

# Definition of the Training and Certification Model (IO4)

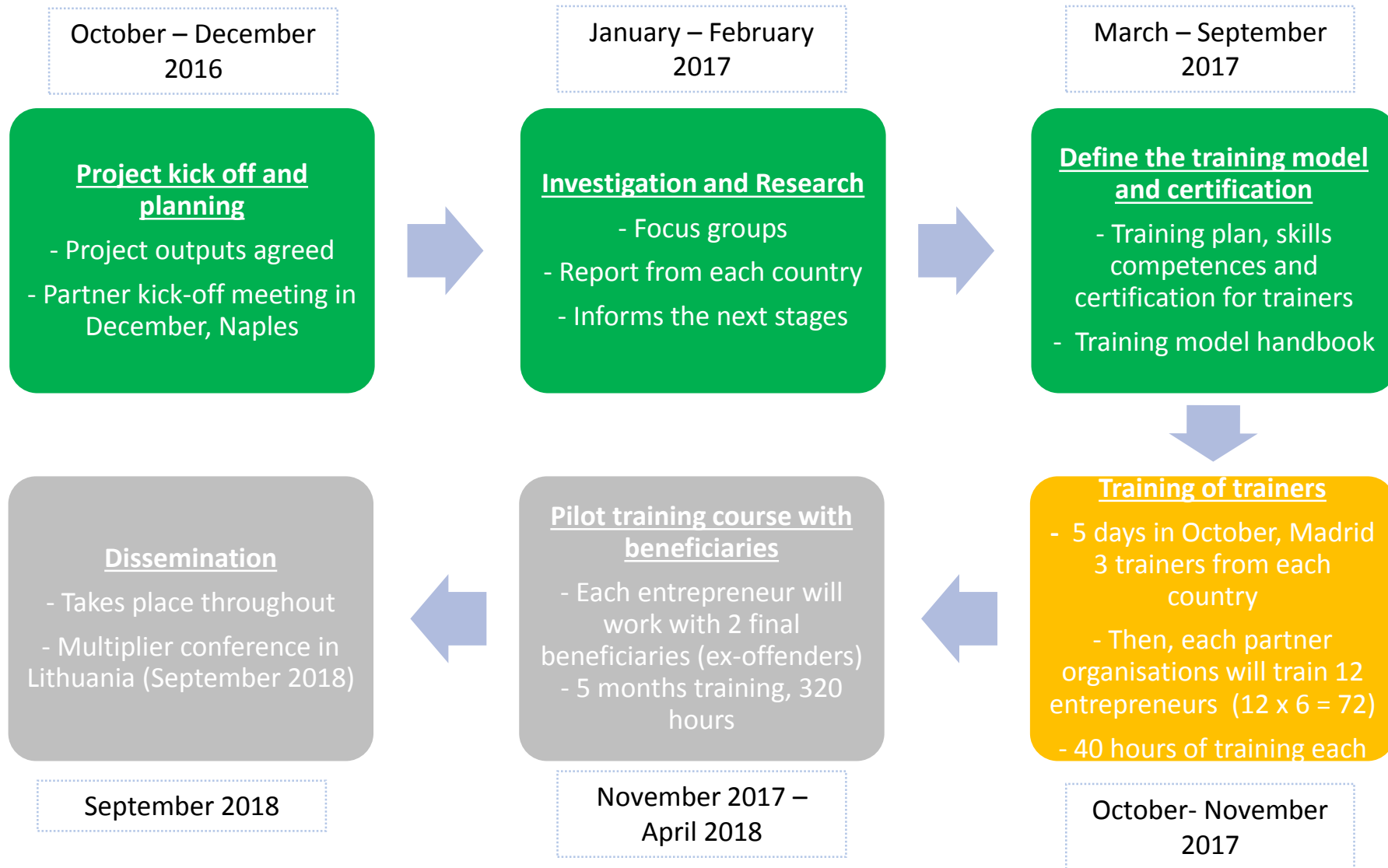
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# Agenda

