basic skills programme initiatives on behalf of the Austrian employment service (and carried out by BEST in cooperation with a number of companies from various fields).

(Implementation of training of the trainers for WBBS; BEST, Wien, Austria, November 2019-January 2020)

The innovativeness of the training program is in the intention that the program helps trainers develop empathetic view of both employees or workers and employers or work organisations as systems. This is of course not possible if at the same time the field of personal professional identity of trainers and their professional career development are not addressed.



All this is closely connected with the question of trainers' mission that is with the basic professional dilemmas. The creators of the training program, are convinced that greater professionalization cannot be achieved without increasing or consolidating the professional identity and solving the dilemmas in regard to personal mission or calling.

Overall positive assessment of the further training workshop is astonishing because the participants are characterised by a pronounced heterogeneity. The professional status ranged from beginners to experienced course instructors, free-lancers to permanent employees. The experiences with WBBS ranged from 'no experience' to 'many years joining practitioners often regard the heterogeneity of their participants as the great pedagogical challenge. In this workshop the heterogeneity of the participants was a central success factor.

(Implementation of training of the trainers for WBBS; bbb, Dortmund, Germany, September 2019)

Benefits and levels of competences reached

The effects of the training program with careful implementation brings numerous benefits for both educators and educational institutions/suppliers, as well as for the society and decision makers:

- Becoming professionally trained trainer for WBBS training is a new opportunity for trainers to develop new or further professional fields of work, which is especially true for self-employed or for trainers with the status of independent entrepreneurs.

- Trainers become used to working with new target groups, which they encounter very rarely during traditional professional training, these consist of workers with very low levels of skills. Through the training program gain new competence for working with them. The peculiarity of this program is that it trains the trainers to meet the target group in its authentic environment, at workplace or in the work environment.
- With the newly acquired competence, the work of the trainers who provide WBBS training also becomes systemically upgraded. This is not only about the question of quality of work and professionalization of educators, but also about the wider problem in regard to society and also a company as a system. Participation of low-qualified workers in further training has become important in all European countries due to demographic changes and the accompanying lack of qualified workers. Thus comes to the forefront also the need to develop staff in individual companies.
- The educators in the training program are given an opportunity to familiarise themselves in more detail with new learning approaches (e.g. coaching learning) and new didactic learning environment (e.g. work-based learning).
- The educators are thus provided with an ample opportunity to expand their portfolio of competence and in this way gain a competitive edge.

The group of participants will create a group in a social media tool (probably messenger) with the participation of the trainers, so the discussion will continue and the decisions for the future cooperation will be enable.

*(Implementation of training of the trainers for WBBS;
Ergani Center, Thessaloniki, Greece, January 2020)*



The effects of the training program bring the following benefits for educational institutions or suppliers:

- The training provider has a whole range of new opportunities for developing new business areas in the work environment, due to qualified trainers providing WBBS training.
- An individual provider has, due to the trained professionals in this field, a greater chance of expanding and enriching the institutional portfolio.

- The institutions for further training are becoming increasingly attractive and prominent for a variety of different companies, primarily because they offer tailor-made and work process oriented training or seminars (thus it is more likely, from the company's point of view, that the institutions for further training are perceived as a relevant contact point for the unemployed; they only rarely have doubts about the benefits for their own company).
- The providers of training are becoming, due to the new knowledge and competence of their employees, more flexible in selection of learning and educational environments, as they have learned how to provide training outside formal contexts and economic associations.
- The institutions for further education are becoming more attractive employers, since working in companies and with them enables higher salaries for the employees, which will become even more important in the future, as the competition among institutions for good educators and trainers is being intensified.

The effects of the training program bring benefits also at the national and political level:

- Each progress in the professionalisation of the field of WBBS training in the work environment indirectly means also support for the development of the national, regional political strategies for preventing the lack of qualified workers. This is achieved with further training of people in the work environment - by developing their inner potentials.
- In regard to the society's social and educational system this kind of further professional training can be thus perceived as a strong strategy for a more equitable society, since the main objective is to have competent trainers, who provide WBBS training and educate about the importance of work-based basic skills

Suggestions for future facilitators of the WBBS training

On the basis of pilot trainings in six ProfiTRAIN partner countries and furthermore on the basis of rich experiences in training of adult educators in each of them some useful practical suggestions for those professionals who will train the WBBS trainers have been collected:

- The designers of the training program assumed that the facilitators would thoroughly study this guide before designing the implementation curriculum. Consequently, the guide at several places minutely explains where, according to our experiences, are the perceived main pitfalls and the advantages of work in the field of WBBS.
- The facilitators should be well aware of the needs and purposes of the educational institutions which refer trainers to training. They should also recognise deeper reasons which make trainers take part in the training on their own initiative. This insight into deeper reasons and the needs of both the educational institutions and the prospective participants is a

precondition for their ability to design and later on implement a program of professional training which will efficiently contribute to professionalisation of trainers in this field. In the opposite case, both trainers and the trainers of the trainers will fall in the dangerous trap of superficial transmission of information.

- The originality of the proposed curriculum is that it assumes the change which should be achieved both in the field of new knowledge and in the field of insights into one's own professional development.
- If a facilitator does not possess adequate knowledge and skills for group dynamics from the field of professional development, it is very recommendable, according to the so far experience, to equally include experts from the field into the program's implementation. Stimulating the processes of professional development namely involves a series of very specific knowledge and techniques from the field of "human development management".

The training was implemented partly as residential training; this is rarely the case in Slovenia. This aspect was evaluated as positive as well, because the participants were given space to connect and to start to feel as a part of professional community.

(Implementation of training of the trainers for WBBS; Slovenian Institute for Adult Education (SIAE), Ljubljana, Slovenia, November – December 2019)

How to avoid a "one way approach", i.e. how to most fruitfully involve company representatives in the process? Participants identified this element as a key factor for success.

(Implementation of training of the trainers for WBBS; BEST, Wiena, Austria, November 2019-January 2020)

Participants consciously accept the decision to reflect their professional stand, of their own practices and learn from their own experiences. If adult educators do not confirm their professional identity within educational institutions there is a danger that they become exploited, dissatisfied and burned out.

(Implementation of training of the trainers for WBBS; Slovenian Institute for Adult Education (SIAE), Ljubljana, Slovenia, November – December 2019)

The employers are willing to hire people who are "ready" to come to work five days a week and those who respect the normal working hours without any qualification. There is also high share of foreign workers in firms with low or inappropriate qualification, very often with language barrier. The employers are investing in training of their new employees and if employers are well informed about benefits of WBBS training for the firm, they might be willing to organise and finance the training on spot.

(Implementation of training of the trainers for WBBS; ERUDICIO, Czech Republic, November 2019)

Module 1 | Basic Knowledge of Work Based Basic Skills

1. Introduction to the module

The WBBS is in spite all a very young programme. It contains several entirely new aspects, which are rather more demanding for educators, because they set new, for educators less familiar roles. One of those new roles for example is the role of a 'door opener'.

For adult educator who enters the field of work based basic skills training for the first time, this module will be a precious initial impulse. It brings about all key information and basic orientation about the possible approaches. More experienced educator can shed a light on existing practices from a new and maybe unknown point of view. It is our wish that educator might find a new career challenge for himself while studying subsequent modules.

ProfiTRAIN partners have agreed at the end of the project that adult educators are not always familiar with the following important aspects of WBBS training:

- How to reach out for target groups for the WBBS in work environments,
- Situational learning approach – how to prepare and facilitate effective learning process in work environment,
- Learning activities and work within the working activities in the company,
- Securing learning transfer to get the expected benefits, and moreover, to justify the expectation of the company this way.

Below there is a short but exhaustive presentation what is on our opinion basic knowledge about the training in work environments and furthermore what it is that define the competent educator in this area.

The participants expressed their believes that low qualified employees can accept the WBBS training if it is well clarified to them. Other participants pointed out language barrier of foreigners or bad past experience with training and education as a main issue why the acceptance of low qualified maybe lower. The low qualified people can accept the training when they are persuaded that the training brings immediate surpluses to them (i.e. better work performance, appraisal by the manager, higher wage).

(Implementation of training of the trainers for WBBS;
ERUDICIO, Czech Republic, November 2019)

2. Aim

This course unit pursues two central aims. The aim of this course unit is, on the one hand, to provide WBBS-knowledge:

- To become acquainted with the new educational service and new business field of adult education.
- To be understood as an offer to shape teaching and learning at the workplace.
- As an opportunity for low-skilled, ordinary workers to participate in lifelong learning.

On the other hand, the aim of the learning unit is to make use of one's own experiences and skills from work as an adult educator:

- To associate it with the challenges of WBBS-Training.
- With their own competences and learning interests, as well as with.
- To compare subjective career ideas.

3. Objectives

Main objectives in Personal development

It is of particular importance that at the end of this module the participants

- Feel encouraged to continue dealing with WBBS.
- Become aware of competences they already have.
- Are sensitized to a role-finding process.
- Have developed questions with which they want to visit the subsequent modules as learners.

Main objectives in knowledge and skills

- To be able to take the perspective of companies (company representatives and employees) on learning and competence development, e.g. understand that companies are primarily places of work and not places of learning.
- Understand work-oriented basic education as an in-company project or programme that involves more than planning and implementing a course or measure, e.g. the process followed by work-oriented basic education.
- Know the functions and roles that come into play in the WBBS- process and, for example, know what is important in the respective process phase and what needs to be prepared for.
- They become sensitive to what is happening in a company, e.g. how to deal with language, forms of communication, hierarchies and perspectives of educational offers or knowledge about the workplace as an opportunity structure for learning.
- To become aware of one's own competences for the assumption of functions and roles in the WBBS-process, but also of subjective reservations.
- Get to know the specifics / characteristics of WBBS.

4. Target groups

This learning unit is aimed at practitioners of adult education who wish to take on a function at WBBS as an operational project and in the WBBS process. These are

- Trainers*, teachers, course leaders, i.e. those who teach directly.
- The course unit is also aimed at consultants who have experience in educational and qualification guidance.
- The course unit is also aimed at experts who work in continuing education institutions or who will play an important role in the WBBS process as door opener or project managers.

5. Acquired competences

After this learning unit, the training participants are able to:

- Understand company perspectives on learning and competence development.
- To regard WBBS-training as a company project.
- To be able to deal in a more differentiated way with the functions and roles that come into play in the WBBS process.
- To move sensitively and without stigmatisation with pedagogical language, to respect company forms of communication and perspectives on learning.
- To assess the workplace as an opportunity structure for learning.
- To understand the opportunities and challenges of WBBS-Training in the workplace.

6. Special didactical requirements

The scope of this learning unit lies between two and four hours and requires a clever balance between imparting basic knowledge and reflexive processing (finding connections to one's own experiences and comparing them with one's own competences) and one's own positioning (to what extent is this business field useful for me, target-oriented? In which functions do I see myself in the process of work-oriented basic skills training? Where do I feel more secure, what represents a particular challenge for me?)

The learning unit on basic knowledge requires the participants to have knowledge and experience of the basics of adult education. Such basic knowledge cannot be part of the learning unit. However, it is advisable to point out appropriate offers if participants complain about gaps and show interest in basic training on teaching and learning with adults.

The learning unit on basic knowledge will also not be able to afford to build up counselling skills among participants, who do not have any prerequisites in this respect. Here, too, reference can be made to appropriate offers.

For learning reflection it is recommended working with a seminar diary (Annex 1).

7. Content structure

Topic 1: WBBS-Trainings -What and for whom?

Participants receive basic knowledge about

- Understanding of work-oriented basic education,
- Educational canon,
- Target group Low-skilled employees.

Method: Input and discussion (Contents see Self-Study-Manual, Modul 1, CH 1.1 & 1.3)

Duration: 30 minutes. Input: 15 minutes. Marble phase, questions/comments: 15 minutes.

Topic 2: WBBS-Training - Getting Started with Practice

The participants actively deal with a case study based on key questions.

Method: Case analysis in small groups. (Introducing Method Case analysis see Annex 2) Each group chooses its own case (Cases to use, see: <https://ec.europa.eu/epale/de/node/54461>).

Potential questions for case analysis:

- What is the initial situation?
- What is the concrete operational concern?
- Who is the target group?
- What is the learning organisation / learning format?
- What are the learning topics?
- What does the feedback show?

Final question:

What are the characteristics of work-oriented basic education?

Duration: 40 minutes. Introduction 5 minutes. Case analysis in small groups 20 minutes
Presentation and discussion 15 minutes.

Topic 3: Characteristics of WBBS

The participants contrast classical institutional (basic) skills courses with offers of WBBS and deal with the process model of WBBS. Potential clusters for contrast:

- Target group,
- Access to the course,
- Learning organisation (duration, times, places),
- Contents,
- Equipment of the rooms / media / materials,
- Preparation of the course leader.

Method: Placemat (Annex 4), presentation of group results, short input (Annex 5)

Duration: 40 minutes. Placemat: 15 minutes. Presentation/Discussion: 15 minutes.
Short input: 10 minutes.

Topic 4: WBBS is a project in the company

Based on the model "WBBS follows a process" (Annex 5), the participants explore selected central features of WBBS in depth:

- The functions that are required in this process,
- The approach of situated learning,
- Consulting as a dialogical process.

Method: Group puzzle (Annex 3). The moderator uses the explanations in Self-Study Manual Module 1 to produce three reading texts (Functions: Chapter 1.1.3, Situated Learning: Chapter 1.1.6, Counselling: 1.1.7).

Duration: 40 minutes (see Annex 3).

All participants found the basic information about WBBS clear.

(Implementation of training of the trainers for WBBS; MEDE, Ministry for Education and Employment, Malta, January 2020)

8. Tips for facilitators

When planning the focal points for the module " the following must be taken into account by the facilitators:

The participants of the training are very heterogeneous, which is typical for the field of adult education. To name just a few:

- a. They are active in very different fields of work (general, vocational, in-company continuing education, etc.).
- b. If they contribute different competences in a subject-related manner, they or they generally feel competent in the didactics of certain contents.
- c. Exercise different roles and functions (teaching, educational counselling, programme planning, management, etc.).
- d. Are very different in status (employees or freelancers).

The basic knowledge of work-oriented basic education is fed both by the state of the art of professional adult education and by a number of specific and less common orientations of educational work.

State of the art includes, for example, the action-guiding principles of educational work with adults (cf. Module 5 in the self-learning handbook), the independent development of learning content and the evaluation of teaching/learning outcomes.

It is therefore important that facilitators of the seminars collect the learning interests and needs of their participants in order to be able to guarantee a training design that is compatible with

their interests, expectations and experiences. This should take place in advance (to plan the required focal points) and also in the process (to take up concrete needs).

Basic knowledge about WBBS was a very important first session for the participants. It is to be noted that apprenticeship and work based learning is sometimes used interchangeably in the country. This session was therefore very important to highlight the difference between the two and to provide clear definitions and understanding what WBBS means in this context.

(Implementation of training of the trainers for WBBS; MEDE, Ministry for Education and Employment, Malta, January 2020)

Basic knowledge about WBBS was very important for the participants. The definitions and understandings, the characteristics, but especially the similarities and differences between the working and living worlds were very illuminating for the participants, as the feedback during and after the lecture showed.

(Implementation of training of the trainers for WBBS; bbb, Dortmund, Germany, September 2019)

It is important to note that all participants responded that they understood the WBBS approach and the vast majority (87%) believe that, in general, this method can work in practice. However, 60% believe that employers will find it difficult to accept this approach, while 53% believe that also low-skilled employees will have difficulties to accept it.

(Implementation of training the trainers for WBBS; ERGANI, Greece, January 2020)

9. Annexes

Annex 1

Method introduced: Learning Diary

Background

Accompanying the learning process: at the end of a seminar learning unit or a learning day participants use it for a personal reflection in order to evaluate and reflect different learning units and in order to plan and influence the learning process.

Brief Description

The Learning Diary can be used as an instrument for individual reflection as well as for the documentation of the learning process or for collecting material. Normally it contains working sheets for reflections/evaluations of the learning units, experiences with the topics of the units, special reflections as preparation for guidance or counselling sessions or reflections with the trainer etc.

The Learning Diary is in the possession of the learners and stays there. It's a personal, individual instrument for reflection. The working sheets are only a proposal for the learners. If they use or do their reflection in a different way is the decision of the learners. The chance of using the sheets in the Learning diary is to document the learner's thoughts so that they can look them up later or remember things they want to discuss/clarify.

The Learning Diary is an offer for voluntarily using. Moderator should make clear the chances of using it, but should not force participants to use it. If participants refuse to use it, moderators should offer them different forms of individual reflection/evaluation.



5 – 15 minutes, (Source: TRIAS-Project.....).

Annex 2

Method introduced: Case study

Background

Many learners are more inductive than deductive reasoners, which means that they learn better from examples than from logical development starting with basic principles. The use of case studies can therefore be a very effective seminar technique.

Case studies have long been used in business schools, law schools, medical schools and the social sciences, but they can be used in any discipline when instructors want participants to explore how what they have learned applies to real world situations. Cases come in many formats, from a simple "What would you do in this situation?" question to a detailed description of a situation with accompanying data to analyze. Whether to use a simple scenario-type case or a complex detailed one depends on course objectives.

Brief Description

The Profi-Train case study method uses a narrative of a WBBS-project that was documented on the perspective of company-representative and WBBS-trainer. We have chosen good-story-telling cases. The task of the participants is to analyse the case by leading questions in order to understand the steps of the WBBS-process and the outcome.

Participants are divided in small groups and asked to decide for one of the cases. The moderator has developed questions like:

- What is the starting situation?
- What is the concrete operational demand?
- Who is the target group?
- What is the learning organisation / learning format like?
- What are the learning issues?
- What is made visible by the feedback?

Participants are asked to present their result (Metaplan) to the audience: After finishing the discussion a participant (with participants contributing) summarises the most significant analysis findings.



10 minutes for reading the case description, 30 minutes of discussion, 10 minutes for the summary. (Source: TRIAS....)

