



Baltic Sea Region

Programme 2007-2013

Part-financed by the European Union
(European Regional Development Fund
and European Neighbourhood and
Partnership Instrument)

ANNEX I

QUICK-IGA

Train the Trainer

Charts for the implementation of the training

Train the Trainer

Course Programme 20.9.2012 Vilna

- 9:00 Welcome address
- 9:30 Introductory Lecture on Key figures on the European demographic trends, employment, job structure and social situation
- 10:15 Break (coffee/tea)
- 10:30 Lecture on Tackling the contextual, economic and soft obstacles of women and elderly person's innovative employability
- 12:00 Lunch break
- 13:00 Lecture on Pedagogical principles of planning and organizing effective training courses
- 14:00 Break (coffee/tea)
- 14:15 Group activity on pedagogical approaches
- 16:00 Wrap-up and evaluation of the Train the Trainer course
- 16:30 Closing words

Learning outcomes and core contents

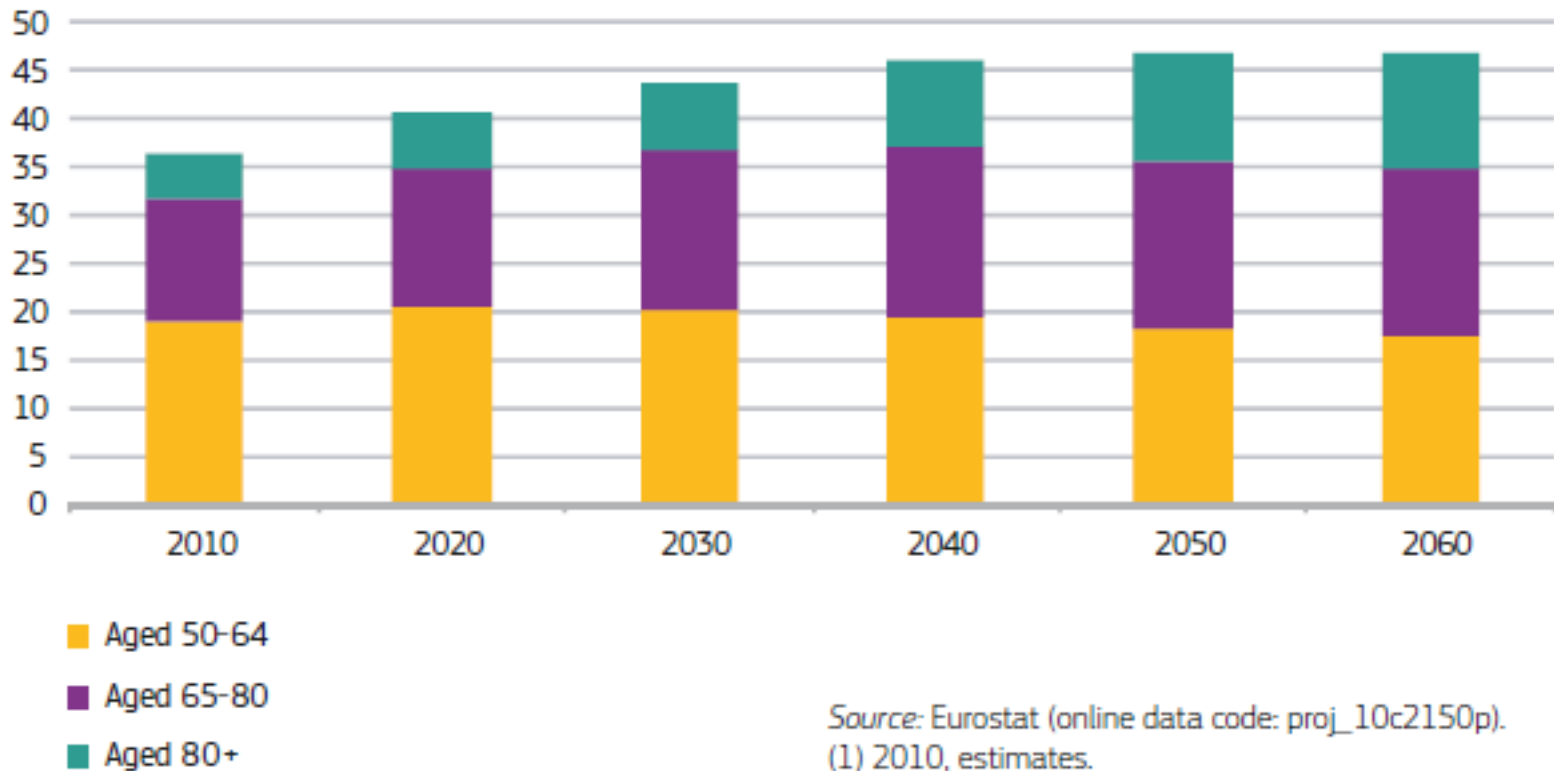
- Learning outcomes: The participants are ready to train, coach and qualify staff of chambers, associations and other institutions on women and elderly person employability. After the training participants possess the necessary skills and knowledge related to planning and organizing effective training in empowerment of women and elderly persons.
- Core contents: key aspects on the European and country wise demographic trends, employment, job structure and social situation, tackling the contextual, economic and soft obstacles of women and elderly person's innovative employability, pedagogical principles of organizing effective training courses .
- Implementation: Keynote lectures and group activity
- Duration: 1 day

