



FURTHER TRAINING PROGRAMME SUSTAINABLE AGRICULTURAL ENTREPRENEUR



HANSE-PARLAMENT
Network for Small and Medium Enterprises



AUKŠTAITIJOS
PROFESINIO
RENGIMO
CENTRAS
Aukštaitija Vocational Training Centre



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1. Background information

With a focus on the agricultural sector, the program addresses the need for green and sustainable growth, climate-neutral strategies, and continuous opportunities for upskilling and reskilling throughout a professional career. Specifically, it equips sustainable agricultural entrepreneurs with the skills and knowledge necessary to develop innovative, environmentally friendly business models that contribute to a resilient and sustainable future. By incorporating work-based learning in real-life environments, the program enhances employability and prepares participants to thrive in the evolving demands of the agricultural industry.

The curriculum is built on the principles of the Osnabrück Declaration and the European Skills Agenda, which promote sustainable competitiveness in alignment with the European Green Deal, advocate for social fairness, and emphasize lifelong learning to build resilience in the face of crises.

2. Pedagogical approach

Agricultural firms typically experience time constraints and are consistently overwhelmed, preventing their owners from allowing personnel to engage in extended training sessions.

This further training needs also to be adjusted according to employee's personal skills, interests and present qualifications. The KAIN concept, *Knowledge Acquisition according to Individual Needs*, is a structural concept that is applied in this further training. The training consists of

- three learning phases with classroom or online teaching with an assignment given at the end of the second or third learning phase.
- two learning phases in the own workplace with one visit or consultation of the supervisor.
- one learning phase with classroom or online presentation and evaluation of the task.

The successfully tested and implemented methodological KAIN training method

- creates a common knowledge base for participants with different backgrounds in training and consulting processes,
- takes particular account of the individual experience of participants,
- shows possibilities to change/improve the situation of the participants on site for the pursuit of project goals and change measures,
- sharpens the knowledge of possible needs for change,
- enables those involved participants to design the right measures and implement them correctly, and
- combines qualifications with the implementation of innovative development projects in companies.

KAIN describes the tasks of trainers/consultants to carry out qualifications within the framework of continuing vocational training, to accompany the implementation of company-specific development projects and to enable company employees to carry out change processes under the supervision of external consultants.

The qualification and consulting process is composed of three phases:

1. classroom teaching
2. self-study with external support
3. report and reflection.

The overall aim of the training is to ensure that all participants have sufficient information and knowledge on how the basic training idea can be implemented and pursued under the individual, quite different, framework conditions on site. This curriculum method will help students to gain confidence in carrying out change processes.

	Week 1					Week 2					Week 3					W4	Week 5	W6	Week 7	
	Mon	Tue	Wed	Thu	Fri	Mon	Tue	Wed	Thu	Fri	Mon	Tue	Wed	Thu	Fri				Thu	Fri
09:00 - 10:00	Intro/ Presentation	Your local economy: Agriculture and the community	Sharing economy - Circular economy	Work on your own	Work on your own	ABCD-model, PACO etc	Creativity and courage (To be an innovator)	Work on your own	Work on your own	Work on your own	Canvas model	New models and Concepts in local agricultural business	Course-task info and hand-out	Work on your own	Work on your own	Work on your own	Work on your own	Work on your own	Course-task individual presentation and evaluation	
10:00 - 11:00																				
11:00 - 12:00																				
12:00 - 13:00	Lunch	Lunch	Lunch			Lunch	Lunch				Lunch	Lunch								
13:00 - 13:00	Local community; Resilience, Sustainability	Groupwork 1	Work on your own	Work on your own	Work on your own	DUGNAD-participation	Groupwork 2	Work on your own	Work on your own	Work on your own	Canvas - (Groupwork 3)	Pulling it all together	Work on your own	Work on your own	Work on your own	Work on your own	Work on your own	Course-task deadline	Course-task individual presentation and evaluation	
14:00 - 14:00																				
15:00 - 15:00																				

3. Goals

This training program aims to assist participants in refining and developing their concepts into viable business solutions, while fostering innovation and adaptability within their capabilities and resources, especially with sustainable agriculture and entrepreneurship.

The objective is to promote community involvement by instructing participants to identify and leverage their local community as a resource for sustainable economic endeavours, highlighting resilience, adaptability, and grassroots methodologies.

The program fosters sustainability and creativity by presenting concepts such as the sharing economy, circular economy, and creative frameworks like the ABC(R)D, PACO, and DUGNAD models to improve strategic thinking. It **emphasizes** the development of practical business competencies by directing participants in the formulation of business strategies, employing the CANVAS model to link local resources with market prospects. Participants are equipped to confront obstacles as innovators, cultivating endurance and fortitude to seek distinctive solutions.

The aim of this course is to strengthen the "local ability for growth " from below, in municipalities and communities, as well as to provide individual innovators with the skills and opportunity to move forward with their own plans for their own as well as for joint ventures.

In this course, we take these two objectives as the starting point for constructing a workshop-based model, where the focus is on

- increased understanding,
- clearer identification and
- strong participant engagement

with the preparation and refinement of the local resources (such as knowledge, nature, culture and society) through extensive use of active local participation and mobilization.

Central questions in the course are therefore:

- What is my/our resource base?
- Who are the potential actors in the further processing and development of this?

- How can we collaborate broadly in this further processing - and what role can the municipality/aid apparatus play?

The curriculum prioritises cooperation and partnerships by instructing participants to engage with stakeholders and co-develop solutions. It equips participants for practical execution by assisting them in refining their initial strategies and interacting proficiently with formal stakeholders. The course fosters peer learning and enhances presentation skills, enabling participants to share insights and articulate their views with confidence. The curriculum ultimately seeks to equip participants with polished plans and the assurance to execute their concepts, fostering sustainable agricultural innovation and entrepreneurship.

4. Starting point for the course

Training to take active steps to shape an active and positive future!

We live in a time having great room for action, both on an individual and collective level. This also applies for our local communities. At the same time, the potential room for action can only become reality if it is identified and/or made applicable! Development work is about taking active steps to open up future spaces for action in and by the local community.

The opposite, passivity, will in our globalizing age usually mean that we become increasingly influenced by currents and expressions that are shaped in a social and cultural environment that bears little resemblance to where we are located and therefore holds little room for enhancing our place-dependent, unique values.

In this field of tension between us actively creating values versus remaining a result of other's creativity, the future of many local communities will be defined. Positive development in my local community means that I must contribute through active action now - in the present. Contribute action to ensure that my community's knowledge, nature and culture can attain new expressions – expressions that aim to create broad local interest, commitment and promote active participation.

Local community development is therefore about being able to find spaces in the present and in the future for our town or village, based on its diverse and unique value base. And, at the same time to be able to look with new eyes at our own resource base - and be able to improve on this together in a community of actors and networks. To do this requires a lot of knowledge as well as courage and practical skills.

5. Implementation information

The further training is structured to comprise 4 ECTS (European Credit Transfer and Accumulation System). The curriculum can be adjusted to meet the trainees' requirements. The theoretical component of the course may be conducted in a classroom setting or online (2 ECTS). No limitations exist regarding the number of students permitted to enrol in the training.

The training is planned to be carried out as lectures/group work in a physical classroom. It may though be adapted to online sessions or mixed sessions, but what is presented here has the classroom as the arena.

The main issue is that every participant must bring to the training *a wish to do something*, to change and improve something within the scope of his/her abilities and possibilities. Every participant thus is tasked to *write up a short (max 1 – 2 page) description* of their idea to be handed in a *week before start-up*, for the trainers to read and plan how to integrate into examples and training sessions. Then, at the start of the first training, every participant briefly presents his/her idea to the group – with a chance for others to ask clarifying questions. (up to two hours set aside depending on the group size).

The design is built on three training sessions, each over two full days. The first extended with an extra half day in order to fit in practical information, participant presentation and presentation of participants project description (at the very start of first training), and the third training will be extended by a presentation of the assignment/task for the students, with room for participants to ask clarifying questions.

6. Teaching

The training is planned to be carried out as lectures/group work in a physical classroom. It may though be adapted to online sessions or mixed sessions. The development project is based on needs and interests by the employer and trainee at the working place. Every participant thus is tasked to write up a short (max 1 – 2 page) description of their idea to be handed in a week before start-up, for the trainers to read and plan how to integrate into examples and training sessions.

In many countries, the travelling distances are long and enterprises small. For these, a fully online option may be more suitable, and this course is adaptable to that specific setting. The development task is carried out at the own working place. At least one supervisor visit at the enterprise or an online consultation and continuous coaching is arranged.

In this course the aim is to help participants take their ideas and plans further towards an implementable business-solution. The course is divided into three different yet overlapping subjects. Each topic will be thoroughly presented during three two-day trainings.

Total time for teaching and collective discussions amounts to 7 whole days (2.5 + 2 + 2.5 days - a total of approx. 42 school hours).

Students workload

120 hours or 4 ECTS

7. Learning objectives

The course provides training, giving participants a basic introduction to developmental competence.

- Developmental competence is an official learning objective at HGUt and pervades all our study offers.
- Development competence is about being able to identify the room for innovation and action both within oneself, in collaborative relationships and in one's own surroundings.
- It is a knowledge model that constantly seeks to make theory relevant to relevant practical action.