Annex 3

Method introduced: Group Puzzle

Description for moderators

1. Three participants each join together to form a home group according to the principle of voluntariness.
2. The home groups meet at prepared tables and assign the 'expert tasks' at random. The members of the home group inform each other about the topics of the expert groups.
3. The experts come together, agree on the working method and get fit together. (25 minutes)
4. The experts go back to the home group and introduce each other to the 'knowledge' they have acquired. (20 minutes)
5. Joint reflection in plenary. If necessary, connection of an input, which deals with the open questions before them.

Method description for participants

Phase 1: Home group - 5 minutes

You are the three people who have come together as a home group.

You now meet as a home group in your room, where they will find three envelopes, each with a leading text A, B, C. They are the three people who have come together as a home group.

Each of you now takes an envelope, looks at the topic, and informs your home group colleagues about the topic.

Now say goodbye to each other and go to your respective expert groups with your respective lead texts.

Phase 2: Expert group - 20 minutes

The experts at A, those at B, those at C come together to agree on the working method and get 'fit' together by reading the main text and discussing it: What are the central statements of the text? What further considerations do you have? Which questions arise?

Now say goodbye to your expert group and go back to your home group.

Phase 3: Home Group - 15 Minutes

Introduce each other to the knowledge you have acquired in your home group.

Annex 4

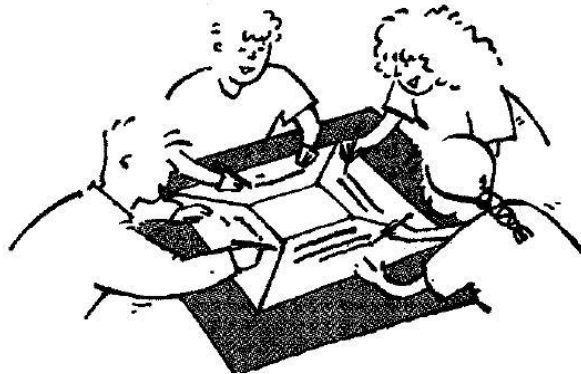
Placemat

1. Please think first in single reflection and note in the field in front of you:

- Which characteristics (framework conditions, contents, course organisation...) characterise basic skills courses in further education institutions from your experience?
- What characterises WBBS-Trainings? Use your experience or the knowledge you have so far.
- From your point of view, what is comparable and what are the differences between basic skills courses in continuing education institutions and WBBS-trainings in companies?

2. Then exchange ideas and record your joint result in the middle field on the Placemat.

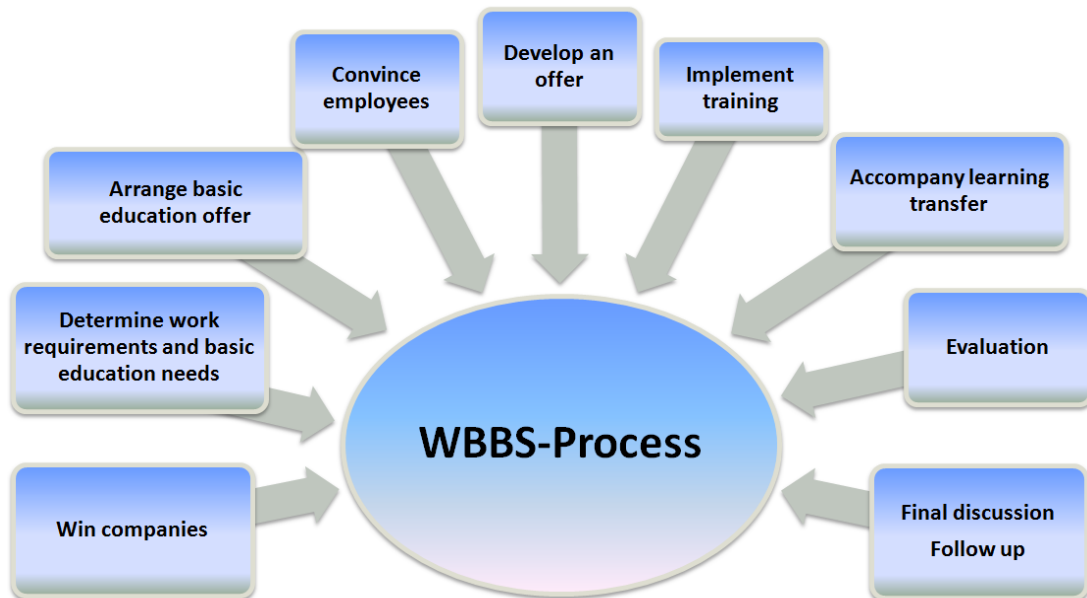
Then briefly present your findings to the plenum.



Source: Abbildung 1: DIVA/ http://www.diversiteitactie.be/sites/default/files/Afbeelding%20Placemat_0.jpg/ cc by nc sa 3.0.

Annex 5

WBBS follows a Process



Module 2 | Approaches to Companies

1. Introduction to the module

In this module several characteristics of the WBBS approach to companies are introduced which represent particular challenge for adult educators.

Some very concrete but indispensable tasks are not being quite common in educational sphere. Some of those peculiarities are for example: potential employers, interested in the WBBS training, needs to be discovered, approached and motivated for the new approach – training in the work environment. It is crucial that genuine needs of the company as a system are recognised as well as the vision of the management. Both things need to be clarified and specified at the meeting with the responsible persons before the concrete training offer is being proposed. Clearly and specifically the expected benefits have to be stated. Special attention has to be devoted to the effectiveness and profitability, which is the language of economy.

Module is designed as a map, which will direct you which tools are to be used, what needs to be pointed out and how to deal with such a demanding task at the first place.

WBBS trainings are the most effective and most interesting for companies when your training offer is tailor made to the specific needs of the company. In order to do that it is necessary 'to penetrate' inside the company, to understand the company and to identify the company current needs. None of this is possible without the partnership relations with the company, which is completely new role for adult educator and educational institution that offers the training programmes.

It is important to use the language that company understands, the benefits for the company need to be explained in the language of the company.

(Implementation of training of the trainers for WBBS; Slovenian Institute for Adult Education (SIAE), Ljubljana, Slovenia, November – December 2019)

2. Aim

This course unit pursues two central aims. On the one hand, the objective of this learning unit is to provide trainers with basic information on how to identify and reach potential interested parties of WBBS. It will be shown:

- For which industries or areas WBBS training are or would be of particular relevance
- In which ways these can be determined or contacted,
- Which possible obstacles can exist on the part of interested companies and by which strategies and concrete measures obstacles can be removed and the interest in WBBS training can be increased.

On the other hand, the aim of the learning unit is to arouse or increase the interest of the trainers in WBBS trainings and to equip them with the necessary tools to enable them to acquire WBBS trainings on their own responsibility, to support interested parties and to professionally plan WBBS trainings. You will be:

- Motivated not to be deterred by the fundamentally difficult preconditions.
- Familiarized with targeted acquisition strategies.
- In target-oriented measures for the clarification of needs and further concretisation of the WBBS training.

3. Objectives

Main objectives in Personal development

It is of particular importance that at the end of this module the participants:

- Feel encouraged to continue to work with WBBS trainings and to view WBBS trainings as a potential, exciting field of work.
- Are sensitive to and not discouraged by expected difficulties and challenges.
- Be equipped with the necessary equipment to enable them to professionally acquire and plan WBBS trainings.

Main objectives in knowledge and skills

- Necessary market analyses in order to identify current trends, developments and the associated possible need for further training in industries/companies, in order to identify potential companies for which WBBS training would be necessary or particularly suitable.
- Possibilities of establishing contacts and cooperation with stakeholders and disseminators in order to identify companies interested in WBBS training and to get in touch with them.
- Acquisition opportunities used to recruit potential companies and expected problems and obstacles for companies
- What are WBBS trainings and what are they good for? Contents, procedure and above all the expected positive effects of WBBS trainings - for the company and the employees - must be presented and clarified to potential interested parties. Here it is necessary to convince.
- Customization of WBBS offers: If companies are willing to invest in WBBS trainings, the specific training needs in the company or with the employees must be determined and concretized in order to be able to realize a WBBS training as efficient as possible.
- Evaluation possibilities during and at the end of WBBS trainings in order to guarantee a continuous improvement process: on the one hand to be able to carry out any necessary adaptation during the WBBS training. On the other hand, in order to be able to use useful findings of the WBBS process for the future planning and implementation of WBBS trainings.

4. Target groups

This learning unit is aimed at practitioners of adult education who wish to take on a function at WBBS as an operational project and in the WBBS process. These are:

- Trainers, teachers, course leaders, i.e. those who teach directly.
- The course unit is also aimed at consultants who have experience in educational and qualification guidance.
- The course unit is also aimed at experts, who work in continuing education institutions or who will play an important role in the WBBS process as door opener or project managers.

HR practitioners and training specialists found this session more interesting being that it related a lot to their current job proceedings. It was noted that WBBS is sometimes implemented in larger companies, whilst less in SMEs which is worrying, since 99% of the labour market is SMEs. Many noted that because of the economic boom in Malta there is not much time for employers to endorse WBBS within their entity because they would be too taken over by the need to constantly find new people to fill in jobs.

(Implementation of training of the trainers for WBBS; MEDE, Ministry for Education and Employment, Malta, January 2020)

5. Acquired competences

After this learning unit, the participants of the training are able to:

- To carry out the necessary market analyses in order to be able to identify potential training needs or interested parties.
- To establish contacts to relevant stakeholders and disseminators and to know the importance of these networks/interfaces and cooperation.
- Apply different acquisition strategies and know about the respective advantages and disadvantages
- Understand the different problems and circumstances of SME or large corporations that speak against WBBS training.
- To identify the respective training needs of companies interested in WBBS training in order to clarify the necessity of WBBS training in companies.
- To explain the goals, contents and process of WBBS trainings to potential interests and to convince them of the effectiveness and efficiency of WBBS training.
- To concretize the current further training needs in the companies in the context of constructive discussions with responsible persons and to provide an appropriate, custom-made WBBS-training.
- To consider the respective specific conditions and learning/continuing education needs when planning WBBS-training.
- To carry out evaluations during and at the end of WBBS trainings and are aware of their importance with regard to the need for a continuous improvement process.

The practice is needed for this kind of work. You have to be well prepared in advance before you come to the company. In this respect some pointed out that the values that prevail in the company are important to know. In that way the training can address points that are important for the company (upgrading the knowledge of employees, new technologies, quality standards etc.).

(Implementation of training of the trainers for WBBS; Slovenian Institute for Adult Education (SIAE), Ljubljana, Slovenia, November – December 2019)

6. Special didactical requirements

The scope of this course unit is approx 6 hours. It is recommended that a balance be struck between the teaching of basic content and the independent examination/ processing of various concrete questions, which can be ensured within the framework of self-reflection or group work, discussions, etc.

Participants should be given the opportunity to reflect on their own experiences and know-how and to contribute them to the learning activities in the group. At the same time the participants should be motivated not to be discouraged by the sometimes difficult conditions for WBBS training and to actively deal with the respective contents of this module - as well as the following modules - in order to acquire the necessary know-how and competences for the planning and implementation of WBBS training.

Participants are expected to have knowledge and experience of the basics of adult education. Such basics cannot be part of the learning unit. However, it is advisable to draw attention to corresponding offers if participants complain about gaps and show interest and basic seminars on teaching and learning with adults.

Whether participants are after training more prepared to approach the companies - most participants mentioned the importance of newly gained personal contact and quick reply to the needs of companies, the skills of door-opening and first contact with the employer and communication skills.

(Implementation of training of the trainers for WBBS; Slovenian Institute for Adult Education (SIAE), Ljubljana, Slovenia, November – December 2019)

7. Content structure

Topic 1: Market Analysis -Receivers of WBBS Training

Participants receive basic knowledge about

- The importance and necessity of market analyses and how they are carried out.
- Sectors for which WBBS trainings would be particularly suitable or for which there would be a corresponding need.
- Basic connections, why WBBS-training can be necessary in industries/companies.

Method: Input and dialogue (see Annex 1, contents see Self-Study Manual, Module 2, CH 2.1).

Duration: 50 minutes. Input: 15 minutes. Dialogue: 35 minutes.

Topic 2: Networking

Participants will be introduced to the following topics:

- Importance and necessity of efficient and constructive networking.
- Who are potential stakeholders and disseminators?
- Importance of Local Business Networks.

Finally, the participants carry out a self-reflection. The task is: *Thinking briefly about your personal contacts and networks – who might know respective actors of relevant companies to get information on existing needs or pending restructurings and who is able to sensitize responsible actors for WBBS offers? Which possibilities do you have to further increase and intensify your networks in or-der to get access to potential interested parties?*

Method: Input and self-reflection (contents see Self-Study Manual, Module 2, CH 2.2).

Duration: 25 minutes. Input: 15 minutes. Self-reflection: 10 minutes.

Topic 3: Acquisition and Access to Relevant Companies

The participants gain insight:

- In which industries there is a high demand for WBBS training in principle
- What are the obstacles on the part of the companies against the implementation of WBBS-training?
- Acquisition strategies.
- Good practice example „business contacts“ at the BEST Institut (Austria).
- Checklist for an “Elevator Pitch” for cold-calling companies (see Self-Study Manual, Modul 2, Annex 4).

Method: Input, group work using the ‘Four Corners’ method (see Annex 2, contents see Self-Study Manual, Module 2, CH 2.3).

Duration: 110 minutes. Input: 20 minutes. Group work "Four corners": 30 minutes. Subsequent presentations of the groups/discussion: 60 minutes.

Topic 4: Contact and Cooperation with Interested Companies

Participants will receive basic knowledge about

- The special effects of WBBS training for companies and employees especially in comparison to normal further education (see also CH.10).
- Public funding opportunities for small and medium-sized enterprises.
- Survey of existing need for further education (Annex 5 and Annex 6).

Method: Input and Brainstorming (see Annex 3, contents see Self-Study Manual, Module 2, CH 2.4).

Duration: 60 minutes. Input/introduction: 15 minutes. Brainstorming: 20 minutes. Input, dialogue: 25 minutes.

Topic 5: Concretization of Planned WBBS Training and Contracting

The participants experience:

- How the concrete learning/continuing education needs in the respective companies can be raised?
- With which persons/responsible persons of the enterprise constructive discussions must be led, in order to be able to concretize the needs as well as possible.
- Which modalities are contained in the Framework Training Contract (see also CH. 10, Annex 7 and Annex 8).

Method: Input, discussion/dialogue (see Annex 1, contents see Self-Study Manual, Module 2, CH 2.4.4).

Duration: 60 minutes.

Topic 6: Evaluation of WBBS Training

The participants experience:

- How and why WBBS-training have to be evaluated during and at the end of the WBBS training.

Method: Input, brainstorming (see Annex 3, contents see Self-Study Manual, Module 2, CH 2.4.5).

Duration: 30 minutes.

8. Tips for facilitators

When planning the focal points of the module "Approaches to Companies", it is important for moderators to bear in mind that the seminar participants are very heterogeneous. This is typical for the field of adult education, the following characteristics are characteristic:

- They are active in very different fields of work (general, vocational, operational further training, etc.).
- If they bring in different subject-related competences, they are or generally feel technically competent for the didactization of certain contents.

- Exercise different roles and functions (teaching, educational counselling, programme planning, management, etc.).
- Are very different in status (employees or freelancers).

The module "Approaches to Companies" consists of the state of the art of professional adult education as well as a number of specific and less common orientations of educational work. State of the art includes, for example, the action-guiding principles of educational work with adults (cf. Module 5 in the Self-Study Manual), the independent development of learning content (self-organisation in learning) and the success monitoring of teaching/learning outcomes (course evaluation).

The most important parts of this module for the respondents were the benefits of the business from the WBBS approach, the recording of market trends, the way of recording the educational needs and priorities but also the instructions for the successful approach of the company and its employees in the workplace.

*(Implementation of training the trainers for WBBS;
ERGANI, Greece, January 2020)*

9. Annexes

Annex 1

Method introduced: Dialogue

Background

In the dialogue, the participants are invited to deal individually and actively with questions and problems that arise and to find answers and possible solutions. The discussion offers the opportunity to actively contribute already gained know-how and experience to the learning process, which also increases the participants' rhetorical abilities and self-confidence.

Brief Description

The teaching conversation is a form of presentation based on lecture and exchange. Initiated by statements or questions from the trainers/experts, participants are encouraged to contribute their own contributions and experiences. The interactivity reveals the role of the participants as active participants in the teaching/learning process. This allows new topics to be opened up and thought processes to be set in motion. Teaching conversations never have examination character, but always move on the level of a dialogue.



Duration: 5 – 35 minutes. (Source: *Jobwerkstatt Project*, BEST Institut in Vienna).

Annex 2

Method introduced: ‚Four corners‘

Background

The independent selection of the topic to be worked on usually has a positive effect on the active willingness of the participants to contribute. The participants should deal with the respective task and solve it together. Participants are invited to contribute their already available know-how and experience. At the same time, the participants gain insight into the views of the other participants. New, further thought processes are initiated, thinking in different contexts is forced. The participants learn with and from each other and work together on the defined task. A speaker nominated by the group then presents the results of the group work.

Brief Description

A sign with an industry (Cleaning sector, constructing sector, gastronomy, care sector) is hung in every corner of the seminar room. The participants will be presented with one of the four sectors on offer. The groups are given the task of clarifying the following questions, which will then be presented in summary:

If you already scheduled a first meeting: Which basic information of the company, the employees, etc. are relevant in order to be able to prepare an attractive offer and suitable best-practice exercises for presentation? Which pursuing questions could be relevant to demonstrate potential training needs in the company and to clarify the meaningfulness and necessity of WBBS training? Which specific (economic) benefit could you recommend to the company representatives?



