

Reskill toolkit

REAL SKILLS FOR WORK
AND ENTREPRENEURSHIP
IN THE AGRI-FOOD SECTOR

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INTRODUCTION

The **ReSkill toolkit** is a resource pack aimed at helping young unemployed people who are not enrolled in any education or training (NEET's), to acquire and/or develop the skills necessary for finding a job or a training opportunity in the agri-food sector.

The pack is designed for flexible and adaptable use in order that it suits the needs of the learners in the programme. The activities in the toolkit can be used for designing a stand-alone programme, by implementing all units from 1 to 9, or use and embed only those activities that best meet the needs of the learners and the specific training programme or activity. Also, apart from the practical activities developed for each unit, we would also encourage those who use the toolkit to develop their own activities.

The ReSkill toolkit can be used by any training organisation or training professional that is providing or has interest in providing courses, qualification, mentoring or counselling programmes related to the agri-food sector. The structure and content of the toolkit is based on a need analysis carried out within the ReSkill project, that revealed the essential skills for one to possess if looking for a job or intending to develop a business in the agri-food sector.

The **Trainer's section** in the toolkit provides a training framework that was developed based on the "Toolbox for job seekers" (see fig.1 below), comprising of 9 pillars that are meant to provide basic knowledge and understanding of the agri-food sector to those in search of a job or training opportunity.

The **Learner's section** builds on the blended learning approach followed in the ReSkill pilot implementation and provides guidelines for self-directed learning, as well exemplifying the use of the e-learning platform

and a selection of courses related to the agri-food sector.

BACKGROUND OF THE RESKILL PROJECT

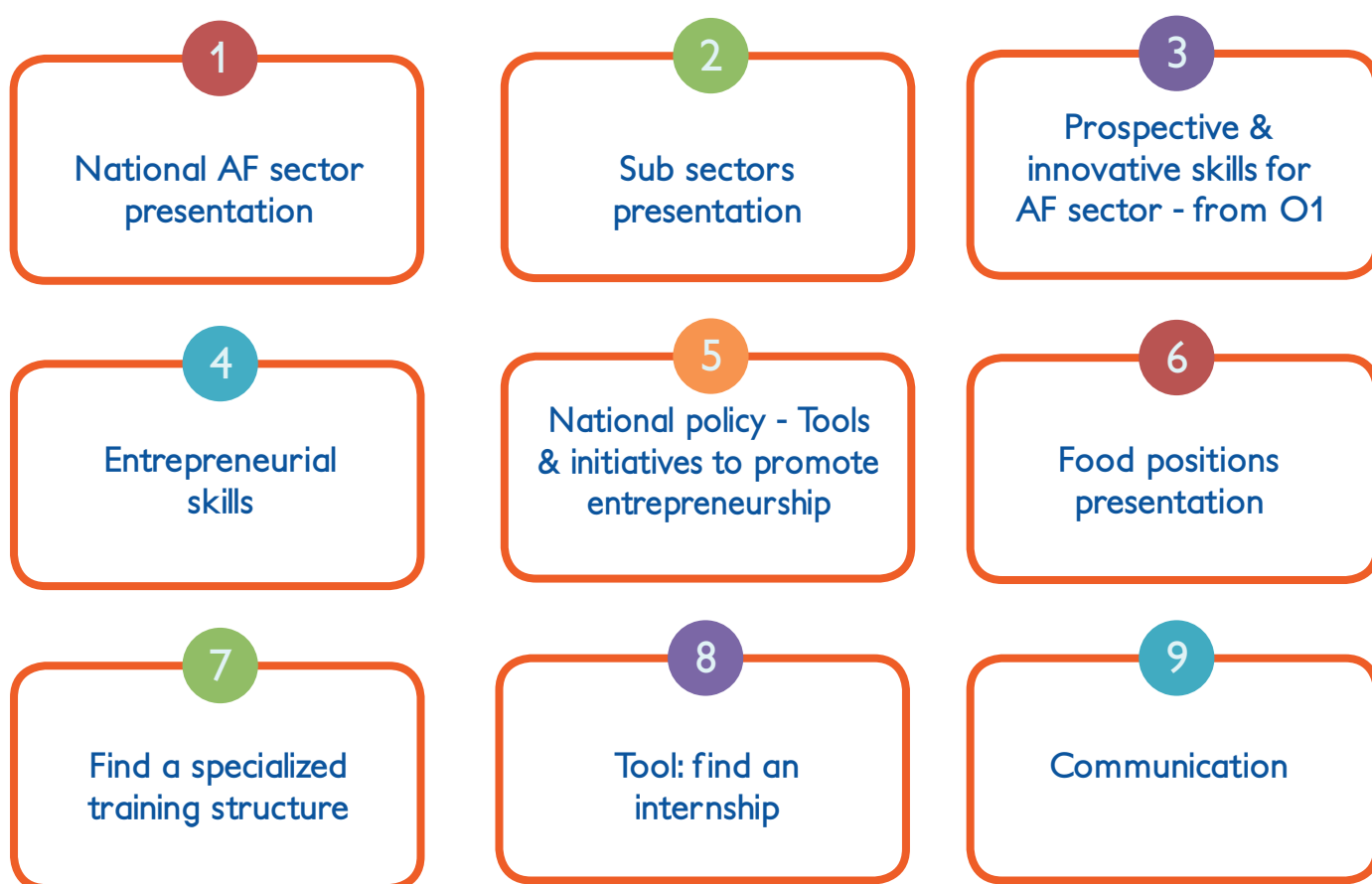
Real Skills for Work and Entrepreneurship in the Agri-Food Sector – ReSkill is a project carried out between 2016 and 2019 by a consortium of 7 partners from 3 countries (France, Greece and Romania), with the financial support of European Commission's Erasmus+ programme.

The purpose of the project was to promote, in the agri-food sector, work based learning in all its forms, with special attention to apprenticeship, by involving social partners, companies and VET providers, as well as stimulating innovation and entrepreneurship. The innovation of the project stands in training end users in future and forward-looking skills needed in the agri-food sector and making use of blended learning methods. The projects also included training in entrepreneurial and venture creation skills, as well as mentoring sessions with agri-food professionals and experts.

The project's target group are young unemployed and NEETs who have completed their education (independently of education level) and are in the transition phase to seeking employment. In this sense, the project contributes to creating innovative approaches and developing resources that can help fuel an agri-food industry affected by an ageing workforce and, to a certain extent, not able of attracting younger recruits. ReSkill combines a unique, sector specific and innovative training approach that is hoped to improve the prospects of the agri-food industry as a workplace of choice for younger people as well.

The **'toolbox for job seekers'** is the starting point in developing the ReSkill training programme – it builds on the 9 pillars from the toolbox to create, what it can be called, a training “ladder” for those in need/seeking training in the agri-food sector. We could call this a progressive pathway to gaining basic knowledge and understanding of the agri-food sector. The ReSkill programme can be implemented as a stand - alone programme, as well as integrating different units into existing courses or qualification programmes. For example, within a programme aimed at integrating NEETs into the labour market, all ReSkill units can be used to provide a general overview of the agri-food sector, if trainees had little or no previous contact with the agri-food sector. Or, only specific units can be integrated into a specific qualification/training programme.

Figure 1. Toolbox for job seekers



Each of the 9 pillars from the toolbox is developed into training units following the ECVET – European Credit system for Vocational Education and Training - principles. ECVET is a European instrument designed to support lifelong learning, the mobility of learners and the flexibility of learning pathways to achieve qualifications.

ECVET is based on concepts and principles which are used in a systematic way to establish a common and user-friendly language for transparency, transfer, accumulation and recognition of learning outcomes. Some of these concepts and processes are already embedded in many qualifications systems across Europe.

ECVET CONCEPTS AND PRINCIPLES

- **Learning outcomes** are statements of what a learner knows, understands and is able to do on completion of a learning process. For ECVET purposes the European Qualifications Framework (EQF) is used as a reference for levels. Learning outcomes may be acquired through a variety of learning pathways, modes of delivery (school-based, in-company, workplaces etc.), in different learning contexts (formal, non-formal and informal) or settings (i.e. country, education and training system ...).
- **Units** are a component of a qualification, consisting of a coherent set of knowledge, skills and competence that can be assessed and validated. Units enable progressive achievement of qualifications through transfer and accumulation of learning outcomes. They are subject to assessment and validation which verify and record that the learner has achieved the learning outcomes expected.
- **ECVET points** are a numerical representation of the overall weight of learning outcomes in a qualification and of the relative weight of units in relation to the qualification. Together with units, descriptions of learning outcomes and information about the level of qualifications, ECVET points can support the understanding of a qualification.
- **Credit** for learning outcomes designates individuals' learning outcomes which have been assessed and which can be accumulated towards a qualification or transferred to other

learning programmes or qualifications. Credit refers to the fact that the learner has achieved the expected learning outcomes which have been assessed positively and the outcome of the assessment was documented in a personal transcript. Based on this documentation, other institutions can recognise learners' credit.

Note! ECVET points are not to be confused with credit. While credit designates the learning outcomes the learner has achieved, ECVET points provide information about the qualification and the units. In other words while credit is related to a person and his/her personal achievement (credit does not exist on its own without someone having achieved it), ECVET points are linked to the qualification structure and description (independent of whether someone has achieved the qualification or not).

Important: The number of ECVET points will differ from country to country depending on the relative weight of the given unit in a country. Thus, for the purposes of the ReSkill training programme ECVET points were not defined.

In the context of ECVET, learning outcomes are described in accordance with EQF – the European Qualification Framework. For the purposes of the ReSkill training programme, learning outcomes are referenced to Level 2 EQF, however training providers who wish to embed the ReSkill training into their training offer, can adapt the contents and develop learning outcomes that match levels of their specific qualifications or training programmes.

Each of the 8 levels of EQF is defined by a set of descriptors indicating the learning outcomes relevant to qualifications at that level in any system of qualifications. For Level 2 EQF the following descriptors will apply:

| | Knowledge | Skills | Competences |
|--|---|--|--|
| | In the context of EQF, knowledge is described as theoretical and/or factual | In the context of EQF, skills are described as cognitive (involving the use of logical, intuitive and creative thinking) and practical (involving manual dexterity and the use of methods, materials, tools and instruments) | In the context of EQF, competence is described in terms of responsibility and autonomy |
| Learning outcomes relevant to Level 2 | Basic factual knowledge of a field of work or study | Basic cognitive and practical skills required to use relevant information in order to carry out tasks and to solve routine problems using simple rules and tools | Work or study under supervision with some autonomy |

