



# TRAINING METHODOLOGY

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## Index

FOREWORD.....	3
EXECUTIVE SUMMARY.....	6
TARGET GROUP DESCRIPTION .....	8
TRAINING METHODOLOGY .....	9
INTRODUCTION.....	10
USER GROUP SELECTION.....	16
MODULES .....	20
MATERIALS.....	26
SUCCESS INDICATORS.....	28
SUCCESS INDICATORS.....	28
TOOLS FOR THE EVALUATION PROCESS.....	30





## FOREWORD

The training toolkit of ApiHealth observes, in general, the main five phases of a project – *coordination, needs assessment, design, development, delivery, and evaluation* (International Training and Education Center for Health, 2018):

- **Training coordination**, which requires a wide variety of steps, tasks, and skills during all phases of the training process (from the time training is proposed to the time it has been delivered), is associated with various tasks, such as:
  - Creating training plans;
  - Equipping the training centre;
  - Identifying the roles and responsibilities of everyone involved in the creation of the training process;
  - Organising speakers.
- **Training needs assessment** (particularly adult trainees' particular learning needs identified after answering the questions: *What do they expect? What do they need? How can training meet their learning needs? How can I as a trainer help them meet their learning needs?*), founded on four questions focused on the following:
  - *Audience*: Who is the target audience for this training?
  - *Current roles*: What do members of this target audience presently do in their roles as farmers, medical staff, municipalities, policy makers, representatives of environmental foundations and of the human health sector, teachers from adult education centres/institutions (public, private), from training centres, from vocational high schools of Beekeeping, from vocational schools of Agriculture, Pharmacy, and Veterinary Medicine, or trainers?
  - *Knowledge gaps*: What gaps exist between what these providers know how to do, and what they need to know to carry out their roles successfully?
  - *Outcome*: Will training help fill this gap?
- **Training design**, which has five primary components:





- *Learning outcomes:* What will participants be able to do as a result of completing the training?
  - *Training materials:* What materials need to be developed and what will the materials include?
  - *Trainers and content experts:* Who will facilitate the training and act as content experts to review materials?
  - *Training methods:* What methods will be used so that participants meet the learning objectives and learn the content most effectively?
  - *Logistics:* Where and when will the training take place, who will be invited and how will they be notified?
- **Training development**, which includes the following five phases:
- *Needs assessment*, answering the following questions:
    - What are the trainees' job-related needs?
    - What existing knowledge do they have?
    - What is the gap between what they know and what they need to know?
  - *Design*, answering the following questions:
    - What learning outcomes will meet trainees' needs?
    - What kind of training plan needs to be created?
    - What resources are available?
    - What are some potential challenges to this training?
  - *Development*, answering the following questions:
    - What content needs to be created?
    - What appropriate activities need to be developed?
    - What formative and evaluation instruments need to be created?





- *Implementation*, answering the following questions:
  - Are selected trainers ready to deliver the training?
  - Are all training resources prepared and details regarding the training addressed?
- *Evaluation*, answering the following questions:
  - Are the needs of trainees being addressed in the design and development of the training?
  - What methods are (not) working during implementation?
  - How did trainees evaluate the training upon completion?
  - How will you determine if trainees are applying their learning as they carry out job-related tasks?
- **Training delivery**, in which coordination, assessment of learning needs, design, and development come together, and when we need good training methods and communication skills; it depends on:
  - Accurate identification of participants' training needs;
  - A carefully crafted training plan;
  - Well-managed training details;
  - Thorough and relevant materials;
  - A prepared trainer, ready to present a compelling learning experience.
- **Training evaluation**, which should take place throughout each phase of the training process.





## EXECUTIVE SUMMARY

This document has been prepared in order to define and describe the training activities foreseen in the ApiHealth project. Comunitatea pentru Invatarea Permanenta (CPIP) from Romania is coordinating the activity of developing the training methodology in the context as a base for all further activities carried out in the project. On the other hand, the contribution of the other partners is foreseen in terms of responsibilities for national content and development.

The training activities are developed in order to ensure the relevance of the developed materials, to adjust them accordingly to stakeholders' feedback, and to start creating training activities. As stated in the application (pp. 40-47), 6 products are foreseen to be developed within the ApiHealth project:

### **1. OUTPUT 1: Training Methodology**

The **methodology for the online course/handbook development/preparation** addresses *teachers/trainers, learners/trainees, beekeepers, and specialists in apitherapy.*

This training methodology shows how to implement innovative workshops with mind-mapping and creativity tools; how to teach and learn on line; how to involve the trainees successfully through moderating techniques, monitoring and constancy strategies; how to implement, adapt and localize the courses for different target groups. It will be available in English.