Duration: total: approx. 1,5 hours. 5 minutes for task explanation and group identification, 20-30 minutes of discussion, 10-15 minutes for presentation (per group). (Source: *Neue Wege Project*, BEST Institut in Vienna)

Annex 3

Method introduced: Brainstorming

Background

Brainstorming challenges and promotes the cognitive performance, independence and creativity of the participants and is a good training for thinking in different contexts. Different ideas, access and solution possibilities, which can be used to accomplish different tasks, problems etc., are developed, which serve the subsequent realization or further thought processes.

Brief Description

Brainstorming is an association exercise on key issues. Ideas are collected, sighted and classified so that an initial structure can emerge on a specific topic. The results serve as an essential starting point for further activities. Within the framework of this module, inputs on the topic 'positive effects of WBBS training' will be discussed and collected.



Total duration: approx. 20 minutes. (Source: *Qualifizierung zum Job Project*, BEST Institut in Vienna)

Annex 4

Checklist for an “Elevator Pitch” for cold-calling companies (*from the project TRIAS – Guidance in the workplace*²):

1. Whom do I want to win a customer/cooperation partner?
2. What are my objectives for the talk? If I want to achieve, that my conversation partner agrees to a follow up talk: How can I achieve this objective?
3. How can I start the conversation in an appealing way? How can I attract attention?
4. What information do I want to provide my conversation partner? How can I describe my offer so that my conversation partner can easily follow?
5. How can I highlight the benefit and added value for my conversation partner? How does the company benefit from my offer? („What’s in it for me?”)
6. How do I distinguish myself as WBBS training provider?
7. I want to emotionally address my conversation partner and make him/her curious about my offer: How can I achieve that my conversation partner listens carefully and remembers?

² http://www.forschungsnetzwerk.at/downloadpub/TRIAS_O3_Curriculum_DE_2017-erasmus.pdf.

Annex 5

The Benefits of Workplace-Oriented Promotion of Basic Competences for Companies and their Employees – An Argumentarium

The advantages of in-house and workplace-oriented training measures can be summarised as follows:

- Tailor-made and on-site, flexible and team-promoting,
 - Situational and personalized, therefore easy to transfer into everyday working life,
 - Flexibility of training providers.
-
- Training measures will be developed that are specifically tailored to companies: They take place within the company and respond to the needs of the company and its employees. Which basic skills are needed now and in the future and should therefore be trained?
 - The training measures show the support potential of the MA.
 - They enable MAs to master current and future requirements in the workplace.
 - The transfer of what has been learned to the workplace is ensured, in cooperation with the company.
 - The transfer is implemented individually and as an integral part of the educational measure (individual transfer tasks).
 - When implementing the training measures, the course providers flexibly focus on the needs of the company and its employees.

Companies are less interested in models and concepts than in the concrete benefits of continuing education. They mainly think economically and want to improve the productivity of their company and the efficiency of their work processes.

Possible arguments

Less loss of time and improved quality

- The professional qualification of the employees will be improved.
- The error rate becomes lower because employees are safer and more competent in work processes and implementation.

Improvement of internal company communication and work processes

- The employees understand assignments/documents better and can get involved in a more targeted way.
- The employees feel more confident, dare to take the initiative and ask questions if unclear.

More efficient staffing from your own ranks

- Can be a first step towards tackling the shortage of skilled workers.
- The courses make it possible to recognise the potential of the employees for vocational qualifications for adults or other training and further education and to promote them systematically.

Identification with the company

- Free training during working hours signals appreciation and recognition.
- A higher level of identification with the company helps to reduce fluctuation.

Relief for superiors

- MA, who can carry out their daily tasks safely and error-free and ask questions if they do not understand something, relieve their superiors.
- Improved communication and a lower error rate improve the working atmosphere and give superiors more scope for other tasks.

Higher motivation of employees

- The employees recognise their potential and become more independent and motivated thanks to the courses.

Fewer accidents and absences from illness

- Safety instructions and regulations are better understood.
- Health prevention measures are more effective because they are better understood.
- Stress is reduced thanks to a better understanding of work processes.

Greater openness to change / flexibility

- New, especially digital workflows are better understood and implemented.
- The employees can start to work in other fields of activity.
- An increase in self-confidence promotes the ability and willingness to change.
- Basic competences are essential in the context of mechanisation/digitisation and standardisation of work processes.

Greater efficiency and productivity

- By making better use of their learning and performance potential, employees are more productive in their daily work and able to perform their tasks more competently.

Image gain

- Companies assume their social responsibility and invest in the skills of all their employees.

The company's reputation is enhanced by its contribution to the lifelong learning of its employees. Strengthens competitiveness

- They are at the forefront because they have recognized that better educated employees are worthwhile.

The benefits for employees

Better qualification:

- The employees are better qualified, are more competent and can apply the newly acquired knowledge and skills directly in their professional and private everyday life.
- Greater confidence in reading, writing, speaking and understanding means that employees are more likely to take on new tasks.
- A positive learning experience helps employees to want to continue learning. The catching-up of a vocational qualification can also become a realistic goal.
- Confident dealings with customers
- Employees improve their ability to communicate with customers. They understand their questions and can answer them competently.
- More relaxed, more likely to get involved in the team
- Through the targeted promotion, e.g. of oral expression skills, employees are more able to actively contribute to the team, ask questions and think for the company.

The ability to learn and self-confidence are strengthened

- Higher competences and knowledge in relation to their daily job in operation increase the self-confidence of employees. They become aware that they are capable of learning and performing well and thus have the confidence to take on new tasks and challenges.

Greater independence

- Thanks to their newly acquired skills, employees can now perform more tasks themselves and are less dependent on superiors and/or colleagues in the workplace.

Positive learning experiences

- The employees discover the joy and interest in learning. They can achieve positive learning experiences and can use what they have learnt not only in the workplace but also directly in everyday life.
- You need fewer avoidance strategies, are less stressed and therefore have more energy.

Benefits for the economy

- Competitiveness
- Optimal use of labour market resources
- Further development into a service and knowledge society
- Implementation of technological development

Source: This argumentarium was developed within the framework of GO2 of the SVEB with the support of the SBFI.

Annex 6

Example of checklist/questionnaire for a decision maker of a business for assessing the training needs within the company (from the project TRIAS – Guidance in the workplace³):

These products and services are the most promising for the market in the coming years:

1. ...
2. ...
3. ...
4. ...

What concrete changes do you expect in the near future?

Organisational structure of the company	<input type="checkbox"/>	_____
Work flows	<input type="checkbox"/>	_____
New technologies, digitalisation	<input type="checkbox"/>	_____
Developing	<input type="checkbox"/>	_____
Buying, applying	<input type="checkbox"/>	_____
Reacting to developments on the market	<input type="checkbox"/>	_____
Accessing new customer groups	<input type="checkbox"/>	_____
New offers for regular customers	<input type="checkbox"/>	_____
Developing innovation	<input type="checkbox"/>	_____
New regulations	<input type="checkbox"/>	_____
Introducing new provisions	<input type="checkbox"/>	_____
Optimising cost management	<input type="checkbox"/>	_____
Introducing controlling	<input type="checkbox"/>	_____
Improving the controlling process	<input type="checkbox"/>	_____

The most important changes (concretise)

- 1.
- 2.
- 3.

Looking at low qualified employees and unskilled labour: Are they affected by changes?

How do you involve your employees (especially your low qualified staff) in the expected changes?

How do you prepare them for the changes and support them in tackling these changes?

How important are the competences of the employees for achieving the objectives of the company?

Examples of contracts used by the BEST - Institut für berufsbezogene Weiterbildung und Personaltraining GmbH in Vienna:

³ https://www.oesb-sb.at/fileadmin/user_upload/oebs_sb/Publikationen/2017_OESB_TRIAS_Textbook_EN_LizenzCCBYSA.pdf

Annex 7

Framework Training Contract

Between the company _____
business direction _____

and the training institution _____
business direction _____

for the approximate number of ___ to ___ trainees.

The aforementioned company contracts the aforementioned training institution to implement a training of the aforementioned number of employees.

The training takes place at the workplace.

The timeframe of the training starts on __.__.____ and ends on __.__.____.

The average training has a duration of ___ hours within a timeframe of ___ weeks per trainee.

The costs of ___ Euro per trainee (without VAT) include

-
-
-
-

The general learning objectives are:

1. _____
2. _____
3. _____

Further agreements:

Contact person of the training institution

Name: _____

Phone no.: _____ E-Mail: _____

Contact person of the company

Name: _____

Phone no.: _____ E-Mail: _____

Signatures, company stamp, date, place

Company:

Training institution:

Annex 8

Personalized Training Contract

Between the company _____
business direction _____

and the training institution _____
business direction _____

for the employee _____
phone number _____

Based on the Framework Training Contract of __.__.____ the aforementioned company contracts the aforementioned training institution to implement a training of the aforementioned employee in the time period from _____ to _____.

The training takes place ____ hours/____ days (____ hours per week during ____ weeks).

The company encourages participation to achieve the following objectives:

1. _____
2. _____
3. _____

Further agreements:

Contact person of the training institution

Name: _____

Phone no.: _____ E-Mail: _____

Contact person of the company

Name: _____

Phone no.: _____ E-Mail: _____

Signatures, company stamp, date, place

Company:

Training institution:

Module 3 | Appeal to Employees

1. Introduction to the module

Obtaining cooperation and motivating employees in the companies is the second stepping-stone alongside gaining the interest of the company and of the company management for cooperation for both young and for experienced adult educators. Every company and its employees are unique, where original norms are in place, as well as hidden rules and unwritten interpersonal agreements about the sharing the power and knowledge. All this inevitably influence the effectiveness of approaching and motivating of employees to take part in the training in work environment.

WBBS represent a valuable opportunity for employees to acquire and strengthen their skills in the work environment. Research results and experiences indisputably show that many employees especially in the sectors with large number of low qualified workers, are not very much interested to attend training in the work environment and they are even less interested to learn. Their reservations have roots in the past negative experiences from formal schooling since they were young. Those are the obstacles that educators need to recognise and overcome in order to motivate employees to take part in the training; sometimes those aspects need to have a visible place in the design of the programme.

It is of a great importance that adult educator knows and acknowledges exactly why the following is so necessary:

- To clarify the expected positive effects to employees in advance, at the beginning and also during the WBBS training, so that employees perceive the WBBS training as a potential chance of the personal competence extension and not as a 'forced gratification'.
- Consider the specific (learning) needs of the (sub)target groups when planning and carrying out WBBS trainings.
- The satisfaction as well as the learning progress and learning results of the WBBS participants are continuously surveyed and the WBBS training is adapted according to the respective needs in order to be able to guarantee a target-oriented further training for all participants.

Proper employees' motivation, gaining participants' confidence and to be prepared for employees' negative reaction were found as the most important missions of Module 3. Through the discussion there was presented a case, when there was a course participant who decided to argue with the trainer on every issue, the participant called him a trouble maker. The participants explained 8 degrees on how to cope with such a person who is able to destroy the learning environment to all. He pointed out the risk to include in training group a person who didn't accept the necessity and usefulness of training.

*(Implementation of training of the trainers for WBBS;
ERUDICIO, Czech Republic, November 2019)*

2. Aim

The aim of this learning unit is to provide the trainers with basic information on how to motivate employees for WBBS-training in advance and which criteria have to be considered in order to maintain motivation and interest during the WBBS training. It is shown:

- Which accesses and information must be communicated before the start of the WBBS training in order to ensure a certain willingness to participate among the employees?
- Which framework conditions have to be defined together in order to plan and implement a target-oriented and sustainable WBBS training?
- How important it is to continuously survey the satisfaction as well as the learning progress and learning results of the WBBS participants in order to be able to make any necessary adaptations in good time?

On the other hand, the aim of the learning unit is to sensitize the trainers to the specific needs of the WBBS participants and to equip them with the necessary tools to motivate the employees to participate in the WBBS and to ensure a targeted and sustainable WBBS process. The participants will experience,

- Which specific learning needs different (sub)target groups have and how these have to be taken into account in the planning and implementation of WBBS training?
- On the importance of follow-up learning and competence-oriented learning settings in order to promote and challenge the WBBS participants in the best possible way in their competence expansion?
- Which measures are necessary in order to be able to guarantee a peaceful and sustainable further training process for all WBBS participants?

3. Objectives

Main objectives in personal development

It is of particular importance that at the end of this Module the participants

- Feel encouraged to motivate employees to participate in the WBBS and to actively implement the measures necessary for this
- Be able to take the respective prerequisites and (learning) needs into account when planning and carrying out WBBS training
- Are equipped with the necessary know-how to implement WBBS training that is goal-oriented, satisfactory and sustainable for all participants - employees and employers.

Main objectives in knowledge and skills

- Organisation of information events for employees: basic information on the planned WBBS-training and clarification of the expected positive effects for the employees as well as the options for implementation tailored to the respective needs
- Meet and Greet at work: Targeted questions and methods to determine and concretize the current training needs of employees - as a starting point for planning the WBBS training.
- Conducting target group analyses in order to be able to optimally consider the specific learning needs of different (sub)target groups and different learning types when planning the implementation of WBBS training.

- The importance of follow-up learning and competence-oriented learning settings in WBBS training in order to provide participants with the best possible support in expanding their competences and to be able to actively use available competences and synergies.
- Significance of a high degree of practical orientation and the use of a diverse compendium of methods in WBBS training.
- Methods of learning success control and participant satisfaction survey in WBBS training.
- The role of the trainer as mediator between employer and employee/trainee as well as the underlying tasks.
- Significance of the sustainability of WBBS training: is follow-up necessary/meaningful and how can participants be motivated to expand their knowledge on their own responsibility as well as to further their education beyond WBBS training?

4. Target groups

This learning unit is aimed at practitioners of adult education who wish to take on a function at WBBS as an operational project and in the WBBS process. These are

- Trainers, teachers, course leaders, i.e. those who teach directly.
- The course unit is also aimed at consultants who have experience in educational and qualification guidance.
- The course unit is also aimed at experts who work in continuing education institutions or who will play an important role in the WBBS process as door opener or project managers.

5. Acquired competences

After this learning unit, the seminar participants are able to

- Prepare and carry out WBBS-information events - together with the responsible persons of the company - so that the employees get a concrete idea of the WBBS training and their motivation and willingness to participate are increased.
- Use specific questions and methods in order to determine the current training needs of employees.
- Carry out a target group analysis in order to be able to best adapt the planned WBBS-training to the specific (sub)target groups.
- Design WBBS training in such a way that follow-up learning, competence-oriented learning and learning settings are in focus, which promote the further development of already available knowledge and competences as well as the use of synergies.
- Plan and carry out WBBS training as practice-oriented as possible and using a variety of learning and working methods in order to enable participants to quickly achieve learning success.
- Continuously survey the satisfaction of the participants as well as the learning progress and results and to be able to react quickly to any difficulties that may arise.
- Mediate between the concerns of employers and employees/trainees - with regard to WBBS training - in order to ensure satisfaction at all participants.

- Pay attention to sustainable results of WBBS training, to discuss appropriate possibilities of follow-up with all participants and to motivate participants to continue learning beyond WBBS training.

6. Special didactical requirements

The scope of this course unit is approx. 8 hours. It is recommended that a balance be struck between the teaching of basic content and the independent examination/ processing of various concrete questions, which can be ensured within the framework of self-reflection or group work, discussions, etc. Participants should be given the opportunity to reflect on their own experiences and know-how and to contribute them to the learning activities in the group.

Participants should become aware that the consideration of the specific requirements and (learning) needs of employees belonging to different (sub)target groups is of decisive importance in order to be able to realise targeted learning offers for WBBS participants. The participants should also be sensitised to the necessity to continuously survey the participants' satisfaction as well as their learning progress and learning outcomes during the WBBS training in order to be able to make any necessary adjustments in good time. It is of decisive importance that the participants are aware that the needs of the employees and the satisfaction of all participants with the WBBS training must always be the focus.

Participants are expected to have knowledge and experience of the basics of adult education. Such basics cannot be part of the learning unit. However, it is advisable to draw attention to corresponding offers if participants complain about gaps and show interest and basic seminars on teaching and learning with adults.

Appeal to employees is still demanding job for most of Slovenian participants and they do not feel confident in approaching the employees.

(Implementation of training of the trainers for WBBS; Slovenian Institute for Adult Education (SIAE), Ljubljana, Slovenia, November – December 2019)

In this module, the most important elements in the judgment of the participants were the way of approaching the low skilled employees, the recording of needs and learning motivations but also the techniques to appeal the employees. At the same time, the most difficult element was the mobilization of employees to participate in a training program.

(Implementation of training the trainers for WBBS; ERGANI, Greece, January 2020)

7. Content structure

Topic 1: Access to employees, Kick-off

The participants experience:

- How information events for the employees should be carried out together with responsible persons and which information is in focus.
- That highlighting the expected positive effects for employees is of central importance and how these should be communicated.
- That content and framework conditions must be tailored to the specific needs of employees.

At the end of the unit, the participants answer the following questions in the course of a brief self-reflection: *Place yourself in the situation of an employee: Which course design, organisational framework and training methods would you rather prefer? Why? Which benefits would be the most important and most convincing ones? Why? Would you be willing to undergo an on-the-job training outside of working hours? Why (not)?*

Method: Input, 'Carousel of ideas' method (see Annex 1, contents see Self-Study Manual, Module 3, CH 3.1.1).

Duration: 60-70 minutes. Input: 20 minutes. 'Carousel of ideas' method: 10 -15 minutes
Subsequent meeting/further input: 20 minutes. Self-reflection: 10-15 minutes.

Topic 2: Meet and Greet at work

Participants will be introduced to the following topics:

- Targeted questions to determine the current training needs of employees.
- Factors to consider and importance of positive access.
- Methods for identifying training needs.

Finally, the participants are invited to address defined questions in tandem: *Place yourself in the situation of the employees with their possibly prevailing doubts and negative attitudes concerning further training: Which approach or further information would you like to get in order to be fully convinced to take part in the planned WBBS-training?*

What interventions could you set to disperse any future concerns and to initiate willingness to participate and to learn among the employees?