ReSkill TRAINING FRAMEWORK

UNITS OF CONTENT AND PRACTICAL ACTIVITY

| Unit 1 | National AF sector presentation | | |
|--|---|--|---|
| Learning outcome | Acquire basic knowledge and understanding of the national agri-food sector | | |
| | Knowledge | Skills | Competences |
| | S / he has knowledge of: <ul style="list-style-type: none"> • Main sectors representative for the agri-food industry • Distribution of employees per sector • Employment situation • Annual turnover for the industry | S / he can: <ul style="list-style-type: none"> • Provide examples of main sectors based on their representativeness for the industry • Describe categories of businesses specific for each sector • Describe the employment prospects for the AF industry | S / he is capable of processing information about the AF sector with the purpose of establishing employment or business prospects in the industry |
| Procedures and criteria for assessment | Criteria | Assessment indicators | |
| | Appropriate processing of agri-food industry related information | The structure of the AF industry, in terms of sectors, is correctly identified Data about AF industry (turnover, employment etc.) is properly described | |

Practical activity 1

| | |
|--------------------------------|--|
| Title of activity | Career prospects |
| Materials and resources needed | <ul style="list-style-type: none">• Laptop or PC• Internet connection• Video projector |
| Suggested timing | 60 minutes |

Learning outcome

>> Identify pros and cons of a career prospect in the agri-food industry

Methodology

Prepare a brief and general presentation with main data about the AF industry. Include info such as:

- Current national situation of the agri-food industry
- Economical context
- Turnover and employment status
- Distribution of sectors across the industry

Time allocated 30 minutes

Allocate another 30 minutes for friendly discussions. Ask the learners to tell if a potential job or business opportunity in the AF industry looks attractive to them. They should argue their choice.

Guidelines for assessment

Friendly feedback from trainer – questions for guidelines:




- Do learners seem to have processed the info correctly?
- Are they able to provide concrete examples of jobs or businesses?
- How relevant are their pro/con arguments?



| Unit 2 | Sub sectors presentation | | |
|--|--|---|---|
| Learning outcome | Develop understanding of the specific AF sub sectors | | |
| | Knowledge | Skills | Competences |
| | S / he has knowledge of: <ul style="list-style-type: none"> • Workforce dynamics, economic context and development of the various sub sectors • Sector organisation with focus on: <ul style="list-style-type: none"> > Production, fabrication and transformation. > Research & development and innovation. > Commercialisation, marketing, logistics. | S / he can: <ul style="list-style-type: none"> • Outline the main economical and developmental characteristic of a certain sub sector, as well as in comparison with other sub sectors. • Analyse general data about the organisation of the sub sectors. | S / he is capable of processing data and concepts specific to AF sub sectors, with the purpose of mapping opportunities for growth and professional development in the AF industry. |
| Procedures and criteria for assessment | Criteria | Assessment indicators | |
| | Adequate operation with data and concepts related to the AF sub sectors. | The specific data about workforce, economic context and development of the sub sectors is properly identified. | |
| | | The organisation of the sub sectors is correctly described. | |

Practical activity 2

| | |
|--------------------------------|--|
| Title of activity | SWOT analysis |
| Materials and resources needed | <ul style="list-style-type: none"> • Laptop or PC • Internet • Video projector • Flipchart |
| Suggested timing | 90 minutes |




|  Learning outcome |
|---|
| >> Explore the current situation of various agri-food sectors at national level |
|  Methodology |
| <p>Prepare a presentation of the main agri-food sub sectors (a maximum of 5). Allocate 30 minutes to give the presentation to the learners. Make sure it's interactive and allow for questions during the presentation. Split the learners into pairs or small groups (depending on the number of total learners) and ask them to choose a sector they want to work on.</p> <p>Briefly explain the concept of SWOT analysis. Ask them to work for 30 minutes.</p> <p>Allocate the last 30 minutes for plenary presentation.</p> |
|  Guidelines for assessment |
| <p>Ask the following questions during learner's presentations:</p> <ul style="list-style-type: none"> • How difficult was it for you to identify strengths, weaknesses, opportunities and threats for the chosen sector? • Following your analysis, do you see yourself working or running a business in the sector? And why? |

| Unit 3 | Prospective and innovative skills ¹ for the AF sector | | |
|--|---|---|--|
| Learning outcome | Becoming familiar with future required skills in the agri-food sector | | |
| | Knowledge | Skills | Competences |
| | S / he has general knowledge of: <ul style="list-style-type: none"> • Managing data /Information and Communication Technologies • Economic efficiency and Agri – food companies • Product Innovation/Research & development • Marketing design and packaging • Marketing distribution and communication • Production efficiency | S / he can: <ul style="list-style-type: none"> • Provide a brief description for each skill • Identify ways of applying the skills within a certain business/company • Briefly indicate specific content related to each skill | S / he is capable of understanding the importance of future skills for the development of the agri-food industry, as well as their application for professional development (getting training, finding a job, starting a business) |
| Procedures and criteria for assessment | Criteria | Assessment indicators | |
| | Good understanding of future skills importance and application in various contexts. | The skills are listed and described appropriately. | |
| | | Examples of concrete application are relevant and adequate. | |

¹ Identified in the ReSkill need analysis

Practical activity 3

| | |
|--------------------------------|--|
| Title of activity | Skills mapping |
| Materials and resources needed | <ul style="list-style-type: none"> • Pen • Paper |
| Suggested timing | 60 minutes |

|  Learning outcome |
|--|
| >> Identify future skills required in the agri-food sector |
|  Methodology |
| <p>Make a short presentation of the skills described in Unit 3. Time allocated 15 to maximum 20 minutes. Ask the learners to think of a job and/or business in the agri-food sector and write down how see the application of the “new skills” in day to day working situations.</p> <p>Each learner should work on one or two skills. The task is also suitable for working in pairs. Allocate 20 minutes for the learners to work on the task.</p> <p>The last 10 minutes should be allocated for presentation to the group.</p> |
|  Guidelines for assessment |
| <p>Provide feedback based on the following:</p> <ul style="list-style-type: none"> • Type of knowledge identified for each skill • Abilities required for each skill • Concrete example of working situations and task (applicable for that specific skill) |