1. Key figures on the European demographic trends, employment, job structure and social situation

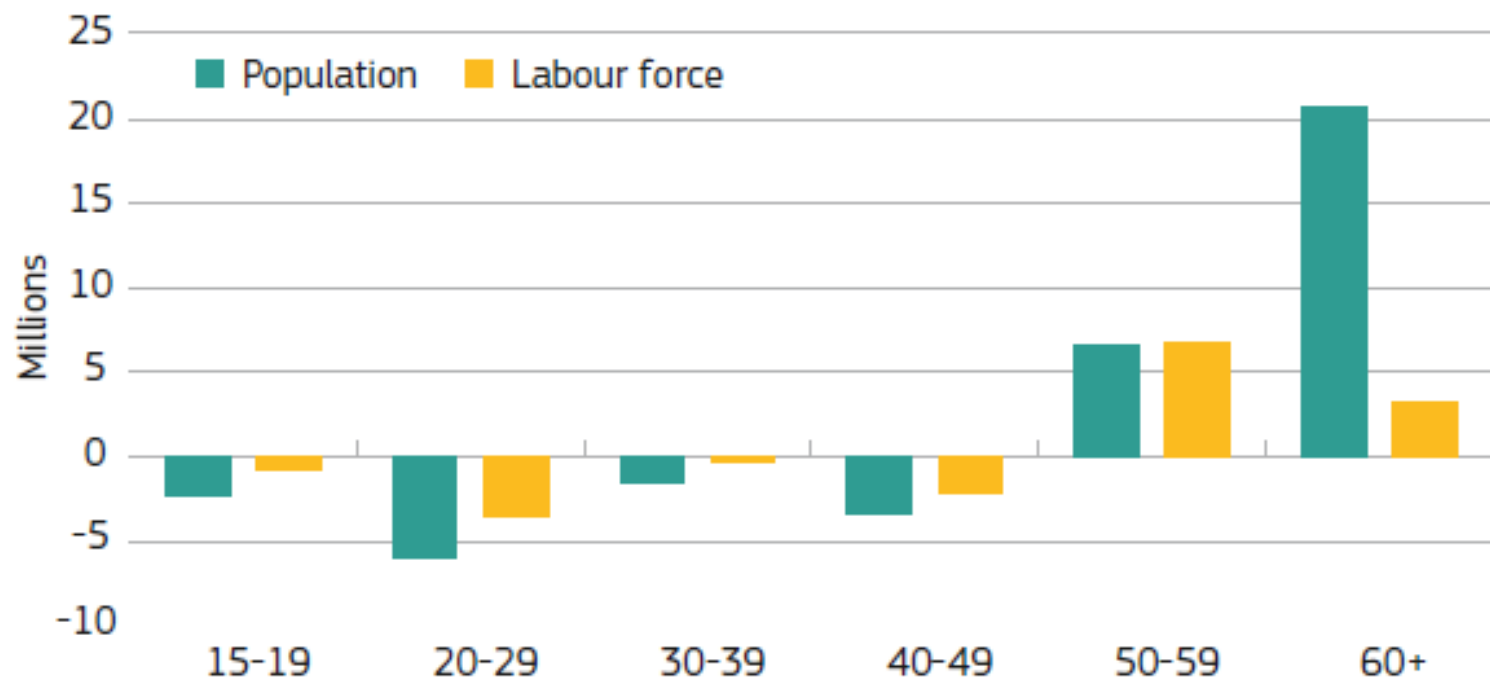
1.1 Content

- economic, employment and social implications of demographic trends, demographic revolution, labour market and sectoral changes, productivity growth, changes in job structures, patterns of employment shift by gender and age, enhancing women and elderly person's involvement in economic growth and productivity, skills supply and demand, labour market participation policies, active ageing strategies and measures, entrepreneurship

EU-27 Population by age group 2010-2060

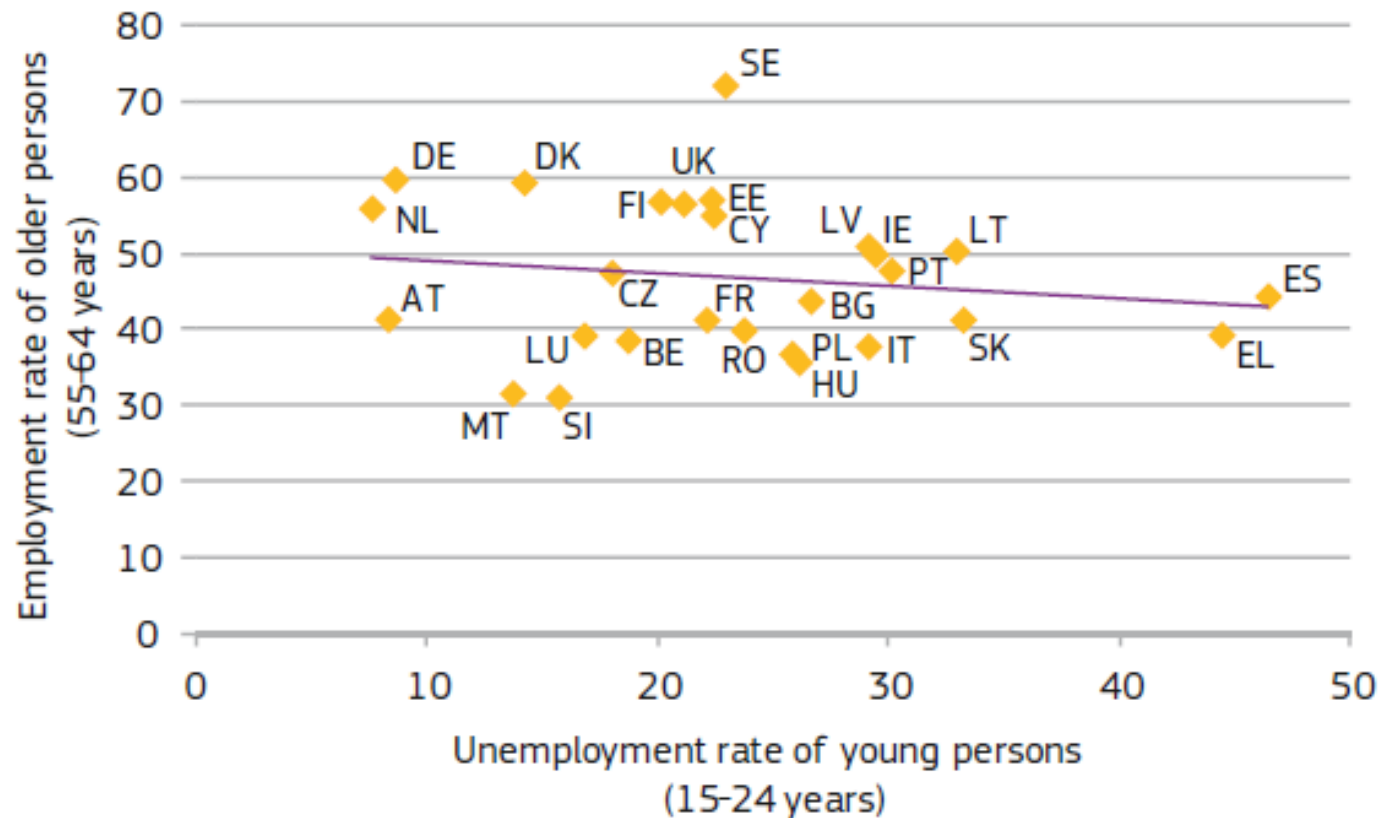


Changes in population and work force 2010-2020 by age group



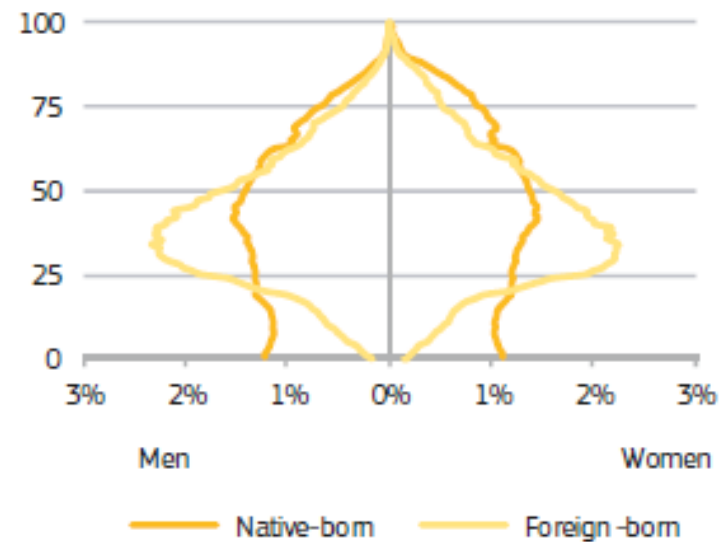
Source: CEDEFOP 2010 (http://www.cedefop.europa.eu/en/Files/3052_en.pdf).

