

## Project

# “Skills for Baltic Wood Industry – European Quality in Vocational Education and Training”

## Evaluation of the curriculum for further training

### Preface

The curriculum for the further training of skilled workers in the Baltic wood industry is a joint project of **Latvian Association of Wood processing Entrepreneurs and Exporters (LKUEA)**, **The Association of Wood Producers and Exporters of West Lithuania (VLMPEA)**, **Furniture Cluster of South-East Estonia**, **Lehrinstitut Rosenheim e.V. (LHK)**, **Latvia University of Life Sciences and Technologies (LLU)**, **Kauno Kolegija (KK) Võru County Vocational Training Centre (TSENER, AS “Latvijas finieris”** , The coordination and project management was in the hands of the **German-Baltic Chamber of Commerce for Estonia, Latvia and Lithuania**.

As a project partner, predominantly in an advisory capacity, the Lehrinstitut Rosenheim e. V. understood its central task to be the imparting of up-to-date and condensed specialist knowledge. For more than 70 years, the modern service company has stood for high-quality training and further education with certified teaching competence.

At the Lehrinstitut, vocational school instruction for the profession of "woodworking mechanic" is provided as part of the dual vocational training. This state training is carried out on behalf of the government of Upper Bavaria, represented by the Bavarian Ministry of Education and Cultural Affairs.

Specialist lecturers from the Lehrinstitut were actively involved in the preparation and revision of the framework curricula for the dual training of woodworking mechanics by the Bavarian State Ministry for Education and Cultural Affairs.

After completing vocational training in a technical profession, there is the opportunity in Germany for further training to become an industry master (IHK). The degrees are officially recognized nationwide and internationally (Bachelor Professionel CCI).

The training institute offers further training to become an industry master in woodworking: The Bachelor of Timber Processing Technology and Operations (CCI) and the Bachelor of Woodworking Technology and Operations (CCI). The industry master exams are taken in front of the Chamber of Commerce and Industry. The qualifications are assigned to EQF level 6.



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The framework curricula, according to which these two further training courses are taught, have been drawn up in cooperation with the Chamber of Industry and Commerce, industry associations and the specialist lecturers from the teaching institute.

## **1 Introduction**

The timber industry is historically rooted in the three Baltic countries. For the wood industry and for the companies operating in this sector, well-trained skilled workers are a guarantee for economic stability, future viability and expansion.

For the technical areas in the enterprises of the wood industry, there is a lack of well-trained specialists for middle management. Up to now there has not been any further training for employees in the technical areas in Estonia, Latvia or Lithuania.

The aim of the project “Skills for Baltic Wood Industry - European Quality in Vocational Education and Training” was to develop a curriculum for further training in the wood industry for the three Baltic states.

The vocational qualification was to be assigned to EQF level 5, be permanently realisable and be state-recognised in all three countries.

The curriculum should point the way for other member states within the EU.

### **Note:**

The evaluation of the present curriculum is based on the experience and knowledge of the specialist lecturers of the Rosenheim teaching institute involved in the evaluation.

The framework curricula available in Germany for further training to become an industry master are similar in design and structure and allow a neutral and objective evaluation of the current teaching content.

The evaluation cannot be compared with a scientific study.

The evaluation relates to the structure and content of the modules developed.

## **2. The modules**

A total of 10 modules were developed for the curriculum. Estonia, Latvia and Lithuania each developed three modules. The teaching institute came up with proposals for the development of a tenth module. This was compiled in a joint workshop with the participation of all project partners.

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## Overview:

No	Contents	Unit
1.	Basic Skills for Team Management	1
2.	People management	1
3.	Communication Skills	1
4.	Occupational Safety and Health, Environmental protection	1
5.	Business Management	1
6.	Operational costs	1
7.	Planning Control and Quality Systems	1
8.	Industrial design	1
9.	Sustainable Industrial Technology	1
10.	Project Management* - theory lesson	1
Total		10

\* The project management subject also includes a practical project that is developed in the company.

**NOTE on the table:** In the overview of the modules, the teaching units and the total of the teaching units should be clearly displayed.

The selection of modules fully meets the requirements of modern advanced training. The headings already show that the development of the modules was demand-oriented.

INFO: I have sorted the modules in such a way that the assessment below allows them to be clearly transferred to other professions.

The sorting of the modules from 1 - 10 has been done in such a way that modules 1 - 4 can also be transferred to other industrial and economic sectors without any changes.

Modules 5 - 7 could also be transferred with minor industry-related changes.

Modules 8-10 are predominantly related to the wood industry but can also point the way for other branches of industry in the development of modules. (Example module 10: A project in the metal or plastics industry also needs project management, the practical project task has a completely different content)

### 3. The curriculum

When compiling the contents for the curriculum, it should be particularly emphasized that it was important to ensure that the feasibility of the curriculum can also be put into practice by all partners involved. In view of the country-specific education systems, the best conditions exist here to transfer the developed curriculum to other EU nations.

#### Criteria for compiling the content

Sufficient qualitative and quantitative requirement for the regulation of the planned qualifications, not limited in time and independent of the individual company. The qualifications to be regulated must last over a longer period of time and must not change fundamentally in a short period of time.

The following aspects, among others, had to be taken into account in the transnational creation and regulation:

- the demand should be supra-regional,
- the regulation should aim at a qualification level that is required in the employment system,
- the coordination and consolidation of the individual modules and contents must be carried out by a neutral body (German-Baltic AHK).

In order to design the contents as required, it was necessary to set up the entire process broadly. Experts from the respective areas were to be involved in the entire process of creating the content. When appointing the expert committees, it was important to ensure that they were made up of representatives from industry, business and educational institutions.

The selection of the contents of the individual modules is basically based on the target group intended for further training. These are trained professionals in the wood industry and people with at least secondary education with relevant work experience in the wood industry.

The training is intended to promote the professional mobility of the working population. The country-specific regulations should be designed in such a way that employees are as diverse as possible in their qualification area and can adapt to future changes more easily.

The framework plan also serves to develop learning objective-oriented tasks for planned final exams. The contents can be imparted in an application-related manner in the training course and can thereby be linked to existing knowledge and practical experience.



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## Notes and suggestions for additions

1. What is the **job title** for the advanced training qualification?
2. The curriculum consists of 10 modules. These should be arranged in the order No 1 - 10 and give an overall view of the content (see suggestion under 2. Modules - please clarify with the experts and associations on site).
3. The overview of the modules and the contents of the curriculum should be laid out in the respective national language in a summarised form.
4. In order to make the learning objectives even clearer, a preface can refer to the competences\* acquired:

\* Competence describes the learning success in relation to the individual learner and his or her ability to act independently in private, professional, and social situations.

- Competence to act
- Professional skills
- Personal competence
- Social skills
- Methodological competence

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