



Trainer The Trainer Programme

A example on how European trainers from VET organisations were trained to construct and organise the training 'All on Board'.



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INTRODUCTION

Train the Training Programme

This train the trainer programme relates to the training 'All on Board', a training on the subject of inclusion for VET teachers, youth workers, attendance officers and practice supervisors in a common work area/region. After following the training the personal guiding skills of these professionals are improved. They have a greater knowledge on the subject of inclusion, are able to use new skills in their own working environment and can increase awareness of an inclusive society in their own organization and region.

With the training manual 'All on Board' and the related guideline 'How to Build inclusive VET', trainers can construct and organise a custom made training, suitable for a local/regional situation. A train the trainer can support trainers in the construction and organisation of their training.

This train the training programme provides an example on how trainers from VET organisations throughout Europe are trained to construct and organise a training, in their own country.

TRAIN THE TRAINER – PROGRAMME

Day 1 - WELCOME AND INTRODUCTION

Location: De Kapel

	Time	What	Goal	Material needed	Trainer
1	15 mn 18.15-18.30	Making acquaintance <u>Working method</u> Short round introduction participants (name, organisation and motivation training)	Making acquaintance	-	Marloes takes the lead
2	30 mn 18.15-18.45	Introduction goal, programme and trainers <u>Presentation</u> The trainer gives an introduction on the goal, structure and programme of the training. (10 mn) <u>Method</u> The trainers interview each other in front of group – questions about role, motivation, experience (20 mn)	Getting introduced to training and trainers	Beamer	Marloes Katja takes the lead
3	120 mn 19.00-21.00	Dinner + participants receive paper history of names, participants will be appointed to seats	Making acquaintance	Paper history of names: https://www.behindthename.com/names/usage/history	Margret takes the lead
4	21.00-22.00	Explore methods of making acquaintance <u>Method</u> The groups stands in a circle with a ball, throw the ball to someone and ask a question: - (round one) work, private/family, experience, hobby/holiday, etc. Any question is ok! - (round two) What stands out for you you when you look at the history of your name? - (Round three) What are your expectations of this train the trainer? (20 mn per round)	Experiencing methods for making acquaintance	A Ball Paper history of names Flip over	Marloes in the lead

Day 2 – INTRODUCTION AND KNOWLEDGE ON INCLUSION

Location: ROC de Leijgraaf

	Time	What	Goal	Material needed	
1	90 mn 09.00-10.30	<p>Introduction project and intellectual output</p> <p><u>Presentation</u> Trainer gives an introduction of the background/content of the project Inclusive and accible VET + training manual/guideline (30 mn)</p> <p><u>Processing assignment</u> The participants explore the training manual and guideline in duo's. Trainers answer questions. (60 mn)</p>	Getting to know the project, the training manual and guideline	PPT presentation Copies of training manual and guideline	Marloes Marloes takes the lead
2	30 mn 10.30-11.00	Coffee break			
3	60 mn 11.00-12.00	<p>Explore methods of making acquaintance</p> <p><u>Method</u> Getting-to-Know-You BINGO (30 mn)</p> <p><u>Closing conversation in group:</u></p> <ul style="list-style-type: none"> • How do you feel about the method explored? • Do you have experience with other methods? • What would you use in your training? Why? (30 mn) <p><i>Perhaps there is time to experience one more method that a participants bring in.</i></p>	Experiencing the methods for making acquaintance Bingo: getting to know each other by asking each other questions, writing down each other's names, and identifying similarities and differences.	http://www.sdca.org/office/girlsonly/toolkit/toolkit/got-02-getting-to-know-you.pdf Bingo cards	Katja takes the lead
4	60 mn 12.00-13.00	Lunch break			
5	60 mn 13.00-14.00	<p>Reflection on the subject Inclusion (in VET)</p> <p><u>Method</u></p>	Participants reflect on own ideas and	Stopwatch/Horn	Katja takes the lead