- INforEX project plan
- IO4 Overview
- Handbook development process
- The Proposed Training Programme and Methodology
  - Part 1: Training Model
  - Part 2: Skills Certification
- Discussion

# INforEX project plan

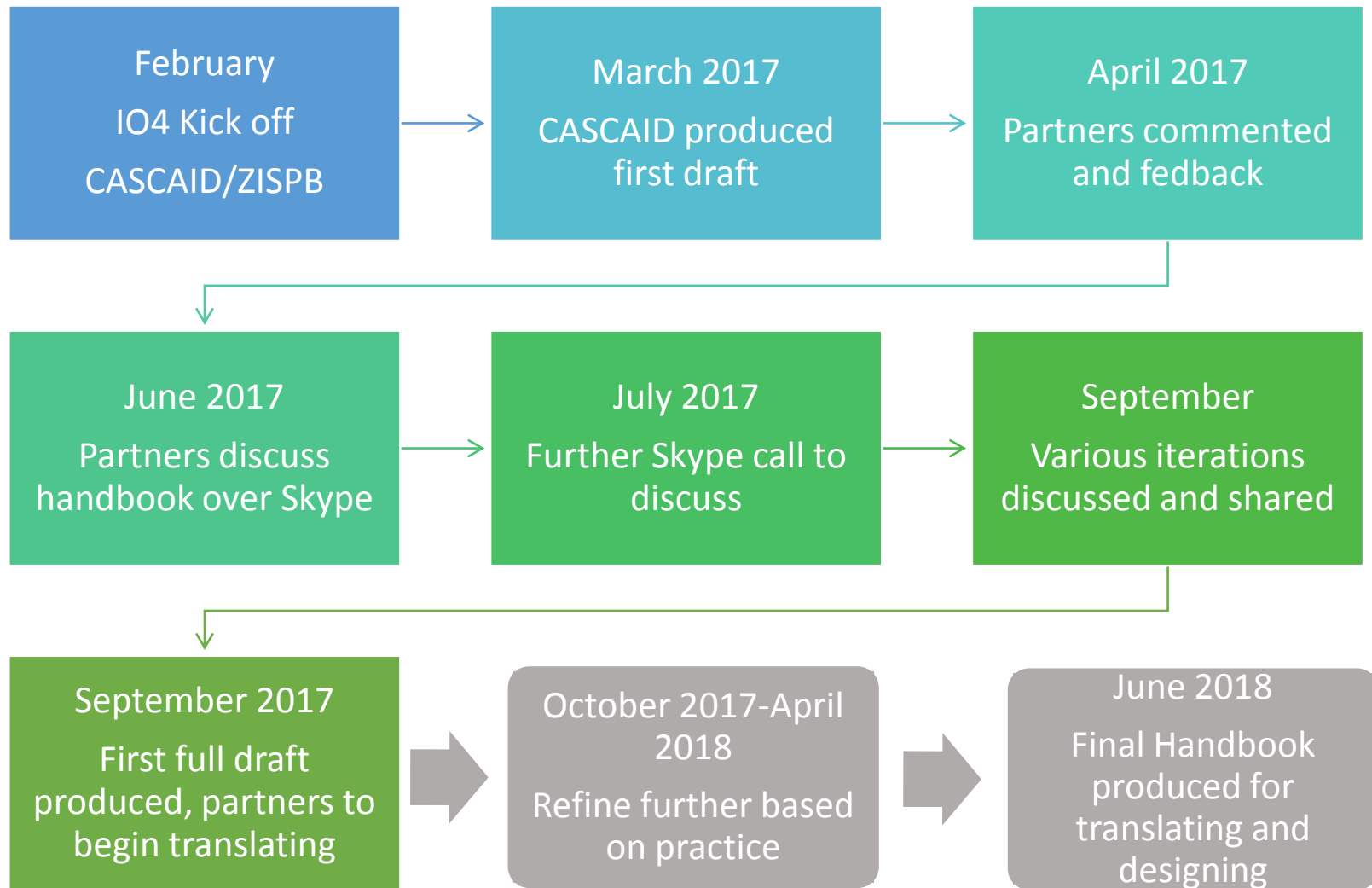




# IO4: Overview

- Prepare provisional version of the **training methodology and certification system**
- Produce a first draft
- Two digital handbooks:
  - ‘Training model handbook’
  - ‘Adult skills certification methodology handbook’
  - Approx. 60 pages in total
  - Edited in English and translated into partner languages
  - Published on the project website