In practice, this involves improving students' ability to see *The New* and see the potential of *the New* when including the local community's resources ("to see the existing with new eyes"), and to be able to identify and further develop these resources - both as individual actors and when in network together with others.

The enhancement of students' development competence thus becomes the overarching objective of the course. Course participants will gain basic knowledge of

- a) How to identify and further develop local/regional resources (knowledge, nature, culture), as individuals or in partnership with others
- b) Innovation and how such innovation can be stimulated and supported, in particular through collective action (partnership)
- c) Strategies, models and success factors in local/community co-creation and mobilization (with emphasis on the role of cooperating with municipalities, other authorities and development supporting apparatus).

All themes will be structured as *interactive sessions*, mixing relevant theory with applied tools, strategies and methods for local mobilization, place-development and business development.

Thematically, there is a natural connection through the course, where the student will gradually become more able to put their own skills, interests, potential and activities within the context of their local surroundings, environment and structures in a development- and future-oriented framework.

Practical adaptations will be made to secure the inclusion of the local and regional experiences and to comparative experiences from other parts of the country or from other countries. The trainers will provide examples from their own experience - as well as will the participants! These will be used as examples for discussion and reflection of the factual knowledge presented throughout the course.

In particular, the participants are requested to bring to the training a short, written presentation of their own personal ambitions, idea or involvement, that they want to further improve and develop through this course – aiming at a forthcoming business- or activity-proposal.

The participants input will through the actual training in the course of the three workshops become gradually adapted and improved to suit the needs of the participants – to help them in their practical development, in their actual situation

Their initial sketches will thus be actively used to adapt/shape the course content - and to facilitate the work of developing these sketches towards project descriptions for further involvement and engagement from the participants.

8. Development task

Upon the completion of the third training session, participants will receive an assignment that constitutes the final phase of the program. This project is an essential element of the course, requiring completion and approval within a designated date for participants to obtain their course diploma. The assignment aims to ensure that participants can proficiently utilise the knowledge and skills acquired during the three training sessions to refine and enhance their initial concepts or plans into a thorough and executable business solution.

Participants must employ the CANVAS model as a framework to present their enhanced strategies. This method guarantees a systematic and comprehensive evaluation of their concepts, concentrating on many essential elements. Initially, participants must identify and articulate their distinct assets and illustrate how they may be utilised to generate value and facilitate the execution of their plan. Secondly, they must elucidate how their local community and environment will be incorporated into their initiative to augment its sustainability and long-term viability. This entails recognising methods to engage with local stakeholders and efficiently leverage community resources. Participants are required to delineate their strategies for engaging with formal and

structural stakeholders, including authorities and service providers, to guarantee compliance, support, and alignment with overarching frameworks. The assignment necessitates that participants elucidate the components of the CANVAS model, emphasising strategies for acquiring and maintaining consumers, while ensuring that their business solution is both unique and aligned with market demands and customer needs.

Upon completion and approval of the assignments, participants will meet for a concluding session to present their work to the group. This presentation fulfils several functions: it enables participants to exchange ideas and acquire knowledge from one other, promotes peer feedback, and offers essential practice in public speaking and presenting business concepts. This concluding assembly aims to foster a friendly atmosphere in which participants can demonstrate their advancements and enhance their confidence in communicating their strategies to others.

The primary objective of this procedure is to equip participants to independently advance the execution of their significantly refined and evolved ideas. Upon completion of the program, participants should possess the tools, knowledge, and confidence necessary to transform their initial concepts into actionable, sustainable, and innovative business solutions that enhance their personal success and align with the overarching objectives of sustainable development.

9. Content scheduling

The course is divided into four different parts.

Economy through the Community

The first training session (**The resource base. Your community as an asset**) focus on introducing participants to becoming participative in/with their own environment. Sustainable economic activity must be resilient, adaptable and tailored to the resource base.

- Learn about the aspects and useful qualities of engaging with their community – even if their plan is a traditional business venture
- Sustainability, resilience from small-scale, bottom-up approaches
- See their own possibilities in the new agricultural economy
- Introducing the Sharing Economy and the Circular economy, and how they are useful for entrepreneurs to master.
- Discussing the innovators needs for uniqueness to strengthen control over the process

Further there will be ample time for group-work to let participants get hands-on with the subject

In this first training, we will give students insight and examples from how the economy affects agriculture at local level, and how new approaches may provide new opportunities, as well as a basic introduction to the relationship between the local and the global, what local communities are and may become also in business-development, and to how you, in partnership with your local communities can profit from understanding and using central trends.

The students will be familiarized with different types of methodological/strategical approaches to learn how to spot and identify your own/your community's local resources (physical, social, cultural, etc.). Central aspects will be cultural economics and community-oriented approaches (as developed by HGUt through more than 15 years of work with local community development). Mediation techniques for approaching and utilizing the local resource base - e.g. Dialogue and Community based approaches – will be introduced.

The training is structured around 10 hours of teaching and 4 hours of discussion/group work.

Creative tools to enhance innovation

The second training (**The innovative local community – Communicative Creativity – Courage**) introduces the participants to useful tools for exploring their possibilities and selecting their approaches. We introduce tools that have proven their worth over time.

- ABC(R)D-model will introduce participants to understanding, identifying and categorizing useful assets (resources) - their own, their partners' and residing in their community/communities. In particular how to turn an asset into an applicable input in your own planning
- PACO-model. Introduces participants to thinking both in present time and future times (strategic thinking)
- DUGNAD-model. To train participants in dialogue-based approaches. That is to work together with others to design solutions and to establish structures that enables action to take place
- Training in Creativity and Courage introduces participants to the challenges of being an innovator. How to face challenges and stand forth even when you are the only one who can clearly see the solution.

Also, there will be group work to familiarize participants with the tools.

Here, the participants will gain knowledge about what motivates and promotes innovation - based on the local community's shared resources – and how innovation processes most effectively may be supported and strengthened. How we can establish a local system to capture and support innovators and “firy-souls”, and how to actively involve these in your own processes, benefiting also the local community - not only the innovator herself?

Particularly, emphasis will be placed on presenting and disseminating models and strategies for effective and broad local mobilization around locally accepted themes. We introduce you to tools that have been tested in many different local communities over a period of time. The participants will further get an introduction to so-called "resource-based local community development", developed by Dr. Rhys Evans through his work in Scotland, Wales and England.

This part of the course is structured around 10 hours of teaching and 4 hours of discussion/group work.

Your business proposition

The third training (**From Local Assets to Local Action**) aims at bringing together the training and the new information to form viable paths for participants' future activity. Participants will learn about the process of building a business-plan or a business-proposal aiming to turn plan into reality (action)

- Going through potential stakeholders/actors and what they may contribute – in general and more detailed towards participants own plans

- Using varieties of partnerships, co-creation and co-production to make stakeholders pull the weight together (here comes the community-dimension strongly to use)
- A run-through of new concepts and possibilities in the agricultural world of tomorrow
- Cooperating with regulative and formal stakeholders
- Further familiarizing participants with the CANVAS-model (Osterwalder and Pigneur) – in particular how this model can be used to link the community and local dimension to markets and prospective approaches.

In this training, all group work is explicitly based on the participants' initial plans and sketches. They will get to try to apply their new knowledge to improve their plans.

This training deals with understanding and mastering the actors, tools and processes that matter in local community development. E.g. how you may establish the most fruitful interaction between you, your project, your municipality and other local actors? What room does local and regional policies leave for active involvement from relevant actors?

Various empirical examples of active municipal involvement will be discussed. Also how to establish sustainable activities in your local community as part of your own development process – identifying and using success criteria; the project manager's challenges; and various models/tools for mobilization and participation.

Presenting approaches for how to create business-proposals where local community, local opportunities and collaborative efforts become strong and relevant assets for your own endeavor.

The course is structured around 10 hours of teaching and 4 hours of discussion/group work.

Assignment – From Idea to Reality

At the end of the third training, an assignment will be presented. An assignment participants need to hand in within a specified date and get approved in order to receive their course diploma.

The assignment requires them to revise and redevelop their initial plan on the basis of their new knowledge from the three trainings, and present it through the suit of the CANVAS-model, with a focus on

- Identifying and describing how to use their specific (unique) Assets
- Clarifying how their community (surrounding environment) will be used to promote/improve the sustainability of their plan
- How they will relate to formal and structural stakeholders like authorities and service-providers
- Describing the elements of the Canvas with a focus on pathways to reaching and keeping their customers

Participants will then gather one last time to present their approved assignments to each other. To learn from each other but also to gain experience in presenting and being in the public eye.

10. Exam and self-test

This curriculum has three different types of student evaluation tools:

- Evaluate **own skills** by Doing a Starting Test
- **Exam** (can be done several times). It covers the topics United Nations Sustainability Goals, the European Union Green Deal and Climate Change.
- **Self-testing** of professional skills (can be done several times) cover all the subjects covered by the curriculum. There are 14 subjects to choose among: Organic Farming, Carbon Farming, Regenerative Soil, Regenerative Farming, No-till Farming, Cover Crops, Mixed Crops, Pasturing, Holistic Grazing, Permaculture, AgroForestry, Increasing Diversity, Promoting Pollinators and Renewable Energy.

The student has to carry out the exam and one self-testing on professional skills.