		<p>Speed-Dating about similarities and differences: every 3 minutes participants talk to a new partner in the group about similarities and differences between each other. Subjects of the small talks are hobbies, sports, cooking, etc (30 mn)</p> <p><u>Presentation</u> Participants watch the movie 'All that we share' (10 mn)</p> <p><u>Closing conversation in group:</u> A discussion about the speed dating and film with the help of the questions:</p> <ul style="list-style-type: none"> • In what ways do we include/exclude people in our minds? • How do you experience inclusion/exclusion in your own environment/organisation? (20 mn) 	experiences with the topic Inclusion	<p>https://youtu.be/jD8tjhVO1Tc</p> <p>Flip over</p>	Marloes takes the lead
6	45 mn 14.00-14.45	<p>Explore the subject Inclusion (in VET) <u>Method</u> Participants explore individually or with colleague from the same country (by using google, guideline etc) the subject Inclusion (in VET). With help of the following questions:</p> <ul style="list-style-type: none"> • What are European definitions developments? • How do we handle the subject in our own organisation/region? • How would I describe the terms Inclusions and VET learners? • In what way inclusive work is possible or not possible in the participants daily working environment? (60 mn) 	Participants get knowledge and opinions on the topic Inclusion		Marloes takes the lead
7	15 mn 14.45-15.00	Coffee break			
8	45 mn 15.00-15.45	<p>Explore the subject Inclusion (in VET) <u>Closing conversation in group:</u> Exchange findings:</p> <ul style="list-style-type: none"> • What does Europe say? • How do you handle inclusion in your own environment/organisation? • Can we come to one description of inclusion and VET learners? • What makes inclusion difficult? 	Participants get knowledge and opinions on the topic Inclusion	Flip over	Marloes/Katja Marloes takes the lead

9	60 mn 15.45-16.45	<p>Individual training plan</p> <p><u>Presentation</u> At the end of the train the trainer, participants should come to an individual training plan, based on the general training manual. The trainer explains this and introduces the format for the individual training plan. (10 mn)</p> <p><u>Method</u></p> <ul style="list-style-type: none"> • Participants have a discussions in three groups: part 1 (Define and plan) 'Introduction and Knowledge on Inclusion' in the manual/guideline – can I work with it as a trainer, what would I do/not do/change? (20 mn) • After that participants take individual time to start making the training personal training plan. (30 mn) 	Participants come to an individual training plan	Format individual training plan (attachment 1)	Marloes Katja takes the lead
10	15 mn 16.45-17.00	<p>Wrap up day 2</p> <p>Group reflection on the day</p>			Katja
11	17.30-	<p>Dinner Restaurant Euterpe</p>			

Day 3 – NETWORKING, STUDENT INVOLVEMENT and GUIDER’S SKILLS

Location: ROC de Leijgraaf

	Time	What	Goal	Material needed	
1	15 mn 09.00-09.15	Programme of the day <u>Presentation</u> Trainer explains programme of the day	Insight in day	Programme overview	Margret
2	60 mn 09.15-10.15	The subject Networking <u>Presentation:</u> Introduction on the subject networking: what is it en why is it important? <u>Method</u> <ul style="list-style-type: none"> • Draw a “picture” of yourself in the middle of the page. Then put names of people you relate to next to your picture. The people who influence you in decisions you put close en others a bit further away on the sheet. Put as many people as you can think about in te sheet. Think about friends, family, colleges, members of your sport club of volunteers work etc. (20 mn) • Same as above but then put a student you know (you may use a different name) in the middle and put names or roles in the sheet. After doing this, discuss with your neighbour why you drew it like this en where you put the parents in the picture etc. You talk to each other about your role and what you can/can’t do in regard to the student and his network. And also talk about how you can help the student to network him/herself. (20 mn) <u>Closing conversation with group</u> <ul style="list-style-type: none"> • Share findings • We can tell of the example of JIM in Oss. What do you think about that? Is that an idea? • Where you aware of your own network? • How can we help youngsters in networking? (20 mn) • We also prepare questions for the students after the coffee break, about guidance and networking. For expample: how do they see their own network en how can you use it? 	Participants raise awareness on the topic of networking.	Presentation on the subject with help of guideline section 4.h Blanc pages A3	Margret takes the lead

3	15 mn 10.15-10.30	Coffee break			
4	45 mn 10.30-11.15	Student involvement Students from Entree talk about inclusion/networking (maybe prepare an interview with some Entree students (t.b.d. with Mark Oldenburg) The students will shortly introduce themselves in the group and will ask them questions.		Preparation with team coordinator	Margret takes the lead
5	60 mn 11.15-12.15	The subject Networking <u>Method:</u> Participants prepare a working method that challenges your own participants. They work in small groups with 3 or 4 people. <ul style="list-style-type: none"> To talk/think about the way they or their organisation works on this subject To exchange good ideas (e.g. on a flip over). Every group at least 1 idea but can be more. What's important in their organisation and region to be able to offer inclusive education? <u>Closing conversation with group</u> <ul style="list-style-type: none"> Do you have experience with other methods? What would you use in your training? Why? (20 mn) 	Participants are challenged to take their role as trainer	Flip over	Katja takes the lead
6	60 mn 12.15-13.15	Lunch			
7	60mn 13.15-14.15	Skills of guiders <u>Method</u> We can start with a movie of Ray Charles (Little Ray goes blind): what guiding skills do you see here? What are skills you need when guiding in inclusive and accessible VET? Everybody works for him/herselves. Put one skill per yellow little paper (Memo) We put the skills on the wall and look at the categories. We talk about it and can compare it with the trainers manual where we talked about the results you want in your training. <ul style="list-style-type: none"> Understanding the importance of the first contact Observation in a professional way Creating trust from the first moment 		Ray Charles: https://youtu.be/ayI2X5zfUAK	Margret takes the lead