### **2. OUTPUT 2: Curriculum of the Apitherapy Course**

The purpose of this output is to highlight the development of the curriculum which will be the decisive point in the building up the whole structure of the training, of its length in time, and of the range of information that will be presented to the trainees.

The new curriculum that will be elaborated within the project is a primary task and one of the main project results. The curriculum will describe the amount of information as well as its distribution according to the time schedule. It will be available in both English and the partners' languages.



### **3. OUTPUT 3: Training Content**

The purpose of this output is to develop the training materials which will be written in English by the different partners in charge of the chapters and then, once tested, evaluated and agreed, translated into national languages for piloting tests and the final release.

### **4. OUTPUT 4: E-learning Platform**

This platform will consist of the online e-learning tool which will be based on free and open-source learning management system (LMS) Moodle and will contain interactive materials, simple study materials and other supporting tools.. All uploaded content will be free of charge and utilisable during classes in various contexts/institutions. The open education resource (OER) will be available in all partners' languages and in English.

### **5. OUTPUT 5: Pilot Testing Course**

The Pilot testing aims at further supporting the development and implementation of the Handbook and final adaptation of the e-Learning platform content. It will be carried out on the main target group – farmers, medical staff, municipalities, policy makers, representatives of environmental foundations and of the human health sector, teachers from adult education centres/institutions (public, private), from training centres, from vocational high schools of Beekeeping, from vocational schools of Agriculture, Pharmacy, and Veterinary Medicine, or teachers/trainers. This training will be carried out by trainers of the partners' staff on 10 stakeholders and beneficiaries from each country.

### **6. OUTPUT 6: Handbook**

The Handbook will be a concise and usable ApiHealth production handbook with the training content corrected after the pilot testing phase and elaborated in the proper way of the guidebook according to beneficiaries needs. The product will be translated in each partner country language.



## TARGET GROUP DESCRIPTION

According to the application form, in the section designated to Multiplier Events, there are a few mentions about the profile of the participants, as following:

- **For the “Evaluation and dissemination of the APIHEALTH project” (E1, E2, E3, E4, E5)**

The event is meant to be an interactive one, engaging the target group of the project. This workshop aims at evaluating the ApiHealth project outcomes.

Each participant will receive free of charge project’s brochure. Each participant will be also encouraged to take part in the prepared Open Education Resources. At least 20 local and non-local participants will attend the workshop.

The workshop will be facilitated by the local project staff (project manager and training expert). The feedback session will also serve as an instrument to assess the quality of the workshop – the participants will be asked to provide spontaneous reactions on feedback cards (interaction, relevance, and usefulness).



## TRAINING METHODOLOGY

This deliverable summarizes the main information on the ApiHealth training methodology; therefore, the materials will be designed in an attractive and usable way and will be integrated into the e-learning platform available for download based on creative common license with the aim of helping partners, institutional stakeholders, and other relevant parties implement the training based on ApiHealth development.

**Chapter 1, *Introduction***, explains in more details (easy to understand) the subject of this document and how the training activities will be developed, and presents the methodology and specific structures of the course.

**Chapter 2, *User Group Selection***, details the procedures for the identification of the learners/representatives' groups. It explains how the learners/representatives' groups should be selected, what should be the target audience, and other relevant specifications.

**Chapter 3, *Modules***, gives more details about the training structure, module topics, and learning specifications with the purpose to highlight the real performance.

**Chapter 4, *Materials***, presents the typology of materials and documents to be utilized during the training course to emphasise innovative methods/instruments.

## INTRODUCTION

Taking into consideration the Application form, the training materials will be developed both in the national languages of the partners and in English; teaching materials will then be integrated and implemented on the e-learning platform.

This package activities will include improving and updating of the training methodology, updating and developing contents on the uses of bee products for human health. The effect of this package will be the curriculum and training materials for European ApiHealth.

The ApiHealth training method will be adapted to target groups depending on their abilities, learning experiences, and working conditions. It is noticed that structured and logically related material is absorbed better to improve the level of performance. The training methods/instruments/materials should take into account the characteristics of specific target groups.

### **1. Overall Training Methodology**

Two major targets need to be addressed for training preparation: defining the training structure and methodology and developing the training modules.

The training methodology is the base for all further activities carried out in the project. Training activities contribute to the professional training of the actors involved.

Beneficiaries from rural areas, counties, provinces or regions with most of the rural areas surrounding bigger cities involved in the project will be the main indicators for the project impact on geographical areas.

