

ERASMUS+ Programme 2015 – KA2 Adult Education
Project n°: 2015-1-ES01-KA204-015937
Partner: CAEA

Employment and Women on the 21st century in Europe: From Household economy to SME economy (Small and Medium enterprises) – MUPYME Project

Teaching Guide for the resources design related to the Training Plan “From the Household to the SME”

KNOWLEDGE AREA “Quality, Safety and risk management”

A. Requirements:

A.1 Concerning the teaching staff

The trainers should have knowledge , skills and competences on various areas related to the organization and functioning of a small business. Trainers should be able to interconnect smoothly the various areas of teaching , especially how to deal with human capital-resources, organizational and planning issues.

Trainers should be certified as trainers under the European regulations as many areas of the functioning of a business are governed by European Union guidance.

The target population are women housewives with a lot of experiences in the area. Trainers should have the necessary skills and knowledge to connect the household tasks with the sme tasks and explore the rich skills and knowledge of the housewives related to the area of sme. Furthermore trainers should be able to practice the project management principles.

A trainer of housewives to be successful should have admiration of women work, of women capabilities, especially in the area we are exploring.

Finally, a trainer should possess skills and competences at high levels to work with adults. Housewives, far from schools for many years, with painful in many cases school experiences , with low levels of education, need special treatment and the use by the trainers principles of

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“andragogy” (the art of teaching adults) to make learning pleasant and attractive. Using various interactive methods and techniques in teaching, give participants the feeling, that they are part of teaching and learning, a very high motivation.

A.2 Concerning the participant students.

Women participants will come mainly from rural areas, from remote areas in the mountains, with low employment opportunities, from refugee settlements, from areas where tourism industry is at high levels, from areas where unemployment is very high etc.

The participating women will be mainly at early middle age, married, women with low education, women growing children.

(This profile suits women who would like to establish a sme related to tourism, women who have no other opportunities for employment)

B. Training Plan description

The 3 parts of the module (safety, quality and risk prevention) will be seen as one concerning the general goal. There will be specific objectives for safety at home, for quality control and for risk prevention.

General Aim

The general aim of the module is:

By the end of the training participants will be able to:

Be familiar with the concepts of Safety, Quality and risk prevention, be able to connect the tasks at the household with the requirements at a sme concerning safety, quality, and risks prevention and be capable to develop a simple and effective strategic plan for a sme, to cover the sensitive area of safety, quality control and risk management

The specific Objectives will target to:

- Enrichment of knowledge
- Upgrading of skills
- Improvement of attitude

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B.1 Training goals-objectives

SAFETY

1. To understand the concept of safety.
2. To identify and list the hazards and dangers in the household and outside it, in connection with a sme.
3. To build on their experiences and explore and enrich their knowledge and skills on developing a safety checklist for a sme.

B.2 Professional Qualification goals

SAFETY

1. Using their experiences be able to develop a simple safety plan, always in relation to a sme safety plan.
2. To be able to understand and relate the home safety plan with a sme safety plan
3. To feel proud of the work of the housewife.
4. To be able to transfer the knowledge and skills on safety at household to a sme environment.

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SAFETY, 45 MINUTES

GOALS	CONTENT	METHODS	MEANS	GAMES	EVALUATION
<p>1. To understand the concept of safety at home and in general.</p> <p>2. To identify and assess hazards at home and relate and connect those hazards at the work at a sme.</p> <p>3. To feel proud of the work of a housewife.</p> <p>4. To acquire skills to analyze and eliminate hazards.</p> <p>5. Building on experiences to explore and enrich knowledge and skills on developing a safety check list relating household with sme.</p>	<p>-Is a must for a housewife to be a good observer.</p> <p>-Knowing to evaluate a hazard is important.</p> <p>-Hazards at home and at sme are of similar nature.</p> <p>-The boaring atmosphere at household should turn to joy.</p> <p>Important statement “</p>	<p>Interactive methods will be use exploring participants’ experiences.</p> <p>- Role play</p> <p>- Self expression</p> <p>- Questions and answers</p> <p>- Experiencial workshop</p>	<p>1. Power point (video projector)</p> <p>2. Flip chart</p> <p>3. Brainstorming</p> <p>4. Work in groups.</p> <p>5. Snowball (from individual to plenary)</p>	<p>Get to know each other “Names and connections”</p>	<p>On going evaluation</p> <p>“What new you have learned today?”</p> <p>“Are you now in a better position to identify and deal with hazards?”</p>