Method: Input, brainstorming (see Annex 2), tandem (see Annex 3), contents see Self-Study Manual, Module 3, CH 3.2.1.

Duration: 90 minutes. Input: 20 minutes. Brainstorming: 20 minutes. Input: 20 minutes

Tandem: 15 minutes. Subsequent meeting/further input: 15 minutes.

Topic 3: Appeal to employees in WBBS-Training - Target group analysis

The participants experience basic knowledge on the following topics

- Target group analysis: specific conditions and needs.
- Sub-target groups and factors to be considered.
- Learning types and their specific learning needs.

Using the World Café method, the participants address the following questions: *How does the fact of a probably heterogeneous target group influence the training? In which way could the training change in case of trainees with migrant background? How could a Trainer react, if he/she notices that the trainee has a negative attitude towards learning because of bad school experiences?*

Method: Input, dialogue (see Annex 4), 'World Café' method (see Annex 5). Contents see Self-Study Manual, Module 3, CH 3.2.1).

Duration: 110 minutes. Input/dialogue: 20 minutes. 'World Café': 30 minutes. Subsequent presentations of the groups/discussion: 60 minutes.

Topic 4: Appeal to employees in WBBS-Training - Follow-up learning and competence-oriented learning

Participants will be introduced to the following topics:

- Importance of follow-up learning in WBBS-trainings.
- Competence-oriented learning settings for the expansion of competence.
- The importance of using already available competences, knowledge and synergies in the learning group.

Method: Input/dialogue (see Annex 4, contents see Self-Study Manual, Module 2, CH 3.2.2 and 3.2.3).

Duration: 30 minutes. Input/dialogue: 30 minutes.

Topic 5: Appeal to employees in WBBS-Training – Practical orientation and method compendium

The participants experience:

- Why a high degree of practical orientation is important in WBBS-training and how it can be implemented.
- Why active learning in WBBS-training should be promoted and challenged.
- Which various methods can be used in WBBS-training in order to support the participants in their competence expansion in the best possible way.

The following questions will be discussed during a brainstorming session: *Which different training/learning methods do you know? Which ones would you recommend for the present target group and the context of WBBS-training on the job? Why?*

Method: Input/dialogue (see Annex 4), brainstorming (see Annex 2), contents see Self-Study Manual, Module 3, CH 3.2.4 and 3.2.5).

Duration: 60 minutes. Input/dialogue: 30 minutes. Brainstorming: 30 minutes.

Topic 6: Appeal to employees in WBBS-Training – evaluation of satisfaction and learning outcomes

Participants will be introduced to the following topics:

- Importance of continuous participant satisfaction surveys and methods of satisfaction surveys.
- Targeted methods of learning success monitoring.

- Use and application of the learning diary for documentation and continuous self-evaluation (see Example of a learning diary, Annex 6).

In a self-reflection process, the participants deal with the following questions: *Thinking about the target group and work-based learning context: Why is it important to control and document the learning outcome? Which methods would you (not) recommend in order to control the learning out-come? Why (not)?*

Method: Input/dialogue (see Annex 4), self-reflection, contents see Self-Study Manual, Module 3, CH 3.2.6 and 3.2.7).

Duration: 60 minutes. Input/dialogue: 30 minutes. Self-reflection: 10 minutes. Subsequent presentations/discussion: 20 minutes.

Topic 7: Trainer as interface between employer and trainee/employee

The participants experience:

- The mediating position they occupy as trainers between the concerns of employers and employees/trainees.
- How they can contribute to increasing satisfaction at all involved persons.
- What role the 'company contact person' plays in training projects at the BEST Institute in Vienna (best practice example).

Method: Input/dialogue (see Annex 4), contents see Self-Study Manual, Module 3, CH 3.2.8).

Duration: 30 minutes. Input/dialogue: 30 minutes.

Topic 8: Sustainability, follow-up and empowerment

Participants acquire basic information on the topics:

- Importance of sustainability from WBBS-training.
- 'Aftercare' in training projects at the BEST Institute in Vienna (Best practice example).
- Empowerment for the further acquisition of knowledge as well as for the increase of the further training readiness beyond the WBBS-training.

Method: Input/dialogue (see Annex 4), contents see Self-Study Manual, Module 3, CH 3.2.9 and 3.2.10).

Duration: 30 minutes. Input/dialogue: 30 minutes.

8. Tips for facilitators

When planning the focal points of the module "Appeal to Employees", it is important for moderators to bear in mind that the seminar participants are very heterogeneous. This is typical for the field of adult education, the following characteristics are characteristic:

- They are active in very different fields of work (general, vocational, operational further training, etc.).
- If they bring in different subject-related competences, they are or generally feel technically competent for the didactization of certain contents.

- Exercise different roles and functions (teaching, educational counselling, programme planning, management, etc.).
- Are very different in status (employees or freelancers).

The module "Appeal to Employees" consists of the state of the art of professional adult education as well as a number of specific and less common orientations of educational work. State of the art includes, for example, the action-guiding principles of educational work with adults (cf. Module 5 in the self-learning handbook), the independent development of learning content (self-organisation in learning) and the success monitoring of teaching/learning outcomes (course evaluation).

9. Annexes

Annex 1

Method introduced: 'Carousel of ideas'

Background

The 'Carousel of ideas' method forces the individual participants to deal with the given topic or the question/problem as well as to create adequate ideas and approaches to solutions. At the same time these are supplemented and expanded by further ideas, points of view and solution approaches of other participants, whereby a valuable synergy pool is created and a "look beyond the end of one's nose" is initiated for individual participants.

Brief Description

A question or problem relevant to the topic or an impulse is written on a sheet of paper. In the concrete case the impulse/question is: *'Employees will benefit from WBBS-training in their company, because ...'* The first participant writes his idea on the sheet and passes it on to the next participant, who adds his idea, and so on. The collected ideas are viewed and structured, discussed in the plenum and used for further discussion or structuring of further learning/work steps.



Duration: 5 – 10 minutes, (Source: *Neue Wege Project*, BEST Institut in Vienna).

Annex 2

Method introduced: Brainstorming

Background

Brainstorming challenges and promotes the cognitive performance, independence and creativity of the participants and is a good training for thinking in different contexts. Different ideas, access and solution possibilities, which can be used to accomplish different tasks, problems etc., are developed, which serve the subsequent realization or further thought processes.

Brief Description

Brainstorming is an association exercise on key issues. Ideas are collected, sighted and classified so that an initial structure can emerge on a specific topic. The results serve as an essential starting point for further activities. Within the framework of this module, inputs on the topic 'positive effects of WBBS training' will be discussed and collected.



Total duration: approx. 20 minutes, (Source: *Qualifizierung zum Job Project*, BEST Institut in Vienna).

Annex 3

Method introduced: Tandem

Background

The tandem method is a very efficient learning/working method which is characterised above all by intensive (work) and a constructive exchange of predominant experiences, competences and assessments. Personal perspectives and possible solutions for various tasks/problems are supplemented and expanded by those of "another" person. New points of view and perspectives are shown from which all actors involved can benefit.

In the course of the tandem method, however, the participants are also challenged to put their own opinions (temporarily) aside and to make more compromises (e.g. if very contrary opinions clash) in order to be able to accomplish defined tasks together in tandem. Especially in heterogeneous groups where participants have varying (previous) experiences, the tandem method is a valuable variant for the use and promotion of "diversity".

Brief Description

Using the 'Tandem' method, two groups work on a defined task. In tandem, people with different experiences and competencies learn from and work with each other. Everyone is a teacher and a learner at the same time. Learning takes place through experiencing differences and interweaving perspectives. Tandems can be formed in different constellations: a woman - a man, a youth - an elder, a resident - a migrant, etc. Constructive tandems require mutual recognition and trust. Only if both sides are accepted as 'competent' can symmetrical communication develop.



Duration: approx. 10-20 minutes, (Source: *Neue Wege Project*, BEST Institut in Vienna).

Annex 4

Method introduced: Dialogue

Background

In the dialogue, the participants are invited to deal individually and actively with questions and problems that arise and to find answers and possible solutions. The discussion offers the opportunity to actively contribute already gained know-how and experience to the learning process, which also increases the participants' rhetorical abilities and self-confidence.

Brief Description

The teaching conversation is a form of presentation based on lecture and exchange. Initiated by statements or questions from the trainers/experts, participants are encouraged to contribute their own contributions and experiences. The interactivity reveals the role of the participants as active participants in the teaching/learning process. This allows new topics to be opened up and thought processes to be set in motion. Teaching conversations never have examination character, but always move on the level of a dialogue.



Duration: 5 – 35 minutes, (Source: *Jobwerkstatt Project*, BEST Institut in Vienna).

Annex 5

Method introduced: World Café

Background

This method is also suitable for very large groups. Participants develop their own points of view, exchange different perspectives and contribute their own ideas and points of view. No inputs are lost through writing, collective knowledge is quickly made visible and tangible.

Brief Description

In the room there are tables with writable tablecloths, the large group is divided into small groups. The participants gather around the individual tables, each of which has a question noted on it. Within the framework of this module there are three tables at which the following questions are to be discussed:

Table 1: *How does the fact of a probably heterogeneous target group influence the training?*

Table 2: *In which way could the training change in case of trainees with migrant background?*

Table 3: *How could a trainer react, if he/she notices that the trainee has a negative attitude towards learning because of bad school experiences?*

The results are noted down at the table, one person is nominated as group speaker. After some time the group members change tables, the 'host' stays at the table and presents the results to the following group. The new group is now asked to link the new content on the table with the previously discussed content, again results are noted until all participants have been at all tables. Finally, the 'host' presents the results to the plenum.



Total duration: approx. 45 – 60 minutes, (Source: *Qualifizierung zum Job Project*, BEST Institut in Vienna).

Annex 6

Example of a learning diary

Date: __.__.____

Learning Diary

- What did I learn today?

- Which content can I apply in my (daily) work?

- That was easy:

- That was difficult:

- What do I still have to improve?

- I am satisfied with myself, because...

- Notes

Module 4 | Developing an operational programme for WBBS training

1. Introduction to the module

What are the steps that need to be taken if an effective training programme is to be developed, which will realistically address as much as possible the needs of the company, are great concerns that adult educators cannot avoid. This module strives to unburden those concerns with the systematic explanation of appropriate steps.

Nevertheless the proposals are only suggestions, which assist adult educator to prepare detailed plan. This plan should include all necessary adjustments to concrete group of employees from particular company. From the quality and accuracy of that plan depends the final satisfaction not only of the employees but also the company.

The participants were very satisfied with the didactization by the learning guide. Some participants felt confirmed and encouraged by the discussion in their own competences of didacticizing authentic materials.

*(Implementation of training of the trainers for WBBS;
bbb, Dortmund, Germany, September 2019)*

2. Aim

The aim of this learning unit is to provide trainers with the designing and developing a WBBS training programme. This unit presents how concrete basic skills training requirements and needs can be identified at work and how learning subjects and competence development, can be planned from the identified needs. It will be shown:

- Which are the steps of a training design.
- What is special in the preparation and planning of an WBBS training.
- Which are the components of a successful training course.
- Which are the potential obstacles in a WBBS training course.
- Which didactic methods and techniques are the most effective.

3. Objectives

Main objectives in Personal development:

At the end of this learning unit the participants:

- Feel encouraged to view WBBS training design as a potential, exciting field of work.
- Are equipped with the necessary knowledge and skills to professionally plan WBBS training programmes.
- Are ready to take a certification on WBBS training planning.

Main objectives in knowledge and skills

At the end of this learning unit the participants will be able to:

- Analyze training needs of low skilled at workplace and use the results of the need analysis to develop the competences needed at the workplaces.
- Design the learning goals, content, focus and mode of learning according to the needs and demands of the learners and in line with the needs of the employers.
- Identify effective learning objectives that should be clear, observable and measurable.
- Distinguish the difference between competence and a learning objective
- Develop the training content.
- Select the appropriate methods for the concrete training content and the target group of low skilled employees.
- Plan the appropriate evaluation techniques.
- Understand the main obstacles of low skilled trainees and to take them into account in the phase of the training plan.

4. Target groups

The target groups are adult education practitioners involved or wish to be involved in work-oriented basic skills (WBBS):

- Training course coordinator.
- Trainers of trainers and trainers who wish to enter the more specialised field of WBBS training.
- Consultants that provide professional guidance.
- Experts who work in educational institutions and play an important role in the WBBS process.

5. Acquired competences

After this module, participants will be able to:

- Understand the principles of designing a training course based on situated learning.
- Use the need analysis tools.
- Identify the training goals and competences.
- Plan all the phases of a training design which are:

1	Training needs' analysis
2	Identification of the training goals
3	Development of the training content
4	Selection of the training methods
5	Evaluation of the planning
6	Selection of the training methods

6. Special didactical requirements

- This module should consist of approximately 6 hours.
- The selected didactic methods are based on the statement that adult learning is based on his/her experience.
- Participants are expected to have knowledge and experience of the basics of adult training design. Experienced trainers might already be familiar with some processes described in this module.
- For all the above described reasons, trainers have to be flexible in the training content and the selection of scenarios and examples.

7. Content structure

Topic	Duration	Method
Training programme design for situated learning	60 min	Input , Brainstorming, dialogue
Need analysis	90 min	Input , Case studies-group work
Identification of the training objectives and competences	90 min	Discussion , Exercises in writing WBB competences and objectives , discussion
Developing the training content and methods	60 min	Input , Case studies-group work
Creating learning opportunities for low-skilled employees with low competences	60 min	Input , Brainstorming, discussion
Total	6 hours	

Topic 1: Training programme design for situated learning

Participants receive basic knowledge about:

- The steps of the training design (see Annex 3).
- The components of an adult training design (see Annex 4).
- What is special in the preparation and planning of a WBBS-Training?
- The principles of designing a training course based on situated learning.

Duration: 60 min. Input: 15 minutes. Brainstorming: 30 minutes.

Method: The trainer defines the topic (components of an adult training design) and have each participant write down a list of components. Have the first participant read his or her list and then pass the list to the next person. Have the next person add any component etc. until the list be completed (trigger brainstorming). See annex 1. Dialogue - Conclusion: 15 minutes.

Topic 2: Need analysis

Participants receive basic knowledge about:

- The three levels of training needs analysis: organizational assessment, occupational assessment and individual assessment.
- How to use the results of the need analysis to develop the competences needed at the workplaces.
- Which concrete basic skills the employees should have and how to design of basic skills courses tailored to the needs of each work place and individual learner.
- The tools analysing the main characteristics and the learning competences of the employees/participants.

Duration: 60 min. Input: 15 minutes. Case studies- group work: 60 minutes.

Method: The trainer should divide participants into groups of 4-5 persons and ask each group to read the case study (annex 2). After reading the case study each group will write down the basic Job Skill Profile for a profession of their choice. Each group's coordinator will present their basic job skills Profile. Feedback - Conclusion: 15 minutes.

Topic 3: Identification of the training objectives and competences

Participants receive basic knowledge about:

- The difference between a competence and a learning objective.
- The three domains of learning objectives.
- How to use Bloom's Taxonomy.
- How to write a competence (see also Annex 5).
- How to write learning objectives.

Duration: 90 min. Input: 10 minutes. Group discussion (15 min.): The trainer should introduce the topic by asking participants if they know what objectives and competences are, why they are important and what their difference is. He or she will write the responses on a flip chart as they contribute. Conclusion: 5 minutes. Exercises – group work (30 min)

The trainer should ask each participant to find 3 verbs that should be used in writing objectives (knowledge, attitude, or skills). After discussion they will identify the words that work well with knowledge, attitude, or skills. Group work (30 min). The trainer should divide participants into groups of 3-4 persons and ask each group to write 4 objectives for a training topic of their choice. Ask participants to read their objectives and give feedback.

Topic 4: Developing the training content and methods

Participants receive basic knowledge about:

- The steps of developing the training content (Annex 3).
- The three-phase scheme of the learning units.
- How to select the appropriate training methods according to the training goals and the type of skills acquainted.

Duration: 60 min. Input: 10 minutes. Group work: 40 minutes.

Method: The trainer should divide participants into groups of 4-5 persons and ask each group to develop the training content of a WBBS topic of their choice and to select the appropriate training methods. Each group's coordinator will present their basic job skills Profile. Feedback - Conclusion: 10 minutes.

Topic 5: Creating learning opportunities for low-skilled employees with low competences

Participants receive basic knowledge about:

- The characteristics of the adult learners and the learning barriers of low skilled.
- Components of a successful employee learning experience (see also Annex 6 and Annex 7).

Duration: 60 min. Input: 10 minutes. Brainstorming: 20 minutes.

Method: The trainer asks each participant to write down a list of learning barriers of low skilled. He/ she will write the responses on a flip chart as they contribute. Discussion: 20 minutes. The trainer should introduce the ways facing the learning barriers by asking participants to express their opinion and experience on the topic. He / she will write the responses on a flip chart as they contribute. Dialogue - Conclusion: 10 minutes.

8. Tips for facilitators

Some participants may already be familiar with the process of designing the training programmes in adult education. However, it is expected that most participants do not have sufficient knowledge and practical experiences about the designing the training programmes specifically for the work based basis skills trainings in the work environments. It is recommended that facilitators use whatever experiences participants might have in designing the learning programmes for adults. Participants should be given the opportunity to reflect on their own experiences and know-how and to contribute to the learning activities in the group.

Facilitators may base the learning activities using the Basic Job Skills Profiles (see Annex 2 of this module) that describe how reading, writing, numeracy, oral and digital skills are part of the work tasks in various occupations. The profiles are based on the competence goals and can be used as a tool to facilitate learning.