# Handbook development process



# Proposed Training Programme and Methodology



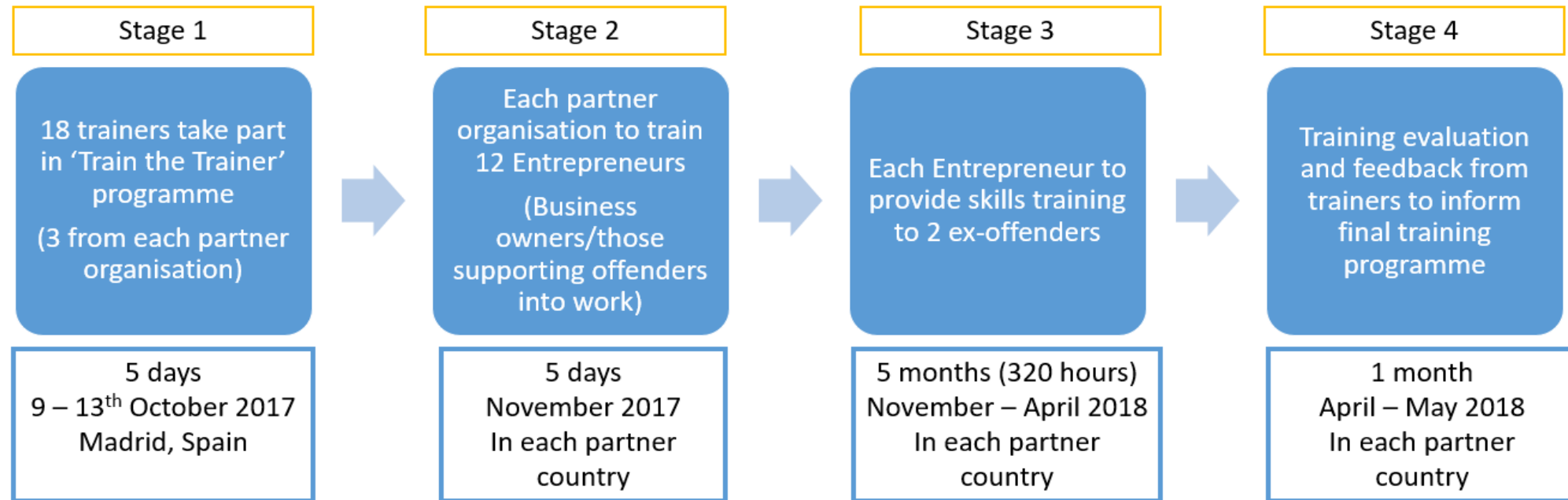
# Summary of participants

Partner	Tutors	Entrepreneurs	Ex-offenders/Prisoners
ZISPB (Lithuania)	3	12	24
Eurosucces Consulting (Cyprus)	3	12	24
CASCAID (UK)	3	12	24
Cafe Lazarelle (Italy)	3	12	24
Collegium Balticum (Poland)	3	12	24
GINSO (Spain)	3	12	24
<b>Grand total</b>	<b>18</b>	<b>72</b>	<b>144</b>

