

**INTERC.LAB**  
**Intercultural Lab for migrants' inclusion**  
**Project n. 2021-1-IT01-KA220-VET-000033212**  
**CUP G19J21014190006**

# **PR3 – Inclusive Laboratories for the development of migrants' key skills**

## **PROJECT RESULT 03**

### **INCLUSIVE LABORATORIES FOR THE DEVELOPMENT OF MIGRANTS'KEY SKILLS**

The result meets the migrants' NEEDs to develop key and professional skills. The activity includes the building up of a workshop of physical, virtual and interpersonal skills (CLab), which through an interdisciplinary approach and models of socialisation of experiences fosters integration and develops knowledge. The CLab is both a physical and a virtual space, where the migrant will attend a 6-month training course which will be divided into theory and practice for the development of the following skills:

1. language skills
2. civic skills
3. IT and digital skills
4. personal (intra/interpersonal) skills of self-esteem and empowerment
5. professional and social skills

[GO TO THE LEARNING HUB](#)

## PR3 – Inclusive Laboratories for the development of migrants’ key skills – FINAL VERSION

AUTHOR: **AFN**

### CONTRIBUTORS:



Final Version: 31.03.2024

The European Commission's support for the production of this publication does not constitute endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



## Contents

<b>1. Introduction</b>	Pag. 05
1.1 General aim	Pag. 05
1.2 Target Group	Pag. 06
1.3 Assessment methodologies	Pag. 06
<b>2. Main work tasks/activities</b>	Pag. 08
2.1 Results from National Pilot Tests	Pag. 13
<b>3. Modular Curriculum</b>	Pag. 28
3.1 Learning Unit n. 1 - Development of Language Skills	Pag. 28
3.2 Learning Unit n. 2 - Development of Civic Skills	Pag. 35
3.3 Learning Unit n. 3 - Development of IT and digital skills	Pag. 40
3.4 Learning Unit n. 4 - Development of personal (intra/interpersonal) skills of self-esteem and empowerment (self-confidence)	Pag. 44 Pag. 49
3.5 Learning Unit n. 5.1 - Professional and social skills tailored to the sector of the involved enterprise: Retail/Supermarket	Pag. 55
3.6 Learning Unit n. 5.2 - Professional and social skills tailored to the sector of the involved enterprise: At restaurant Service Assistant/Waiter	
3.7 Learning Unit n. 5.3 - Professional and social skills tailored to the sector of the involved enterprise: Agriculture	
<b>4. Annexes</b>	Pag. 40
A1 Learning materials LU n. 1	
A2 Learning materials LU n. 2	
A3 Learning materials LU n. 3	
A4 Learning materials LU n. 4	
A5 Learning materials LU n. 5.1	

A6 Learning materials LU n. 5.2

A7 Learning materials LU n. 5.3

## 1. Introduction

### 1.1 General aim

The present Project Result, hereafter referred to as PR3, developed by the partner responsible AFN with the contribution of the whole partnership, seeks to address the migrant' need to develop key and professional skills in order to favor its social and work inclusion.

The final aim of the activities connected to this result is the creation of **Inclusive Training Laboratories for the development of key and professional skills**, that includes, the building up of both a physical and virtual space (face-to-face Clab and Online Interc.Lab Hub), which through an interdisciplinary approach and models of socialization of experiences fosters integration and develops knowledge.

The Clab includes the development of a Training Programm on the following skills:

- 1) language skills
- 2) civic skills
- 3) IT and digital skills with certifications
- 4) personal (intra/interpersonal) skills of self-esteem and empowerment (self-confidence; goal mindness and ambition mindness; resilience; creativity, problem solving; emotional regulation, collaboration an flexibility; commitment and respect)
- 5) Professional and social skills tailored to the sector of the involved enterprises

The programme includes a **Modular Curriculum of 5 Modules and 7 Learning Units**, elaborated according to the application form description, aiming at filling the migrants' training gap within key and professional skills.

The Inclusive Laboratories for the development of migrants' key skills represents a comprehensive toolbox comprising of:

- An overview of **criteria and standards for training and assessment methods**;
- **Modular curriculum** to develop language, civic, personal, professional and social skills;
- **Learning materials** for migrants;
- **a tailor made platform** for online learning activities (Learning Hub)

## 1.2 Target group

Target Group that was involved in our training activities is composed of:

- Third-country migrants looking for a job
- employers and VET professionals working with migrants that will support migrants in the development of key and specific professional skills

## 1.3 Assessment methodologies

The most useful and efficacy Assessment methodologies, especially in the field of Adult Education, can be listed according to the "evaluation timing" and to the "style" of evaluation.

According to the evaluation timing, the most important methodologies are:

1. Initial evaluation: it is submitted to the students at the beginning of a training course
2. Intermediate evaluation: it is submitted to the students at the 50% of the training course
3. Final evaluation: it is submitted to the students at the end of the training course

According to the "style" of evaluation, the most important methodologies described in this section will be:

1. Evaluation tests, that could be submitted as:
  - a. Multiple choice test: it is composed of several questions, and per each question, student has to choose the right answers among the given options
  - b. Open answer test: it is composed of several questions, and per each question, student has to write the right answer
  - c. Practical exercise: it is an activity that can be done during the lesson and that involves the students individually or in group
  - d. Role Play: it is a group activity that involves 2 or more students and each of them has to interpret a specific role
2. Monitoring test, that are used in order to monitor students' satisfaction concerning the learning materials, the teaching methods, the topics of the lesson etc...

For our Inclusive Laboratories for the development of migrants' key skills, we decided to test students through:

- Final evaluation, that will be submitted as Multiple choice test at the end of each learning unit
- Practical exercise/activities, that teachers can adopt in order to better explain the contents of their lesson or to evaluate students
- Monitoring test, that will be submitted at the end of each learning unit, in order to verify students' satisfaction. They will be anonymous in order to allow students to feel free to give their opinion without conditioning.





## **2. Main work tasks/activities**

The following sections will summarize the main work tasks/activities that have been carried on in order to produce the PR3 and its main contents.

**Work tasks /activities** that lead to the achievement of PR3 have been the following:

**PR3/A1: Laboratories design and development**, with the following activities:

**A1.1 - Creation of training program working group (Result Team).** One person from each partner country has been part of the Result Team. They created the detailed requirements for program development process and agreed on the working procedure. During this phase, the responsible partner engaged one/two people from each partner, so as to form the training program development group.

## **A1.2 – Development of Laboratories Training Program**

a) Elaboration of Guidelines, The Responsible partner elaborated guidelines to develop the training course/laboratory with the definition of the structure: title, learning outcome, Knowledge, skills, training methods, etc..

b) Collection of laboratories training program development group's proposals. Each member of the group sent to Responsible partner its proposal about the development of the training and feedback concerning the guidelines elaborated. Then, Responsible partner collected all sent proposals in order to come to an agreement together on the form of the curriculum.

b) Elaboration of first version of the training program. When the form of the curriculum was ready, Responsible partner provided to the partnership the proposal of the training. The proposal included the 5 Modules to be developed. For each Module there is a title, a description of the learning results, and procedure and criteria for assessment of the learning outcome.

c) Revision of format of the training curriculum. All partners gave feedback on the format of the curriculum and also proposed activities and methods to be included in each training module. According to the collected feedbacks, responsible partner revised the training curriculum in order to produce the definitive format and start working on the content of the training.

### **PR3/A2: Elaboration of training material and assessment system for each learning unit:**

Learning materials for migrants will enable them to improve their key and professional skills.

Learning materials and assessment system refer all 5 Modules and 7 Learning Units that has been defined.

The methodology of the laboratories largely focused on active methods, thereby favouring learning through experience and workshop-based teaching, with collaborative learning as a methodology capable of fostering interaction processes among heterogeneous groups of students (migrants).

Frontal lessons are replaced by both face-to-face workshops/laboratories and online/virtual learning activities which are carried out on a tailor-made sharing platform (developed by ilnformatica).

Game based learning activities have been developed, using H5P technology that makes it easy to create, share and reuse HTML5 content and applications. H5P empowers everyone to create rich and interactive web experiences more efficiently.

Responsible Partner produced guidelines for the design and development of training materials and each Partner has been responsible for the elaboration of learning materials and assessment tools of 1 learning unit. Specifically:

<b>Modules/Learning Units</b>	<b>Responsible Partner</b>
1 – Development of language skills 1.1 ME AND THE WORD OF WORK – CEFR A1 (25 HOURS) Italian language A1 Spanish language A1 Portuguese language A1 Germany language A1 Greek language A1	<b>ALL PARTNERS</b>
2 - Development of civic skills	<b>INNETICA</b>

2.1 COMMUNICATIONA AND LIFE IN SOCIETY (15 HOURS)	
3 - Development of IT and Digital skills with certification  3.1 COMPUTER AND ONLINE ESSENTIALS (20 HOURS)	<b>iINFORMATICA</b>
4 - Development of personal (intra/interpersonal) skills of self-esteem and empowerment (self-confidence)  4.1 CONSTRUCTION OF PERSONAL AND SOCIAL PROJECTS (20 HOURS)	<b>ISON</b>
5 - Professional and social skills tailored to the sector of the involved enterprise  5.1 RETAIL/SUPERMARKET (50 HOURS)  5.2 RESTAURANT - Service Assistant / waiter (50 HOURS)  5.3 AGRICULTURE (50 HOURS)	<b>VHS (5.1)</b> <b>AFN (5.2)</b> <b>Studio Risorse (5.3)</b>

**PR3/A3: Joint staff training.** As soon as the program got its complete form, a joint staff training event was held face to face in Italy in order to train the trainers of the partners' organisations (no. 2 for each partner) that were those who trained and supported migrants during the following pilot phase. The trainers had the opportunity to experiment, directly on themselves, the training methodologies/tools/materials developed within the project, in particular they were able to test the training program on the development of key and specific professional skills. Thanks to the feedback that

emerged during the joint training event, it was then possible to define the guidelines for the development and testing of this project result, for the subsequent definition of its final version. The participants also had the opportunity to learn about new and innovative tools for the creation of educational content, such as the H5P technology, which after an initial plenary training period, were developed by the VET operators themselves, in order to produce training materials to be integrated into the teaching materials already produced in reference to the PR3 training program. In particular, *some of the game based learning activities based on H5P technology and contained in the PR3 Inclusive Laboratories were developed during the training event by the participating operators, such as branch scenarios.*

**PR3/A4: Pilot test of the program.** The draft version of the program and learning materials has been translated in all partners' languages, uploaded on the web platform and has been tested both face-to-face and online with **464 Migrants**, with the support of **129 employers** and **25 VET trainers**, so as to get feedback and make improvements to the final version. The responsible Partner produced guidelines and tools useful for the testing phase (assessment and monitoring questionnaires/tests, etc...). Each partner collected feedback among participants to the pilot test and elaborated a short report with the results, described in the next section of this report.