		<ul style="list-style-type: none"> - Creating the interpersonal chemistry - Knowing your own limits - Learning to work in multi professional networks - Developing emotional intelligence and behavioural adaptation - Support the student as an active subject - Getting to know each student's background, interests, failures.. - Being aware of the body language - Learning to listen - Learning to recognize and understand students individual needs - Learning to motivate and activate in his/ her own learning process - Learning about positive pedagogy and developing problem solving skills <p>Inventorise – Seligman Movie : we play a part of the film. How much you recognise and do you know with of the skills are relevant for you? Is this a movie you could use of maybay you have another idea.</p> <p><u>Method</u> Classroom or group rules.</p> <p>First step: Each and every one fill the form alone 2.nd step: Students in small groups fill the form 3. step: The whole group together decide the final rules and sign the form</p> <p>Questions in a form:</p> <ul style="list-style-type: none"> - Name of the group - Participants - Group rules (5) - What do we do if someone breaks the rules? - Date & assignments <p>If needed during the school year, leader of the group repeat the rules with the participants.</p>		Method Group rules (attachment 2)	Katja takes the lead
10	14.15-15.15	<p><u>Method</u></p> <ul style="list-style-type: none"> • Participants have a discussions in three groups about the subjects of the day– can I work with it as a trainer, what would I do/not do/change? (30 mn) 			Margret takes the lead

		<ul style="list-style-type: none"> After that participants take individual time to start making the training personal training plan. (20 mn) 			
10	15 mn 15.15-15.30	Wrap up day 2 Group reflection on the day and personalized handshake movie		Handshake movie https://youtu.be/I0jgcyfC2r8	Katja
11	17.30-22.00	Social event – visit monastery hotel De Soete Moeder that offers young people such as job-seekers, drop-outs and students looking for a work placement an opportunity to learn and gain work experience – Guided tour and dinner			Katja Margret Ronald Marc

Day 4 – COMMUNICATION AND GUIDING SKILLS

Location: Gemeente Oss – Anton Jurgenszaal, Raadhuislaan 2

	Time	What	Goal	Material needed	
1	75mn 9.00- 10.15	<p>Welcome and programma of this day Shortly we look back at yesterday: the social event. What was interesting in Den Bosch?</p> <p>We look at the short film of Rita Pierson "Every kid needs a champion"</p> <ul style="list-style-type: none"> • What aspects you recognise of the ones who talked about yesterday? • Afterwards who talk about: what stands out in this movie: • What is important in communication with learners? <p><u>Talking about careers</u></p> <ul style="list-style-type: none"> • <u>Processing assignment</u>: participants have a discussion with the one who is sitting next to them with the help of a question: who or what has been of influence in your own career, what happened because of this person or occurrence? <p><u>Closing conversation with group</u>: the trainer asks the group to share remarkable stories or conclusions w.r.t. the discussions.</p>	<p>See the importance of communication skills in practice with a conversation tool for career guidance</p>	<p>Rita Pierson https://www.ted.com/talks/rita_pierson_on_every_kid_needs_a_champion?language=nl</p>	<p>Katja takes the lead</p> <p>Margret takes the lead</p>
2	10.15-10.30	Coffee break			
3	10.30-11.15	<p><i>Question for participants: Feedback not a subject of this train the trainer but an important subject in your trainer?</i> How would you handle it?</p> <p><u>Presentation</u>: The trainer gives an introduction/presentation about the Career Compass</p> <p><u>Conversation tools for career guidance</u></p> <p>Career compass game, on the floor. We practice some cases: what are the questions you can ask and how does it work best or not so good.</p>		<p>http://www.euroguidance.nl/31_145_4_Career-compass.aspx</p>	<p>Margret takes the lead</p>

