



## Doc 4.4. Guide to using the sample training syllabus template

The Skills Training Syllabus is a simple but comprehensive lesson planning tool that helps trainees, trainers, training officials and supervisors understand what is being taught/learned and the methods and materials that will be used.

### 1. Training Information

#### 1.1 Name of Project

*Example: Bakeshop*

#### 1.2 Title of Training Course

This information refers to the exact name of the course that the trainees are taking to support their new economic activity. The title of the training course may be the same or different from the name of the Project.

*Example: Pan de Sal Bread making.*

#### 1.3 Training Institution/Provider

This information refers to the school, organization or agency that has been hired to conduct or deliver the training program. If there is no institution, a professional Trainer may be put instead.

*Example: Mahardika Institute of Technology, or Mr. Samuel Magsipoc*

The address and location of the training venue is also important for monitoring purposes.

*Example: Ilmoh St. Bongao, Tawi-Tawi*

#### 1.4 Training Objectives

The training objectives should describe the intended end result of the training in terms of the trainee's capacities. The objectives must also adhere to the SMART criteria: Simple, Manageable, Appropriate, Realistic, Time-bounded.

*Example: At the end of the ten days training the trainees must be able to produce five kinds of breads that are marketable and profitable using existing tools and equipment*

#### 1.5 Number and description of trainees

The number and description of trainees on the program is necessary for records, monitoring, and evaluation purposes. A few months (3-6) after the completion of training, the TREE Project shall



conduct a tracer study on the graduates to determine the effect and impact of the training program on the individual trainees.

## 1.6 Training Duration

This refers to the exact number of hours, days, weeks or months that are needed to complete the training. The correct information on the duration is very important for many reasons:

- For computation of training costs
- For monitoring of training activities
- For scheduling major training activities
- For referrals on tracer studies
- For reference of trainees and other stakeholders

*Example: 20 days*

## 1.7 Training Schedules

The schedule of training refers to the actual conduct of training activities; the number of days per week and/or hours per day – including which days of the week and hours of the day. The selection of these schedules should be discussed with the trainees since it means the days and times that they will be out of their homes and families. The schedules must be at the convenience of the trainees and the trainer.

*Example: Every Saturday and Sunday, 8AM – 12N and 2PM – 5PM*

# 2. Training Design

## 2.1 Title of Training Course

The title of the training course should be the same as in the Skills Training Information section.

*Example: Pan de Sal Bread making.*

## 2.2 Blocks or Tasks

Blocks (or tasks) are groups of steps that a trainee must perform in producing a product. They are part of a system or procedure that lead to the production of a certain good or the performance or delivery of a certain service.

The number of blocks should reflect the length and complexity of the course. A short workshop will likely only have one or two blocks, a longer course may have several. Blocks should define a large enough element of the overall learning to represent a meaningful stage, usually as a pre requisite to progressing to the next major elemnt.



*Example: In the making of Pan de Sal several blocks or tasks are involved:*

- *preparing the baking materials*
- *mixing the materials*
- *preparing the oven, etc.*

### **2.3 Steps per Block or Task**

Steps refer to the various activities that comprises on Block or Task. Several steps are necessary in order to finish a certain block of work, in the same manner that several blocks of work are necessary in order to finish a product or service.

*Example: Block 1-preparing the baking materials:*

*Steps:*

- *selecting the materials*
- *measuring the materials in accordance with the required mixture*
- *putting the materials in the mixing bowl, etc.*

### **2.4 Skills Requirement**

The skills requirement refers to the manipulative competence that the trainee must possess in order to perform the various steps of the blocks, and the various blocks to finish the product.

*Example: Block, with its steps – Preparing the baking materials:*

*Skills requirements:*

- *How to select the baking materials*
- *how to use the measuring instruments*
- *how to measure, how to use the mixing tools*
- *how to mix, etc*

### **2.5 Related Knowledge**

This information refers to the body of information that the trainees must learn in order to perform correctly the steps in the particular blocks of the training program. Ideally, for every step there should be a corresponding related knowledge listed in the Matrix.

*Example: Block with its steps and skills requirements – Preparing the baking materials:*

*Related knowledge:*

- *Different kinds of baking materials*
- *Capacities of the measuring instruments*
- *Correct use of the mixing tools, etc*

### **2.6 Teaching Aids/Materials**

The information provided in the technical portion of the Syllabus shall provide the Trainers with a guide in the listing of the teaching aids and materials needed to teach a particular block of the course.



*Example: Block - Preparing the baking materials*

*Teaching Aids/materials:*

- *Flour*
- *Sugar*
- *Measuring cups & bowls*
- *Mixing tools*

## 2.7 Teaching Methods

The Trainer must be equipped with several teaching methods and approaches. These are included in the trainers' training programs:

*Examples:*

- *Lecture discussions*
- *Demonstration method*
- *Black Board methods*
- *Project assignments*
- *Group works*
- *Industry visits*
- *Product samplings*
- *Invite resource persons, etc.*

## 2.8 KEY POINTS

Key points refer to important rules, regulations, practices and other reminders related to the performance of the various steps in the production or performance of services. They are emphasized by the trainers as part of the habit and attitude building as a support to the knowledge and skills components of training. Key points may include:

**Speed** : that the completion of any task or work should adhere to reasonable time-frames

**Procedures** : that all works for the production or delivery of goods or services shall follow the correct systems and procedures

**Economy** : that production or service procedures should use the minimum amount of materials

**Quality**: that all products, goods, or services should be produced with the customer satisfaction in mind

**Safety** : that the work should be done with absolute care for the safety of persons and properties

## 2.9 Training Schedule

The portion on Training schedule in the Syllabus refers to the EXACT schedules of the conduct of the various blocks in the training program. It also includes the number of hours needed and the time that it will be conducted.

*Example: Block – Preparing the baking materials*



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*Training Schedule:*

*Monday: 2PM to 4PM*

*Duration: 2 hours*