# Glossary of terms

- **INforEX** - INforEX stands for 'Innovative ways of including low qualified ex offenders and ex prisoners to labour market' and is the short hand title of the project.
- **Partner organisations**- These are the six organisations involved in leading the INforEX project. They are; VšĮ Žmogiškųjų išteklių stebėsenos ir plėtros biuras (ZISPB), Lithuania, CASCAID Ltd, UK, GINSO, Spain, Collegium Balticum, Poland, Eurosuccess Consulting, Cyprus, Café Lazerelle, Italy.
- **Trainee / Final beneficiary** - The trainees referred to in this handbook and across the INforEX project are the ex-offenders and ex-prisoners who will benefit from the non-formal training course.
- **Trainer** - The trainers are the employees from the organisations that are responsible for the trainees for the 5 month non-formal training programme. They oversee the work of the trainees and conduct review meetings and reports to partners.
- **Employer / Entrepreneur** - The organisations who host the trainees, provide the work experience and overall responsible for the trainees on their premises.
- **Tutor** - The tutors are the employees from the INforEX partner organisations who train the trainers (employers or their representatives) to deliver the programme with the trainees.

# Part I: The Training model



## Stage 1

18 trainers take part  
in 'Train the Trainer'  
programme  
(3 from each partner  
organisation)

5 days  
9 – 13<sup>th</sup> October 2017  
Madrid, Spain

- 5 days training (40 hours)
- Madrid, tutors from Partner organisations
- Learning event
- 3 participants from each partner (some will replicate on return country)
- Objectives:
  - To leave with understanding of the project methodology
  - Knowledge of training entrepreneurs on the programme
  - Understanding of working with ex-offenders

## Stage 2

Each partner organisation to train 12 Entrepreneurs  
(Business owners/those supporting offenders into work)

5 days  
November 2017  
In each partner country

- Replicates the training in Madrid
- 5 days training (40 hours)
- 2 entrepreneurs from each partner country
- Objectives:
  - To leave with understanding of the project methodology
  - Knowledge of training entrepreneurs on the programme
  - Understanding of working with ex-offenders
  - Ready to implement pilot training programme

### Stage 3

Each Entrepreneur to provide skills training to 2 ex-offenders

5 months (320 hours)  
November – April 2018  
In each partner country

- Introductory training with ex-offenders completed by partners (2-3 days)
- Matching of ex-offenders with employers (24 in each country)
- 5 months on the job training (320 hours)
- Certification methodology (based on EQF level 3)

#### Stage 4

Training evaluation  
and feedback from  
trainers to inform  
final training  
programme

1 month  
April – May 2018  
In each partner  
country

- Entrepreneurs to complete documentation and provide feedback throughout training
- Ex-offenders and entrepreneurs to provide feedback
- Partners to collate comments and produce updated handbook
- Final project report with analysis of the project and recommendations