Youth employment and employment of older people 2011



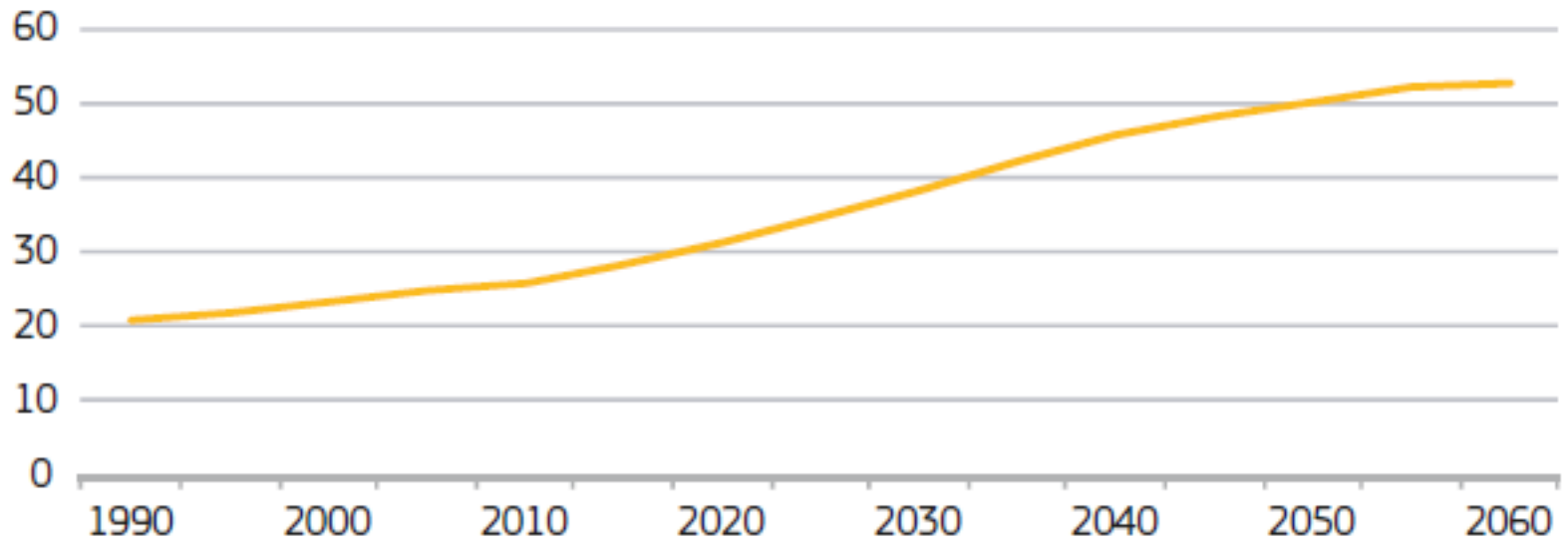
Source: Eurostat, (online data code lfsa_ergan and lfsa_urgan).

Population age structure of nationals and non-nationals EU-27 in 2010



Source: Eurostat (online data codes: migr_pop2ctz and migr_pop4ctb).

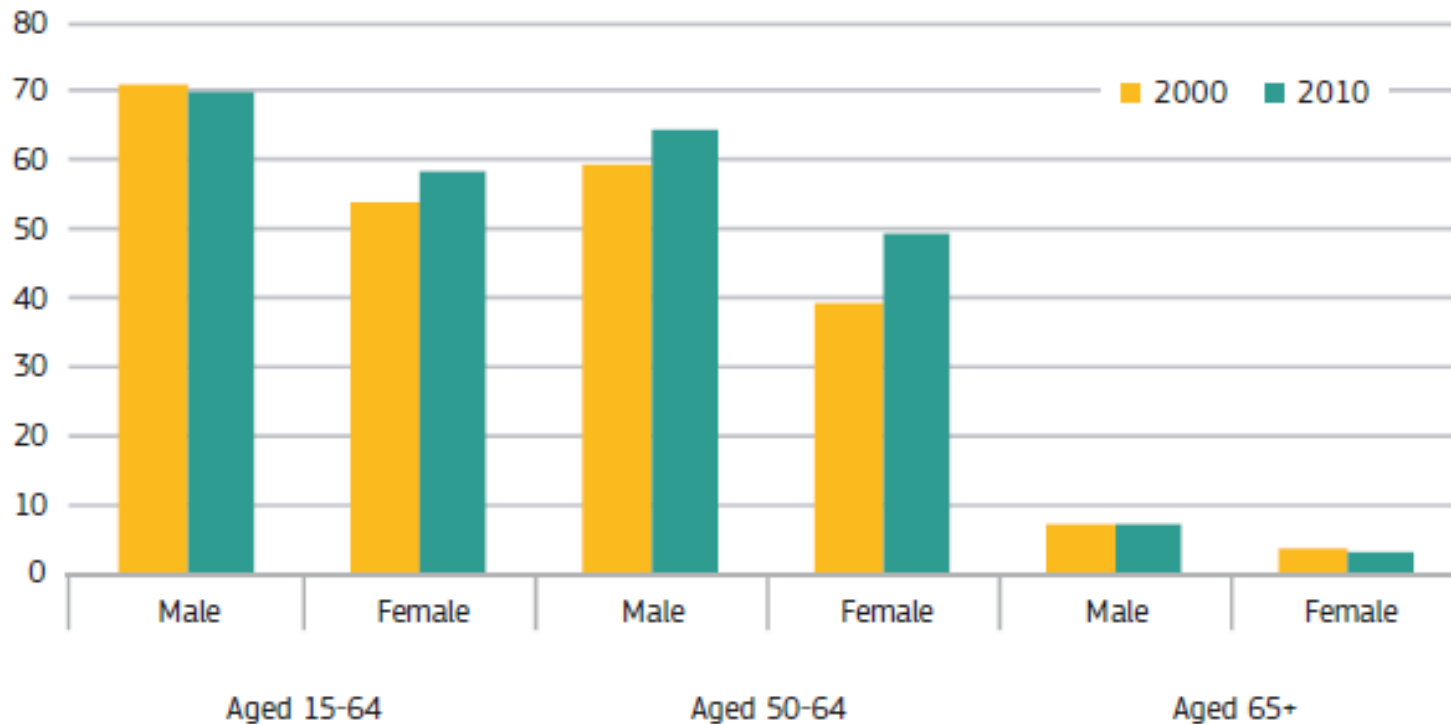
Old-age dependency rate EU-27 (%)



Source: Eurostat (online data code: demo_pjanind and proj_10c2150p).