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GOALS	CONTENT	METHODS	MEANS	GAMES	EVALUATION
6. To be able to transfer the household knowledge and skills on safety to sme environment.	<p>“Responsibility for safety starts at the top”</p> <p>-Questions as below will be discussed</p> <p>“Why do we need to consult” “Why do we need safe work procedures?”</p> <p>“Why is training and supervision important?” “Why we need safety reporting procedures?”</p> <p>-Management committee</p>				

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B.1 Training goals-objectives:

QUALITY CONTROL

1. To understand the concept of quality control
2. To understand the importance of ISO 9000 in quality control
3. To be able to take all necessary measures and steps to secure high quality of products
4. To create a feeling of trust, respect and empathy for the employees and clients for the company.

B.2 Professional qualification goal

QUALITY CONTROL

- 1.To be able to develop a simple quality control plan for the sms.
2. To manage to relate the experience in household with the sms tasks.
- 3.To be able to implement a simple ISO and HACCP in the sme
- 4.To be able to follow successfully the procedures for quality control(suppliers, storage, processing ,packing, stamping, selling, distribution)

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QUALITY CONTROL, 90 MINUTES

GOALS	INTERACTIVE CONTENT	METHODS	MEANS	EXERCISES GAMES	EVALUATION
<p>1.To understand the concept of Quality control</p> <p>2.To be able to follow the procedures of ICO and HACCP</p> <p>3.To be able to take all necessary measures to secure high quality.</p> <p>4.To be able to implement simple ICO and HACCP.</p> <p>5.To be able to identify and produce simple documents for quality control</p> <p>6.To create a feeling of trust and respect for the employees and clients</p> <p>7.To list possible hazards which affect the quality of products.</p>	<p>-Principles of ICO and HACCP</p> <p>-Procedures for quality control.</p> <p>-The various documents for procedures</p> <p>-Management Of quality control.</p> <p>-Q.Control is “The process of inspecting products to ensure that they have the required quality standards.”</p> <p>-Statistical process control(SPC), is a continuous monitoring and charting during operation (data collection)</p> <p>-Correctional measures when CCP is in danger.-</p>	<p>-Role play (employees,managers and clients) discuss on aspects of Quality control</p> <p>-Group work</p> <p>-Simulation</p> <p>-Snowball</p> <p>-Questions and answers</p> <p>-Case study to use their experiences</p>	<p>-Video projector for power point.</p> <p>-Flip chart</p> <p>-Large piece of papers</p>	<p>Building trust</p> <p>Name of game</p> <p>From 1-20</p>	<p>-Suggestion would like to make to improve the quality of products</p> <p>- “ I would like to say...”</p> <p>“ I have learned.....”</p>

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B.1 Training goals-objectives:

RISK PREVENTION

1. To understand the concept of risk prevention and risk control
2. To be able to identify risk areas in a sme
3. To be able to develop a simple risk management plan

B.2 Professional qualification goals:

RISK PREVENTION

1. To be aware of the benefits of risk prevention in the sme
2. To be able to understand the crucial role of risk prevention
3. To be able to act as risk controller in the sme
4. To have the skills to defense a health, safety and market risks

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RISK PREVENTION 45 minutes

GOALS	CONTENT	METHODS	ICE BREAKER-MOBILIZER	MEANS
1. To understand the concept of risk prevention and risk control, risk assessment. 2. To be able to identify risk areas in the sme. 3. To be aware of the benefits of risk prevention 4. To have positive attitude towards risk prevention measures 5. To have skills for health, safety and market risks	-Concept and identification of risk. - Risk management. --Steps for Risk assessment. -Risk control. -Taking Risk prevention measures - Friendly atmosphere. ----- Evaluation of risks. -How to identify serious risks -To know the regulations concerning a sme in relation to safety and health,	1. Brainstorming to identify areas of risk prevention 2. Case studies to clarify terms. Use learners experiences. 3. Experiential learning. Using their experiences to express ideas for risk control and risk assessment. 4. Work in small groups 5. Role play. The manager and employees discuss risk prevention measures	Name of game “MIXER” .	1 Fleet chart 2. Computer 3. Various patterns of sitting(small groups and Π sitting arrangement. 4. Video projector 5.Power point presentation. 6. Hand outs

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STRATEGIC PLAN DEVELOPMENT (90 minutes)

Purpose:

Participants at the training course have a lot of experiences and skills on the subject. These experiences and skills is advisable to be used as basis of exploring further the subject. Thus is advisable to discuss with learners and work together to develop a strategic plan:

- a) to give the maximum safety at work place
- b) to reach the maximum quality control and CCP
- c) to prevent and eliminate as much as possible the risks

It is advisable the strategic plan to be based on case studies coming from the learners. Learners can decide on the case in 3 groups taking in account that in each group will be different background of learners.