At the same time the participants should not to be discouraged by the many times difficult conditions for WBBS training. They should be motivated to actively deal with the respective contents of this module in order to acquire the necessary know-how and competences for the planning of WBBS training. Facilitators should not avoid any of the topics related to the needs analysis, characteristic of low educated employees as learners, concrete experiences in carrying out training programme in work environments etc, more specifically:

- how to deal with adult participants who are not used to take part in training programmes, who have negative learning experiences, who find it difficult to learn or who have insufficient (written) linguistic knowledge, need special methodical and strategic approaches to successful learning processes ... when designing the training programme.
- how to take into account that adults face barriers in learning in work environments, due to many factors. A trainer should have them in mind when planning the training programme. An important factor seems to be the personal situation who negatively affects the learning process such as increased anxiety, work, and fatigue from family obligations. The training programme must be flexible enough to give time and space to the participants.
- low educated employees who are not used to learning, usually, need a clear and transparent procedure, tools for insufficient (written) linguistic knowledge, motivational and encouraging learning experiences. During the training facilitators should sensitize participants about those issues and encourage them to look for solutions within the planning process.
- how to use real life learning situations to design the training programme more effectively? Particularly important are the teamwork processes (learning agreement, group exercises) that contribute to the development of a climate of confidence and promote the active participation.

The topic of participant orientation was discussed by the participants in a very practice-oriented way using the example of participant conflicts (participants among themselves, participants with trainers, trainers with participants). This approach of the learning guide was rated very good. From the perspective of the participants and the trainer, this was a typical topic that requires the form of a seminar and cannot be dealt with in a practical way by reading a self-learning manual.

*(Implementation of training of the trainers for WBBS;
bbb, Dortmund, Germany, September 2019)*

The key question of the evaluation questionnaire was whether participants believed they would be able to develop an operational training program for work-based basic education after passing the module 4.

The results were positive as slightly more than half of the respondents answered positively, but also a large percentage (40%) answered that they could, but only partially. An important element, however, is that no one answered negatively. The module 4 was assessed by the participants as very important (evaluation score 4.9/5).

As for the most important elements of this module, these were the collection of information and the setting of objectives, the drafting of a professional profile and the identification of training subjects through the profile analysis of employees and the needs of the company. Regarding the most difficult parts of this module, the respondents stated the management of the selected training subjects.

*(Implementation of training the trainers for WBBS;
ERGANI, Greece, January 2020)*

11 of 12 participants felt them ready for the development of tailored made WBBS training program after passing Module 4.

*(Implementation of training of the trainers for WBBS;
ERUDICIO, Czech Republic, November 2019)*

The most important issues of the module were identified as follows:

- Taking into account needs and options;
- Maintain constant motivation of trainees;
- Choosing the optimal settings for the curriculum format;
- Create employees' confidence;
- Choice of place and time for training;
- Proper selection of methods;
- Maintain a training line for a differentiated group;
- Operatively adjust the content of the training according to the participants' reactions.

*(Implementation of training of the trainers for WBBS;
ERUDICIO, Czech Republic, November 2019)*

9. Annexes

Annex 1

Components of an adult training design

The mandatory components of an adult training program are summarized as following:

- **Title of the program**

The title of the program in short and in a way that is motivating for adults employees. It should evoke positive associations related to learning, but also to aims and objectives of the program when possible.

- **Aims of the program**

The aims define the general expected changes the program intend to bring about for adult participants. They also justify the purpose of the program. They are based on the need analysis of target group(s) in the context.

From the description of the purpose, it is evident that basic skills and key competences are integrated in the aims of the program.

- **Target group**

Target group of adults the program is aiming for. The target group characteristics need to be analysed very carefully. For example, the following information are relevant: gender, age, level of education, employment status, skills and competences, interests, and other relevant data (migrant status, socioeconomic status etc.). From the description of the target group, it may be evident which needs the program addresses.

- **Objectives of the program**

Those are specific and measurable skills and competences that program is aiming for. For adults also attitudes are important.

In the Content of the program the knowledge, skills and competences are defined in order to reach each of the objectives.

- **Content of the program (standards)**

Areas of basic knowledge and skills that program is aiming for:

Content	Knowledge	Skills
For example: Literacy		
Mathematical		

Knowledge and skills can be defined in different levels of difficulty (using for example Bloom or Mezirow taxonomy).

- **Duration of the program**

How many hours of organised learning is planned for the program.

- **Catalogue of knowledge and skill that will be assessed and methods of assessment**

The list of knowledge and skills that are being assessed (taken from the Content). The description of assessment procedures and methods (oral, written, tests, portfolios, project work etc.). In short what is assessed, how, when, which are the criteria for successful completion of the programme in case there are any.

- **Entry requirements**

If there are any entry requirement, they have to be described here. For example, level of education, assessment, validation of previous learning etc. Especially for vulnerable groups of adult program designer need to be clear about possible barriers preventing those adults to participate in the program.

- **Requirements for progression and completion of the program**

If there are any requirement for progression and completion of the program, they need to be described here. For vulnerable groups of adults program designer need to be sensitive not to formalise too much the requirements for progression and completion of the program.

- **Organisational aspects of the program**

Organisation of the program enables the realization, because the relation among different components of the program. Components of the program that need to be in close relation are aims, objectives, and content (standards). The means for realization of those components are methodical and didactical approaches: individual or group (course, consultation, distance, on-line, etc.), and appropriate teaching and learning methods (lecture, discussion, role play, case study, study of different sources), as well as suitable approaches for assessment of knowledge, skills (learning diary, individual learning plan, portfolio, career plans).

- **Formal requirements, and other knowledge and skills of trainers**

The level and area of specialization of trainers, in addition any other specific knowledge and skills trainers and teachers are required or expected to have.

- **Certificate of training / attendance**

Annex 2

Norwegian example of Basic Job Skills Profiles



BASIC JOB SKILLS

Kindergarten assistants

The profiles for basic job skills describe how reading, writing, numeracy, oral and digital skills are part of the work tasks in various occupations. The profile shows which basic skills the employee should have.

The profiles can be used to give:

- Relevant training in basic skills in the SkillsPlus programme
- Make language teaching work-oriented
- Give a vocational aspect to the common core subjects in the VET (vocational education and training)

Tasks for the kindergarten assistant:

- be involved in planning, implementing and evaluating the educational activities
- attend meetings in order to implement the pedagogical work
- help to create and maintain close contact with parents
- help to document the work in the department

Reading	Writing
<p>On a daily basis the kindergarten assistant will read:</p> <ul style="list-style-type: none"> • work schedules and vacation plans • list of work distribution • forms like week schedule and attendance form • log and routine log • messages to and from colleagues or parents • posted information about tours and other activities • symbols on food labels, labels on medicines and detergents • child literature out loud <p>Regularly the kindergarten assistant will read:</p> <ul style="list-style-type: none"> • information letters to parents • information letters from the management • term plans and activity plans • instructions for hygiene and allergies <p>Occasionally the kindergarten assistant will read:</p> <ul style="list-style-type: none"> • specialist literature • descriptions of procedures • training materials related to courses and other training activities • forms and information related to his/her own employment 	<p>On a daily basis the kindergarten assistant will:</p> <ul style="list-style-type: none"> • fill in forms on daily routines • keep a log of the day's activities • write messages to colleagues and parents • write notes and memos <p>Regularly the kindergarten assistant will:</p> <ul style="list-style-type: none"> • complete observation forms • write stories of practice • write posters and signs with information on bulletin boards • complete order lists <p>Occasionally the kindergarten assistant will:</p> <ul style="list-style-type: none"> • complete a self-certificate on illness and leave application • write minutes from meetings • report discrepancies and incidents • print posters, bulletins and on boards • write text to images, online or in photo albums

- receive guidance from the teaching staff
- attend mandatory seminars and training courses
- participate in change- and development achievements
- use digital tools for information retrieval and documentation

Oral skills	Numeracy
<p>On a daily basis the kindergarten assistant will:</p> <ul style="list-style-type: none"> • talk with children, colleagues and parents • give and receive messages and instructions from colleagues and parents • answer questions from parents and children • greet and say goodbye to parents and children • coordinate the daily work with colleagues • discuss measures if unforeseen situations occur • report on events in their own shift • participate in informal conversations with children, colleagues and parents <p>Regularly the kindergarten assistant will:</p> <ul style="list-style-type: none"> • discuss and explain measures and plans with parents • reassure children and parents if something unexpected happens • resolve conflicts • explain special circumstances to parents, peers and superiors • participate in discussions regarding educational initiatives and work plans • coordinate the planning and implementation of special activities with colleagues <p>Occasionally the kindergarten assistant will:</p> <ul style="list-style-type: none"> • have a performance review with his/her own supervisor • collect and disseminate necessary information about children's health, diet and medication • obtain information in connection with excursions • get updates on new procedures • convey views and discuss professional topics in different situations to different recipients • discuss and provide input on working conditions, health and training needs 	<p>On a daily basis the kindergarten assistant will:</p> <ul style="list-style-type: none"> • count and verify the number of children in order to keep track • keep track of his/her own hours • work with children on math concepts, such as bigger, smaller, longer • measure quantities of ingredients when cooking • mix amounts in the correct ratio • facilitate games and activities that encourage numeracy and mathematical thinking <p>Regularly the kindergarten assistant will:</p> <ul style="list-style-type: none"> • check his/her own paycheck • fill out the timesheet • shop and keep list of goods and expenses • make estimates on the costs of purchasing • measure the quantities of materials for activities • estimate material requirements based on the number of participants in an activity • estimate amounts <p>Occasionally the kindergarten assistant will:</p> <ul style="list-style-type: none"> • work on basic math skills with children such as counting, calculating species and geometric shapes • measure and record amounts of medication given to a child • plan trips with public transport, calculate time and choose the right tickets • check their pay slip

«Practical applicability motivates adults to participate in training»

Digital skills	
<p>On a daily basis the kindergarten assistant will:</p> <ul style="list-style-type: none"> • communicate with the employer by e-mail and intranet • use e-mail to communicate and make appointments with parents • search the Internet for text and images to children’s activities • take digital pictures of activities in the kindergarten • store and transfer images from the camera to other storage devices • use and teach children how to use tablets or computers • use interactive tutorials <p>Regularly the kindergarten assistant will:</p> <ul style="list-style-type: none"> • post updates on the kindergarten’s website • post digital pictures on the kindergarten’s website • fill in electronic working time schedules • send and receive text messages to and from parents and peers <p>Occasionally the kindergarten assistant will:</p> <ul style="list-style-type: none"> • finding new recipes to use in the kindergarten • teach kids how to search and find information and photos online • use internet resources in educational work • save reports and folders on activities and children’s development 	<ul style="list-style-type: none"> • use presentation tools to parent group meetings • keep track of activities in electronic calendars • update and post about activities on social media • keep up to date and communicate knowledge about web security • use presentation tools for parent group meetings • keep track of activities in electronic calendars <p>The Knowledge Promotion Reform from 2006 has defined five skills that form the basic prerequisites for learning and development in school, work and community life.</p> <p>The five basic skills are:</p> <ul style="list-style-type: none"> • Digital skills • Oral skills • Reading • Writing • Numeracy <p>At skillsnorway.no you will find more resources aimed at working with adults and basic skills.</p> <p>ISBN: 978-82-7724-339-9</p>

Source: <https://www.kompetansenorge.no/English/Basic-skills/#ob=9957,9920&Toolsandresources5>.

Annex 3

Checklist / Steps in Developing a Training plan

Why to implement a training program?

- In general, what knowledge and skill areas will be the focus of this training or workshop?
- Does the target group know that this knowledge/skill is important to succeeding in their jobs?
- Does the company/ employer comprehend and accept the importance of this knowledge/skill?
- Does the workplace system support and reward the desired knowledge, skills, and behavior?
- Does the target group have the ability to acquire this knowledge/skill?
- Does the target group have the desire to acquire this knowledge/skill?

What resources are available for the development of the training program?

- Specific processes, forms, documentation systems in the company?
- Budget?
- Equipment?
- Working time?
- Voluntary participation?
- Where training is implemented?
- When is training offered?
- Contact persons from the company?

Who are the participants?

- Which are the basic participants characteristics (sex, age, qualifications, professional experiences, existing basic skills)
- Which learning prerequisites and competences do participants have?
 - ✓ Expertise?
 - ✓ Cognitive skills?
 - ✓ Learning behavior?
 - ✓ Linguistic competences (oral and written language)?
 - ✓ Social competences?
 - ✓ Emotional competences?
- What is the attitude of the participants towards the WBBS offer?
- Do the participants know each other?
- Is it possible to get to know the participants?

What are the aims of the training?

- What are the learning objectives for the participants (Knowledge, Skills, and Attitudes)?
- What do you expect from the participants to learn, during the training?
- What learning achievements, the participants will gain, as a result of training?
- What level of proficiency is needed, for the participants to perform their task(s)?

What will they be trained on?

- Training modules?

- Topics per module?
- Time per module /topic?

What methodologies will be used?

- What materials/ training aids will be needed?
- When/where will the training be conducted?
- Who will be the trainers?

How will the training be evaluated?

Which tools will be used for:

- Employee Feedback about the programme.
- Employee Assessment.
- Programme Assessment

Annex 4

Components of an adult training design

The mandatory components of an adult training programme are summarized as following (Bernard K  pplinger, 2017):

- *Title of the programme*

The title of the programme in short and in a way that is motivating for adults employees. It should evoke positive associations related to learning, but also to aims and objectives of the programme when possible.

- *Aims of the programme*

The aims define the general expected changes the programme intend to bring about for adult participants. They also justify the purpose of the programme. They are based on the need analysis of target group(s) in the context.

From the description of the purpose, it is evident that basic skills and key competences are integrated in the aims of the programme.

- *Target group*

Target group of adults the programme is aiming for. The target group characteristics need to be analysed very carefully. For example, the following information are relevant: gender, age, level of education, employment status, skills and competences, interests, and other relevant data (migrant status, socioeconomic status etc.). From the description of the target group, it may be evident which needs the programme addresses.

- *Objectives of the programme*

Those are specific and measurable skills and competences that programme is aiming for. For adults also attitudes are important.

In the Content of the programme the knowledge, skills and competences are defined in order to reach each of the objectives.

- *Content of the programme (standards)*

Areas of basic knowledge and skills that programme is aiming for:

Content	Knowledge	Skills
For example: Literacy		
Mathematical		

Knowledge and skills can be defined in different levels of difficulty (using for example Bloom or Mezirow taxonomy).

- *Duration of the programme*

How many hours of organised learning is planned for the programme.

- *Catalogue of knowledge and skill that will be assessed and methods of assessment*

The list of knowledge and skills that are being assessed (taken from the Content). The description of assessment procedures and methods (oral, written, tests, portfolios, project work etc.). In short what is assessed, how, when, which are the criteria for successful completion of the programme in case there are any.

- *Entry requirements*

If there are any entry requirement, they have to be described here. For example, level of education, assessment, validation of previous learning etc. Especially for vulnerable groups of adult programme designer need to be clear about possible barriers preventing those adults to participate in the programme.

- *Requirements for progression and completion of the programme*

If there are any requirement for progression and completion of the programme, they need to be described here. For vulnerable groups of adults programme designer need to be sensitive not to formalise too much the requirements for progression and completion of the programme.

- *Organisational aspects of the programme*

Organisation of the programme enables the realization, because the relation among different components of the programme. Components of the programme that need to be in close relation are aims, objectives, and content (standards). The means for realization of those components are methodical and didactical approaches: individual or group (course, consultation, distance, on-line, etc.), and appropriate teaching and learning methods (lecture, discussion, role play, case study, study of different sources), as well as suitable approaches for assessment of knowledge, skills (learning diary, individual learning plan, portfolio, career plans).

- *Formal requirements, and other knowledge and skills of trainers*

The level and area of specialization of trainers, in addition any other specific knowledge and skills trainers and teachers are required or expected to have.

- *Certificate of training / attendance*

Annex 5

How to describe the competence:

1. Each competence is measurable and/or observable.
2. Each competence is based on performance.
3. Do not use evaluative or relative adjectives (Do not use words like good, effective, appropriate).
4. Do not use evaluative or relative adverbs (Do not use words like quickly, slowly, immediately).
5. Do not use qualifying phrases (Do not use a phrase such as "Write with greater confidence").
6. Say what you mean, using only necessary words.
7. Use all domains as appropriate:
8.
 - **Knowledge:** patterns, concepts
 - **Skills:** practical abilities
 - **Attitude:** realizing feelings, values, motivation ⁴

Examples of using appropriate verbs in writing WBB competences:

Knowledge Level: What can learners do verbally?

Use verbs such as: define, identify, name, know, recognize, list.

Skills: What can learners do in practice?

Use verbs such as: design, represent, create, compose, apply, change, use, register, and perform.

Attitudes: What are they able to feel or change as behavior?

Use verbs like: feel, mobilize, challenge, accept, appreciate, accept, reject, sensitize, support (see: www.eoppep.gr)

⁴ Source: Revision based on Bloom, Taxonomy of Educational Objectives. Handbook I; Dave, Developing and Writing Behavioral Objectives; and Krathwohl, Bloom, and Masia, Taxonomy of Educational Objectives. Handbook II, 2010

Annex 6

Training employees in a women's rural cooperative

This good practice is an example from one of the job trainings, took place in 14 women's rural cooperatives, during the years 2008-2012. It was a part of Ergani's wider project aiming:

- to enhance the personal and professional development of the women participants and employees at the same time, in women's rural (mainly) cooperatives in the northern Greece (14 cooperatives, in 3 regions) by improving their work based basic skills
- and to the business development of the cooperatives, closely related with the previous one

The responsible for the training of the women, Ms Athanassia Lazaridou, reported:

The training need analysis in women's agro tourism cooperatives takes place at the level of knowledge, skills and attitudes, always taking into account the needs of the socio-economic-cultural context in which the beneficiaries live and work. This stage is included in the integrated planning of each training programme of these groups. For this purpose, appropriate research tools-research techniques (quantitative and / or qualitative) are chosen and used. A good and very important technique used is the initial or "ex-ante" evaluation, because by systematically exploiting its results, any training offer is adapted to women's abilities and experiences. Alternatively, the trainers in the first meeting discuss with trainees and give them an assessment test of knowledge and skills related to the subject of training. However, the training programme is designed to respond not only to the trainees' educational needs and interests, but also to the interests and goals of the social cooperative or project funding organization.