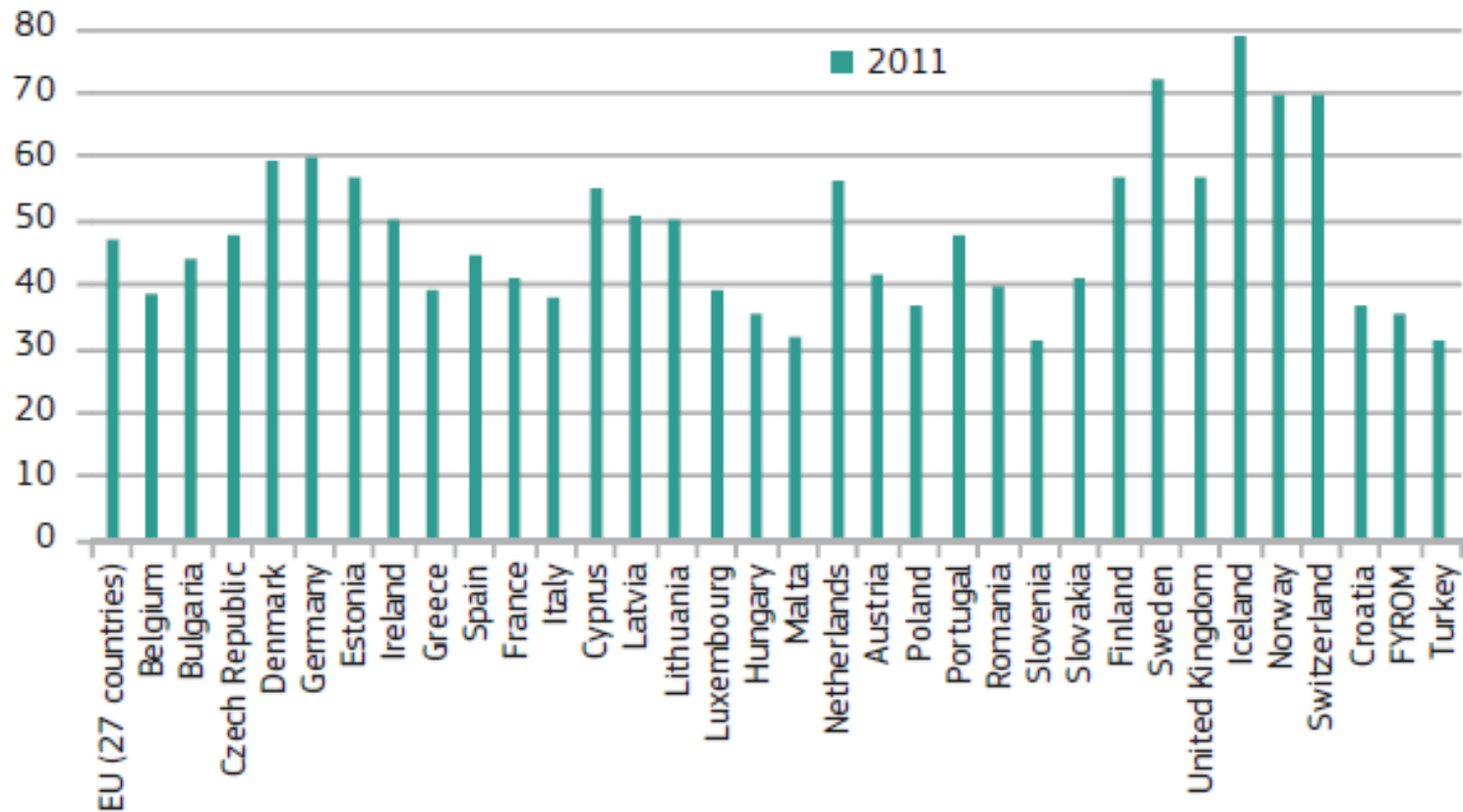
(1) Population aged 65+ in relation to the population aged 15-64; projections, 2015-2060.

Employment rates by gender and age group EU-27 (%)



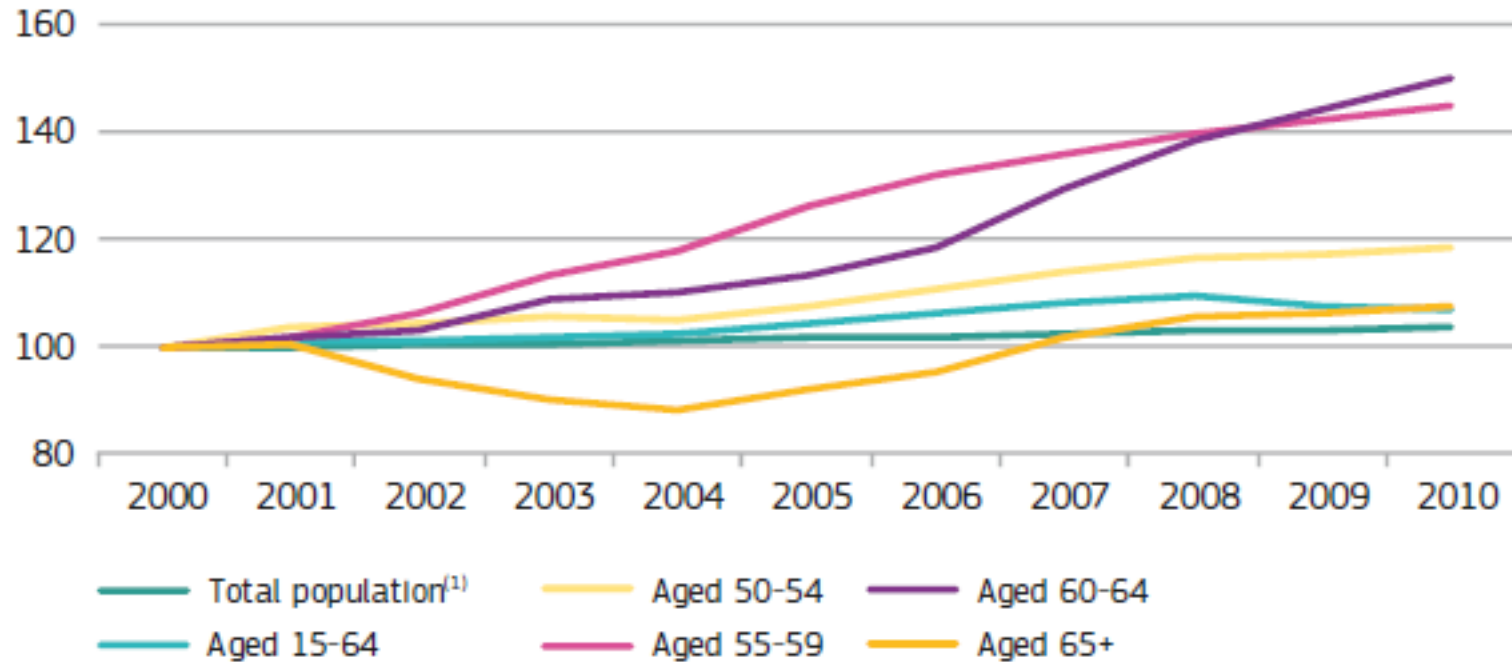
Source: Eurostat (online data code: lfsa_ergan).