**PR3/A5: Final version of the inclusive Laboratories Program.** Thanks to all feedback that have been collected during the testing phase, the draft version of the program has been reviewed and improved and the final version of it has been elaborated and translated in each partner language.

## 2.1 Results from National Pilot Tests

The **Activity PR3/A4 - Pilot test of the program** gave us the possibility to collect participants' feedback through evaluation and monitoring questionnaires. It was a very important step because they allow us to “verify” our Training program with direct beneficiaries involved in Piloting, in order to detect and correct possible mistakes and make useful changes to improve the Curriculum.

V2 - The Second Version of the training course is presented in this report and it was elaborated after the testing activities, taking into account participants' feedback.

### Participants involved in Pilot Test

PARTNER	COUNTRY	N. OF PARTICIPANTS (Face to face and online)		
		Migrants	Employers	VET Expert
STUDIO RISORSE	Italy	80	20	4
iINFORMATICA	Italy	55	26	5
ISON	Greece	79	25	4
INNETICA	Spain	78	12	2
AFN	Portugal	77	24	6
VHS	German	95	22	4
<b>TOTAL</b>		<b>464</b>	<b>129</b>	<b>25</b>

The results obtained by the evaluation activities carried on by the partners and with the direct beneficiaries' involvement were very positive and they confirm the validity of the training course structure as presented in the Version 1 of the output and describe in this document.

Per each Learning Unit, participants involved in Partners pilot tests obtained good results within final tests and the general averages of evaluations are always higher than 70% (most of them are from 90% to 100%, with a general evaluation as "A - Excellent"), so we can say that the training course is validated and it is useful to improve migrants' knowledge in the field of key and professional skills.

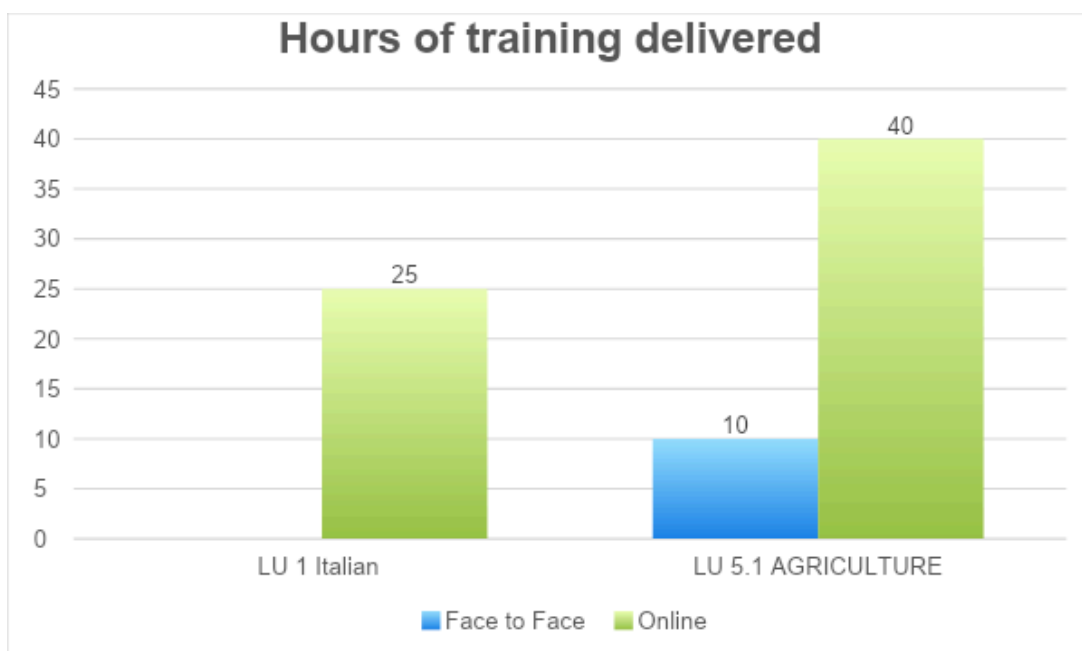
## STUDIO RISORSE TESTING

### Training topic:

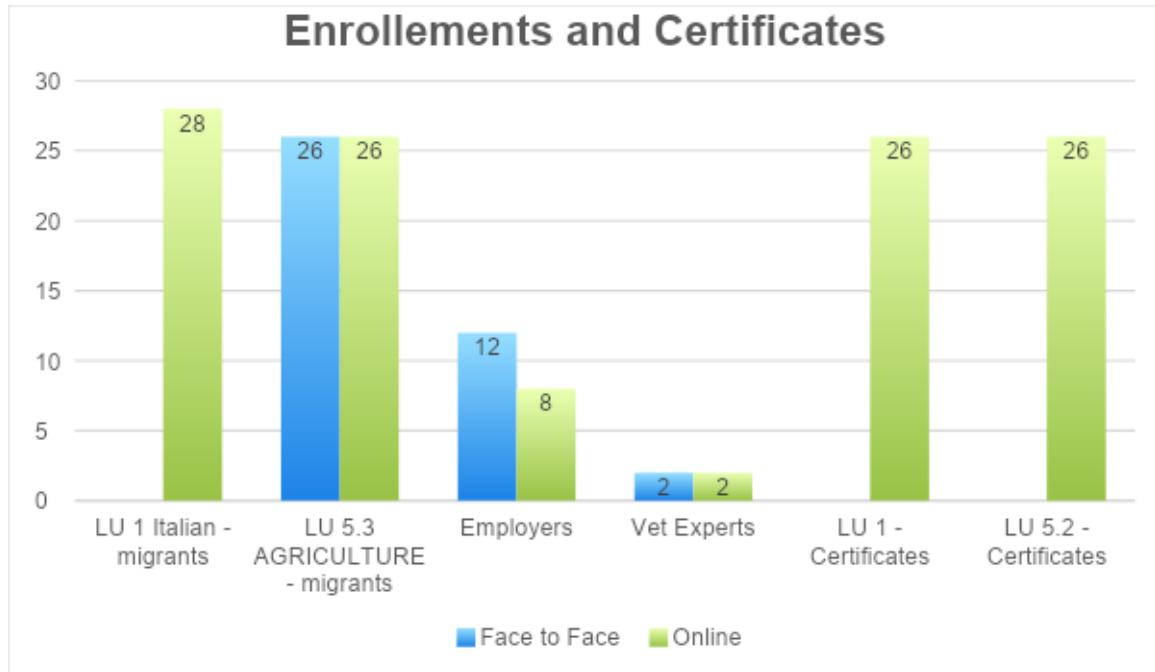
LU1 Italian and LU5.1 Agriculture

### Total Hours of training delivered:

75 h







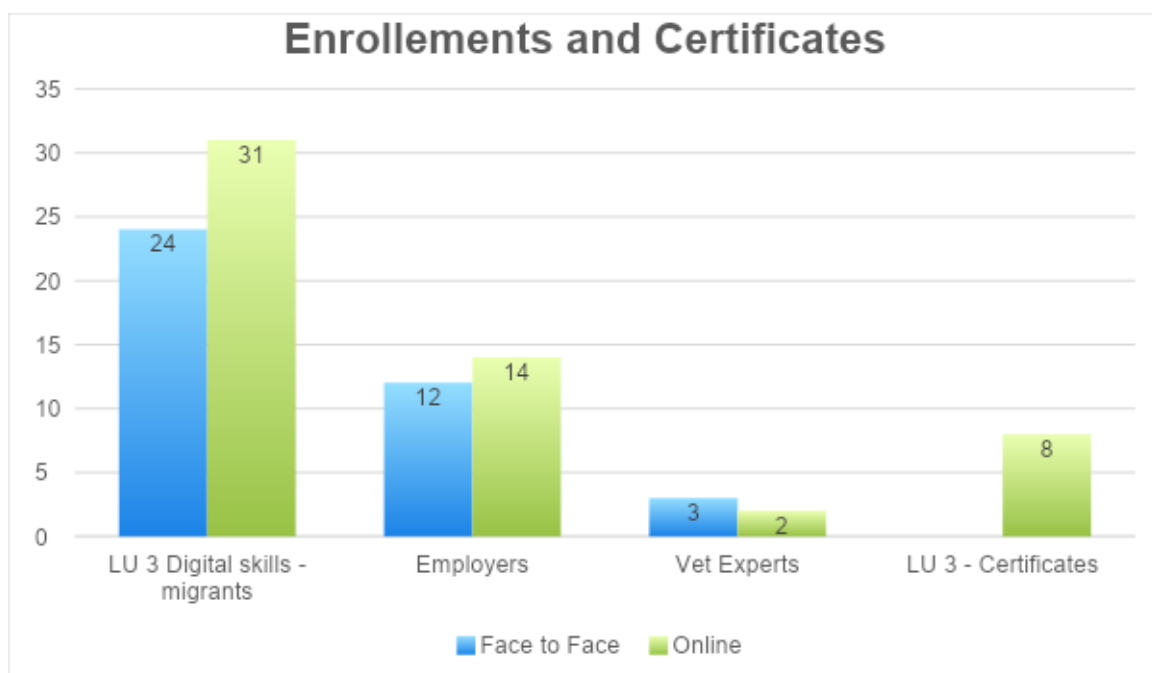
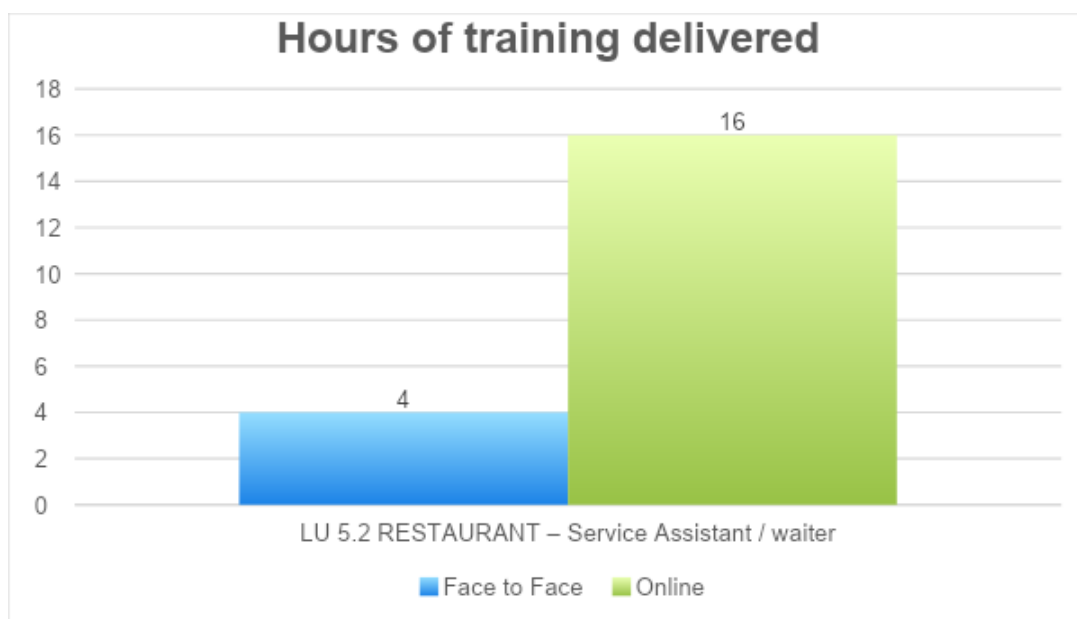
## INFORMATICA TESTING

