



Training Macrostructure

WP 2.1. Training Toolkit

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1 Introduction

INNOLEA project aims to fill an apparent gap in the area of specialized services for the leather sector with the establishment of four leather centres in local Universities, two in Jordan and two in Egypt, utilizing the experience and expertise of EU partners in the area of services for the leather sector.

Through the creation of these centres and the further tasks that will be implemented in this project, the leather sectors in Jordan and Egypt will be offered access to business development services, such as quality testing, product certification, training, fashion trends, production organization, BtoB and funding opportunities, and subsequently the Jordanian and Egyptian leathers sector will have a valuable ally for its further development.

The project also aims to create and maintain a link between Universities and businesses of the leather sector that will foster innovation and the manufacturing of high value quality products, as well as further cooperation between EU and Jordan and Egypt Universities and leather businesses.

The project also aims to help encourage the Egyptian and Jordanian governments to favour the establishment of leather centres within universities and to promote research and projects between EU and Egypt and Jordan universities in the leather sector, by creating a research innovation and training network, which will continue to operate and after the end of the current project.

2 Project Description

The project aims at the creation of four leather centers (two in Jordan and two in Egypt). These centers will play the role of focal points for the leather sector and relevant stakeholders. The services that these centers will offer will be used by companies of the leather sector of the two countries in order to:

- improve the quality and design of their products
- improve the quality and cost effectiveness of manufacturing techniques and chemicals used,
- be informed about the new fashion trends, develop new products, learn about requirements for exporting of their products,
- find funding opportunities,
- participate in projects

This way the leather sector of the two countries will be further developed and become more competitive and export oriented.

Besides the leather sector, the Universities where the leather centers will be established will have the opportunity to expand the fields of their applied research to topics regarding leather.

The staff of the leather centers will be trained by European partners, experts in offering services to the leather sector, gaining, thus, from their experience in setting up and managing this kind of centers.

3 Description of WP2: Capacity Building Programme

After the analysis implemented in the framework of *WP1: Preparation*, a capacity building programme will be prepared and implemented in the project, in order to enhance the skills of Jordanian and Egyptian experts in running and managing leather centres, followed by the actual setup and operational organization of the Leather Centres. The activities carried out in this stage are depicted in detail in WP2 – Development.



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Work Package 2 (WP2) represents the core part of the project. It aims both at creating and delivering a capacity building programme and at setting up and equipping the leather centres as well as making them fully operational.

In this Work package, a capacity Building Programme will be prepared to enhance the skills of Jordanian and Egyptian experts in running and managing leather centres.

The first step to prepare the capacity building programme will be the creation of the training macrostructure (methodology) and micro-structure, which means the detailed structure of the capacity building programme (contents, layout for presentation of the contents, agenda, criteria for the selection of experts, evaluation measures, timetable). This task has been assigned to UPB, supported by NTUA.

The second step to prepare the Capacity Building Programme is the creation of training contents and materials by UPB, CRETHIDEV, CTIC, ICPI, CIAPE and KTU. Training materials will be prepared according to the microstructure developed. Each partner will be in charge of specific parts, assigned according to the expertise. These contents and materials will be assembled in the training toolkit by UPB.

All partners are involved in the WP2 with roles and tasks assigned based on their different expertise, as follows:

Table 1. Partners involvement in Work Package 2 (WP2)

WP2: DEVELOPMENT (Capacity building and setting up of leather centres)															
WP L: P11 (UPB)															
WP2.1	Training toolkit	Macrostructure/ methodology								P9			P1 1		
		Microstructure									P9			P1 1	
		Training materials							P8	P9	P1 0	P1 1		P1 3	
WP2.2	Capacity Building programme report	Selection of experts	P1	P2	P3	P5		P7							
		Advanced training in EU premises	P1						P8	P9	P1 0	P1 1	P1 2	P1 3	
		Training programme report							P8	P9	P1 0			P1 3	
WP2.3	Equipment	Drafting of specifications										P1 0		P1 3	
		International bidding procurement		P2	P3	P5		P7							
		Delivery & setup of equipment		P2	P3	P5		P7							
WP2.4	Leather centres services		P2				P7		P9	P1 0			P1 3		
WP2.5	Pilot test reports	Pilot phase of leather centres		P2	P3	P5		P7							



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		<i>Pilot test report evaluation</i>										P1 0			P1 3	
WP2.6	Activities brochures		P1	P2	P3	P5		P7								
WP2.7	Collaboration platform				P3											

P1	NTUA	P8	CIAPE
P2	SVU	P9	CRETHIDEV
P3	AAST	P1 0	CTIC
P5	JUST	P1 1	UPB
P6	ACI	P1 2	KTU
P7	BAU	P1 3	INCDTP-ICPI

4 Objectives of the Training Macrostructure

This document is for internal use by the project team and will act as the methodology for the process of training of the experts which will participate to the capacity building programme in the advanced training in EU premises.