	11.15 -12.15	Look at different tools we have in the Netherlands. Practice a career conversation in small groups of 3 persons. We work with a feedback form. And help-questions in english. From euroguidance.			
6	60 mn 12.15-13.15	Lunch			
4	13.30-15.30	Ronald Hunneman – painfull contacts		Head set	Margret takes lead
	15.30-15.45	Coffee break			
10	15.45-16.30	<u>Group discussion</u> <ul style="list-style-type: none"> • A discussions about the subjects of the day can I work with it as a trainer, what would I do/not do/change? (30 mn) • Do we have a speaker/other method in our own country? • After that participants take individual time to start making the training personal training plan. (20 mn) 			Katja takes the lead

Day 5 – QUALITY AND EVALUATION

Location: Gemeente Oss – Anton Jurgenszaal, Raadhuislaan 2

	Time	What	Goal	Material needed	
1	9.00-10.15	<p><u>Presentations</u> Example of VET organisation: ROC de Leijgraaf – Quality and Evaluation Mehtod used</p> <p><u>Working method:</u></p> <ul style="list-style-type: none"> • Guideline Highlights exploration individually or in groups. • Placemat method in three groups: How can you handle this theme as a trainer and what are common thoughts? <p><u>Group discussion:</u> Share the findings from the working method</p>		<p>Guideline</p> <p>Place mat method: http://www.humber.ca/centreforteachingandlearning/instructional-strategies/teaching-methods/classroom-strategies-designing-instruction/activities-and-games/placemat.html</p>	Marloes takes the lead
2	10.15-10.30	Coffee break			
3	10.30-12.00	<p>Positive pedagogy as a guiders mind-set <i>Practice how to guide in positive way.</i></p> <p><u>Working method:</u></p> <ul style="list-style-type: none"> • Participants make pairs and do a roleplay; File attached One is student, one is a guide. Change roles. Some issues are given below. The student: <ul style="list-style-type: none"> - is feeling tired at school - hesitates, if the career is the right one - feels teasing in the classroom - feeling depressed and hopeless - can't concentrate during lessons, too much noise in the classroom - teachers don't give extra attention, even if the student has a personal plan while studies 	Participants learn to understand the importance of solution based thinking	<ul style="list-style-type: none"> • Kaisa Vuorinen –videos, links “Strengths” https://www.youtube.com/watch?v=kspH2RL700Y 	Katja takes the lead

		<p><u>Working method:</u></p> <ul style="list-style-type: none"> • Watching the video “Strenghts” After the role play, the pairs are exchanging each other’s strengths. <p>File attached. Use it OR draw your hand to the paper, or use the form attached. Write 5 strengths to the fingers. Name also those skills, which are needed to develop. Write them down to the wrist.</p> <ul style="list-style-type: none"> • Discuss about your strengths with a pair. If you know your company well, you can also name his/her strengths • Watching the videos “Perseverance” & “Never give up” 		<ul style="list-style-type: none"> • Incredible perseverance of the puppy dogs;https://www.youtube.com/watch?v=GpxrgLT9Pal • Powerful Inspirational true story...Never give up! https://www.youtube.com/watch?v=kZIXWp6vFdE <p>Guideline GL: 4.h</p> <p>Attachment 3 Role play</p> <p>Attachment 4 Hand drawing</p>	
6	60 mn 12.00-13.00	Lunch			
4	13.00-15.00	<u>Group discussion + personal plan</u>			

		<ul style="list-style-type: none"> • A discussions about the subjects of the day can I work with it as a trainer, what would I do/not do/change? (30 mn) • After that participants take individual time to start making the training personal training plan. (20 mn) 			
	15.00.15.30	<p>Evaluation + closure</p> <p>Questions for the participants:</p> <ul style="list-style-type: none"> - What ideas willl bring back home? - Did I get tools enough for my own training? - What was the best part during the Train to trainees- week? -What new ideas did I get? -Tips for the trainers -Free comments <p>Closing the training</p>		Big paper sheets to fill. Answers collected afterwards.	



ATTACHMENT 1 FORMAT INDIVIDUAL TRAINERS PLAN

Day 1

SUBJECT(S):

DATE:

LOCATION:

	Time	What	Goal	Material needed	Trainer
1					
2					
3					
4					



Day 2

SUBJECT(S):

DATE:

LOCATION:

	Time	What	Goal	Material needed	Trainer
1					
2					
3					
4					



Day 3

SUBJECT(S):

DATE:

LOCATION:

	Time	What	Goal	Material needed	Trainer
1					
2					
3					
4					



Day 4

SUBJECT(S):

DATE:

LOCATION:

	Time	What	Goal	Material needed	Trainer
1					
2					
3					
4					



Day 5

SUBJECT(S):

DATE:

LOCATION:

	Time	What	Goal	Material needed	Trainer
1					
2					
3					
4					

ATTACHMENT 2 GROUP RULES

Name of the group;

Participants;

Group rules;

1.