Employment rates of older workers (55-64) in EU (%)



Source: Eurostat (online data code lfsa_ergan).

People in employment by age group, EU-27 (2000=100)



Source: Eurostat (online data codes: lfsa_pgarws and demo_pjan).

(1) Based on information for 1 January of each year.

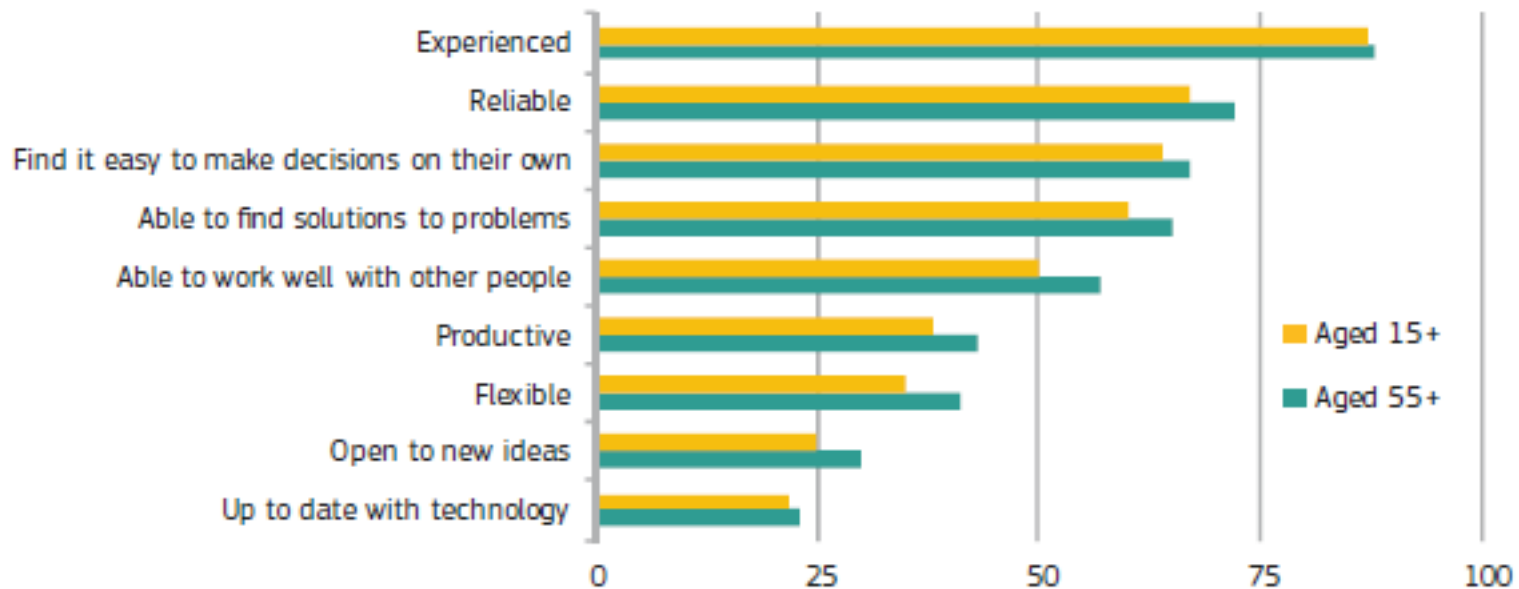
Shares of employment EU-27 (%)

	Aged 15-64		Aged 50-64		Aged 65+	
	Male	Female	Male	Female	Male	Female
Agriculture, forestry & fishing	5.4	3.9	7.2	5.7	25.5	29.7
Mining & quarrying	0.6	0.1	0.6	0.1	:	:
Manufacturing	20.5	10.3	19.9	9.3	9.2	4.4
Electricity, gas, steam & air conditioning supply	1.1	0.4	1.4	0.3	:	:
Water supply; sewerage, waste management & remediation activities	1.1	0.3	1.3	0.3	:	:
Construction	12.9	1.5	11.4	1.5	6.5	1.6
Wholesale & retail trade; repair of motor vehicles & motorcycles	13.1	15.3	10.7	12.0	11.9	13.0
Transportation & storage	7.3	2.5	8.2	2.5	4.8	1.3
Accommodation & food service activities	3.7	5.3	2.4	3.9	2.8	4.6
Information & communication	3.6	2.0	2.4	1.3	1.7	:
Financial & insurance activities	2.7	3.4	2.7	2.8	1.3	:
Real estate activities	0.7	0.9	0.9	1.1	1.9	1.7
Professional, scientific & technical activities	4.7	5.1	4.8	3.8	9.5	5.0
Administrative & support service activities	3.6	4.1	3.5	3.9	3.7	3.3
Public administration & defence; compulsory social security	7.2	7.4	8.1	9.1	2.7	2.7
Education	3.8	11.7	5.3	14.1	4.8	7.0
Human health & social work activities	4.1	17.7	5.1	20.2	5.1	12.3
Arts, entertainment & recreation	1.5	1.7	1.4	1.6	2.7	2.9
Other service activities	1.5	3.5	1.7	3.1	3.8	4.3
Activities of households as employers	0.2	2.4	0.3	2.9	:	2.9
Activities of extraterritorial organisations & bodies	0.1	0.1	0.1	0.1	:	:
No response	0.6	0.5	0.5	0.5	:	:

Source: Eurostat (online data code: lfsa_egan2).