### Training topic:

LU3 Development of IT and Digital skills with certification

### Total Hours of training delivered:

20 h



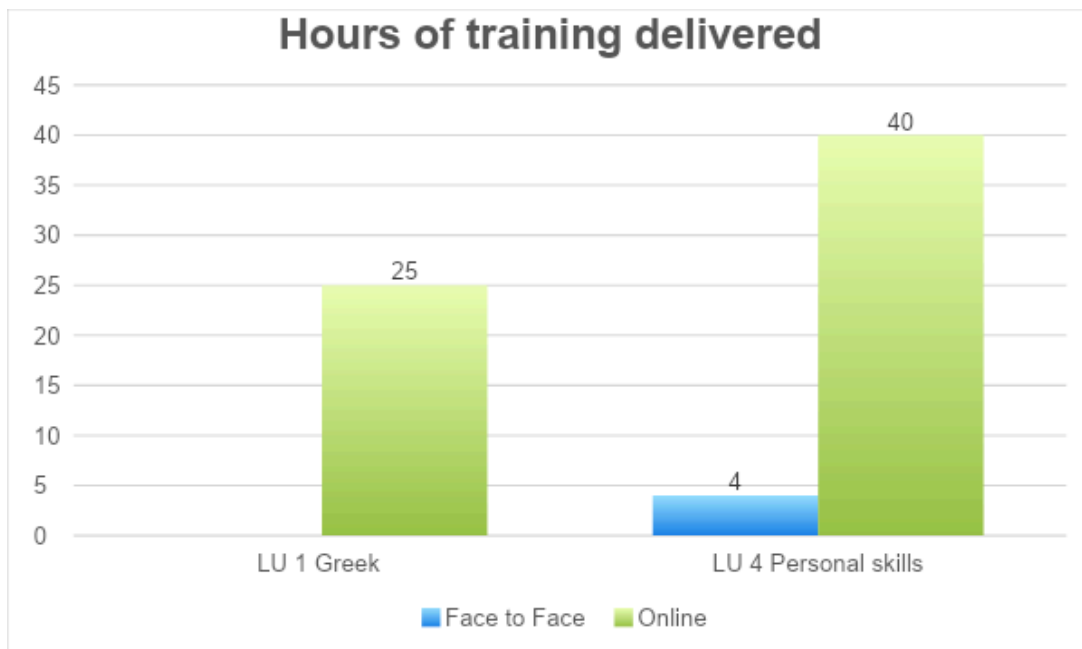
## ISON TESTING

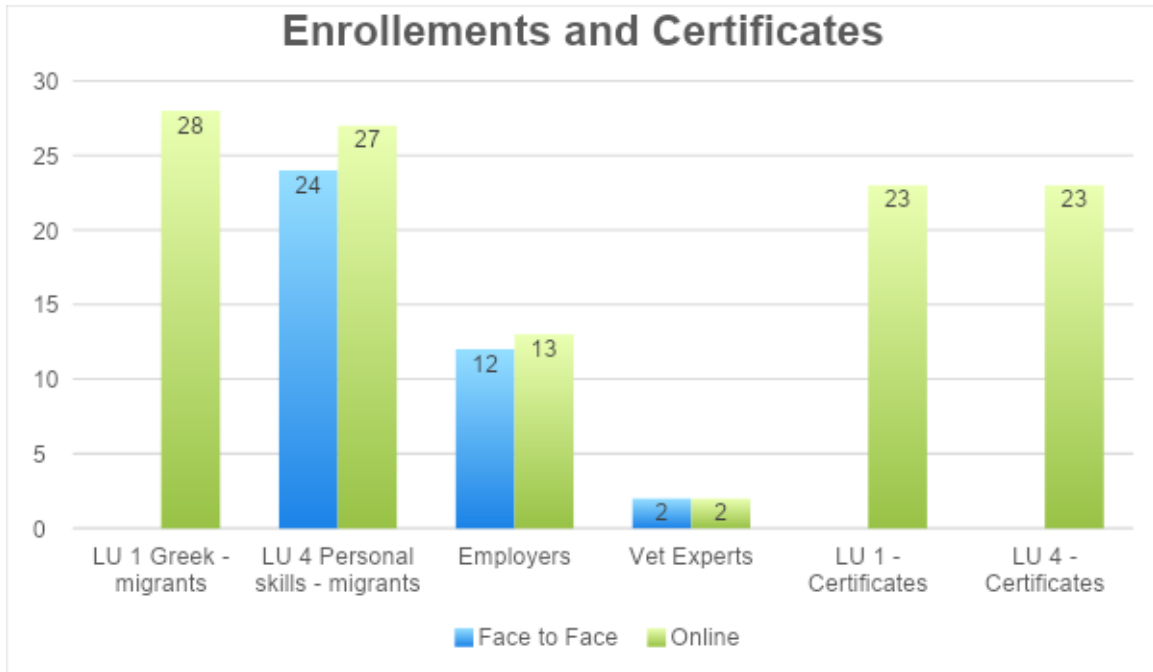
### Training topic:

LU1 Greek and LU4 - Development of personal (intra/interpersonal) skills of self-esteem and empowerment (self-confidence)

### Total Hours of training delivered:

69 h





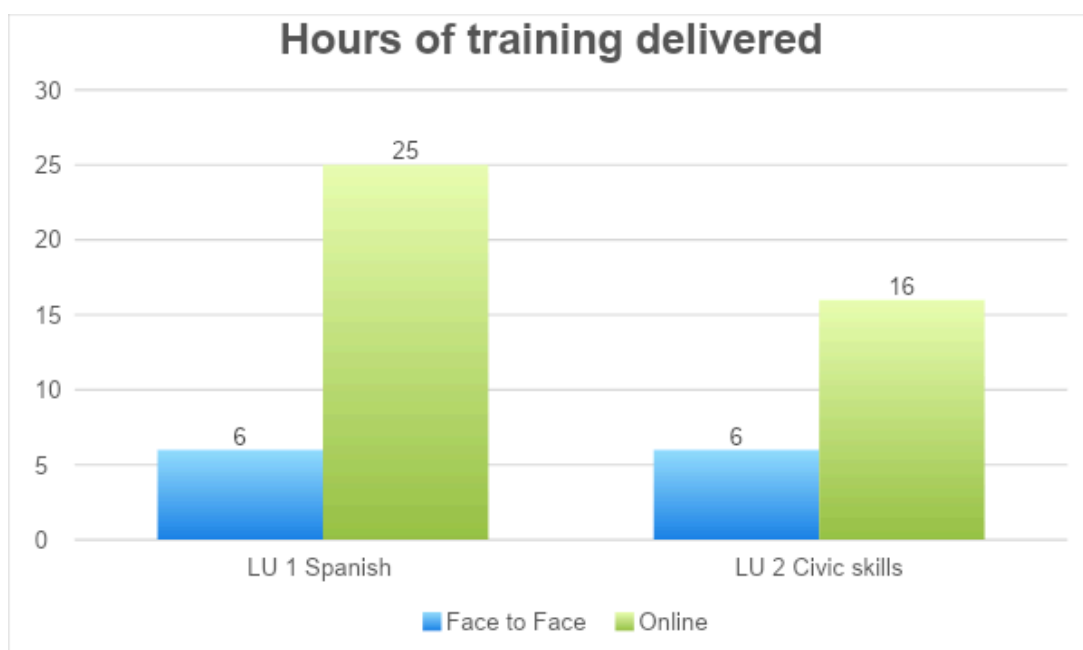
## INNETICA TESTING

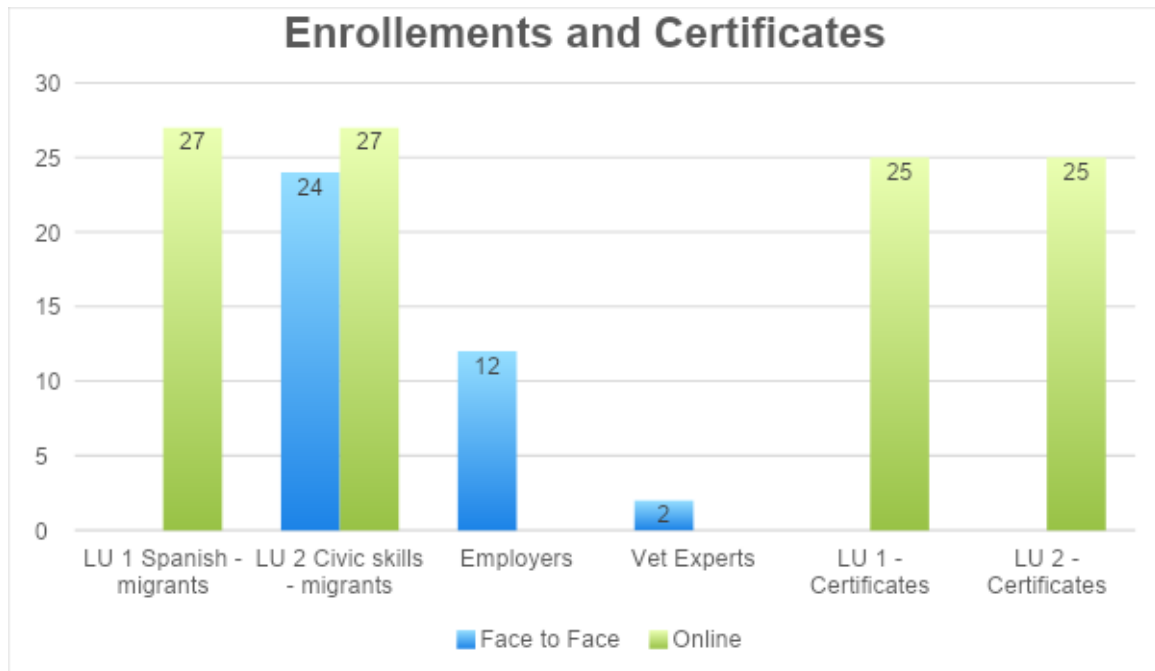
### Training topic:

LU1 Spanish and LU2 - Development of civic skills

### Total Hours of training delivered:

53 h





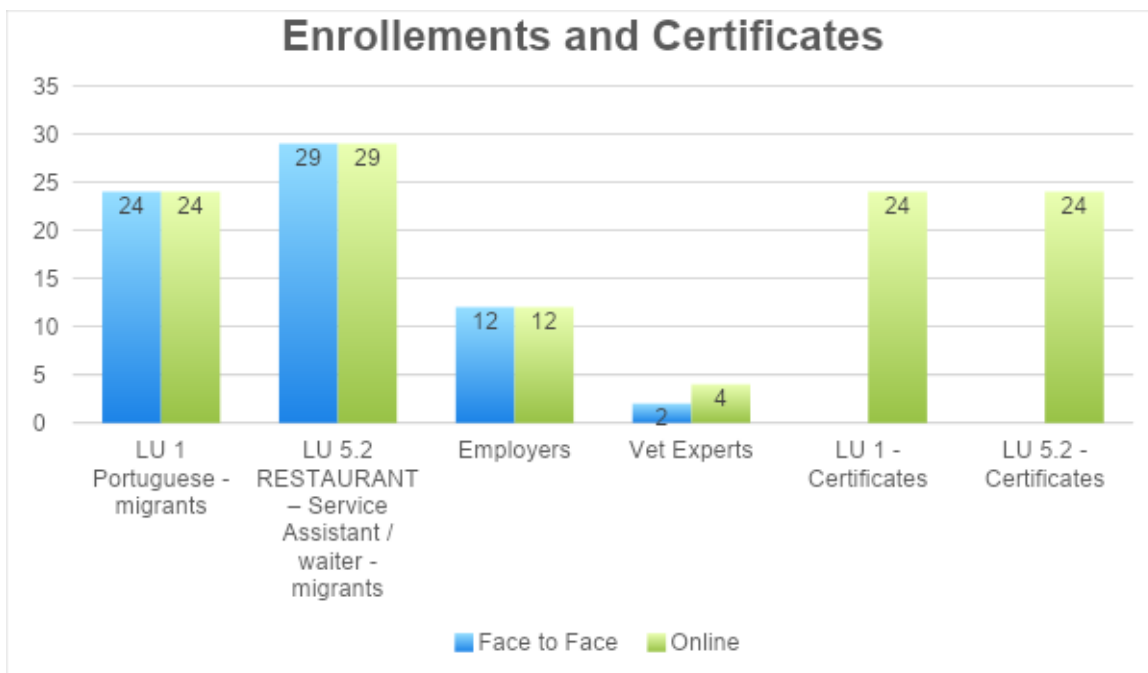
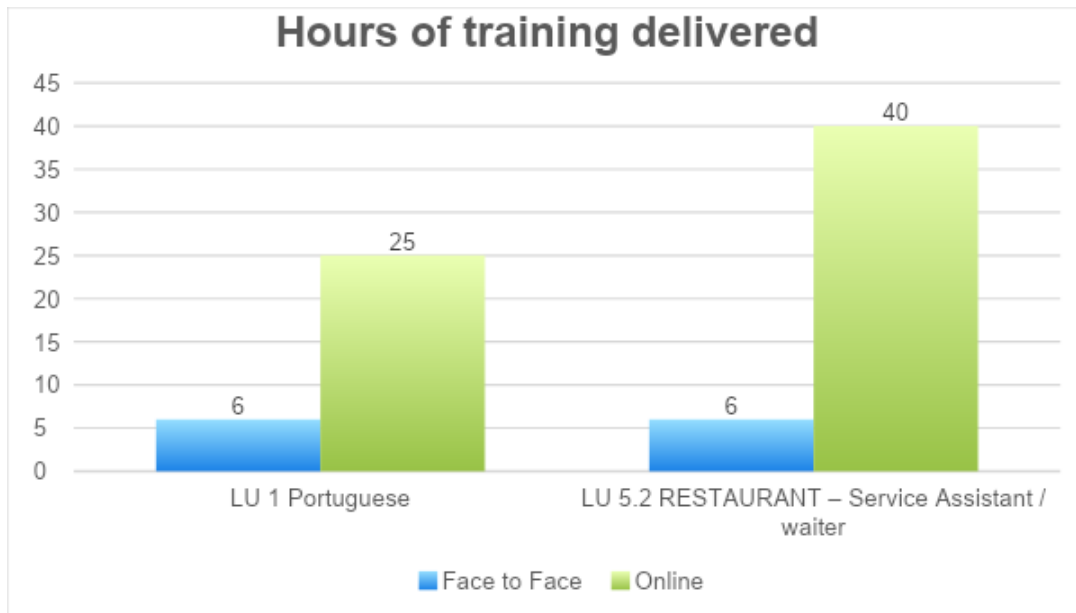
## AFN TESTING

### Training topic:

LU1 Portuguese and LU5.2 Restaurant – Service assistance / waiter

### Total Hours of training delivered:

77 h



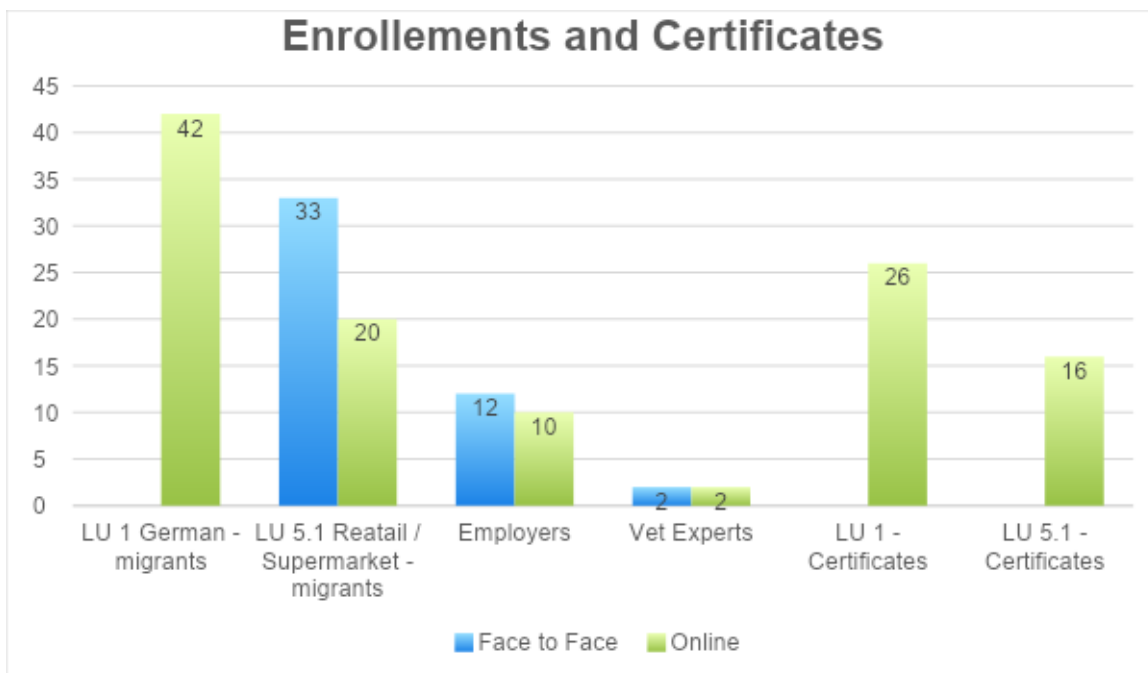
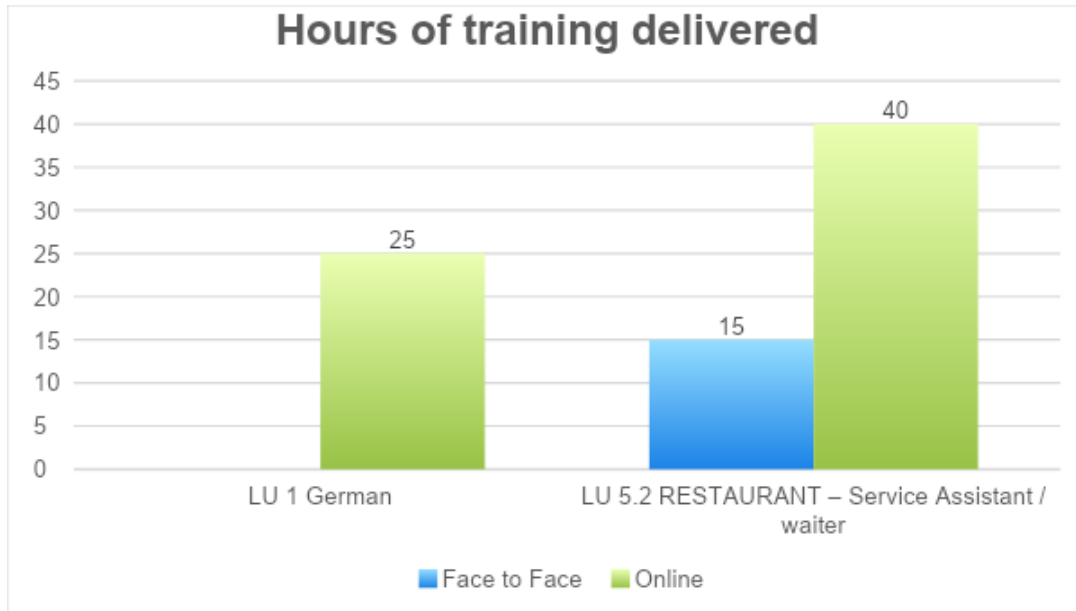
## VHS TESTING