The Strategic plan will be developed in 40 minutes and after will be a presentation from each group for 15 minutes allowing the last 15 minutes for general discussion. IN TOTAL 90 minutes will be given for the whole exercise.

C. Modules' Structure

The module will be based on information which will be offered with short power points basically to clarify the concepts. We take as positive that participants have a huge amount of knowledge , skills and experiences on the area of teaching and we will put efforts to mobilize all resources to explore the module based on these experiences.

The theoretical part will be short giving most of the time on interaction and practical work.

C.1 Number of modules:

One module, 3 parts

C.2 Name of each module

Knowledge area: Safety and quality and risk prevention

- 1. The quality and safety in the household**
- 2. General concept of quality.**
- 3. How to improve the quality and safety in a SME: RISK Prevention**

C.3 Connections between them

The 3 areas of the module are interconnected and interrelated.

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D. Modules length

The module will last for 4 hours(6 periods of 45 minutes teaching).

There will be one period for safety at household , two periods for quality control, one period for risk prevention and 2 period for developing and presenting a strategic plan for safely , quality and risks management. The last two periods will be team work in 3 groups where the participants using their experiences and knowledge will cooperate for the strategic plan.

E. Modalities

E.1 Classroom training

Will be face to face teaching as we are dealing mainly with experiential learning. There is a huge amount of knowledge and experience of the target group. The use of various active and interactive methods and techniques can be only implemented in a classroom environment.

E.2 Distance learning

There will be materials in the website

e.3 Mixed

F. Teaching resources

1. General supporting materials

1.1 Pedagogical games

1.2 Case studies

1.3 Short power points

1.4 Team work

1.5 Principles of teaching and learning

1.6 Implication of learning styles in learning

TEACHING AND LEARNING

Some Principles of Teaching

To help my students to learn I should:

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1.	Take their previous educational experience / knowledge into account at all stages in the learning process.
2.	Build new learning on the learners' present knowledge and attitudes. Unlearning may be required in order that present views or attitudes can be changed.
3.	Make sure that what is learned is used and reinforced.
4.	Ensure that the learning situation gives opportunities for practice.
5.	Encourage the learner to be an active participant trying out new responses rather than just listening.
6.	Divide the material to be learned into learnable units and given in an appropriately paced sequence.
7.	Give persuasion, coaching or guidance in the development of new responses.
8.	Ensure that what is to be learnt is relevant to each learner, that is capable of being generalized from the training situation to be work situation and of being appropriately used.
9.	Help them to maintain their level of motivation to learn.
10.	Make the learning situation flexible enough to allow for individual differences in the speed of learning, depth of understanding, the amount learned and the sequences in which responses are learned.

Some Characteristics of an effective group:

a)	Objectives understood and accepted by group members.
b)	There is a sense of group loyalty.
c)	There is a supportive atmosphere, with positive discussion to which most learners contribute.
d)	The trainer fosters cooperation rather than competition.
e)	There is likely to be disagreement, but the group gains rather than loses from it.
f)	Criticism is frank, but positive and without personal attacks on individuals.
g)	The trainer does not dominate discussions. His/her role can change and the leadership may pass from one person to another, depending on the knowledge and experiences of group members.
h)	The group is conscious of its objectives, and will periodically assess its progress.

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Different learning Styles

<p><u>Visual</u> The visual learner learns best and remembers information longer if they see it or picture it in their mind.</p>	<p>Use pictures Use diagrams Use colour coding Use highlighting Use handouts Use demonstrations</p>
<p><u>Auditory</u> The auditory learner learns best and remembers information longer if they talk about the topic.</p>	<p>Explain Repeat Discuss Use tapes Use poems Tell stories Use dialogue Use drama Read loud</p>
<p><u>Kinaesthetic</u> The kinesthetic learner learns best and remembers information longer if they are involved in handling materials and doing something.</p>	<p>Be practical Use three dimensional models Make things Use tactile experience Move about Write</p>

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1.1 GAMES: We will practice 4 games aiming at:

- a) to get acquaintance (Names)
- b) To warm up (Mixer)
- c) Trust building (From one to 20)
- d) Creativity (Draw toast)

Nr. 3 Names
Goal – analysing the profile of learners and their names
Duration: 15 minutes
Number of participants: 8-12
Material: not needed
Assessment: Excellent
Description of a game
<p>The task of the participants is to look closely at their own specific characteristics, occupational capacity and skills, by analysing their own names. They all write down words that start with the respective letters of their names, creating a short auto-presentation. For instance: "Adam - altruist, distinct, active, melancholic" It is also allowable to invent words, neologisms which specifically characterise ones personality. Next, each of the participants presents himself using the words he wrote, explaining their meanings in the context of various life and occupational experiences.</p> <p>In a different version of this exercise, the participants first wander around the whole room and introduce themselves to other participants using the words they wrote down, and only later do they analyse the words they have chosen, in a big circle.</p> <p>Another form of this exercise is based on constructing a logical sentence from the respective letters of names. For instance: "Adam - adores deep, abstract meditation" The game's purpose is to reflect on the strong and weak sides of one's own character through wordplay, by playing with meaning and allusions.</p> <p>Note. This activity can be useful at various stages of group work, not only at the beginning, when it helps participants to get to know each other and get over their "stage fright". In many educational contexts it can encourage participants to seek out new, creative solutions and ideas.</p>

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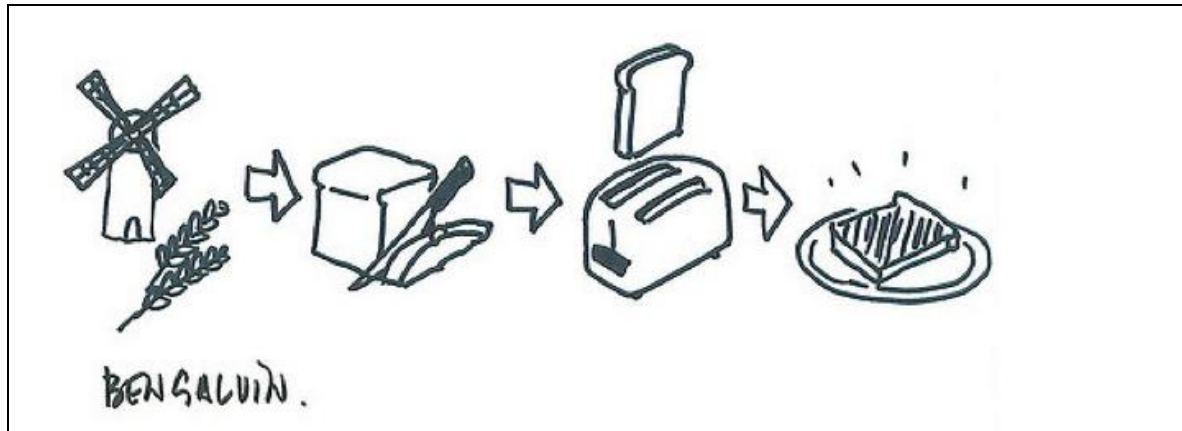
Nr. 10 Mixer
Goal – to relax and to promote activeness, develop quicker reaction
Duration: 10 min.
Number of participants: 10-20
Material: chairs
Assessment: good
Description of a game
<p>Preparation. Before starting the game you need to show how to imitate and mime the words agreed.</p> <p>Procedure. The group stands in a circle. One player is in the middle. He suddenly points a finger at any player and says one of the agreed words. The player, who has been pointed at and his neighbours have to react as quickly as possible and mime the agreed word.</p> <p>Imitation of the words</p> <p>Palm tree – the middle person puts his hands up and splays all the fingers. Side players do the same thing but lean onto different sides from the middle one.</p> <p>Elephant – the middle person with his left hand holds his own nose and pushes the right arm through the left arm loop (it's a trunk). Side players widely spread their hands and add them to the middle person's sides imitating the elephant's ears.</p> <p>Giraffe – the middle person puts his folded hands up and leans them forward (head). Side players lean themselves at the middle person to form the body.</p> <p>Dog - the middle person bends his hands in front of himself as serving and lolls. Side players raise one leg (right one – the right, left one – the left) - showing the peeing dog.</p> <p>Mixer – the middle player turns around himself on one spot. Side players put their arms around the central person.</p> <p>Toaster - middle one jumps up and down (as a toast). Side players hold their arms around the central person.</p> <p>Pop star – the middle person imitates holding a microphone and singing. The side players mime the fans who are fascinated by looking at him, reaching out to him and cheering.</p> <p>Cowboy - side players imitate shooting each other, and the middle one mimes to be shot.</p> <p>The commander - the middle person imitates “a feather crown” by holding the hands above the head, while the side players “row a canoe”.</p> <p>Note. It takes a while for the presentation of images and figures. For the first time, game can be explained with just a few figures, the next time some other figures can be added and so on.</p>