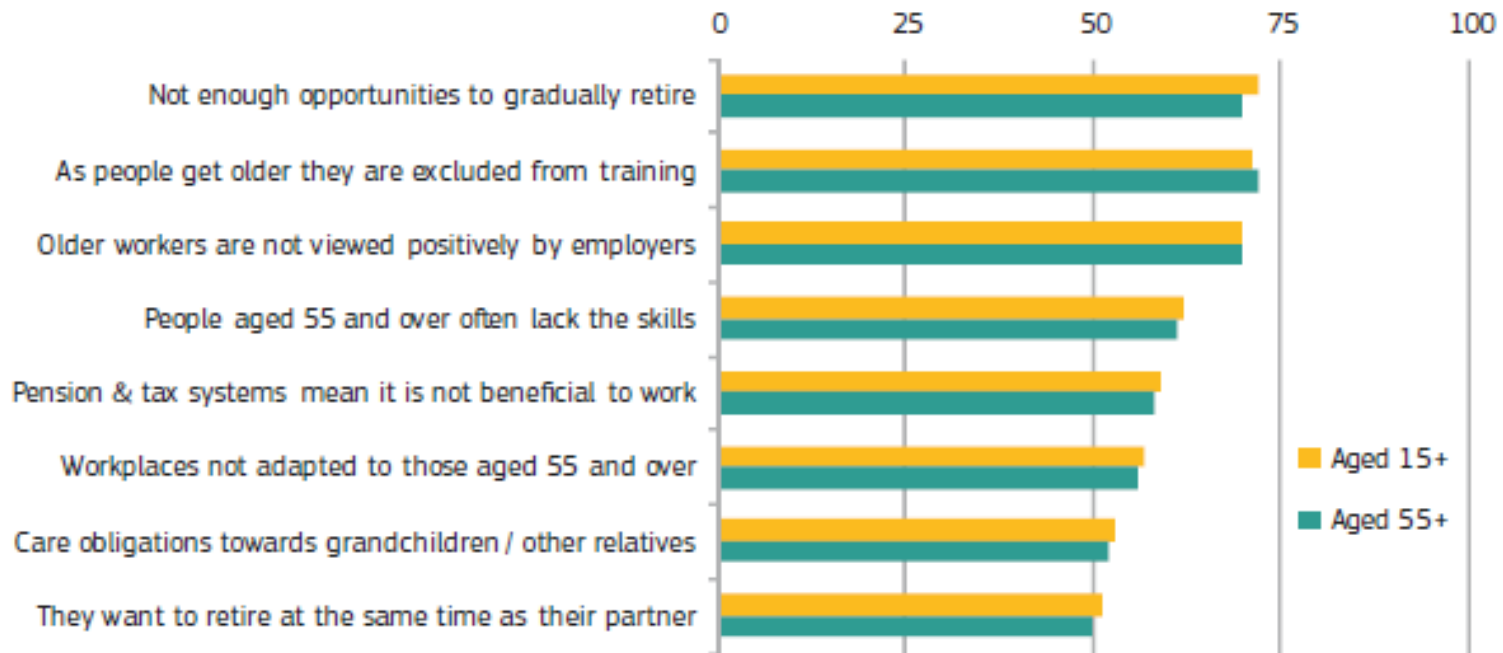
(1) The breakdown by economic activity is presented at the NACE Rev. 2 Section level.

Perceptions of older people, EU-27 (%)



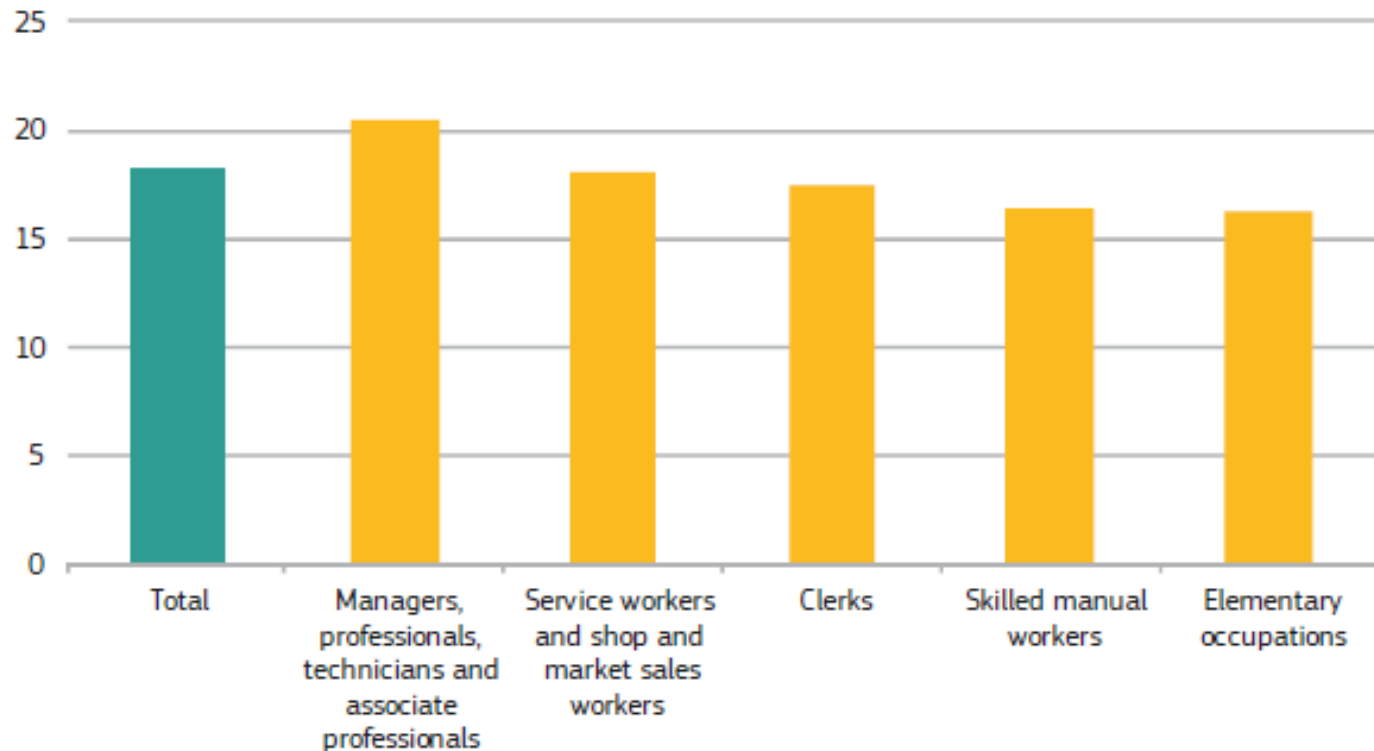
Source: European Commission, Special Eurobarometer No. 378 – Active ageing.

Opinions on why those aged 55 and older stop working, EU-27



Source: European Commission, Special Eurobarometer No. 378 – Active ageing.

Employed population aged 55-69 who would stay longer at work given more flexible working arrangements (%)



Source: Eurostat (online data code: lfso_06flexisco).

