

GROW



HANDBOOK FOR ESTABLISHING SELF-HELP GROUP AND MULTIFUNCTIONAL FARMING

Erasmus+





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Project GROW

“Development of woman self-help group
in the area of multifunctional farming”



Erasmus+

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Project GROW

“Development of woman self-help group in the area of multifunctional farming”

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The Project GROW – Development of woman self-help group in the area of multifunctional farming is a project co-financed by the European Union Program Erasmus+. Its overall objective is to support women from countryside in acquiring knowledge and competencies needed for their personal development, employability and inclusion into the labour market. The partnership consists of different stakeholders – NGOs, public and private institutions from Slovenia, Italy and Hungary.

Unemployment, especially long – term unemployment, is one of the main reasons for social exclusion. A lot of long-term unemployed people are formed by countryside women without proper education. There is the same problem in Slovenia, Hungary and Italy. Utilization of farming as a tool for work training and social inclusion of disadvantaged people has increased recently in many EU countries. This approach currently appears as alternative to traditional rehabilitation and work training for disadvantaged people.

The project GROW thus addressed women from countryside for smooth transition to work and/or further education with the help of work based learning in the area of horticulture, social services in the countryside and entrepreneurship. This was reached by establishing a women self-help group, aimed to collectively overcome barriers at knowledge acquiring, at creating business networks and at mutual motivation. Moreover, the project foresees steps for integration of prepared programs and methodology into school system and prepared measures for integration of prepared programs for multifunctional farming in actions of local and regional development.

Most important results of the project are the following:

- ☞ Creation of the model for establishing woman self-help group in the area of multifunctional farming.
- ☞ Creation of handbook for establishing self-help group and for multifunctional farming.
- ☞ Preparation of individual training plans for the woman self-help group in the area of multifunctional farming, using methodology for identification of competences acquired in formal, informal and non-formal education.
- ☞ Evaluation of prepared programs and methodology.
- ☞ Preparation of program for integration of prepared programs and methodology into school system, taking into consideration also country differences.
- ☞ Preparation of program for integration of prepared programs for multifunctional social farming in actions of local and regional development.
- ☞ Organization of international conference for dissemination of intellectual outputs.
- ☞ Organization of short-term joint staff training events – five-day joint staff training workshop for trainers.
- ☞ Organization of pilot training of the countryside women (and users) with prepared programs and methodology.

The handbook is intended for teachers, mentors and others who carry out training in the field of horticulture, social entrepreneurship and teamwork. Specific methodologies and programs may in practice be applied as whole or partly. It is recommended that each mentor or teacher in addition to expertise has the practical experience in a particular field.

This handbook contains the methodology for determination of different competences of candidates, which are necessary for successful integration into training, group work, and for preparation of the business plan. This methodology is not only dedicated to the selection of candidates, but also the creation of group(s) for self-help, training and planning individual work with trainees.

The guide also includes training programs, which were developed in the project GROW. Each program contains a brief description of the skills that participants will gain with the training, the recommended length of training content, teaching tools and methods.

In the methods, practical learning (the so called ‘learning by doing’) is strongly emphasized to promote mutual learning and teamwork. For each program the specific methods are mentioned in order to foster gaining of practical competencies for participants. Those will enable participants after the completion of trainings further development of mutual relations between members of the group, self-products, and business plan, which will form the basis for the acquisition of own revenues.

GENERAL RECOMMENDATIONS

Special recommendations for the use of individual methods and programs are included in the handbook in the description of each program and methodology. At this point general recommendations, important for the implementation of the program for multifunctional farming as a whole are provided. They are important for the production and selection of trainees as key elements that need to be taken into account in the selection of participants, motivating trainees for group learning and work and preparation of the business plan.

For the training it is recommended to invite the candidates who show the interest in horticulture and have some knowledge in the field. Interest and knowledge are often linked as candidates who have developed an interest in gardening in various ways gain additional knowledge in this area. Acquiring these skills is often carried out in an informal way, for example, by horticulture production on their own farmland, interviews with experts, participation in various workshops, reading literature, etc. However, there is a question, how to get in touch with such candidates. In addition to informing the public through local media (the publishing is usually payable), there are additional options. Candidates may be obtained through:

- **Employment Agency:** unemployed candidates who are motivated for the search of self-employment or a new source of income;
- **NGOs** working in the field of agriculture and/or conservation of natural heritage: the members of such NGOs are in fact those who are interested in farming or conservation of nature. There are people among them who would like to become self-employed;
- **Local authorities:** representatives of local communities often know the needs of the population in their area and help us identify the people who are interested in the field of horticulture;
- **Personal acquaintances** of the members of the team that will implement the training: through personal networks one can obtain candidates who are interested in farming or horticulture. It is important, of course, that we give clear information about the purpose of training.

In the selection process the participants must be observed in particular key elements. In addition to expertise in the field of horticulture (candidates usually have that) it is desirable to also have:

- **A strong interest in self-employment:** one of the objectives of the training is to foster trainees for self-employment. This interest is particularly noticeable in the long-term unemployed candidates;
- **An interest and sense of teamwork:** in project GROW we used the group as a tool for self-employment; Members of the group can distribute the roles and work to be done and assist each other in overcoming obstacles (which can be a few in the establishment of new business activities). Candidates who show the interest in group work (which is apparent also during trainings), will in fact be more willing to cooperate in establishing joint business activities;
- **Implementation of horticultural activities and the possession of land suitable for farming:** land possession is not a compulsory for inclusion in the training, but it demonstrates the strong interest of the candidate for horticulture.

Motivating trainees for group learning and work is an important factor that affects the willingness of participants to embark on the preparation of a joint business plan. The majority of candidates will most likely be without experience in entrepreneurship - thus this element can play a key role in the (un)success of self-employment. Measures for group learning and work are described in the individual training program sector of the handbook and depend on the specific contents of it. For example, common consideration of individual cases, common tasks for participants, knowledge transfer among participants, community learning etc.

Preparing a business plan is an important element of self-employment. Therefore, it is necessary to begin with the preparation of it as soon as possible. In this way, the participants will have plenty of time to reflect on their entrepreneurial ideas and mentors will adapt individual trainings more easily. It often happens that participants will need assistance even after the end of the trainings, as it is not always possible to prepare a good business plan in a few months. In such cases, we recommend mentoring even after the trainings end. Due to lack of business experience of the participants it is likely that they will not be able to complete a business plan themselves and the ultimate goal of the training (self-employment) will not be achieved.

1 TRAINING PROGRAM FOR ESTABLISHING SELF-HELP GROUP

1. 1 TRAINING PROGRAM FOR SELF-HELP GROUP IMPLEMENTED IN ITALY

General aim of the training

- ☞ acquire self and mutual knowledge to create network and therefore access more easily in the labor market;
- ☞ adopt behavior and effective communication techniques to create a working group motivated and winning, able to create greater synergy with the market;
- ☞ ability to evaluate own resources and the resources available to the group;
- ☞ improved communication with others (How do we communicate and active listening and perceptions? How can the group meet different needs such as empower others?);
- ☞ management of stressful emotions, negotiation and conflict management skills in order to create a good relationship with others;
- ☞ ability to work as a team;
- ☞ improved personal leadership skills.