| Unit 4 | Sub sectors presentation | | |
|--|---|---|---|
| Learning outcome | Develop an understanding of the nature of entrepreneurship, as well as understanding the function of an entrepreneur in the successful, commercial application of innovation. | | |
| | Knowledge | Skills | Competences |
| | <p>S / he has knowledge of:</p> <ul style="list-style-type: none"> • Different methods to assess the attractiveness of business opportunities • What characterises an attractive business opportunity. • Effective ways of bringing different types of products or services to the market. • Different methods that can be used to minimize uncertainties at different stages of the entrepreneurial process. | <p>S / he can:</p> <ul style="list-style-type: none"> • Assess the commercial viability of new technologies, business opportunities and existing companies • Plan, organize, and execute a project or new venture with the goal of bringing new products and service to the market. | <p>S / he is capable of effectively combining own understanding of technology and entrepreneurship with the purposes of identifying and developing attractive opportunities within their field of interest.</p> |
| Procedures and criteria for assessment | Criteria | Assessment indicators | |
| | Adequately identifying and developing entrepreneurship opportunities. | Methods to assess the attractiveness of opportunities are appropriate. | |
| | | Characteristics of business opportunities are identified correctly. | |
| | | The steps of executing a project or new venture are followed. | |

Practical activity 4

| | |
|---------------------------------------|--|
| Title of activity | Imagine the future, identify challenges |
| Materials and resources needed | <ul style="list-style-type: none"> • A3 paper sheets, one for each learner • Magazines and publicity flyers to cut from • Glue • Markers • Scissors |
| Suggested timing | 3 hours |

Learning outcome

>> Explore future career prospects

Methodology

First part – 1 hour

Give the learners precise directions, help with suggestions.

Picture yourself in 3 (4-5) years' time depending on situation and age of the learners. If it is difficult to get the learner started, have him first answer these questions:

- What do you look like, (haircut, tanned, pale, fit...)?
- Imagine your outfit (uniform, suit,)
- Picture your working surroundings (outdoors, indoors, office, school, garden, works....)
- You might be using a tool,
- What do you see yourself doing (task, activity...)?

Then have them make a poster of themselves.

Second part – 1 hour

Turn this poster into your future objective. Interpret what you draw.

Where are you working? Name of a workplace or surrounding?

What do you seem to be doing?

What could be the name of the job? Or working sector?

Third part – 1 hour

Turn your objective into an action plan. Do you want to find a new job? Then you should define training and employment objectives. Do you want to open a business? Then you should elaborate a business plan. This plan should be developed by the learner, but the trainer should review the plan with the learner as the plan is developed. The trainer should use SMART objectives (i.e., Specific, Measurable, Achievable, Realistic and Time scaled) to enable the learner to review and evaluate their action plan.




Guidelines for assessment

The purpose for the learner is to identify a job they wish to secure. Take as much time as necessary to reach this result. Help the learner as much as necessary to imagine his own self in a few years without inducing or suggesting a working activity or job.

| Unit 5 | National policy – tools and initiatives to promote entrepreneurship | | |
|--|--|---|---|
| Learning outcome | Develop awareness on the national policies that support and coordinate entrepreneurship initiatives. | | |
| | Knowledge | Skills | Competences |
| | S / he has knowledge of: <ul style="list-style-type: none"> • Government programmes and projects that support entrepreneurship. • Private/ non-governmental tools and initiatives. • Available funding and incentive schemes. | S / he can: <ul style="list-style-type: none"> • Identify relevant national programmes/projects. • Describe potential private entrepreneurship initiatives. • Analyse existing funding and incentives. | S / he is capable of recognising and proactively looking for programmes, tools, funding that create the premises for successful business opportunities. |
| Procedures and criteria for assessment | Criteria | Assessment indicators | |
| | Proper identification of tools and initiatives that support entrepreneurship. | Tools and initiatives are identified correctly | |
| | | Appropriate searching strategies (for programmes, projects, funding etc.) are demonstrated. | |

Practical activity 5

| | |
|--------------------------------|---|
| Title of activity | From idea to opportunity |
| Materials and resources needed | <ul style="list-style-type: none"> • Laptop • Internet connection |
| Suggested timing | 10 hours |

|  Learning outcome |
|---|
| >> Learn the steps of how to transform a business idea into practice |
|  Methodology |
| <p>This is a project-based learning activity and ideally should be completed over the course of several training days. The daily distribution of time allocated to the tasks should be balanced.</p> <p>Part 1 – Using laptops and internet connection, have the learners look online for funding schemes dedicated to business start-ups. Discuss their findings and have them decide which funding scheme suits their idea best. Go over the application requirements together. It is not mandatory, but you can encourage the learners to do some research at home.</p> <p>Part 2 – Resume the discussions and start working on the business idea. Here are some guidelines to follow:</p> <ul style="list-style-type: none"> • Think about the business product: who would be interested in using that product and what need will it respond to? • What makes a product be competitive on the market? • Testing your business idea • Production, commerce and logistics – the steps • Business plan <p>At this stage the learners are doing research and putting the info together. Have them decide how they wish to present their business idea – encourage them to think of creative ways.</p> <p>Part 3 – Final presentation of the business idea and group discussion.</p> |
|  Guidelines for assessment |
| Friendly feedback from the trainer and fellow learners. Alternatively, organise a contest or have them present to a panel of experts, who can act as an evaluation committee from the funding donor. |

| Unit 6 | Occupations and professions in the AF industry | | |
|--|---|--|---|
| Learning outcome | Becoming familiar with the agri-food positions and types of jobs. | | |
| | Knowledge | Skills | Competences |
| | S / he has knowledge of: • The main occupations / professions and jobs in the AF industry. • National regulations related to the labour market. | S / he can: • Search for information related to occupations/ jobs independently. • Analyse employment opportunities on the AF labour market. | S / he is capable of processing information about occupations and jobs with the purpose of exploring new career opportunities in the AF industry. |
| Procedures and criteria for assessment | Criteria | Assessment indicators | |
| | Proper identification of jobs and career prospects in the AF industry. | Occupations, professions and jobs are correctly identified. | |
| | | Employment opportunities in the AF industry are properly identified. | |