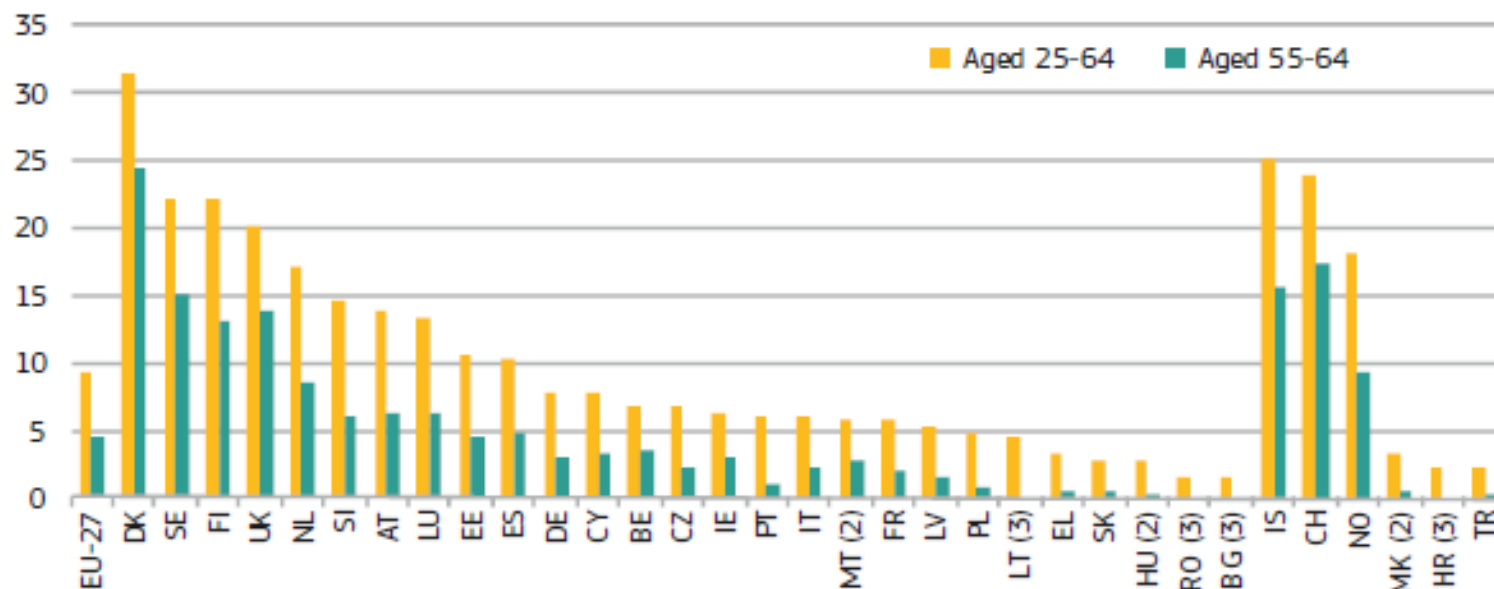
(1) Survey conducted among persons who were aged 50-69 (and who had worked at least up to the age of 50).

Main reasons for part-time employment, EU-27 (%)

	Aged 15-64			Aged 50-64			Aged 65+		
	Total	Male	Female	Total	Male	Female	Total	Male	Female
Could not find a full-time job	26.7	36.0	24.0	22.8	25.4	22.0	3.8	3.4	4.3
Own illness or disability	4.0	7.1	3.1	7.9	13.9	6.2	7.2	7.1	7.3
Other family or personal responsibilities	14.4	7.2	16.4	23.6	15.9	25.8	24.4	23.4	25.5
Looking after children / incapacitated adults	22.8	4.1	28.1	7.4	3.1	8.7	:	:	:
In education or training	10.3	20.4	7.4	0.4	:	0.4	:	:	:
Other reasons	21.8	25.1	20.9	37.9	41.5	36.9	63.6	65.6	61.2

Source: Eurostat (online data code: lfsa_epgar).

Participation in education and training in 2009



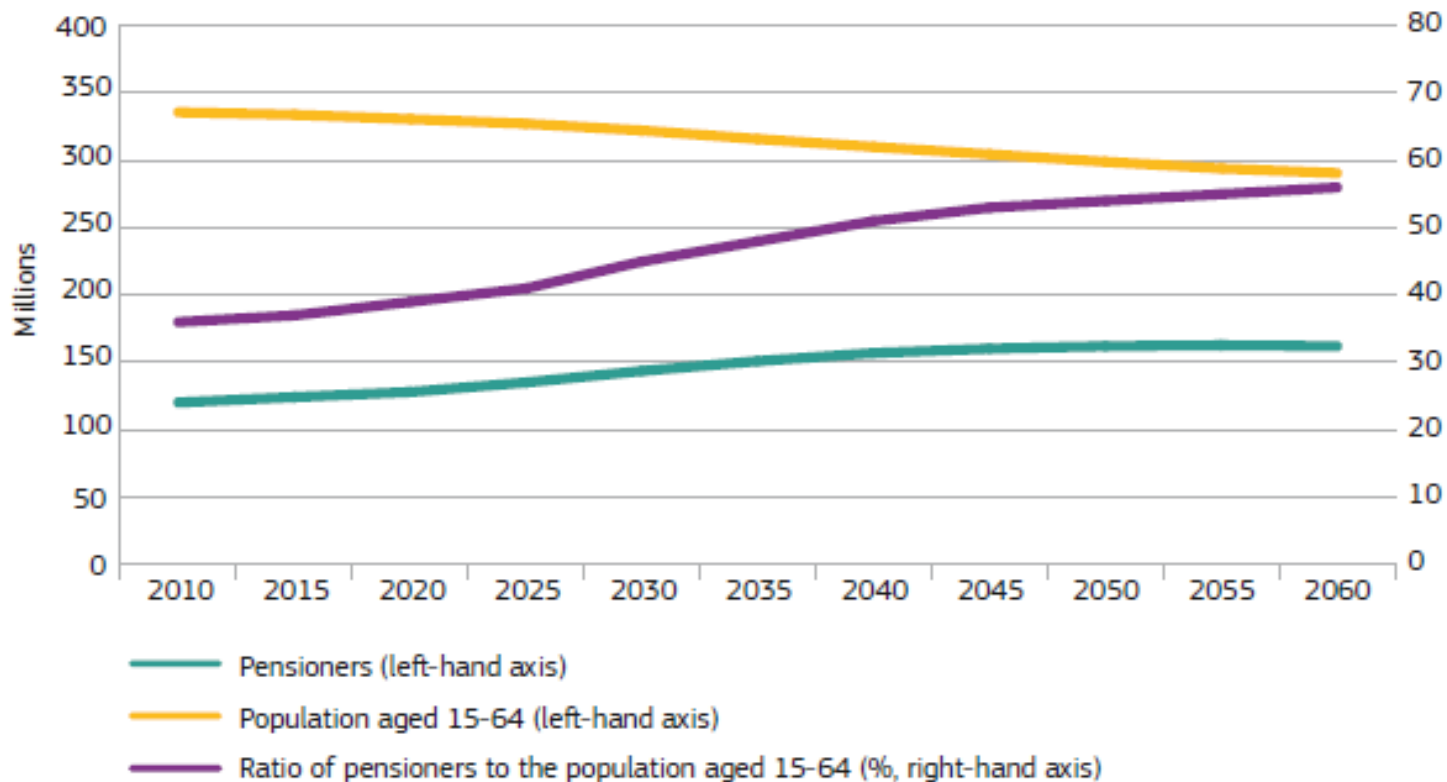
Source: Eurostat (online data code: tmq_lfs_01).