11. Further information for students

The modules contain contact or online learning and supervisor visiting the farm enterprise. The target for grading is your performance in the exam (best results count), one self-test on chosen subject and your on-farm development task. Training organizations' own feedback system is used at the end of the module.

12. Assessment

The development task is described in the project work template. The development task can also be reported by doing a podcast or a video. There are attached templates for those respective realization possibilities also. The development task is evaluated by peer-reviewing, own learning evaluation and evaluation by the supervisor. If the task is carried out in a team, then there will also be team evaluation. The following templates are attached to the curriculum:

1. Project work template (Attachment 1)
2. Podcast manuscript template (Attachment 2)
3. Video manuscript template (Attachment 3)
4. Peer-reviewing template (Attachment 4)
5. Evaluation of own learning template (Attachment 5)
6. Team evaluation template (Attachment 6).

Assessment	criteria
Self-tests and a development project at an enterprise has been carried out.	
Assessment scale Passed – not passed or grade 1-5.	
Fail	(0)
Not done the tests and/or the development task	
Satisfactory	(1-2)
The student recognize basics of using different greening methods in agriculture.	
Good	(3-4)
The student is able to analyse changes when turning from conventional methods into the usage of more green methods.	

Excellent

(5)

The student is able to draw conclusions about the effects of using more green methods in the production at national and international level.

13. Materials

For organizing and conducting the teaching the following materials and ppt presentations can be downloaded from the project website: www.green-agri.eu

- Day 1. After lunch Your local community as a creative Common-2
- Day 2.1 Before lunch Community Development intro
- Day 2.2 Before lunch Social Capital
- Day 2.3 After lunch Group work Community Mapping
- Day 3.1 Before lunch Sharing economy
- Day 3.2 Before lunch. Circular economy
- Day 4.1 Before lunch 1 ABRC
- Day 4.1.1. Before lunch. ABRC. Assets Inventory Table English
- Day 4.2 Before lunch PACO analysis
- Day 4.3. After lunch. The Communicative development model
- Day 4.4 Group work Dugnadsmethod 1
- Day 5.1 Before lunch. Creativity and Courage
- Day 5.2 Before lunch. In a hole in the ground
- Day 5.3. After lunch. Communication skills
- Day 6 Before lunch. The Canvas Model
- Day 7.1 Before lunch. Local communities
- Day 7.2 After lunch. Top down aligning with Bottom up
- Day 7.3 After lunch. Co-creation

Attachment 1: Project work template

Name of your development project:

Project report

Modern Ecological Agriculture

Date:

Authors:

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1	1
2	Fehler! Textmarke nicht definiert.
3	Fehler! Textmarke nicht definiert.
4	Fehler! Textmarke nicht definiert.

Appendices

Appendix 1 Name

Appendix 2 Name

1 Introduction

Write a short introduction to your enterprise

2 Trends in own production area

Where are we now and how should we develop?

What kind of trends, development directions and changes can be seen already now?

3 Development possibilities for own enterprise

Analyse development possibilities in a chosen rural enterprise.

4 Describe step-wise your planned development project

What is developed?

How is it developed?

When is the development carried out?

At what costs is the development done?

Who will carry out the development activities?

What risks are there related to carrying out the development project?

What kind of UN SDG goals / Green Deal goals do your development project concern. Consider also other possible sustainability aspects that your development project will have.

Attachment 2: Podcast manuscript template

Theme 1: Name of theme

Interviewer: Name of person

Interviewed: Name of person/persons

Date: 00.00.2023 at time 00.000.8 klo 10.00-10.30

Place: For example at field or in production place

Duration: For example 1 minute

Main message

Write here what is your main message about your theme

Implementation

Starting up, introduction to subject

Question 1:

Answer 1:

Introduction to next subject

Question 1:

Answer 1:

etc.

Theme 2: Name of theme

Interviewer: Name of person

Interviewed: Name of person/persons

Date: 00.00.2023 at time 00.000.8 klo 10.00-10.30

Place: For example at field or in production place

Duration: For example 1 minute

Main message

Write here what is your main message about your theme

Implementation

Starting up, introduction to subject

Question 1:

Answer 1:

Introduction to next subject

Question 1:

Answer 1:

etc.

Repeat as many themes will be discussed.

Attachment 3: Video manuscript template

Video name: *Short and content descriptive*

Video short description: *The video show, tells about...*

Target group and aim for use: *Who is the video done for, where can it be used?*

Main message: *What is the main aim, message or story in this video? What should stay in the mind for the person watching the video?*

Length (recommendation max. 5-15 minutes)

Issue that is shown /theme	Video / picture	Text or speech	Effects
Part I: Name of part, for example start	What is shown first in the video? For ex a drone picture	Texts related to the photo or voice or other sound tells about it. Put information who is speaking. For example development project name and music but no speach	Photo on video, can be close up photo on video of the project area.
Part II:			
Part III:			
Part IV:			
Part V: Ending of video	Author, logos	Texts at video, no speach	Picture is mowing

Attachment 4: Peer-reviewing template

In this form, you evaluate another persons' development project. You send the form tho the peer evaluation person when it is filled in.

Further Training Name: Modern Ecological Agriculture

The development project that is being evaluated: Write the name of development project and student name here

The student carrying out the evaluation: Write your own name here

Suggestion for grading number: Write a suggested grade here

Mark levels with 1 and results are calculated. Writing a comment is important!

Peer Evaluation for another development project					
Can describe an enterprise and knows trends in own enterprise production area	Good	Partly	Weak	Not at all	Comment
A short introduction of the own enterprise is done	0	0	0	0	
Impacting trends and development directions of own production area are described.	0	0	0	0	
Development possibilities in own enterprise is analysed	0	0	0	0	
Together	0	0	0	0	
Can the processes of carrying out a development project. Can do a project plan	Good	Partly	Weak	Not at all	Comment
The project planning process is described and divided in phases.	0	0	0	0	
The main project management questions are defined.	0	0	0	0	
The project goals are described.	0	0	0	0	
Project activities and methods of implementation are planned.	0	0	0	0	
The project resources are planned.	0	0	0	0	
The project financial plan is done.	0	0	0	0	
Project risks are identified.	0	0	0	0	
Together	0	0	0	0	
Can report and present farm trial reports	Good	Partly	Weak	Not at all	Comment
The voice is clear and can be heard in the outcome	0	0	0	0	
The main development issues are described in the outcome	0	0	0	0	
The main results are described in the outcome	0	0	0	0	
The results are presented in an illustrative, interesting and consistent manner	0	0	0	0	
Together	0	0	0	0	
Points together	0	0	0	0	

Attachment 5: Evaluation of own learning template

- Summarize what you have learned. How much did you invest in studying?
- What did you learn, how can you apply what you have learnt?
- What things do you think you should delve further into?
- Evaluate whether you would be the leader of the project, justify your conclusions.
- Section length 0.5 page.

Attachment 6: Team evaluation template

In this form, you evaluate your own team project work. Issued that you mention here should be described in the team own project work. How was the team work divided among members and who did what.

Further Training Name: Modern Ecological Agriculture

Team: Write team number / name and members names here

Suggestion for grade: Write a suggested grade here

Mark levels with 1 and results are calculated. Writing a comment is important!

Own team self evaluation					
Know sustainability related goals and climate change related phenomena	Good	Partly	Weak	Not at all	Comment
Know United Nations sustainability goals	0	0	0	0	
Know the European Green Deal goals	0	0	0	0	
Can mention the basic principles of sustainability in agricultural production	0	0	0	0	
Basic climate change related aspects are known	0	0	0	0	
<i>You can write an own evaluation target here</i>	0	0	0	0	
Together	0	0	0	0	
Can describe an enterprise and knows trends in own enterprise production area	Good	Partly	Weak	Not at all	Comment
A short introduction of the own enterprise is done	0	0	0	0	
Impacting trends and development directions of own production area are described.	0	0	0	0	
Development possibilities in own enterprise is analysed	0	0	0	0	
<i>You can write an own evaluation target here</i>	0	0	0	0	
Together	0	0	0	0	
Can the processes of carrying out and managing a development project. Can do a project plan, carry out a trial in own enterprise, monitor and report it.	Good	Partly	Weak	Not at all	Comment
The project planning process is described and divided in phases.	0	0	0	0	
The main project management questions are defined.	0	0	0	0	
The project idea fulfils the work enterprise development needs.	0	0	0	0	
The project plan is as an entity executable.	0	0	0	0	

The project development goals are described.	0	0	0	0	
Project activities and methods of implementation are planned.	0	0	0	0	
The project resources are planned.	0	0	0	0	
The project resource needs are done.	0	0	0	0	
Project risks are identified.	0	0	0	0	
<i>You can write an own evaluation target here</i>	0	0	0	0	
Together	0	0	0	0	
Can present a development project and its results.	Good	Partly	Weak	Not at all	Comment
Project communication and information is planned.	0	0	0	0	
The results are presented in an illustrative, interesting and consistent manner	0	0	0	0	
Together	0	0	0	0	
Type a skill goal here	Good	Partly	Weak	Not at all	Comment
<i>You can write an own skill here</i>	0	0	0	0	
<i>You can write an own skill here</i>	0	0	0	0	
<i>You can write an own skill here</i>	0	0	0	0	
Together	0	0	0	0	
Points together	0	0	0	0	
Evaluation of the process, team work	Good / a lot	Partly	Weak / little	Not at all	Comment
How much effort did your team put into the module work?	0	0	0	0	
How did you agree upon the goals together?	0	0	0	0	
How was the distribution of work tasks go?	0	0	0	0	
How did the carrying out of the tasks go?	0	0	0	0	
Did your team participate in the coaching?	0	0	0	0	
How much did you use the module written materials?	0	0	0	0	
How much did you use the module video material?	0	0	0	0	
How well did you reach the module learning goals?	0	0	0	0	
Together	0	0	0	0	
Members Self Evaluation	Good / a lot	Partly	Weak / little	Not at all	Comment
Team member name:	Write team member name here				Grade suggestion



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Participated in the team work					
What did I do in the team work? Own role					
I put an effort in individual study					
Evaluate your own use of time. Who much time was used for studies					
-- less than x h/week					
-- about x h/week					
-- more than x h/week					

Copy the **Member Self Evaluation** part as many times as you have members in the group. Fill in the team self-evaluation with the whole team present, discussing the team learning.