Practical activity 6

| | |
|---------------------------------------|--|
| Title of activity | Job fair |
| Materials and resources needed | <ul style="list-style-type: none"> • Laptop • Internet connection • Fair related materials: stand, banner, other promotional materials etc. |
| Suggested timing | 8 hours |

Learning outcome

>> Gaining a deeper knowledge and understand of the food positions in the agri-food sector.

Methodology

Have learners organise a simulation of a job fair. They are employers from the agri-food sector who wish to attract candidates for their available positions.

Start with a short preparation the day before the actual fair. Help learners go online and look for occupations and professions in the agri-food sector. Use national registries and databases. Split them into groups and let them decide which jobs they want to advertise.

In the actual fair day allocate a couple of hours for the preparation of the fair.

Here are some things to consider:

- Decide on a booth setup and make sure everything is properly packed and displayed
- Have promotional materials ready
- Prepare a good description of the jobs advertised
- Wear a nametag

During the job fair:

- Engage actively in conversations with “job seekers”
- Be prepared to answer very specific questions about the jobs advertised
- Try to set up short interviews and see if the “candidates” are suitable for the job (studies, experience, skills etc.)

The “job seekers” or “candidates” can be fellow learners, or you can arrange for an external audience, if that is feasible.




Guidelines for assessment

Have some evaluation sheets distributed to “job seekers” and ask them to provide feedback of their interaction with “employers”. Then ask the learners themselves to reflect on the activity – what are they satisfied with? What are the things they would improve? If they were the audience, how attractive would they find the jobs presented at the fair?

| Unit 7 | Finding a specialized training structure | | |
|--|--|--|--|
| Learning outcome | Develop awareness of best strategies to find training opportunities and training structures | | |
| | Knowledge | Skills | Competences |
| | S / he has knowledge of: <ul style="list-style-type: none"> • Various learning pathways to obtain a qualification. • National / regional / local regulations on training provision and organisation. • Specialised training structures and providers. | S / he can: <ul style="list-style-type: none"> • Select training pathways suitable for the personal situation • Describe requirements to be met prior to enrolling into a training programme • Search for and identify providers for a chosen training programme. | S / he is capable of identifying and selecting training providers and training opportunities relevant for the AF sector. |
| Procedures and criteria for assessment | Criteria | Assessment indicators | |
| | Adequate identification of training providers and training opportunities. | Training providers identified are relevant for the AF sector. | |
| | | Training opportunities identified are relevant for the personal situation. | |

Practical activity 7




| | |
|--------------------------------|---|
| Title of activity | Imagination exercise |
| Materials and resources needed | <ul style="list-style-type: none"> • Laptop or PC • Internet connection |
| Suggested timing | 2 hours |

|  Learning outcome |
|--|
| >> Identifying and planning enrolment into a training course/programme |
|  Methodology |
| <p>Print job descriptions or occupational standards for a couple of positions in the agri-food sector. Make sure you cover various qualification/education levels. Ask the learners to choose one.</p> <p>Have them go over the description/standard in detail and imagine that they will be doing that job sometimes in the future. Ask them to think of skills they already have and skills they still need to develop or improve.</p> <p>Encourage learners to go online and look for training opportunities related to the chosen job position. Once having identified the training, learners should read the description of the course/programme, think of alternative info they would need to know about and simulate the enrolment process. Would they have to take a test? Or prepare a portfolio? Can they enrol online or submit a request on paper? Discuss all scenarios with learners and encourage them to come up with solutions.</p> |
|  Guidelines for assessment |
| Friendly feedback from trainer and fellow learners. |

| Unit 8 | Finding an internship | | |
|--|--|--|--|
| Learning outcome | Develop awareness of best strategies for finding an internship in the AF industry | | |
| | Knowledge | Skills | Competences |
| | S / he has knowledge of: <ul style="list-style-type: none"> • Various types of internship positions and programmes • Websites, platforms and databases that store information about internship programmes and positions • National/regional/local regulations concerning internship | S / he can: <ul style="list-style-type: none"> • Find and access relevant online tools that store data about internships • Analyse various types of internship programmes/position • Describe regulations concerning internship | S / he is capable of selecting internship programmes/positions that are relevant and suitable for the personal situation |
| Procedures and criteria for assessment | Criteria | Assessment indicators | |
| | Proper selection of internship programmes and positions | Relevant tools, platforms and resources were used adequately to identify internship related information | |
| | | Received internship offers are analysed thoroughly | |