### Training topic:

LU1 German and LU5.1 Retail / Supermarket

### Total Hours of training delivered:

80 h



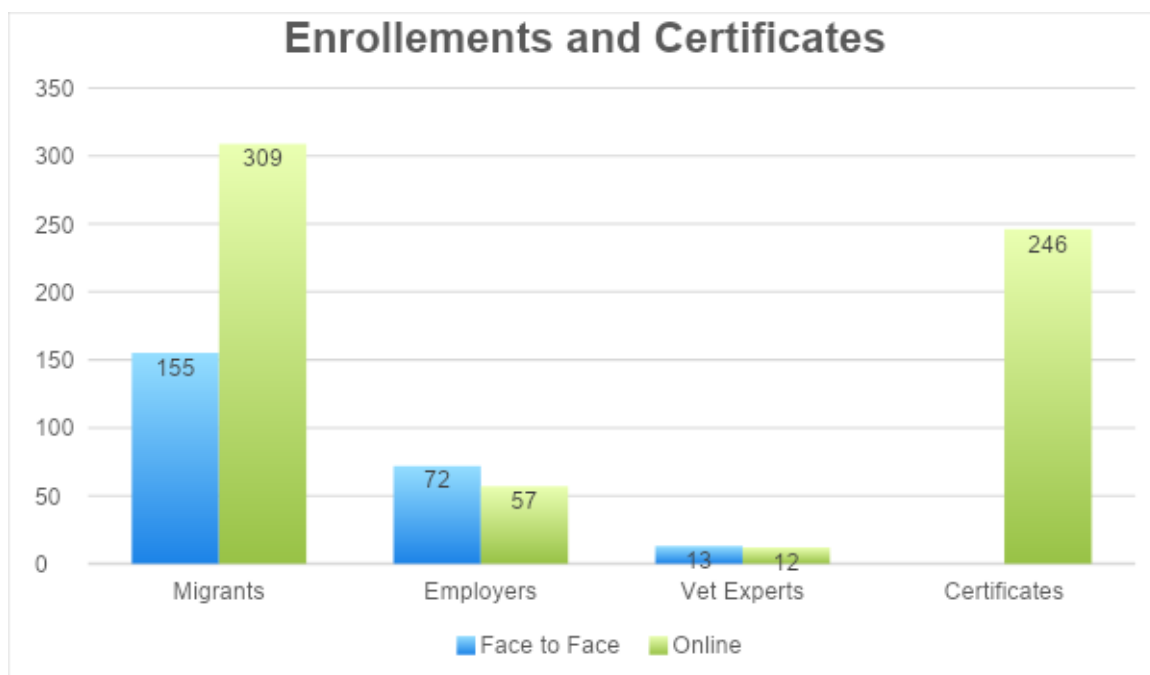
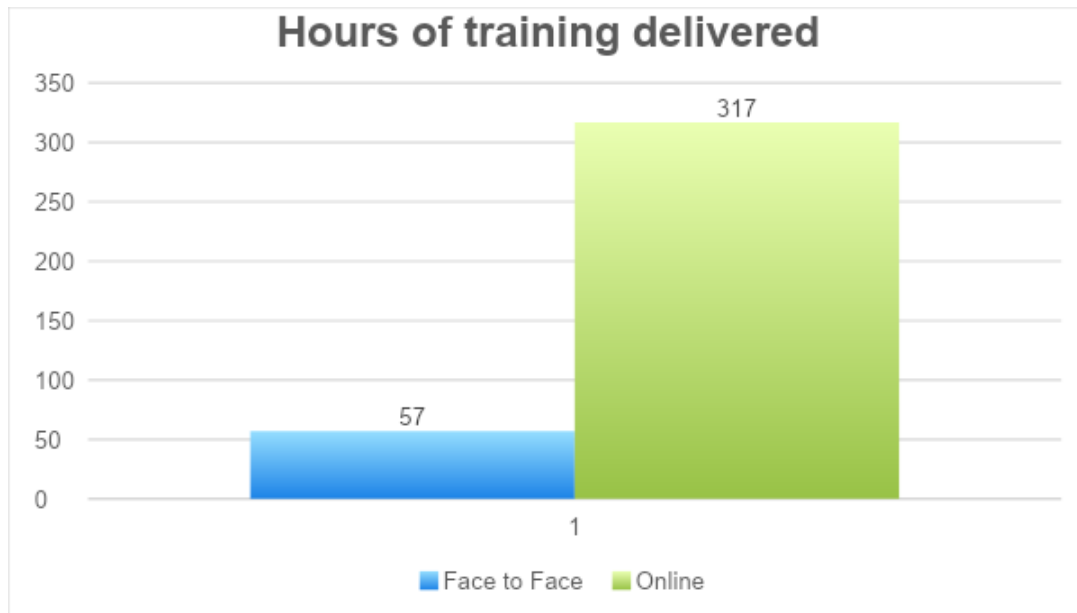
## INTERC.LAB TESTING

### Training topic:

All the topics of PR3 Curriculum

### Total Hours of training delivered:

374 h



The results obtained by the **monitoring activities** carried on by the partners and with the direct beneficiaries' involvement were also very positive and they confirm the validity of the training course structure as presented in the Version 1 of the output and describe in this document.



In particular participants involved in Partners pilot tests evaluated with high score each item and the general averages of evaluations are always higher than 70%, so we can say definitively that the training program is validated and it is very appreciated by beneficiaries.

### 3. MODULAR CURRICULUM

This section of the report is devoted to the description of the final version of the training curriculum.

#### Module/Learning Unit no. 1 -DEVELOPMENT OF LANGUAGE SKILLS

Number of Learning Unit	1	Title	ME AND THE WORLD OF WORK - CEFR Qualification A2
<b>Learning outcome</b>	<p>At the end of the course, learners should be able to:</p> <ul style="list-style-type: none"> <li>● <b>Listening</b> - They can understand clear, slow, standard speech related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local geography and employment) and can catch the main point in short, clear, simple messages and announcements.</li> <li>● <b>Reading</b> - Students can understand short, simple texts containing high frequency vocabulary and shared international expressions. They can find specific, predictable information in simple everyday material such as advertisements, prospectuses, and timetables.</li> <li>● <b>Spoken Interaction</b> - At A2 level, students can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. They can handle very short social exchanges, even though they cannot usually keep the conversation going of their own accord.</li> <li>● <b>Spoken Production</b> - Students can use a series of phrases and sentences to describe in simple terms family and other people, living conditions, educational background and present or most recent job.</li> <li>● <b>Writing</b> - They can write short, simple notes and messages relating to matters in areas of immediate need, linking a</li> </ul>		

	<p>series of simple phrases and sentences with simple connectors like 'and' , 'but' and 'because'. They can write a very simple personal letter, for example thanking someone for something.</p>
<b>Contents</b>	<b>Goals</b>
<ul style="list-style-type: none"> <li>● Evaluate coworkers' performance in the workplace.</li> <li>● Relate events from your past, including your weekend activities and interesting stories.</li> <li>● Describe your past life, giving details about important milestones.</li> <li>● Entertain someone in your home or visit a friend or colleague in their home.</li> <li>● Discuss your vacation plans and tell friends and colleagues about your vacation afterwards.</li> <li>● Talk about the natural world and travels to see animals and natural areas in your country.</li> <li>● Discuss clothing and what kind of clothes you like to wear.</li> <li>● Engage in basic communication at work, including attending meetings on familiar topics.</li> <li>● Describe an accident or injury, get medical help from a doctor, and fill a prescription for medicine.</li> <li>● Engage in basic business socializing, welcoming guests and attending networking events.</li> </ul>	<ul style="list-style-type: none"> <li>● Learners can be able to understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment).</li> <li>● Learners will be able to communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters.</li> <li>● Learners can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.</li> <li>● Learners can understand the main points of clear standard input on familiar matters regularly, encountered in work, school, leisure, etc.</li> <li>● Learners can distinguish and uses vocabulary from different</li> </ul>

<ul style="list-style-type: none"> <li>• Understand and make basic business proposals in your area of expertise.</li> <li>• Use a series of phrases and sentences to describe in simple terms their family and other people, living conditions, my educational background and their present or most recent job.</li> <li>• Work conditions, employment contracts, Insurance coverage: life, illness, travel, work accidents, etc, Types of payment: by the hour; a month, Taxes: IRS; VAT; social security, job invitations</li> </ul>	<p>professional areas and act on usual instructions related to different professions, types of job payment and taxes.</p>
<p><b>Training Methods</b></p>	<ul style="list-style-type: none"> <li>• Instructor-Led Learning</li> <li>• Roleplaying</li> <li>• Simulation Training.</li> <li>• Collaborative Training.</li> <li>• Video Training.</li> </ul>
<p><b>Learning Materials</b></p>	<ul style="list-style-type: none"> <li>• Pdf files</li> <li>• PowerPoint slides</li> <li>• Practical exercises and activities</li> <li>• Audio/video</li> <li>• Clips</li> <li>• Links</li> </ul>
<p><b>Didactic Methodology</b></p>	<p><b>Face to face</b></p> <ul style="list-style-type: none"> <li>• <u>Cooperative Learning</u></li> <li>• <u>Lecturing</u></li> <li>• <u>Listening</u></li> <li>• <u>Group work</u></li> <li>• <u>Learning games/ gamification</u></li> </ul> <p><b>On Line</b></p> <ul style="list-style-type: none"> <li>• Presentations</li> <li>• Pre-Recorded Video Lectures</li> <li>• Game-Based Teaching</li> <li>• Flipped Classroom</li> </ul>

<b>Duration</b>	25 hours																		
<b>LO Evaluation criteria and procedures</b>	<p>At the end of each module/Learning Unit, the trainee is required to complete the corresponding assessment test, which may include multiple choice questions, true/false statement, etc.</p> <p>It will be a self-assessment tool that would allow to assess the level of achievements in learning, according to the following scale:</p> <table border="1" data-bbox="454 790 1262 1128"> <thead> <tr> <th>GRADES SCORE</th> <th>EVALUATION</th> <th>DEFINITION</th> </tr> </thead> <tbody> <tr> <td>90% &lt; 100%</td> <td>A</td> <td>Excellent</td> </tr> <tr> <td>80% &lt; 89%</td> <td>B</td> <td>Good</td> </tr> <tr> <td>70% &lt; 79%</td> <td>C</td> <td>Satisfactory</td> </tr> <tr> <td>60% &lt; 69%</td> <td>D</td> <td>Sufficient</td> </tr> <tr> <td>0% &lt; 59%</td> <td>F</td> <td>Fail</td> </tr> </tbody> </table> <p>Only participants who will reach Evaluation A, B, C and D will pass the test. Participants who will reach Evaluation F will be able to try again the test 3 times.</p> <p>Each test will include at least 10 questions and 4 multiple choice answers.</p> <p>On a voluntary basis, a monitoring test will be submitted to all participants, to verify their level of satisfaction about the Learning Unit. They will be invited to filled in a short questionnaire to evaluate the provided Learning materials, the contents of the unit, the proposed activities, and exercises, etc. according to the following scale:</p>	GRADES SCORE	EVALUATION	DEFINITION	90% < 100%	A	Excellent	80% < 89%	B	Good	70% < 79%	C	Satisfactory	60% < 69%	D	Sufficient	0% < 59%	F	Fail
GRADES SCORE	EVALUATION	DEFINITION																	
90% < 100%	A	Excellent																	
80% < 89%	B	Good																	
70% < 79%	C	Satisfactory																	
60% < 69%	D	Sufficient																	
0% < 59%	F	Fail																	

EVALUATION	DEFINITION
1	None
2	Little
3	Sufficiently
4	Much

## Module/Learning Unit no. 2 - DEVELOPMENT OF CIVIC SKILLS

Number of Learning Unit	1	Title	COMMUNICATION AND LIFE IN SOCIETY
<b>Learning outcome</b>	<p>At the end of the course, learners should be able to:</p> <ul style="list-style-type: none"> <li>• Initiate the participants in the understanding of the concept of citizenship.</li> <li>• Recognize and understand the rights and duties subject to the citizens.</li> <li>• Encourage the development of universal and individual ethical values based on solidarity, equality, and respect for others.</li> <li>• Know and to understand the scale of eigenvalues to the European and national culture of the countries.</li> <li>• Create a common European citizen identity, this is enriched by the cultural and individual diversity of the participants.</li> </ul>		
<b>Contents</b>		<b>Goals</b>	
<ul style="list-style-type: none"> <li>• Module 1 - Concept of Citizenship</li> <li>• Module 2 - What is citizenship?</li> </ul>		<p>Learners can be able to :</p> <ul style="list-style-type: none"> <li>• To introduce citizens to the basic rules and institutional features of democratic political systems and to provide them</li> </ul>	