Attachment 7: Course Outline

	Week 1					Week 2					Week 3					W4		Week 5		Week 6		Week 7	
	Mon	Tue	Wed	Thu	Fri	Mon	Tue	Wed	Thu	Fri	Mon	Tue	Wed	Thu	Fri	Mon	Tue	Wed	Thu	Fri	Mon	Tue	
09:00 - 10:00																							
10:00 - 11:00	Intro/ Presentation	Your local economy: Agriculture and the community	Sharing economy - Circular economy	Work on your own		ABCD-model, PACO etc	Creativity and courage (To be an innovator)	Work on your own		Work on your own		Canvas model	New models and Concepts In local agricultural business	Course-task Info and hand- out	Work on your own		Work on your own		Work on your own		Work on your own		
11:00 - 12:00																							
12:00 - 13:00	Lunch	Lunch	Lunch	Work on your own		Lunch	Lunch	Work on your own		Work on your own		Lunch	Lunch										
13:00 - 13:00																							
14:00 - 14:00	Local community: Resilience, Sustainability	Groupwork 1	Work on your own	Work on your own		DUGMAD- participation	Groupwork 2	Work on your own		Work on your own		Canvas- (Groupwork 3)	Pulling It all together	Work on your own	Work on your own		Work on your own		Work on your own		Work on your own		
15:00 - 15:00																							



Implementation of the KAIN Method



HANSE-PARLAMENT

Network for Small and Medium Enterprises



AUKŠTAITIJOS
PROFESINIO
RENGIMO CENTRAS
Aukštaitija Vocational Training Centre



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Knowledge Acquisition according to Individual Needs – KAIN

A striking obstacle faced by SME is lack of time and permanent overburdening of their owners as well as their impossibility to release employees from work for a longer scope of time to engage them in advanced trainings. There is also particular interest in ensuring that, as far as possible, qualifications offered should match individual skills needs of the employees and, at the same time, address specific SME issues. In response to such demands, a structural concept will be applied in the project, consisting of the following items:

- 2-3 learning phases with classroom teaching, delivered on two days per week, possibly Fridays and Saturdays. Half-teaching days are also possible and especially for online courses recommended (e.g. 4x4h).
- In between, longer on-the-job teaching periods at the trainees' workplace with simultaneous realisation of innovative development projects in SMEs, covering six to eight weeks.
- Proposal for teaching periods at the trainee's workplace:
 - a. coaching by same trainers that are also delivering classroom teaching,
 - b. optional and customised e-learning options,
 - c. implementation of a specific development project within the company, in the topic area of the respective advanced training, involving as many employees as possible, thus, ensuring joint team learning.

The successfully tested and implemented methodological framework (training method) KAIN

- creates a common knowledge base for participants with different backgrounds in training and consulting processes,
- takes particular account of the individual experience of participants,
- shows possibilities to change/improve the situation of the participants on site for the pursuit of project goals and change measures,
- sharpens the knowledge of possible needs for change,
- enables those involved participants to design the right measures and implement them correctly, and
- combines qualifications with the implementation of innovative development projects in companies.

KAIN describes the tasks of trainers / consultants to carry out qualifications within the framework of continuing vocational training, to accompany the implementation of company-specific development

projects and to enable company employees to carry out change processes under the supervision of external consultants.

The qualification and consulting process is composed of three phases:

1. classroom teaching
2. self-study with external support
3. report and reflection.

The overall aim of the training is to ensure that all participants have sufficient information and knowledge on how the basic training idea can be implemented and pursued under the individual (quite different) framework conditions on site. Hopefully they will gain confidence in the feasibility of change processes.

Part 1: Classroom Teaching (approx. 2 days)

Key objective: imparting knowledge - forming a common ground within the group.

This training module basically consists of a 2-day workshop / 4 half-days' workshop, during which participants learn about (usually science-based) models and (conceptually) apply instruments of project-related research for structuring and solving problems. This is intended to form a common conceptual ground for further training steps. The presented models and instruments (recommended for practical application) ideally form a common framework, mainly to better integrate existing experience of course participants in pursuing their training goals. The participants' experience may complement or modify the research proposals on structuring and solving problems. Such approach enables a desired (conceptual) adaptation of the proposed models and instruments to the individual participants' needs and specificities (given the diversity of their situations) at an early stage of the training.

Observance of the participants' individual needs and specificities in classroom training requires a high degree of expertise and experience by trainers, including their ability to use interactive and participant-oriented didactic methods.

Another addressed focus in the first part of the training is communicating to the trainees' relevant issues with regard to planning, implementation as well as to (critical) assessment of their own projects that are processed in the second part of the training. Thus, another key objective of this part of the training is to equip the trainee with critical impulses for processing the presented models and instruments in his individual project. In a sense, application and implementation of the presented models and instruments by trainees at their work constitutes the primary focus of the second part of the training concept.

Tasks of the trainers/trainers /consultants:

This consideration of the individual needs and particularities of the participants on site in a face-to face training requires a high degree of knowledge and experience with the use of interactive and participant-centred didactic methods on the part of the trainers.

A further focus of the first part of the training is to introduce the participants with the planning, implementation and also (critical) evaluation of their own project, which is to be dealt with in the

second part of the training. Thus, another central goal of this part of the training is to give the participants important impulses for the implementation of the presented models and instruments in their own project. The application and implementation of the presented models and instruments by the participants "at home" is, so to speak, the focus of the second part of the training concept.

Part 2: Self-study in own company/organization with the support of trainers (approx. 6 – 8 weeks)

Key objective: transfer and practical application of acquired knowledge in the trainees` individual job practice; special role of the trainer as consultant and coach.

In the second part of the training, trainees are tasked to apply skills and knowledge acquired in the first part of the training with respect to their individual job practice at their company/organization, in line with the training idea. For a sustainable learning effect, it is crucial that trainees plan, implement, evaluate, document and critically reflect on their own project or their own activities with regard to improving their individual situation, basically under their respective "here-and-now" conditions.

This course phase is accompanied and assisted by trainers and their technical advice and support. Basically, trainees are on their own with respect to applying and implementing knowledge acquired in Part 1. As a rule, however, advice and support are usually required in order to properly enjoy the benefits of adaptive process of newly acquired knowledge from the training Part 1, now under real-life conditions, and to turn the project into success. Support by trainers may vary, from a rather simple general advice in the sense of passing on relevant information up to an in-depth assistance-like coaching. Normally, it is advisable to decide on case-by-case basis which type of support is best suited to enable each trainee achieving individual project goals.

At this stage, it is certainly possible, if not uncommon, that in processing the models and tools presented in Phase 1, the trainees` projects may differ from their initial concepts and plans. In such case, trainers may lend a helping hand in bringing back on track "real" project goals.

The second part of the training has a particularly welcome didactic attribute, allowing for fine-tuning improvements on the job / in one`s own company, thus, ensuring high learning motivation. As a rule, this type of learning, embedded in real job conditions, involves committed personal involvement of company management and other employees, and, by joint team learning, delivers expressive multiplier training effects.

Further advantages are straight implementation of the acquired new knowledge in daily job operations; project-related innovations are in the interest of corporate management; they become quickly tangible, and managers feel encouraged to continue with advanced trainings for their employees, turning them into a strategic instrument of corporate management. Apart from this, this training approach meets particular needs of SMEs, which biggest barrier to good training is their lack of time. **Under KAIN training method, lost working hours and work absences are almost entirely avoided.**

In the second part, the participants have the task of applying the knowledge acquired in the first part and the knowledge of how to shape their own practice in the sense of the training idea in their companies/organizations. For a sustainable (learning) effect it is necessary that they plan, implement, evaluate, critically reflect and document their own project or activities to improve a situation on site under their individual framework conditions in the "here and now".

This phase with the duration of approx. 6 – 8 weeks is accompanied and supported by professional advice and support from the trainers/consultants.

Tasks of the trainers/consultants:

At the beginning of the longer phase of learning on the job, the innovative development project to be realized is defined and prepared in the company. The trainer accompanies the work to realize the development project in the company and involves other consultants and experts as needed. The support of the trainers can range from a rather simple general consultation in the sense of passing on relevant information to an intensive accompaniment in the sense of coaching. In individual cases, it is usually necessary to consider what kind of support is needed to enable the individual participant to pursue his or her individual project goals.