# Part II: The Skills Certification

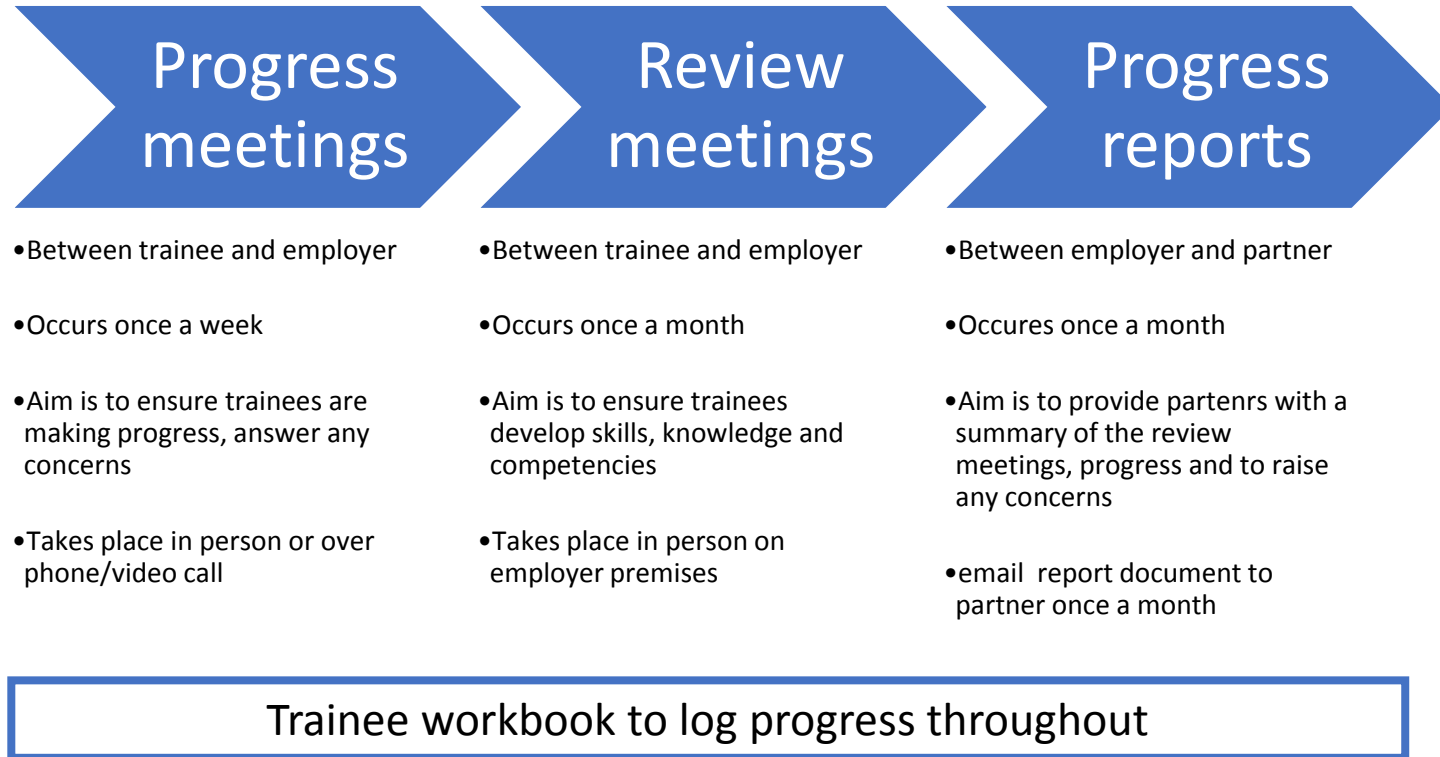
- Based on level 3 of the European Qualifications Framework:

Level 3	Knowledge of facts, principles, processes and general concepts, in a field of work or study	A range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information	Take responsibility for completion of tasks in work or study; adapt own behaviour to circumstances in solving problems
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- Partners work with entrepreneurs to develop a Job description for each beneficiary, outlining:
  - Skills
  - Competences
  - Knowledge
- The Job description will form the basis for progress reviews and certification
- A certificate will be awarded to beneficiaries at the end of the training, outlining skills gained



# Skills Assessment process



# Example Job Description



## WAITER

### JOB DESCRIPTION:

Aims: be able to serve customers in public places (bars, restaurants, hotels). Waiter welcomes people, keeps orders giving information about the menu dishes and the best wines for them. S/He also has to communicate with the kitchen and ensure about the timeliness and accuracy in the dish preparation. Waiters carry the dishes and drinks to the tables, respecting the right order, set and clear tables, give bills and cash money, if it's requested.

Job context: waiter works in caterings, restaurants, lunchrooms and in the hotels. S/He can work with different kinds of agreements (part-time, full-time, termination agreements, call agreements, etc.). In small work places, a waiter refers to the owner mostly, that organize all services, to the cook and to the other waiters. In big places waiter works with the maitre and the restaurant's director, too. The weekly hours can change, depending on the type of organization, the season, the day of the week. However it's common give and ask supply overtime work (for example holiday work and night shift).

Behaviors: good manual skill, orientation to customers, communication and listening skills, negotiation and relational skills.