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Nr. 28 From 1 to 20
Goal – to encourage trust in each other, to feel each other better
Duration: 10 – 15 min
Number of participants: 10-15
Material: not needed
Description of a game
The group stands in a circle. The task is to loudly count from 1 to 20. Someone starts counting “one” another person says “two” and so on, but if a few people say the same number, the game starts from the beginning. When the group is new, it is enough for them to count until 20, but later you can increase the number. This exercise can be quite often used at the beginning of any activities in the group.

Nr. 38 Draw Toast
Goal – you can use the draw toast exercise to introduce people to the concepts of visual thinking, working memory, mental models and/or systems thinking. This also works as a nice warm-up exercise to get people engaged with each other and thinking visually. Plus, it’s fun!
Duration: 10 - 15 min
Number of participants: 10-15
Material: sheet of paper, markers
Assessment: jdomus
Description of the game
On paper or index cards, ask people to draw “How to make toast.” After a couple of minutes, ask people to share their diagrams with each other and discuss the similarities and differences. Ask people to share any observations or insights they have about the various drawings. You are likely to hear comments about the relative simplicity or complexity of the drawings, whether they have people in them, how technical they are, how similar or different they are, and so on. Depending on why you are doing the exercise you may want to point out the following: ☑ Note that although the drawings are all different, they are all fundamentally correct. There are many ways to visualize information and they all enrich understanding rather than being “right” or “wrong.” ☑ Although the drawings are different in <i>content</i> , they tend to be similar in <i>structure</i> . That is, most drawings of mental models tend to contain three to seven elements, connected by lines or arrows.

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G. Pedagogical suggestions.

For active and interactive learning we will use the following methods and techniques:

- Role playing
- Case study
- Snowball
- Brainstorming
- Practical exercises
- Questions and Answers

Arrangement of the training hall.

-Layout of school classroom: A combination of lay out

- "Π" parallelogram shape layout
- Open circle layout
- Triangle layout
- Teamwork layout

Training Aids

We will use Flip chart, computer, internet,



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Methods and Techniques

Team Management and Encouragement Principles

- Equal treatment of trainees
- Handling different types of trainees
- Bridging differences
- Facing friction
- Interaction
- Motivation

Learning Environment

- Trust
- Creativity
- Expression of opinions
- Participation
- Team spirit

Body Language

- Periodic variation of voice volume
- Appearance
- Natural appearance
- Eye contact
- Expressions
- Gestures
- Body movement

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Short description of some methods of teaching

Case Study

It is based on the utilisation of a real-life or hypothetical example which allows application of the knowledge acquired in class.

Icebreaker

Brief activity applied by the trainer usually during the inaugural meeting. It aims at helping the trainees to overcome the initial awkwardness and get acquainted with one another and with the trainer. This helps in creating a climate of confidence and enables the learning process.

Role-playing

The trainer, based on a prescribed scenario, assigns roles which the trainees will have to play; the objective is that through experience they will consolidate the syllabus.

Snowball

The trainer assigns an issue to be discussed by the trainees on an individual basis. Then the trainees work in pairs identifying common points and differences and, therefore, complementing each other. The same process is repeated in groups of four (two pairs that had worked together during the previous stage). Finally the opinions of the groups are presented to everyone, they are combined and conclusions are extracted.

Brainstorming

The trainees are encouraged to express freely and without any limitation ideas on a particular subject. All ideas, without exception, are listed on the board and then the trainees are asked to explain them. Grouping of ideas can be achieved through explanation and, thus, multiple aspects of the particular issue can be emerged.



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Experiential Workshop

The trainees are involved themselves in the learning process by actively participating to the subject under study, utilising important teaching methods such as discovery learning, empirical learning, learning in extreme conditions, intellectual learning, learning through performing a task.

EVALUATION

Formative Evaluation

We will follow Formative Evaluation

Formative evaluation is conducted in all stages of programme or training module implementation in order to provide information that will lead to their improvement.