In this phase it is quite possible and not uncommon that when applying the models and instruments presented in phase 1 in practice, the individual project proceeds differently than initially thought and planned by the participant. Even in such situations, the trainers of the project team can provide valuable support in pursuing the "actual" project goals.

This second part of the training enables in particular the very welcome didactic aspect of working on concrete improvements in one's own company / at one's own workplace, which is associated with a high motivation to learn. In this learning process, the company management and other employees are usually intensively involved in what is actually done at the workplace, thus achieving joint learning and strong multiplication effects in the training.

Further advantages are that what has been learnt is directly implemented in everyday business life, that the innovations associated with project work are in the interest of company's management, quickly become visible and motivate managers to promote further training for the workforce and to use it as a strategic instrument of company management. It also responds to the particular needs of small and medium-sized enterprises, which are constantly suffering from a lack of time as the biggest obstacle to training. The KAIN Training Method generally almost completely eliminates absenteeism.

Part 3: Individual project presentation and reflection (approx. 1 day)

In the third part of the training, experience and insight gained will be presented and exchanged at a joint event, in emphasis on presentation of individual participants' projects. Both, the trainees and the trainers, will be tasked to review and reflect on projects presented by the participants and to analyse answers with respect to a possible contribution to sustainable training target tracking. Moreover, a further key goal may help identifying major barriers to "not-yet-a-success" and fix them in the future.

The exchange of information amongst participants may provide valuable information on how to improve their own projects to be even more successful.

Tasks of the trainers/consultants:

- enable constructive exchange between the participants,
- focus on the common basis for the pursuit of (general) training objectives, and
- moderate an instructional discussion on the identification of supportive,
- ideas on struggle-free implementation solutions for trainees` projects, and
- obstructive conditions of change processes and present contributions for a possible reduction of resistance in the tracking of individual projects.

Of course, upon completing the third part, subsequent longer self-study phase may follow, combined with on-the-job implementation, followed again by classroom-teaching in form of a third workshop, etc.

At the end of the training, all participants should have sufficient information and idea on how to implement and pursue the basic training idea, mostly under different real-life conditions.

Time-organisational setup and competencies of participants

For sure, a truism that in a large-scale transnational project, participants from different countries would never be able to match their time frames to enjoy joint meetings and events. Yet, planning and delivery of training to a specified target group and their participants, requires that

- participants of Part 1 are in, any case, also participating in training Part 3. Where appropriate, couples or small teams should be made available as representatives of a project team with respect to these training parts,
- participants are experienced in presenting content or in using interactive training design methods, or they are trained to meet required demands,
- participants are to a certain degree involved in decision-making or co-determination in their company/organisation with respect to pushing through their projects and receiving appropriate support from senior management.

Instructions for trainers/consultants on planning and using KAIN

The selection of companies/persons for the training and consultations depends on the interests of the companies. In an active approach, a pre-selection can be made on the basis of individual criteria, e.g. sector, company size, state of technology use, quality of personnel policy, innovation orientation, ..., i.e./with other words the maturity level of the organization.

The size of the group should not exceed more than twelve and not be less than three or four different companies. Enterprises may be allowed to send more than one person (project group).

The persons from the companies should have the right to make decisions or have a say in their organizations in order to be able to decisively advance the pursuit of their individual projects.

The participants should decide at the end of part 1 to carry on with parts 2 and 3. Otherwise resources will be wasted. If there is a fear that problems will arise in part 2, it will be better to do a small project for testing rather than too many or too large projects. And: Even from failed projects something can be learned.

The companies can exchange their ideas and experiences during the development phase, e.g. develop measures together.

The trainers should encourage connecting the participants through e.g. a WhatsApp group or Facebook chat from the beginning of the course. The trainer should be part of this group chat as well. Questions regarding contents from Part 1 or difficulties arising in Part 2 can be clarified openly in this group chat, so that all participants benefit equally.

Requirements for trainers/consultants

At various points in the brief description of the training method it became clear that the trainers have a special role to play in the use of this method, which is underlined here again.

In general, the trainers/consultants should have experience in presenting content and using interactive methods to design training.

Against the background of an overview knowledge covering all relevant subject areas the trainers are not only representatives for a variety of project topics and contents, but also –from a didactic-methodical point of view – moderators, learning (process) facilitators, coaches, sometimes co-managers, consultants, and even learners.

In individual cases, they must also decide in what form the involvement of experts and specialists on a (detailed) topic is necessary for highly specialized topics. This requires a good network.

A special challenge for the trainers is when they are in the role of a coach, who may also have to provide individual support for the learning processes of individual participants in the pursuit of a project on site.

Within the framework of a Train the Trainer program for teachers to conduct further training, teachers are familiarized with the KAIN method and taught skills for its application.



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Evaluation Concept „Sustainable agricultural entrepreneur



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1. The Aim of the Evaluation

The overall objective of the study is to evaluate the effectiveness of the training „sustainable agricultural entrepreneur“ provided under the "Promoting and Upgrading Green Skills in Agriculture (ProGreen)" project. The conclusions of the evaluation research will contribute to improve the quality, and especially the effectiveness of training, show the limitations of the training model and indicate the direction for further activities.

A training management cycle can be divided into three major steps: *planning, implementation and evaluation*. The evaluation is the final step of the training management cycle. Evaluation of training is one of the main components of a training program. The results of the training evaluation are reflected in the next phase of training planning to improve future training programs. It does not only provide the trainer with useful information in order to further improve the training course, but also creates an impression of completeness.

What is an Evaluation?

Several definitions of evaluation have been offered, and the following are some of those most commonly used: An evaluation is the systematic and objective assessment of an ongoing or completed project, program or policy, its design, implementation and results. The aim is to determine the relevance and fulfillment of objectives, development efficiency, effectiveness, impact and sustainability. (*Source: Glossary of Key Terms in Evaluation and Results Based Management*).

A **program evaluation** is the systematic collection of information about the activities, characteristics, and outcomes of programs to make judgments about the program, improve program effectiveness, and/or inform decisions about future programming. (*Source: Patton, M.Q. (1997). Utilization-focused Evaluation: The New Century Text (3rd ed.). Thousand Oaks, CA: Sage.*)

There are many different types of evaluations depending on the object being evaluated and the purpose of the evaluation.

Perhaps the most important basic distinction in evaluation types is that between *formative* and *summative* evaluation. *Formative evaluations* strengthen or improve the object being evaluated - they help form it by examining the delivery of the program or technology, the quality of its implementation, and the assessment of the organizational context, personnel, procedures, inputs, and so on. *Summative evaluations*, in contrast, examine the effects or outcomes of some object - they summarize it by describing what happens subsequent to delivery of the program or technology; assessing whether the object can be said to have caused the outcome; determining the overall impact of the causal factor beyond only the immediate target outcomes; and estimating the relative costs associated with the object.

Formative evaluation includes several evaluation types:

- *needs assessment* determines who needs the program, how great the need is, and what might work to meet the need
- *evaluability assessment* determines whether an evaluation is feasible and how stakeholders can help shape its usefulness
- *structured conceptualization* helps stakeholders define the program or technology, the target population, and the possible outcomes
- *implementation evaluation* monitors the fidelity of the program or technology delivery
- *process evaluation* investigates the process of delivering the program or technology, including alternative delivery procedures

Summative evaluation can also be subdivided:

- *outcome evaluations investigate whether the program or technology caused demonstrable effects on specifically defined target outcomes*
- *impact evaluation is broader and assesses the overall or net effects -- intended or unintended -- of the program or technology as a whole*
- *cost-effectiveness and cost-benefit analysis address questions of efficiency by standardizing outcomes in terms of their dollar costs and values secondary analysis reexamines existing data to address new questions or use methods not previously employed*
- *meta-analysis integrates the outcome estimates from multiple studies to arrive at an overall or summary judgement on an evaluation question (Source: Patton, M.Q. (1997). Utilization-focused Evaluation: The New Century Text (3rd ed.). Thousand Oaks, CA: Sage.)*

2. Five Steps of Training Evaluation

The processes of training evaluation can be divided into five steps: identify purposes of evaluation; select evaluation methods; design evaluation tools, collect data; and analyze and report results.

Step 1: Identify Purposes of Evaluation

Before developing evaluation systems, the purposes of evaluation must be determined. These will affect the types of data and the data collection methods. The most common reason for evaluating training programs may be to determine the effectiveness of training programs in order to improve future programs. Evaluation can help us learn from experience of past training programs. For example, we may want to know which parts of the training were successful and which not, or whether the approach to the training should be changed. We can use these lessons learned to improve plans for future training programs:

The following 8 purposes of evaluating training programs are:

1. To determine whether the objectives of the training were achieved.
2. To see how the knowledge and skills learned in the training are put into practice.
3. To assess the results and impacts of the training programs.
4. To assess the effectiveness of the training programs.
5. To assess whether the training programs were properly implemented.
6. To identify the strengths and weaknesses of the training programs.
7. To assess whether the training programs were suitable in terms of the training contents, timing, participants and other aspects.
8. To find problems of the training programs and solutions for improvement.