<ul style="list-style-type: none"> <li>• Module 3 - Rights &amp; duties of the citizens</li> <li>• Module 4 - Human Rights</li> <li>• Module 5 - Democracy</li> <li>• Module 6 - EU values and principles</li> </ul>	<p>with knowledge about democratic rights and practices.</p> <ul style="list-style-type: none"> <li>• To convey a specific set of values thought to be essential to democratic citizenship such as political tolerance, trust in the democratic process, respect for the rule of law, and compromise.</li> <li>• To encourage responsible and informed political participation defined as a cluster of activities including voting, working in campaigns, contacting officials, lodging complaints, attending meetings, and contributing money.</li> </ul>
<p><b>Training Methods</b></p>	<ul style="list-style-type: none"> <li>• Instructor-Led Learning</li> <li>• Roleplaying</li> <li>• Simulation Training.</li> <li>• Collaborative Training.</li> <li>• Video Training</li> </ul>
<p><b>Learning Materials</b></p>	<ul style="list-style-type: none"> <li>• Pdf files</li> <li>• PowerPoint slides</li> <li>• Practical exercises and activities</li> <li>• Audio/video</li> <li>• Clips</li> <li>• Links</li> </ul>
<p><b>Didactic Methodology</b></p>	<p><b>Face to face</b></p> <ul style="list-style-type: none"> <li>• Cooperative Learning</li> <li>• Lecturing</li> <li>• Listening</li> <li>• Group work</li> <li>• Learning games/ gamification</li> </ul> <p><b>On Line</b></p> <ul style="list-style-type: none"> <li>• Presentations</li> <li>• Pre-Recorded Video Lectures</li> <li>• Game-Based Teaching</li> <li>• Flipped Classroom</li> </ul>

<b>Duration</b>	15 hours																												
<b>LO Evaluation criteria and procedures</b>	<p>At the end of each module/Learning Unit, the trainee is required to complete the corresponding assessment test, which may include multiple choice questions, true/false statement, etc.</p> <p>It will be a self-assessment tool that would allow to assess the level of achievements in learning, according to the following scale:</p> <table border="1" data-bbox="456 902 1307 1218"> <thead> <tr> <th>GRADES SCORE</th> <th>EVALUATION</th> <th>DEFINITION</th> </tr> </thead> <tbody> <tr> <td>90% &lt; 100%</td> <td>A</td> <td>Excellent</td> </tr> <tr> <td>80% &lt; 89%</td> <td>B</td> <td>Good</td> </tr> <tr> <td>70% &lt; 79%</td> <td>C</td> <td>Satisfactory</td> </tr> <tr> <td>60% &lt; 69%</td> <td>D</td> <td>Sufficient</td> </tr> <tr> <td>0% &lt; 59%</td> <td>F</td> <td>Fail</td> </tr> </tbody> </table> <p>Only participants who will reach Evaluation A, B, C and D will pass the test. Participants who will reach Evaluation F will be able to try again the test 3 times.</p> <p>Each test will include at least 10 questions and 4 multiple choice answers.</p> <p>On a voluntary basis, a monitoring test will be submitted to all participants, to verify their level of satisfaction about the Learning Unit. They will be invited to filled in a short questionnaire to evaluate the provided Learning materials, the contents of the unit, the proposed activities, and exercises, etc. according to the following scale:</p> <table border="1" data-bbox="456 1740 908 2013"> <thead> <tr> <th>EVALUATION</th> <th>DEFINITION</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>None</td> </tr> <tr> <td>2</td> <td>Little</td> </tr> <tr> <td>3</td> <td>Sufficiently</td> </tr> <tr> <td>4</td> <td>Much</td> </tr> </tbody> </table>	GRADES SCORE	EVALUATION	DEFINITION	90% < 100%	A	Excellent	80% < 89%	B	Good	70% < 79%	C	Satisfactory	60% < 69%	D	Sufficient	0% < 59%	F	Fail	EVALUATION	DEFINITION	1	None	2	Little	3	Sufficiently	4	Much
GRADES SCORE	EVALUATION	DEFINITION																											
90% < 100%	A	Excellent																											
80% < 89%	B	Good																											
70% < 79%	C	Satisfactory																											
60% < 69%	D	Sufficient																											
0% < 59%	F	Fail																											
EVALUATION	DEFINITION																												
1	None																												
2	Little																												
3	Sufficiently																												
4	Much																												



### Module/Learning Unit no. 3 - DEVELOPMENT OF IT AND DIGITAL SKILLS WITH CERTIFICATIONS

<b>Number of Learning Unit</b>	<b>1</b>	<b>Title</b>	<b>COMPUTER AND ONLINE ESSENTIALS</b>
<b>Learning outcome</b>	<p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>• Understand key concepts and carry out key activities relating to hardware and software.</li> <li>• Manage files and folders, store data, and manage applications.</li> <li>• Understand network concepts and connect to a network.</li> <li>• Find and manage online information effectively and manage browser settings.</li> <li>• Understand considerations relating to the effective use of common communication tools.</li> <li>• Send, receive, and manage emails, and use calendars.</li> <li>• Understand potential threats and ways to protect computers, devices, and data.</li> </ul>		
<b>Contents</b>		<b>Goals</b>	

<p><b>Computers and devices</b></p> <ul style="list-style-type: none"> <li>● Hardware</li> <li>● Software</li> </ul> <p><b>Managing files and applications</b></p> <ul style="list-style-type: none"> <li>● Introducing file management</li> <li>● Organizing files and folders</li> <li>● Storage</li> <li>● Managing applications</li> </ul> <p><b>Networks</b></p> <p>Network concepts Network access</p> <p><b>Online information</b></p> <ul style="list-style-type: none"> <li>● Finding information</li> <li>● Managing information</li> <li>● Web browser settings</li> <li>● Outputs</li> </ul> <p><b>Online communication</b></p> <ul style="list-style-type: none"> <li>● Communication tools</li> <li>● Sending email</li> <li>● Receiving email</li> <li>● Email tools and settings</li> <li>● Organizing emails</li> </ul> <p><b>Using calendars</b></p> <ul style="list-style-type: none"> <li>● Safety</li> <li>● Computers, devices, and data</li> <li>● Wellbeing and accessibility</li> <li>● Environment</li> </ul>	<ul style="list-style-type: none"> <li>● Understand key concepts and carry out key activities relating to hardware and software.</li> <li>● Manage files and folders, store data, and manage applications.</li> <li>● Understand network concepts and connect to a network.</li> <li>● Find and manage online information effectively and manage browser settings.</li> <li>● Understand considerations relating to the effective use of common communication tools.</li> <li>● Send, receive, and manage emails, and use calendars.</li> <li>● Understand potential threats and ways to protect computers, devices, and data.</li> <li>● Recognize considerations relating to safety, well-being, accessibility, and the environment.</li> </ul>
<p><b>Training Methods</b></p>	<ul style="list-style-type: none"> <li>● Instructor-Led Learning</li> <li>● Interactive Methods</li> <li>● Hands-On Training</li> </ul>
<p><b>Learning Materials</b></p>	<ul style="list-style-type: none"> <li>● Pdf files</li> <li>● PowerPoint presentations</li> <li>● Practical exercises and activities</li> </ul>
<p><b>Didactic Methodology</b></p>	<p><b>Face to face</b></p> <ul style="list-style-type: none"> <li>● <u>Cooperative Learning</u></li> <li>● <u>Group work</u></li> </ul>

	<ul style="list-style-type: none"><li>● <u>Learning games/ gamification</u></li></ul> <p><b>On Line</b></p> <ul style="list-style-type: none"><li>● Game-Based Teaching</li><li>● Flipped Classroom</li><li>● Learning games/ gamification</li></ul>
<b>Duration</b>	20 hours

**LO Evaluation criteria and procedures**

At the end of each module/Learning Unit, the trainee is required to complete the corresponding assessment test, which may include multiple choice questions, true/false statement, etc. It will be a self-assessment tool that would allow to assess the level of achievements in learning, according to the following scale:

GRADES SCORE	EVALUATION	DEFINITION
90% < 100%	A	Excellent
80% < 89%	B	Good
70% < 79%	C	Satisfactory
60% < 69%	D	Sufficient
0% < 59%	F	Fail

Only participants who will reach Evaluation A, B, C and D will pass the test. Participants who will reach Evaluation F will be able to try again the test 3 times. Each test will include at least 10 questions and 4 multiple choice answers.

On a voluntary basis, a monitoring test will be submitted to all participants, to verify their level of satisfaction about the Learning Unit. They will be invited to filled in a short questionnaire to evaluate the provided Learning materials, the contents of the unit, the proposed activities, and exercises, etc. according to the following scale:

EVALUATION	DEFINITION
1	None
2	Little
3	Sufficiently
4	Much

**Module/Learning Unit no. 4 - DEVELOPMENT OF PERSONAL (INTRA/INTERPERSONAL) SKILLS OF SELF-ESTEEM AND EMPOWERMENT (SELF-CONFIDENCE)**

Number of Learning Unit	1	Title	CONSTRUCTION OF PERSONAL AND SOCIAL PROJECTS
<b>Learning outcome</b>	<ul style="list-style-type: none"> <li>• At the end of this course the learner is able to better plan his/her private and professional life.</li> <li>• The learner is able to recognise the role of good time management and to follow the rules in the host country.</li> <li>• The learner is able to apply practically the main strategies to solve problems as they arise.</li> <li>• The learners are able to use their creativity in their personal and professional lives to identify new ways of doing things.</li> <li>• The learner is able to communicate and show curiosity with people from different cultures and backgrounds.</li> <li>• The learners are able to work under time pressure, to recognise their mistakes and to learn from experience.</li> <li>• The learner is able to work successfully with others in a team.</li> <li>• The learners are able to adapt quickly to new/unexpected circumstances and set new goals for themselves.</li> <li>• The learners are able to show initiative and improve their work with innovative suggestions.</li> </ul>		

	<ul style="list-style-type: none"> <li>Learners are able to stand by their values and show respect towards other people, regardless of their background.</li> </ul>
<b>Contents</b>	<b>Goals</b>
<ol style="list-style-type: none"> <li>1. Time management</li> <li>2. Problem solving</li> <li>3. Creativity</li> <li>4. Intercultural competence</li> <li>5. Resilience - stress tolerance</li> <li>6. Collaboration</li> <li>7. Flexibility/adaptability</li> <li>8. Initiative</li> <li>9. Commitment and Respect</li> </ol>	<p><b>Time management</b> The learner can ...</p> <ul style="list-style-type: none"> <li>plan his daily life (work, free time, hobbies, ...)</li> <li>recognise the importance of punctuality (working hours, deadlines, official and private appointments, ...)</li> <li>arrange, postpone or cancel appointments (e.g. doctor's appointments, private invitations, ...)</li> </ul> <p><b>Problem solving</b> The learner can ...</p> <ul style="list-style-type: none"> <li>analyse the causes to unwanted situation</li> <li>find alternatives to achieve the goal</li> <li>check alternatives and choose the best one</li> <li>implement a plan and review its effectiveness</li> </ul> <p><b>Creativity</b> The learner can ...</p> <ul style="list-style-type: none"> <li>find alternatives and new ways to achieve the goal</li> <li>show courage to try new ideas</li> </ul> <p><b>Intercultural competence</b> The learner can ...</p> <ul style="list-style-type: none"> <li>express the spirit of multicultural cooperation, integration and openness</li> <li>understand his/her own culture/background</li> <li>recognise the personal factors that lead to prejudice and act to reduce them</li> <li>show interest in other cultures</li> </ul>

### Resilience - stress tolerance

The learner can ...

