



***“Supporting access to training and qualification of
people with disabilities through development of VET course on
Ecological Vegetable Gardening based on ECVET learning outcomes”
/ECOGARD/***

Project number: 2017-1-BG01-KA202-036212

I01 Train the Trainers Curriculum
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**CURRICULUM FRAMEWORK
BASED ON ECVET LEARNING OUTCOMES**

Version 3 (draft)

**November, 2018
University of Agribusiness and Rural Development, Bulgaria
Zgura-M Ltd., Bulgaria
PhoenixKM BVBA, Belgium**

<p>Module Nr. 1</p> <p>Lead by Partner 1 – University of Agribusiness and Rural Development (UARD)</p>	<p>Purpose of the training on eco (organic) vegetable gardening</p>
<p>Content structure</p>	<p>1.1. Present the history and the present status of (eco) organic vegetable gardening</p> <p>1.1.1. History of Organic Agriculture</p> <p>1.1.2. Pioneers in organic farming</p> <p>1.1.3. Principles of Organic Agriculture</p> <p>1.1.4. Development of organic agriculture in Europe nowadays</p> <p>1.1.5. Advantages and Disadvantages of Organic agriculture</p> <p>1.2. Describe the Key Factors in Vegetable Production</p> <p>1.2.1. Climate and Site selection</p> <p>1.2.2. Soil type and quality</p> <p>1.2.3. Soil Characteristics</p> <p>1.2.4. Methods of Soil maintenance – good practices</p> <p>1.2.5. Green manure – crops for green manure</p> <p>3. Agronomic Practices in Organic Vegetable Production</p> <p>3.1. Key role of the soil in Organic production</p> <p>3.2. Organic manure – effect on soil quality</p> <p>3.2.1. Positive effects of organic manure</p> <p>3.2.2. Negative effect of organic manure</p> <p>3.3. Good practices to maintain and improve soil health</p> <p>4. Role of Crop rotation in organic vegetable gardening</p> <p>4.1. Monoculture</p> <p>4.2. Tolerance of vegetable crops based on their availability to be grown as monoculture</p> <p>4.3. Requirements to the crops in the crop rotation</p> <p>4.3.1. Rules</p> <p>4.3.2. Vegetable crop rotations</p> <p>5. Legal status of organic production - Standards in organic vegetable gardening</p> <p>5.1. Legislation – EU and national</p> <p>5.2. Inspection and control</p> <p>6. Certification and Labelling</p> <p>6.1. Basic elements in the standards</p>

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	<p>6.2. Certification (control) bodies</p> <p>6.3. Labelling rules</p>
Taxonomy	<ul style="list-style-type: none"> • Knowledge • Comprehension • Application • Analysis • Synthesis • Evaluation <p>Source: http://www.fresnostate.edu/academics/oie/documents/assessments/Blooms%20Level.pdf</p>
Aims and objectives for the trainer	<p>The training of trainers addresses trainers/teachers who are engaged in training activities on organic vegetable gardening.</p> <p>It is anticipated that the trainers have an agricultural background.</p> <p>The trainers may need to adapt the content, add learning materials and topics relevant to the partner countries situation.</p> <p>The trainers may need to provide additional interactive elements and practical exercises.</p> <p>Trainers need to combine the following roles:</p> <ul style="list-style-type: none"> - Transferring their knowledge and experience on eco (organic) gardening to the trainees; - Facilitating the learning process by asking proper questions, creating learning atmosphere, motivating the trainees self-confidence. <p>It is anticipated that the trainees are familiar with diverse training methods, adapted to the respective target groups. Some requirements might refer to:</p> <ul style="list-style-type: none"> - Prepare their training program well, based on the training objectives set; - Provide knowledge and skills to the trainees; - Arrange topics in a logical consequence; - Use of diverse training methods in order to present the selected topics most efficiently; - Use diverse methods of evaluation in order to assess whether the trainees have achieved the training objectives.
Tools for implementation	<ol style="list-style-type: none"> 1. Plenary lectures 2. Power Point presentations 3. Discussions on the topics in small working groups

