

ROUNDTABLE
Minutes Template

Summary

- **Date: 11. – 12. 3 2013, Prague**
- **Number of participants and profile: 13 participants**

Participant 1

Education: Master degree Theory and philosophy of communication, non-formal course training skills
Working experience: 8 years in adult education and administration of the ESF projects

Participant 2

Education: master degree Pedagogical faculty

Working experience: 7 years in adult education and administration of the ESF projects

Participant 3

Education: master degree Theory and philosophy of communication, non-formal course training skills (100 hours) and presentation skills

Working experience: 8 years in adult education (training) and administration of the ESF projects

Participant 4

Education: master degree Pedagogical faculty

Working experience: 5 years teaching in basic school, 9 years in adult education (training, developing of the training courses)

Participant 5

Education: master degree in physiotherapy

Working experience: 7 years Physiotherapy, no experience with training, she develops training course for pedagogical workers in the area of physiotherapy.

Participant 6

Education: Master degree in Andragogy

Working experience: administration of the ESF projects, training

Participant 7

Education: Master degree in Economy

Working experience: teaching in VET schools, marketing, training, administration of the ESF projects

Participant 8

Education: Bachelor degree in Pedagogy

Working experience: teaching of disabled people

Participant 9

Education: Master degree in Economy

Working experience: interpreting from and to Vietnamese, intercultural assistant

Participant 10

Education: Master degree in Pedagogy

Working experience: manager of the educational institution, administration of the ESF projects, training of teachers

Participant 11

Education: Sports management, non-formal courses training skills, facilitation,

Working experience: training of adults

Participant 12

Education: Pedagogical faculty

Working experience: distance learning, training in ICT skills, ICT technician

Participant 13

Education: Master degree in Pedagogy

Working experience: training, administration of ESF projects, official on the regional government

- **Brief summary about the roundtable discussion**

The round table was organised with 13 participants from 13 organisations who provide adult education or are responsible for providing of education in Czech Republic. The main theme of the round table was PAC methodology as a whole. Participants focused mainly on the context of trainers' competences, personality of the trainer and his / her key competences, process, rules and dynamic of the training. Equally important were theme how to solve crisis situation in training, appropriate methods and techniques of the training and its evaluation. The PAC methodology was found out as very useful for Czech conditions. In CR the opened legislative space is in the area of adult education and the trainer's education. Only a few of pre-service training models work: master's degree programmes including trainer's qualification; bachelor's programmes including trainer's qualification; study courses for trainers at higher education institutions; courses focused on trainer's skills at CVET institutions. There are some higher education programmes, the graduates of which are qualified for CVET trainers' profession; the graduate profile contains a trainer's qualification.

Outside the system of formal education several training institutions offer educational programmes (courses) focused on trainer's skills. The curriculum of these courses is very diverse. Certificates from these courses have non-formal force.

In the Czech Republic trainer is non-regulated profession (only regulated by the Trade Act), but professional standard for adult educational trainer within NQF (level 7) was developed recently.

IVET teachers in the CR

The profession of teachers is regulated by Act No. 563/2004 on pedagogical staff. VET teachers are trained in the consecutive model of training:

- when a student is first trained to become an expert in the chosen field. After having past state examinations, they get a qualification in mechanical or chemical engineering, economics, agriculture, etc. If the student opts for teaching, they take pedagogical studies, which may run:
 - either in parallel with undergraduate training in the specialised disciplines
 - Or after completion of undergraduate studies as a Bachelor's degree,
 - in a lifelong learning programme at higher education institutions
 - or by a 120-hour pedagogy course in institutions for in-service training of educational staff.

Most of participants of the round table have pedagogical education, but they feel the need of training

skills of adults.

PAC methodology seems very useful, because when selecting a trainer, first of all his or her professional competence, i.e. ability to train people and communicate with them is assessed. For trainers is difficult to be successful on labour market.

Issues covered

Usefulness of PAC methodology and tool for professional life

Most of participants received pedagogical education and they have also some experiences as trainers. So they were able to evaluate the PAC methodology responsibly. They saw the usefulness of the methodology in these points:

1. complexity
2. the methodology is convenient for new roles of trainers (they become facilitators of the learning more than only “transmitter” of the knowledge
3. support of group work
4. include systematic and innovative methods
5. include training simulation and feedback

Aspects related with the adaptation to national needs

Training was „tailor-made“ to the Czech needs (according Czech Trainer Needs Analysis)

Training was focused mainly on developing these competences:

Openness to changes (65 %)

Presentation skills (65 %)

Holistic thinking (45 %)

Ability to solve problems (35 %)

Further involvement in dissemination of PAC methodology and tool box

All participants have very strong possibility to disseminate PAC methodology and tool box through their organisations. They were informed about the methodology very deeply, they received films, photos, flipcharts and other documents from the pilot for their further work. They are members of the Czech PAC.TT group in Linked in, where they have possibility to share their experiences with this unique methodology.