Step 2: Select Evaluation Method

One of the most commonly used methods for evaluating training programs is the four levels of evaluation by D. L. Kirkpatrick. According to his concept, capacity development is realized by the four sequential steps:

1. **Reaction** - evaluation on this level measures how participants react to the training program. It is important to get a positive reaction. Although a positive reaction may not ensure learning, if participants do not react favorably, they probably will not be motivated to learn.
2. **Learning** - evaluation on this level measures the extent to which participants change attitudes, improve knowledge, and/or increase skills as a result of attending the training program. One or more of these changes must take place if a change in behavior is to happen.
3. **Behavior** - evaluation on this level measures the extent to which change in participants' behavior has occurred because of attending the training program. In order for change to take place, four conditions are necessary:
 - The person must have a desire to change.
 - The person must know what to do and how to do it.
 - The person must work in the right climate.
 - The person must be rewarded for changing.
4. **Results** - evaluation on this level measures the final results that occurred because the participants attended the training program. Examples of the final results include increased production, improved quality and decreased costs. It is important to recognize that these results are the reason for having some training programs. (Source: *Kirkpatrick (2006) Evaluating Training Programs*)

Step 3: Design Evaluation Tools

Various evaluation tools can be selected depending on the purposes and methods of evaluation:

- Questionnaires
- Surveys
- Tests
- Interviews
- Focus group discussions
- Observations
- Performance records

For the Train the Trainer in SMEs training evaluation the written questionnaire and the interview are used.

The questionnaire is probably the most common form of evaluating training programs to evaluate the reactions of training participants. Questionnaires can be developed through five steps:

Step 3.1: Determine what you want to find out

The following are some common types of information we may want to ask participants.

Contents: Was the content appropriate?

Materials: Were the materials useful?

Teaching method: Was the teaching method appropriate?

Trainer/Facilitator: Was the trainer/facilitator effective?

Motivation to learn: Were you motivated to learn the contents?

Program relevance: Was the program relevant to your needs?

Level of understanding: Did you understand the contents? Time: Was the time and length of program appropriate?

Length: Was the program length appropriate?

Facilities: Were the training facilities appropriate?

Overall evaluation: What is your overall rating of the program?

Planned improvements: How will you apply what you have learned?

Questions are developed later, but it might be useful to develop this information in outline form so that related questions can be grouped together.

Step 3.2: Select the types of questions

Questions that might be asked in a questionnaire can be classified into **two major categories**: open-ended and close-ended.

Open-ended questions have an unlimited answer. The question is followed by a blank space for response. Open-ended questions give participants the opportunity to express their own thoughts. They produce varieties of answers and more difficult to analyze. The following are some examples of open-ended questions: Which part of the contents of the training program interests you more than others? How do you think we can improve the contents of the training program?

Close-ended questions ask respondents to select one or multiple responses from the list.

Below are several types of close-ended questions.

Two-option response: Respondents are asked to choose one out of two options, such as yes-no, true-false, disagree-agree.

Rating scale: Respondents are asked to choose the most appropriate answer to reflect their opinion from the complete range of possible answers. The range can be presented in numbers (e.g., 1 to 5), or in words (e.g., strongly agree to strongly disagree).

Checklist: It is a list of items. Respondents are asked to check those that apply to the situation

Multiple choice questions: Respondents are requested to choose appropriate answers from multiple choices.

Open-ended short-answer questions: Respondents are requested to explain their answers in short sentences.

Step 3.3: Design the questionnaire

The third step in questionnaire design is to develop the questions based on the types of questions planned and the types of information needed.

Step 3.4: Pretest the questionnaire

The fourth step in questionnaire design is to test the questions. It is ideal if the prepared questions can be tested on a sample group of participants. If this is not feasible, they can be tested on a group of people at approximately the same job level as the participants.

Step 3.5: Finalize the questionnaire

Based on the result of pretest in Step 4, the questionnaire forms will be finalized.

The most common data-collection method for the impact survey might be the follow-up questionnaire.

Interviews can be used especially when qualitative information is needed about the impact of the training program.

Interviews have the following advantages and disadvantages that should be considered when selecting them as the data collection method.

Advantages of interviews:

- Good for uncovering feelings and hidden causes.
- Non-verbal signals can indicate key issues.
- Spontaneity – follow the unexpected issues.

Disadvantages of interviews:

- Time-consuming.
- An unrepresentative sample can skew the results.
- Can be difficult to quantify.
- Very dependent on the skills of the interviewer.

Interviews have three types from which a suitable one was selected for each survey.

1. **Structured interview:** the questions was set in advance.
2. **Semi-structured interview:** the general content was predetermined but additional exploration was allowed. This form of interview is particularly useful in situations where there are key issues to be investigated, but there is less certainty about the range of respondents' reactions to them.
3. **Unstructured interview:** free-flowing conversation rather than a specific set of questions.

Step 4: Collect Data

To improve the effectiveness of questionnaire data collection were recommended following:

- *Keep responses anonymous* -If there is no specific reason why you would like to identify each participant's questionnaire, it is recommended to keep responses anonymous. It allows the participants to feel open and comfortable to give comments that can help improve future programs
- *Distribute questionnaire forms in advance* - For lengthy evaluations for training programs that span several days, or if you want the participants to evaluate each individual session, it is helpful to distribute questionnaire forms early in the program. This will allow the participants to familiarize themselves with the questions, and to answer specific questions as they are covered in the program. Please note, however, that the participants should wait until the end of the program to reach a final conclusion on general issues. For this reason, questionnaire forms for general questions could be distributed at the end of the program. Explain the purpose of the questionnaire and how the information will be used
- *Explain the purpose of the questionnaire and how the information will be used.* This will help improve the response rate and encourage them to make comments that can be useful to improve future programs.
- *Allow enough time for completing the questionnaire* - If we ask the participants to fill in the questionnaire forms at the end of the program, they may be in a hurry to leave and may provide incomplete information. It is recommended to set aside enough time to fill in the questionnaire forms as a scheduled session before the end of the program.

Step 5: Analyze and Report Results

Before summarizing and analyzing the questionnaire, the data need to be entered into a computer. Many statistical software programs are available for such data. There are many ways to analyze data, but the analysis should be as simple as possible and limited to what is necessary to draw the required conclusions from the data. After knowing what kind of information will be relevant and useful to the primary users, the last step in evaluation process is to develop an evaluation report.

Use figures to present statistical and complex data fairly quickly and easily. *Pie charts* and *bar charts* are among commonly used figures. Bar charts work better when many categories are compared, and relative magnitude is to be shown.

Evaluation report outline

After knowing what kind of information will be relevant and useful to the primary users, you can develop an evaluation report outline.

Summary

- Purpose of evaluation
- Evaluation audiences
- Major findings and recommendations

Program Description

- Program background
- Program goals/objectives
- Program participants Program activities

Evaluation Design and Methods

- Purpose of the evaluation
- Evaluation designs
- Data collection methods

Findings and Results

- Description of how the findings is organized (e.g., by evaluation questions, themes/issues)
- Results of analyses of quantitative and/or qualitative data collected

Recommendations

- Recommendations for action based on these conclusions

Appendices

- Questionnaires pre/post tests
- Program expenditure summary

(Source: Manual on Training Evaluation. Project on Improvement of Local Administration in Cambodia)

3. Data Sources

The conclusions of the evaluation research will contribute to improve the quality, and especially the effectiveness of training, show the limitations of the training model and indicate the direction for further activities.

In the training courses will take part each at least with 10-15 participants.

The further education program is aimed at owners, specialists and managers of the agriculture who wants to make their business ecologically, socially and economically sustainable. Especially already organically operating farms that have difficulties farms that have difficulties generating a sustainable income. The aim is to make this further education program available to chambers and other vocational training institutions so that they can continuously qualify business owners, specialists and managers and workers in all regions in order to obtain practical information and impulses for the further development of their businesses according to ecological standards.

The scope of this evaluation includes the following aspects (among others):

- Assessment of the framework conditions conducive to learning (organization, equipment),
- Teaching and learning concept
- Curriculum
- Didactics and methodology
- Learning atmosphere
- Fulfilment of the practical project work to make adjustments as needed and to optimize the training

Surveys and interviews must be carried out once - at the end of phase three. According to the methodology two questionnaires will be prepared:

- **One written surveys of participants**

Participants will be asked to fill out questionnaires after the first KAIN phase of the training and after the third phase of the training in which they will be able to assess the quality of the training in its various aspects.

- **One written surveys of all teachers using an identical questionnaire**

All trainers will be asked to fill out questionnaires after the first KAIN phase of the training and after the third phase of the training in which they will be able to assess the quality of the training in its various aspects.

Annex 1 Questionnaire for Participants

Sustainable agricultural entrepreneur Questionnaire for Participants

Course:

Location:

Date:

Your desired participation in this survey serves to assess all aspects of the qualification measure in order to evaluate what is good and what needs to be improved.

Of course, all information will be treated confidentially in compliance with data protection laws and will only be evaluated anonymously.

⇒ Please tick the applicable box.