Practical activity 8

| | |
|--------------------------------|--|
| Title of activity | Internship haunt |
| Materials and resources needed | <ul style="list-style-type: none"> • Laptop or PC • Internet connection • Pen & paper |
| Suggested timing | 3 hours |

|  Learning outcome |
|--|
| >> Learning how to find and apply to an internship position |
|  Methodology |
| <p>Split the activity in two - search and action.</p> <p>Search: have learners take a tour of relevant websites, platforms, social media networks etc. and ask them to analyse job postings. Exclude uninteresting offers and decide on positions they wish to apply to.</p> <p>Action: prepare the resume and cover letter. Provide template examples to the learners and discuss some tips & tricks. Support the learners in their writing. In principal this is a simulation activity, but if a learner is in the real situation of applying to an internship, support him / she in finalising the process.</p> |
|  Guidelines for assessment |
| Peer evaluation – have learners pass their resumes/cover letters in between each other. Read them and see how they differ from their owns. |

| Unit 9 | Communication | | |
|--|--|---|--|
| Learning outcome | Develop an awareness of the essential role played by communication in human and professional interaction | | |
| | Knowledge | Skills | Competences |
| | <p>S / he has knowledge of the most common communication channels used at the workplace</p> <p>S / he knows what the most common digital and new information & communication tools are</p> | <p>S / he can communicate properly both orally and in writing</p> <p>S / he is able to give clear and concise instructions / understand given instructions</p> <p>S / he makes use of digital and new ICT (to create a CV, motivation letter or apply to a job, prepare and deliver presentations or internal communications)</p> | <p>S / he communicates with professionalism and maintains quality communication relationships with the work team, the hierarchy and the different company services</p> |
| Procedures and criteria for assessment | Criteria | Assessment indicators | |
| | Adapted choice of communication method and approach to be made | The necessary steps to identify the suitable communication method are followed | |
| | | <p>The choice of ICT tools is appropriate for a specific work situation</p> <p>The questions asked enable to better understand given instructions</p> | |



Practical activity 9

| | |
|--------------------------------|---|
| Title of activity | Listening to oral instructions |
| Materials and resources needed | <ul style="list-style-type: none"> • A short text with instructions, that are not too difficult to understand as meaning is not the main aim. • Not too long for learners who are not used to reading long texts, but long enough to be a stimulating challenge. • Ask them to remember it in the way that it is possible: it can be related orally if writing is not an option. • There can be a questionnaire to be used orally by the teacher. Provide example. • One can use a template to write down the learner's answers to the questions. Provide example. |
| Suggested timing | <p>Depending on the number of learners a <i>tours de table</i> for remembering and relating will take more time if the group is large.</p> <ul style="list-style-type: none"> • 90 minutes for a group of around 5-8 • 180 minutes for a group of 10 to 12 |

Learning outcome

- >> Discover one's processes for understanding an oral message.
- >> Compare it with the other learner's processes.

Methodology

Give precise instructions: I am going to read a short text with oral instructions, and only once, and when I am finished, I will ask you to remember as much of it as you can in writing.

Do not think of spelling as relevant.

This will not be timed. Tell me when you think you are done.

Reading takes place.

Then, ask the learners to write down whatever they remember from the instructions.

When they are finished, the teacher asks them to tell the group in tour de table way, one by one, what they could remember. The whole sequence will be done by tour de table.

Then ask them to measure how much of the instructions they managed to memorise.

Were the instructions clear and concise?

What questions would they ask to get a better understanding of the instructions?

Ask the learners what they have discovered during this activity; about themselves, about the other's way of taking in information.

Ask them if your reading pace was too slow, too quick. If they were hindered by it.

Guidelines for assessment

Assessment is made by learners as one of the aims of learning to learn is self-assessment.

In tour de table, before the end of the session: recollect the whole activity: ask the participants to recall and relate every step of the activity from the beginning (instructions) and the text read.

The learners realize how much they have done, how they each remember a different portion of the sequence, they put into words the discoveries of the sequence (how they each have proceeded, how different it was from the others, although they all listened to the same message at the same time).

LEARNER'S SECTION

If you are a learner looking for training or finding a new job in the agri-food sector, the ReSkill e-learning platform is a useful tool to develop new skills and knowledge on a variety of agri-food related subjects.

If you are enrolled in a blended learning programme, it means that the training activities you will take part in will be implemented both online and offline. Offline means that you will attend classroom activities facilitated by a trainer/tutor/lecturer and will have peer learners to interact it. In this case, the online (or e-) learning will be complementary to the classroom activities and you will receive additional support from the trainer on how to access the platform and organise your own learning online.

But the ReSkill e-learning platform is developed in such way that it can be used independently of a classroom training programme, which means that you can organise your own learning in a flexible and autonomous way. This is what we call **self-directed learning** and below

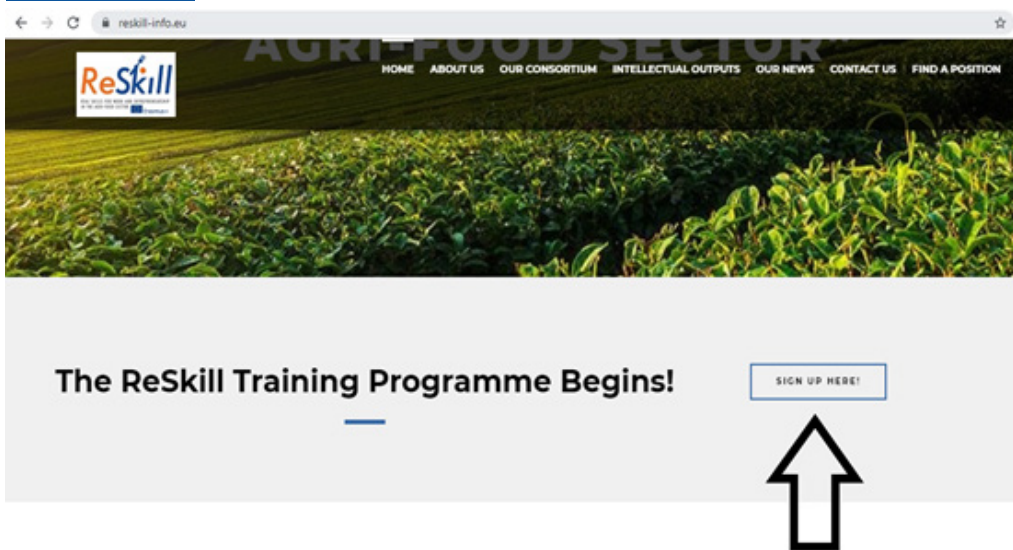
you can find some **guidelines on how to organise your learning:**