(1) During the four weeks preceding the survey.

(2) Data for the age group 55-64 is unreliable.

(3) Data for the age group 55-64, not available.

Number of pensioners and population of working age, EU-27



Source: European Commission, Ageing Report 2012.

2. Tackling the contextual, economic and soft obstacles of women and elderly person's innovative employability

2.1 Content

- educational choices, traditional views and stereotypes about women and elderly and innovation, women's and elderly person's credibility, lack of access to professional networks, lack of business training, role models, leadership and management skills, promotion of female and elderly employability and entrepreneurship, innovation and productivity increase with women and elderly

Educational choices and innovations

- Women's educational choices, and women's horizontal and vertical segregation in employment, result in the number or stock of women that could potentially set up a business in science and technology or turn an invention into a profitable market product being lower than the number of men.
 - There is limited evidence that women innovators lack entrepreneurial qualifications in comparison to their male counterparts. The main issue, however, is that women do not immediately consider entrepreneurship as a viable career option, and tend to lack self confidence in their ability to be entrepreneurs and for building entrepreneurship capacity, such as leadership and assertiveness.
- Science and technology, innovation and inventions are concepts mostly associated with men and male areas making these fields less attractive to women, resulting in women-related invention and innovation being less recognised as valuable business ideas.
 - Support for technology transfer and spin-off might result in being more appealing to men than to women if stakeholders are not aware of women's different needs and if there are no measures attempting to attract women.

Stereotypes and traditional views

- Stereotypes about women: science and technology, innovation and invention are male dominated sectors, in which women are perceived by market stakeholders as less credible or less professional. This means that women entrepreneurs are sometimes seen with scepticism by potential clients, suppliers and business partners and have to be more persistent to prove their knowledge, skills and capacities.
 - There is no evidence that women's ideas for innovation are less marketable than ideas developed by men. The problem seems to lie in the contextual barriers that women have to face, namely their innovative ideas not being recognised by predominantly male stakeholders, stereotypes about women in innovative sectors and difficulties in balancing work and family and soft obstacles, such as lack of self confidence in developing and marketing their business ideas.
- Traditional views about the role of women in society and greater difficulties in balancing family responsibilities with working in fast-moving and competitive sectors that expect long and flexible working hours and constant training to be up-to-date with new technological development and market opportunities.

Economical obstacles

- Difficulties in accessing finance: in general women entrepreneurs find it more difficult than men to access finance. The issue of accessing adequate finance is a greater problem in science and technology sectors and when a woman is trying to develop an innovation or invention for two main reasons, firstly these sectors often require substantial investments (i.e. product development, product marketing, etc.) and, secondly, women attempting to operate in these sectors are seen as less credible by financial stakeholders and investors.

Soft obstacles

- Lack of access to relevant technical, scientific and general business networks. Access to these networks is essential to develop business ideas, meet potential clients, suppliers and business partners, understand the market with its developments, opportunities and weaknesses, and get strategic information, cooperation and support.
- Lack of business training when undertaking technical and scientific studies presenting entrepreneurship as a possible and achievable employment opportunity for women.
- Women's perception that they lack personal/entrepreneurship skills such as self confidence, assertiveness and risk-taking. In general, women more than men report the lack of these personal and entrepreneurial skills as being an issue in starting a business. This is potentially a greater obstacle in science and technology sectors where both male dominance and levels of risk and uncertainty are higher.
- Lack of role models sending positive messages that women can be successful in these sectors and fields of activities and to whom women could turn for mentoring and advice.

3. Pedagogical principles of planning and organizing effective training courses

Leadership and management skills

- Technical leadership
 - Annual development discussions with employees
 - Effective meetings
 - Reporting procedures
- Business management skills
 - Strategic management
 - Marketing
 - Internalization
 - Communication
 - Crises management and communication
 - Ethics
 - Organizational cultures
 - Financial management

Leadership and management skills

- Cognitive skills
 - Theoretical background
 - New knowledge acquisition
 - Critical assessment of information and knowledge
 - Learning skills
- Leaderships skills
 - Relations with employees
 - Networking
- Intrapersonal skills
 - Self-esteem and identity of the owner
 - Self-confidense
 - Leading yourself

3.1 Content

- principles of organizing training courses, target group analysis, theme analysis, pedagogical approaches and teaching strategies, attitude awareness and motivation, involving participants, traditional lectures, making lectures more interesting, i.e. inserting visual elements like examples, illustrations, figures, tables, videos, Internet sites, etc., case methods, discussion forums, role plays, drama pedagogy, simulations, coaching, mentoring, individual and group activities, e-learning, use of knowledge bases, learning from best practices and worst cases, professional visits, course feed-back, further development

Mentoring

- Mentoring is a powerful personal and development tool. It is a partnership between two people (mentor and mentee) normally working in a similar field or sharing similar experiences. It is a helpful relationship based upon mutual trust and respect.
- A mentor is a guide who can help the mentee to find the right direction and who can help them to develop solutions to career issues. Mentors rely upon having had similar experiences to gain an empathy with the mentee and an understanding of their issues.
- A mentor should help the mentee to believe in her/himself and boost her confidence if this is needed. A mentor should ask questions and challenge, while providing guidance and encouragement. Mentoring allows the mentee to explore new ideas in confidence.
- Mentoring is about enabling others to become more self aware, taking responsibility for your life and directing your life in the direction you decide, rather than leaving it to chance
- It is always possible that a mentor and mentee pair simply does not get on, mentoring is very much a relationship based activity and as such sometimes pairings will simply just not work out. A relationship cannot be forced; mentoring should be normally informal and trust-based. If sessions are very formal, they will not work. In cases where a bond is not developing the most likely cause is a mismatch between personalities. In these cases because trust and 'fit' is so important for mentoring to work it is best to find different partners for both mentor and mentee, with absolutely no fault or blame on either side.

Characteristics of a mentor

- To be a good mentor you do not have to be at the “top of your profession”, indeed, quite often someone who has just a year or two more experience than the mentee is more appropriate. A mentor can be defined as ‘an experienced and trusted independent adviser’.
- There is no rule book on what set of qualities or characteristics all mentors must have, in the same way that mentees will all have different needs and challenges.
- The following list aims to help you focus on the strengths you bring to mentoring and the challenges you will face:

Characteristics of a mentor

- Strong interpersonal skills
- Patience
- Trustworthiness
- Non-judgmental attitude
- Belief in lifelong learning
- Skilled at providing support

4. Group activity on pedagogical approaches

5. Wrap-up and evaluation of the Train the Trainer course

Feedback collected by semi-structural form