Personal Data

Gender	<input type="checkbox"/> Female (Mrs)	<input type="checkbox"/> Male (Mr)	<input type="checkbox"/> Other (Mx)
--------	---------------------------------------	------------------------------------	-------------------------------------

Age	<input type="checkbox"/> < 35 years	<input type="checkbox"/> 35 - 49 years	<input type="checkbox"/> ≥ 50 years
-----	-------------------------------------	--	-------------------------------------

Economic sector / Branch	
--------------------------	--

Workplace / Job	
-----------------	--

Scale: 1 = absolutely disagree / 2 = rather disagree / 3 = neither disagree or agree / 4 = tend to agree / 5 = fully agree

	1	2	3	4	5
The organisation of the seminar (invitation, information, ...) was good	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The facilitation (location, room, technical equipment etc.) was suitable for training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The course material is comprehensible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The training material reflects the state of knowledge well	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The "red thread" was obvious; the sequence of lessons made sense	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I felt the theory-practice ratio to be good	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The topics and issues were relevant and responded to the goals of training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The lecturers explained topics of the lessons, additional questions, experiences, and topical issues arisen during the course well	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The methodology and didactics of the lecturers were appropriate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There was enough time planned for each topic, each presentation and each discussion.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I got valuable knowledge from lessons and examples presented by lecturers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I got valuable insights from the presentations of other participants and the reflection on the results	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I believe that I can utilize the knowledge gained from lessons in my future career	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It was a pleasant group atmosphere	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There was enough time for social contacts to other participants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The support by the lecturer in the project work phase was good	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The result reports were sufficiently valued by the lecturer and the other participants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments (free text)

What was good? What has pleased you?
What was not good? What made you upset?
Was the proportion of theory and practice suitable or should something be increased / decreased?
Was anything missing that you might need in your future profession / occupation / job?
Would you recommend the course to someone you know? If not, why not?
Do you think that the KAIN concept is basically suitable for linking theory and practice and for supporting your own learning?
Other comments

Thank you for your participation and cooperation.



Annex 2 Questionnaire for Lecturers

Sustainable agricultural entrepreneur Questionnaire for Lecturers

Course:

Location:

Date:

Subjects / Topics that you have taught:

.....
.....
.....
.....

Your participation in this survey will help us to evaluate all aspects of the qualification programme in order to assess what is good and what needs to be improved.

All information will of course be treated confidentially in accordance with data protection regulations and only analysed in anonymised form

⇒ Please tick the applicable box and write a comment if possible.

(1) The organisation of the seminar (invitation, information, ...) was ...

1 = Insufficient	<input type="checkbox"/>	Comments:
2= Sufficient	<input type="checkbox"/>	
3= Moderate	<input type="checkbox"/>	
4= Good	<input type="checkbox"/>	
5= Excellent	<input type="checkbox"/>	

(2) The facilitation (location, room, technical equipment etc.) was ...

1 = Insufficient	<input type="checkbox"/>	Comments:
2= Sufficient	<input type="checkbox"/>	
3= Moderate	<input type="checkbox"/>	
4= Good	<input type="checkbox"/>	
5= Excellent	<input type="checkbox"/>	

(3) How well did the curricular contents fit the needs and learning objectives of the participants?

1 = Insufficient	<input type="checkbox"/>	Comments:
2= Sufficient	<input type="checkbox"/>	
3= Moderate	<input type="checkbox"/>	
4= Good	<input type="checkbox"/>	
5= Excellent	<input type="checkbox"/>	

(4) How do you assess the qualification preconditions of the participants?

1 = Insufficient	<input type="checkbox"/>	Comments:
2= Sufficient	<input type="checkbox"/>	
3= Moderate	<input type="checkbox"/>	
4= Good	<input type="checkbox"/>	
5= Excellent	<input type="checkbox"/>	

(5) How do you rate the motivation and willingness to learn of the participants?

1 = Insufficient	<input type="checkbox"/>	Comments:
2= Sufficient	<input type="checkbox"/>	
3= Moderate	<input type="checkbox"/>	
4= Good	<input type="checkbox"/>	
5= Excellent	<input type="checkbox"/>	

(6) How do you assess the cooperation of the participants?

1 = Insufficient	<input type="checkbox"/>	Comments:
2= Sufficient	<input type="checkbox"/>	
3= Moderate	<input type="checkbox"/>	
4= Good	<input type="checkbox"/>	
5= Excellent	<input type="checkbox"/>	

(7) How do the contents of the training match to the requirements of the qualification?

1 = Insufficient	<input type="checkbox"/>	Comments:
2= Sufficient	<input type="checkbox"/>	
3= Moderate	<input type="checkbox"/>	
4= Good	<input type="checkbox"/>	
5= Excellent	<input type="checkbox"/>	

(8) How well did the schedules match the training content and the time for the practical reports?

1 = Insufficient	<input type="checkbox"/>	Comments:
2= Sufficient	<input type="checkbox"/>	
3= Moderate	<input type="checkbox"/>	
4= Good	<input type="checkbox"/>	
5= Excellent	<input type="checkbox"/>	

(9) How well were the participants prepared for the presentation of their practical reports?

1 = Insufficient	<input type="checkbox"/>	Comments:
2= Sufficient	<input type="checkbox"/>	
3= Moderate	<input type="checkbox"/>	
4= Good	<input type="checkbox"/>	
5= Excellent	<input type="checkbox"/>	

(10) How do you assess the communication about the reports and the internal cooperation by the other course participants?

1 = Insufficient	<input type="checkbox"/>	Comments:
2= Sufficient	<input type="checkbox"/>	
3= Moderate	<input type="checkbox"/>	
4= Good	<input type="checkbox"/>	
5= Excellent	<input type="checkbox"/>	

(11) Overall: What do you think of the KAIN concept in general?

1 = Insufficient	<input type="checkbox"/>	Comments:
2= Sufficient	<input type="checkbox"/>	
3= Moderate	<input type="checkbox"/>	
4= Good	<input type="checkbox"/>	
5= Excellent	<input type="checkbox"/>	

Thank you for your participation and cooperation.



Examination regulation and international recognition "Sustainable Agricultural Entrepreneur"



HANSE-PARLAMENT
Network for Small and Medium Enterprises



**AUKŠTAITIJOS
PROFESINIO
RENGIMO CENTRAS**
Aukštaitija Vocational Training Centre



Istituto Tecnico Agrario
EMILIO SERENI ROMA
AGRARIA, AGROALIMENTARE E AGROINDUSTRIA

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Landwirtschaftskammer
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1. Examination regulation

1.1 Introduction

In Germany, the Chambers have the legal competence to issue legally valid examination regulations for continuing vocational education and training with official, recognized continuing vocational education and training qualifications that have legal validity for the area of the respective chamber.

The German Federal Ministry for Economic Affairs and Climate Protection can establish such examination regulations with a recognized qualification for the entire federal territory.

The following examination regulations shall be adopted and enacted by a North German Chamber of Skilled Crafts.

The training program developed and implemented can be examined alternatively:

- On the basis of an official examination regulation leading to a state-recognized degree. The following examination regulations fulfil this purpose.
- As an internal audit, which is also carried out on the basis of the following examination regulations but does not lead to a recognized degree. In this case, the participants will receive a certificate and attestation showing the overall examination grade.

1.2 Official Examination Regulation

§ 1 Purpose of the examination and designation of the degree

1) The examination for Sustainable Agricultural Entrepreneur is intended to determine whether the candidate possesses the necessary knowledge, skills and experience required for the Human Resource Management in small and medium-sized enterprises.

2) A successful pass in this examination leads to a recognized degree as Sustainable Agricultural Entrepreneur.

§ 2 Requirements

The examination is to admit those who have:

1) Successfully completed vocational training and have at least five years' professional experience

2) Further to Paragraph 1, admission to the examination may also be granted on presentation of certificates or otherwise, as proof that the requisite knowledge, skills and experience have been acquired in previous activities and can justify admission to the examination.

§ 3 Structure, content and duration of the test

1) Theoretical fundamentals

In the first part of the examination, basic knowledge in the following fields of activity must be demonstrated:

- a) Analysis of operational conditions with regard to their current and future sustainability and entrepreneurial potential.
- b) Submission of economically justified proposals for the anchoring of new development measures on the farm
- c) Activities for the implementation of operational measures of human resource management in the enterprise.
- d) Examination of the operational suitability of operational measures of management of the farm.
- e) Development of optimisation proposals for the improvement of the operational capacities of the farm.
- f) Demonstrate the right knowledge to modernise operational and strategical processes and to ensure a sustainable and successful future for the farm.
- g) Recognise and assess the content, scope and importance of a new sustainable and entrepreneurial strategy.

2) Planning, implementation and evaluation of measures of economic agricultural sustainability.

In the second part of the examination, the candidate should prove that he/she is capable of planning, implementing and evaluating a company-related new sustainable strategy. This includes:

- a) Assessing the status quo of the farm, assessing its resource base, assessing the conditions it operates within and developing a concept for implementing measures to increase its overall sustainability (e.g. economical, community, ecological)
- b) Tracking and assessing the economic and community positioning of the farm. Identify and address the needs of its stakeholders (employees, customers, partners, nature, community, etc) to ensure that stakeholder interests and business objectives are aligned.
- c) Scaling effects and use of tools, organisation and management of work functions and design of an active learning culture.
- d) Demonstrating the necessary tools to achieve accelerated innovation cycles in the farm and how to include stakeholder in the processes.
- e) Identifying fields of action for sustainable innovations on the farm.

- f) The planning of operational sustainable innovation activities in the farm.
- g) The presentation of advantages and disadvantages in the implementation of new sustainable operational and strategic activities in the company.
- h) The anchoring of sustainable development activities in the company as a project.
- i) Measures to check the suitability of new activities in the company.

3) Project work

The third part of the examination is in the form of a project work, which is to be prepared as a written, extra-occupational term paper. The scope start and processing time of the project work is determined by the examination board.