Time frame of the training

The total duration of the self-help group module is **50 hours**, to be developed through in frontal lessons and outside conferences and seminars.

Contents, description and training methods

A. KNOWING EACH OTHER'S NAMES

Aim: First step of presentation between group members

Duration: 15 minutes

Training method: Learning each other's names using a ball and having participants in a circle introducing themselves.

B. COLLECTING TRAINEES' EXPECTATIONS AND PRESENT OVERALL TRAINING OUTLINE

Aim: Introduction to training module contents

Duration: 25 minutes

Training method: Collecting trainees expectations and present training overall outline focusing on empowerment section objectives, contents and methodology.

C. KNOWING EACH OTHER BETTER

Aim: Strengthen confidence among group members

Duration: 30 minutes

Training method: Provide participants with different methods to enable them to define themselves (drawings, free mind associations, verbal definitions, etc.) in front of the other group members.

D. THE TREE OF LIFE

Aim: Reflect on your self to move forward

Duration: 45 minutes

Training method: Explain that trees have a universal meaning in many cultures and represent "life". This exercise will use the image of a tree and it is meant to help the participants reflect on their own lives so they can understand better how they became the women they are today and how they can continue growing in the future.

E. SHARING RESOURCES

Aim: Participants reflect on positive qualities of themselves in order to give them more confidence and to enhance their understandings of themselves as they practise positive mental thoughts

Duration: 20 minutes

Training method: Let participants brainstorm on these questions (individually, in pair or in a group)

- ☞ What is something that I have done that I am very proud of?

- ☞ What is my most courageous act?
- ☞ What qualities do I love and value most about myself?

F. HOW DO INNER BELIEFS INFLUENCE LIFE EXPERIENCE

Aim: Reflect on participants' belief systems and identify any limiting beliefs in order to make them gain more confidence in and awareness of themselves

Duration: 60 minutes

Training method: Explain that there are six core beliefs that relate to our success and growth: (1) self-responsibility, (2) self-esteem, (3) trust in a higher purpose, (4) positive attitude, (5) continual growth through life, and (6) self-empowerment. Ask participants to reflect and brainstorm on these concepts.

G. BE POSITIVE!

Aim: Developing positive and productive mental habits

Duration: 40 minutes

Training method: Use the following hints to create a discussion with the group:

- ☞ How often do you think about your goals or vision for the future? How often are your thoughts negative? How often do you think about the challenges, frustrations, or difficulties in life?
- ☞ Making the mental shift from what is wrong with our lives to what we want in our lives is often difficult. But this mental shift is an important one. It is something that we can do at any time, in any situation—it is our choice. In life there are always things that are difficult or cause problems.
- ☞ If we look closely at our thoughts, we can see that if we focus only on the problems, we feel unhappy or depressed. It is harder to find a solution when we dwell on how difficult our problems are. This is related to developing positive mental habits, as we discussed earlier.

Explain to participants that whenever they are faced with a personal behavior or emotional challenge, they can use this four-step process to move forward in a positive way. The process and questions they need to ask are about:

Awareness: What is my current behavior and what is the specific challenge I face? (Try to look at different aspects of the situation and be honest.)

Vision: How would I like to act or be? (Focus on what I want and be careful not to focus on what I don't want)

Transformation: What do I need to change to get there? (Specifically, how do I change and how I think about this issue to help me move towards my vision.)

Growth: What is my next step to move forward (and grow) to get to my vision? (Clearly define a statement or action that will move you towards your goals. It often helps to include a visual image.)

H. SMART GOALS

Aim: Define and create SMART goals

Duration: 30 minutes

Training method: Explain that **goals** should be:

* Specific

Who? Who is involved?

What? What do I want to accomplish?

Where? Identify a location.

When? Establish a time frame.

How? Identify requirements and constraints.

Why? What are specific reasons, purposes, or benefits of accomplishing the goal?

** Measurable: To establish concrete criteria for measuring progress towards attaining each goal. Measuring progress helps you to stay on track.

SMART
S – Specific *
M – Measurable **
A – Achievable
R – Realistic
T – Time-bound

I. BEING PROACTIVE

Aim: Make participants understand the concept of pro-activity

Duration: 50 minutes

Training method: Being proactive is an important trait of a leader and businesswoman. Being proactive means taking responsibility for your life.

- ☞ Being **proactive** means taking responsibility for ourselves, our actions, our choices and our future. “Pro” means “for,” literally “for action”— to act instead of waiting to be acted upon.

- ☞ By being **proactive**, you are saying that “Who I am today and what I will become in the future is my responsibility.” When you take this attitude, you are empowering yourself. You realize that your choices are the greatest creative force in your life.
- ☞ When you accept to a situation without taking time to think about how to respond or why you are responding in a certain way, you are being reactive. When you are reactive you let the situation determine your response, you allow circumstances to control your behavior, and you blame others for your actions.
- ☞ Reactive responses are guided by feelings, not values. When someone or something harms us we just react, without thinking. If someone yells at us on the street, we may yell back at that person, without thinking or choosing our response; we simply react. Reactive people put the blame on others for their problems.
- ☞ In contrast to this, **proactive choices** are guided by values. Instead of just reacting, you pause for a moment and select a response that is in line with your values. Being proactive reminds you that you’re free to choose how to respond to a situation. When you are proactive, you examine your thoughts and behaviors before reacting. Or you may not respond at all, but rather initiate—by taking the first step, introducing a whole new way to act. Even if a situation or behavior of another person is completely out of our control, we are still able to choose our response to that situation or behavior

You need to be “Response-able,” that is, able to choose your responses. **This is one of the unique things that separate humans from animals. An animal knows simply how to react. It can’t control itself. The ability to choose a response is a uniquely human characteristic.**

J. DO!

Aim: Enable participants to create an action plan around business vision and goals

Duration: 60 minutes

Training method: Explain that a Plan of Action contains **Work Vision** (What is your vision for your business?) and **Goals**.

DESCRIBE ANY BARRIERS. WHAT ARE MY GOALS TO GET THERE?

WHAT IS MY FIRST STEP OR GOAL?

WHEN WILL I DO IT?

HOW WILL I DO IT?

WHAT DO I NEED TO DO IT (SKILLS OR RESOURCES)?

WHEN WILL I KNOW IF I ACCOMPLISH IT?

WHAT IS MY SECOND STEP OR GOAL?

WHAT ARE SOME CHALLENGES I MIGHT FACE? WHAT ARE SOME WAYS I CAN OVERCOME THESE CHALLENGES?

K. LIFE PLANNING

Aim: Learning how to plan changes for personal development and improve job performance

Duration: 120 minutes

Training method: Ask participants to use diagrams to represent their work activity so far and their interpersonal relationships, describing both with 10 adjectives each and then underlining the most relevant positive, negative and neutral aspects.

L. ACT AS A TEAM

Aim: explore and analyse team challenges and Problem Solving skills

Duration: 60 minutes

Training method: Explain that sometimes when we have goals, things will get in our way, and we will face problems or challenges that seem hard to overcome. Problem solving is the ability to identify and solve these problems or challenges. It’s about taking personal action to solve challenges, resolve conflicts, and discuss alternatives. It is a process, an ongoing activity in which we take what we know to discover.

There are 5 stages to problem solving:

1. Understand the issue/challenge. Just like the first step in overcoming personal challenges is to be aware of them, the same is true for challenges faced when trying to complete your goals. It is important to understand the nature of the issue/challenge. Think of a challenge and frame it in your own words with a partner.

2. Describe any barriers. You should be aware of any barriers or constraints that may be preventing you from achieving your goal. So, what is creating the issue/challenge?

3. Identify various solutions. Once you understand the background of the challenge, select two potential solutions to resolve it. There is no single strategy that works for issues/challenges, but rather there can be many solutions.

4. Test out one of the solutions.

5. Evaluate solutions. Try another if necessary.

HAVE PARTICIPANTS BRAINSTORM SOME COMMON CHALLENGES THEY FACE. IF POSSIBLE, FOCUS ON CHALLENGES THEY FACE IN THEIR BUSINESS.

M. FIND CREATIVE SOLUTIONS

Duration: 45 minutes

Training method: Divide participants in smaller groups and ask them to write down proposal for a given situation (You are on a desert island and you only have a belt, what would you do with it?). The rule is that no one can criticize other people's proposals. The aim is to reach many ideas as possible gathering all the groups together.

N. PRISONER'S DILEMMA

Aim: Understand the causes of conflict and become aware of your own reactions and behaviours when faced with conflict

Duration: 60 minutes

Training method: Two people A and B are arrested by the police. Officers do not have enough evidence of their guilt and lock them in two different cells afterwards. Wanting to get a confession, a police officer offers the suspects the following options:

If one confesses and the other not, one person will be imprisoned for 10 years and the other will be free; if both do not confess, the two will have just one-year sentence. If both confess, they will be imprisoned for five years. Each prisoner can reflect about the best strategy for him. In any case the suspects cannot talk together. It is one of the most used examples to teach, what happens when players have multiple conflicting choices. It stimulates discussion with participants.

O. EXPLORE THE QUALITIES OF GOOD AND BAD LEADERSHIP AND WORK TOGETHER TO CREATE A DEFINITION FOR "LEADERSHIP"

Duration: 60 minutes

Training method: Instruct participants to think of a leader they admire (e.g. community leader, politician), and write down three qualities they believe makes them an effective leader. Then ask participants to think of a leader they dislike and write down qualities that make them a bad leader. List both kind of adjectives in two columns.

Explain: Do not confuse being a leader and having leadership. There are plenty of leaders without leadership! Leaders give orders and are feared. If you display leadership, thanks to your intelligence, your heart and your personal qualities, you accompany your staff on the road to autonomy and you reinforce their self-confidence, improving their productivity.

DEFINITIONS

Leader (role): leader of people, guide, person who leads, who gives orders, who directs; they lead the group in the desired direction

Leadership (capacity): influence on a group towards a goal

Leadership is shared between the members of the group, transferring from one to another, in general to those who have the best skills and the courage in a specific moment and context.

The **designated leader** does not necessarily have leadership capability while a member of the group may have it. All groups have the need of leadership, but not all groups need a leader.

THINKING-FEELING-ACTING

The three aspects are linked and cannot function on their own or only in pairs.

- ☞ Having enthusiasm but acting without an objective is ineffective.
- ☞ Knowing what to do and how to do it but without energy or pleasure is ineffective.
- ☞ Being motivated and having a goal without necessary skills is ineffective and frustrating.

P. IN BASKET

Aim: stimulate participants to use their decision-making skills

Duration: 45 minutes

Training method: Based on the enterprise environment and the target group (eg. disadvantaged women), the In-Basket is a tool that presents a complex situation that requires an immediate solution using the information in the text. This type of tool allows you to examine the organizational skills and basic sensitivity of the candidate on the issues and his ability and modality of decision-making. It also explores the area of problem-solving skills of the candidate and then the modality and the interest in finding solutions. You can choose between these situations:

☞ **Role-playing No. 1:**

Giorgia sees the fellow Maria near the coffee machine. Approaching, observes that Mary lacks 5 cents in order to buy a coffee. You, in place of Giorgia, what would you do?

☞ **Role-playing No. 2:**

One morning, Mauro coming to work observes that Stefania, usually smiling joyfully, is serious and far apart from other colleagues. You, in place of Mauro, what would you do?

☞ **Role-playing No. 3:**

Catherine is in break time and drinks her coffee with relish. She observes that her fellow Franca is carrying with fatigue a heavy sack. You, in place of Catherine, what would you do?

Recommendations for implementation

The above described training methodology fits for 10-14 people. It is not recommend directly apply it to bigger groups. Some members of the group (those who were probably more interested and motivated) had several chances to strengthen their relationships: mainly thanks to their common involvement in practical activities on the field. The evaluation questionnaires highlight the interest of the participants in the training program stressing the importance in establishing a positive atmosphere among participants and mutual understanding.

Someone pointed out that the deepening of the issues relating to conflict management and communication techniques is also useful for private life.

The rest of the hours were spent for the attendance to workshops, conferences and seminars.

SOURCES:

P. MARCATO, C. DEL GUASTA, M. BERNACCHIA *GIOCO E DOPOGIOCO*, 2007
THE GLOBAL ALLIANCE RESOURCE GUIDE *EMPOWERED ENTREPRENEUR TRAINING HANDBOOK*, 2015
TERRES DES HOMMES *PSYCHOSOCIAL TRAINING MANUAL*, 2008
MEDICA MONDIALE LIBERIA *TRAINING MANUAL FOR WOMEN'S EMPOWERMENT*, 2013

VISION AND DIRECTION

THINKING

(to be capable of giving meaning and direction)

MOTIVATION AND
VALUES

FEELING

(to be capable to
feel good, energetic and
passionate)

ORGANIZATION AND
EFFECTIVENESS

ACTING

(to have skills in order to feel
comfortable)

2. 1 TRAINING PROGRAM FOR SOCIAL WORK COMMUNITY IMPLEMENTED IN ITALY

General aim of the training

- ☞ knowledge about community work and community development (funding values, practical examples)
- ☞ knowledge of local health and social system: institutions, legal framework, non institutional actors
- ☞ understanding interactions between welfare system and social economy

Time frame of the training

The total duration of the module is **30 hours**. Each frontal lesson was delivered through an initial explanation of the main contents followed by a group discussion and/ or by group practical exercises. Trainees participated in guided visits to social cooperatives and internships, for a total amount of 18 hours.

Contents, description and training methods

A. COMMUNITY WORK AND COMMUNITY DEVELOPMENT

Duration: 4 hours

Training method: Brainstorm with participants asking them to provide a definition of what is “community”: e.g.

- ☞ “The community as a warm and protective place where we can prove positive feelings and fulfilling relationships.” or
- ☞ “The community is a closed place, where we perceive clashes with the different, and which applies a strict social control inside.”

Explain and discuss:

COMMUNITY (DEFINITION)

“Individuals who share relevant aspects of their lives because they are in a mutual relationship of interdependence. They develop a common sense of belonging while establishing among them relationships founded on trust.”

A community may share:

territory, roof, roots, history, projects, ethnic origins, religion, culture, values, language, resources, problems, needs, social organization, interests, hobbies, enemies, etc.

Being community presupposes that a group of people define themselves as a community in a specific environmental context where they share some aspects of their life and make them interdependent.

Feeling community assumes that people living that situation of sharing and interdependence, have developed a sense of common belonging and have established between themselves trust relationships.

CHANGE STRATEGIES TO IMPROVE A COMMUNITY QUALITY OF LIFE

- ☞ focused on the conditions (e.g. legal framework, service creation, infrastructure works, etc.)
- ☞ focused on individuals (e.g. support persons, training, etc.)
- ☞ focused on community development: to enable people living in certain conditions to change according to their needs / interests

COMMUNITY DEVELOPMENT

Community development strategies can:

- ☞ solve specific community problems and improve the quality of life of individuals and communities
- ☞ increase competences and skills of the community members that can become a resource for the community itself
- ☞ create agreements and relationships based on trust between local players involved in different ways and problems

COMMUNITY WORK

Community work is a social practice, recognized by specific laws and regulations aimed at the construction of a common good and aimed at sharing responsibilities among citizens > balance between individual needs and collective social needs.

Activities:

1. Promotion of collective responsibility processes.
2. Activation and support to cooperation processes among stakeholders who are part of the same system.
3. Facilitation of stakeholder participation in the government system.
4. Development of relations that enhance existing trust, sense of belonging and a sense of community.
5. Development of community members skills and competences.

COMMUNITY WORK FUNDING VALUES

It is based on the value of **sociability** among men: every person has strength and resources to be shared and, in a favorable environment, everyone can actively contribute to develop positive relationships.

Life quality is happiness: it can improve if relations between people strengthen identities and bonds based on trust, besides individual interests.

COMMUNITY WORK AND PUBLIC INSTITUTIONS

Community work IS NOT an alternative to welfare policies, but a tool that completes and enhances their effectiveness.

Danger: exploitation toward a system that privatizes public functions.

Enhance subsidiarity to promote forms of organization of civil society, and to promote collective actions that have an impact on the community.

COMMUNITY WORK FOCUS

Existing local and national policies, practices and regulations related to employment, work inclusion, specifically targeting disadvantaged people:

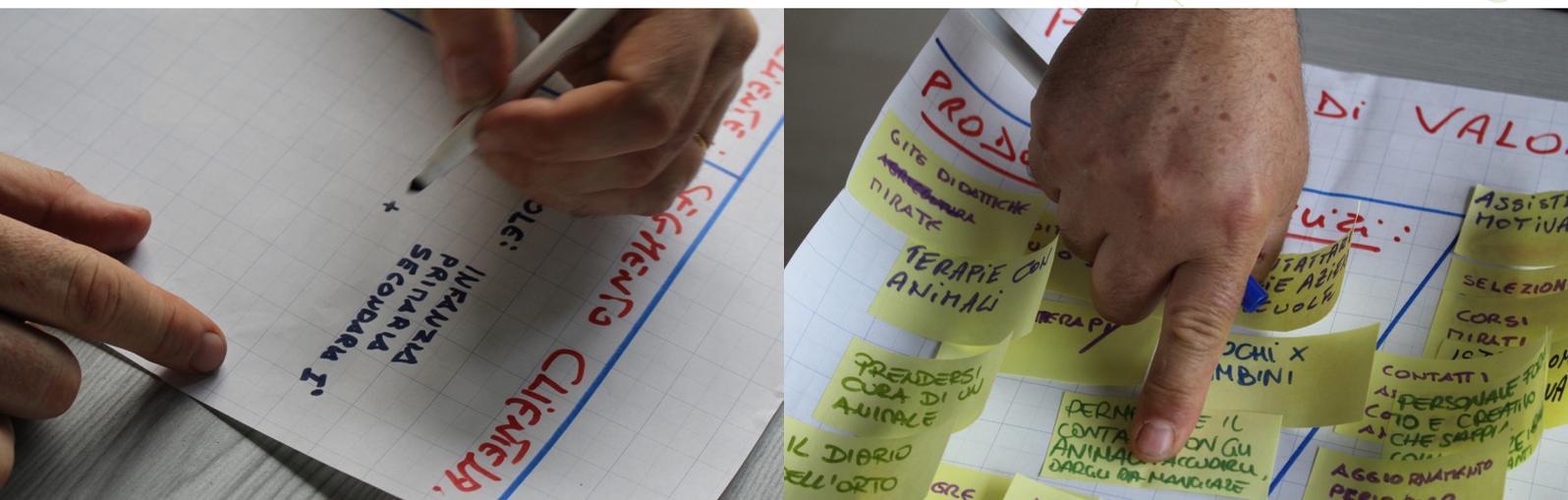
- ☞ national and local laws
- ☞ conventions and incentives for hiring disadvantaged people
- ☞ relevant operational protocols

Social and health public system of the territory:

- ☞ community health and social services legal framework
- ☞ operational structure of the social and public health system at local, regional and national level and relevant contact references

Constitutional principles founding the welfare system:

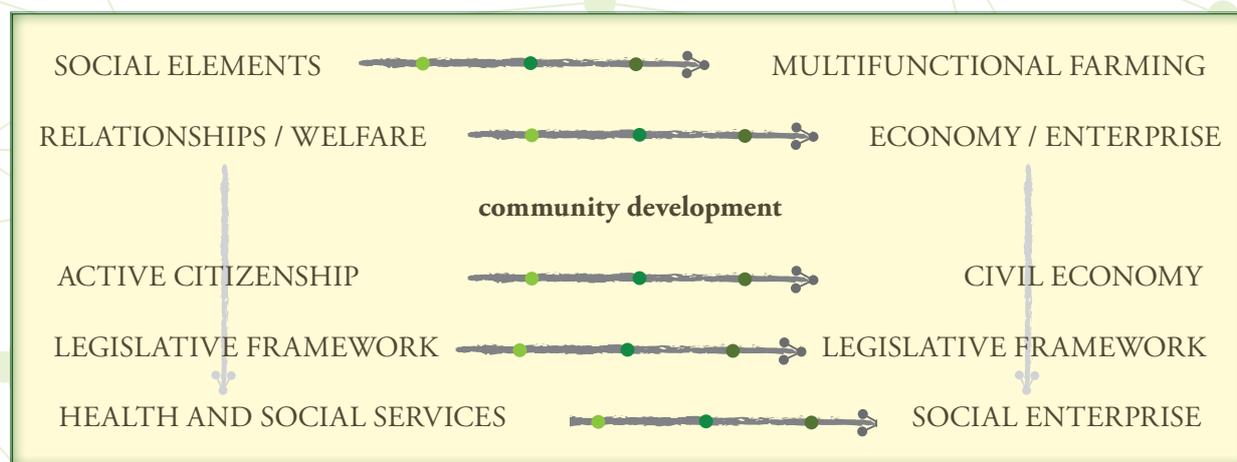
- ☞ Equal dignity of all citizens
- ☞ Right to a full development as human person
- ☞ Protection of foreigners, when they can exercise freedom in their own country
- ☞ Freedom of association
- ☞ Recognition of the rights of the family
- ☞ Maternity, childhood and youth protection
- ☞ Health protection and right to free medical care for poor people
- ☞ Education and compulsory education
- ☞ Right to welfare support for citizens unable to work and lacking the resources necessary to live.
- ☞ Workers' rights



B. SOCIAL ELEMENTS AND MULTIFUNCTIONAL FARMING

Duration: 4 hours

Training method: Explain and discuss “General interest of the community in promoting humanity and citizens social integration”



C. LOCAL HEALTH AND SOCIAL SYSTEM: INSTITUTIONS, LEGAL FRAMEWORK, NON-INSTITUTIONAL ACTORS

Duration: 4 hours

Training method: Brainstorm with the participants to ask them about their knowledge on the following points and then present them the related contents:

- local health and social services: structure and specific institutional roles at national, regional and local level;
- non-institutional actors dealing with employment of disadvantaged people: type of activity, purposes and operational frameworks;
- reference legislation, policies and practices for working and social inclusion of disadvantaged people.

Recommendations for implementation

The described training methodology fits for 10-14 people. It is not recommend directly apply it to bigger groups. The most relevant, useful and appreciated part of this module was related to face to face meetings with actors and realities daily involved in social work, especially social cooperatives that normally employ disadvantage people in their production activities.

SOURCES:

FARE LAVORO DI COMUNITÀ – ELVIO RAFFAELLO MARTINI, ALESSIO TORTI – ED. CAROCCI FABER
ECONOMIA CIVILE – L. BRUNI, S. ZAMAGNI – ED. IL MULINO

2. 2 TRAINING PROGRAM IN THE AREA OF SOCIAL ENTREPRENEURSHIP IMPLEMENTED IN SLOVENIA

General aim of the training

- ☞ inform participants about the basic concepts of social entrepreneurship
- ☞ present some good practices of social enterprises in local environment
- ☞ introduce to participants the basic steps for setting up a social enterprise in Slovenia

Time frame of the training

The duration of the social entrepreneurship training module is approximate **20 contact hours**. All of the hours are intended for work in classroom. Lectures are combined with group work in the classroom and with homework. Duration of each lecture is 2-5 hours. In the total number of hours is included also a visit of good practises (5 hours).

Environment of the training

Prepared training methodology is suitable for 10-15 people. It is not recommend directly apply it to bigger groups.

Contents, description and training methods

BASIC CONCEPTS OF SOCIAL ENTREPRENEURSHIP

Content of the lecture: In introductory lecture trainees are informed about the basic concepts of social entrepreneurship with respect to national legislative framework: the objectives of the social entrepreneurship, principles and requirements of social entrepreneurship, areas and activities of social entrepreneurship and employment of vulnerable people in the labour market.

Practical work: Trainees are formed in groups of 3-4 people. Each group has to identify and represent main differences among “usual” private company (that is selling products and services on the market) and social enterprise.

OPPORTUNITIES FOR SOCIAL ENTREPRENEURSHIP IN THE AREA /REGION

Content of the lecture: In this lecture are presented opportunities for social entrepreneurship activities in the area/region. To this scope should be analysed local / regional programs, strategies and plans in the area of agronomy, countryside development, social services for vulnerable target groups, rural tourism, preservation of natural and cultural heritage ...

Practical work: Trainees are formed in groups of 3-4 people. Each group has to tool at local/regional programs, strategies and plans and identify opportunities for development of social entrepreneurship.

ME AS SOCIAL ENTREPRENEUR

Content of the lecture: In this lecture are described characteristics of social entrepreneurs: entrepreneurship, creativity, innovation, perseverance, dedication, ability to lead and organize, communication skills, ability to work in a team, social empathy...

Practical work: Each trainee is asked to evaluate which characteristics of social entrepreneur possesses and which not.

PRESENTATION OF GOOD PRACTICES OF SOCIAL ENTERPRISES

Content of the lecture: In this lecture are shown some good practice of social enterprises in local /regional environment. Lecturer first introduces good practise with the use of video, internet...

Practical work: Participants are discussing about each good practise: strengths, weaknesses, opportunities, threats ...

THE ESTABLISHMENT OF A SOCIAL ENTERPRISE

Content of the lecture: In this lecture trainees are acquainted with basic steps for establishment of social enterprise: legal entities that are suitable for establishment of social enterprise, conditions for acquiring the status of a social enterprise with respect to national legislative, preparation of founding act, content of the application for registration of social enterprise.

Practical work: Trainees prepare the founding act with respect to their interest / motives for the establishment of a legal entity for self/employment.

General tools and aids of the training

- Projector: to show the electronic training material.
- Movie or video: depending on topic it is recommended to use movie or video.
- Books, journal articles for presentation of specific topics, which are recommended to read.

Training methods

Lectures: lectures should give opportunities for active inclusion of trainees. This is important especially for trainees with lower level of education (primary school...).

Discussion and interactive work in classroom: it is recommended to stimulate discussion and interactive work in the classroom at solving different tasks. Trainees should be encouraged to raise questions. And to tell their individual ideas for cultivation and/or processing of herbs. This will help them and the teacher to get a little bit known each other and to better plan next lectures or activities.

Group work: aim of the GROW project is to promote group activities and collaboration among trainees. In this way group activities should be “integrated” in each training program. Trainees are divided into smaller groups; to each group should be given specific task, which has be carried out as carried out with the participation of all group members.

Individual work: individual activities could be used in the case that individual trainee is interested to know something more or has less knowledge that the group in specific topic.

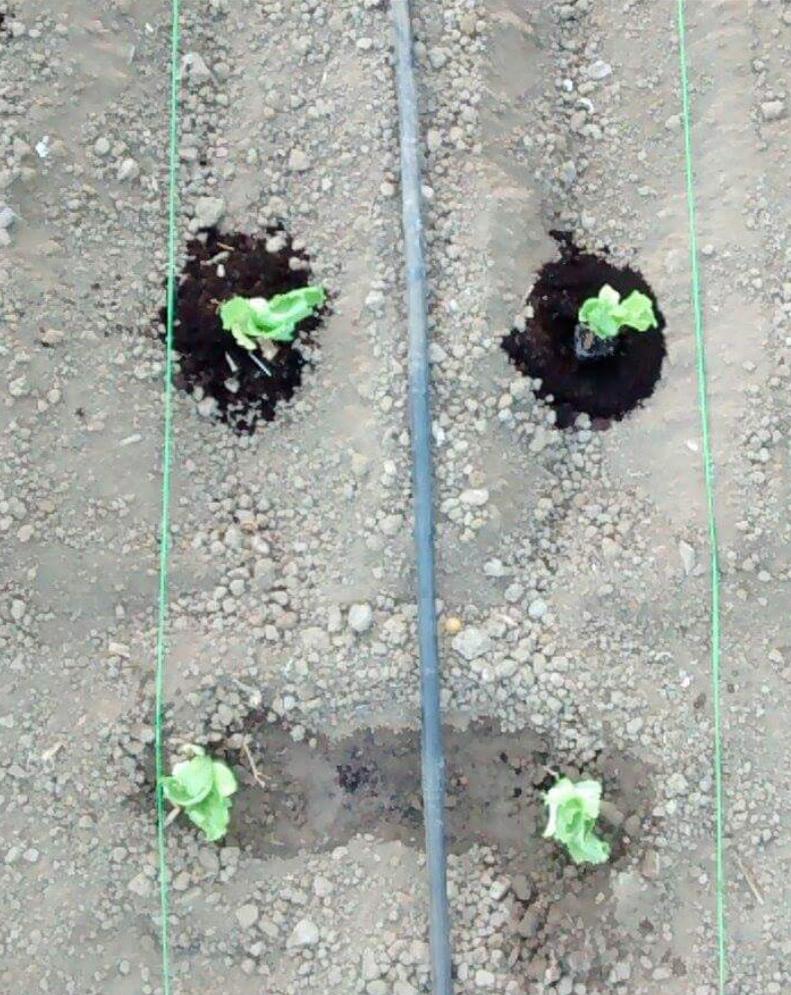
Visit of good practises in the local area: during the training it is recommended to organize visit of good practise in local area. Aim of the visit: to see difference among “usual” private company (that is selling products and services on the market) and social enterprise.

Recommendation for the training

- Describe interesting stories or personal experiences in connection with the topic. This will raise interest for specific topic.
- Have a break after 30-40 minutes. Otherwise the attention will dramatically decrease.
- Trainers should encourage the participants to share their own experiences in connection with the actual topic.
- Trainers are encouraged to implement “team building” activities

Recommended training materials

- The Law on Social Entrepreneurship (Zakon o socialnem podjetništvu)
- A World Without Poverty: Social Business and the Future of Capitalism; 2008, Public Affairs.
- Association for the development of social programs and social entrepreneurship (www.dspcenter.si)
- Incubator of social enterprises (www.socialni-inovatorji.si)



3 TRAINING PROGRAM FOR ENTREPRENEURSHIP

3.1 TRAINING PROGRAM FOR ENTREPRENEURSHIP IMPLEMENTED IN ITALY

General aim of the training

- ☞ definition and knowledge of competences that could be developed to improve employability in the area of social farming
- ☞ increased sense of initiative and entrepreneurship, increasing skills and self confidence
- ☞ knowledge of the regulatory framework related to business and enterprise
- ☞ knowledge on enterprise organization
- ☞ knowledge of the agricultural enterprises network of the territory
- ☞ use of Business Model Canvas method to identify a value proposition for customers and a business model and develop a business idea

Time frame of the training

The total duration of the module is **120 hours**. Each frontal lesson has been delivered through an initial explanation of the main contents followed by a group discussion and/ or by group practical exercises. Trainees participated in guided visits to enterprise and internships, for a total amount of 20 hours.

Contents, description and training methods

A. RIGHT TO WORK (10 HOURS)

Read and analyze relevant articles in national legislation.

BEING A WORKER: The “worker status” changed during human history and recently, after longtime, work has finally been recognized as the foundation of the *res publica* (common house/ common thing)

BEFORE: BEING A WORKER WAS CONSIDERED A STANDARD OF DISCRIMINATION FROM POLITICAL AND SOCIAL RIGHTS

NOW: BEING A WORKER IS CONSIDERED STANDARD OF SOCIAL INCLUSION

The “duty” to work is a commitment to the growth of the common good for everyone’s benefit. Work is not supposed to serve economy or enterprises ‘, but vice versa. Single individuals have to re direct the working world, discover and enhance their attitudes and personal characteristics. There is also an important relationship between democracy and work: democracy makes sense as a tool that promotes the material conditions of existence, including the work itself. Access to the right job comes from the balance between supply and demand on the “labor market”, and this depends on several factors related to economic and social order. The Constitution states that work cannot be influenced by politics, but that politics should be affected by the work, therefore national and local legislations have to provide necessary conditions to make this real, because it is politics that has to be influenced and determined by work, not viceversa.

WORK > POLITICS > ECONOMY

We should get back to **real economy**: production of wealth through work and the wealth invested in the workplace; reconsider our development and growth model, revising deeply our vision of world and economy; rediscover the link with the territory by the politics and economics.

Work inclusion aims, objectives and principles are:

- job
- training
- relationship between social cooperatives
- relationship with the public services
- relationship between partners
- resources involved in working and social inclusion for disadvantaged people
- capability to measure the added value (social report)
- general interest of the community to human promotion and social integration of citizens

B. SOCIAL FARMING (20 HOURS)

Work: in our territory we have margins for further development of agriculture and therefore for creating new jobs through new productions or through recovery of agricultural practices and abandoned lands, as well as in the realization the processing and marketing of local food activities. If employment rate will grow there will be space to promote working inclusion of disadvantaged people > economic development should grow along with a new vision of the primary sector, which implies a territorial pact to be implemented between public institutions, farms, small local producers and urban consumers and new production chains, local producer networks and new forms of integration of the family income.

Health: without offending Nature, people can be offered healthy, nutritious and tasty food. Land and natural cycles should be places and times for care, rehabilitation, education, individuals and communities wellbeing.

Environment: food production, processing and marketing practices should have the least possible impact on the environment, because through agricultural practices we can “cure and care for” the territory and make it habitable and enjoyable also for future generations;

Multifunctional: social farming can be an operational instrument to promote economically and environmentally sustainable growth; enhancing local identities; creating therapeutic programs and rehabilitation; promoting social reintegration of stakeholders and working inclusion in society while acquiring new techniques and farming practices

Developing social farming means to promote a new concept of territory development; to realize policies and economic, social and cultural practices aimed at linking the urban reality (the city in particular) with its hinterland; to facilitate land care practices, respect for the environment, attention to the use of natural resources also in the perspective of sustainable consumption of food products.

C. SOCIAL FARMING: CIVIL ECONOMY AND SOCIAL ENTERPRISE (25 HOURS)

The enterprise that deals with social farming has a purpose that goes over the idea of profit as it produces an added value given by priority to the relationship and production of positive externalities for the community through networking with stakeholders in the private sector. The main aspects of social enterprises are: promotion of local development; adoption of values such as social justice; to guarantee democratic organization, equal opportunities and reduction of inequalities; direct involvement of workers in the management.

According to the civil economy perspective the basics are:

1. equivalent exchange - efficiency;
2. redistribution of wealth - equity;
3. reciprocity - trust, generosity and fraternity among human beings.

The challenge is the co-existence these three principles, mutually interdependent, within the same social system. To make this real, organizations and institutions that can promote mutual interdependence of these principles must be supported. Entrepreneurship doesn't mean profit and there are recognized enterprises that have purposes different that profit: when speaking of Social Enterprises we should consider that the added value is the provision of services where relationship is the priority, establishing networks with private and third sector actors, and producing positive externalities for the community.

Main aspects of the social enterprises are:

- ☞ promotion of local development
- ☞ adoption of values such as social justice in order to guarantee democratic organization
- ☞ direct involvement of employees in the management
- ☞ equal opportunities and the reduction of inequalities

There is a concept often confused when talking about social aspect related to an enterprise, but that's a limited aspect which is not enough to define a social enterprise:

CSR - Corporate Social Responsibility refers to companies taking responsibility for their impact on society (UE definition, 2001): economic enterprise is asked to take on a social role, taking responsibilities for the environmental and social impacts and the consequences of its activities, giving account of the effects, including economic and social changes, that will influence the surrounding environment.

D. SOCIAL ENTERPRISE (20 HOURS)

The social enterprise as defined by Italian law (LEGISLATIVE DECREE 155/2006), which identifies all those private companies, including social cooperative, in which the main economic activities activity is stable and has as

its object the production and exchange of goods and services of social value. A social enterprise is a real enterprise which is defined as a complex system given by all the people who work within the company, at any level of responsibility and by all the assets that constitute the wealth (assets or capital) of this company. The social enterprise ultimate goal is conducting economic activity: this means set of transactions carried out by individuals or groups of people to produce, procure and use the goods and services that are used to meet their needs. Therefore the social enterprise has a dual purpose: to meet needs (create goods or services) and to make a profit (the company has to make choices that aim to optimize means and resources to take full economic advantage).

SOCIAL ENTREPRENEUR

Ask participants to fill a self-evaluation questionnaire.

An innovative idea of enterprise requires an innovative leader, able to produce added value, regardless of the reason which prompts him to act, since profit is not the main objective. To be a social entrepreneur is not only a career choice, but above all it is an existential choice. The social entrepreneur's motivation may be summarized in this way:

PROFIT = CAPITALIST ENTREPRENEUR

THE COMMON GOOD = **SOCIAL ENTREPRENEUR**

Social Entrepreneur main features:

✓ ADEQUATE PROPENSITY RISK-ESTEEM

Self-confidence - Awareness - Determination - Intelligence - Insight - Courage - Confidence - Optimism

✓ CREATIVITY - STRATEGIC THINKING

Mission - Vision - Idea - Scenario - Project - Systemic vision

✓ CAPACITY TO COORDINATE AND ENHANCING THE WORK OF MANY SUBJECTS - COMMUNICATION

Employee management - Customer management - External communication - Understanding - Listening skills - Conflict management - Definition of development paths - Goal setting

✓ ENTREPRENEURIAL SKILLS ASSESSMENT

Psychological evaluation: Do I have an entrepreneurial personality? What are my strengths and weaknesses, how can I enhance the former and improve the latter?

Technical evaluation: What skills I have in the specific area? How can I improve my skills (internships at other companies, training, association with experts in the chemical ...)?

DEFINITION OF ENTREPRENEURIAL IDEA

Basic questions: What does my prospect implies? Does it determine the risk? What are the strengths and weaknesses of my idea? It is necessary to make a first analysis of "feasibility" that includes all the information needed to perform the activity (authorizations, formal procedures, entities involved): how much does it costs in terms of time and money?

MARKET AND PRODUCT ANALYSIS

- Need for the consumer / customer
- Identify the type of customers to turn to
- Find the product that best suits our needs
- Analyze the potential market (customers, competitors, industry experts, suppliers)

E. ENTEPRISE ORGANIZATION (25 HOURS)

Four basic elements:

1. material resources (premises, furniture, machinery, equipment etc.)
2. human resources (personnel)
3. financial resources
4. technological resources

Individual Enterprise

Advantages: Greater flexibility and speed of decision; Lower costs and less administrative and accounting burdens

Disadvantages: Owner personal responsibility (with his own resources) towards third parties

Collective Enterprise

Advantages: Share with others the risk and the weight of the choices; Acquire capital and necessary work, hard to come by especially when you start the activity.

Disadvantages: More administrative and accounting costs, less flexibility in decisions.

ORGANIZATION AND MANAGEMENT OF HUMAN RESOURCES FOR SMALL BUSINESSES

A small business is basically a simple structure focused on a single person who has the role of the leader (centralized decision making process, low specialization of tasks, low level of planning and control systems, low level of the formalization of procedures).

Core business functions:

- production function
- commercial and marketing function
- administrative function

BUSINESS PLAN

It allows you to check the feasibility of the initiative under the technical profiles, trade, economic and financial, answering two questions: Is it worth to give life to the company? and if the answer is positive: What is the best way to achieve it?

A business model describes the various aspects, approaches and values a company offers to one or more types of customers. A business plan is a document prepared by someone who wishes to start a job or someone who is already in business. It provides a complete description of the enterprise and its objectives in a given period of time

A business plan is composed by 4 main components:

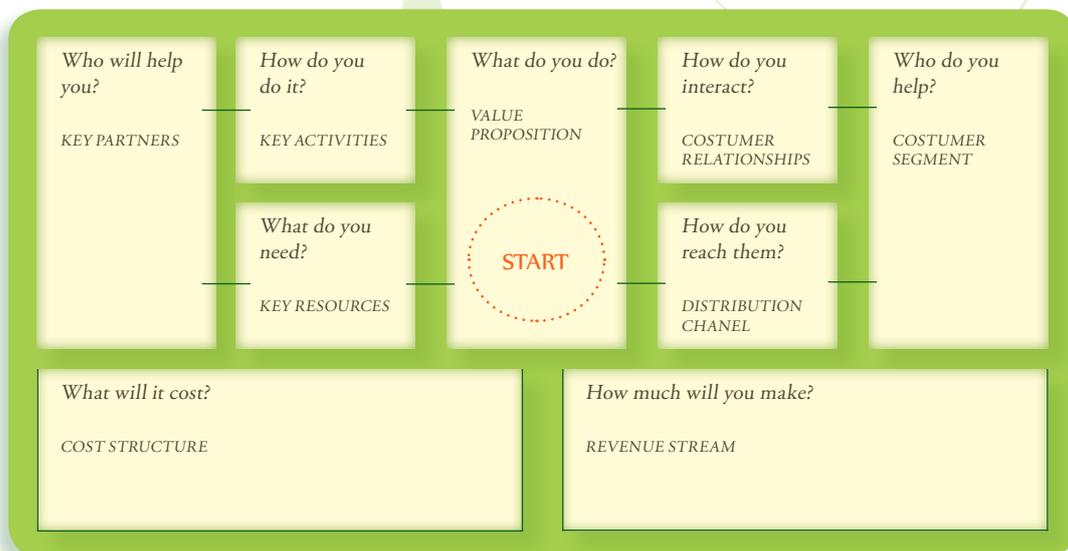
- ☞ Business objective: objectives that the company aims to achieve through its operations, and this includes the profit and social objectives.
- ☞ Product / Service: which will be sold by the business, and how the company will obtain them.
- ☞ Market: the target group for the product / service and its characteristics.
- ☞ Distribution model: sales and / or distribution in the market, in collaboration with other companies or persons

