



# Train-the-Trainer

## A four-day course



### Detailed training schedule for the SERA+ Train-the-Trainer course (4 days)

<b>Day 1</b>				
<b>General objectives of the day:</b> Welcome, Clarify expectations and Ceate a common understanding				
Time	Training part	Aims / Objectives	Working Methodology	Material
10:00 – 10:15	<b>Welcome</b>	To provide an overview on the training	Round table presentation	
10:15 – 10:30	<b>Icebreaking activities</b>	To create a good atmosphere and get to know each other		Trainer will use different exercises depends the profiles in the group
10:30 – 12:00	<b>Introduction to SERA</b> - <b>Why SERA?</b> - <b>Who is behind SERA?</b> - <b>What is SERA?</b> - <b>Who is SERA for?</b>	To create a common understanding about the EU-project SERA, its aims and objectives, target groups and settings to show the reason for developing the SERA programme.	Presentation	1.1 SERA project presentation
12:00 – 12:30	<b>Definitions</b>	To define Key terms such as Validation, Key competences, Cross-Curricular Competences, Indicators	Discussion	1.2 Participants will prepare, before attending the TTT course, a research based on violent extremism' cases in their country (facts, rules, laws,...)
12:30 – 14:00	<b>Lunch break</b>			



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<b>14:00 – 14:30</b>	<b>Expectations workshop</b>	What do participants expect to learn/to develop from this training? To list and discuss on individual and collective expectations.	Workshop activity – Mapping / Representation of expectations.	
<b>14:30 – 15:30</b>	<b>Informal and non-formal learning, specific examples from the context of prison learning</b>	To give participants a common understanding about the concept of formal-non formal-informal learning (adapted to the experience of the target group)	Presentation and discussion Exercises	1.2 Activity sheet defining Key terms  1.3 Definitions of learning
<b>15:30 – 16:00</b>	Coffee-break			
<b>16:00 – 17:30</b>	<b>Introduction to validation</b>	To give participants an insight into the concept of competence-based learning and how it is connected to the validation of competences and the innovation of learning settings	Presentation and discussion	1.4 Introduction to competence oriented learning
<b>17:30</b>	Short evaluation (Bull' eye) then Ending of Day 1			
<b>Day 2</b>	<b>General objectives of the day:</b> Learning in prison, specifics of the target group			



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Time	Training part	Aims / Objectives	Working Methodology	Material
<b>9:00 – 9:15</b>	<b>Welcome with Icebreaking activities</b>	To create a good atmosphere and get to know each other		Trainer will use different exercises depends the profiles in the group
<b>9:15 – 9:30</b>	<b>Introduction of Day 2</b>	To look at any Day 1 feedback from attendees To give an overview on the planned activities for Day 2		
<b>9:30 – 11:00</b>	<b>Knowing your target group</b>	To get an overview on the target group (inmates, publics at risks, ...), working conditions and learning activities the different participants have experienced in their teaching setting (prison, closed facilities, day care activities, ...)	Short presentations (5 to 10' each) are introduced by the participants	To involve them, it is recommended to let them talk about their training activities, their practices, their learners and their framework conditions.
<b>11:00 – 11:30</b>	Coffee-break			
<b>11:30 – 13:00</b>	<b>SERA data collection</b>	To give participants an idea about the main outcome of the data collection carried out during the SERA project		*Analysis of data *Manual for User *Pedagogical cycles
<b>13:00 – 14:30</b>	Lunch break			



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<b>14:30 – 15:00</b>	<b>Workshop</b>	Learners' needs, effective engagement and involvement <i>(2 questions, 2 sub-groups)</i>	Exercises	<ul style="list-style-type: none"> <li>- How to involve learners with special needs (inmates) in learning activities? What can be done to raise motivation?</li> <li>- What could be the impact of learning when inmates receive their feedback on competences assessment?</li> </ul>
<b>15:00 – 15:30</b>	<b>Plenary session</b>	To share outputs		
<b>15:30 – 16:45</b>	<b>Introduction to SERA+</b>	To create a shared understanding of the reasons that brought to SERA+	Trainer will give an overview on the full programme	2.6 Introduction to SERA+ process
<b>16:45</b>	Short evaluation (Bull' eye) then Ending of Day 2 – Last questions			