- **Set your own learning goals:** what do you want to learn and why?
- **Decide on the content relevant for you:** the training materials from the ReSkill platform cover a wide range of subjects, but you should only go through those that are relevant for you
- **Plan your time:** take a tour of the courses and make an estimation of the time required to complete the course. Be realistic and make a schedule with the time you can dedicated for learning
- **Engage and be active:** there is no rush and no deadlines, you are in control of your own learning. So, make the most out of it! Use the forum and instant messaging to interact with fellow learners and trainers
- **Self-evaluation:** engage in self reflection and go back to your learning goals to see how you are progressing with learning.

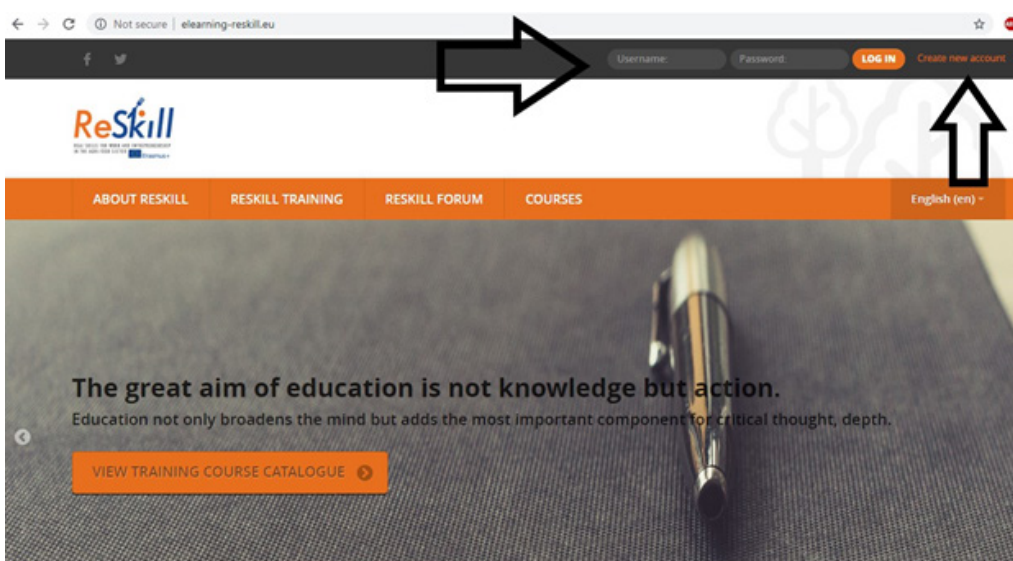


HOW TO ACCESS THE ReSkill E-LEARNING PLATFORM?

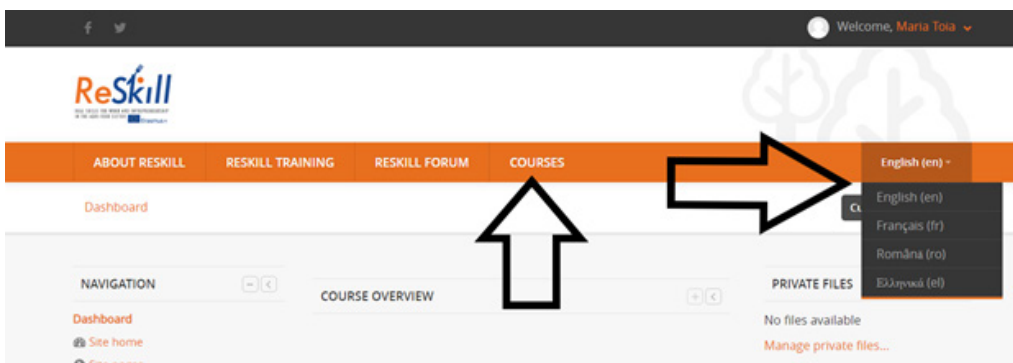
>> Step 1. Go to <https://reskill-info.eu/> and click the SIGN UP HERE! button