The person need analysis can be achieved through specific qualitative methods and techniques such as life stories and interviews and quantitative methods such as questionnaires and tests that have been adapted to the skills, needs and the level of knowledge and experience of the target group.

Trainer: Ms Athanassia Lazaridou, Sociologist, career guidance counsellor adult trainee. Life Long Learning (MSc) working in the Community Centre of the Municipality of Thessaloniki.

Workplace: 'ANTIGONIDES' Women's Rural Cooperative in Gonnoi village, Larissa district, Region of Thessaly, Greece

Annex 7

On the job training at the workshop of Naomi

In Naomi, a non for profit association based in Thessaloniki, under the title "NAOMI Ecumenical Workshop for Refugees Salonica", exists, for the last 5 years, a sewing and cloth making workshop. In this workshop they produce a big range of textile items made by either experienced tailors, refugees or immigrants, either by practitioners who are members in the organizations' lifelong learning workshop. Most of them are women, but not all of them. Some of them are newly comers but some of them are living in Greece for several years. A lot of their projects are linked to several European organizations who promote Naomi's products to buyers at their countries (mostly but not only in Germany). They receive orders from European organizations to prepare e.g. special t-shirts, or conference materials, e.g. cloth bags. One of their most successful projects was the production of coats, reusing the blankets left behind from the refugees in one of biggest 'informal' camps of Europe, outside Idomeni village.



[Elke Wollkschloger is the trainer in the workshop and the coordinator of the production.](#)

She reported the following:

At the phase of planning, we run a test, to identify the knowledge level of the trainees, except from an interview, we pass all the candidates from a practical test. It is very simple but it allows us to understand if they are able to start to work immediately, or to enter to one of training programmes and to what level.



We have classes at two levels, one for beginners and one for experienced and they are operating in parallel with the productive workshops. This double intervention (training and producing) lasts for 4-6 months and it is quite flexible appointing the needs of the trainees. What is quite difficult is to manage the different needs and competence level of trainees. We target to motivate them and to cultivate the creative spirit in each of them. Another important issue, who played a positive role, was to support them, to produce some small items so they can feel satisfied by themselves very soon, and this motivated them and engaged them to the procedure. Additionally they felt motivated by the creativity spirit they were encourage to express by producing so different and so beautiful things.

In order to facilitate the participation of the women with small children, we provide them a friendly to children free space.

[Trainer: Elke Wollkschloger, on the job trainer for NAOMI organization](#)
[Workplace: Naomi's Sewing Workshop, Ptolemaion 29a, Thessaloniki](#)

<https://www.facebook.com/NAOMIPROJEKT1/>

Module 5 | Realisation of WBBS training

1. Introduction to the module

In previous modules, adult educator has been preparing in various ways for actual implementation of the WBBS training in the work environment. This is the point when all of the skills and knowledge pile up in order to carry out the planned training programme independently in practice. According to adult educators who attended the WBBS trainings this is not a mission impossible even for less experienced adult educators. Nevertheless, in this case there are still two preconditions, thorough study of the self-study manual and previous small experimenting in practice.

The module has two important goals incorporated. The most important is to motivate educators to implement the training in work environment independently. If they will follow the recommendation of the module, they can be trained systematically to carry out completely practical implementation of the WBBS training that will be tailor made according to the unique working environment, to the needs of the employees and the company. New knowledge, skills and competences from previous modules will enable them to select the contents, which will be addressed with the participants in the most appropriate way.

Second most important goal is the one when adult educators step in the process of personal growth and professional development. That is why special attention is paid throughout the module to learning through fine experimenting and strengthening of the professional identity as well as to recognition and deepening in the special features of career development of adult educators.

Participants all agreed that through the right HR practices and the recognition of learners' needs WBBS can function as described by the Profi-Train project. Participants mentioned that the design of a guide and evaluation questions will definitely be helpful for the trainer. Most of the participants noted that WBBS has become a 21st century transversal skill that is needed by those who are struggling with their basic skills.

(Implementation of training of the trainers for WBBS; MEDE, Ministry for Education and Employment, Malta, January 2020)

Regarding the most important elements of this thematic unit, these were the techniques and tools that must be applied in such a program as well as the overall organization of the program. In this section, the participants did not encounter any difficulty.

(Implementation of training the trainers for WBBS; ERGANI, Greece, January 2020)

2. Aim

The aim is to equip teachers and other adult education professionals with skills, didactic procedures and the knowledge about work environment for independent realisation of education. In this module teachers will learn about success factors in the process of realisation of WBBS training and will acquire the ability to provide learning transfer. In this way, they will be able to design a unique, personal training programme, tailored for a specific group of learners. Thus they will manage to form a feasible personal course of realisation for a concrete group. An additional aim is to further strengthen the professional identity and career development of teachers and other adult educators.

3. Objectives

Main objectives in knowledge and skills

Objectives in view of acquiring the knowledge and skills participants are supposed to possess for successful realisation of WBBS training after the module has been completed. They will:

- Be able to prepare a tailor-made course and to individualise it (for example see annex 2: Individual learning plan).
- Acquire skills of merging new knowledge with the needs of a given workplace.
- Acquire specific didactic knowledge for adult learning work and their work environment.
- Know how to secure learning transfer (for example see annex 3: How to secure learning transfer and section 5.3. in Self-study manual).
- Know how to acquire the necessary support of their parent organisation.
- Become familiar with the techniques of documenting and assessing participants' achievements, paying special attention to their achievements and changes at their workplace.
- They will appropriately apply different didactic procedures and tools, which they will adjust to their work environment (e.g. didactic reduction).

Main objectives in personal development and professional growth:

The module's objectives in regard to personal growth and consolidation of professional identity of teachers:

- Through fine experimenting, adult educators will raise awareness about the significance of learning as one of the main factors for professional growth (for example see annex 4: Instructions for fine experimenting in practice).
- Their professional identity will be strengthened due to new knowledge and experiences.
- They will more clearly understand their role, position and their own training organisation (the educational institution which is in charge of carrying out the work-based basic skills training).
- The teachers will apply their new knowledge and experiences to form their original professional action plan, which will be also feasible in the given context.

4. Target groups

This learning module is intended primarily for more experienced teachers and adult educators, who wish to engage in the WBBS training and implement training programmes in work environments.

The second potential target group can also be the decision makers who wish to be informed about the peculiarities of this field. In this case, explanation and clarification of some key terms (e.g. learning transfer, open curriculum etc.) more in detail is necessary.

The potential target group are also the professionals from other fields who wish to undertake training to become competent for realisation of WBBS training in working environment. In this case, greater emphasis should be given to specific adult-learning elements of the course's realisation, which is in more detail described in the fifth module of the manual for independent learning.

5. Acquired competences

The participants of the training will, if the module is carried out as an independent part, gain the following knowledge, skills and competence. They will:

- Recognise and understand the challenges and open questions when preparing WBBS training.
- Be able to independently plan, organise, execute and evaluate training (for example see annex 1: Preparig the realisation of WBBS training).
- Be able to identify the learning needs of learners and individualise the training process according to these needs of learners, and provide the custom-made training.
- As they will be to detect the needs of a concrete group, they will know how to choose the methods and approaches which are most appropriate for the participants.
- Be trained to provide and enable the learning transfer of new knowledge into the work environment, which means they will be equipped with the choice of skills and didactic approaches which are required for this.
- Know appropriate approaches for documenting learning achievements and assessing new knowledge and skills
- Through WBBS training and the expertise in the field, the teacher/trainer will be aware of his/her own professional path and growth and he/she will thus become more confident in the field of teaching WBBS.
- Gain deeper insight into their career development and get to know strategies to avoid burnout.
- With greater insight into their own career processes, they will develop/improve counselling and coaching skills.

The participants discussed the necessity to modify the training not only for different learners but also according to the actual situation during the training. That is why the curriculum should be very flexible.

*(Implementation of training of the trainers for WBBS;
ERUDICIO, Czech Republic, November 2019)*

6. Special didactical requirements

The learning module should consist of at least 6 pedagogical hours and should as a rule not exceed ½ of the educational day of the entire training. In case the entire extent of the training is increased, the module is expanded accordingly. The trainer has 2 options, in regard to the needs of the target group, how he/she will organize module 5 and select of topics that will be taught. He/she can choose:

- Three most important topics, which will last 2 pedagogical hours.
- All six topics. Here we should emphasise that the topics *learning transfer into work environment* and *personal course of growth and professional development of adult education professionals* are very important, so they should be allotted more time.

The learning module is intended for experienced teachers and adult educators with adult-learning background, experiences and theoretical basics. The unit does not teach the basics of adult education. If the module is carried out for experts from other fields, the terminology should be clarified and advance.

The work environment requires major didactic adjustments due to very variegated factors, needs and obstacles. A participant should first make an action plan at the level of the training programme and after that at the level of a specific group. Only then he/she can tailor the training program according to the needs of individual users.

The structure of a partially open curriculum requires the participants to follow the overall framework and adjust it freely to specific concrete needs as they appear.

The modular basis of training enables its performers to carry out the entire module or only selected contents of the module which they integrate into other units of training. Very experienced participants will be already familiar with most of the described procedures of realisation and they do not need to be repeated.

Yet there are some specifics and their interconnections which should be pointed out (for example: the connection between basic skills and a real work situation; application of authentic teaching material etc.). This part of the course's realisation enables participant's ample space for creativity and originality (for example see Annex 5: The innovative tools for employees to learn – educational movies).

The aspects that are really demanding for participants as regards the realization of WBBS are:

- *first impression when educator enter the company.*
- *the needs analysis and the assessment of the outcomes of the training since the working tasks of employees are so diverse.*
- *to react in time in order to solve problems.*
- *to work as a trainer in the company, that means to understand fully the needs of employees and knows how to motivate them, and at the same time knows how to present the benefits training to the company.*

(Implementation of training of the trainers for WBBS; Slovenian Institute for Adult Education (SIAE), Ljubljana, Slovenia, November – December 2019)

7. Contents structure

Below are presented different contents which are selected by the trainers according to the needs of target groups. These contents exceed the allotted time. If we want to deal with the entire contents, we will need extra time for this module's realisation. This makes sense in case the participants express the need to acquire some concrete knowledge on how to carry out training on basic skills in their work environment.

Topics	Duration
1. Factors which enable greater success in implementation of the course.	2 pedagogical hours
2. Tailor-made course for a concrete target group.	2 pedagogical hours
3. Necessary elements for successful learning transfer into work environment.	4 pedagogical hours
4. Efficient didactical approach and tools for providing learning transfer (implementation).	1 pedagogical hour
5. The importance of monitoring learning achievements and connection with learning transfer.	1 pedagogical hour
6. Personal course of growth and professional development.	2 pedagogical hours

Topic 1: Factors which enable greater success in implementation of the course

The participants will gain basic knowledge about:

- The specifics which determine the processes of training in the work environment (general).

- Which circumstances and relations in the work organisation have strongest influence on conditions for success and motivation of participants.
- Influences of wider organisational climate (openness for changes and innovations, crisis management, vision of the company's development...).
- Different sources of specific knowledge (e.g. expert colleagues, participation in selected training...).

After the completion of the learning unit the participants will be able to:

- Take into account the environments of participants as a factor in their learning.
- Create different learning opportunities for employees with low motivation for learning.
- Perceive the work environment as an opportunity for learning and promotion of learning at workplace.
- Understand the significance of developing work based basic skills at workplace for improving literacy.

Duration: 2 pedagogical hours (90 minutes).

Topic 2: The tailor-made course for a concrete target group (see Annex 1)

The participants will gain basic knowledge about:

- How to make a tailor-made programme (learning the process of designing a course).
- How to contextualise general principles.
- Why and when it is necessary to check whether the design is in all points appropriate for a concrete target group (fusing the analysis of peculiarities of target groups, the present needs of participants and the expressed needs of the work organisation).

The participants will be after the completion of the learning unit able to:

- Provide appropriate learning approaches for the company and its employees.
- Also in the phase of the course realisation incessantly draw attention to the needs of employees.
- Be aware and take into account at which level of the curriculum they are at the moment – training offer, group level, individual level.
- Select appropriate contents which correspond to the existing knowledge and the needs of employees.

The participants will be at the completion of the module aware of:

- The importance of taking into account the existing knowledge, cognitive abilities, experiences and the attitude of each individual in planning of training.
- The importance of an attractive name for WBBS training.

Duration: 2 pedagogical hours (90 minutes).

Topic 3: Learning transfer in the work environment (see Annex 3)

The participants will get to know the essential elements for successful transfer of learning into the work environment through the following subtopics:

- Which units of knowledge and basic skills enable learning transfer.

- Indicators of successful transfer.
- Potential dangers, if the work environment is not prepared for changes.

The participants will be at the completion of the module aware of:

- The importance of connecting the new abilities with the existing abilities.
- The importance of learning transfer into the work environment.
- The process of learning in the work environment and checklists and strategies in planning of learning transfer.
- The importance of the company's readiness for the changes which will appear due to the development of employees.
- Taking into account the influence of learning transfer on the entire company and the importance of the teacher's role in implementing changes.

The participants will with experiential techniques gain basic knowledge about:

- Raising motivation of employees through positive learning experience.
- Connecting the new knowledge with the needs/requirements of workplace.
- Planning learning activities with concrete work tasks as a way to provide long-term learning effects.

Duration: 4 pedagogical hours (180 minutes).

Topic 4: Efficient didactic approaches and tools for providing learning transfer (implementation)

The participants will get to know:

- A motivational model which will help the participants in the work environment to activate the new knowledge.
- Fine experimenting of the new knowledge at workplace (see Annex 4).
- Indicators of appropriate use of certain learning approaches and tools.
- Consequences of good and bad selection of didactic approaches and tools (experiential workshop).

The participants will gain basic knowledge about:

- Use of action approach and group work for more efficient learning of the participants.
- Didactic reduction for better understanding of the contents by the learners.
- Planning the structure of a learning unit with three checklists.
- Adjusting the use of language in a specific target group.
- Using shorter learning units to provide long-term learning effects – taking into account the relevance of the contents and familiarising the participants with it for the subsequent transfer of what has been learned into practice.

The participants will be after the completion of the learning unit able to:

- Provide long-term learning effects through shorter learning units – taking into account the relevance of the contents and familiarising the participants with it for the subsequent transfer of what has been learned into practice.

The participants will be at the completion of the module aware of:

- The importance of taking into account different learning styles of the employees.
- The importance of providing appropriate learning atmosphere.
- The importance of taking into account the needs of participants in small groups and of using creative learning methods.
- The importance of informal learning.
- The importance of situational learning approach and authentic learning accessories and taking into account cognitive, emotional and social aspect of learning.

Duration: 1 pedagogical hour (45 minutes).

Topic 5: Documenting of learning achievements in connection with learning transfer

The participants will get to know the monitoring of learning achievements from three aspects:

- The aspect of an individual: the function of an individual plan and a learning diary in monitoring of achievements.
- The aspect of a work organisation or work process: monitoring to demonstrate economic effects for the company and to prove the efficiency of training.
- The aspect of professionalization: learning through practice, deeper understanding of processes and action research.

The participants will gain basic knowledge about:

- Documenting learning achievements.

The participants will be at the completion of the module aware of:

- The importance of on-going assessment of learning achievements and the connection with learning transfer.

Duration: 1 pedagogical hour (45 minutes)

Topic 6: Personal programme of professional development and professionalism

The teachers will be after the completed module able to:

- Recognise and articulate the dilemmas of a professional who works in this field. (dilemmas which they may face in this field). Recognise and articulate one's own dilemmas which one will face in the field of education in companies.
- Positioning: deeper understanding of one's own situation in relation to other professional community and in relation to the general situation in the society.
- Gain insight into the general laws of professional development and its applications for individual career path.
- Professionalization – it is a process of combining theory and experience into a new insight, which leads to the need for change of the personal course of career development.
- Design an individual course for professional development – the vision of work in this field.
- Use strategies for preventing burnout.
- Clearly define one's own role and search for the appropriate balance between different interests of all stakeholders.

The participants will be at the completion of the module aware of:

- The importance of fine experimenting for professional development.

- The importance of strengthening one's professional identity through confronting new challenges.

Duration: 2 pedagogical hours (90 minutes).

8. Tips for facilitators

Guidelines, which are to be considered carefully by facilitators when planning the content and the implementation of this module:

- Facilitator needs to know very well who the participants of the training are. The best way is to organise an intensive discussion when participants have a possibility to talk about their needs. After that facilitator needs to think and plan what emphasis will be given to the professional development in the curriculum, taken into account the expressed needs of the future teachers in WBBS training (for example majority participants are more mature, the group mixed, they have some specific needs or else).
- Even before facilitator starts to prepare the concrete contents within this module, it is necessary to think about the adjustment to concrete companies or company and their explicit needs. Facilitator especially needs to be careful about the selection of the content based on the previous experiences of participants or professionals that take part in the training. At this point, it is very important that there is a balance between the needs of the concrete participants of the training the future teachers in WBBS training and anticipated needs of the clients that is companies.
- Facilitators shall think carefully about the three levels of curriculum planning, the program level, and the concrete group level, after that they have to focus to the individual learner. The module 5 demands that teachers demonstrate this level in the way that all of the training is consistently carried out according to this principle. This for example means, that, when preparing the module 5, special attention will be devoted to reasons and explanation of the arguments regarding the personal experiences of the future WBBS teacher, who has to prepare his personal plan for implementation the WBBS training as part of the training.
- Facilitator or teacher's trainer has the possibility at this point to realise the time factor that is one-month break in the dynamics of the training in the working environment. He shall explain and demonstrate the processes, which are anticipated to be realised at the personal level of individual as participant during this break, and during the 3rd part of the curriculum. This way the teachers in WBBS training will gain precious personal experience, which will help them understand the three levels of the tailor-made implementing curriculum.