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	<ol style="list-style-type: none"> 4. Practical exercises – case studies 5. Training videos 6. Field trips – in farms field plots 7. Evaluation materials – tests, questionnaires, quizzes, etc.
Resources required	<ul style="list-style-type: none"> • Access to PC or smart device • Access to internet • Motivation and positive mind-set for participation • Time availability
Professional background of the trainer	<p>Should be Bachelor/Master of Science</p> <p>Areas of Expertise: Agriculture, Organic Agriculture, Crop Production, Vegetable Production, etc.</p> <p>Trainer should be:</p> <ul style="list-style-type: none"> - a good moderator of discussions; - Raise questions and encourage critical discussions; - Use relevant examples and present proper case studies; - Chose proper articles and websites to support the presentations of the modules
Competence grid	<ul style="list-style-type: none"> - Upon completion of the module the trainer will be competent to: - Describe the main principles, advantages and disadvantages of Organic Agriculture - Provide specific knowledge on agronomic practises in organic vegetable farming - Acquire and further provide knowledge about - Standards in organic vegetable gardening, certification and labelling
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<p>Module Nr. 2</p> <p>Lead by Partner 2 – Zgura M Ltd. (ZM)</p>	<p>Participatory and learners-centered learning methods (incl. specificities and teaching strategies for training of learners with learning/cognitive difficulties)</p>
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<p>Content structure</p>	<p>2.1 Teacher-centred vs. student-centred education? 2.1.1 Teacher-centred method 2.1.2 Student-centred method 2.1.3 Making a decision 2.2 Why do we need learner-centred learning method? 2.3 Learner motivation and engagement 2.4 Differentiating self-efficacy from self-esteem 2.5 Methods and strategies of conducting inclusive trainings based on universal design in learning 2.5.1 The learning difficulties of students with learning disabilities 2.5.2 The need to be strategic learners 2.5.3 What, exactly, are learning strategies? 2.5.4 What strategies might we help students with learning/cognitive difficulties learn?</p>
<p>Taxonomy</p>	<ul style="list-style-type: none"> • Knowledge • Comprehension • Application • Analysis • Synthesis • Evaluation <p>Source: http://www.fresnostate.edu/academics/oie/documents/assessments/Blooms%20Level.pdf</p>
<p>Aims and objectives for the trainer</p>	<ul style="list-style-type: none"> • To provide targeted knowledge to trainers who are facilitating teachers (educators) training course regarding teacher-centred and student-centred methods • To provide specific knowledge on universal design in learning as well as on learner motivation and engagement issues • To equip teachers and trainers with methods and strategies that will ensure the implementation of universal design in learning including those with cognitive difficulties
<p>Tools for implementation</p>	<ul style="list-style-type: none"> • Workshops (virtual or/and face to face) • Tangible learning material (training the trainers handbook) • Virtual tutorship via mobile app
<p>Resources required</p>	<ul style="list-style-type: none"> • Access to PC or smart device • Access to internet

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	<ul style="list-style-type: none"> • Motivation and positive mind-set for participation • Time availability
Professional background of the trainer	<ul style="list-style-type: none"> • Bachelor/Master degree in Pedagogy, Social sciences, Social work, • Additional background and experience in methodological guidance of teachers is an advantage.
Competence grid	<p>Upon completion of the module the trainer will be competent to:</p> <ul style="list-style-type: none"> • Provide dedicated trainings to other trainers and educators on universal design in learning • Provide further knowledge and trainings on specifics of teachers-centred and student-centred approaches • Provide techniques for student engagement and motivation • Share and implement methods and strategies which will ensure that the training will be accessible on its content and delivery to students including those with cognitive difficulties.

Module Nr. 3 Lead by Partner 6 – PHOENIXKM BVBA (PHKM)	Practicing equality (gender, ethos, disability) during training process
Content structure	3.1 What is equality in education?

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	<p>3.1.1. Gender equality</p> <p>3.1.2 Ethos equality</p> <p>3.1.3 Disability equality</p> <p>3.2 Disability and development – an overview of the issues</p> <p>3.3 Rights-based approach to disability</p> <p>3.4 Ethical committee on local and national level</p> <p>3.5 Action plan to implement equality during the training process</p> <p>3.6 Facilitation skills – what the teacher/educator should be able to understand and implement?</p> <p>3.7 Case studies on best practices in implementing equality in VET education</p>
<p>Taxonomy</p>	<ul style="list-style-type: none"> • Knowledge • Comprehension • Application • Analysis • Synthesis • Evaluation <p>Source: http://www.fresnostate.edu/academics/oie/documents/assessments/Blooms%20Level.pdf</p>
<p>Aims and objectives for the trainer</p>	<ul style="list-style-type: none"> • To provide knowledge on gender, ethos and disability equality to teachers and educators • To provide guidance on right-based approach to disability • To provide a simple scheme on organising ethical committees at the educative institution • To highlight the facilitation skills which each trainer/teacher/educator should have in order to achieve equality • To provide best practices as case studies on the topic “Equality in provision of teaching/learning facilitation process” • To provide guidance on preparation of action plan on implementation of equality measures while creating VET course