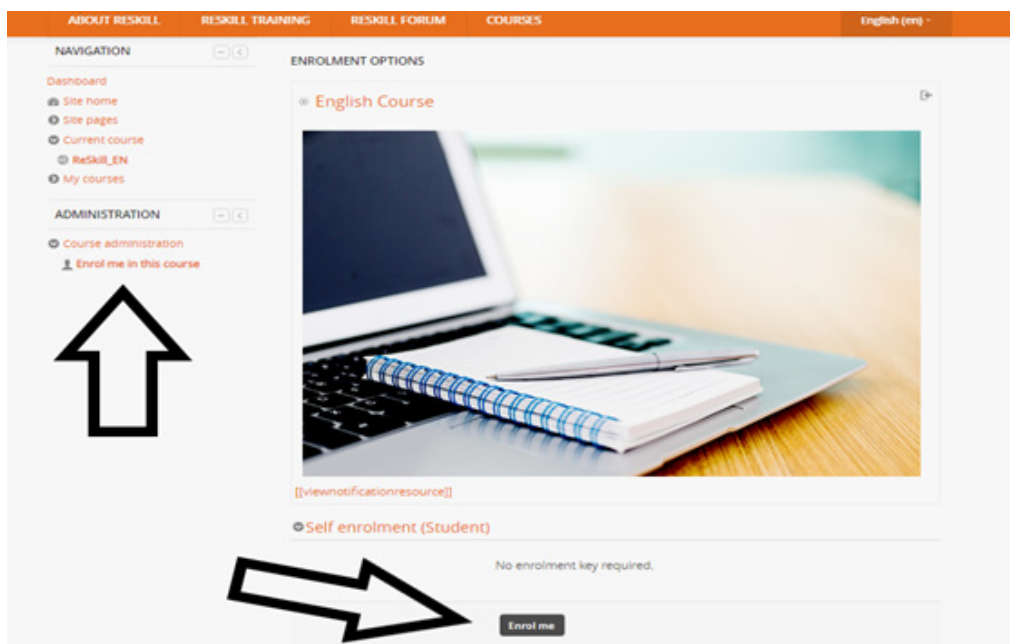
>> Step 2. Log in or create a new account if you don't have one



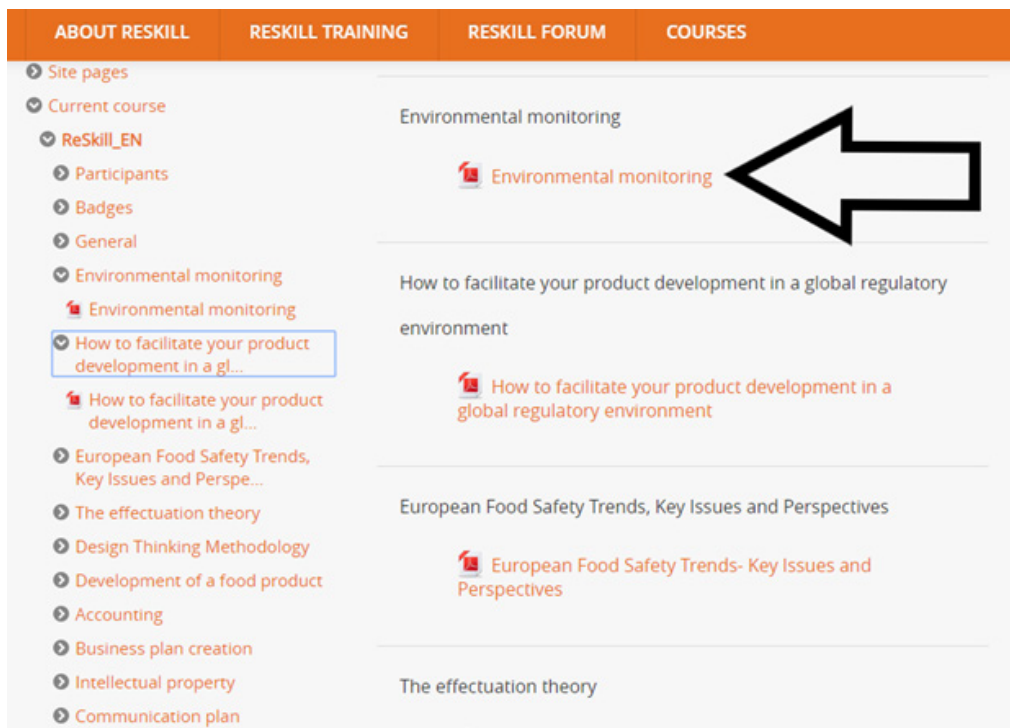
>> Step 3. Choose the language you want to study in (available in EN, FR, RO & GR). The courses can be accessed under the "Courses" tab.



>> **Step 4.** Once the courses are displayed, choose a course in your language. The enrolment message will be displayed on the left-hand side menu – click and then go to the bottom of the page and click again on the “Enrol me” button.



>> **Step 5.** Click on a course and start studying by clicking on the learning materials available



The ReSkill e-learning platform is populated with courses in English, French, Greek and Romanian, supported by learning material in PDF, Power Point and video format:

| English | French | Greek | Romanian |
|---|--|--|---|
| European Food Safety Trends, Key Issues and Perspectives | L'innovation alimentaire / Food Innovation | Barista | Slaughtering and meat processing |
| Environmental monitoring | Guide de l'innovation / Innovation Guide | Entrepreneurship | Producing milk for consumption |
| How to facilitate your product development in a global regulatory environment | Les IAA face à la législation alimentaire - Food industry and food law | Entrepreneurship: 3 case studies | Fruits and vegetables cold conservation |
| Effectuation | | Food Processing & Packaging Techniques | Pig slaughtering |
| Design Thinking Methodology | | Food Quality Skills | Cow slaughtering |
| Development of a food product | | Refrigeration | |
| Introduction to accounting | | Open innovation | |
| Business plan creation | | | |
| Intellectual property | | | |
| Communication plan | | | |
| Communication strategy | | | |
| Open innovation | | | |
| Farm food processing and direct selling | | | |
| Organic crops and biodiversity protection | | | |
| Organic farming for animal production and biodiversity | | | |
| Renewable energy sources & waste recycling | | | |
| Specific hazards and prevention in the agricultural sector | | | |
| Social media | | | |
| Food Processing-Packaging | | | |
| Refrigeration | | | |
| The Product Environmental Footprint Method | | | |