The main purpose of this training macrostructure is to describe the procedures that the project team will follow for the training of the Jordanian and Egyptian experts which will be the recipients of the advanced training programme in EU premises. More specifically:

- To clearly define the content of the training programme;
- To define the responsibilities of the project partners regarding the training programme.
- To identify the structure of the training, the tools to be applied and the format of reporting the training results;
- To provide guidelines for adequate implementation and monitoring of the training programme.

5 Partners Involvement

In the description of WP2, roles are clearly defined and tasks clearly and appropriately allocated among partners.

UPB will coordinate this task and will assure that activities will be implemented appropriately by all partners involved; besides, it will be responsible for monitoring and taking corrective actions if necessary, in collaboration with the Project Coordinator (NTUA).

Specifically, the project partners will be involved in the creation of the training macrostructure/methodology as follows:



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UPB will:

Create the training macrostructure/methodology

NTUA will:

Participate in the creation of the training macrostructure/methodology & microstructure.

CRETIDEV will:

Support the creation of the macrostructure/methodology & microstructure.

6 Training Needs Identified for the Staff of the Two Target Countries

Based on the analyses performed in WP 1 and reported in the country reports of Jordan and Egypt, a series of training needs have been identified for the staff working in the leather sector in the two countries, as follows:

6.1 Training Needs Identified in Jordan

1. Physical and chemical tests on leather and the related restricted materials
2. Physical, mechanical, chemical and finishing quality controls available
3. Environmental management, waste management (especially for tannery plants)
4. Implementation of research and development R&D activities
5. Implementation of modern production methods (designs and variety)
6. Mould production and design (for shoes).
7. Advance products design (variety, models etc., especially for shoes)
8. Best of handmade production process practices.

6.2 Training Needs identified in Egypt

1. Tanned skin and finished leather chemical testing
2. Production Operations Management
3. Advanced pattern and design training (manual and computerized)
4. Quality control
5. Production stages of all leather products (garments, bags, shoes and others)
6. Marketing strategies and activities for leather products
7. Treatment methods for the effluent waste of the tannery plant

As it can be observed, some of the training needs are common for both Jordan and Egypt, therefore they were considered the main training needs identified in the partner countries.



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7 Training Overview

The core of the INNOLEA Project is the capacity Building Programme, which will be prepared in order to enhance the skills of Jordanian and Egyptian experts in running and managing leather centres.

Purpose of the training: The training sessions will support the qualification of the personnel (experts) who will be working in the four newly established leather centres (two in Jordan and two in Egypt).

No. of training sessions: 3 training (capacity building) sessions of 5 days each, one in Romania at ICPI, one in Portugal at CTIC and one in Italy at CIAPE.

Intended audience: 12 experts/ staff to be trained from Jordan and Egypt: 3 experts from each of the target universities (JUST, BAU, AAST AND SVU), totalling 6 experts from Jordan and 6 experts from Egypt), 12 experts in total.

Training methodology / logistics: All 12 experts will attend all three training sessions, in Portugal, Romania and Italy.

Training organizing partner organizations: ICPI (Romania), CTIC (Portugal) and CIAPE (Italy).

Training materials providing partner organizations: ICPI (Romania), CTIC (Portugal), CIAPE (Italy), KTU (Latvia) and UPB (Romania).

Training receiving partner organizations: JUST, and BAU from Jordan and SVU and AAST from Egypt.

8 Training Macrostructure

The training macrostructure consists in the structure of the training units which will be taught to the selected trainees from Jordan and Egypt.

The European partners in INNOLEA Project agreed that the training needs resulted from the needs analysis conducted in the two partner countries (Jordan and Egypt), can be grouped in **four training units**. Each training unit is broken down into 4-6 lessons, as follows:

UNIT 1: Quality Control and Standardization

UNIT 2: Modern Production Technologies for Leather

UNIT 3: Environmental Management

UNIT 4: Innovation/ R&D, Marketing and Business Management.

The distribution of training responsibilities/ courses for the proposed Training Units, together with the lessons supporting them is described in detail in Table 1:



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Table 1. Distribution of training responsibilities/ courses for the INNOLEA Project capacity building programme

No.	Training Units	DISTRIBUTION OF COURSES/ RESPONSIBILITIES				
		CTIC	ICPI	CIAPE	KTU	UPB
U1. Quality Control and Standardization						
1	Quality management in a laboratory accredited according to ISO/IEC 17025		X			
2	Physical-mechanical tests for leather		X			
3	Chemical tests for leather		X			
4	Chemical tests for auxiliaries used in leather processing				X	
5	Physical-chemical characteristics of the main leather assortments		X			
U2. Modern Production Technologies for Leather						
1	Raw hides and skins - slaughterhouse and curing operations	X				
2	Wet stage leather processing - from the beamhouse to the tannery	X				
3	Wet stage leather processing - from tanning to finishing	X				
4	BATs - Best Available Techniques in the tanning of hides and skins	X				
U3. Environmental Management						
1	Restricted substances in leather and leather footwear		X			
2	Treating effluents resulting from leather processing	X				
3	Environmental management in tanneries	X				
U4. Innovation/ R&D, Marketing and Business Management						
1	Research, development and innovation activities for the leather centers		X			
2	Introduction in advanced design and production of leather shoes		X			
3	Financing programs			X		
4	Marketing of the leather products			X		
5	Service management					X
6	Risk management					X

The training offered in the INNOLEA Project will be **face-to-face training**, when the instructor directly interacts with the trainees. Although digital education may provide an excellent opportunity to access training, this method was not considered ideal for the framework of the INNOLEA project. In this particular setting, the preferred form of training delivery was face-to-face, because of its benefits which serve the objective of the project:



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Benefits of face-to-face training

1. The dynamic relationship between the student and the teacher and the student and fellow students. Since the experts to be trained in INNOLEA Project are from four different universities in two countries, it is important that they network, come to know each other and collaborate, which will encourage further collaboration between the leather centres that they will work in Jordan and Egypt, fostering a network of professionals which will contribute further to the development of the leather sectors in the two countries. The face-to-face element adds an opportunity for colleagues to bond, interact with one another, and increase their camaraderie. The in-person interaction includes the added value of being able to gain insight from other people and develop social linkages.

2. The live practical demonstration for building different skills and abilities. The skills that will be acquired through the training sessions in INNOLEA Project are mostly practical skills which are best acquired by the demonstration and interaction typical in a face-to-face learning environment.

3. More added – value for the trainees, derived from the direct interaction with the instructor. These training sessions will ensure a better understanding of the lessons and its content. The miscommunication can be easily avoided, because the trainees will be in a position to discuss directly with the instructor and clarify any misinterpretation that might occur. Also, the trainees can benefit immensely from getting more information from the instructor on their topics of interest.

4. Increased flexibility of training process – in face-to-face learning, the instructor can adapt the body of knowledge and the training speed to the actual progress of the trainees, thus ensuring an optimal learning experience. Since in INNOLEA Project there is a large and diverse body of material to be presented, the instructor-led training remains the most effective and efficient method.

5. Moreover, the advanced training in EU premises allows the selected experts to completely dedicate to and immerse in the learning experience. Not only do they benefit from the training itself, but they also benefit from the experience of visiting and learning in the well-recognized and renown research European Institutes and organizations.

By the physical face-to-face method of training, the trainees will be able to take more from the learning experience, both in terms of social skills and interaction, in addition to educational and technical know-how.

9 Training Sessions Organization

9.1 Duration of the Training Lessons

Depending on the complexity of the lesson, the duration of one training lessons will be between 2 to 6 academic teaching hours (50 minutes teaching hours), resulting in a total of 100 minutes to 300 minutes for each lesson.

9.2 Structure of the Training Lessons

Each teaching lesson will have a theoretical part (half of the teaching time), and a practical part (half of the teaching time).



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The content in each lesson will be conveyed using a variety of methods and media forms:

- 1. Theoretical lesson:** Normally the lecture will be given using a PowerPoint presentation, comprising slides covering the contents of the respective lesson. Other methods of training, such as discussion, case studies, video lectures can be successfully used, in order to effectively convey the core contents of the lesson and to ensure the optimal learning environment.
- 2. Practical lesson:** To give course participants the opportunity to build the necessary technical skills, additional materials such as practical laboratory tests, exercises, discussion questions, case studies, videos, can be offered, depending on the nature and content of the lesson. These materials have the potential to personalize, individualize learning and to build the practical abilities of the trainees.

9.3 Assessment Method

The learning progress can be tested more comprehensively at the conclusion of a training session.

Each training organiser would hold **an overall exam** for all units/ lessons taught, before the end of the visit/ training session. The extent of the test will be proportional to the material covered. The organiser will evaluate the answers.

The trainees will sign separate **attendance sheets** for each day of training.

Requirements for the successful completion of the training programme: more than 60% of correct answers at the overall exam, and attendance to all days of training, both theoretical and practical.

A **Training session report** will be created by each organiser, after the end of the training visit, containing all relevant information.

9.4 Certification of Participation

All training participants can receive a Certificate of Participation. For this, they must have graduated all training sessions. The following information will be mentioned on the Certificate of Participation:

- Name of the participant
- Courses titles
- Courses description
- Courses duration and date of document's issue
- Optional: logo of the institution
- Optional: short text about the institution

The Certificate of Participation serve as a proof of achievement for acquired knowledge and skills and will be signed both by the organiser and the coordinator of INNOLEA Project.