Tools for implementation	<ul style="list-style-type: none"> • Workshops (virtual or/and face to face) • Tangible learning material (training the trainers handbook) • Virtual tutorship via mobile app
Resources required	<ul style="list-style-type: none"> • Access to PC or smart device • Access to internet • Motivation and positive mind-set for participation • Time availability
Professional background of the trainer	<ul style="list-style-type: none"> • Bachelor/Master degree in Pedagogy, Social sciences, Social work, • Additional background and experience in methodological guidance of teachers is an advantage.
Competence grid	<p>Upon completion of the module the trainer will be competent to:</p> <ul style="list-style-type: none"> • Acquire and further provide knowledge on gender, ethos and disability equality to teachers and educators • Acquire and to provide guidance on right-based approach to disability • Provide a simple scheme on organising ethical committees at the educative institution • Acquire and further be able to provide guidance on proper facilitation skills which each trainer/teacher/educator should have in order to achieve equality • Acquire and further provide best practices as case studies on the topic “Equality in provision of teaching/learning facilitation process” • Provide further guidance on preparation of action plan on implementation of equality measures while creating VET course.

Module Nr. 4 Lead by Partner 2 -	Curriculum framework based on ECVET learning outcomes - definitions of knowledge, skills and competencies expected to be acquired by VET
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ZguraM Ltd. (ZM)	students at the end of the learning process
Content structure	<p>4.1 Legal framework on creation and provision of ECVET learning outcomes</p> <ul style="list-style-type: none"> 4.1.1 The Classification of Education and Training, 2015 (COO-2015); 4.1.2 International Standard Classification of Education (ISCED-2013); 4.1.3 International Standard Classification of Positions (ISCO-08); 4.1.4 Country specific framework (i.e. Bulgaria - The National Classification of Occupations and Positions (NCPD-2011). <p>4.2 What is ECVET and why we need to implement it in VET?</p> <p>4.3 How to create and measure learning outcomes?</p> <ul style="list-style-type: none"> 4.3.1 General learning outcomes 4.3.2 Specific learning outcomes (for the profession) 4.3.3 Transversal learning outcomes (suitable for other professions/fields) <p>4.4 Principles for presenting learning outcomes in teachers' training and aligning them to the existing/new curricula</p> <ul style="list-style-type: none"> 4.4.1 Principles 4.4.2 Follow-up <p>4.5 Assessment criteria when using learning outcomes based approach in VET</p> <p>4.6 How to use the innovative profile of "Eco-gardening worker" when delivery the training course?</p>
Taxonomy	<ul style="list-style-type: none"> • Knowledge • Comprehension • Application • Analysis • Synthesis • Evaluation <p>Source: http://www.fresnostate.edu/academics/oie/documents/assessments/Blooms%20Level.pdf</p>
Aims and objectives for the trainer	<ul style="list-style-type: none"> • To provide information onto legal framework on creation and provision of ECVET learning outcomes

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	<ul style="list-style-type: none"> • To provide information and clarifications on what is ECVET and why we need to implement it in VET? • To provide guidance on how to create and measure learning outcomes? • To provide guidance on principles for presenting learning outcomes in teachers' training and aligning them to the existing/new curricula • To provide knowledge and guidance on assessment criteria when using learning outcomes based approach in VET • To provide guidance on how to use the innovative profile of "Eco-gardening worker" when delivery the training course?
Tools for implementation	<ul style="list-style-type: none"> • Workshops (virtual or/and face to face) • Tangible learning material (training the trainers handbook) • Virtual tutorship via mobile app
Resources required	<ul style="list-style-type: none"> • Access to PC or smart device • Access to internet • Motivation and positive mind-set for participation • Time availability
Professional background of the trainer	<ul style="list-style-type: none"> • Bachelor/Master degree in Pedagogy, Social sciences, Social work, • Additional background and experience in methodological guidance of teachers is an advantage.
Competence grid	<p>Upon completion of the module the trainer will be competent to:</p> <ul style="list-style-type: none"> • Provide information onto legal framework on creation and provision of ECVET learning outcomes • Provide information and clarifications to teachers and educators on what is ECVET and why we need to implement it in VET? • Provide guidance to teachers and educators on how to create and measure learning outcomes? • Provide guidance to teachers and educators on principles for presenting learning outcomes in