2.

3.

4.

5.

What do we do if someone breaks the rules?

Date & assignments;

ATTACHMENT 3 ROLE PLAY

ROLEPLAY – developing guiding skills

Participants make pairs and do a roleplay; One is student, one is a guide. Change roles. Some issues are given below. You can write your marks here, if needed.

Student;

- is feeling tired at school

- hesitates, if the career is the right one

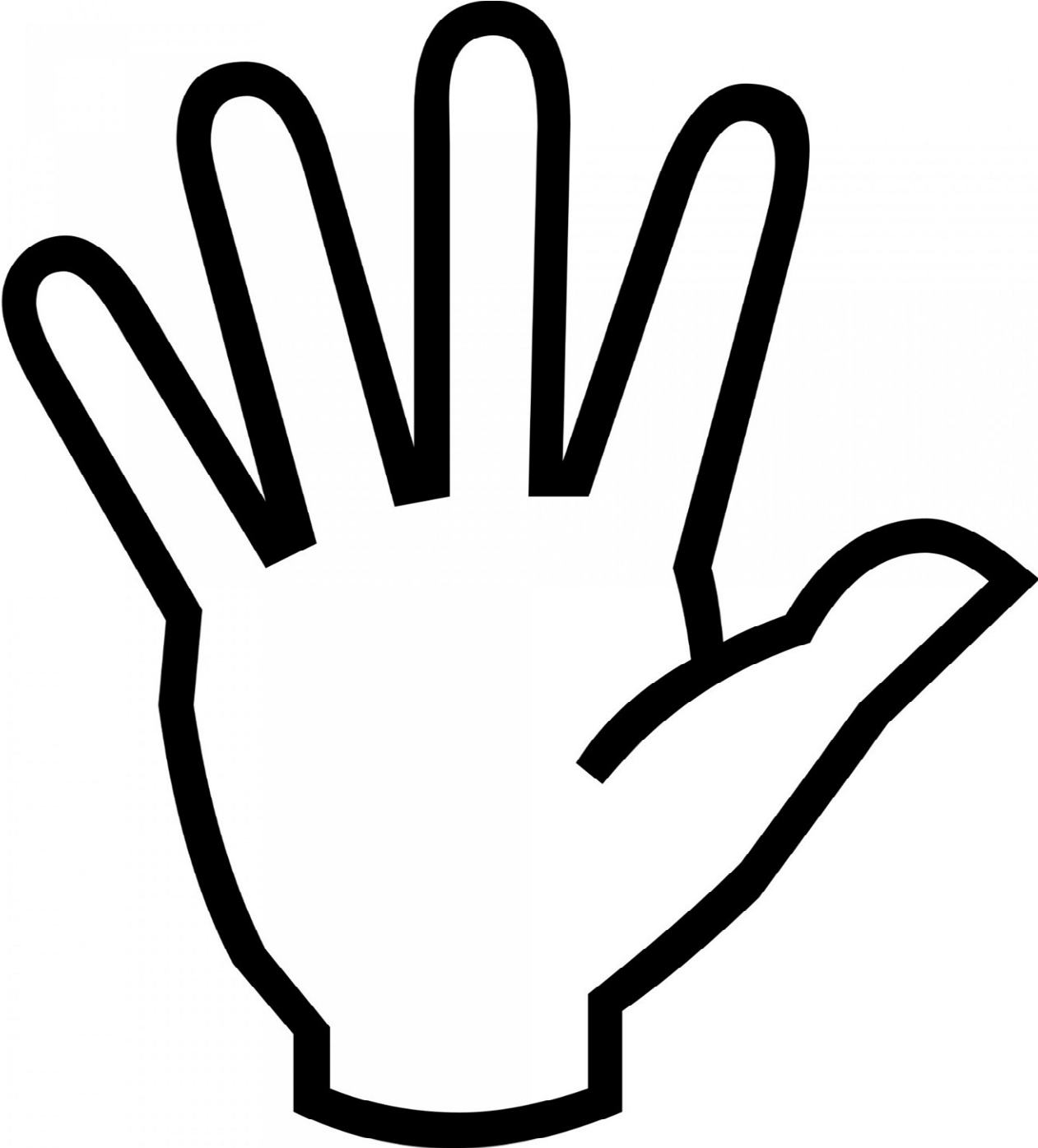
- feels teasing in the classroom

- feeling depressed and hopeless

- can't concentrate during lessons, too much noise in the classroom

- teachers don't give extra attention, even if the student has a personal plan while studies

ATTACHMENT 4 HAND DRAWING



Challenges: