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**Result O3.**

**A set of educational packages for the instructor and training participant in the field of a new competence "Coordinating the cooperation of the institution providing vocational education and training with external companies, including acquiring sponsors"**

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2023-2024

# **MODULE 1. COORDINATING THE COOPERATION OF THE INSTITUTION PROVIDING VOCATIONAL EDUCATION AND TRAINING WITH EXTERNAL COMPANIES, INCLUDING ACQUIRING SPONSORS**

**Modular unit: M1.U5. Training of vocational school teachers in cooperation with employers**

**SET OF GUIDES  
FOR THE PARTICIPANT AND THE INSTRUCTOR**

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This handbook is a teaching aid for the module unit **M1.U5. Training of vocational school teachers in cooperation with employers** included in the module **M1. Coordination of cooperation between the educational institution and external companies, including the acquisition of sponsors.**

The M1 module also includes four other modular units:

- M1.U1. Acquiring external companies for cooperation and promoting vocational education,
- M1.U2. Creating patronage classes and organising dual education,
- M1.U3. Obtaining support from external companies in the field of equipping workshops and school laboratories,
- M1.U4. Involving employers in vocational exams organized by the school, providing career counseling and preparing students to enter the labor market

which together form the teaching case for the modular curriculum for the course **Coordinating the cooperation of the institution providing vocational education and training with external companies, including acquiring sponsors.**

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## 1. INTRODUCTION

The paper presents a guide for the trainee and the trainer of the professional competence "**Coordinating the cooperation of the institution providing vocational education and training with external companies, including acquiring sponsors**", which was developed in the Erasmus+ project "Leader of external cooperation of a vocational school (LEADext)". The project was co-financed by the European Union under the Erasmus+ Cooperation for innovation and the exchange of good practices Strategic Partnership for vocational education and training programme.

The following results developed in the "LEADext" project formed the basis for the student and tutor guide:

- IO1. Profile of professional competences in the field of coordination of cooperation between the educational institution and external companies, including acquiring sponsors;
- IO2. Modular training programme in the new competence "Coordinating the cooperation of the institution providing vocational education and training with external companies, including acquiring sponsors" in relation to ECVET requirements.

The materials developed as part of the handbook will primarily be used to create an e-learning course and can also be used for classroom teaching.

By learning to carry out the professional tasks assigned to the coordinator for cooperation of an educational organisation with external companies, the trainee will acquire the necessary knowledge and professional skills included in module M1. Coordination of cooperation between the educational institution and external companies, including acquiring of sponsors.

The module is divided into modular units containing, among other things, learning material, review questions, exercises that can be completed online as well as in the desktop version and a progress test, recommended supplementary literature, including self-study.

In the study, teaching materials have been prepared for the module unit **M1.U5. Training of vocational school teachers in cooperation with employers** **M1.U2. Creating patronage classes and organising dual education** included in module M1. Coordinating the cooperation of the institution providing vocational education and training with external companies, including acquiring sponsors.

The M1 module also includes four other modular units:

M1.U1. Acquiring external companies for cooperation and promoting vocational education,

M1.U2. Creating patronage classes and organising dual education

M1.U3. Obtaining support from external companies in the field of equipping workshops and school laboratories,

M1.U4. Involving employers in vocational exams organized by the school, providing career counseling and preparing students to enter the labor market,

The above-mentioned five modular units together form a complete **teaching case** for the modular curriculum for the course **Coordinating the cooperation of the institution providing vocational education and training with external companies, including acquiring sponsors**.

Before starting the training, the trainee should familiarise himself/herself with the prerequisites and the detailed learning outcomes, i.e. the knowledge, skills and attitudes that he/she will acquire on completion of the training within the given modular unit.

The handbook covers issues that the educational organisation's external relations coordinator may encounter in the course of his/her professional duties.

The development of the learning material drew on the experience of project partners in the field of cooperation between educational establishments and external companies. The learning material was supplemented with an online (e-learning) course to be carried out by the trainee himself.

The proposed training can also be delivered in a traditional (classroom, face to face) format. To this end, the trainer conducting the classroom training will be tasked with:

- familiarise yourself with the provisions contained in outcome two of the project, i.e. IO2. Modular training programme in the new competence "Coordinating the cooperation of the institution providing vocational education and training with external companies, including acquiring sponsors" in relation to ECVET requirements;
- preparation of the necessary teaching aids using the materials developed in the project to enable the online delivery of the training.

It is important that the trainee verifies his/her level of competence at entry before learning the module unit. This will be enabled by the provisions outlined in the 'Entry requirements' section.

Once you have familiarised yourself with the content of the individual topics included in the modular unit in the handbook and in the online course, you will be required to complete exercises and a progress test. The test will require the participant to carry out a self-assessment of the knowledge and skills acquired in the respective topic. A positive result of the self-assessment is a kind of pass to the next lesson topic specified in the modular unit. In the case of a negative result, it is recommended to repeat the content covered by the topic included in the modular unit.

In the case of online training, the basis for passing the modular unit will be the completion of a post-test. The test will be made available to the trainee after he/she has gone through all the content and completed the exercises and self-assessment tests included in the modular unit.

**Note:** in the case of educational content where there are references to legal acts, it should be remembered that these are current as of the date of preparation of the study and must be updated. The presented learning content in the modular unit is in accordance with the legal status as of 29.03.2024.

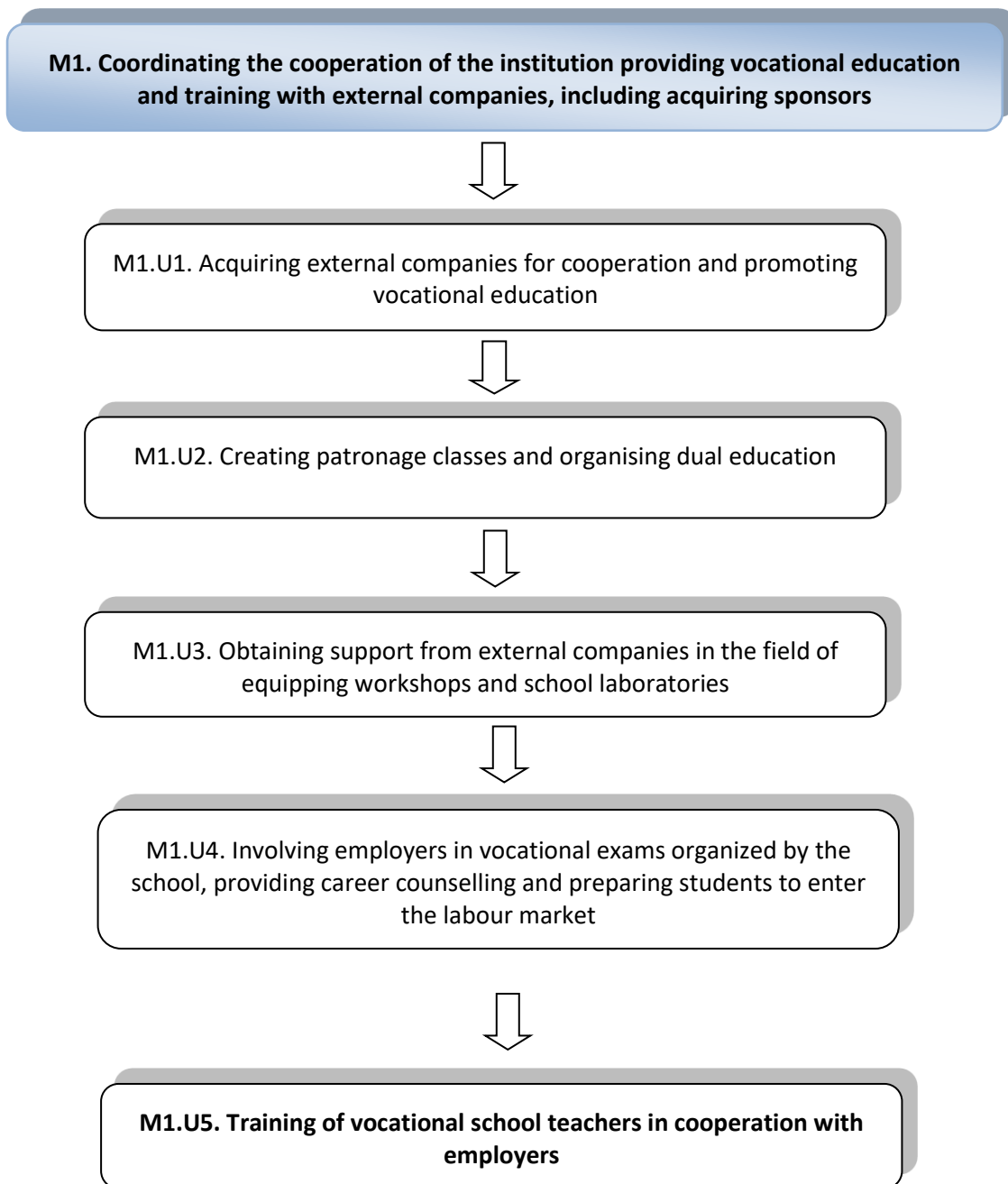
The table below shows the approximate number of hours which, in the opinion of the project partners, are necessary for the participant to master the learning outcomes specified in the individual module units.

Module name	The name of the modular unit	Number of teaching hours			Number of ECVET points <sup>1</sup>
		e-learning activities	Own work	Total	
<b>M1. Coordinating the cooperation of the institution providing vocational education and training with external companies, including acquiring sponsors</b>	M1.U1. Acquiring external companies for cooperation and promoting vocational education	20	15	35	15
	M1.U2. Creating patronage classes and organising dual education	20	30	50	
	M1.U3. Obtaining support from external companies in the field of equipping workshops and school laboratories	20	15	35	
	M1.U4. Involving employers in vocational exams organized by the school, providing career counselling and preparing students to enter the labour market	20	30	50	
	M1.U5. Training of vocational school teachers in cooperation with employers	20	35	55	
<b>Total M1</b>		<b>100</b>	<b>125</b>	<b>225</b>	

<sup>1</sup> As part of the partnership in the project, for calculating the number of ECVET points, it was assumed that there are 15 teaching hours per 1 point. This is due to the fact that in a vocational school there are about 900 didactic hours per year, which in terms of 60 credits gives 15 didactic hours per 1 credit.



From the trainee's point of view, it is important to know the training path recommended by the project partners. This is also shown in the figure below.



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## 2. PREREQUISITES

When starting to complete the programme of modular unit **M1.U5. Training of vocational school teachers in cooperation with employers**, you should be able to:

- suggests alternative solutions to improve work results,
- participate and collaborate with other team members,
- organizes your work productively,
- participate in the team's work and cooperate with other people in the group,
- maintains order in and around the workplace in accordance with established requirements,
- performs tasks effectively.



## 3. TEACHING MATERIAL

### 3.1. Explaining the benefits for companies' involvement in teacher professional development

#### 3.1.1. Detailed learning outcomes

As a result of learning within a topic, you will be able to:

- identifies companies that would be potentially more interested in participating in professional development training,
- recognizes various tools and channels of communication in contacts with enterprises,
- explains the benefits in a clear and concise way,
- designs and monitors the implementation of the communication strategy,
- designs campaigns and promotional activities to advertise benefits for enterprises,
- is aware of best practices at national and European level related to benefits for VET teachers and staff,
- creates a list of benefits for teachers and VET staff,
- able to inspire and convince of the benefits of cooperation,
- organizes consultations among employees of VET organizations,
- can synthesize opinions taking into account feedback,
- lists the staff members within the organization who would benefit most from working with the companies,
- organizes activities to discuss and consult these benefits within the VET organisation,
- coordinates the formulation of strategies of VET institutions in the field of professional development of teachers in cooperation with enterprises, taking into account the opinions of VET staff.



### 3.1.2. Learning material

#### 1. Benefits to entrepreneurs related to involvement in professional development of teachers .

Entrepreneurs can reap substantial benefits by being involved in the professional development of teachers from vocational training and education institutions. Engaging in this kind of partnership fosters a mutually beneficial relationship that enhances both the business and educational landscapes. Here's how entrepreneurs can benefit:

##### Access to a Skilled Workforce

- **Tailored Training:** by participating in the professional development of teachers, entrepreneurs can influence the training of students, ensuring that future graduates possess the specific skills and knowledge required by their industry.
- **Enhanced Talent Pipeline:** when teachers are well-informed about current industry practices, they can better prepare students, leading to a more competent and ready-to-hire workforce for the entrepreneur's business.

##### Innovation and Knowledge Exchange

- **Fresh Perspectives:** entrepreneurs can gain new ideas and perspectives by interacting with educators, who may bring innovative educational approaches or insights that can be applied to the business.
- **Collaborative Problem-Solving:** engaging with teachers who are trained in the latest industry practices can lead to collaborative efforts in problem-solving and innovation, potentially leading to the development of new products, services, or processes.

##### Corporate Social Responsibility (CSR)

- **Community Impact:** supporting the professional development of teachers demonstrates a commitment to the local community and education system, enhancing the entrepreneur's reputation as a socially responsible business leader.
- **Positive Branding:** involvement in education can be a powerful element of a company's CSR strategy, leading to positive publicity and strengthening the brand's image among customers, employees, and partners.

##### Strengthened Industry-Academia Relationships

- **Strategic Partnerships:** building relationships with educational institutions through teacher development programs can lead to long-term partnerships that benefit both the entrepreneur's business and the educational institution, such as research collaborations or joint ventures.
- **Advisory Roles:** entrepreneurs may be invited to join advisory boards or committees within educational institutions, giving them a platform to influence curriculum development and other key decisions that align with industry needs.

##### Cost-Effective Training and Recruitment

- **Reduced Training Costs:** when teachers are up-to-date with industry trends and practices, students

graduate with relevant skills, reducing the need for extensive training once they are hired.

- **Early Access to Talent:** entrepreneurs involved in teacher development programs may gain early access to top students through internships, apprenticeships, or job placements, allowing them to recruit the best talent before their competitors.

#### Increased Business Growth and Competitiveness

- **Enhanced Employee Development:** entrepreneurs can apply the training techniques and knowledge shared with educators to improve their own employee development programs, leading to a more skilled and competitive workforce.
- **Adaptation to Market Changes:** regular interaction with educators who are knowledgeable about the latest industry trends helps entrepreneurs stay ahead of market changes, enabling them to adapt quickly and maintain a competitive edge.

#### Enhanced Innovation Ecosystem

- **Support for Research and Development:** collaborating with educators who are involved in research can lead to new opportunities for R&D within the entrepreneur's business, fostering innovation and technological advancement.
- **Contribution to Industry Standards:** entrepreneurs involved in teacher development have the opportunity to influence industry standards and practices, ensuring they align with the needs of the business sector.

#### Long-Term Business Sustainability

- **Sustainable Workforce Development:** by helping to shape the education of future professionals, entrepreneurs contribute to the long-term sustainability of their industry, ensuring a steady supply of well-trained employees.
- **Economic Impact:** a well-educated workforce drives economic growth, which in turn benefits businesses. Entrepreneurs who invest in education are contributing to the overall health of the economy, which can lead to increased business opportunities.

#### Enhanced Company Culture and Employee Engagement

- **Employee Pride and Engagement:** employees of companies involved in educational development may feel a sense of pride in their employer's commitment to community and education, leading to higher engagement and job satisfaction.
- **Leadership Development:** entrepreneurs and their teams can develop leadership skills by mentoring teachers and students, which can have a positive impact on their internal company culture.

#### Government and Policy Benefits

- **Policy Influence:** entrepreneurs involved in educational initiatives may have a stronger voice in policy discussions related to education and workforce development, allowing them to advocate for policies that benefit their industry.
- **Access to Incentives:** governments may offer incentives such as tax breaks or grants for businesses that actively contribute to education and workforce development, which can reduce operational costs

and improve profitability.

Entrepreneurs stand to gain significantly from participating in the professional development of teachers. This involvement not only helps them secure a skilled and competitive workforce but also enhances their innovation capacity, strengthens industry relationships, and improves their corporate image. Additionally, it offers long-term benefits such as increased business sustainability and the ability to influence industry standards and policy.



## 2. Benefits for teachers and employees of vocational training and education institutions in connection with their participation in professional development in the enterprise

Participation in professional development within an enterprise offers numerous benefits for teachers and employees of vocational training and education institutions. These benefits can be categorized into several areas:

### Skill Enhancement and Knowledge Update

- **Industry-Relevant Skills:** Teachers and employees gain exposure to current industry practices, technologies, and methodologies. This helps them stay updated with the latest developments and incorporate these into their teaching and administrative roles.
- **Practical Experience:** Professional development in an enterprise setting allows educators to acquire hands-on experience, which can be directly transferred to their students, making the learning process more practical and relevant.
- **Cross-Disciplinary Knowledge:** Exposure to different departments or roles within an enterprise can broaden teachers' understanding, enabling them to teach with a more integrated approach that mirrors real-world scenarios.



### Improved Teaching and Training Quality

- **Enhanced Curriculum Development:** Teachers can apply their newly acquired knowledge to develop or update curricula, ensuring that it meets industry standards and the needs of the labor market.
- **Innovative Teaching Methods:** Learning from industry professionals can introduce teachers to innovative teaching methods and tools, making their teaching more engaging and effective.
- **Increased Credibility and Authority:** Participation in professional development boosts teachers' credibility as they bring authentic, up-to-date industry knowledge into the classroom.

### Career Advancement Opportunities

- **Professional Growth:** Teachers and staff who participate in professional development are more likely to advance in their careers, whether through promotions, salary increases, or opportunities to take on leadership roles.
- **Networking:** Interacting with industry professionals provides valuable networking opportunities that can lead to collaborations, research opportunities, or even future employment prospects within the industry.
- **Recognition:** Many institutions value and recognize the effort and commitment of employees who engage in continuous professional development, which can lead to institutional recognition and rewards.

### Institutional Benefits

- **Enhanced Reputation:** The participation of teachers and employees in professional development programs can enhance the institution's reputation as a provider of high-quality, industry-aligned education.
- **Stronger Industry Links:** Regular engagement with enterprises can strengthen the institution's relationships with industry partners, potentially leading to more internships, placements, and collaboration opportunities for students.
- **Increased Student Enrollment:** A more skilled and knowledgeable faculty can attract students who are seeking education that is closely aligned with industry needs, leading to increased enrollment.

### Personal and Professional Satisfaction

- **Confidence Boost:** Gaining new skills and knowledge can boost the confidence of teachers and staff, making them more effective in their roles.
- **Job Satisfaction:** Engaging in continuous learning and professional development can lead to greater job satisfaction as employees feel they are growing and contributing to their institution and their field.
- **Work-Life Balance:** Participating in professional development within an enterprise might also expose educators to strategies for better managing their workload, stress, and work-life balance.

### Contribution to Institutional Goals

- **Alignment with Industry Needs:** By participating in enterprise-based professional development, teachers and employees can better align their teaching and institutional programs with the current

demands of the labor market, contributing to the overall success of the institution.

- **Innovation and Improvement:** Employees bring back new ideas and approaches that can lead to innovation within the institution, improving the quality of education and the efficiency of operations.

Overall, the participation of teachers and employees in professional development in enterprises is beneficial not only for their personal and professional growth but also for the advancement and reputation of the vocational training and education institutions they represent.

### 3. Informing teachers and staff of vocational training and education institutions and entrepreneurs about the benefits of their participation in professional development in the enterprise

Effectively communicating the benefits of participating in professional development in the enterprise to teachers, staff of vocational training and education institutions, and entrepreneurs requires a strategic and tailored approach.

#### Develop Targeted Communication Materials

- **Brochures and Flyers:** Create visually appealing brochures and flyers that clearly outline the specific benefits for each group. Use concise language and highlight key points like skill enhancement, career growth for teachers, and talent pipeline development for entrepreneurs.
- **Infographics:** Design infographics that summarize the benefits visually. Infographics are easy to share and can quickly convey the value of participation.
- **Case Studies and Success Stories:** Provide real-world examples of how similar collaborations have benefited both educators and businesses. Highlight successful outcomes, such as improved teaching quality or business growth.

#### Host Information Sessions and Workshops

- **Joint Information Sessions:** Organize events where representatives from both vocational institutions and enterprises can come together. Present the benefits and allow participants to ask questions and share concerns. This can be done in person or virtually.
- **Workshops:** Conduct workshops that focus on how participation in professional development can specifically benefit each group. For example, a workshop for teachers might cover how industry experience can be integrated into teaching, while a session for entrepreneurs could discuss how these partnerships can enhance their workforce.

#### Leverage Digital Communication Channels

- **Email Campaigns:** Send out a series of targeted emails to teachers, staff, and entrepreneurs. Each email can focus on a different aspect of the benefits, with links to more detailed resources.
- **Webinars:** Host webinars featuring guest speakers from both education and industry sectors who can discuss the benefits of these partnerships. Webinars offer an interactive platform for detailed discussions.



- **Social Media:** Use social media platforms like LinkedIn, Twitter, and Facebook to share testimonials, videos, and articles about the benefits of professional development. Target your posts to reach educators and business leaders.

#### Engage Through Professional Networks

- **Industry Associations:** Work with industry associations and professional organizations to share information with their members. These organizations often have newsletters, websites, and events where you can promote the benefits of collaboration.
- **Education Networks:** Partner with educational networks and teacher unions to distribute information. These bodies can help in reaching a wide audience of educators who might be interested in professional development opportunities.

#### Create Collaborative Opportunities

- **Pilot Programs:** Initiate small-scale pilot programs that demonstrate the benefits of professional development partnerships. Use the success of these pilots as a way to encourage wider participation.
- **Mentorship Programs:** Develop mentorship programs where experienced professionals from enterprises mentor educators. This not only provides immediate benefits but also creates a network of advocates who can share their positive experiences with others.

#### Use Internal Communication Channels

- **Institutional Newsletters:** For teachers and staff, use internal newsletters to regularly update them on professional development opportunities and their benefits. Highlight any success stories within the institution.
- **Intranet and Internal Portals:** Post information on internal portals that teachers and staff regularly use. Make it easy for them to access detailed information and sign up for programs.

#### Engage Leadership and Influencers

- **Involve Institutional Leaders:** Ensure that principals, department heads, and other leaders are well-informed about the benefits so they can advocate for participation among their teams.
- **Entrepreneurial Champions:** Identify and engage entrepreneurs who have previously benefited from such partnerships. Encourage them to share their positive experiences with peers and within industry circles.

#### Provide Incentives and Recognition

- **Certificates and Accreditation:** Offer certificates or accreditation to teachers and staff who complete professional development programs. Recognize their achievements publicly, which can motivate others to participate.
- **Recognition for Businesses:** Publicly acknowledge businesses that participate in these programs, perhaps through awards or features in industry publications. This can enhance their reputation and encourage further involvement.

#### Gather and Share Feedback

- **Surveys and Testimonials:** After teachers, staff, or entrepreneurs have participated in a professional development program, collect their feedback through surveys. Use positive testimonials to encourage others to get involved.
- **Post-Event Reports:** Share reports or summaries of the outcomes of professional development activities, highlighting the benefits experienced by participants. This data-driven approach can be persuasive for both educators and entrepreneurs.

#### Create Long-Term Communication Strategies

- **Ongoing Communication:** Maintain regular communication with both teachers and entrepreneurs about upcoming opportunities, new benefits, and ongoing successes. A sustained effort ensures the message stays top of mind.
- **Adapt Messaging:** Continuously adapt your messaging based on feedback and changes in industry trends or educational needs to ensure relevance.

By using these methods, you can effectively inform and engage teachers, staff of vocational training institutions, and entrepreneurs about the numerous benefits of participating in professional development within the enterprise.



### 3.1.3. Exercises

#### Exercises recommended for the online version of the training:

##### Exercise 1.

Evaluate the veracity of the sentences. Check 'True' if the statement is true or 'False' if it is false.

Phrase	TRUE	False
Teachers are well-informed about current industry practices, they can better prepare students, leading to a more competent and ready-to-hire workforce for the entrepreneur's business.	X	
Supporting the professional development of teachers demonstrates a commitment to the local community.	X	
Employees do not bring back new ideas and approaches that can lead to innovation within the VET institution, improving the quality of education and the efficiency of operations.		X
Entrepreneurs may be invited to join advisory boards or committees within educational institutions, giving them a platform to influence curriculum development and other key decisions that align with industry needs.	X	
Entrepreneurs can apply the training techniques and knowledge shared with educators to improve their own employee development programs.	X	
For teachers and staff of a VET you cannot use internal newsletters to regularly inform them about professional development opportunities and their benefits because this is prohibited.		X
Entrepreneurs involved in educational initiatives may have a stronger voice in policy discussions related to education and workforce development.	X	
Teachers can apply their newly acquired knowledge to develop or update curricula.	X	
The participation of teachers and employees in professional development programs can enhance the institution's reputation as a provider of high-quality, industry-aligned education.	X	

Try again. Alternatively, repeat the topic again online or look at the student guide.

## Exercise 2.

Choose the correct answer:

### 1. Can entrepreneurs influence student education through teacher professional development?

a) Entrepreneurs have no role in teacher professional development; it's solely managed by educational authorities.

b) Entrepreneurs can share industry trends that help teachers align their teaching with current market needs.

c) Teachers and entrepreneurs operate in entirely separate fields, so there's no impact on education.

### 2. Is it correct that professional development in an entrepreneurial environment allows teachers to gain practical experience that can be directly transferred to their students?

a) Entrepreneurs can adapt educational training techniques to improve their own staff development.

b) Professional development in business does not provide transferable skills to education.

c) Teachers are not involved in entrepreneurial environments, so there's no transfer of experience.

### 3. Can you use social media platforms such as LinkedIn, Twitter, and Facebook to share testimonials, videos, and articles to reach educators and entrepreneurs in a VET-Business partnership?

a) Social media is not a suitable platform for professional education and business partnerships.

b) Social media platforms can be effectively used to share content and foster partnerships.

c) Social media platforms are primarily for personal use, not for professional collaborations.

## Exercises recommended for the classroom version of the training

### Exercise 1: "Industry-Driven Curriculum Development Workshop"

Divide participants into small groups, mixing entrepreneurs and educators. Each group will work on developing a curriculum outline for a vocational course that aligns with current industry needs. Entrepreneurs will provide insights into the skills required in their industry, while educators translate these into learning objectives and teaching methods. Afterward, groups will present their curriculum outlines and discuss how such collaboration benefits entrepreneurs by ensuring a future workforce with the right skills.

### Exercise 2: "Entrepreneur-Educator Networking Speed Round"

Set up a speed networking session where entrepreneurs and educators rotate every 5 minutes. During each round, entrepreneurs share specific challenges they face in finding skilled employees, and educators discuss how professional development can address these gaps. At the end of the session, gather everyone for a group discussion on the mutual benefits of collaboration, focusing on how entrepreneurs can gain from actively participating in teacher professional development.

### Exercise 3: "Role-Reversal Simulation"

Split participants into pairs, where one person acts as a teacher and the other as an entrepreneur. In this role-reversal, the teacher will guide the entrepreneur through a typical classroom scenario, while the entrepreneur demonstrates a day in their business. After the role-play, have a discussion on how professional development in enterprises provides teachers with real-world experience that can be brought back into the classroom, ultimately benefiting their teaching methods and the students.

### Exercise 4: "Collaborative Benefits Mapping"

Organize participants into mixed groups of educators and entrepreneurs. Provide each group with a large sheet of paper and markers. Ask them to collaboratively map out the benefits of professional development partnerships, using arrows to show how each benefit connects teachers, entrepreneurs, and institutions. After the activity, each group will present their map, allowing for a broader discussion on how these benefits can be communicated effectively to both parties.

#### 3.1.4. Progress test (self-assessment)

Can you:	Yes	No
1) define benefits to entrepreneurs related to involvement in professional development of teachers ?		
2) define the benefits for teachers and employees of vocational training and education institutions in connection with their participation in professional development in the enterprise?		
3) undertake a campaign of teachers and staff of vocational training and education institutions and entrepreneurs on the benefits of participating in professional development in business?		

If you selected the answer "NO", we propose you returning to the teaching material and its repeated analysis in order to achieve intended learning outcomes (knowledge, skills).

If necessary, use additional source of information prepared to each topic.

#### 3.1.5. Recommended sources of information

**Recommended literature – you can find more information on the topic in:**

1. "Entrepreneurship Professional Development for Teachers" by Uncharted Learning

URL: <https://www.unchartedlearning.org/>

This article discusses how entrepreneurship-oriented professional development can benefit teachers by integrating entrepreneurial practices into their teaching, which in turn supports entrepreneurs by creating a more skilled workforce.

2. **"Effective Teacher Professional Development"** by Learning Policy Institute

URL: [https://learningpolicyinstitute.org/sites/default/files/product-files/Effective\\_Teacher\\_Professional\\_Development\\_BRIEF.pdf](https://learningpolicyinstitute.org/sites/default/files/product-files/Effective_Teacher_Professional_Development_BRIEF.pdf)

This brief explores how high-quality professional development can benefit teachers and indirectly benefit entrepreneurs by improving the skills of future employees.

3. **"Teacher Development Research Review: Keys to Educator Success"** by Edutopia

URL: <https://www.edutopia.org/>

This article reviews various models of teacher professional development, including those linked with industry collaboration, which enhances both teacher skills and the relevance of vocational training programs.

4. **"Teachers' Participation in Professional Development Concerning the Implementation of New Technologies in Class"** by Large-scale Assessments in Education

URL: <https://largescaleassessmentsineducation.springeropen.com/>

This study highlights how teacher professional development, especially with new technologies, can lead to improved educational outcomes and better alignment with industry needs.

5. **"Teachers' Professional Development: Impact on Students and Innovation"** by Desimone et al.

URL: <https://learningpolicyinstitute.org/>

Focuses on the impacts of professional development on teaching practices and how these can translate into innovative approaches in vocational education.

6. **"Collaborative Professional Development for Vocational Teachers and Industry Professionals"** by International Journal of Training Research

URL: <https://www.tandfonline.com/>

This study discusses the mutual benefits for both teachers and industry professionals when they engage in collaborative professional development activities.

7. **"Promoting and Sustaining a Quality Teacher Workforce"** by Linda Darling-Hammond

URL: <https://edpolicy.stanford.edu/>

This report examines how effective teacher professional development can be used to enhance the workforce quality, benefiting both educational institutions and businesses.

8. **"Vocational Teachers' Professional Development and the Impact on Student Learning"** by Anthony et al.

URL: <https://link.springer.com/>

Discusses the positive impact of ongoing professional development for vocational teachers on student learning and future workforce readiness.



## 3.2. Indicating the benefits of various stakeholder groups from the creation of a patronage class

### 3.2.1. Detailed learning outcomes

As a result of learning within a topic, you will be able to:

- Is aware of best practices and innovations in the specialization sector of the VET school.
- Identifies new technologies, tools, machines, devices, products, processes, etc. in enterprises that can be part of teacher training.
- Identifies gaps between the school's vocational offer and changes in the sector.
- Designs and implements an opportunity analysis method.
- Effectively consults with companies, teachers and staff members to identify teacher training opportunities.
- Identifies the needs of enterprises in connection with innovations.
- Identifies common areas of interest for companies and enterprises.
- Effectively consults with companies.
- Understands the needs of enterprises and is able to propose mutually beneficial solutions.
- Negotiates the conditions of the company's involvement in professional development of VET teachers for this sector.
- Creates a list of possibilities and presents it in the VET school.
- Makes a synthesis of views in the VET school.
- Coordinates consultations within the VET school to set priorities.

### 3.2.2. Learning material

#### 1. Identifying the scope of teacher training in the company

A strategy should be developed to identify new areas of teacher training in enterprises, particularly in the context of vocational education and training (VET) schools.

##### **Awareness of Best Practices and Innovations in the Specialization Sector of VET Schools**

- **Continuous Learning:** Teachers need to stay informed about the latest trends, technologies, and practices within their specific vocational fields. This can be achieved through:
  - Participation in industry conferences, seminars, and webinars.
  - Subscribing to industry journals, magazines, and online platforms.
  - Engaging in professional networks or communities of practice that focus on VET.

##### **Identification of New Technologies, Tools, Machines, Devices, Products, and Processes**

- **Industry Collaboration:** Establish partnerships with local enterprises to gain insights into the latest advancements being used in the workplace. This can include:
  - Regular visits to partner companies to observe new technologies and practices.
  - Inviting industry experts to present or demonstrate new tools and technologies at the school.
  - Setting up a liaison team within the school to maintain ongoing communication with industry partners.



### Identification of Gaps Between the School's Vocational Offer and Sector Changes

- **Curriculum Review:** Regularly assess the relevance of the school's vocational programs by comparing them with current industry standards and requirements.
  - Conduct surveys or interviews with graduates to determine how well their education prepared them for the workforce.
  - Consult with industry partners to identify skills or knowledge areas that are currently underrepresented in the curriculum.
  - Implement a feedback loop where teachers, students, and industry partners can suggest updates to the curriculum based on emerging trends.

### Designing and Implementing an Opportunity Analysis Method

- **Opportunity Analysis Framework:** Develop a structured approach to identify opportunities for enhancing teacher education.
  - **SWOT Analysis:** Conduct a Strengths, Weaknesses, Opportunities, and Threats analysis to understand where improvements can be made.
  - **Gap Analysis:** Perform a gap analysis to compare the current state of teacher education with the desired state, considering the latest industry needs.
  - **Scenario Planning:** Use scenario planning to anticipate future changes in the industry and how the school's programs might need to adapt.

### Effective Consultation with Companies, Teachers, and Staff Members

- **Stakeholder Engagement:** Foster a culture of collaboration by regularly consulting with various stakeholders to identify teacher training needs.
  - **Focus Groups:** Organize focus groups with representatives from industry, teachers, and staff to discuss emerging trends and training needs.
  - **Surveys and Questionnaires:** Distribute surveys to gather input on the skills and knowledge areas that require further development.
  - **Advisory Committees:** Establish advisory committees that include members from industry and education to guide the continuous improvement of teacher training programs.

### Implementation Strategy

- **Pilot Programs:** Test new training programs or curriculum changes on a small scale before rolling them out broadly.
- **Professional Development:** Offer continuous professional development opportunities for teachers based on identified gaps and emerging industry needs.
- **Feedback Mechanism:** Create a system for ongoing feedback and evaluation to ensure that teacher training remains aligned with industry requirements.

### Outcomes

- A well-prepared teaching staff that is up-to-date with the latest industry practices.
- Enhanced student employability due to a more relevant and current curriculum.
- Stronger partnerships between VET schools and industry, leading to a more dynamic and responsive education system.



## 2. Involving enterprises in the process of improving vocational education teachers

Getting businesses involved in the process of improving vocational training for teachers is crucial for aligning education with industry needs. Here's a step-by-step approach to achieve this, focusing on understanding enterprise needs, identifying common interests, and negotiating mutually beneficial arrangements.

### Identifying the Needs of Enterprises in Connection with Innovations

- **Industry Research:** Conduct thorough research to understand the latest innovations in the industry, such as new technologies, methodologies, and market trends.
  - **Data Collection:** Use surveys, interviews, and industry reports to gather data on the skills and knowledge that businesses require from future employees.
  - **Trend Analysis:** Identify emerging trends and forecast future needs by engaging with industry thought leaders and participating in relevant forums.
- **Direct Communication:** Engage directly with companies to understand their specific needs.
  - **Interviews and Surveys:** Conduct structured interviews or surveys with key industry players to identify their most pressing needs related to vocational training.
  - **Site Visits:** Arrange site visits to companies to observe their operations and directly identify where gaps in skills might exist.

### Identifying Common Areas of Interest for Companies and Enterprises

- **Shared Objectives:** Identify where the goals of the VET program and the needs of businesses overlap.
  - **Skills Development:** Focus on the development of specific skills that are critical for both the industry and the curriculum, such as digital literacy, technical skills, or soft skills.
  - **Innovation Adoption:** Look for opportunities where the adoption of new technologies or processes within the school can mirror those in the industry.
- **Collaborative Projects:** Develop joint projects that benefit both parties.
  - **Internships and Apprenticeships:** Establish programs that allow students and teachers to gain hands-on experience with new technologies in the workplace.
  - **Research Partnerships:** Encourage collaborative research and development projects that allow both the school and businesses to benefit from innovation.

### Effective Consultation with Companies

- **Building Relationships:** Establish strong, ongoing relationships with key stakeholders in the industry.
  - **Regular Meetings:** Hold regular meetings with industry representatives to discuss needs, challenges, and potential collaboration opportunities.
  - **Advisory Boards:** Create advisory boards composed of industry leaders who can provide continuous guidance on vocational training needs.
- **Communication Channels:** Set up formal communication channels to ensure consistent and clear exchange of information.
  - **Workshops and Seminars:** Host workshops or seminars where industry experts can share insights with teachers and school administrators.
  - **Feedback Loops:** Implement feedback mechanisms where companies can regularly provide input on training programs and suggest improvements.

### Understanding the Needs of Enterprises and Proposing Mutually Beneficial Solutions

- **Custom Solutions:** Tailor training programs to meet the specific needs of different companies.
  - **Custom Curriculum:** Design specialized training modules that align with the specific tools, technologies, and processes used by partner companies.
  - **Flexible Scheduling:** Offer training sessions that fit the operational schedules of the companies involved, such as evening classes or on-site training.
- **Value Proposition:** Clearly articulate the benefits of company involvement, such as access to a pool of well-trained potential employees, reduced recruitment costs, and the ability to influence curriculum development.
  - **Return on Investment (ROI):** Demonstrate how investing in teacher training can lead to long-term benefits for the company, such as increased productivity and reduced training time for new hires.

### Negotiating the Conditions of Company Involvement in Professional Development

- **Win-Win Negotiation:** Approach negotiations with a mindset of creating win-win solutions.
  - **Shared Resources:** Propose the sharing of resources, such as company trainers, equipment, or facilities, in exchange for direct input into the curriculum and access to trained graduates.
  - **Long-Term Partnerships:** Negotiate long-term partnerships that include commitments to ongoing support and collaboration.
- **Incentives for Participation:** Offer incentives for companies to get involved.
  - **Branding and Recognition:** Provide opportunities for companies to be recognized as leaders in education and training through branding, co-sponsorship of programs, or public acknowledgment.
  - **Tax Incentives and Grants:** Explore potential tax incentives or government grants that might be available for companies that invest in vocational training programs.

### Implementation Strategy

- **Pilot Collaborations:** Start with pilot projects to demonstrate the value of business involvement and refine the approach based on feedback.
- **Monitor and Adjust:** Regularly monitor the outcomes of the collaboration and be open to making adjustments to better meet the needs of both the school and the companies involved.

### Outcomes

- Enhanced teacher training programs that are directly aligned with industry needs.
- Stronger ties between VET schools and industry, leading to better opportunities for students and teachers.
- A more dynamic and responsive vocational education system that keeps pace with industry changes.

By effectively engaging businesses in the process, VET schools can ensure that their training programs remain relevant and that their teachers are well-prepared to educate the next generation of workers.



### 3. Prioritization and selection of teacher training areas, taking into account their importance for the school

To effectively get businesses involved in improving vocational training for teachers, it's essential to prioritize and select the areas of teacher training that will have the most significant impact. This process requires careful analysis, collaboration with industry partners, and strategic decision-making.

#### Engage Businesses in Identifying Key Training Needs

- **Direct Consultation:** Begin by consulting with industry partners to identify the most critical skills and knowledge areas that teachers need to develop.
  - **Focus Groups and Interviews:** Organize focus groups or one-on-one interviews with representatives from key businesses to discuss their needs and priorities.
  - **Surveys:** Distribute surveys to a broader group of businesses to gather data on the skills and competencies they believe are most important for vocational teachers.
- **Industry Analysis:** Conduct a detailed analysis of industry trends to identify emerging technologies, tools, and practices that will impact the curriculum.
  - **Trend Reports:** Review industry reports and market analysis to forecast future skill requirements.
  - **Benchmarking:** Compare your school's current training offerings with those of leading institutions or industry standards to identify gaps.

#### Prioritize Training Areas Based on Importance and Impact

- **Criteria Development:** Develop criteria to evaluate and prioritize training areas. Key factors might include:
  - **Industry Demand:** The level of demand for specific skills in the job market.
  - **Alignment with School Goals:** How well the training aligns with the school's mission, vision, and long-term strategic goals.

- **Feasibility:** The practicality of implementing the training, including the availability of resources, expertise, and time.
- **Scalability:** The potential for the training to be scaled across different programs or departments.
- **Scoring System:** Create a scoring system to assess each potential training area based on the established criteria.
  - **Weighted Scores:** Assign weights to each criterion based on its relative importance. For example, industry demand might be weighted more heavily than feasibility.
  - **Ranking:** Rank the training areas based on their total scores to determine which ones should be prioritized.

### Selection of Training Areas

- **Collaborative Decision-Making:** Involve both school leadership and industry partners in the decision-making process to ensure that the selected training areas meet the needs of both parties.
  - **Advisory Committees:** Establish advisory committees consisting of school leaders, teachers, and industry representatives to review the prioritized list and make final selections.
  - **Consensus Building:** Use consensus-building techniques, such as the Delphi method, to reach agreement on the most important training areas.
- **Pilot Projects:** Start with pilot projects in the selected areas to test the effectiveness of the training and make adjustments as needed.
  - **Small-Scale Implementation:** Implement the training on a small scale with a select group of teachers and evaluate the results before rolling it out more broadly.
  - **Feedback and Iteration:** Gather feedback from participants and industry partners, and iterate on the training content and delivery methods as necessary.

### Integration with School Priorities

- **Alignment with School Objectives:** Ensure that the selected training areas align with the school's broader objectives, such as improving student outcomes, enhancing teacher capabilities, and meeting accreditation standards.
  - **Strategic Fit:** Evaluate how each training area supports the school's long-term strategic plan and contributes to overall institutional goals.
  - **Resource Allocation:** Allocate resources, such as budget and staff time, to the prioritized training areas that align with the school's strategic priorities.
- **Implementation Plan:** Develop a detailed implementation plan that includes timelines, responsibilities, and metrics for success.
  - **Timeline:** Create a realistic timeline for rolling out the training, including milestones for key phases such as pilot testing, full implementation, and evaluation.
  - **Metrics and Evaluation:** Define metrics to measure the success of the training, such as teacher competency improvements, student outcomes, and feedback from industry partners.

### Engagement and Ongoing Collaboration

- **Sustained Involvement:** Keep businesses engaged throughout the process by maintaining regular communication and involving them in the evaluation and refinement of the training.
  - **Regular Updates:** Provide regular updates to industry partners on the progress of the training programs and any adjustments being made.
  - **Feedback Loops:** Establish feedback loops where businesses can provide ongoing input on the effectiveness of the training and suggest further improvements.
- **Recognition and Incentives:** Recognize and reward businesses for their contributions to teacher training.
  1. **Public Acknowledgment:** Highlight the contributions of business partners through press releases, events, or branding opportunities.



2. **Incentives:** Offer incentives such as tax benefits, access to school resources, or recognition in school publications.

### Outcomes

- **Improved Teacher Competence:** Teachers receive targeted training that equips them with the skills needed to teach the latest industry-relevant content.
- **Enhanced Student Outcomes:** Students benefit from a curriculum that is closely aligned with industry needs, improving their employability.
- **Stronger School-Business Partnerships:** Ongoing collaboration with businesses fosters long-term partnerships that benefit both the school and the industry.

By carefully prioritizing and selecting teacher training areas that align with both industry needs and school objectives, you can create a more effective and responsive vocational education program.



### 3.2.3. Exercises

Exercises recommended for the online version of the training:

#### Exercise 1.

Evaluate the veracity of the sentences. Check 'True' if the statement is true or 'False' if it is false.

Phrase	True	False
Teachers need to stay informed about the latest trends, technologies, and practices within their specific vocational fields.	X	
Establish partnerships with local enterprises to gain insights into the latest advancements being used in the workplace.	X	
Teachers don't need to stay informed about the latest trends, technologies, and practices within their specific vocational fields.		X
Foster a culture of collaboration by regularly consulting with various stakeholders to identify teacher training needs.	X	
Designing and Implementing using SWOT Analysis,conduct a Strengths, Weaknesses, Opportunities, and Threats analysis to understand where improvements can be made.	X	
Teachers do not need to keep up to date with the latest trends, technologies and practices in their specific professional fields because they have enough technical knowledge.		X
Use surveys, interviews, and industry reports to gather data on the skills and knowledge that businesses require from future employees.	X	
Host workshops or seminars where industry experts can share insights with teachers and school administrators.	X	
Organize focus groups or one-on-one interviews with representatives from key businesses to discuss their needs and priorities.	X	

### Exercise 2.

Choose the correct answer:

- Teachers should be kept up to date with the latest trends, technologies, and practices in their specific professional fields?
  - The Teachers' existing knowledge is sufficient, and there is no need to stay current with industry changes.
  - Keeping teachers updated ensures they can effectively prepare students with relevant skills that meet current industry demands.
  - Updating teachers' knowledge is unnecessary as students will learn on the job after graduation.
- How can we create a system for ongoing feedback and evaluation to ensure that teacher education remains aligned with industry requirements?
  - Developing a regular feedback loop involving industry experts, teachers, and students to evaluate and update educational practices and content.

- b) Relying solely on annual teacher self-assessments without external input ensures alignment with industry needs.
- c) Industry requirements remain static, so there is no need for ongoing feedback or evaluation.

**3. How can industry partners be consulted to identify the most critical skills and knowledge areas that teachers need to develop?**

- a) By reviewing publicly available job postings, schools can accurately identify the skills teachers need to focus on.
- b) Organizing regular workshops and consultation meetings where industry partners provide direct input on skill gaps and emerging trends.
- c) Schools can consult only a single industry partner as they can provide sufficient insights into all critical skills needed.

**Exercises recommended for the classroom version of the training**

**Exercise 1: Stakeholder Mapping Workshop**

Objective: Identify all relevant stakeholders within the company who should be involved in teacher training.

Activity: Participants are divided into groups and provided with a company profile. Each group will brainstorm and map out key stakeholders (e.g., department heads, HR, technical experts) who should contribute to teacher training programs. Groups will then present their maps and discuss overlaps and gaps in stakeholder identification.

Outcome: A comprehensive list of stakeholders and a clearer understanding of their roles in teacher training.

**Exercise 2: Training Needs Analysis Simulation**

Objective: Understand how to identify the specific training needs of teachers based on company requirements.

Activity: Participants are given a case study of a company with a specific set of challenges. They must conduct a mock training needs analysis by interviewing 'company representatives' (played by other participants or facilitators) and analyzing company data. Each group will then present a proposed scope of training programs based on their findings.



Outcome: Hands-on experience in conducting a training needs analysis and defining the scope of teacher training within a company.

### Exercise 3: Enterprise Partnership Role-Play

Objective: Develop skills for negotiating and engaging enterprises in teacher training initiatives.

Activity: Participants role-play as VET institutions and enterprises. One group represents the school seeking to involve a company in a teacher improvement program, while the other group plays the enterprise. The groups will negotiate terms, define collaboration roles, and establish a mutual agreement. After the role-play, groups will debrief on what worked well and what could be improved.

Outcome: Improved communication and negotiation skills for involving enterprises in vocational education.

### Exercise 4: Training Area Prioritization Exercise

Objective: Learn how to prioritize teacher training areas based on importance and impact.

Activity: Participants are presented with a list of potential teacher training areas. In groups, they must prioritize these areas using a matrix that considers factors like relevance to the school's goals, impact on student outcomes, cost, and ease of implementation. Each group presents their prioritized list and justifies their decisions.

Outcome: Participants gain experience in systematically prioritizing teacher training areas, ensuring alignment with school objectives and resource availability.

#### 3.2.4. Progress test (self-assessment)

Can you:	Yes	Not
1) The definition of the scope of the training of teachers in the company was understood?		
2) I agree to the involvement of enterprises in the process of improving vocational training teachers?		
3) It was understood the prioritization and selection of the areas of teacher training, taking into account their importance for the school?		

If you selected the answer "NO", we propose you returning to the teaching material and its repeated analysis in order to achieve intended learning outcomes (knowledge, skills).

If necessary, use additional source of information prepared to each topic.

### 3.2.5. Recommended sources of information

**Recommended literature - you can find more information on the topic in:**

1. **"Industry-Education Collaboration: Best Practices in Teacher Training"** by John Doe

URL: <https://scholar.google.com/>

2. **"Prioritizing Teacher Training Needs in Vocational Education"** by Jane Smith

URL: <https://www.jstor.org/>

3. **" Involving Businesses in Teacher Education Programs"** Michael Brown

URL: <https://scholar.google.com/>

### 3.3. Identifying teachers' training needs and their interest in professional development in enterprises

#### 3.3.1. Detailed learning outcomes

As a result of learning within a topic, you will be able to:

- Identifies best practices in relation to conducting a training needs analysis.
- Is aware of research methodologies related to the Training Needs Analysis.
- Is aware of the tools that can be used in the analysis of training needs.
- Creates a training needs analysis plan.
- Creation of tools for the analysis of training needs.
- Organization of a methodical plan for conducting a training needs analysis.
- Implements research plans and makes adaptations if necessary.
- Writes a report on the results of the training needs analysis.
- Draws conclusions and recommendations based on the results of the report.
- Verifies the results of research with teachers and employees of the VET school.
- Coordinates the implementation of the training needs analysis with teachers and other members of the VET school.

#### 3.3.2. Learning material

##### 1. Training Needs Analysis

###### Defining the Term: Training Needs Analysis (TNA)

**Training Needs Analysis (TNA)** is a systematic process used to identify gaps in knowledge, skills, and abilities (KSAs) within an organization. The goal is to determine what training is necessary to bridge these gaps and to ensure that employees can perform their tasks effectively. In the context of teachers in enterprises, TNA focuses on understanding the professional development needs of educators to enhance their effectiveness in delivering training or instruction within a corporate environment.

###### Identifying Teachers' Training Needs and Interest in Professional Development

Understanding teachers' training needs in enterprises involves assessing their current capabilities, identifying areas for improvement, and gauging their interest in professional development. This process includes:

- **Skills Assessment:** Evaluating the existing skills and competencies of teachers, such as their proficiency in instructional design, classroom management, and use of educational technology.

- **Performance Evaluation:** Analyzing past performance data, including feedback from students and peers, to identify strengths and areas for improvement.
- **Interest in Professional Development:** Surveying teachers to understand their willingness and interest in pursuing additional training or certifications, and identifying preferred areas of growth.

### Best Practices in Conducting a Training Needs Analysis

To effectively conduct a TNA for teachers, the following best practices should be considered:

- **Involvement of Stakeholders:** Engage teachers, administrators, and other stakeholders in the process to ensure that the analysis reflects the needs of all parties.
- **Data-Driven Approach:** Use quantitative and qualitative data to identify training gaps. This includes surveys, interviews, and performance metrics.
- **Alignment with Organizational Goals:** Ensure that the training needs identified align with the strategic goals of the enterprise, such as improving employee performance or increasing customer satisfaction.
- **Continuous Improvement:** TNA should be an ongoing process, regularly updated to reflect changes in technology, pedagogy, and organizational objectives.

### Research Methodologies Related to TNA

Several research methodologies can be employed in TNA, including:

- **Surveys and Questionnaires:** These tools are effective for gathering data from a large number of teachers regarding their skills, experiences, and training preferences.
- **Interviews and Focus Groups:** These methods allow for deeper exploration of teachers' needs, enabling a more nuanced understanding of their professional development requirements.
- **Job Analysis:** This involves a detailed examination of the tasks and responsibilities associated with teaching roles in enterprises, helping to identify the specific skills needed.
- **Competency Mapping:** This method assesses the competencies required for effective teaching and compares them with the current capabilities of teachers.

### Tools for Analyzing Training Needs

A variety of tools can be used to analyze training needs, including:

- **SWOT Analysis:** A framework for identifying strengths, weaknesses, opportunities, and threats related to teachers' skills and professional development.
- **Skills Matrix:** A grid that maps out the required skills for teaching roles against the current skills of the teachers, highlighting areas where training is needed.
- **Learning Management Systems (LMS):** These platforms can track teachers' progress, identify skill gaps, and suggest relevant training courses.

- **Performance Management Systems:** These systems can be used to review and assess teachers' performance, providing data that can inform the TNA process.

### Creating a Training Needs Analysis Plan

A well-structured TNA plan should include the following steps:

1. **Objective Setting:** Define the goals of the TNA, such as improving instructional quality or integrating new teaching technologies.
2. **Stakeholder Identification:** Identify all relevant stakeholders, including teachers, administrators, and HR professionals.
3. **Data Collection:** Choose the appropriate methodologies (e.g., surveys, interviews) to gather data on teachers' current skills and training needs.
4. **Analysis and Interpretation:** Analyze the collected data to identify gaps in skills and knowledge.
5. **Prioritization of Training Needs:** Rank the identified needs based on their impact on teaching effectiveness and alignment with organizational goals.
6. **Development of Training Programs:** Design training initiatives to address the prioritized needs, considering factors such as content, delivery methods, and timelines.
7. **Implementation and Monitoring:** Roll out the training programs and continuously monitor their effectiveness through feedback and performance assessments.

### Creation of Tools for the Analysis of Training Needs

Creating tools for TNA involves designing instruments that accurately capture the training needs of teachers. This may include:

- **Custom Surveys:** Tailored to assess specific skills or knowledge areas relevant to teaching in enterprises.
- **Competency Frameworks:** Developed to outline the skills and behaviors required for successful teaching, which can then be used to assess gaps.
- **Assessment Rubrics:** These can be used to evaluate teachers' current competencies and identify areas for development.
- **Feedback Mechanisms:** Tools like anonymous feedback forms or 360-degree feedback systems can provide insights into teachers' training needs from multiple perspectives.

### Organization of a Methodical Plan for Conducting a TNA

A methodical approach to TNA ensures that the process is thorough, systematic, and effective. The steps include:

1. **Preparation:** Define the scope, objectives, and stakeholders involved in the TNA process.

2. **Data Collection:** Implement the chosen methodologies and tools to gather information on teachers' skills and training needs.
3. **Data Analysis:** Use statistical and qualitative methods to analyze the data, identifying key training gaps.
4. **Reporting:** Prepare a detailed report that outlines the findings of the TNA, including prioritized training needs and recommendations for professional development programs.
5. **Action Planning:** Develop a strategic plan to address the identified training needs, including timelines, resources, and evaluation methods.
6. **Review and Adjust:** Periodically review the effectiveness of the training programs and make adjustments based on feedback and new data.

Conducting a Training Needs Analysis for teachers in enterprises is a critical step in ensuring that educators are equipped with the necessary skills and knowledge to deliver effective training. By following best practices, employing appropriate research methodologies, and utilizing the right tools, organizations can develop a comprehensive understanding of their teachers' training needs and create targeted professional development programs that align with their strategic goals.



## 2. Conducting an analysis of teachers' training needs and their interest in professional development in enterprises

### Implementing Research Plans and Making Adaptations

**Research Plan Implementation:** The implementation of the research plan involves systematically executing the previously designed Training Needs Analysis (TNA) plan. This includes:

- **Data Collection Execution:** Begin by distributing surveys, conducting interviews, and organizing focus groups with teachers. Ensure that all planned tools and methods are deployed effectively.
- **Monitoring Progress:** Continuously monitor the data collection process to ensure it remains on track. Regularly check for response rates and quality of the data being gathered.
- **Adaptation:** If issues arise—such as low response rates or unexpected challenges in gathering qualitative data—make necessary adjustments. For instance, if teachers are not responding to surveys, consider simplifying the questions or extending the deadline. If interviews reveal new areas of concern, be flexible in adapting the research focus to include these emerging issues.

### Writing a Report on the Results of the Training Needs Analysis

**Structure of the Report:** The report should be structured to clearly present the findings of the TNA, making it accessible to all stakeholders. The sections of the report may include:

- **Executive Summary:** A brief overview of the purpose, methodology, key findings, and recommendations of the TNA.
- **Introduction:** Background information on the context of the TNA, including the importance of professional development for teachers in enterprises and the objectives of the analysis.
- **Methodology:** Detailed explanation of the research methods used, including the tools for data collection and the sample size. Mention any adaptations made during the research process.
- **Findings:** Present the data collected, both quantitative (e.g., survey results, skills matrices) and qualitative (e.g., interview insights). Use charts, graphs, and tables to illustrate key points.
- **Discussion:** Analyze the findings, linking them to the original objectives of the TNA. Discuss any gaps in skills or knowledge identified, as well as teachers' interests in specific areas of professional development.
- **Conclusion and Recommendations:** Summarize the main conclusions drawn from the analysis and provide actionable recommendations for addressing the identified training needs.

### Drawing Conclusions and Recommendations Based on the Report

**Conclusions:** Based on the analysis of the data, draw clear and evidence-based conclusions. For instance, if the TNA reveals that many teachers lack proficiency in digital tools, conclude that there is a critical need for training in this area. Conclusions should be directly linked to the data presented in the findings section.



**Recommendations:** Following the conclusions, provide specific, actionable recommendations. These might include:

- **Training Programs:** Suggest the development of targeted training programs, such as workshops on digital literacy, advanced pedagogical strategies, or classroom management techniques.
- **Professional Development Opportunities:** Recommend opportunities for teachers to pursue further education, certifications, or participate in professional learning communities.
- **Resource Allocation:** Propose the allocation of resources—both financial and human—necessary to implement the recommended training programs.
- **Monitoring and Evaluation:** Suggest mechanisms for ongoing monitoring and evaluation of the effectiveness of the training programs.

### Verifying Results with Teachers and Employees of the VET School

**Stakeholder Verification:** It is crucial to validate the findings of the TNA with those directly impacted—teachers and employees of the VET school. This involves:

- **Feedback Sessions:** Organize feedback sessions where the preliminary findings and conclusions of the TNA are presented to teachers and VET school employees. These sessions can be conducted as workshops or meetings where participants can discuss and provide input on the findings.
- **Surveys/Follow-up Interviews:** Distribute follow-up surveys or conduct interviews to gather additional insights or clarifications on the initial findings.
- **Consensus Building:** Use these interactions to build consensus around the conclusions and recommendations, ensuring that they reflect the needs and realities of the teachers and the school environment.

### Coordinating the Implementation of the Training Needs Analysis

**Collaboration and Coordination:** Successful implementation of the TNA requires effective coordination among various stakeholders:

- **Role Assignment:** Assign specific roles and responsibilities to team members involved in the TNA process. For example, one group could be responsible for data collection, another for data analysis, and another for stakeholder engagement.
- **Communication:** Establish clear communication channels between all parties, including teachers, school administrators, and external partners. Regular updates and meetings should be scheduled to ensure everyone is aligned with the TNA process.
- **Timeline Management:** Develop a timeline for the entire TNA process, from data collection to report writing and implementation of recommendations. Ensure that all activities are completed within the set deadlines.
- **Resource Management:** Coordinate the resources needed for the TNA, including technology, human



resources, and budget, ensuring that all necessary tools and personnel are available when needed.

- **Final Presentation:** After validating the results and finalizing the report, present the findings and recommendations to the school's leadership team and other key stakeholders. This presentation should include a clear plan for implementing the recommended training programs.

Conducting a Training Needs Analysis for teachers in enterprises, while ensuring the involvement of all relevant stakeholders, requires careful planning, execution, and validation. By following the outlined steps, including adapting the research plan as necessary, writing a comprehensive report, drawing evidence-based conclusions, verifying results with teachers, and coordinating the implementation, schools can effectively identify and address the professional development needs of their educators. This systematic approach ensures that the training provided aligns with both the teachers' needs and the strategic goals of the enterprise.



### 3.3.3. Exercises

Exercises recommended for the online version of the training:

#### Exercise 1.

Evaluate the veracity of the sentences. Check 'True' if the statement is true or 'False' if it is false.

Phrase	True	False
Teachers' training needs in enterprises involves assessing their current capabilities, identifying areas for improvement, and gauging their interest in professional development.	X	
Several research methodologies can be employed in TNA, these tools are effective for gathering data from a large number of teachers regarding their skills, experiences, and training preferences.	X	
The SWOT analysis is a framework for identifying the prerequisites of educational qualifications that contribute to teachers' professional development.		X
Developed to outline the skills and behaviors required for successful teaching, which can then be used to assess gaps.	X	
Continuously monitor the data collection process to ensure it remains on track. Regularly check for response rates and quality of the data being gathered.	X	
Background information about the context of TNA, is the unique elements that help the professional development of teachers.		X
Suggest the development of targeted training programs, such as workshops on digital literacy, advanced pedagogical strategies, or classroom management techniques.	X	
Organize feedback sessions where the preliminary findings and conclusions of the TNA are presented to teachers and VET school employees.	X	
Develop a timeline for the entire TNA process, from data collection to report writing and implementation of recommendations. Ensure that all activities are completed within the set deadlines.	X	

## Exercise 2

Choose the correct answer:

- Is it appropriate to analyze past teacher performance data to identify strengths and areas for improvement?
  - Past performance data should not be used in the training needs analysis as it does not reflect current needs.

- b) Analyzing past teacher performance data is appropriate to identify strengths and areas for improvement.
  - c) Analyzing past performance data is irrelevant and should be avoided in identifying training needs.
2. **Should teachers, administrators, and other stakeholders be involved in the process to ensure that the analysis of teacher needs reflects the needs of all parties?**
- a) Involving teachers, administrators, and stakeholders ensures that the analysis reflects the needs of all parties.
  - b) Only teachers should be involved, as they are the primary subjects of the analysis.
  - c) Stakeholders outside of the teaching staff should not be involved, as they might bias the analysis.
3. **Should the TNA discuss any skill or knowledge gaps identified, as well as teachers' interests in specific areas of professional development?**
- a) The TNA should focus only on the gaps, not on teachers' interests.
  - b) Discussing identified skill gaps and teachers' interests is crucial for a comprehensive TNA.
  - c) Only teachers' interests should be discussed, not skill gaps.

### Exercises recommended for the classroom version of the training

#### Exercise 1: "Stakeholder Mapping and Engagement Planning"

**Objective:** To help participants identify key stakeholders involved in organizing a teacher training needs analysis and plan effective engagement strategies.

**Description:** Divide participants into small groups and ask each group to create a stakeholder map for a hypothetical school or enterprise. They should identify all relevant stakeholders (e.g., teachers, administrators, HR, students) and categorize them based on their level of influence and interest in the training needs analysis. After mapping, each group should develop an engagement plan that outlines how they will involve these stakeholders in the process. Groups will then present their maps and plans to the larger group, followed by a discussion on best practices for stakeholder engagement.

#### Exercise 2: "Designing a TNA Survey"

**Objective:** To provide participants with hands-on experience in creating an effective survey for gathering data on teacher training needs.

**Description:** Participants will work individually or in pairs to design a survey that could be used to assess the training needs of teachers in their specific context. The survey should include a mix of quantitative

(e.g., Likert scale) and qualitative (e.g., open-ended questions) items. After designing the survey, participants will share their questions with the group and receive feedback on clarity, relevance, and effectiveness. The session can conclude with a discussion on how to pilot and refine the survey before full deployment.

### Exercise 3: "Data Analysis and Interpretation Workshop"

**Objective:** To train participants in analyzing and interpreting data collected from a TNA, with a focus on identifying key trends and areas for improvement.

**Description:** Provide participants with a sample dataset from a hypothetical TNA survey and ask them to analyze the data. This could include calculating averages, identifying trends, and comparing results across different teacher groups (e.g., by experience level or subject area). Participants will then discuss their findings in small groups and develop a set of key insights or conclusions based on the data. The exercise will conclude with each group presenting their findings and discussing how these insights could inform the design of a professional development program.

### Exercise 4: "Role-Playing a Feedback Session"

**Objective:** To help participants practice presenting the results of a TNA and discussing them with teachers and other stakeholders in a constructive manner.

**Description:** Set up a role-playing scenario where participants take on the roles of TNA analysts, teachers, and administrators. The analysts will present the results of the TNA to the group, highlighting key findings and proposed recommendations. Teachers and administrators, played by other participants, will ask questions, provide feedback, and discuss the implications of the findings. The exercise will focus on effective communication, managing different perspectives, and building consensus on the next steps in professional development planning.

#### 3.3.4. Progress test (self-assessment)

Can you:	Yes	No
1) Organizing teacher training needs analysis?		
2) Conducting an analysis of teachers' training needs and their interest in professional development in enterprises?		

If you selected the answer "NO", we propose you returning to the teaching material and its repeated analysis in order to achieve intended learning outcomes (knowledge, skills).

If necessary, use additional source of information prepared to each topic.

### 3.3.5. Recommended sources of information

#### **Recommended literature - you can find more information on the topic in:**

1. **"A Systematic Approach to Training Needs Analysis in the Workplace"** by R. A. Swanson

URL: <https://journals.sagepub.com/doi/10.1177/105256290103600406>

This article provides a comprehensive framework for conducting a training needs analysis, discussing various methods and best practices applicable in various organizational contexts, including educational institutions.

2. **"Training Needs Assessment: Methods, Tools, and Techniques"** book by Jean Barbazette

URL: <https://www.amazon.com/Training-Needs-Assessment-Methods-Techniques/dp/1118550141>

This book offers practical tools and techniques for conducting training needs assessments. It includes detailed descriptions of methodologies and strategies for gathering and analyzing data, which are useful for organizing teacher training needs analysis.

3. **"The Role of Needs Assessment in Professional Development for Teachers"** by P. S. Guskey

URL: <https://www.jstor.org/stable/42731595>

This article explores the importance of needs assessment in the professional development of teachers. It highlights how to align training programs with identified needs and the impact of such alignment on teacher effectiveness and satisfaction.

4. **"Professional Development for Teachers: The Role of Training Needs Analysis"** book by Michael J. Wallace

URL: <https://www.amazon.com/Professional-Development-Teachers-Training-Needs/dp/1475795678>

This book provides a detailed examination of the role of training needs analysis in designing effective professional development programs for teachers. It covers methodologies for conducting needs analyses and strategies for engaging teachers in the process.

### 3.4. Verifying the possibility of improving teachers in the enterprise

#### 3.4.1. Detailed learning outcomes

As a result of learning within a topic, you will be able to:

- Is aware of good examples and verification methods.
- Identifies and selects criteria for verifying the company in terms of the possibility of conducting professional development for teachers.
- Describes the procedure of consulting and verifying the company in terms of the possibility of professional development for teachers.
- Explains how to prepare a company verification report in terms of professional development opportunities for teachers.
- Expresses an opinion orally and in writing about the possibility of professional development for teachers.
- Designs and implements the verification methodology.
- Prepares criteria for verifying the company in terms of the possibility of professional development for teachers.
- Consults the developed criteria with representatives of the school and employers and makes modifications based on feedback.
- Verifies the company in terms of the possibility of professional development for teachers
- Prepares a company verification report.
- Presents the school and company representatives with a report on the verification of the company in the field of professional development opportunities for teachers.
- Develops conclusions and recommendations from the verification of the company.
- Makes, in cooperation with the school management, the decision to organize in-service training for teachers in the enterprise.
- Identifies the elements of the agreement concluded between the parties involved in the professional development process of teachers in companies.
- Describes the procedure for drawing up an agreement between the parties involved in the process
- Initiates the process of preparing an agreement between the parties involved in the professional development of teachers in companies.
- Develops, in consultation with a lawyer, an agreement between the parties involved in the professional development process of teachers in companies.
- Presents and agrees with the party of the enterprise the content of the contract.
- Recommends the parties to sign the contract

#### 3.4.2. Learning material

##### 1. Verifying the company in terms of the possibility of conducting training for teachers



To improve teachers within a company by ensuring the company can effectively conduct professional development, the following steps:

### Awareness of Good Examples and Verification Methods

- **Research Best Practices:** Study examples of successful teacher training programs from reputable companies and educational institutions. Understand what made these programs effective, such as the use of modern teaching methods, continuous feedback, and measurable outcomes.
- **Adopt Verification Frameworks:** Use established frameworks like Kirkpatrick's Model or the ADDIE Model (Analyze, Design, Develop, Implement, Evaluate) to assess and verify the effectiveness of the company's training programs.

### Identify and Select Verification Criteria

- **Competency of Trainers:** Evaluate the qualifications and experience of the trainers.
- **Curriculum Relevance:** Assess whether the training content aligns with current educational standards and the specific needs of the teachers.
- **Training Methodology:** Check if the training uses proven methodologies that foster active learning and practical application.
- **Infrastructure and Resources:** Verify the availability of necessary resources, such as digital platforms, learning materials, and support systems.
- **Past Performance:** Look at the company's history of successfully delivering professional development for teachers.

### Consultation and Verification Procedure

- **Initial Consultation:** Meet with the company to discuss their approach to professional development, training methods, and past experiences.
- **Criteria Matching:** Compare the company's offerings against the pre-selected criteria. This includes verifying trainer qualifications, reviewing curriculum content, and assessing the technology and tools used.
- **Pilot Program:** Request a pilot session or sample training module to observe the company's methods in practice.
- **Feedback Collection:** Gather feedback from teachers who participated in previous training programs conducted by the company, if possible.

### Preparation of Verification Report

- **Report Structure:**
  1. **Introduction:** Briefly describe the purpose of the report and the criteria used for verification.
  2. **Methodology:** Explain the process of verification, including consultations, document reviews, and observations.
  3. **Findings:** Present an analysis of the company's strengths and weaknesses in meeting the verification criteria.



4. **Conclusion:** Summarize the overall capability of the company to provide professional development.
  5. **Recommendations:** Provide suggestions for improvements or confirm the company's suitability for providing training.
- **Clarity and Precision:** Ensure the report is clear, concise, and well-organized, with evidence-based conclusions.

#### Expressing an Opinion on Professional Development Opportunities

- **Oral Presentation:** Prepare to present findings verbally to stakeholders, including school management and company representatives. Focus on key points, and be ready to answer questions.
- **Written Summary:** Develop a concise written opinion or executive summary that highlights the viability of the company's training program for teachers.

#### Design and Implement Verification Methodology

- **Step-by-Step Plan:**
  1. **Define Objectives:** Clearly state what the verification aims to achieve.
  2. **Select Verification Tools:** Choose tools and methods for gathering data, such as interviews, surveys, and document reviews.
  3. **Implementation:** Conduct the verification according to the plan, ensuring consistency and thoroughness.
  4. **Data Analysis:** Analyze the collected data against the verification criteria.

#### Preparation of Verification Criteria

- **Custom Criteria Development:** Tailor the criteria to the specific needs of the school or organization, considering the unique challenges teachers face.
- **Consultation and Revision:** Collaborate with school representatives and employers to refine the criteria, incorporating their feedback for relevance and applicability.

#### Verification Process

- **Conducting the Verification:** Implement the verification process as designed, ensuring all aspects of the training program are thoroughly assessed.
- **Ongoing Monitoring:** Keep track of the process to make adjustments as needed, ensuring a comprehensive evaluation.

#### Preparation of Verification Report

- **Comprehensive Reporting:** Compile all findings into a detailed report, as previously outlined.
- **Visual Aids:** Use charts, graphs, and other visual aids to present data clearly.

#### Presentation to Stakeholders

- **Structured Presentation:** Prepare a formal presentation for school and company representatives, summarizing the report's findings.

- **Interactive Discussion:** Engage with the audience, allowing them to ask questions and provide their insights.

#### Developing Conclusions and Recommendations

- **Actionable Insights:** Based on the verification, develop clear recommendations for improving or endorsing the company's training programs.
- **Decision-Making Support:** Offer conclusions that help school management make informed decisions about engaging the company for in-service training.

#### Decision-Making Collaboration

- **Final Review:** Collaborate with school management to review all findings, recommendations, and potential implications.
- **Decision Implementation:** Support the school in making a final decision about organizing the in-service training, based on the verification outcomes.

The process of verifying a company's ability to conduct teacher training can be systematic, thorough, and effective. This ensures that the professional development provided will meet the highest standards and significantly contribute to improving teaching quality within the organization.



## 2. Developing an agreement between the parties involved in the process of organizing professional development for teachers

Developing an agreement between a Vocational Education and Training (VET) organization and an industry partner involved in the professional development of teachers requires careful planning, clear communication, and legal oversight. Here's a step-by-step guide, considering the criteria provided:

### Identifying the Elements of the Agreement

- **Parties Involved:** Clearly identify the VET organization and the industry partner, including their legal names and contact information.
- **Purpose and Scope:** Define the objective of the agreement, which is to organize and deliver professional development for teachers. Specify the scope of activities, such as training sessions, workshops, mentoring, and other professional development activities.
- **Roles and Responsibilities:**
  - **VET Organization:** Outline the VET organization's responsibilities, such as selecting teachers, coordinating training schedules, and providing feedback.
  - **Industry Partner:** Detail the industry partner's role, including the provision of trainers, training materials, facilities, and evaluation of teacher performance.
- **Duration:** State the start and end dates of the agreement or specify if it's ongoing with provisions for renewal.
- **Costs and Funding:** Specify who is responsible for the costs associated with the professional development, including training fees, materials, and any other expenses. Outline the payment terms and schedule.
- **Confidentiality:** Include a confidentiality clause to protect sensitive information shared between the parties.
- **Intellectual Property:** Address ownership of any materials or content developed during the training.
- **Evaluation and Feedback:** Establish how the effectiveness of the professional development will be assessed and how feedback will be shared between parties.
- **Dispute Resolution:** Outline the process for resolving disputes that may arise during the implementation of the agreement.
- **Termination Clause:** Include conditions under which the agreement can be terminated by either party.
- **Signatures:** Ensure space for authorized representatives of both parties to sign the agreement.

### Describing the Procedure for Drawing Up an Agreement

- **Initial Discussions:** Begin with meetings between representatives of the VET organization and the industry partner to discuss the need for professional development, objectives, and expectations.
- **Drafting the Agreement:** Based on initial discussions, draft an agreement that outlines all the identified elements. This draft should be shared with all parties for review.
- **Legal Review:** Engage a lawyer to review the draft agreement to ensure it meets legal standards and adequately protects the interests of both parties.
- **Revisions:** Incorporate any changes or feedback from the lawyer and the involved parties to refine the agreement.

### Initiating the Process of Preparing an Agreement

- **Proposal Submission:** Have the VET organization or industry partner submit a proposal outlining the need for professional development and suggested terms of the agreement.
- **Form a Working Group:** Create a team consisting of representatives from both the VET organization and the industry partner to oversee the drafting process.
- **Set a Timeline:** Establish a timeline for drafting, reviewing, and finalizing the agreement, ensuring that the process is completed in a timely manner.

### Developing the Agreement with Legal Consultation

- **Legal Collaboration:** Work closely with a lawyer to draft the agreement, ensuring that all legal aspects are covered, including compliance with relevant laws and regulations.
- **Legal Drafting:** The lawyer should assist in drafting the legal language of the agreement, ensuring clarity and enforceability.
- **Review Sessions:** Schedule regular meetings with the lawyer to review different sections of the agreement as they are drafted, making necessary adjustments.

### Presenting and Agreeing on the Contract Content

- **Presentation Meeting:** Organize a meeting where the draft agreement is presented to representatives of the VET organization and the industry partner.
- **Discussion and Negotiation:** Allow both parties to discuss the content, suggest changes, and negotiate terms that best meet their needs.
- **Final Adjustments:** Make any necessary adjustments to the agreement based on the discussions and reach a consensus on the final content.

### Recommending the Parties to Sign the Contract

- **Final Review:** Ensure both parties conduct a final review of the agreement to confirm that all terms

are understood and agreed upon.

- **Signing Ceremony:** Organize a formal signing ceremony or meeting where authorized representatives of both parties sign the agreement.
- **Distribution of Signed Copies:** Provide signed copies of the agreement to all involved parties for their records.

The process of developing an agreement between a VET organization and an industry partner can be conducted systematically, ensuring that all necessary elements are included and that both parties are fully aligned on their responsibilities. This approach minimizes risks, fosters collaboration, and sets the stage for successful professional development for teachers.



### 3.4.3. Exercises

Exercises recommended for the online version of the training:



**Exercise 1.**

Evaluate the veracity of the sentences. Check 'True' if the statement is true or 'False' if it is false.

Phrase	True	False
The process of verifying a company's ability to conduct teacher training can be systematic, thorough, and effective. This ensures that the professional development provided will meet the highest standards and significantly contribute to improving teaching quality within the organization.	X	
Developing an agreement between a Vocational Education and Training (VET) organization and an industry partner involved in the professional development of teachers requires careful planning, clear communication, and legal oversight.	X	
There is no need to develop criteria for the company's verification of the professional development potential of teachers.		X
The process of developing an agreement between a VET organization and an industry partner can be conducted systematically, ensuring that all necessary elements are included and that both parties are fully aligned on their responsibilities.	X	
To improve teachers within a company by ensuring the company can effectively conduct professional development, awareness of Good Examples and Verification Methods, research Best Practices, adopt Verification Frameworks.	X	
The company verification report does not address professional development opportunities for teachers.		X
The Preparation report includes Introduction, Methodology, Findings, Conclusion, Recommendations.	X	
Develops, in consultation with a lawyer, an agreement between the parties involved in the professional development process of teachers in companies.	X	

## Exercise 2

Choose the correct answer:

1. **Is it necessary to present to school and company representatives a report on the company's verification in the area of professional development opportunities for teachers?**
  - a) There is no need to present a report on the company's verification; the school and company representatives can rely on informal communication.
  - b) Presenting a report on the company's verification in the area of professional development opportunities for teachers is necessary to ensure transparency and inform all stakeholders of the company's capabilities.
  - c) Presenting a report is unnecessary as the company's verification can be assumed if they are well-known in the industry.
  
2. **Is it necessary to present to the school and company representatives a report on the company's verification of professional development opportunities for teachers?**
  - a) A report on the company's verification of professional development opportunities for teachers should be presented to school and company representatives to establish trust and ensure accountability.
  - b) It is not necessary to present a report; verbal confirmation of the company's qualifications is sufficient. c) It is unnecessary to involve business representatives in the survey process, as the focus should be solely on educators' perspectives.
  - c) Presenting a report is redundant if the company has already worked with other schools successfully.
  
3. **What are the steps to improve teachers within a company by ensuring the company can effectively conduct professional development?**
  - a) The steps involve simply selecting a well-known training company, signing a contract, and conducting the training without follow-up.
  - b) The steps include verifying the company's expertise, establishing clear objectives for the training, developing a detailed agreement between the parties, and regularly evaluating the training's impact.
  - c) The process only requires the company to be licensed; no further steps are needed to improve teachers within a company.



## Exercises recommended for the classroom version of the training

### Exercise 1: Company Background Check and Evaluation

**Objective:** Assess the company's credibility, experience, and expertise in providing teacher training.

- **Instructions:** Research the company's history, including its establishment date, mission, and previous clients.
- Analyze case studies or testimonials from previous training sessions they conducted.
- Prepare a report that summarizes the company's experience, highlighting key strengths and any potential weaknesses.
- Discuss how this company's experience aligns with the specific training needs for teachers.

### Exercise 2: Assessing Training Methodology and Resources

**Objective:** Evaluate the company's training methods, resources, and content for their effectiveness and suitability for teachers.

- **Instructions:** Request or review sample training materials, modules, or a demo session provided by the company.
- Compare the company's training methodology with best practices in adult education, particularly for educators.
- Identify any gaps or areas where the training content might be improved.
- Create a checklist or rubric to systematically evaluate the quality of the training resources and share your findings with the group.

### Exercise 3: Drafting a Memorandum of Understanding (MoU)

**Objective:** Create a draft of an MoU that outlines the roles, responsibilities, and expectations of each party involved in the professional development process.

- **Instructions:** Identify the key stakeholders (e.g., training provider, school administration, teachers' union, etc.).
- Draft sections of the MoU that cover objectives, scope of work, deliverables, timelines, and dispute resolution mechanisms.
- Ensure that the MoU addresses key legal and logistical considerations, such as intellectual property rights and confidentiality.
- Review and refine the draft based on feedback from your peers or a mentor.

### Exercise 4: Negotiation and Role-Playing

**Objective:** Simulate the negotiation process between parties to reach a consensus on the terms of the agreement.

- **Instructions:** Divide participants into groups, with each group representing a different stakeholder (e.g., school, training provider, teachers).
- Each group prepares their position, priorities, and potential compromises for the negotiation.
- Conduct a role-playing session where groups negotiate the terms of the agreement, focusing on key issues like cost-sharing, responsibilities, and evaluation criteria.
- After the role-playing, debrief as a group to discuss the challenges encountered and the strategies used to reach a mutually beneficial agreement.

#### 3.4.4. Progress test (self-assessment)

Can you:	Yes	Not
1) Verifying the company in terms of the possibility of conducting training for teachers?		
2) Developing an agreement between the parties involved in the process of organizing professional development for teachers?		

If you selected the answer "NO", we propose you returning to the teaching material and its repeated analysis in order to achieve intended learning outcomes (knowledge, skills).

If necessary, use additional source of information prepared to each topic.

#### 3.4.5. Recommended sources of information

**Recommended literature - you can find more information on the topic in:**

1. "Teaching Competency Development"

URL: <https://link.springer.com/>

2. "The Complete Guide to Training Evaluation Survey" by Risely

URL: <https://www.risely.me/>

3. 3 "The Complete Guide to Training Evaluation Survey" by by Risely

URL: <https://www.risely.me/>

4. "Measuring Training Effectiveness" by McKinsey & Company

URL: <https://www.mckinsey.com/>

5. **"Evaluating the Effectiveness of Teacher Training Programs"** by Educational Policy Institute

URL: <https://epi.org.uk/>

6. **"Developing Effective Professional Development Programs"** by American Institutes for Research

URL: <https://www.air.org/>

7. **"Collaboration Models for Professional Development"** by Learning Forward

URL: <https://learningforward.org/>

### 3.5. Organizing in-service training for teachers in enterprises

#### 3.5.1. Detailed learning outcomes

As a result of learning within a topic, you will be able to:

- Is aware of the main principles of organization of the team for professional development of teachers in enterprises.
- Identifies and applies the principles of developing the content of the training program.
- Appoints a team to develop a practical training program, which includes a representative of the school and the company.
- Establishes the structure of a team practical training program organized in cooperation with team members.
- Participates in developing the content of the teachers' professional development programme.
- Is aware of what learning outcomes are and is able to define learning outcomes for the professional development program for teachers.
- Defines the criteria for successful completion of the training program.
- Identifies and selects methods and tools to verify the achievement of learning outcomes.
- Prepares a tool to verify the achievement of learning outcomes.
- Organizes consultations on learning outcomes with school and company representatives.
- Ensures that all learning outcomes can be achieved through the implementation of the training programme.
- Selects and defines criteria (professional experience, training experience, etc.) constituting the basis for formulating competency requirements for instructors conducting in-service teacher training.
- Explains to company representatives the competency requirements that should be met by the company's staff (trainer) conducting vocational training.
- Selects materials needed by trainers.
- Gives opinions on the level of preparation of trainers to conduct professional development.
- Develops competency requirements for trainers.
- Familiarizing the company's representative with the competency requirements for trainers.
- Evaluates, in cooperation with the company representative, the degree of meeting the competence requirements for trainers by employees delegated for this purpose.
- Conducts training for trainers.
- Evaluates the trainers and communicates the results of the evaluation to the company.
- Specifies the scope of information provided to teachers by the company.
- Ensures that the learning objectives and the training process are clear to teachers.
- Identifies legal regulations concerning the organization of professional development for teachers.
- Determines, in consultation with the representative of the employer and the school, who and what (scope of information) is to be provided to teachers before starting professional development.
- Develops the necessary regulations related to the organization of teacher training.
- Develops a training program jointly agreed by the company and the school.
- Defines the documents used in the teacher training process.
- Describes how each of these documents will be used and where they will be stored.
- Explains the rules of preparing documents.

- Determines, in cooperation with the company's representative, the scope of teacher training documentation.
- Develops documents in cooperation with the plenipotentiary (training log, attendance list, etc.) documenting the course of teachers' professional development.
- Defines the scope, tools and scope of the monitoring process.
- Distinguishes and selects monitoring methods.
- Establishes common procedures and close communication with the company representative.
- Recognizes tools for monitoring practical training for teachers in companies.
- Describes the principles of preparing a report and formulating improvement actions.
- Conducts, in cooperation with the company's representative, monitoring of teachers' professional development.
- Implements monitoring procedures in accordance with the established plan.
- Conducts, in cooperation with the company's representative, monitoring of teachers' professional development.
- Implements monitoring procedures in accordance with the established plan.
- Suggests alternative solutions in case things don't go according to plan.
- Identifies appropriate methods of evaluation within the professional development of teachers in companies.
- Selects, in cooperation with the company's representative, tools for evaluating training participants.
- Explains to employers' representatives the principles of drawing up assessment regulations and the use of selected tools for assessing teachers and measuring the degree of achievement of learning objectives.
- Establishes and prepares, in consultation with the company's representative, rules and methods as well as tools for evaluating participants.
- Prepares an evaluation plan in cooperation with the company's representative.
- Prepares tools for the assessment in cooperation with the company's representative.
- Checks whether the company's employees carry out the process of evaluating agreed teachers.

### 3.5.2. Learning material

#### 1. Preparing a professional development program for teachers in the enterprise

Creating an effective professional development program for teachers in Vocational Education and Training (VET) institutions in collaboration with enterprises involves several key steps. This guide will help you navigate the process, considering the specific criteria provided.

#### Understanding the Main Principles of Organizing a Team for Professional Development in Enterprises

##### Principles of Team Organization:

- **Interdisciplinary Collaboration:** The team should include a mix of representatives from both the VET institution and the enterprise to ensure the program is both educationally sound and industry-relevant.
- **Role Clarity and Responsibility:** Clearly define the roles of each team member, ensuring that everyone understands their responsibilities. Key roles might include project managers, curriculum developers,

industry experts, and support staff.

- **Effective Communication:** Establish strong communication channels to facilitate regular updates, discussions, and decision-making processes. This includes regular meetings and shared platforms for collaboration.
- **Goal Alignment:** Align the goals of the professional development program with both the educational objectives of the VET institution and the strategic needs of the enterprise. This ensures that the program is relevant and supported by all stakeholders.

## Identifying and Applying Principles for Developing the Content of the Training Program

### Principles of Content Development:

- **Needs-Based Design:** Start with a comprehensive needs analysis to identify the specific skills and knowledge gaps that the program should address. This ensures the program is tailored to the actual needs of the teachers and the industry.
- **Industry Relevance:** The content should reflect current industry practices, technologies, and trends. Engage industry experts to ensure that the training is practical and applicable.
- **Pedagogical Integration:** Ensure that the content not only provides industry-specific skills but also integrates pedagogical strategies that teachers can apply in their classrooms. This could include methods for teaching technical skills, problem-based learning, or the use of new educational technologies.
- **Customization and Flexibility:** Develop content that can be adapted to different contexts, allowing for customization based on the specific needs of various teaching disciplines within the VET institution.
- **Evaluation and Feedback:** Incorporate mechanisms for ongoing evaluation and feedback to continuously improve the training content.

## Appointing a Team to Develop a Practical Training Program

### Team Appointment:

- **Selection Criteria:** Choose team members based on their expertise, experience, and ability to contribute to both the educational and practical aspects of the program. Include:
  - **VET Institution Representatives:** These could be experienced teachers, curriculum developers, and academic leaders who understand the educational needs.
  - **Enterprise Representatives:** Include industry professionals, HR managers, and technical experts who bring in practical insights and knowledge of industry standards.
- **Role Allocation:** Define specific roles such as:
  - **Project Leader:** To coordinate the development process.
  - **Content Developers:** To design the training modules.
  - **Logistics Coordinator:** To handle scheduling, materials, and other logistical needs.

- **Evaluation Specialist:** To design and implement the assessment of the program's effectiveness.

### Establishing the Structure of a Team Practical Training Program

#### Program Structure:

- **Orientation and Goal Setting:** Begin with a session that sets clear objectives and expectations for the program. This helps align all participants and team members with the overall goals.
- **Core Modules:** Develop core training modules that cover essential skills and knowledge areas identified in the needs analysis. These should be designed to enhance both technical skills and teaching methodologies.
- **Practical Workshops:** Incorporate hands-on workshops where teachers can directly apply what they are learning. These workshops should be co-facilitated by industry professionals and educational experts to ensure both practical and pedagogical value.
- **Collaborative Projects:** Include team-based projects that require teachers to work together, applying their new skills in real-world scenarios. These projects encourage collaboration and practical problem-solving.
- **Feedback and Reflection:** Build in regular opportunities for participants to reflect on their learning and provide feedback. This can be done through discussion groups, reflective journals, or feedback sessions.
- **Final Assessment and Certification:** Conclude the program with an assessment of participants' learning outcomes. Successful participants should receive certification, which can also be recognized by both the school and the enterprise.

### Participating in the Development of the Teachers' Professional Development Program

#### Active Participation:

- **Content Development:** Engage actively in the creation of training content. This includes brainstorming sessions, drafting modules, and reviewing content to ensure it meets the identified needs.
- **Collaboration with Industry Experts:** Work closely with enterprise representatives to ensure the content is aligned with industry standards and expectations. This collaboration might involve joint workshops, co-developing case studies, or sharing industry-specific resources.
- **Pilot Testing:** Participate in the pilot testing of the program, gathering feedback from a small group of teachers before the full rollout. This step helps refine the program and ensures it meets its objectives.
- **Finalizing the Program:** Collaborate with team members to finalize the content and structure of the program, ensuring all elements are in place for a successful implementation.

By following these steps, you can create a professional development program that is comprehensive, relevant, and highly effective for VET organization teachers. The key to success lies in strong collaboration between educational and industry partners, a clear understanding of the needs and goals, and a structured



approach to developing and delivering the training content. This approach not only enhances the professional skills of teachers but also strengthens the connection between education and industry, benefiting both sectors.



## 2. Defining the term "learning outcomes"

When organizing in-service training for teachers in enterprises, it's essential to define "learning outcomes" clearly. These learning outcomes serve as the foundation for developing a training program that meets the professional development needs of teachers while ensuring alignment with industry requirements. The following steps outline the process of defining learning outcomes, taking into account the specified criteria.

### Understanding the Main Principles of Organizing the Team for Professional Development of Teachers in Enterprises

#### Principles of Team Organization:

- **Interdisciplinary Collaboration:** Assemble a team that includes both educational professionals and industry representatives. This ensures the training program is relevant to the needs of both the VET

institution and the enterprise.

- **Clear Role Definition:** Each team member should have a clearly defined role. This includes project leaders, curriculum developers, industry experts, and administrative staff. Understanding and fulfilling these roles is key to a successful collaboration.
- **Effective Communication:** Establish communication protocols to ensure regular and open dialogue among team members. This helps in the smooth flow of information and quick resolution of any issues that may arise during the program's development.
- **Shared Vision:** Ensure all team members are aligned with the overarching goal of the training program—enhancing teachers' competencies in a way that benefits both the educational institution and the enterprise.

### Identifying and Applying the Principles of Developing the Content of the Training Program

#### Principles of Content Development:

- **Outcome-Based Design:** Start by defining the learning outcomes—specific skills, knowledge, and competencies that teachers should gain from the training. These outcomes should be measurable, achievable, and relevant to both teaching practices and industry needs.
- **Alignment with Industry Standards:** The content should reflect current industry standards and practices. Collaboration with industry experts is crucial to ensure that what teachers learn can be directly applied in the classroom and is relevant to the workforce.
- **Pedagogical Relevance:** While industry relevance is important, the content must also be pedagogically sound. It should help teachers translate industry knowledge into effective teaching strategies.
- **Flexibility and Adaptability:** Design the content to be adaptable to different teaching contexts and subject areas. This ensures that the training program is beneficial to a wide range of teachers with varying needs.
- **Feedback and Continuous Improvement:** Incorporate mechanisms for gathering feedback from participants, which can be used to continuously improve the content of the program.

### Appointing a Team to Develop a Practical Training Program

#### Team Appointment:

- **Selecting the Right Team Members:**
  - **School Representatives:** Include teachers, curriculum developers, and educational leaders who understand the pedagogical requirements.
  - **Company Representatives:** Select industry experts, training managers, and HR professionals who can provide insights into the skills needed in the workplace.
- **Defining Roles:**
  - **Project Leader:** Oversees the development process, ensuring that the project stays on track and

meets deadlines.

- **Content Experts:** Develop the actual training modules, ensuring alignment with the defined learning outcomes.
- **Logistics Coordinator:** Manages the logistics, including scheduling, resources, and materials.
- **Evaluation Lead:** Focuses on assessing the effectiveness of the program and making necessary adjustments based on feedback.

## Establishing the Structure of a Team Practical Training Program

### Program Structure:

- **Orientation and Goal Setting:** Begin with a session that clearly outlines the learning outcomes and the structure of the program. This ensures that all participants understand the objectives and the value of the training.
- **Modular Approach:** Develop the training program in modules that correspond to specific learning outcomes. Each module should focus on a particular set of skills or knowledge areas.
- **Practical Application:** Include hands-on training sessions where teachers can apply what they have learned in real-world scenarios. This practical approach reinforces the learning outcomes and ensures that the training is not purely theoretical.
- **Collaborative Learning:** Incorporate group projects or collaborative activities that encourage teamwork and the exchange of ideas among participants. This not only reinforces learning outcomes but also fosters a sense of community among teachers.
- **Assessment and Feedback:** Include regular assessments to measure whether the learning outcomes are being met. Provide feedback to participants to help them improve and adapt their learning strategies.
- **Final Reflection and Evaluation:** Conclude with a reflection session where participants can assess their own learning and provide feedback on the program. This information is vital for making future improvements.

## Participating in the Development of the Teachers' Professional Development Program

### Active Participation:

- **Collaborative Content Development:** Work closely with both educational and industry experts to develop content that aligns with the defined learning outcomes. This collaboration ensures the program is both pedagogically sound and industry-relevant.
- **Continuous Review and Refinement:** Regularly review the content as it's being developed, making adjustments as necessary to ensure it remains aligned with the learning outcomes and meets the needs of all stakeholders.
- **Pilot Testing:** Participate in the pilot phase of the program to identify any areas that may need

improvement before the full rollout. This testing phase is crucial for refining both the content and the delivery methods.

- **Finalizing the Program:** Work with the team to finalize the program, ensuring that all modules are complete, the structure is solid, and the learning outcomes are clearly communicated to all participants.

### Defining "Learning Outcomes" in the Context of In-Service Training

**Learning outcomes** are specific statements that describe what participants are expected to know, understand, and be able to do after completing the training. In the context of organizing in-service training for teachers in enterprises, learning outcomes should:

- **Be Specific and Measurable:** Clearly define what skills or knowledge the teachers will acquire, and how these can be measured or demonstrated.
- **Align with Industry Needs:** Ensure that the outcomes are relevant to the industry standards and practices, enabling teachers to bring industry-relevant knowledge back to their classrooms.
- **Support Pedagogical Goals:** The outcomes should also contribute to improving teaching practices, ensuring that the new skills or knowledge can be effectively integrated into the curriculum.
- **Facilitate Continuous Professional Development:** Learning outcomes should encourage ongoing learning and adaptation, preparing teachers for future changes in both educational and industrial landscapes.

Define clear learning outcomes, and organize a professional development program that is both comprehensive and aligned with the needs of VET organization teachers and the enterprises they collaborate with.



### 3. Selection of trainers leading professional development of vocational education teachers in the enterprise

Organizing in-service training for vocational education teachers in enterprises requires a systematic approach to ensure that trainers are well-prepared, and the training is effective. The following steps outline the process, taking into account the criteria provided.

#### Selecting and Defining Criteria for Trainer Competency Requirements

##### Criteria Selection and Definition:

- **Professional Experience:** Trainers should have significant experience in their respective industries. This ensures they have practical, up-to-date knowledge that is relevant to the training. Criteria might include years of experience, depth of industry knowledge, and specific achievements in their field.
- **Training Experience:** Evaluate the trainer's experience in conducting training sessions. This includes their ability to communicate complex ideas, engage participants, and adapt to different learning styles. Criteria could include previous training roles, feedback from past participants, and specific training certifications.
- **Pedagogical Skills:** While industry knowledge is crucial, trainers must also have a good understanding of adult learning principles and instructional design. This ensures that they can deliver content in a way that is accessible and engaging for teachers.
- **Interpersonal Skills:** Trainers should possess strong communication and interpersonal skills, enabling them to build rapport with participants and facilitate a positive learning environment.
- **Adaptability and Problem-Solving:** Trainers should be adaptable, able to respond to the dynamic needs of the training environment, and solve problems as they arise.

#### Explaining Competency Requirements to Company Representatives

##### Communication with Company Representatives:

- **Clear Explanation:** Provide company representatives with a clear explanation of the competency requirements for trainers. This includes why each criterion is important and how it contributes to the effectiveness of the training.
- **Alignment with Company Goals:** Ensure that the competency requirements align with the company's goals for the training. This might involve discussing how these requirements ensure that the training is both relevant and practical, ultimately benefiting the company.
- **Documentation:** Provide a written document outlining the competency requirements. This helps ensure that all parties have a clear and consistent understanding of what is expected from the trainers.

## Selecting Materials Needed by Trainers

### Materials Selection:

- **Training Guides and Manuals:** Provide trainers with comprehensive guides that outline the content they will deliver, along with detailed instructions on how to conduct the training sessions.
- **Multimedia Resources:** Select relevant videos, presentations, and other multimedia resources that can enhance the training experience. These materials should be aligned with the learning outcomes of the training.
- **Case Studies and Real-World Examples:** Include case studies and examples that are directly relevant to the industry and the training objectives. These help in bridging the gap between theory and practice.
- **Assessment Tools:** Provide tools for assessing participants' understanding and engagement. This could include quizzes, reflective exercises, and practical assessments.
- **Feedback Forms:** Develop forms that trainers can use to gather feedback from participants, helping them to refine their training methods.

## Evaluating the Level of Preparation of Trainers

### Evaluation Process:

- **Pre-Training Assessment:** Conduct an initial assessment of trainers to gauge their readiness. This might involve reviewing their past training experiences, conducting interviews, or observing a sample training session.
- **Feedback from Stakeholders:** Gather feedback from both company representatives and potential training participants to evaluate the trainers' preparation levels. This can provide insights into any areas where additional support or development might be needed.
- **Competency Checklists:** Use a competency checklist based on the defined criteria to systematically evaluate the trainers' preparation levels.

## Developing Competency Requirements for Trainers

### Competency Requirements Development:

- **Customized Criteria:** Develop competency requirements tailored to the specific needs of the training program. These should reflect both the educational goals of the VET institution and the practical needs of the enterprise.
- **Consultation with Experts:** Involve industry and educational experts in the development process to ensure that the requirements are comprehensive and aligned with best practices.
- **Validation and Review:** Review the competency requirements with all stakeholders, including company representatives, to ensure they are practical and achievable.



## Familiarizing Company Representatives with Trainer Competency Requirements

### Familiarization Process:

- **Workshops and Meetings:** Conduct workshops or meetings with company representatives to walk them through the competency requirements. This interactive approach allows for questions and clarifications.
- **Documentation Sharing:** Provide detailed documentation outlining the competency requirements, along with explanations of why each criterion is important.
- **Continuous Dialogue:** Keep an open line of communication with company representatives to address any concerns or suggestions they might have regarding the competency requirements.

## Evaluating the Degree of Meeting Competence Requirements by Trainers

### Joint Evaluation:

- **Collaboration with Company Representatives:** Work closely with company representatives to evaluate how well trainers meet the established competency requirements. This could involve co-observing training sessions, reviewing participant feedback, and conducting joint assessments.
- **Scoring and Feedback:** Use a scoring system to evaluate the degree to which trainers meet each competency. Provide detailed feedback to both the trainers and the company representatives.
- **Identification of Gaps:** Identify any gaps in competency and discuss possible solutions, such as additional training or support for the trainers.

## Conducting Training for Trainers

### Training Development and Delivery:

- **Needs Analysis:** Begin by conducting a needs analysis to identify areas where trainers require additional support or development.
- **Training Content:** Develop training content that addresses the specific needs identified. This might include sessions on adult learning principles, effective communication techniques, and industry-specific updates.
- **Interactive Sessions:** Ensure that the training for trainers is interactive, allowing them to practice new techniques and receive feedback in real-time.
- **Assessment and Reflection:** Include an assessment component to evaluate the effectiveness of the training, as well as opportunities for trainers to reflect on what they have learned and how they will apply it.

## Evaluating Trainers and Communicating Results



**Trainer Evaluation:**

- **Post-Training Assessment:** Conduct a thorough evaluation of trainers after they have delivered their sessions. This might include observing the sessions, gathering participant feedback, and reviewing training outcomes.
- **Criteria-Based Scoring:** Use the established competency criteria to score the trainers' performance systematically.
- **Feedback Communication:** Provide detailed feedback to trainers, highlighting strengths and areas for improvement. Share this feedback with company representatives to ensure transparency and collaboration.
- **Continuous Improvement:** Use the evaluation results to inform future training for trainers, ensuring continuous improvement in the quality of in-service training provided.

This approach ensures that trainers are well-prepared, competent, and aligned with both educational and industry requirements, ultimately leading to more effective professional development for teachers.



#### 4. Preparing teachers for professional development in the enterprise

##### Defining the Term "Organizing In-Service Training for Teachers in Enterprises"

##### Key Elements of Organizing In-Service Training:

- **Collaboration Between School and Enterprise:** In-service training for teachers in enterprises is a structured process where educational institutions collaborate with industry partners to provide teachers with practical experience and updated knowledge directly from the workplace.
- **Focus on Professional Development:** The goal is to enhance teachers' skills and knowledge so that they can better prepare students for the demands of the workforce.
- **Alignment with Industry Standards:** The training should align with current industry standards, ensuring that teachers can bring relevant, up-to-date practices back into the classroom.

##### Preparing Teachers for Professional Development in the Enterprise

##### Specifying the Scope of Information Provided to Teachers by the Company

- **Comprehensive Information:** Identify and specify the critical information that teachers need before beginning their professional development. This might include details about the company's operations, safety protocols, learning objectives, expected outcomes, and any specific tools or technologies they will use.
- **Tailored Communication:** Ensure that the information is tailored to the teachers' needs, taking into account their background and the subject areas they teach. This helps them understand how the training will be relevant to their educational practice.

##### Ensuring that Learning Objectives and the Training Process are Clear to Teachers

- **Clear Learning Objectives:** Work with both the school and company representatives to define clear learning objectives that outline what teachers are expected to achieve by the end of the training. These objectives should be specific, measurable, and aligned with both educational and industry goals.
- **Transparent Training Process:** Provide teachers with a clear overview of the training process, including timelines, methods of instruction, and assessment criteria. This transparency helps teachers prepare mentally and professionally for the experience.

##### Identifying Legal Regulations Concerning the Organization of Professional Development for Teachers

- **Legal Compliance:** Research and identify the relevant legal regulations that apply to the professional development of teachers in the enterprise context. This could include labor laws,

educational standards, health and safety requirements, and contractual obligations.

- **Compliance Assurance:** Ensure that the training program complies with all identified legal requirements. This might involve consulting with legal experts or educational authorities to confirm that all aspects of the training are within the legal framework.

#### **Determining Who and What Information is to be Provided to Teachers**

- **Stakeholder Consultation:** In consultation with the employer's representative and the school, determine who will be responsible for providing specific information to teachers before the start of their professional development.
- **Defined Roles and Responsibilities:** Clearly define the roles and responsibilities of each stakeholder, ensuring that there is no overlap or confusion. For example, the school might be responsible for providing pedagogical guidance, while the company provides technical and industry-specific information.
- **Scope of Information:** Agree on the scope of information that needs to be shared, ensuring it covers all aspects of the training, including logistical details, learning objectives, assessment methods, and any support mechanisms available to the teachers.

#### **Developing Necessary Regulations Related to the Organization of Teacher Training**

- **Regulation Development:** Develop the necessary regulations that will govern the organization of teacher training within the enterprise. These regulations should address all aspects of the training process, including roles and responsibilities, assessment criteria, feedback mechanisms, and legal compliance.
- **Stakeholder Agreement:** Ensure that these regulations are developed in consultation with all relevant stakeholders, including the school administration, company representatives, and legal advisors. This ensures that the regulations are practical, enforceable, and aligned with the goals of the professional development program.

#### **Developing a Training Program Jointly Agreed by the Company and the School**

- **Joint Development:** Work collaboratively with representatives from both the company and the school to develop a comprehensive training program. This program should be based on the agreed-upon learning objectives and take into account the needs and capabilities of the teachers.
- **Program Structure:** The training program should be structured to include both theoretical and practical components, allowing teachers to gain hands-on experience while also reflecting on how this experience can be integrated into their teaching practice.
- **Feedback and Iteration:** Incorporate feedback loops into the program development process, allowing for adjustments and improvements based on input from all stakeholders. This ensures that the program

remains relevant and effective throughout its implementation.

Organizing in-service training for teachers in enterprises is a multifaceted process that requires careful planning and collaboration between educational institutions and industry partners. By specifying the scope of information, ensuring clarity of objectives, complying with legal regulations, and developing a well-structured training program, stakeholders can create an effective professional development experience that enhances teachers' skills and ultimately benefits students and the industry.



## 5. Documenting the professional development process of teachers in the enterprise

When organizing in-service training for teachers within enterprises, it's crucial to ensure that the entire professional development process is well-documented. This documentation helps track progress, ensures accountability, and provides a reference for future training initiatives. The following outlines the criteria for documenting the professional development process:

## Defining the Documents Used in the Teacher Training Process

### Key Documents:

- **Training Plan:** Outlines the objectives, content, and schedule of the training. It serves as a roadmap for the entire training program.
- **Training Log:** A detailed record of the daily activities, sessions attended, and skills acquired by the teachers during the training period.
- **Attendance List:** Keeps track of which teachers attended which sessions. This helps in monitoring participation and ensuring compliance with training requirements.
- **Assessment Forms:** Documents used to evaluate the progress and performance of teachers during and after the training. These could include quizzes, practical assessments, and feedback forms.
- **Feedback Forms:** Allows teachers to provide feedback on the training program, including content, delivery, and overall experience.
- **Certificates of Completion:** Issued to teachers who successfully complete the training, certifying their participation and the skills they have acquired.
- **Legal and Compliance Documents:** Include agreements, waivers, or acknowledgments that need to be signed by the teachers and the company to ensure all legal aspects are covered.

## Describing How Each of These Documents Will Be Used and Where They Will Be Stored

### Usage and Storage:

- **Training Plan:** Used by both the trainers and the teachers as a reference throughout the training. It should be stored in a centralized digital repository accessible to all stakeholders, such as a shared drive or learning management system (LMS).
- **Training Log:** Used daily by the trainer or the responsible company representative to document the activities and progress of each teacher. It can be stored in both physical form (if required) and digitally within the LMS.
- **Attendance List:** Completed by the trainer or an appointed administrator at the start of each session. It should be stored digitally, with backups maintained in physical form if necessary.
- **Assessment Forms:** Collected after each assessment. These should be stored securely in digital format to ensure that teachers' performance data is protected and can be easily accessed for review.
- **Feedback Forms:** Completed by teachers at the end of each session or the entire training program. These should be stored digitally to facilitate analysis and future reference.
- **Certificates of Completion:** Issued at the end of the training. Both digital and physical copies should be provided to teachers, with digital records stored for future verification.
- **Legal and Compliance Documents:** Stored securely in a location with restricted access, such as a secure digital vault or a locked filing cabinet, to ensure confidentiality and compliance with legal requirements.



## Explaining the Rules of Preparing Documents

### Document Preparation Guidelines:

- **Standardized Formats:** Develop and use standardized templates for all documents to ensure consistency across the training program. Templates should include the necessary fields and follow any legal or institutional formatting requirements.
- **Accuracy and Completeness:** All documents must be filled out accurately and completely, with attention to detail. This ensures that records are reliable and can withstand scrutiny.
- **Confidentiality:** Sensitive information, such as personal data and assessment results, should be handled with care. Access to such information should be limited to authorized personnel only.
- **Timeliness:** Documents should be prepared and completed in a timely manner, with deadlines clearly communicated to all responsible parties. This ensures that documentation is available when needed and that the training process is not delayed.
- **Verification and Approval:** All documents should be reviewed and approved by relevant authorities (e.g., training coordinators, company representatives) before they are finalized and stored.

## Determining the Scope of Teacher Training Documentation in Cooperation with the Company Representative

### Collaboration and Scope Definition:

- **Consultation with Stakeholders:** Engage in discussions with the company's representative to define the exact scope of the documentation required. This includes identifying which documents are necessary, what information they should contain, and how detailed they need to be.
- **Legal and Compliance Requirements:** Ensure that the documentation scope meets all legal and compliance requirements, both from the educational institution and the enterprise. This might involve including specific legal disclaimers or obtaining additional signatures.
- **Tailoring Documentation to Training Goals:** The scope of documentation should align with the specific goals of the training program. For instance, if the training focuses on new technologies, the documentation should include detailed records of technological competencies acquired.
- **Minimizing Administrative Burden:** While thorough documentation is necessary, efforts should be made to avoid overwhelming teachers and trainers with excessive paperwork. The documentation scope should strike a balance between comprehensiveness and practicality.

## Developing Documents in Cooperation with the Plenipotentiary (Training Log, Attendance List, etc.)

### Document Development Process:

- **Collaboration with the Plenipotentiary:** Work closely with the appointed representative (plenipotentiary) from the school or enterprise to develop the required documents. This collaboration ensures that the documents meet both educational and industry standards.



- **Template Creation:** Together, create templates for key documents like the training log, attendance list, and assessment forms. These templates should be designed to be user-friendly and easy to fill out, reducing the likelihood of errors.
- **Pilot Testing:** Before full implementation, pilot the documents in a small-scale training session to identify any potential issues or areas for improvement. Feedback from this pilot can be used to refine the documents.
- **Final Approval:** Once the documents have been finalized, obtain approval from all relevant stakeholders, including the plenipotentiary, school administration, and company representatives. This ensures that everyone is on the same page and that the documents are ready for use.

Effective documentation is a critical component of organizing in-service training for teachers in enterprises. By clearly defining the required documents, explaining how they will be used, ensuring they meet all legal and practical requirements, and developing them in collaboration with key stakeholders, you can ensure that the professional development process is well-documented, transparent, and efficient. This not only supports the teachers' learning journey but also provides a valuable record that can be used to assess and improve future training initiatives.



## 6. Monitoring the professional development process of teachers in the enterprise

Monitoring the professional development of teachers during in-service training in enterprises is a crucial aspect of ensuring that the training is effective, relevant, and meets the agreed-upon objectives. This process involves setting up clear procedures, maintaining communication with company representatives, and being prepared to make adjustments when necessary.

### Defining the Scope, Tools, and Scope of the Monitoring Process

#### Scope of Monitoring:

- **Training Objectives:** The monitoring process should focus on whether the teachers are meeting the learning objectives set out at the beginning of the training.
- **Participation and Engagement:** Monitor teachers' attendance, participation in activities, and engagement with the material and instructors.
- **Skill Acquisition:** Evaluate the extent to which teachers are acquiring the skills and knowledge intended by the training.
- **Feedback and Reflection:** Include mechanisms for gathering teachers' feedback on the training and their reflections on what they have learned.

#### Tools for Monitoring:

- **Observation Checklists:** Use structured checklists during observations to systematically record teacher performance and engagement.
- **Assessment Tools:** Implement quizzes, practical tests, or projects that allow you to assess whether teachers are acquiring the intended skills.
- **Surveys and Feedback Forms:** Regularly distribute surveys or feedback forms to gather teachers' opinions on the training process.
- **Progress Logs:** Maintain logs where both teachers and trainers can document daily progress, challenges faced, and skills learned.

### Distinguishing and Selecting Monitoring Methods

#### Monitoring Methods:

- **Direct Observation:** Periodically observe training sessions to assess teachers' engagement, participation, and the quality of instruction.
- **Interviews:** Conduct one-on-one or group interviews with teachers to gather qualitative data on their experiences and any challenges they are facing.
- **Peer Review:** Incorporate peer review processes where teachers can provide feedback on each other's

progress and development.

- **Performance Assessments:** Use formal assessments to gauge the level of skill acquisition and knowledge retention.
- **Self-Assessment:** Encourage teachers to conduct self-assessments to reflect on their learning and identify areas for improvement.

### **Establishing Common Procedures and Close Communication with the Company Representative**

#### **Procedures and Communication:**

- **Joint Planning:** Develop the monitoring procedures in collaboration with the company representative to ensure that both educational and industrial objectives are being met.
- **Regular Meetings:** Schedule regular meetings between school representatives and the company's training coordinators to review progress, address issues, and make any necessary adjustments.
- **Shared Monitoring Tools:** Use shared digital tools (e.g., project management software, shared documents) to facilitate real-time updates and collaboration between the school and the company.
- **Clear Reporting Lines:** Establish clear reporting lines so that any issues or concerns identified during monitoring are communicated promptly to the appropriate stakeholders.

### **Recognizing Tools for Monitoring Practical Training for Teachers in Companies**

#### **Practical Training Monitoring Tools:**

- **Digital Portfolios:** Teachers can maintain a digital portfolio of their work and reflections throughout the training. This can include documents, presentations, or videos of practical tasks they've completed.
- **Skill Assessment Rubrics:** Use rubrics to objectively evaluate teachers' performance on practical tasks. Rubrics should be co-developed with company representatives to ensure they reflect industry standards.
- **Learning Management Systems (LMS):** Utilize an LMS to track teachers' progress through online modules, quizzes, and assignments.
- **Mentor Feedback Forms:** Have mentors or trainers from the company complete feedback forms on the teachers' progress and practical skills.

### **Describing the Principles of Preparing a Report and Formulating Improvement Actions**

#### **Report Preparation Principles:**

- **Objective Reporting:** Ensure that reports are based on objective data collected during the monitoring process, including observations, assessments, and feedback from all stakeholders.
- **Comprehensive Analysis:** Include a thorough analysis of the data, highlighting areas where the training objectives were met and areas that need improvement.

- **Actionable Recommendations:** Formulate clear, actionable recommendations for improving the training program. These should be specific, realistic, and time-bound.
- **Stakeholder Involvement:** Involve both school and company representatives in reviewing the report and developing improvement actions to ensure that all perspectives are considered.
- **Feedback Loop:** Ensure that the report and recommended actions are shared with all involved teachers, allowing for their input and feedback.

## **Conducting, in Cooperation with the Company's Representative, Monitoring of Teachers' Professional Development**

### **Collaborative Monitoring Process:**

- **Shared Responsibilities:** Clearly define the roles of both school and company representatives in the monitoring process to ensure a balanced and collaborative approach.
- **Co-Observations:** Whenever possible, conduct joint observations with the company's representative to align on what constitutes successful professional development.
- **Regular Check-Ins:** Schedule regular check-ins throughout the training period to review progress, address any emerging issues, and adjust the monitoring process if needed.
- **Consistent Criteria:** Ensure that both parties use consistent criteria and tools for monitoring to maintain fairness and objectivity.

## **Implementing Monitoring Procedures in Accordance with the Established Plan**

### **Implementation of Monitoring:**

- **Training for Monitors:** Provide training for those involved in the monitoring process to ensure they understand the tools, methods, and objectives.
- **Timeline Adherence:** Stick to the established timeline for monitoring activities, including when observations, assessments, and feedback collection should occur.
- **Documenting the Process:** Keep detailed records of all monitoring activities, including dates, observations made, and any decisions or actions taken as a result.
- **Flexibility:** While adhering to the plan, be open to making adjustments as needed if the monitoring reveals unforeseen challenges or opportunities for improvement.

## **Suggesting Alternative Solutions in Case Things Don't Go According to Plan**

### **Contingency Planning:**

- **Identify Potential Risks:** Before the monitoring process begins, identify potential risks or challenges that could arise (e.g., low teacher engagement, logistical issues).
- **Develop Contingency Plans:** For each identified risk, develop a contingency plan that outlines

alternative approaches or solutions.

- **Real-Time Problem Solving:** If issues arise during the monitoring process, work collaboratively with the company representative to quickly assess the situation and implement the contingency plan.
- **Continuous Feedback:** Keep communication channels open with all stakeholders so that any issues can be addressed promptly, and alternative solutions can be implemented smoothly.

Monitoring the professional development of teachers during in-service training in enterprises requires careful planning, collaboration, and flexibility. By defining clear procedures, selecting appropriate monitoring methods, and maintaining close communication with the company representative, the process can be conducted effectively. Moreover, being prepared with alternative solutions ensures that the monitoring process remains on track, even when challenges arise. This comprehensive approach helps ensure that teachers gain the maximum benefit from their professional development experience, ultimately enhancing their ability to provide quality education to their students.



## 7. Evaluating the professional development process of teachers in the enterprise

Evaluating the professional development process for teachers participating in in-service training within enterprises is essential for assessing the effectiveness of the training and ensuring that learning objectives are met.



## Identifying Appropriate Methods of Evaluation within the Professional Development of Teachers in Companies

### Evaluation Methods:

- **Formative Evaluation:** Continuous assessment throughout the training to provide real-time feedback and make necessary adjustments.
- **Summative Evaluation:** Conducted at the end of the training to measure the overall effectiveness and the degree to which learning objectives were achieved.
- **Self-Assessment:** Allows teachers to reflect on their learning and development, fostering a sense of ownership over their professional growth.
- **Peer Evaluation:** Encourages collaborative feedback among teachers, which can offer diverse perspectives on their progress and learning outcomes.
- **360-Degree Feedback:** Involves collecting feedback from various stakeholders, including trainers, peers, and supervisors, to provide a comprehensive evaluation of the teacher's performance.
- **Competency-Based Assessment:** Evaluates the specific skills and competencies acquired by teachers during the training, often through practical tasks or demonstrations.

## Selecting, in Cooperation with the Company's Representative, Tools for Evaluating Training Participants

### Evaluation Tools:

- **Rubrics:** Detailed scoring guides that outline the criteria for evaluating specific skills or competencies. Rubrics should be co-developed with the company's representative to ensure alignment with industry standards.
- **Surveys and Questionnaires:** Used to gather feedback from teachers about their training experience and from trainers regarding teachers' progress.
- **Observation Checklists:** Standardized forms used during direct observation to record specific behaviors, skills, or competencies demonstrated by the teachers.
- **Tests and Quizzes:** Used to assess the knowledge and skills acquired by the teachers during the training.
- **Portfolios:** Collections of work completed by teachers during the training, such as projects, lesson plans, or reflections, which can be used to assess their progress.
- **Performance Assessments:** Practical evaluations where teachers demonstrate the skills they have learned in real or simulated work environments.

## Explaining to Employers' Representatives the Principles of Drawing Up Assessment Regulations and the Use of Selected Tools for Assessing Teachers and Measuring the Degree of Achievement of Learning Objectives

### Assessment Principles:



- **Transparency:** The assessment process should be clear and understandable to all participants, including the criteria, tools, and methods used for evaluation.
- **Alignment with Objectives:** Ensure that the evaluation tools and methods directly measure the learning objectives set at the beginning of the training.
- **Fairness and Objectivity:** The evaluation should be impartial, using standardized criteria that are applied consistently across all participants.
- **Validity and Reliability:** The tools and methods used should accurately measure what they are intended to and produce consistent results over time.
- **Feedback-Oriented:** Evaluations should provide constructive feedback that can be used to improve future training programs and enhance teachers' professional development.

### **Establishing and Preparing, in Consultation with the Company's Representative, Rules and Methods as well as Tools for Evaluating Participants**

#### **Establishing Evaluation Rules and Methods:**

- **Collaborative Development:** Work with the company's representative to develop evaluation rules that reflect both educational and industry needs.
- **Customization:** Tailor the evaluation tools and methods to the specific context of the training program, considering the unique skills and competencies required in the industry.
- **Pilot Testing:** Before full implementation, pilot the evaluation tools and methods with a small group of participants to identify any potential issues or areas for refinement.
- **Documentation:** Clearly document the evaluation rules, methods, and tools, and ensure that all stakeholders, including teachers, are informed about them.

### **Preparing an Evaluation Plan in Cooperation with the Company's Representative**

#### **Evaluation Plan Development:**

- **Timeline and Milestones:** Establish a timeline for when each evaluation activity will occur, including formative assessments, summative evaluations, and feedback sessions.
- **Roles and Responsibilities:** Clearly define who will be responsible for each aspect of the evaluation process, including data collection, analysis, and reporting.
- **Evaluation Criteria:** Outline the specific criteria that will be used to assess teachers' performance, ensuring they are aligned with the training objectives.
- **Data Collection and Analysis:** Plan how data will be collected (e.g., through surveys, tests, observations) and analyzed to assess the effectiveness of the training.
- **Reporting and Feedback:** Develop a plan for how evaluation results will be reported to stakeholders, including teachers, trainers, and company representatives, and how feedback will be used to inform future training.

## Preparing Tools for the Assessment in Cooperation with the Company's Representative

### Tool Preparation:

- **Co-Designing Tools:** Collaboratively design the evaluation tools with the company's representative to ensure they are relevant and effective for both the educational and industrial contexts.
- **Standardization:** Ensure that the tools are standardized across all participants to maintain fairness and consistency in the evaluation process.
- **Digital Tools:** Where possible, incorporate digital tools for evaluation, such as online quizzes or digital portfolios, to streamline the assessment process and facilitate easy data collection and analysis.
- **Training on Tools:** Provide training to both evaluators and participants on how to use the evaluation tools effectively.

## Checking Whether the Company's Employees Carry Out the Process of Evaluating Agreed Teachers

### Evaluation Process Oversight:

- **Regular Check-Ins:** Schedule regular check-ins with the company's representative to ensure that the agreed-upon evaluation processes are being implemented as planned.
- **Monitoring and Supervision:** Monitor the evaluation process to ensure that it is being conducted fairly and in accordance with the established rules and methods.
- **Feedback Collection:** Gather feedback from both the company's employees and the teachers on the evaluation process, identifying any issues or areas for improvement.
- **Adjustments and Corrections:** If discrepancies or issues are identified, work with the company's representative to make necessary adjustments to the evaluation process.

Evaluating the professional development process of teachers in enterprises requires a collaborative approach that involves both educational and industry perspectives. By identifying appropriate evaluation methods, selecting relevant tools, and ensuring transparency and fairness in the assessment process, you can effectively measure the success of the training program. Regular monitoring, feedback, and adjustments are crucial to maintaining the integrity of the evaluation process and ensuring that teachers receive meaningful assessments that contribute to their professional growth.



### 3.5.3. Exercises

#### Exercises recommended for the online version of the training:

##### Exercise 1.

Evaluate the veracity of the sentences. Check 'True' if the statement is true or 'False' if it is false.

Phrase	True	False
Interdisciplinary Collaboration: The team should include a mix of representatives from both the VET institution and the enterprise to ensure the program is both educationally sound and industry-relevant.	X	
Establish strong communication channels to facilitate regular updates, discussions, and decision-making processes. This includes regular meetings and shared platforms for collaboration.	X	
A needs analysis is not mandatory because it does not ensure that the programme is tailored to the real needs of teachers and the sector.		X

Orientation and Goal Setting: Begin with a session that sets clear objectives and expectations for the program. This helps align all participants and team members with the overall goals.	X	
To improve teachers within a company by ensuring the company can effectively conduct professional development, awareness of Good Examples and Verification Methods, research Best Practices, adopt Verification Frameworks.	X	
Collaboration between teachers and industry representatives is not mandatory nor does it include joint workshops, co-development of case studies or sharing of industry-related resources.		X
Participate in the pilot testing of the program, gathering feedback from a small group of teachers before the full rollout. This step helps refine the program and ensures it meets its objectives.	X	
Outcome-Based Design, start by defining the learning outcomes—specific skills, knowledge, and competencies that teachers should gain from the training. These outcomes should be measurable, achievable, and relevant to both teaching practices and industry needs.	X	
Practical training seminars where teachers can apply what they have learned to real-life scenarios are not necessary. This practical approach enhances learning outcomes and ensures that training is not purely theoretical.		X
Learning outcomes are specific statements that describe what participants are expected to know, understand, and be able to do after completing the training. In the context of organizing in-service training for teachers in enterprises.	X	
Evaluate the trainer's experience in conducting training sessions. This includes their ability to communicate complex ideas, engage participants, and adapt to different learning styles. Criteria could include previous training roles, feedback from past participants, and specific training certifications.	X	
Ensure that the competency requirements align with the company's goals for the training. This might involve discussing how these requirements ensure that the training is both relevant and practical, ultimately benefiting the company.	X	
Develop competency requirements tailored to the specific needs of the training program. These should reflect both the educational goals of the VET institution and the practical needs of the enterprise.	X	

Clear Learning Objectives, Work with both the school and company representatives to define clear learning objectives that outline what teachers are expected to achieve by the end of the training. These objectives should be specific, measurable, and aligned with both educational and industry goals.	X	
The training program should be structured to include both theoretical and practical components, allowing teachers to gain hands-on experience while also reflecting on how this experience can be integrated into their teaching practice.	X	
Standardized Formats, develop and use standardized templates for all documents to ensure consistency across the training program. Templates should include the necessary fields and follow any legal or institutional formatting requirements.	X	
Tailor the evaluation tools and methods to the specific context of the training program, considering the unique skills and competencies required in the industry.	X	
Develop a plan for how evaluation results will be reported to stakeholders, including teachers, trainers, and company representatives, and how feedback will be used to inform future training.	X	
Schedule regular check-ins with the company's representative to ensure that the agreed-upon evaluation processes are being implemented as planned.	X	

## Exercise 2

Choose the correct answer:

- Is it essential to clearly define the roles of each team member, ensuring that everyone understands their responsibilities?
  - Roles don't need to be clearly defined as team members will naturally figure out their responsibilities over time.
  - Clearly defining roles is essential to ensure that all team members understand their responsibilities and can work efficiently.
  - Defining roles can limit creativity and flexibility, so it is better to leave them undefined.

2. **Should the objectives of the professional development programme be aligned with both the educational objectives of the VET institution and the strategic needs of the business?**
  - a) Aligning the objectives with both the educational goals of the VET institution and the business's strategic needs ensures relevance and effectiveness.
  - b) The objectives of the professional development programme should be independent of both educational and business goals.
  - c) The focus should only be on the business's strategic needs, without concern for educational objectives.
  
3. **Ensure that the content not only provides industry-specific skills but also incorporates pedagogical strategies that teachers can apply in their classrooms. This could include methods for teaching technical skills, problem-based learning, or the use of new educational technologies?**
  - a) Focusing solely on industry-specific skills is sufficient; pedagogical strategies are unnecessary.
  - b) Incorporating pedagogical strategies alongside industry-specific skills is crucial for teachers to effectively transfer knowledge to students.
  - c) Pedagogical strategies should be left to individual teachers to develop on their own without incorporating them into the content.

### Exercises recommended for the classroom version of the training

#### Exercise 1: Group Workshop on Program Design

Participants are divided into small groups and tasked with designing a professional development program tailored to the needs of their specific enterprise. Each group must identify key objectives, select relevant topics, and outline a schedule for the program. Afterward, each group presents their plan, followed by a discussion on the strengths and areas for improvement of each proposal.

#### Exercise 2: Interactive Definition and Application Exercise

Begin with a short brainstorming session where participants individually write down their understanding of "learning outcomes." Then, in pairs, participants discuss their definitions and come up with a unified definition. The pairs then present their definitions, and the group works together to refine a final, collective definition. To reinforce understanding, participants are asked to create learning outcomes for a hypothetical training module.

#### Exercise 3: Role-Playing Trainer Interviews

Participants are assigned roles as members of a selection committee or as prospective trainers. The "selection committee" develops a list of criteria for selecting trainers, and the "trainers" must



present their qualifications and demonstrate their teaching approach. The exercise concludes with the committee discussing and justifying their trainer selections based on the set criteria.

#### Exercise 4: Simulation of Teacher Onboarding

Create a simulated onboarding session where participants, acting as teachers, are introduced to the professional development program. The session includes a walkthrough of the objectives, expected outcomes, and the resources available to them. Participants engage in role-playing scenarios to practice overcoming common challenges teachers might face during the program.

#### Exercise 5: Documentation Workshop

Participants are given case studies of professional development scenarios and asked to create documentation templates that capture the process. The exercise involves identifying key milestones, feedback points, and outcomes that should be documented. Afterward, participants compare and discuss their templates, refining them based on feedback and best practices.

#### Exercise 6: Designing a Monitoring Framework

Participants work in groups to develop a monitoring framework for a professional development program. The framework should include indicators for success, methods for collecting data, and timelines for monitoring. Each group presents their framework, followed by a discussion on how these monitoring strategies can be practically implemented and adjusted as needed.

#### Exercise 7: Evaluation Criteria Development

In small groups, participants are tasked with developing criteria for evaluating the effectiveness of a professional development program. They must consider both qualitative and quantitative measures, such as participant feedback, learning outcomes achieved, and impact on teaching practices. The groups then present their criteria, and the session ends with a discussion on how to apply these criteria in real-world settings.

### 3.5.4. Progress test (self-assessment)

Can you:	Yes	Not
1) Preparing a professional development program for teachers in the enterprise?		
2) Defining the term "learning outcomes"?		
3) Selection of trainers leading professional development of vocational education teachers in the enterprise?		
4) Preparing teachers for professional development in the enterprise?		

5) Documenting the professional development process of teachers in the enterprise?		
6) Monitoring the professional development process of teachers in the enterprise?		
7) Evaluating the professional development process of teachers in the enterprise?		

If you selected the answer "NO", we propose you returning to the teaching material and its repeated analysis in order to achieve intended learning outcomes (knowledge, skills).

If necessary, use additional source of information prepared to each topic.

### 3.5.5. Recommended sources of information

**Recommended literature - you can find more information on the topic in:**

1. **"How to Implement Effective Professional Development for Teachers"** by Kathryn Joy

URL: <https://www.cambridge.org/>

2. **"Teacher Education and Learning Outcomes"** by UNESCO IIEP Learning Portal

URL: <https://learningportal.iiep.unesco.org/en>

3. **"Guiding Workplace Learning in Vocational Education and Training: A Literature Review"** by Various Authors

URL: <https://ervet-journal.springeropen.com/>

4. **"Teacher Education and Learning Outcomes"** by UNESCO IIEP Learning Portal

URL: <https://learningportal.iiep.unesco.org/en>

5. **"How to Implement Effective Professional Development for Teachers"** by Kathryn Joy

URL: <https://epi.org.uk/>

6. **"Teacher Education and Learning Outcomes"** by UNESCO IIEP Learning Portal

URL: <https://learningportal.iiep.unesco.org/en>

7. **"Evaluating the professional development process of teachers in the enterprise"** by Kathryn Joy

URL: <https://epi.org.uk/>

## 3.6. Monitoring and evaluating the professional development of teachers in enterprises

### 3.6.1. Detailed learning outcomes

As a result of learning within a topic, you will be able to:

- Defines the term evaluation.
- Defines evaluation objectives and defines success indicators.
- Understands the importance of measuring knowledge and skills before and after training to measure distance traveled.
- Can identify evaluation methods that will measure the achievement of evaluation objectives.
- Distinguishes and selects methods for evaluating teachers' professional development in cooperation with enterprises.
- Identifies tools for evaluating teacher professional development in cooperation with enterprises relevant to the target group.
- Designs a strategy and framework for evaluating the professional development of teachers and companies.
- Identifies a list of desired training outcomes.
- Uses various methods to evaluate the professional development of teachers in enterprises.
- Creates tools for evaluating the professional development of teachers in enterprises (online questionnaires, interviews, case studies, training logs, etc.).
- Specifies the schedule for using each of the tools.
- Explains the functionalities of evaluation tools.
- Explains how to prepare a report on teacher professional development in enterprises.
- Is able to interpret the collected data and refer them to the purposes of the evaluation.
- Characterizes how to draw conclusions and recommendations from the evaluation.
- Characterizes the process of improving the professional development program.
- Monitors the correct implementation of the assessment framework and the collection of relevant data.
- Teachers controlling and companies in the field of sharing data with the use of selected tools.
- Prepares a report on the evaluation of professional development of teachers in enterprises.
- Proposes, on the basis of conclusions and recommendations, actions to improve the organization of professional development courses for teachers in enterprises.
- Reflects the effectiveness of the implemented improvement actions in the area.

### 3.6.2. Learning material

#### 1. Designing the evaluation of the teacher training process in the company

**Defining the Term Evaluation** Evaluation refers to the systematic process of determining the effectiveness, impact, and outcomes of a specific program or activity. In the context of professional development for

teachers within enterprises, evaluation focuses on assessing the extent to which the professional development initiatives achieve their intended objectives, and how these initiatives contribute to the professional growth of teachers and the improvement of educational practices.

**Evaluation Objectives and Success Indicators** The primary objectives of evaluating teacher professional development within enterprises include:

- **Assessing Knowledge and Skill Acquisition:** Determining whether teachers have gained the necessary skills and knowledge that align with industry needs.
- **Measuring Impact on Teaching Practices:** Evaluating changes in teachers' instructional methods and their ability to integrate new knowledge into their classrooms.
- **Determining Enterprise Benefits:** Assessing how the involvement in professional development has benefited the enterprise, such as improved training quality or enhanced collaboration with educational institutions.
- **Success Indicators:** These could include improved teacher competencies, positive feedback from teachers and enterprises, increased student outcomes, and strengthened partnerships between education and industry.

**Importance of Measuring Knowledge and Skills Before and After Training** Measuring the knowledge and skills of teachers before and after professional development is crucial for determining the "distance traveled," or the growth and improvements made as a result of the training. This approach provides a clear understanding of the effectiveness of the training, highlights areas of significant progress, and identifies any gaps that may still exist.

**Identifying Evaluation Methods** Evaluation methods should be chosen based on their ability to measure the achievement of the evaluation objectives. Common methods include:

- **Pre- and Post-Training Assessments:** These help in measuring the knowledge gained by teachers.
- **Surveys and Questionnaires:** Collecting feedback from teachers and enterprises on the training's effectiveness.
- **Observation:** Monitoring how teachers apply new skills in the classroom.
- **Interviews:** Gathering in-depth insights from participants about the impact of the training.

### **Selecting Methods for Evaluating Teachers' Professional Development in Cooperation with Enterprises**

The methods selected for evaluation should consider the unique context of the partnership between enterprises and educational institutions. For instance:

- **Case Studies:** Documenting specific examples of how teachers have applied new skills in their

classrooms, which can be valuable for both the educational institution and the enterprise.

- **Training Logs:** Teachers can maintain logs that detail their experiences, challenges, and successes throughout the professional development program.

**Identifying Tools for Evaluating Teacher Professional Development** Relevant tools for evaluating teacher professional development in cooperation with enterprises may include:

- **Online Questionnaires:** Efficiently gathering quantitative data from a large group of participants.
- **Interviews:** Providing qualitative insights and deeper understanding of the program's impact.
- **Performance Assessments:** Observing teachers in action to assess the application of new skills.
- **Focus Groups:** Facilitating discussions among teachers to evaluate shared experiences and outcomes.

**Designing a Strategy and Framework for Evaluation** An effective evaluation strategy should include the following elements:

- **Clear Objectives:** Define what the evaluation aims to achieve.
- **Timeline:** Establish a timeline for conducting evaluations, including pre-training assessments, ongoing monitoring, and post-training evaluations.
- **Roles and Responsibilities:** Clearly assign who will be responsible for different aspects of the evaluation process.
- **Feedback Loops:** Implement mechanisms for ongoing feedback and adjustments to the professional development program based on evaluation results.

**Identifying Desired Training Outcomes** Desired outcomes might include:

- **Enhanced Teaching Practices:**
- Teachers can integrate new knowledge and skills into their instruction.
- **Improved Student Performance:** Students demonstrate better understanding and application of concepts.
- **Strengthened Industry-Education Partnerships:** Ongoing collaboration between enterprises and educational institutions is established and maintained.

**Using Various Methods to Evaluate Professional Development** To comprehensively evaluate professional development, a combination of methods should be used, including:

- **Surveys for Immediate Feedback:** Collecting participants' initial reactions.
- **Follow-Up Interviews:** Assessing long-term impacts.
- **Observational Assessments:** Monitoring changes in teaching practices over time.
- **Performance Data Analysis:** Reviewing student performance data to correlate it with the professional

development teachers received.

**Creating Tools for Evaluation** Tools could include:

- **Online Questionnaires:** Easy-to-use forms for immediate feedback.
- **Structured Interviews:** Pre-designed questions to guide in-depth discussions.
- **Case Study Templates:** Frameworks for documenting specific instances of successful professional development.
- **Training Logs:** Templates for teachers to record their experiences and reflections.

**Specifying the Schedule for Using Each Tool** A typical schedule might look like this:

- **Pre-Training:** Administer baseline surveys and knowledge assessments.
- **During Training:** Use observation and training logs for real-time feedback.
- **Immediately Post-Training:** Distribute online questionnaires and conduct interviews.
- **3-6 Months Post-Training:** Conduct follow-up interviews and analyze student performance data.

This framework ensures a comprehensive approach to monitoring and evaluating the professional development of teachers in enterprises, leading to actionable insights and continuous improvement.





## 2. Evaluation of the teacher training process in the company

**Explains the Functionalities of Evaluation Tools** Evaluation tools are essential for assessing the effectiveness of teacher training processes within companies. These tools serve several functions:

- **Data Collection:** Tools such as surveys, questionnaires, and observation checklists are used to gather information on teacher performance, engagement, and skill acquisition during the training process.
- **Analysis:** Software like SPSS, Excel, or specialized educational tools can analyze quantitative data, identifying trends and measuring the impact of training.
- **Feedback:** Tools like 360-degree feedback surveys allow for input from multiple stakeholders (teachers, trainers, company representatives), providing a comprehensive view of the training's effectiveness.
- **Monitoring:** Evaluation tools help track progress over time, allowing for real-time adjustments to the training program.

**Explains How to Prepare a Report on Teacher Professional Development in Enterprises** Preparing a report on teacher professional development involves several steps:

- **Data Compilation:** Gather all relevant data from the evaluation tools, ensuring that it is well-organized and categorized according to the evaluation criteria.
- **Data Interpretation:** Analyze the data to identify key findings, such as areas where teachers have shown significant improvement or areas needing further development.
- **Structure:** The report should include an introduction (explaining the objectives and scope), a methodology section (detailing the evaluation tools and process), findings (presenting the data), and a conclusion (summarizing key insights).
- **Recommendations:** Based on the findings, propose actionable recommendations for improving future training sessions.
- **Executive Summary:** Provide a concise summary of the entire report, highlighting the most critical points for quick reference by stakeholders.

**Is Able to Interpret the Collected Data and Refer Them to the Purposes of the Evaluation** Interpreting the data involves:

- **Aligning with Objectives:** Compare the results with the initial objectives of the evaluation. For example, if the objective was to enhance specific teaching skills, the data should reflect whether these skills improved.
- **Identifying Trends:** Look for patterns in the data, such as consistent areas of strength or weakness across different teachers.
- **Contextual Analysis:** Consider external factors that may have influenced the data, such as the level of

support provided by the company or the complexity of the training material.

- **Outcome Correlation:** Relate the outcomes back to the overall goals of the professional development program, determining if the training met the desired expectations.

**Characterizes How to Draw Conclusions and Recommendations from the Evaluation** Drawing conclusions and making recommendations involves:

- **Synthesis of Findings:** Combine the insights gained from data analysis to form a comprehensive view of the training's effectiveness.
- **Evidence-Based Recommendations:** Propose improvements based on the data. For instance, if certain teaching methods were not well received, recommend alternative approaches.
- **Prioritization:** Focus on the most critical areas for improvement, prioritizing actions that will have the most significant impact on future training outcomes.
- **Actionable Steps:** Outline specific, actionable steps that can be taken to address the identified issues.

**Characterizes the Process of Improving the Professional Development Program** Improving the professional development program is a cyclical process:

- **Feedback Incorporation:** Use the feedback from the evaluation to refine the training content, delivery methods, and evaluation tools.
- **Pilot Testing:** Implement small-scale changes first to test their effectiveness before a full rollout.
- **Continuous Monitoring:** Regularly monitor the outcomes of the revised training program to ensure it meets the set objectives.
- **Iterative Adjustments:** Make ongoing adjustments based on the continuous feedback and monitoring to keep the training relevant and effective.

**Monitors the Correct Implementation of the Assessment Framework and the Collection of Relevant Data**

Monitoring involves:

- **Consistency Checks:** Ensure that the evaluation is consistently applied across all participants to maintain the integrity of the data.
- **Timely Data Collection:** Ensure data is collected at the appropriate times (e.g., before, during, and after training) to capture the full impact of the program.
- **Quality Control:** Review the data collection process for accuracy, completeness, and reliability.
- **Real-Time Feedback:** Use tools that provide immediate feedback to monitor the ongoing effectiveness of the training program.

**Teachers Controlling and Companies in the Field of Sharing Data with the Use of Selected Tools** Ensuring effective data sharing between teachers and companies requires:

- **Confidentiality Agreements:** Establish clear guidelines on how data will be shared and used, ensuring the privacy and security of all participants.
- **Shared Platforms:** Utilize shared digital platforms where data can be securely uploaded and accessed by authorized personnel from both the educational institution and the company.
- **Regular Updates:** Schedule regular data-sharing sessions to ensure that all stakeholders are informed about the progress and outcomes of the training.

**Prepares a Report on the Evaluation of Professional Development of Teachers in Enterprises** The process of report preparation includes:

- **Drafting:** Compile the evaluation data into a coherent first draft, ensuring that all sections of the report are addressed.
- **Reviewing:** Have the draft reviewed by key stakeholders (e.g., education and company representatives) to ensure accuracy and relevance.
- **Finalization:** Incorporate feedback, finalize the report, and prepare it for distribution.
- **Distribution:** Share the report with all relevant stakeholders, including teachers, company managers, and educational institution leaders.

**Proposes Actions to Improve the Organization of Professional Development Courses for Teachers in Enterprises** Based on the conclusions and recommendations:

- **Curriculum Updates:** Propose updates to the training curriculum to address any gaps identified in the evaluation.
- **Enhanced Collaboration:** Suggest ways to improve collaboration between teachers and industry professionals to ensure that training is aligned with current industry needs.
- **Resource Allocation:** Recommend better allocation of resources (e.g., time, technology, expert input) to enhance the effectiveness of the professional development courses.
- **Follow-Up Training:** Propose additional training sessions or refresher courses to reinforce the skills and knowledge gained.

**Reflects the Effectiveness of the Implemented Improvement Actions in the Area** Reflection involves:

- **Post-Implementation Review:** After implementing the recommended actions, conduct a follow-up evaluation to assess their impact.
- **Stakeholder Feedback:** Gather feedback from teachers, trainers, and company representatives on the effectiveness of the changes.
- **Comparative Analysis:** Compare the results of the new training sessions with previous ones to

determine if there has been a significant improvement.

- **Documentation:** Document the successes and challenges of the improvement actions to inform future training programs.

This analysis provides a comprehensive approach to evaluating and improving the teacher training process within companies, ensuring that the training remains relevant, effective, and aligned with both educational and industry goals.



### 3.6.3. Exercises

Exercises recommended for the online version of the training:

#### Exercise 1.

Evaluate the veracity of the sentences. Check 'True' if the statement is true or 'False' if it is false.

Phrase	True	False
Measuring the knowledge and skills of teachers before and after professional development is crucial for determining the "distance traveled," or the growth and improvements made as a result of the training.	X	
In the context of professional development for teachers within enterprises, evaluation focuses on assessing the extent to which the professional development initiatives achieve their intended objectives, and how these initiatives contribute to the professional growth of teachers and the improvement of educational practices.	X	
The methods selected for evaluation should consider the unique context of the partnership between enterprises and educational institutions.	X	
An effective evaluation strategy should include all information about the cooperation between the educational institution and the business.		X
Evaluation tools are essential for assessing the effectiveness of teacher training processes within companies.	X	
An evaluation report analyses the data to identify training problems in educational institutions.		X
The analysis provides a comprehensive approach to evaluating and improving the teacher training process within companies, ensuring that the training remains relevant, effective, and aligned with both educational and industry goals.	X	
Tools such as surveys, questionnaires, and observation checklists are used to gather information on teacher performance, engagement, and skill acquisition during the training process.	X	

### Exercise 2.

Choose the correct answer:

- Should evaluation methods be selected based on their ability to measure the achievement of evaluation objectives and include pre- and post-training evaluations, surveys, and questionnaires?
  - Evaluation methods should be chosen based on convenience and should only include post-training evaluations, as these are sufficient.

- b) Evaluation methods should be selected based on their ability to measure the achievement of evaluation objectives and should include pre- and post-training evaluations, as well as surveys and questionnaires.
  - c) Evaluation methods should primarily focus on informal feedback rather than structured methods like surveys or questionnaires.
- 2. Are there methods for evaluating the professional development of teachers in collaboration with businesses?**
- a) Methods such as feedback surveys, performance evaluations, and observational studies are commonly used to evaluate the professional development of teachers in collaboration with businesses.
  - b) There are no established methods for evaluating teacher professional development in collaboration with businesses; it is typically left to informal feedback.
  - c) Evaluation methods are only relevant within the educational institution, and business collaboration is not considered in the evaluation process.
- 3. Should data be shared using selected tools between teachers and companies?**
- a) Data sharing between teachers and companies is not necessary and can complicate the evaluation process.
  - b) Data should be shared using selected tools to facilitate collaboration and ensure both teachers and companies can effectively contribute to the evaluation process.
  - c) Data sharing should be limited to internal educational reviews and not involve external companies, as it could breach confidentiality.

### Exercises recommended for the classroom version of the training

#### Exercise 1.

#### Exercise 1: Needs Assessment Workshop

**Objective:** Participants will work in groups to conduct a needs assessment that will inform the design of the evaluation process for teacher training within a company.

**Instructions:** Divide participants into small groups. Each group will identify the specific needs of both the teachers and the company that the training aims to address. They will create a list of evaluation objectives based on these needs and propose potential indicators for measuring the success of the training. Groups will then present their findings to the class, followed by a group discussion on aligning these objectives with evaluation methods.



### Exercise 2: Evaluation Framework Design Challenge

**Objective:** To design a comprehensive evaluation framework for a hypothetical teacher training program in a company.

**Instructions:** Provide participants with a case study of a teacher training program within a company. In groups, participants will design an evaluation framework that includes key components such as evaluation objectives, success indicators, data collection methods, and a timeline for implementation. Groups will then share their frameworks, and the facilitator will guide a discussion on the strengths and weaknesses of each approach.

### Exercise 3: Data Interpretation and Reporting

**Objective:** Participants will practice interpreting evaluation data and creating a report based on their findings.

**Instructions:** Provide participants with a set of fictional evaluation data from a teacher training program. Working individually or in pairs, participants will analyze the data to identify key trends, successes, and areas for improvement. They will then draft a report that includes their findings, conclusions, and recommendations for enhancing the training process. Participants will share their reports with the group, and the facilitator will provide feedback on their analysis and reporting skills.

### Exercise 4: Developing Actionable Recommendations

**Objective:** To create actionable recommendations based on the evaluation of the teacher training process.

**Instructions:** After reviewing a case study or fictional evaluation report, participants will work in small groups to develop specific, actionable recommendations for improving the teacher training process. Each group will focus on a different aspect of the training (e.g., content, delivery methods, evaluation tools) and propose practical steps to enhance its effectiveness. Groups will present their recommendations, and the facilitator will lead a discussion on how to implement these recommendations in real-world scenarios.

#### 3.6.4. Progress test (self-assessment)

Can you:	Yes	Not
1) Designing the evaluation of the teacher training process in the company?		
2) Evaluation of the teacher training process in the company?		

If you selected the answer "NO", we propose you returning to the teaching material and its repeated analysis in order to achieve intended learning outcomes (knowledge, skills).

If necessary, use additional source of information prepared to each topic.

### 3.6.5. Recommended sources of information

**Recommended literature - you can find more information on the topic in:**

1. **"Designing Effective Evaluation Frameworks for Professional Development Programs"** by Michael Scriven

URL: <https://link.springer.com/>

2. **"Evaluation Models in Corporate Training Programs: Best Practices and Lessons Learned"** by Patricia Pulliam Phillips

URL: <https://www.researchgate.net/directory/publications>

3. **"Instructional Design and Evaluation for Training Programs"** by Allison Rossett

URL: <https://epi.org.uk/>

4. **The ADDIE Model: Designing and Evaluating Training Programs in Corporate Settings"** by Molenda, M.

URL: <https://www.mckinsey.com/>

5. **"How Do Instructional Designers Evaluate? A Qualitative Study of Evaluation in Practice"** by Lincoln, Y. S., & Guba, E. G.

URL: <https://link.springer.com/>

6. **"The Impact of Teacher Evaluation on Professional Development"** by Delvaux, E., Vanhoof, J., Tuytens, M., Vekeman, E., Devos, G., & Van Petegem, P.

URL: <https://www.sciencedirect.com/science/article/pii/S0742051X13000622>

7. **"Teacher Training Evaluation: Criteria and Methods for Effective Implementation"** by Guskey, T. R.

URL: <https://learningforward.org/>

8. **Evaluating the Effectiveness of Professional Development Programs"** by Lee Shulman

URL: <https://ascd.org/>

## 4. GLOSSARY

<i>English</i>	<i>Greek</i>
<b>Vocational Education and Training (VET)</b>	Επαγγελματική Εκπαίδευση και Κατάρτιση (ΕΕΚ)
<b>Training Needs Analysis (TNA)</b>	Ανάλυση Εκπαιδευτικών Αναγκών (TNA)
<b>Work-Based Learning (WBL)</b>	Μάθηση με βάση την εργασία (WBL)
<b>Competency-Based Training (CBT)</b>	Εκπαίδευση με βάση τις ικανότητες (CBT)
<b>Industry Partnership</b>	Βιομηχανική Συνεργασία
<b>Apprenticeship</b>	Μαθητεία
<b>Dual System</b>	Διπλό σύστημα
<b>Occupational Standards</b>	Επαγγελματικά Πρότυπα
<b>Pedagogical Content Knowledge (PCK)</b>	Γνώση Παιδαγωγικού Περιεχομένου (PCK)
<b>Workplace Simulation</b>	Προσομοίωση Χώρου Εργασίας
<b>Curriculum Development</b>	Ανάπτυξη Προγραμμάτων Σπουδών
<b>Learning Outcomes</b>	Μαθησιακά Αποτελέσματα
<b>Technical and Vocational Education and Training (TVET)</b>	Τεχνική και Επαγγελματική Εκπαίδευση και Κατάρτιση (TVET)
<b>On-the-Job Training (OJT)</b>	Κατάρτιση στην εργασία (OJT)
<b>Assessment and Evaluation</b>	Αξιολόγηση και Αξιολόγηση
<b>Professional Development</b>	Επαγγελματική Ανάπτυξη
<b>Blended Learning</b>	Μικτή μάθηση
<b>Skills Gap</b>	Κενό δεξιοτήτων
<b>Internship</b>	Πρακτική άσκηση
<b>Quality Assurance</b>	Διασφάλιση Ποιότητας

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