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	<p>teachers' training and aligning them to the existing/new curricula</p> <ul style="list-style-type: none"> • Provide guidance to teachers and educators on assessment criteria when using learning outcomes based approach in VET • Provide guidance to teachers and educators on how to use the innovative profile of “Eco-gardening worker” when delivery the training course.
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<p>Module Nr. 5 Lead by Partner 8 – COMU</p>	<p>Training management - action plan template, goal achievements scale, conducting pre-, post- assessments</p>
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<p>Content structure</p>	<p>5.1 Defining the need and purpose of the training in connection with the quality of education 5.2 The definition of training management? 5.3 Evaluation of the quality of training of students with learning disabilities 5.3.1 Creating action plan to evaluate the quality of training of students with learning/cognitive difficulties 5.3.2 Defining goal achievements scale to evaluate the training of students with learning/cognitive difficulties 2.5.3 Assessment methods of the training of students with learning learning/cognitive difficulties</p>
<p>Taxonomy</p>	<ul style="list-style-type: none"> • Knowledge • Comprehension • Application • Analysis • Synthesis • Evaluation <p>Source: http://www.fresnostate.edu/academics/oie/documents/assessments/Blooms%20Level.pdf</p>
<p>Aims and objectives for the trainer</p>	<ul style="list-style-type: none"> • To provide information about the training management system to evaluate the quality of the training of students with learning/cognitive difficulties • To build up an action plan in evaluating the training of students with learning/cognitive difficulties • To design goal achievement scale in evaluating the training of students with learning/cognitive difficulties
<p>Tools for implementation</p>	<ul style="list-style-type: none"> - Power point presentations - Lectures - Case studies – discussions - Evaluation materials tests, questionnaires - Mobile learning materials
<p>Resources required</p>	<ul style="list-style-type: none"> - Computer - Internet connection - Power point presentations

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<p>Professional background of the trainer</p>	<p>Should be Bachelor/Master of Science</p> <p>Areas of Expertise: Agriculture, Organic Agriculture, Horticulture, Crop Production, Vegetable Production, etc.</p> <p>Trainer should:</p> <ul style="list-style-type: none"> - Be competent in teaching agriculture; - Be able to use e-learning and mobile educational tools; - Be familiar with training of students with learning/cognitive difficulties - Use relevant examples and present proper case studies; - Follow up relevant literature
<p>Competence grid</p>	<p>Upon completion of the module the trainer will be competent to:</p> <ul style="list-style-type: none"> - Build up an action plan in evaluating the training of students with learning/cognitive difficulties - design goal achievement scale in evaluating the training of students with learning/cognitive difficulties

<p>Module Nr. 6 Lead by Partner 7 –</p>	<p>Impact analysis - how to analyse VET students' progress, how to cope with challenges and strategies to customise</p>
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International Association for research and development of VET (REDVET)	the learning process based on training risk' analysis
Content structure	<p>6.1. Analysing VET students' progress</p> <p>6.1.1. Daily Evaluation Form</p> <p>6.1.2. Student Evaluation Form</p> <p>6.1.3. Student Interview</p> <p>6.1.4. Student Self-Evaluation Form (Pre-test and Post-test)</p> <p>6.1.5. Student Satisfaction Survey</p> <p>6.2. Training Evaluation for Teachers</p> <p>6.2.1. Training Evaluation Survey for VET Teachers/Trainers</p> <p>6.2.2. Recommendation for VET Teachers to Cope with Challenges and Strategies to Customize the Learning Process</p>
Taxonomy	<ul style="list-style-type: none"> • Knowledge • Comprehension • Application • Analysis • Synthesis • Evaluation <p>Source: http://www.fresnostate.edu/academics/oie/documents/assessments/Bl ooms%20Level.pdf</p>
Aims and objectives for the trainer	<ul style="list-style-type: none"> • To analyse VET students' progress. • To cope with challenges and strategies to customize the learning process based on training risk analysis.
Tools for implementation	<ul style="list-style-type: none"> • Survey • Self-Evaluation Form • Daily Evaluation Form • Interview
Resources required	<ul style="list-style-type: none"> • Access to PC or smart device • Access to the internet

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	<ul style="list-style-type: none"> • Voice recorder • Time availability
Professional background of the trainer	<ul style="list-style-type: none"> • Background and experience in statistics
Competence grid	<p>Upon completion of the module the trainer will be competent to:</p> <ul style="list-style-type: none"> • analyse VET students' progress • cope with challenges and strategies to customize the learning process based on training risk analysis

Sources:

- Defining and writing learning outcomes for vocational education and training - A European handbook, 7 Oct 2016, CEDEFOP
<https://www.navet.government.bg/bg/media/DRAFT-European-Handbook-learning-outcomes-October-2016.pdf>
- https://www.navet.government.bg/bg/media/Methodicheski_ukazania_DOI_07_04_2015.pdf

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