All materials will be available under the creative common license, targeting consultants, stakeholders, students, teachers, and trainers all over Europe. The project will be made known through European conferences, beekeeping and medical events and publications.

With reference to the modules concerning the training methodology, all modules are addressed to both trainers and trainees.

The main characteristics of the ApiHealth training are:

- It allows integration between modules;



- It contains customised modules programme and training design;
- It contains focused materials, feedback, and support;
- It is friendly in access;
- It is ideal for target groups and representatives;
- It is simple in form;
- It provides ongoing guidance and support;
- It provides step-by-step, research-proven materials.

It is essential to select the structure and methodology that will be the most effective for its training environment.

### **Overall Training Objectives**

What is expected to be achieved through training? In this case, the training resources will support the main objective of this project which is to raise awareness of rural communities in the countries covered by the project about how bee products could change their lives from a double perspective – health and standard of living (“the degree of wealth and material comfort available to a person or community” – *Oxford Dictionaries*).

This objective will be achieved by providing training for all interested parties from both rural and urban areas in the field of bee products and their use in human health improvement. The project focuses on rural areas because public awareness in the field of apitherapy is much lower among rural communities and small towns than in large towns and cities.

Therefore, the project responds to an awareness and education gap that is the extremely serious within rural areas. The training will focus mainly on the empowerment of rural population with creativity and innovation, allowing them to learn new things about bee products and their effects on human health. To do so, existing pedagogical materials will be photos, related videos, expert teachers/representatives, etc.

### **Who Needs the Training**

In this case, the training is necessary mainly for disadvantaged groups: adult people from rural areas and small towns (where the percentage of unemployment, families living on low income, and people with a low level of education is above average), drop-outs (early school leavers), drug addicts, former

prison inmates, less gifted people long-term unemployed, migrants (non-EU citizens), non-qualified young people, old age pensioners, people from economic and/or social disadvantaged background, people from ethnic minorities (Roma), people living in disadvantaged or rural areas, people who are less likely to access education, people with disabilities, people with disabilities in the world of work, poorly qualified young people, socially disadvantaged people, socially excluded people, undereducated people, unqualified people, vulnerable aged groups – older workers (35+), young people facing disadvantages, young people with disabilities, youth finding it difficult to obtain an upper secondary qualification, etc.

### Expected Learning Outcomes

This refers to what each person trained is expected to be able to do, and expect to know, at different stages and at the conclusion of training.

Depending on the intensity level of the training and content of the modules, the trainees are expected to know about bee products, their health effects on both humans and animals, and the most important features and properties of honey, beeswax, royal jelly, pollen, propolis, and venom.

### Scope of the Training Methods

The main training method chosen is the Blended/Hybrid online course, in which **most course activity is done online, but there are some required face-to-face instructional activities** (intensive face-to-face sessions or short-term face-to-face residencies), **such as lectures, discussions, or other in-person learning activities**. There is also provision of reference/specific materials (online available material). In the training of the ApiHealth project, the consortium decided to go with both printed materials (*Handbook*) and online learning to ensure easy access to training materials (people living in rural areas do not always have access to the Internet).

It can be highlighted that the online learning program of the training course aims to provide:

- **Competency** to analysing and identifying needs of representatives of target group; take responsibility of planning development of the main steps for the training program; prepare plan of air pollution management; choose proper range of use positive attitude; to adapt own behaviour to circumstances in identifying and solving problems, prepare plan of using suitable instruments for delivering the training activities/methods;



- **Professional and performance training** that integrates European data and development in to the organization of local activities/actions;
- **Opportunity to develop practical skills and abilities** in the area of lifelong learning adapted to social needs.

The training contents is being satisfactory adapted to each country needs and to the European context.

## 2. Training Objectives

### Overall Objective

The ApiHealth project aims at developing a new training methodology and materials for training, and integrating them into a new curriculum.

This objective will be achieved by providing training for all interested parties (mainly from rural areas) in the field of bee products and their effects on human and animal health.

### The project will be structured in 3 main phases:

- Development of the curriculum and specific training content for the ApiHealth course and web-portal;
- Validations, demonstrations, adaptations;
- Dissemination and exploitation activities.

### Specific Objectives for Performance Achievement:

- Promoting EU demands regarding current data;
- Promoting new learning materials/programmes;
- Raising awareness concerning bee products and their effect on human and animal health;
- Support the teaching of knowledge on bee products and effects on health to people from disadvantaged areas;
- Supporting a positive attitude towards specific target groups;
- Supporting awareness about natural health remedies and about ways of improving the standard of living;



- Supporting innovation and high performance in rural areas through higher levels of educational performance;
- Supporting knowledge about OER (Open Education Resources);
- Supporting the improvement of long-term health through new natural products;
- Supporting the improvement of quality of life in rural areas and small towns;
- Supporting the transfer of innovation to people from rural areas.

All training materials have to contain information useful for target group/representatives of rural areas and small towns. It has been emphasized – as a guideline – that the training content should focus on modern education materials in the context of disadvantaged areas.

Trainees should gain, at the end of the training, more expertise and more knowledge, as a direct result of learning activities related to bees products.

### 3. Training Provision

The training materials will be developed both in the national languages of the partners and in English; teaching materials will then be integrated in and implemented on the e-learning platform.

This package of activities will include improving and updating of the training methodology, and updating and developing of syllabus. The results of this package will be the curriculum and training materials for European ApiHealth.

All modules in national language version should be tested during the pilot testing. This means that each partner will test 5 modules in national language. To consider someone as a trained person, it is obligatory for the person/student/trainee to go through and pass the assessment of these modules.

#### The Online Environment

The transfer of innovation from the ApiHealth project is based on the transfer of the training resources: PowerPoint, word format, web portal, and related training methodologies, as well as the contents of the package activities will be integrated in the curriculum.

The volume of the training materials should be comparable to that one of the ApiHealth project, which means an upper limit of 10 pages (about 1,800 words per page for a total number of 18,000 characters, font Calibri, font size 12). Also, to make them attractive, materials should contain





interactive illustrations/images/schemes, but on no more than 5 pages. This means **10 pages of text**  
+ **maximum 5 pages of graphics** (photos, drawings, diagrams, etc.).

### Expected Results

The training course is intended to provide an intensive and interdisciplinary sequence of online work.  
At the end of the course, participants should be able to:

- Use the ApiHealth learning environment/training programme and export the learning experience through their daily activities;
- Ensure an operative integration of ApiHealth knowledge into rural and small-town areas;

Communicate the ApiHealth knowledge acquired through their learning experience/training program to other stakeholders in the area.

## USER GROUP SELECTION

### 1. The Need Analysis

The training activities that will be carried out within the ApiHealth project address a wide spectrum of target groups from rural and small-town areas. The research previously developed in the project identified the users and their knowledge level in regards to the problem of bee products and their uses.

**Taking into consideration the need analysis, it is strongly suggested to involve and to develop European current requirements and results aiming at leading to a higher level of performance and understanding.**

Training materials should be processed through the usual technologies and requirements – using multimedia elements and Web technologies, mainly social networks. In terms of content, the processed information should be brief, clear, and pertinent in order to reach the expected results.

The survey of the training content has the main purpose of supporting the real information and the positive impact related to bee products and their effects on human and animal health (beeswax, pollen, propolis, royal jelly, and venom). For instance, mention that, applied topically, injected directly into the blood, or taken orally, products that come directly from honeybees:

- **Ease arthritis pain** (bee venom);
- **Heal and prevent canker sores** (propolis);
- **Heal wounds (open cuts and burns)** (honey);
- **Help with allergies** (local honey);
- **Reduce gingivitis and plaque** (propolis);
- **Regulate thyroid function** (bee venom);
- **Serve as a multivitamin** (propolis, royal jelly);
- **Treat immune and neurologic conditions** Alzheimer's disease, lupus, multiple sclerosis, Parkinson's disease) (bee venom).



## 2. The Trainees/Representatives

The project consortium has all the skills, recognized expertise, and competencies required to carry out all aspects of the project workplan. This training content will be used by teachers/trainers during their training sessions.

This product's goal will be to help trainers teach all interested parties in the interesting and at the same time essential field of apitherapy.

The ApiHealth project will involve various participants from the very beginning.

Stakeholders will be involved for methodological consultation during the elaboration of the first intellectual output – the curriculum. All partners will consult it together with the trainers in their countries and the curricula will be improved according to their remarks.

The consultations will take place with at least 3 stakeholders from each country (with a total of 18 people). The main involvement of the stakeholders will be during pilot testing. Each partner will involve at least 20 trainers and will do the pilot testing training.

After that participants fill the evaluation questionnaires, the training content will be improved according to the outputs of this survey.

The most important involvement of the participants will be during the multiplier events. Each partner will invite at least 20 participants per workshop and will present and discuss the products developed.

The strongest and most direct involvement will take place during the pilot session, when all testers will have a chance to express their opinion and feedback about the training materials and the functionality of the e-learning platform. At this stage, participation of end users/trainees and also expert in the area is particularly important because of the opinions provided, which will help to keep the project outputs at their highest level.

In addition, thanks to the dissemination via the social media, potential users will have the opportunity of communicating with the project consortium and of advancing their own ideas: a minimum of 500 individuals will access the online sites.

More than a simple visit, the website enables visitors to learn more about the project, consult/login/download Intellectual Outputs and, most importantly, interact with the training

content of the ApiHealth project. On the other hand, the project will inform relevant partners from other EU projects about our own outcomes.

This channel of dissemination will extend to a maximum the interest of the stakeholders. As an additional activity, each partner will publish information about the project: in a journal (in the case of teachers/trainers) and also in the local newspapers distributed in the rural areas.

Admission conditions:

- Successful completion of the general course and requirements;
- Details about their previous experience for clear input (Table).

<b>PREVIOUS EXPERIENCE</b>	Not totally	In a certain degree	Totally agree
Previous training concerning bee products			
Previous training in the requirements of bee keeping			
Responsibilities in developing strategies for the improvement of bee product quality			
Responsibilities in implementing online and offline strategies in the field of bee products and their health effects			
Experience in European work/projects			
Interest in delivering the training content to other relevant learners			
Experience in working on e-learning platforms			

ICT resources will be updated according to the latest trends to follow the updated training methodology and to support attractiveness of and simple access to the training.



Training needs will be investigated to adapt the vocational training platform oriented to EU priorities improving quality assurance systems in VET (Vocational Education and Training), also with a focus on new skills requested for agriculturists (apiculturists).



## MODULES

### 1. Training Structure

The objective of the training is to provide participants with the required knowledge and practice to use the ApiHealth knowledge and components as needed in the current society.

The outcome of the need analyses confirmed project assumptions in regard to the transfer of the modules developed in the ApiHealth project. Important information is visible in updating and developing modules, therefore partners should focus on the needs of trainers and trainees.

To notice that this is the main reason why all existing materials and new methods/instruments have to be developed and adapted to the requirements of the target groups.

According to the common decision, the training content transferred from the ApiHealth project has to be updated in the context of target groups' needs, which means that all training materials have to contain information useful for residents of rural areas and small towns.

It was emphasized – as a guideline – that the training content should focus on modern methods/instruments in the context of novelty of bee products and their effect on human and animal health.

The materials will be designed in an attractive and usable way and integrated in the e-learning platform, available to download on creative common license. The extended curriculum will be made available in English and in all partner languages. The project's web site will be developed as an ApiHealth portal.

ICT resources will be updated according to the latest trends to follow the updated training methodology and to support attractiveness and simple access to the training.

Training needs will be investigated to adapt the vocational training platform oriented to the EU priority – improving quality assurance systems in VET, also with a focus on the new skills requested by debutant apiculturists.

The training materials will be written in English by the different partners in charge of the chapters and, once tested, evaluated and agreed upon, translated into national languages for piloting tests and the final release.

All partners will start to work on preparing relevant training materials on common templates, with a limited amount of high-quality content. After preparation of this content, there will be a quality cross checking done by responsible partners.

With the purpose to achieve a high level of interest and performance, the training materials will be in compliance with definitions for the trainees' achievements (EQF – European Qualifications Framework definitions).

### **EQF – European Qualifications Framework definitions**

Learning outcomes	Statements of what a learner knows, understands and is able to do on completion of a learning process and which are defined in terms of knowledge, skills and competence.
Knowledge	The outcome of the assimilation of information through learning. Knowledge is the body of facts, principles, theories and practices that is related to a field of work or study. In the context of the European Qualifications Framework, knowledge is described as theoretical and/or factual.
Skills	The ability to apply knowledge and use know-how to complete tasks and solve problems. In the context of the European Qualifications Framework, skills are described as cognitive (involving the use of logical, intuitive and creative thinking) or practical (involving manual dexterity and the use of methods, materials, tools and instruments).
Competence	The proven ability to use knowledge, skills and personal, social and/or methodological abilities, in work or study situations and in professional and personal development. In the context of the European Qualifications Framework, competence is described in terms of responsibility and autonomy.

## 2. Module Design

After having evaluated the potential participants' needs and interest level, the training modules have been developed to be accessed in a flexible and customizable manner, according to the capabilities and existing skills of the trainees/learners/representatives.

The topics to be covered during the training are the following:

<b>M0 - INTRODUCTION</b>
<b>M1 - DEFINITION AND DESCRIPTION OF APITHERAPY</b>
<b>M2 - ADVANTAGES OF APITHERAPY FOR HUMAN HEALTH</b>
<b>M3 - IMPORTANCE OF PRODUCTS FROM HIVE FOR HUMANS AND ANIMALS</b>
<b>M4 - PRODUCTS FROM HIVE</b>
<b>M4.1 - BEE VENOM AND ITS FEATURES/PROPERTIES</b>
<b>M4.2 - BEESWAX AND ITS FEATURES/PROPERTIES</b>
<b>M4.3 - POLLEN AND ITS FEATURES/PROPERTIES</b>
<b>M4.4 - PROPOLIS AND ITS FEATURES/PROPERTIES</b>
<b>M4.5 - ROYAL JELLY FEATURES/PROPERTIES</b>
<b>M5 - HOW TO BECOME AN ENTREPRENEUR</b>

**Distribution of the modules - Partners responsibility:**

	Title of Module	Partner
<b>M0</b>	<b>INTRODUCTION</b>	<b>Stowarzyszenie ARID (ARID), Poland</b>
<b>M1</b>	<b>DEFINITION AND DESCRIPTION OF APITHERAPY</b>	<b>Agroinstitút Nitra, Štátny Podnik (AIN), Slovakia</b>
<b>M2</b>	<b>ADVANTAGES OF APITHERAPY FOR HUMAN HEALTH</b>	<b>Comunitatea pentru Invatarea Permanenta (CPIP), Romania</b>
<b>M3</b>	<b>IMPORTANCE OF PRODUCTS FROM HIVE FOR HUMANS AND ANIMALS</b>	<b>GAL Campina de Jerez (LAG Jerez), Spain</b>
<b>M4</b>	<b>PRODUCTS FROM HIVE</b>	<b>Slovak University of Agriculture in Nitra (SUA), Slovakia</b>
<b>M4.1</b>	<b>BEE VENOM AND ITS FEATURES/PROPERTIES</b>	<b>Stowarzyszenie ARID (ARID), Poland</b>
<b>M4.2</b>	<b>BEESWAX AND ITS FEATURES/PROPERTIES</b>	<b>Comunitatea pentru Invatarea Permanenta (CPIP), Romania</b>
<b>M4.3</b>	<b>POLLEN AND ITS FEATURES/PROPERTIES</b>	<b>Infocenter, Bulgaria</b>
<b>M4.4</b>	<b>PROPOLIS AND ITS FEATURES/PROPERTIES</b>	<b>Canakkale Onsekiz Mart Universitesi (COMU), Turkey</b>
<b>M4.5</b>	<b>ROYAL JELLY AND ITS FEATURES/PROPERTIES</b>	<b>Slovak University of Agriculture in Nitra (SUA), Slovakia</b>
<b>M5</b>	<b>HOW TO BECOME AN ENTREPRENEUR</b>	<b>Comunitatea pentru Invatarea Permanenta (CPIP), Romania</b>

**Module curriculum development:**

1. Typology of the target groups;
2. Module name;
3. Learning outcomes;
4. Learning methods;
5. Duration to accomplish the module;
6. Evaluation methods.

**Module content development** (common frame for partners to develop the modules):

- Information about basic concepts;
- Introduction to the module (easy to understand);
- Principles of apitherapy and effects;
- Characteristics and issues;
- Therapeutic aspects regarding the bee products;
- Use for rural development and practices.



Each partner should prepare the content of modules following the models below:

<b><u>MODULE 0: INTRODUCTION</u></b>
Partner responsible:

<b>Task range</b>	Preparing training material about...	
<b>Learning outcomes</b>	The learner/representative has knowledge about:	
	The learner is able to:	
	The learner is competent in:	

<b>General module contents:</b>
<b>General module includes:</b> <ul style="list-style-type: none"> <li>- Information about basic terms concerning ...;</li> <li>- Online fora for discussions;</li> <li>- Links to useful websites.</li> </ul>
<b>General module objective:</b> <ul style="list-style-type: none"> <li>- Become familiar with ...</li> </ul>
<b>Questions:</b> <ul style="list-style-type: none"> <li>- How...?</li> <li>- What...?</li> <li>- When...?</li> <li>- Where...?</li> <li>- Who...?</li> <li>- Why...?</li> </ul>
<b>Glossary:</b> <ul style="list-style-type: none"> <li>- Apiculture...</li> </ul>





## MATERIALS

The transfer of innovation from the ApiHealth project is based on the transfer of the training resources: PowerPoint, word format, web portal, and related training methodologies, as well as the contents of the package activities will be integrated in the curriculum.

The volume of the training materials should be comparable to that one of the ApiHealth project, which means an upper limit of 10 pages (about 1,800 words per page for a total number of 18,000 characters, font Calibri, font size 12). Also, to make them attractive, materials should contain interactive illustrations/images/schemes, but on no more than 5 pages. This means **10 pages of text + maximum 5 pages of graphics** (photos, drawings, diagrams, etc.).

Taking into consideration the Application form, the training materials will be developed both in the national languages of our partners and in English; teaching materials will then be integrated in and implemented on the e-learning platform.



### Structure of the content

**Intellectual Output:**  
**The name of the partner:**  
**Country:**

<b>Title of the module</b>	
<b>Target group involved</b>	
<b>Current information about the topic (Limit: 5000 characters)</b>	
<b>Causes and description of how it manifests (Limit: 5000 characters)</b>	
<b>Effects and management in the context of the topic/module (Limit: 5000 characters)</b>	
<b>Principles of the specific module (Limit 1000 characters)</b>	
<b>Basic terms/measures of the module/topic (Limit: 5000 characters)</b>	
<b>Training materials (tasks, case studies, exercises)</b>	
<b>Short description of the materials (Limit: 1000 characters)</b>	
<b>The format of the materials/resources (paper, film, photograph)</b>	
<b>Link of the online resources (film or video resources)</b>	
<b>Specific images (to support the purpose of the resources)</b>	
<b>Setting – Indoor/Outdoor</b>	
<b>Duration</b>	
<b>Materials</b>	
<b>No. of Learners/Representatives</b>	
<b>Individual or group work</b>	
<b>Step by step guide (Limit: 5000 characters)</b>	



## SUCCESS INDICATORS

An assessment questionnaire/survey based on multiple choice questions will be developed to evaluate the knowledge acquired through the course, as well as the trainees' overall performance capacity. The assessment will take place in the online environment, at the end of each module.

A specific user satisfaction questionnaire will also be used to check the understanding acquired by the participants. This will be especially useful during the piloting and first editions of training, to correct and redesign for further editions.

Evaluation level and type	Evaluation description and characteristics	Examples of evaluation tools and methods	Relevance and practicability
<b>1. Reaction</b>	<p><b>Reaction evaluation</b> refers to <b>how the delegates felt</b>, and to <b>their personal reactions to the training or learning experience</b>, e.g.:</p> <p>Did the trainees/teachers/ like and enjoy the training? Did they consider the training relevant? Was it a good use of their time? Level of effort required to make the most of the learning. Perceived practicability and potential for applying the learning.</p>	<p>Feedback forms based on subjective personal reaction to the training experience.</p>	<p>Can be done as soon as the training ends. Very easy to obtain feedback. Important to know that people were not upset or disappointed. Important that people give a positive impression when relating their experience to others who might be willing to experience the same.</p>
<b>2. Learning</b>	<p><b>Learning evaluation</b> is the measurement of the <b>increase in knowledge or intellectual capability</b> from the beginning to the end of the learning experience, e.g.:</p> <p>Did the trainees/teachers learn what they were meant to be taught? Did the trainees/learners experience what was intended for them to experience?</p>	<p>Typical assessments or tests before and after the training. Methods of assessment need to be closely related to the aims of the learning. Measurement and analysis is possible and easy on a group scale. Reliable, clear scoring and measurements</p>	<p>Relatively simple to set up, but more investment and thought required than reaction evaluation. Highly relevant and clear-cut for certain training such as quantifiable or technical skills. Less easy for more complex learning such as attitudinal</p>