- work under time pressure
- deal with failure
- reflect on his/her work and make changes for the future

### Collaboration

The learner can ...

- present his/her proposals/ideas effectively
- deal with counter-proposals and criticism
- accept, reject and formulate counter-proposals
- effectively resolve misunderstandings and ambiguities, e.g. by asking for repetition of what has been said

### Flexibility/adaptability

The learner can ...

- adapt quickly to new or different circumstances
- find new ways/solutions

### Initiative

The learner can ...

- identify ways to improve current work
- open up new paths with his/her ideas and commitment
- present his/her proposals/ideas
- take decisive action without being told

### Commitment and Respect

The learner can ...

- stick on his/her values and integrity
- identify prejudiced behaviors
- recognise stereotypes and clichés towards other ethnicities, religions,

	<p>genders, people with special needs, occupational groups, social groups, etc.</p> <ul style="list-style-type: none"> <li>• express his/her respect and understanding towards those groups</li> </ul>
<b>Training Methods</b>	<ul style="list-style-type: none"> <li>• Instructor-Led Learning</li> <li>• Interactive Methods</li> <li>• Hands-On Training</li> </ul>
<b>Learning Materials</b>	<ul style="list-style-type: none"> <li>• Pdf files</li> <li>• PowerPoint presentations</li> <li>• Videos</li> <li>• Practical exercises and activities</li> </ul>
<b>Didactic Methodology</b>	<p>Face to face</p> <ul style="list-style-type: none"> <li>• <u>Lecturing</u></li> <li>• <u>Cooperative Learning</u></li> <li>• <u>Group work</u></li> <li>• <u>Learning games/ gamification</u></li> </ul> <p>On Line</p> <ul style="list-style-type: none"> <li>• Presentations</li> <li>• Pre-Recorded Video Lectures</li> <li>• Game-Based Teaching</li> <li>• Flipped Classroom</li> </ul>
<b>Duration</b>	20 hours



### LO Evaluation criteria and procedures

At the end of each module/Learning Unit, the trainee is required to complete the corresponding assessment test, which may include multiple choice questions, true/false statement, etc.

It will be a self-assessment tool that would allow to assess the level of achievements in learning, according to the following scale:

GRADES SCORE	EVALUATION	DEFINITION
90% < 100%	A	Excellent
80% < 89%	B	Good
70% < 79%	C	Satisfactory
60% < 69%	D	Sufficient
0% < 59%	F	Fail

Only participants who will reach Evaluation A, B, C and D will pass the test. Participants who will reach Evaluation F will be able to try again the test 3 times.

Each test will include at least 10 questions and 4 multiple choice answers.

On a voluntary basis, a monitoring test will be submitted to all participants, to verify their level of satisfaction about the Learning Unit. They will be invited to filled in a short questionnaire to evaluate the provided Learning materials, the contents of the unit, the proposed activities, and exercises, etc. according to the following scale:

EVALUATION	DEFINITION
1	None
2	Little
3	Sufficiently
4	Much

**Module/Learning Unit no. 5 - Professional and social skills tailored to the sector of the involved enterprise.**

Number of Learning Unit	1	Title	Retail/Supermarket
<b>Learning outcome</b>	<ul style="list-style-type: none"> <li>● The learners can name the different departments of a supermarket correctly and the most important products there (e.g. bakery products - types of bread, sweet pastries..)</li> <li>● The learners can understand work instructions, to carry them out correctly and to ask for clarification in case of doubt.</li> <li>● The learners can understand the procedures in the supermarket (delivery, storing goods, cleaning, waste separation, checkout area ...).</li> <li>● The learners can answer common customer questions simply and correctly, e.g. Where can I find ...? and to name the placement of goods in the supermarket.</li> <li>● The learners can deal with customer complaints in a professional manner.</li> <li>● The learners can serve the customers at the checkout in a friendly and quick way.</li> </ul>		
<b>Contents</b>	<b>Learning Goals</b>		
<b>1. Supermarket departments and typical goods</b> <ul style="list-style-type: none"> <li>● Fruit and vegetable department</li> <li>● Bakery department</li> <li>● Dairy products department</li> <li>● Beverages department</li> <li>● Fresh meat department</li> </ul>	<b>1. Supermarket departments and typical goods</b> The learner can ... <ul style="list-style-type: none"> <li>● name fruits and vegetables and their origin (local, regional, organic, ...)</li> <li>● name bakery products and understand quantities (kilo, pound, piece, ...)</li> <li>● name dairy products and use packaging and quantities correctly</li> </ul>		

## 2. Supermarket equipment

- Shelves
- Refrigerated counter
- Freezer counter

## 3. Communication with supervisors and colleagues

- The first working day
- Support
- Work instructions
- During the break

## 4. Customer communication

- Placement of the goods
- Best-before date, prices, promotional products
- Customer complaints, claims

- name different drinks (alcoholic, non-alcoholic, disposable and reusable bottles, ...)
- recognise and name different types of meat

## 2. Supermarket equipment

The learner can ...

- stock shelves correctly (best-before date, price, ...)
- name products stored in a refrigerator compartment
- name products stored in a freezer compartment

## 3. Communication with supervisors and colleagues

The learner can ...

- introduce him/herself and report on his/her job experiences
- ask for, offer, accept and refuse support
- understand instructions from supervisors/colleagues and ask for clarification in case of ambiguity
- find appropriate topics for small talk with colleagues

## 4. Customer communication

The learner can ...

- answer questions about the placement of goods in the supermarket and describing exactly how to get there

<p><b>5. At the check-out counter</b></p> <ul style="list-style-type: none"> <li>• Serving customers</li> <li>• Payment methods</li> <li>• Shopping bags</li> <li>• Alcohol and cigarettes (18 years and over)</li> </ul> <p><b>6. Inhouse training</b></p>	<ul style="list-style-type: none"> <li>• answer questions about best-before dates, prices and special offers.</li> <li>• respond appropriately and politely to customer complaints and claims.</li> </ul> <p><b>5. At the check-out counter</b></p> <p>The learner can ...</p> <ul style="list-style-type: none"> <li>• greet customers at the checkout in a friendly manner</li> <li>• ask questions about payment methods</li> <li>• offer shopping bags to customers</li> <li>• ask customers for identification when selling alcoholic beverages or tobacco products</li> <li>• say goodbye to customers in a friendly manner</li> </ul> <p><b>6. Inhouse training</b></p> <p>The learner can ... put into practice what he/she has learnt and improve his/her own working methods</p>
<p><b>Training Methods</b></p>	<ul style="list-style-type: none"> <li>• Instructor-Led Learning</li> <li>• Interactive Methods</li> <li>• Hands-On Training</li> </ul>
<p><b>Learning Materials</b></p>	<ul style="list-style-type: none"> <li>• Pdf files</li> <li>• PowerPoint presentations</li> <li>• Videos</li> <li>• Practical exercises and activities</li> </ul>
<p><b>Didactic Methodology</b></p>	<p><b>Face to face</b></p> <ul style="list-style-type: none"> <li>• <u>Lecturing</u></li> <li>• <u>Cooperative Learning</u></li> <li>• <u>Group work</u></li> <li>• Demonstration</li> </ul>

	<p><b>On Line</b></p> <ul style="list-style-type: none"> <li>● <u>Presentations</u></li> <li>● <u>Pre-Recorded Video Lectures</u></li> </ul>																												
<b>Duration</b>	50 hours																												
<b>LO Evaluation criteria and procedures</b>	<p>At the end of each module/Learning Unit, the trainee is required to complete the corresponding assessment test, which may include multiple choice questions, true/false statement, etc.</p> <p>It will be a self-assessment tool that would allow to assess the level of achievements in learning, according to the following scale:</p> <table border="1" data-bbox="458 1003 1321 1323"> <thead> <tr> <th>GRADES SCORE</th> <th>EVALUATION</th> <th>DEFINITION</th> </tr> </thead> <tbody> <tr> <td>90% &lt; 100%</td> <td>A</td> <td>Excellent</td> </tr> <tr> <td>80% &lt; 89%</td> <td>B</td> <td>Good</td> </tr> <tr> <td>70% &lt; 79%</td> <td>C</td> <td>Satisfactory</td> </tr> <tr> <td>60% &lt; 69%</td> <td>D</td> <td>Sufficient</td> </tr> <tr> <td>0% &lt; 59%</td> <td>F</td> <td>Fail</td> </tr> </tbody> </table> <p>Only participants who will reach Evaluation A, B, C and D will pass the test. Participants who will reach Evaluation F will be able to try again the test 3 times.</p> <p>Each test will include at least 10 questions and 4 multiple choice answers. On a voluntary basis, a monitoring test will be submitted to all participants, to verify their level of satisfaction about the Learning Unit. They will be invited to filled in a short questionnaire to evaluate the provided Learning materials, the contents of the unit, the proposed activities, and exercises, etc. according to the following scale:</p> <table border="1" data-bbox="458 1756 908 2029"> <thead> <tr> <th>EVALUATION</th> <th>DEFINITION</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>None</td> </tr> <tr> <td>2</td> <td>Little</td> </tr> <tr> <td>3</td> <td>Sufficiently</td> </tr> <tr> <td>4</td> <td>Much</td> </tr> </tbody> </table>	GRADES SCORE	EVALUATION	DEFINITION	90% < 100%	A	Excellent	80% < 89%	B	Good	70% < 79%	C	Satisfactory	60% < 69%	D	Sufficient	0% < 59%	F	Fail	EVALUATION	DEFINITION	1	None	2	Little	3	Sufficiently	4	Much
GRADES SCORE	EVALUATION	DEFINITION																											
90% < 100%	A	Excellent																											
80% < 89%	B	Good																											
70% < 79%	C	Satisfactory																											
60% < 69%	D	Sufficient																											
0% < 59%	F	Fail																											
EVALUATION	DEFINITION																												
1	None																												
2	Little																												
3	Sufficiently																												
4	Much																												

**Module/Learning Unit no. 5 - Professional and social skills tailored to the sector of the involved enterprise.**

Number of Learning Unit	2	Title	RESTAURANT - Service Assistant / Waiter
<b>Learning outcome</b>	<ul style="list-style-type: none"> <li>● The learners can understand the procedures in a restaurant (kitchen, storerooms, dining room).</li> <li>● The learners can know the professional tasks of a waitress (setting the table, serving food and drinks, clearing the table, decorating the table, ...)</li> <li>● The learners can understand work instructions, to carry them out correctly and to ask for clarification in case of ambiguity.</li> <li>● The learners can take orders, give recommendations and answer customer questions about food and drinks simply and correctly (vegetarian/vegan dishes, raw food, preparation methods, ...)</li> <li>● The learners can deal with customer complaints in a professional way.</li> <li>● The learners can take table reservations on the phone.</li> <li>● The learners can recognise technical terms related to table service.</li> </ul>		
<b>Contents</b>	<b>Learning Goals</b>		
<b>1. Restaurant and its areas</b> <ul style="list-style-type: none"> <li>● Kitchen</li> </ul>	<b>1. Restaurant and its areas</b> The learner can ...		