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<b>Day 3</b>		<b>General objectives of the day: Practising with SERA+ and Methodology</b>		
<b>9:00 – 9:15</b>	<b>Welcome and Introduction of the day</b>	To give participants an overview on planned activities and learning contents –		Trainer will use different exercises depends the profiles in the group
	<b>Icebreaking activities</b>	Feedback from Day 2		
<b>9:15 – 10:30</b>	<b>Introduction to CITI-VAL</b> - Why CITI-VAL? - Who is behind CITI-VAL - What is CITI-VAL? - Who is CITI-VAL for?	To create a common understanding about the EU-project CITI-VAL, its aims and objectives, target groups and settings.		3.7 Presentation
<b>10:30 – 10:45</b>	Coffee-break			
<b>10:45 – 12:30</b>	<b>Introduction to READY... GO</b> - Why READY... GO? - Who is behind READY... GO? - What is READY... GO? - Who is READY... GO for?	To create a common understanding about the EU-project CITI-VAL, its aims and objectives, target groups and settings.		3.8 Presentation
<b>12:30 – 14:00</b>	Lunch			



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<b>14:00 – 15:00</b>	<b>Introduction to READY... GO tool</b>	Physical activities and sports	The trainer will present list of activities that were organized during READY... GO implementation	3.9 Presentation
<b>15:00 – 15:45</b>	<b>Which type of activities will be used as support to train with READY... GO tool</b>	Workshops by peer	Through the list that comes from the data collection, participants will choose activities they are able to practice in their framework conditions and try to inventory the difficulties that could be theirs.	3.10 List of Physical Activities and Sports from data collection
<b>15:45 – 16:00</b>	Coffee-break			
<b>16:00 – 17:00</b>	<b>Imagine SERA+</b>	To design single SERA+ plan in regard of individual needs	Peer exercises	Role play games
<b>17:00 – 17:30</b>	<b>Plenary session</b>	To share outputs		
<b>17:30</b>	Short evaluation (Bull' eye) then Ending of Day 3			



### Detailed training schedule for the SERA+ Train-the-Trainer course (4 days)

<b>Day 4</b>				
General objectives of the day: SERA+ development and Assessment				
<b>9:00 – 9:15</b>	<b>Welcome and Introduction of the day</b>  <b>Icebreaking activities</b>	To give participants an overview on planned activities and learning contents – Feedback from Day 3		Trainer will use different exercises depends the profiles in the group
<b>9:15 – 10:00</b>	<b>Assessment of Cross-Curricular Competences (CCC)</b>	Participants learn how to select an appropriate CCC for a learning activity and the assessment process	Practical exercises - Groupwork	4.11 List of 16 CCC
<b>10:00 – 10:45</b>	<b>Hands on session</b>	Participants learn how to handle the cross-curricular competences (CCC) system Participants learn how to adapt it according to different target groups and different settings	Peer work	
<b>10:45 – 11:00</b>	Coffee-break			
<b>11:00 – 12:30</b>	<b>Hands on session</b>	<i>Continuing last session</i>	Peer work	Make sure that trainees will change peers
<b>12:30 – 14:00</b>	Lunch			





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<b>14:00 – 15:00</b>	<b>Assessment of Cross-Curricular Competences with VALMOPRIS grid</b>	To work with participants on the different assessment periods which can be used in prison education context, which methods can be suitable for different target groups, how to identify the three dimensions of the CCC in the assessment process	Clarification about how to organize the moments of assessments, timeline, interviews  Practical exercises	Role play games
<b>15:00 – 15:45</b>	<b>Rating to finalize the assessment process</b>	Participants learn how to create certificates to reflect the competences assessment		Work with case study
<b>15:45 – 16:00</b>	Coffee-break			
<b>16:00 – 16:45</b>	<b>Open questions and clarification</b>	Dealing with final questions	Feedback from participants	Discussion
<b>16:45 – 17:00</b>	<b>End of the course Evaluation Certification</b>			Evaluation sheets Certificates

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