9. Annexes

Annex 1

Planning the realisation of WBBS training FORM

The following form is meant as an aid for planning the realisation of WBBS training to help trainers get started. These steps are not exhaustive, but rather, are a reminder that trainers can follow and adapt them to their own needs and situations.

Step 1: Start with the learners

As a WBBS trainer, before you enter the training, you have to consider many aspects and deal with many challenges that are different from those faced when teaching adults in a classroom. You can start with the learners.

What do you know about your participants in the WBBS training? Take a few notes. If you have not learned much, make a note of what information might be important for your training. You can then discuss this with the participants in the entry situation.

I know...
I will talk about this in the first unit...

Step 2: Learn about workplaces situations and requirements

What do you know about your learners' workplace? You may take two perspectives; the employees' and your own as a trainer.

<i>Employee perspective:</i>	<i>Trainer perspective:</i>
<p>The place of work as a place of learning offers good opportunities for this!</p> <ul style="list-style-type: none"> ➤ You can let them describe specific situations. ➤ You can pick up real documents, phrases or problem situations. ➤ You can look around in the workplace while the employees are working and find potential learning content or partially work on the learning topics. ➤ You can accompany participants in completing a task (coordinated with supervisors). ➤ Observe safety at work! 	<p>Therefore: Important for your planning</p> <ul style="list-style-type: none"> ➤ Always assume that your participants are competent employees who have a lot of work experience! ➤ Let them describe their knowledge and experience. ➤ Do not assume deficits; neither in terms of the subject matter nor in terms of learning competencies. ➤ Use the participants' competencies for learning. ➤ Respect the fact that employees learn differently. See it as a challenge for didactic action. ➤ WBBS groups demand all our educational know-how. This includes our flexibility when considering the participants with their previous experiences, wishes and needs.

Step 3: Use the learning site company as a resource

Please make sure that you are already well-equipped for carrying out the training in the workplace with a job-related focus and with the involvement of your participants' competencies.

Where can/should my training take place? Spaces that can be used include a training room without interruptions, a workshop and a real communication situation, such as the shift transfer...

Which work situations do I already know, which will I turn into learning topics?

What real materials do I have to turn working situations into learning topics? Examples include documents, case descriptions about the learning site company's problem, and descriptions of the learning, site photos...

How can I take the participants' expertise into account and use them in training?

Who, besides the participants, is an important contact person for me at the company?

Step 4: Prioritise learning topics

There are many important aspects to consider when planning how to start the first session. A clear structure will do well to explain again what the trainer's role looks like. Use informal opportunities in the workplace, such as workshop talks, observations and feedback.

Examples of questions:

How do you get into training?

What should be the first experiences of the participants with you and with each other?

What should you take with you?

What do you want to know for yourself?

What do the participants need to know about you and the WBBS training?

What is the first learning topic?

Aspects of clear structure to consider:

Welcome, ask what the day was like.

Name the topic.

Name the goal of the training and the training session.

Give an overview.

Have concrete work situations described and ask, for example: What works well? What areas need improvement?

Practise, practise, practise.

Training encourages workers to try things out in the workplace; ask what has succeeded and how.

Offer feedback on learning and self-assessment by giving feedback and praise sometimes.

Always encourage.

Visualise as much as possible.

Operate various learning channels.

Step 5: Make your own 'typical' structure of WBBS training sessions

Experienced WBBS trainers follow the typical structure of learning units described below, from which you can benefit. However, you may want to make your own on the basis of concrete situations and your own teaching style.

Aim	Ways
To pick up the participants from their current work situation	How are you? How's work going? What are you working on right now?
Refer to the last meeting	What can you remember from our last meeting? Did anything bother you in particular? What was that? What do you want to repeat or enhance?
Secure the transfer of what was learnt	In which situations could you deal with the topic of last time? Did your new knowledge help anywhere? Could you use it?
Coordination of topics/contents	What wishes do you have for today's meeting? Do you have a new topic that we should include in our list of topics/edit next time?
Repetition of contents	
Introduction of a new content	Provide a real work situation as an example. <ul style="list-style-type: none"> ● Impulse through image, quotation, real document, situation description ● Identify the challenge through brainstorming or problematisation
Common practice	Depends on group and subject...
Promote concentration	Break, fresh air, movement exercises
Individual practice	Depends on group and subject...
Evaluate	What have we reached?

Transfer	<p>What do you want to take with you and give a try?</p> <p>What do you need to try it out?</p>
Reflection	<p>What was important/useful to me today?</p> <p>What went well or less well today?</p> <p>What should continue to work as before?</p> <p>What should we change?</p>
Outlook	<p>Which situation will we take next time?</p>
Transparency	<p>Notes on balancing discussions with supervisors, if that is pending.</p> <p>Include the participants' wishes: What support do I need in my workplace or from my colleagues and supervisors?</p>

Adapted from, Input, *AoG-Weiterbildung für Trainer/innen*, by R. Klein & M. Rudolph, 2017, Dortmund

Annex 2

Example of individual learning plan

LEARNING PLAN

Name: _____

Company: _____

Programme title: _____

Period: _____

Trainer: _____

This form is for you to make a record of what you are aiming for. We will ask you to look at this again at the end of the course to see if the course has worked for you.

What are you hoping to gain from doing this course?	What does the learner want to learn?
2. What (knowledge, skills) would you like to improve during this course?	
3. Why?	Learner's contexts and motivation
4. How will you do this?	How the learner wants to learn
5. What would you like to achieve by the end of the course?	Measurable goals so that progress can be assessed

LEARNING PLAN REVIEW

What have you gained from doing the course?

Learner's goals

2. What knowledge and skills did you want to improve upon during this course?

Assessment in relation to goals

3. Have they improved? Give some details.

4. What difference will this make to you?

Learning transfer to working situations

5. What will you do now?

Ongoing planning

Signed: _____ Trainer: _____ Date: _____

Adapted from *An Adult Literacy and Numeracy Curriculum Framework for Scotland*, p.128-129, by Learning Connections/Communities Scotland (2003). Edinburgh, Scotland: Scottish Executive.

Annex 3

How to Secure a Learning Transfer

Learning transfer—what is it?

In short, learning transfer means transferring learned skills to other, comparable situations. Within WBBS training, the learning transfer is inevitably a part of the training since it is expected that employees are able to succeed in situations which were challenging for them before. Daily practice can be changed to fulfil what is needed in the workplace by involving who is needed to make it happen. The trainer facilitates this process by defining the transfer tasks together with the participant and involving the partners needed. A concrete example is when participants are expected to learn to locate their daily working instructions using a company-based IT system.

Secure the learning transfer—the challenge

Without an efficient learning transfer, all the effort put into learning would be meaningless. In his model of the workplace learning process, Rothwell (2002) suggests that these activities are planned in accordance to the following three key steps: information conversion, knowledge application and learning reflection. The WBBS training should take into account the following steps that learners have to take:

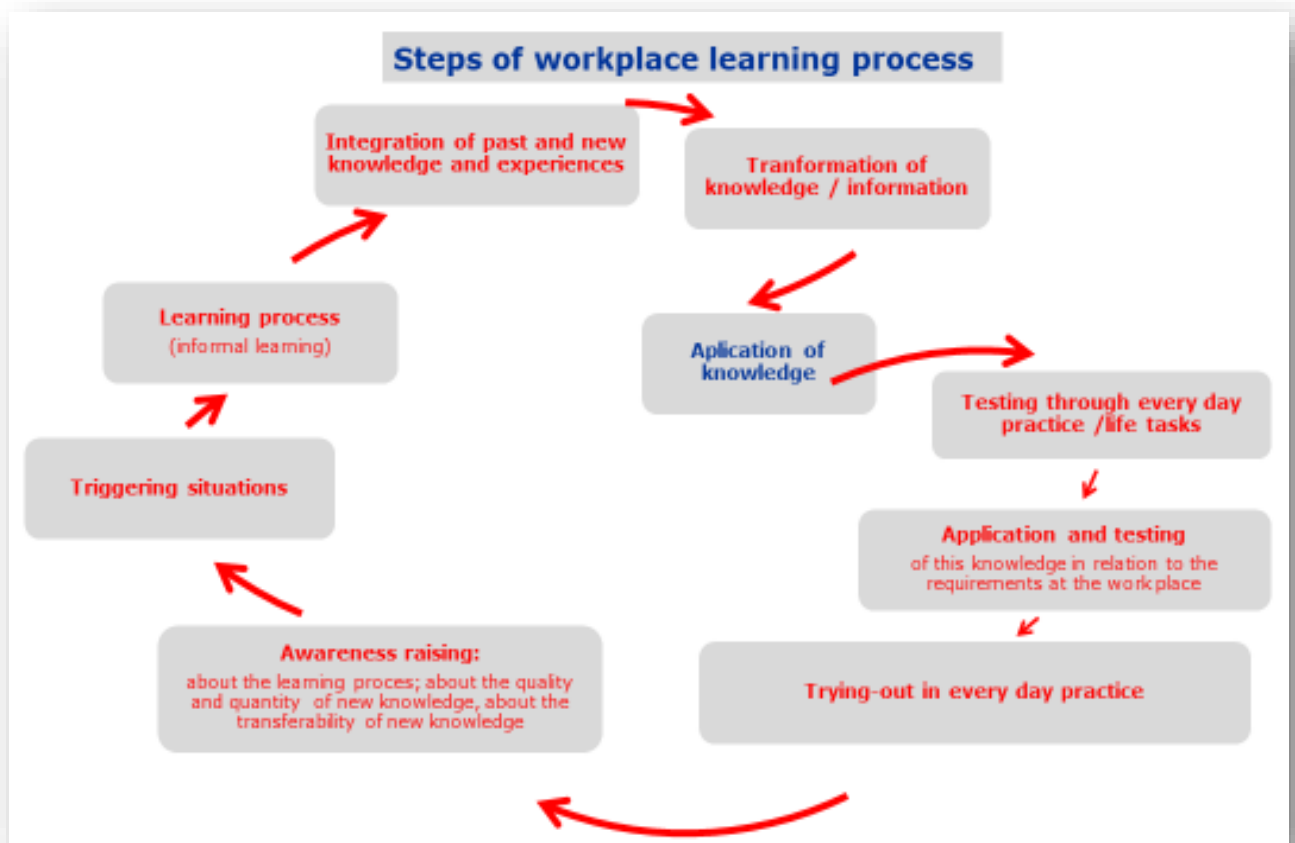


Fig.: Steps of the learning process identified in the working environment (Javrh, 2019)

See the detailed description of the learning process in Self Study Manual, 5.3. *How to Approach Workplace Learning and Secure Learning Transfer*.

Annex 4

Instructions for fine experimenting in practice

Instructions were used as part of pilot training in Slovenia in November and December 2019, and were part of the requirements for obtaining the attendance certificate.

Instructions for participants / adult educators participating the training for fine experimenting in practice during one month's break in training program Competent to train Work Based Basic Skills.

Designing a personal program of work in own's work organisation:

- 1.** Each participant in the training will, based on the new knowledge acquired in the first days of the training, design his/her original program of work that best suits his/her working circumstances and the needs of the local environment, as well as his/her previous experience. In doing so, he/she will use a variety of tools and solutions from the training and from his/her practice, which he/she believes he/she can test.
- 2.** He/she will make a concrete plan for fine experimenting during one month's break and will discuss it with his (professional) work colleague or superior. He will correct it if necessary.
- 3.** He/she will keep a diary of fine experimenting and other findings.
- 4.** Based on the experience gained during the period of fine experimenting, he/she will create a personal program of work for a longer period of time, where he/she will write down important principles, vision, purpose and guidelines, which he/she will follow from now on as a qualified professional in WBBS training.
- 5.** He/she will also pay special attention to the area of his/her personal career challenges and dilemmas and the clarification of the question: "Is work based basic skills training really what I want to do?" or "Is work based basic skills training my true mission/calling/purpose?"
- 6.** He/she will prepare a short presentation of what was happening during this month. On the last day of training, he/she will have 6-7 minutes to present his/her program entitled 'My personal vision and WBBS training program in the work environment'.
- 7.** He/she will also actively participate in the peer review of presentations and the work of other participants.

Annex 5

The innovative tools for motivation of employees to learn - educational movies

Movies are multimedia tools, especially useful for those adults who have more problems with written texts and therefore easily accept information through video. The main characteristic of the movies is that they involve personal stories of narrators, which are presented in a way that reveal universal/transferrable experiences that different adults can easily identify with. The enthusiasm shown by the main narrators regarding changes that have happened to them is transferable to other learners. Every movie includes concrete guidelines on how to take the first step in order to develop a selected competence. The didactic form of the movie is adapted to vulnerable groups of adults, so the educational content is presented in a very clear and simple way. Movies can be used either for the independent individual learning or as a tool for group work and learning, as warm-up motivation and/or as a summary for repetition.

The user-friendly presentations Educational movies about key competences from the Slovenia provide basic information on key competences in short movies (one movie per key competence) – responses to the real-life needs of individuals in real life situations, for example, in the case of a retired couple, an unemployed man, a young female migrant, a young dropout, etc.

The main focus in the video is on the personal experience of an individual and the development of the particular key competence through some sort of a change the protagonist has undertaken.



Picture: The case of a young migrant woman from the Educational movie on the 'Communicating in a mother *tongue*'



Picture: The case of an unemployed man from the Educational movie on the 'Learning to learn' competence

Educational movies are practical tools for animation and gaining the motivation of learners from various vulnerable groups. They have a motivational character and address learners through role models that have everyday problems but solve them through learning. Introducing a personal story causes the identification of participants in the field of adult education, and learning as the act of a protagonist in a video makes them think: 'I can do it too, I have to do something.'

Emotional personal stories, therefore, engage learners in decisions to take individual actions, for example, they visit educational institutions and get information on learning programs. The educational part of the video is structured in such a way that spectators learn about all the main characteristics of the chosen key competence in a relaxed and humorous way.

Link to education movies (English subtitles):

<https://pismenost.acs.si/en/resources/educational-audio-and-visual-resources/visual-resources/on-the-path-to-a-successful-life/> .

Module 6 | Evaluation and monitoring

1. Introduction to the module

This module concludes the whole andragogy cycle, which has been gradually developed throughout the modules in this Guide. At the same time educator has been directed to take care about the new needs, which emerge during the implemented processes of learning in work environments. In most cases those are latent needs not yet openly expressed, those involved in processes of WBBS learning are often not even aware of them. The evaluation in the WBBS training is not an unnecessary appendix but important step in the development of lifelong learning in work environments.

In the ProfiTRAIN partnership the WBBS training has not been understood as one time activity. On the contrary initial implementations of the WBBS training for employees is a stepping stone leading to a vision exceeding first concrete learning achievements. New research data revealed that (Benefits of Lifelong Learning, 2011) the individual life contexts and his everyday learning projects are important factors of learning processes. However, they are not the only factors influencing learning; important part have also individual orientation and values because they indisputably influence the learning achievement. For the purposes of the learning in the work environments, those factors have to be taken into account too. In line with the processes of adult learning described by Illeris (2004) we know: that adults are motivated to learn what make sense to them or is meaningful for them; they learn in such a way that they link new knowledge with the existing one or with the experiences they gained; that they want to (and have to) take responsibility for their learning if this opportunity is at all given to them and they are sufficiently motivated for learning.

Therefore, this module concentrates on rather difficult task: adult educators are trained to perform evaluation and self-evaluation. Important goal of the holistic curriculum is, as already pointed out, to train a competent educator who understands why evaluation is such a key phase of WBBS process.

Our intention is to train the adult educator to be able to weight the importance and the benefits of evaluation data with the representatives of the company. In addition to be able to recognise the opportunities for new training programmes in the evaluation data. Furthermore, to be able to clearly figure out in what way and to what extend the training programme helped the employees perform better at work. And last but not least, to be able to prepare individual record of learning achievements for employees which will strengthen their positive learning experiences and will have a meaning and value for the company and for individual career development.

The participants emphasised as valuable that such high importance is attached to evaluation in WBBS- training and were very impressed by the models introduced in Module 6/Self-learning Manual.

(Implementation of training of the trainers for WBBS; bbb, Dortmund, Germany, September 2019)

2. Aim

This module aims to equip teachers with skills, didactic procedures and knowledge about work environment for independent evaluation and realisation of education. It will provide guidance to trainers on how to conclude WBBS training, with particular attention to the evaluation methods. Thus, trainers will manage to form a practical plan of realisation for a concrete group. An additional aim is to further strengthen the professional identity and career development of educators.

3. Objectives

Main objectives in knowledge and skills:

- They will be able to prepare a custom-made evaluation and to individualise it.
- They will acquire skills of merging new knowledge with the needs of a given workplace.
- They will acquire specific didactic knowledge for adult learning work in their work environment.
- They will know how to provide learning transfer.
- They will know how to communicate evaluation processes to the parent organisation.
- They will become familiar with evaluation techniques.
- They will appropriately apply different evaluation methods and tools, which they will adjust to their work environment (e.g. evaluation models).

The module's objectives in regard to personal growth and consolidation of professional identity of teachers:

- Trainers will be more empowered to conduct evaluation processes which will consequently allow for more personal growth.
- Their professional identity will be strengthened due to new knowledge and experiences.
- They will understand more clearly their role and position in their own work organisation (the educational institution which is in charge of carrying out the education on work-based basic skills training).

All the participants felt themselves competent enough for the monitoring and evaluation of the training and learners' satisfaction. More discussion was led about informing the employers to motivate them in future training and the value of evaluation for home training institution.

(Implementation of training of the trainers for WBBS; ERUDICIO, Czech Republic, November 2019)

4. Target groups

This module is intended primarily for more experienced trainers who wish to practice their profession within a company. Therefore, the target groups are adult education practitioners involved or wish to be involved in work-oriented basic skills (WBBS) which can include:

- Trainers of trainers; those who have been providing training but wish to enter a more specialised field.
- Adult Educators; those who indirectly provide learning transfer to adults that work in industries.
- Adult Centre Coordinators; those who directly manage adult educators or groups of trainers.
- Consultants; those experienced consultants in adult education who are able to influence policy.
- Experts who work in educational institutions and play an important role in the WBBS process such as door openers or project managers.