- 4) The first part of the examination is oral and should not take longer than 30 minutes in total.
- 5) The second part of the examination is conducted in writing and should not exceed 60 minutes.
- 6) On the basis of the examination performances in the project work, a technical discussion is to be held in which the candidate is to show that he/she can demonstrate the technical connections underlying the project work, justify the course of the project work and present technical problems associated with the project work and their solutions. The technical discussion should not last longer than 15 minutes.

§ 4 Consideration of previous examinations

- 1) The examinee can apply for exemption from the examination in individual areas of action, if he/she has passed a previous examination before a competent authority, a public or state accredited educational institution or before a state examination board whose content requirements correspond to the respective fields of activity.
- 2) A complete exemption is not allowed.

§ 5 Passing the written and oral examinations

- 1) The examination results in the parts stipulated in § 3 must be assessed separately.
- 2) The number of points obtained in the three papers for the oral and written examinations should be summarized into a total score. The final grade is therefore:
 - 15% from the first part of the examination,
 - 25% from the written examination in the second part of the test,
 - 40% of the project work in the third part of the test and
 - 20% of the technical discussion in the third examination.

- 3) The written examination of the second part of the examination must be supplemented by an oral examination if this can be decisive for passing the examination. The oral examination should not last longer than 15 minutes per examination.
- 4) The examination is passed if at least sufficient performance has been achieved in each examination part.
- 5) A certificate is to be issued on passing the examination, which must show the overall examination grade.

§ 6 Retests

- (1) An examination which was not passed can be repeated twice.
- (2) If the candidate has passed individual sections of the examination but has not performed at least adequately in sections in accordance with §3, the parts successfully passed must not be repeated on further application, provided that the candidate has filed for reassessment within two years from the date of the declared result of the failed examination. The assessment of the examination will be made with regard to this factor.

§ 7 Application of other provisions

For all craft and non-craft occupations, the respective training examination regulations apply in their currently valid version.

§ 8 Entry into force

These legal provisions enter into force with their publication.

2. Evaluation in the Qualification Framework and international recognition

2.1 Qualifications Framework “Baltic Sea Region”

A qualifications framework for the Baltic Sea Region was designed under the Project Leonardo “Baltic Education”¹. By means of the European Credit Transfer System of Vocational Education and Training (ECVET), this “BSR-QF” provided the basis for the evaluation of two craft occupations – “carpenter” and “painter”. ECVET is a system which allows to characterize qualification (knowledge, skills and competence) by transferable and accumulable learning units and to assign credit points to the learning outcomes. The BSR-QF and the applied ECVET process for the two named occupations formed the basis for the evaluation of the advanced training program developed “SME executives and HR experts.”

The Maastricht Declaration of 2004, the Lisbon Strategy of 2000 as well as several other European Union initiatives, and in this context specifically dedicated funding to raise the geographical and labour market mobility and to promote lifelong learning, will yield increased employment and economic growth across EU countries. Rapid social, technological and economic changes along with an aging society make lifelong learning a necessity. For that reason, education is a major component to meet and to achieve the ambitious Lisbon goals. Hence, the European Commission has induced to develop a European Qualifications Framework and to establish National Qualifications Frameworks (hereinafter: NQF) by 2010. The modelling of National Qualifications Frameworks lies in the competence of national authorities, whereas the EU-Commission has recommended that the EU Member States implement NQFs. The European Qualifications Framework represents a meta-framework and is considered by the European Commission as crucial in meeting European objectives, set out in the Lisbon Strategy.

The main purpose of a qualifications framework is to improve transparency, quality and comparability of professional and academic qualification levels across differing education systems and European countries. The EQF itself does not constitute a formal recognition of occupational qualifications. A special feature of Europe is the enormous diversity of educational systems. A prerequisite to make this specificity an asset is to foster transparency.

Transparency can be considered as a fundamental prerequisite for the recognition of qualifications, and it improves comparability. Better comparability between countries is a decisive element to increase labor mobility and to ensure permeability of qualifications, whereby permeability constitutes a prerequisite for lifelong learning.

In the near future, qualifications frameworks must meet these criteria with concrete and well-designed concepts. A qualifications framework is an appropriate tool for the development

¹ Hanse-Parlament, Baltic Education, Hamburg

and for classifying qualifications. The European Qualifications Framework was adopted in November 2007.

Under the project “Baltic Education”, constructive and fruitful discussions at Euro-pean and national levels should be encouraged by a “Baltic Sea Region Qualifications Framework” (hereinafter: BSR-QF). This BSR-QF should be regarded as a supplement and contribution to the ongoing debate rather than a substitute for the shaping of National Qualifications Frameworks. The project “Baltic Education” has delivered a sizeable contribution to this strategy.

The Baltic Sea Region (BSR) is an area with a considerable number of different countries. These countries share common problems as they endeavor to cope with the same economic and demographic challenges and concerns. It is essential for this region to further develop vocational training, to improve quality and to establish transparency and recognition models. To solve these complex issues, the BSR-QF provides an orientation, allowing for classifications across the whole qualification range and also serving as a common ground for constructive discussions, conceptual considerations and individual progress.

2.2 Structuring and evaluation

2.21 Introduction

The objective of the Baltic Education Project was to develop, introduce and implement a system for mutual recognition of professional qualifications. This will be achieved by using the European Credit Transfer System of Vocational Education and Training (ECVET).² ECVET is a system that enables describing qualifications by transferable and accumulable learning units (in the form of knowledge, skills and competence) and corresponding allocated credit units.³

ECVET also perfectly complements the European Qualifications Framework.⁴ In its guidelines, the European Commission outlined the overall concept as follows:

- a) focus on learning outcomes expressed in terms of knowledge, skills and competence.

² EUROPEAN COMMISSION (EC) (2006): European Credit System for Vocational Education and Training (ECVET). A system for the transfer, accumulation and recognition of learning outcomes in Europe. SEC (2006) 1431, Brussels, p. 3

³ EUROPEAN COMMISSION (EC) (2006): European Credit System for Vocational Education and Training (ECVET). A system for the transfer, accumulation and recognition of learning outcomes in Europe. SEC (2006) 1431, Brussels, p. 3

⁴ cf. EUROPEAN COMMISSION (EC) (2006): Implementing the Community Lisbon Programme. Proposal for a recommendation of the European Parliament and of the Council on the establishment of the European Qualifications Framework for lifelong learning. COM (2006) 479 final, 2006/0163 (COD), Brussels.

- b) based on a process of qualification.
- c) adapted to the demands of lifelong learning and all learning contexts, on an equal footing.
- d) geared towards the mobility of people.⁵

Further ECVET consultation guidelines and regulations specify:

- a) mobility of people undertaking training.
- b) validation of the outcomes of lifelong learning.
- c) transparency of qualifications.
- d) mutual trust and cooperation between vocational training and education providers in Europe.⁶

The experience and methods of ECVET in the project "Baltic Education", form the basis for the evaluation of the training program developed "Promoting and Upgrading Green Skills in Agriculture" (ProGREEN)"

In a first step, the individual training modules are evaluated according to the principle "25 training hours = 1 credit point". Based on this starting point, in a second step the significance and content of each training module is evaluated by project partners and experts and then the credit points for each module are determined in a group evaluation.

Within the framework of the "Baltic Education" project, a procedure for the mutual international recognition of vocational education and further training qualifications was developed and agreed with all countries bordering the Baltic Sea. Following this agreement, the project developed and agreed a procedure for the recognition of qualifications from all training courses. The following procedure then follows for the recognition of the degrees of all training courses of the project.

- Lecturers/examiner rates the courses by assigning credit points.
- Mutual recognition of completion in the Baltic Sea countries follows upon fulfilment of the following conditions:
 - a) The final exam was passed.
 - b) The assessment of the course has resulted in at least 80 % of the possible credit points shown in the table below (20% margin of tolerance).
 - c) Skills were acquired in all three mandatory modules
- Where they do not yet exist, each of the future participants will receive an EU education passport in which the results are documented.

⁵ EUROPEAN COMMISSION (EC) (2006): European Credit System for Vocational Education and Training (ECVET). A system for the transfer, accumulation and recognition of learning outcomes in Europe. SEC (2006) 1431, Brussels, p. 5

⁶ EUROPEAN COMMISSION (EC) (2006): European Credit System for Vocational Education and Training (ECVET). A system for the transfer, accumulation and recognition of learning outcomes in Europe. SEC (2006) 1431, Brussels, p. 35

2.22 Structuring and evaluation of further vocational training

In the project "Promoting and Upgrading Green Skills in Agriculture" (ProGREEN)" a continuing education program for Farmers has been developed and implemented.

In the training all modules are classified as mandatory, in which knowledge and skills have to be acquired.

With regard to the assignment of the course in the BSR-QF, the classification of both trainings was made in competence level 5 "Experienced qualified professional".

The assessment in the project led to the following conclusions:

Evaluation training "SME executives and HR experts" by credit points system

Course parts	Credit Points
Training module A: Knowledge	2
Training module B: Learning and project implementation phase at the workplace	7
Training module C: Report and Reflection	1
Total	10

2.23 Internationally recognised educational qualification

Upon completion of the training courses and the final examination, the participants acquire the recognised professional further training qualification of " Sustainable Agricultural Entrepreneur".