### MACRO SKILL: HOW TO SET TABLES AND ROOMS

- Apply standards to set tables and commensals (Practical)
- Apply rules about food hygiene and safety (Practical)
- Apply techniques to prepare and set tables (Practical)
- Standards about tables placement (Knowledge)
- Standards about restaurants' room preparation (Knowledge)

### MACRO SKILL: HOW TO SERVE TABLES CORRECTLY

- Gastronomy's elements (Knowledge)
- Couple food and drinks (Practical)
- Serve wines and alcoholics (Practical)
- Welcome the customers (Practical)
- Set the tables (Practical)
- Serve food and drinks (Practical)
- Apply restaurant's room rules (Practical)
- Wine presentation and description (Practical)
- Use the right tools to serve food (Practical)
- Use the right tools to cut food (Practical)
- Enology elements (Knowledge)
- Cooking elements (Knowledge)
- Use informatics or manage orders (Practical)
- Manage restaurant's services (Knowledge)



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# Example weekly progress form

Weekly Progress Form	
Date of week: _____	
<b>Trainee Details</b>	
Name	
Job title	
<b>Trainee Information</b>	
Organisation Name	
Contact name	
<b>Weekly Report Update</b>	
Please list 3 skills you have learnt this week (refer to the job description in your workbook)	1. _____ 2. _____ 3. _____
Please list 3 examples of knowledge you have gained (refer to the job description in your workbook)	1. _____ 2. _____ 3. _____
Please indicate 3 competencies you have demonstrated this week? (refer to the job description in your workbook)	1. _____ 2. _____ 3. _____
Description of the activities performed this week (in detail)	
Review of attendance this week	Excellent Good Poor
Have there been any barriers or issues this week?	

# Example monthly review report

Monthly review meeting Form	
Month: _____	
<b>Trainee Details</b>	
Name	
Job title	
<b>Trainee Information</b>	
Organisation Name	
Contact name	
<b>Monthly review</b> (review of progress to date against the set of skills, knowledge and competencies outlined in the job description)	
<b>Skills</b>	<b>YES / NO</b>
1. Working with machinery	
<b>Knowledge</b>	
1. Understanding the safety procedure to operate machinery	
<b>Competencies</b>	
1. Ability to work successfully in a team	
Review of attendance this month	Excellent Good Poor
Have there been any barriers or issues this month?	
Key objectives/areas to work on next month:	
Any other comments?	



# Example monthly progress report

## Employer Monthly Progress Report to Partners

Month: \_\_\_\_\_

Company Information	
Organisation Name	
Contact name	
Contact email	
Contact phone	
Trainee Information	
Name	
Job title	
Report Update	
Please comment on your satisfaction with the following:	
Trainee's Attendance	
Trainee's Behavior	
Trainee's Progress (thinking of particular knowledge, skills and competence the trainee has demonstrated)	
Are there any issues or concerns you would like to raise?	
Are there any reasons to believe that the trainee may not successfully complete the training?	
Any other comments?	
Signed	
Signature	
Printed name	
Date	

# Skills Certification

- Using the job description tasks, entrepreneurs will use a simple Y/N system in reviews to log development of skills. For example:

In a waiter's job description, one *skill*, is '*serve food and drinks*'. To assess John:

- Before the task John shows he knows what he needs to perform his Job. (Y)
- Before the task John understands what he will have to do (Y)
- Before the task John can't estimate the time required for his task (N)
- During the task: he performs the job, but he's not able to explain what he's doing and why (N)
- During the task he can ask help (Y)
- During the task he can recognize mistakes (Y)
- After the task he can describe what he has done, even if perfunctorily (Y)
- After the task he's not objective in evaluating his job (N)
- He can perform the job, but he's not able to teach it to other people (N)

(Total: Y=5; N=4)

- Therefore, John has reached 5 of 9 (more than 50%) points and should be certified with the *skill* of '*serve food and drinks*'.

# Closing thoughts

- The handbook is a guide to be amended as the project progresses
- The pilot programme with final beneficiaries will expand in the handbook once determined (IO6)
- It will be designed once the final document is produced
- Welcome feedback and thoughts

# Thank you!