5. Acquired competences

After this module, participants will be able to:

- Identify scopes, interests and methods of evaluation
- Establish criteria that should be used to judge the merit of an evaluation object
- Understand by what standards should the evaluation be judged
- Plan all the phases of an evaluation:
 - The analysis phase
 - The design phase
 - The development phase
 - The implementation phase
 - The course after completion
- Know how results of the evaluation should be presented.

6. Special didactical requirements

- This module should consist of a minimum of 6 pedagogical hours to a maximum of 15 pedagogical hours to allow for further expansion of the module and to delve into greater depth.
- The work environment requires major didactic adjustments due to very variegated factors, needs and obstacles. Trainers should first prepare action plans on the level of programme, which should be followed by programmes tailored to individuals.
- Trainer needs to be flexible and follow the overall framework and adjust it freely to specific concrete needs as they appear.
- The modular basis of training enables its participants to carry out either sections of this modules or the module in its entirety. Experienced trainers might already be familiar with some processes described in this module, however, it allows for further development as examples of current scenarios are given.

7. Content structure

This section is not to be considered as the ideal evaluation plan as trainers can adapt content according to different work situations. It should also be noted that, like any other evaluation plan, the results of the assessment of one phase may help the trainer to improve the course while it is still ongoing. The choice of the data gathering process is also in the hands of the trainer. For example, the trainer acting as evaluator, might decide to use a qualitative research approach using interviews with employees rather than a Likert-scale end-of-course survey. It is strongly recommended that the trainer-evaluator refers to the previous modules when creating the evaluation questions.

Topics	Duration
1. Introduction and Overview	1 pedagogical hour
2. Evaluation Models	1 pedagogical hour
3. Evaluation Models Feedback and Brainstorming	½ pedagogical hour
4. Plan for Evaluation	1 pedagogical hour
5. Stages of Evaluation	2 - 4 pedagogical hour
6. Consolidation	½ pedagogical hour

Topic 1: Introduction to the Evaluation Concept of WBBS and Overview

The tool "Introduction to the Evaluation Concept of WBBS and Overview" has been created as an example of how the trainer can organise content structure of the following topics (see Annex 1).

In the introductory part participants are expected to get sufficient knowledge of:

- Different concepts of evaluation during WBBS training.
- The importance of evaluating training.

The participant will be able to:

- Introduce what is evaluation.
- Understand the role and function of evaluation.
- Recognise the expectations of WBBS evaluation.
- Define the context of evaluation.

By the end of the module the participant will be aware of:

The importance of tailor-made approaches to evaluation due to the lack of literature.

Duration: 1 pedagogical hour.

Topic 2: Evaluation Models for practitioners

The tools "Evaluation Models for practitioners" have been created as an example of how the trainer can organise content structure of the following topics (see Annex 1).

The participants will receive basic knowledge of:

- Different evaluation models that can be used in the different WBBS setting.
- The stages of all different models and how to best adapt them.
- The pragmatic approach to evaluation that needs to be adopted to the WBBS process presented in this module.

The participant will be able to:

- Understand the different processes used in each model and its purpose.
- Understand the different roles that an evaluator can have in the evaluation process.
- Be able to compare and contrast different evaluation models available to practitioners.

By the end of the module the participant will be aware of:

- The Kirkpatrick Model.
- The Gruwe Evaluation Approach.
- The ADDIE Model.
- Stephen Brookfield's four-lens model.
- Indicators of a course effectiveness.

Duration: 1 pedagogical hour.

Topic 3: Workshop – Feedback on evaluation models

The trainer will facilitate a group discussion and brainstorming maps in preparation for a working plan for the evaluation of a WBBS learning initiative.

By the end of the module the participant will be able to consolidate and prepare the rationale for the next topic:

- What is the purpose of the evaluation?
- What resources are available?
- Who is the evaluation for?

Duration: ½ to 1 pedagogical hour.

Topic 4: Plan for Evaluation of WBBS

The participant will receive basic knowledge of:

- The market analysis that is needed within the work environment to adapt training accordingly.

The participant will be able to:

- Explore different roles that s/he are to assume during the evaluation process.
- Recognise the competences of an evaluator and self-evaluate (internal / external evaluation).
- Develop critical awareness (if evaluating his or her own program).

By the end of the module the participant will be aware of:

- The accountability and effectiveness of the training plan.

Duration: 1 pedagogical hour.

Topic 5: Different Stages of Evaluation

The tool "Introduction to the Evaluation Concept of WBBS and Overview" has been created as an as an example of a template evaluation plan. The template presented here is not to be considered as the ideal evaluation plan but adaptation can take place.

The participant will receive basic knowledge of:

- The different stages of evaluation.

The participant will be able to assess:

- Whether the training is built around the needs and aspiration of the key stakeholders.
- The appropriateness of the teaching and learning material against the intended learning objectives of the training.
- Assess and identify the potential shortcomings of the training.
- The effectiveness of the WBBS training to understand whether the performance at work changed for the employees.

By the end of the module the participant will be aware of:

- The analysis phase (Annex 3).
- The design phase (Annex 4).
- The development phase (Annex 5).
- The implementation phase (Annex 6).
- The course after completion (Annex 7).

Duration: 2 - 4 pedagogical hours.

Topic 6: Consolidation

By the end of the module the participant will be able to present case studies and reflections to further develop the working process of evaluation for WBBS (see the example in the annex 2).

Duration: ½ pedagogical hour.

8. Tips for facilitators

Recommendations for facilitators when planning the content and the implementation of this module:

- Getting to know the participants, giving an overview of the objectives and understand their expectations is highly recommended at the beginning of the course. This can be done through discussions and / or a survey.
- Once knowing the participants' needs and motivations to learn, being flexible and adjusting the curriculum to accommodate the participants, will help the facilitator engage the participants and achieve better outcomes. Moreover, gaining the participants' trust will lead to the participants' being more receptive and take part in the sessions.
- The facilitator should also keep in mind the needs of the participants' future clients, i.e. the companies and therefore, merge both the needs of the participants and the needs of companies.
- It is important for the facilitator to plan ahead and use interesting and visual activities as the example of Slido.com in this Module's Annex to encourage participation. Group work is also suggested throughout. Therefore, when planning the curriculum, it is vital to have an introduction, an activity and the consolidation at end for each topic.
- Finally, evaluation must be kept in mind during the whole of this module and evaluating the group's achievements is beneficial for both the facilitator and the participants. This can be done through a feedback form, a class discussion or a focus group for example. It can be done briefly at the end of each session and then thoroughly at the end of the Module.

The most important elements for the participants in this section were the understanding of the concept and the objectives of the evaluation but also the choice of the tools for its realization, while the most difficult part of the unit was the design of the evaluation.

*(Implementation of training the trainers for WBBS;
ERGANI, Greece, January 2020)*

9. Annexes

Annex 1

The lesson plan for the topic 1: Introduction to the evaluation concept of WBBS and Overview

(Heading)	(Sub-heading)	Date: _____
Topic: Introduction to the evaluation concept of WBBS and Overview		Duration: 30 mins
Aim: To acquaint trainers to the concept of evaluation during WBBS training		
Learning objectives: <ul style="list-style-type: none"> • To introduce what is evaluation • To understand the role and function of evaluation • To recognise the expectations of WBBS evaluation • To define the context of evaluation 		
Module Unit: <u>Introduction:</u> <ul style="list-style-type: none"> ○ Brainstorming: "What is evaluation?" ○ Defining evaluation ○ Overview of literature review <u>Activity - Context:</u> <ul style="list-style-type: none"> ○ *Tool - Web resource, Slido.com will be used to provide a sketch to the context in which WBBS programmes are implemented and the function they are expected to fulfil. ○ Examples of questions that can be used in the tool: <i>(to be expanded)</i> <ol style="list-style-type: none"> 1. Lack of skills and qualifications lead to lack of labour market opportunities. True or False. Discuss. <ul style="list-style-type: none"> - <i>(To discuss the importance of skills and qualifications).</i> 2. Are there WBBS surveys carried out? <ul style="list-style-type: none"> - <i>(To address the gap of literature about evaluation)</i> 		Assessment Description <ul style="list-style-type: none"> <input type="checkbox"/> Participants contributed during brainstorming and discussions. <input type="checkbox"/> Participants understood the function and importance of evaluation throughout the training process. <input type="checkbox"/> Participants found the questions and tools provided to be useful.

<p>3. 1 in 4 adults / 1 in 8 adults / 1 in 10 adults lack digital skills. Choose one of the above.</p> <ul style="list-style-type: none"> - (To provide data and to provoke thought on why WBBS training and evaluation is important) <p><u>Consolidation:</u></p> <ul style="list-style-type: none"> - Discussion on what was of interest to the participants during the session. - Emphasis on the importance of tailormade approaches to evaluation due to the lack of literature. 		
Reflection & Next steps*		
<u>Activities that worked</u>	<u>To be revised</u>	<u>Further Comments</u>

Annex 2

An example of a story to be at hand for reflection

Situations such as this described in the story below happen to the best of us, even to those who do work intensely, alone, or with other educational and HR experts, to plan, design, develop and implement a training programme.

(Based on a true story!)

It was his last day at the shipyard. The trainer packed the participant-workers' learning diaries. In the 'notes' section of his diary one student, Angelo, wrote: 'I'm not sure I can say that this was a good course. I know the trainer worked hard, but I always felt that I did not fit in. I could hardly cope with the demands of the course, and the commitments at home. I will not participate in such a course again.' The trainer was not happy with this comment. What did he do wrong? Was it the pedagogy he used? Was it the design of the course? Was it the assessment process? Did he give this student enough time and space within the course to express his feelings? Were the worker's experiences and lifeworld valued in the course?

Reflection tips:

- How can we ensure that the course is adequate to the requirements of the key stakeholders?
- How can we ensure that, if the course did not reach the expectations of all those involved it can be improved for future delivery?

Annex 3

Stage 1 Evaluation at the Analysis phase

Key Objectives

Establish

1. the **intended purpose** of the evaluation plan.
2. who will evaluate the WBBS initiative (see below).
3. the evaluation **methodology/ies** (Quantitative, qualitative or both) that should be used.
4. the effectiveness of the **market analysis**.
5. the **'trigger'** (need) for learning.
6. the costs that will be incurred (if any) for the evaluation of the programme.

Sample Questions

- What is the key audience for the evaluation?
- **Was the course triggered by an authentic learning need** or was the course created before a need was established and then sold to the business/owners/learners?
- Who determined the need for the WBBS initiative?
- Was the **market analysis** (see Module 2) effective?
- Will the trainer be the evaluator?
- What data is available and what data will need to be collected?

Your Evaluation Questions

- 1.
- 2.
- 3.

Annex 4

Stage 2 Evaluating the Design phase

Key Objectives

Determine whether

1. the needs and aspirations of the key stakeholders were addressed by the course.
2. the design of the course was pedagogically strong.
3. whether enough resources were dedicated to the course.

Sample Questions

- Where the needs and aspirations of **all** the employees addressed in the design process?
- Who determined the need for the WBBS initiative?
- Was the **market analysis** (see Module 2) effective?
- Will the trainer be the evaluator?

Your Evaluation Questions

- 1.
- 2.
- 3.

Annex 5

Stage 3 Evaluating the Development phase

Key Objectives

Determine whether

- the teaching and learning material are well-suited to reach the learning outcomes of the programme.
- the technological resources at the workplace are sufficiently good for the WBBS programme.
- the learning process is inspired by adult learning theories and methods of good practice

Sample Questions

- Is the course well-paced?
- Are the assessment rubrics well-defined?

Your Evaluation Questions

- 1.
- 2.
- 3.

Annex 6

Stage 4 Evaluating the Implementation Phase

Key Objectives

Determine whether

- all the students are satisfied with the course content and pedagogy.
- the strategy to motivate students is successful.
- activities undertaken during the course had an impact on the enrolment in the course?
- the selection process of the trainer/s was effective.
- the programme has laid the ground for more effective work or job-seeking by the unemployed or for an increase in productivity

Sample Questions

- Where the needs and aspirations of **all** the employees addressed in the design process?
- Who determined the need for the WBBS initiative?
- Did the trainer clarify expectations, objectives, and criteria of assessment as early as possible in the course?

Your Evaluation Questions

- 1.
- 2.
- 3.

Annex 7

Stage 5 Ex-post Evaluation

Key Objectives

Determine that

- the needs and aspirations of the key stakeholders were addressed by the course.
- the design of the course was pedagogically strong.
- enough resources were dedicated to the course.
- the course was effective on the employees and enterprise.
- the intended outcomes of the programme were reached.

Sample Questions

- Do the key stakeholders consider the course to be successful?
- How much learning was transferred into the workplace?
- What (if any) barriers and/or enablers were there in the workplace to stimulate teaching and learning?
- How much learning is maintained over time?
- What changes should be applied to the course?
- What could have happened if the course was not implemented?
- Is the data gathered robust and ethically acceptable?
- Is the data analysis rigorous and free from bias?
- Were there any unintended outcomes?

Your Evaluation Questions

- 1.
- 2.
- 3.

Conclusion

You have become acquainted with the whole curriculum and numerous justifications which ProfiTRAIN partners carefully selected and discussed. In conclusion we hereby summarised main points and features of the ProfiTRAIN approach.

The ProfiTRAIN professionalisation concept was developed to enable trainers and adult education professionals to implement in-company continuing training programmes that are useful for companies and employees, offer added value and enable employees to engage in lifelong learning.

The training program represents the set of elements, which form a good basis of professional ideas how to act. It includes the curriculum, the conditions, the definition and the special conditions, as well as the objectives, the purpose, who are the participants and their roles in this process.

The gradual merging of personal experiences and theoretical knowledge, take place throughout the entire program.

Characteristics of the curriculum are connectivity and processability, open curriculum, three independent parts of the curriculum, professional development and process design of the curriculum - the time factor. It is planned that after the first and the second unit the provider of the program should enable the participants at least one month's break, which has a very important didactic and learning function.

The key learning contents of the curriculum are covered in the self-study manual with six thematic modules. Each module is designed as a comprehensive subject-matter unit, which can be offered as an independent part or in combination with several modules or as the entire module package.

The design of the curriculum consist three equal parts: in the first part adult educators gain an insight into the professional dilemmas, in the second part they ponder and thus gain individual insights, be it about personal career processes or about new needs for professional development, and in the last part the spontaneous need emerge to design a personal program, which will enable adult educator to make progress in professional development.

The curriculum is connected of with self-study manual. The basic aim of the self-study manual was to enable those trainers which wish to redirect to this field, regardless of whether they are experienced practitioners or not, to begin familiarising themselves with the basics or the relevant contents which will contribute to their professionalization.

Professional development is a wery important building block of the curriculum, which has to be evenly inbuilt into the entire training program. The main task of this process is to recognise the basics of this field and, on the other hand, all variety of different career styles of the concrete participants in a group.

Insights into one's own professional dynamics will sensitise the participants to the issues which employees experience in their work environment. These issues are one of key points and they represent a challenge when we ponder the development and significance of WBBS.

In regard to professional development, it is also important for a planner or a provider of training to think thoroughly how to provide dynamics or opening of dilemmas about professional development and insights, and how to proceed from them to the need of the prospective trainers to make their commitment or personal program of work in the WBBS training, which is the end result of the entire course.

Different sample tools and examples of good practice were identified and integrated, which serve as good examples for various purposes. These tools or examples of good practice have been selected in order to demonstrate how a face to face seminar can in an innovative way become a lively learning situation.

ProfiTRAIN partners have a vision of joint action on EU level that would make the ideas presented in this project reality. This is especially important in time after pandemic when all strengths are devoted to rapid economic and societal recovery of Europe and the World.

Guide is translated and contextualised into the languages of a partner country, thus in fact six variants of the guide came into being.

Recommendations for future trainers:

- Emphasis on employee motivation "to work on their development", supporting their own initiative.
- Establish the "chemistry" between the trainer and the client/employee.
- Investment in employees training - the benefit for the firm must be clear and visible.
- Shorten the courses in effective way, put emphasis on the practical part.
- Stress on mutual learning from colleagues.
- Respect the history of the company.

*(Implementation of training of the trainers for WBBS;
ERUDICIO, Czech Republic, November 2019)*

Competent trainer knows: how to realise WBBS training for different target groups; how to adapt – the tailor made program to different groups of participants; how to identify characteristics of target group in the working environments; how to perform action research about actual needs of employees and the companies; how to evaluate the results.

Before the end of the training a competent trainer will become aware of: personal professional dilemmas and positions about performing education in work environment, connecting this dilemmas and positions with WBBS principles and finding ways how he could realise the recommended solutions in practice. He will recognise complexity and sensitivity of performing the training in working environment. Experiencing the cognitive twist – dilemmas of personal responsibility and influence of company interests regarding the benefits of employees, as well as his role as mediator in this situation.

Competent trainer will gradually develop emphatic attitude / understanding towards the employees. But also emphatic understanding / insight in the situation and needs of the employer. He will develop stronger personal professional identity and clear insight of his intentions about WBBS training. He will develop authentic counselling and guiding competences throuht the process of learning.

All participants reported that they did systematically rethink their work and practices, they became aware that they need courage to do the necessary steps into unknown.

(Implementation of training of the trainers for WBBS; Slovenian Institute for Adult Education (SIAE), Ljubljana, Slovenia, November – December 2019)

We would like to express sincere thanks to all teachers and other adult educators and trainers of the teachers, who carried out the pilot trainings 'Competent to train Work Based Basic Skills – WBBS' in 6 partner countries. Their rich experiences and valuable considerations represent an important part of this Guide.

ProfiTRAIN partners, June 2020

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