	What is the extent of progress or change in the trainees after the training, in the direction or area that was intended?	need to be established, so as to limit the risk of inconsistent assessment.	development, this is famously difficult to assess.
<b>3. Behaviour</b>	<p><b>Behaviour evaluation is the extent to which the trainees applied the learning and changed their behaviour</b>, and this can be done immediately and several months after the training, depending on the situation, e.g.:</p> <p>Did the trainees/teachers put their learning into effect when back on the job?</p> <p>Were the relevant skills and knowledge used?</p> <p>Was there noticeable and measurable change in the activity and performance of the trainees/teachers when back in their roles?</p> <p>Was the change in behaviour and new level of knowledge sustained?</p> <p>Would the trainee be able to transfer their learning to another person?</p> <p>Is the trainee/teachers aware of their change in behaviour, knowledge, skill level?</p>	<p>Observation and interview over time are required to assess change, relevance of change, and sustainability of change. Assessments need to be subtle and ongoing, and then transferred to a suitable analysis tool. Assessments need to be designed to reduce subjective judgment of the observer or interviewer, which is a variable factor that can affect reliability and consistency of measurements. The opinion of the trainee, which is a relevant indicator, is also subjective and unreliable, and so needs to be measured in a consistent defined way. Assessments can be designed around relevant performance scenarios, and specific key performance indicators or criteria.</p>	<p>Measurement of behaviour change is less easy to quantify and interpret than reaction and learning evaluation. Simple quick response systems unlikely to be adequate. Management and analysis of ongoing subtle assessments are difficult, and virtually impossible without a well-designed system from the beginning. Evaluation of Implementation and application is an extremely important assessment - there is little point in a good reaction and good increase in capability if nothing changes back in the job, therefore evaluation in this area is vital, albeit challenging. Behaviour change evaluation is possible given good support and involvement from line managers or trainees, so it is helpful to involve them from the start, and to identify benefits for them, which links to the level 4 evaluation below.</p>
<b>4. Results</b>	<b>Results evaluation is the effect on the business</b>	It is possible that many of these measures are	Individually, results evaluation is not



	<p><b>or environment</b> resulting from the improved performance of the trainee - it is the acid test. Measures would typically be business or organizational key performance indicators, e.g.: volumes, values, percentages, timescales, return on investment, and other quantifiable aspects of organizational performance; numbers of complaints, staff turnover, attrition, failures, wastage, non-compliance, quality ratings, achievement of standards and accreditations, growth, retention, etc.</p>	<p>already in place via normal management systems and reporting. The challenge is to identify which and how relate to the trainee's input and influence. Therefore, it is important to identify and agree accountability and relevance with the trainee/teachers at the start of the training, so they understand what is to be measured. This process overlays normal good management practice - it simply needs linking to the training input.</p>	<p>particularly difficult; across an entire organization, it becomes very much more challenging, not least because of the reliance on line management, and the frequency and scale of changing structures, responsibilities and roles, which complicates the process of attributing clear accountability. External factors greatly affect organizational and business performance, which cloud the true cause of good or poor results.</p>
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**Tools for the Evaluation Process**

**User Satisfaction Questionnaire (see the next 3 pages)**



## User Satisfaction Questionnaire

**Evaluation of the training programme and study process.** Please tick the proper case.

	I strongly agree	I agree	I disagree	I strongly disagree
The course offered are relevant to the profession I am pursuing				
The length of the programme allows acquisition of knowledge and skills				
The literature and other study materials selected are good				
The materials selected for the programme are easily available				
The programme offered is free of charge				
The programme study materials are diverse				
The study is interactive				
The study materials are available in a language that I understand				
The study programme is taught using effective teaching methods				
The study programme offers a good deal of practical learning opportunities				

**Evaluation of the training programme teachers.** Please tick the proper case.

	I strongly agree	I agree	I disagree	I strongly disagree
Teachers are calm and/or not short-tempered				
Teachers are impartial (they treat all trainees equally)				
Teachers communicate easily with trainees				
Teachers have a good attitude towards trainees				
Teachers have high-level professional knowledge				
Teachers have high-level professional practical experience				





**Evaluation of the training programme administration.** Please tick the proper case.

	I strongly agree	I agree	I disagree	I strongly disagree
Administrative staff react quickly to trainees' concerns				
Administrative staff solve quickly trainees' problems				
I do not interact with people working in the programme administration				
The administrative staff act favourably towards trainees				
The study process is well organised				
The study schedule is convenient for trainees				

**Evaluation of the training programme infrastructure.** Please tick the proper case.

	Very satisfied	Satisfied	Dissatisfied	Very dissatisfied
Class size				
Classroom cleanness				
Classroom facilities and/or equipment				
Classroom lighting				
Classroom size				
Classroom temperature				
Condition of sanitary facilities				
General appropriateness of the training course building				
Geographical location of the training course building				





**Evaluation of the attitude towards the training programme.** Please tick the proper case.

	I strongly agree	I agree	I disagree	I strongly disagree
Enrolment in training programmes is easy				
Enrolment in training programmes is simple				
Graduates of training programmes have higher chances of employment				
Studying in a training programme is easy				
Studying in a training programme is prestigious				
Studying in training programmes is affordable (it is free of charge)				
The training programme system prepares professionals				
The training programme system provides distinctly high-quality training				
Training programmes are useful in terms of future employment				
Training programmes have a modern resource/technical base				