- Storage room

## 2. Dining room

- Table setting
- Special occasions (parties and celebrations)

## 3. Communication with supervisors and colleagues

- Work instructions
- Assistance

## 4. Customer communication

- Booking a table
- Greeting
- Ordering
- Complaints
- Payment
- Leave-taking

- name the most important electrical appliances, cooking utensils, crockery, cutlery, etc.
- name the layout and system of the storerooms and put goods away accordingly

## 2. Dining room

The learner can ...

- set the table according to the instructions
- identify the different types of cutlery and glasses
- set and decorate the table according to the occasion (birthday party, Christmas party, christening, ...)

## 3. Communication with supervisors and colleagues

The learner can ...

- report on his/her experiences in the catering sector
- understand instructions from supervisors/colleagues and ask for clarification if unclear.
- request, accept and politely refuse help

## 4. Customer communication

The learner can ...

- take table reservations on the phone and noting them in the system accordingly

<p><b>5. Inhouse training</b></p>	<ul style="list-style-type: none"> <li>● greet guests and guide them to the table</li> <li>● take orders, recommend dishes of the day/specialities/drinks</li> <li>● give details of ordered dishes or ask the kitchen for information</li> <li>● serve drinks and food professionally</li> <li>● ask about the guests' well-being and satisfaction</li> <li>● respond professionally to complaints and claims</li> <li>● give payment methods</li> <li>● say goodbye to guests in a friendly manner</li> </ul> <p><b>5. Inhouse training</b></p> <p>The learner can ...</p> <ul style="list-style-type: none"> <li>● put into practice what he/she has learnt and improve his/her own working methods</li> </ul>
<p><b>Training Methods</b></p>	<ul style="list-style-type: none"> <li>● Instructor-Led Learning</li> <li>● Interactive Methods</li> <li>● Hands-On Training</li> <li>● Observation</li> </ul>
<p><b>Learning Materials</b></p>	<ul style="list-style-type: none"> <li>● Pdf files</li> <li>● PowerPoint presentations</li> <li>● Videos</li> <li>● Practical exercises and activities</li> </ul>
<p><b>Didactic Methodology</b></p>	<p><b>Face to face</b></p> <ul style="list-style-type: none"> <li>● <u>Cooperative Learning</u></li> <li>● <u>Group work</u></li> </ul>



	<ul style="list-style-type: none"><li>• Integrate Lesson</li></ul> <p><b>On Line</b></p> <ul style="list-style-type: none"><li>• <u>Presentations</u></li><li>• <u>Pre-Recorded Video Lectures</u></li></ul>
<b>Duration</b>	50 hours

### LO Evaluation criteria and procedures

At the end of each module/Learning Unit, the trainee is required to complete the corresponding assessment test, which may include multiple choice questions, true/false statement, etc.

It will be a self-assessment tool that would allow to assess the level of achievements in learning, according to the following scale:

GRADES SCORE	EVALUATION	DEFINITION
90% < 100%	A	Excellent
80% < 89%	B	Good
70% < 79%	C	Satisfactory
60% < 69%	D	Sufficient
0% < 59%	F	Fail

Only participants who will reach Evaluation A, B, C and D will pass the test. Participants who will reach Evaluation F will be able to try again the test 3 times.

Each test will include at least 10 questions and 4 multiple choice answers.

On a voluntary basis, a monitoring test will be submitted to all participants, to verify their level of satisfaction about the Learning Unit. They will be invited to filled in a short questionnaire to evaluate the provided Learning materials, the contents of the unit, the proposed activities, and exercises, etc. according to the following scale:

EVALUATION	DEFINITION
1	None
2	Little
3	Sufficiently
4	Much

**Module/Learning Unit no. 5 - Professional and social skills tailored to the sector of the involved enterprise.**

Number of Learning Unit	3	Title	AGRICULTURE
<b>Learning outcome</b>	<p>At the end of the course the learner should be able to:</p> <ul style="list-style-type: none"> <li>● know the seasonal pattern in the fields (from sowing to harvesting).</li> <li>● know the most important steps in sowing, fertilising and harvesting in the fields</li> <li>● know what to consider when tilling the soil, how to sow vegetable and cereal seeds or plant sprouts</li> <li>● work the soil, select seeds, mow, fertilise, care for plants and use plant protection products</li> <li>● prune fruit trees properly according to instructions</li> <li>● handle agricultural tools, vehicles and equipment safely</li> <li>● harvest fruit or vegetables professionally and store them correctly</li> </ul>		
<b>Contents</b>		<b>Goals</b>	
<ul style="list-style-type: none"> <li>● <b>1. Treatment of soils</b></li> <li>● <b>2. Handling agricultural machinery and equipment</b></li> <li>● <b>3. Pruning</b></li> <li>● <b>4. Harvesting of seedlings / fruits</b></li> <li>● <b>5. Practical training</b></li> </ul>		<p><b>1. Treatment of soils</b> The learner can</p> <ul style="list-style-type: none"> <li>● apply different tillage techniques to prepare the soil for sowing.</li> <li>● carry out tillage with appropriate equipment/machinery to work the soil (plough, harrow, fertiliser spreader, cultivator, seed drill, potato planter, ...)</li> <li>● maintain plant stands, fertilise, and irrigate.</li> </ul> <p><b>2. Handling agricultural machinery and equipment</b></p>	

	<p>The learner can</p> <ul style="list-style-type: none"> <li>● operate agricultural machinery and equipment safely.</li> <li>● understand and implement safety regulations.</li> </ul> <p><b>3. Pruning</b> The learner can</p> <ul style="list-style-type: none"> <li>● operate manual and mechanical tools and equipment for pruning safely.</li> <li>● select the appropriate tool for pruning (pruning shears, loppers, garden saw, power saw, ...)</li> </ul> <p><b>4. Harvesting of seedlings / fruits</b> The learner can</p> <ul style="list-style-type: none"> <li>● apply appropriate harvesting methods for fruit and vegetables (olive harvest, orange harvest, apple and pear harvest, strawberries, ...)</li> <li>● store fruit and vegetables properly</li> </ul> <p><b>5. Practical training</b> The learner can ...</p> <ul style="list-style-type: none"> <li>● put into practice what he/she has learnt and improve his/her own working methods.</li> </ul>
<p><b>Training Methods</b></p>	<ul style="list-style-type: none"> <li>● Instructor-Led Learning</li> <li>● Interactive Methods</li> <li>● Hands-On Training</li> <li>● Observation</li> </ul>
<p><b>Learning Materials</b></p>	<ul style="list-style-type: none"> <li>● Pdf files</li> <li>● PowerPoint presentations</li> <li>● Videos</li> <li>● Practical exercises and activities</li> </ul>
<p><b>Didactic Methodology</b></p>	<p><b>Face to face</b></p> <ul style="list-style-type: none"> <li>● <u>Cooperative Learning</u></li> <li>● <u>Group work</u></li> </ul>

	<ul style="list-style-type: none"> <li>Integrate Lesson</li> </ul> <p><b>On Line</b></p> <ul style="list-style-type: none"> <li><u>Presentations</u></li> <li><u>Pre-Recorded Video Lectures</u></li> </ul>																						
<b>Duration</b>	50 hours																						
<b>LO Evaluation criteria and procedures</b>	<p>At the end of each module/Learning Unit, the trainee is required to complete the corresponding assessment test, which may include multiple choice questions, true/false statement, etc.</p> <p>It will be a self-assessment tool that would allow to assess the level of achievements in learning, according to the following scale:</p> <table border="1" data-bbox="427 1032 1294 1352"> <thead> <tr> <th>GRADES SCORE</th> <th>EVALUATION</th> <th>DEFINITION</th> </tr> </thead> <tbody> <tr> <td>90% &lt; 100%</td> <td>A</td> <td>Excellent</td> </tr> <tr> <td>80% &lt; 89%</td> <td>B</td> <td>Good</td> </tr> <tr> <td>70% &lt; 79%</td> <td>C</td> <td>Satisfactory</td> </tr> <tr> <td>60% &lt; 69%</td> <td>D</td> <td>Sufficient</td> </tr> <tr> <td>0% &lt; 59%</td> <td>F</td> <td>Fail</td> </tr> </tbody> </table> <p>Only participants who will reach Evaluation A, B, C and D will pass the test. Participants who will reach Evaluation F will be able to try again the test 3 times.</p> <p>Each test will include at least 10 questions and 4 multiple choice answers.</p> <p>On a voluntary basis, a monitoring test will be submitted to all participants, to verify their level of satisfaction about the Learning Unit. They will be invited to filled in a short questionnaire to evaluate the provided Learning materials, the contents of the unit, the proposed activities, and exercises, etc. according to the following scale:</p> <table border="1" data-bbox="427 1917 882 2051"> <thead> <tr> <th>EVALUATION</th> <th>DEFINITION</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>None</td> </tr> </tbody> </table>	GRADES SCORE	EVALUATION	DEFINITION	90% < 100%	A	Excellent	80% < 89%	B	Good	70% < 79%	C	Satisfactory	60% < 69%	D	Sufficient	0% < 59%	F	Fail	EVALUATION	DEFINITION	1	None
GRADES SCORE	EVALUATION	DEFINITION																					
90% < 100%	A	Excellent																					
80% < 89%	B	Good																					
70% < 79%	C	Satisfactory																					
60% < 69%	D	Sufficient																					
0% < 59%	F	Fail																					
EVALUATION	DEFINITION																						
1	None																						

	2	Little
	3	Sufficiently
	4	Much

#### **4. Annexes**

To download learning materials related to each Module, go to the Learning Hub <https://learning.interclab-hub.eu/>