A Business Plan consists of three parts:

The preliminary part has to contain a brief description of the business idea and explain how it was born and developed. The second has the technical-operational nature, involving the description of the technical, commercial and financial parts with which you want to realize the idea. The third part has quantitative-monetary character illustrating all the technical and operational aspects in terms of economic and financial prospects.

Workshop on the use of the **Business Model Canvas**:

Participants were divided into two groups. The first group had to develop a business idea on horticultural production; the second group had to develop a business idea on development of educational services in the environmental and food sector. Each group has been working on these two areas of work. The first part of the workshop defines, using the methodology of BMC, who is our customer and what is the value proposition that he is interested to buy; the second part focuses on building the business model around the profile of our customer and its value proposition.



S.W.O.T ANALYSIS EXAMPLE FOR A SMALL ENTERPRISE

<p>Strengths Strengths are under the contractor's responsibility: they are company positive internal factors and must be capitalized to compensate for the weak points:</p> <ul style="list-style-type: none"> • New product improvement • Good network with customers • Managerial experience • Competitive product prices • Superior technology • Product features (utility, quality, etc.) • Several employees makers involved 	<p>Weaknesses Weaknesses are under responsibility of the entrepreneur and indicate the lack of something or something wrong (so if possible it should be eliminated):</p> <ul style="list-style-type: none"> • Uncompetitive prices • Poor technical capacity of the personnel involved or contractor • Lack of product promotion capabilities • Poor working capital • Low levels of the first in a period of rising prices materials
<p>Opportunities Positive external factors or favorable to the realization of the business idea, beyond entrepreneur's control (He may take advantages):</p> <ul style="list-style-type: none"> • Scarce or weak competitors • Target of potential customers increased • Growing market • Examples of other similar companies that are making profits provided technical assistance • Product innovation or scarcity in the market • Favorable policies and scarce interest rates • Adequate training opportunities 	<p>Threats Negative or unfavorable external factors that are normally outside the control of the entrepreneur and they must be taken into account to avoid or reduce their negative impact:</p> <ul style="list-style-type: none"> • Equipment or raw materials price raising • Natural disasters • Changes in policies and government incentives • High number of competitors • Personal Crisis (or other diseases)

Recommendations for implementation

The described training methodology fits for 10-14 people. It is not recommend directly apply it to bigger groups. Generally, the participants showed a great interest on topics related to entrepreneurship and more specifically on building a business model. The evaluation questionnaires show that the technique of building a business model through the Business Model Canvas was appreciate for the methods and tools used and especially for the active involvement of all participants. According to the different starting level of competences (that need to be assessed before training implementation) of the trainees, modules and concepts need to be adapted (also in terms of length and complexity level): practical tools (as the Business Model Canvas) and tutorial will help participants to better understand the theoretical concepts developed during teaching hours.

SOURCES

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3. 2 TRAINING PROGRAM FOR ENTREPRENEURSHIP IMPLEMENTED IN SLOVENIA

General aim of the training

In accordance with the definition of basic skills for entrepreneurship it relates to the individual's ability to change an idea into a tangible result. Entrepreneurship education wants to make people responsible, enterprising individuals who have the skills, knowledge and attitudes necessary to achieve the objectives which they choose themselves, so that they can live fulfilled lives. In addition to equipping people with the knowledge to start a company, entrepreneurship education is also to foster creative thinking and encourages strong sense of awareness of their own values, their own initiatives and acceptance an errors or unsuccess as experience (not as a failure). Entrepreneurship education should not be confused with the general study of economics - its aim is to promote creativity, innovation and self-employment. That was also our aim - group of women involved in the project should start their own business or activities. Training was carried out in two modules.

Time frame of the training

The total duration of the Entrepreneurship training module is **150 hours**. It practically means 60 contact hours while the rest 90 hours is home work and individual learning. One half of the contact hours (30; 5 times 6 hours) are about personal attributes for active entrepreneurship (Module 1) and other half (30; 3 times 8 hours and one time 6 hours) is about economic content and knowledge to start the business (Module 2). We have a total of 9 meetings and each time the participants were instructed to work at home within 90 hours in total.

Environment of the training

The bellow described training methodology fits for 10-15 people. Larger group of people is not suitable for the methods used in the program (the active participation of students, teamwork ...). Lectures take place mainly in the interior, a small part of the activities can be implemented on the field (good practices view, market research ...).

List of contents

MODULE 1 - PERSONAL ATTRIBUTES FOR ACTIVE ENTREPRENEURSHIP (A TOTAL OF 30 HOURS OF LECTURES AND 30 HOURS OF WORK AT HOME)

1. Introduction – We can only change ourselves, not the others (6 hours)
2. Balance wheel, time management, the characteristics of the entrepreneur (6 hours)
3. Setting and achieving goals (6 hours)
4. Ethical communication, perceptual positions, feedback (6 hours)
5. Interpersonal relationships and behaviour, beliefs, values (6 hours)

MODULE 2 - ECONOMIC CONTENT AND KNOWLEDGE TO START THE BUSINESS (A TOTAL OF 30 HOURS OF LECTURES AND 60 HOURS OF WORK AT HOME)

6. Entrepreneurs and businesses (6 hours)
7. Business idea and introduction into Business plan (8 hours)
8. Preparation for the construction of the Business plan (8 hours)
9. Making the Business plan (8 hours)

Contents, description and training methods

1. INTRODUCTION – WE CAN ONLY CHANGE OURSELVES, NOT THE OTHERS (6 HOURS)

Content of the lecture: In the introduction, we focus on the presentation of the program and presentation of new working methods (proactive work, teamwork, participation, project work). We recognize different linguistic patterns and based on the use of own samples we understand our behavior and blocades. We realize that we can change our behavior if we want and we learn how is this possible. We learn to use advanced linguistic patterns to influence and enable positive change. We look at examples of successful entrepreneurs (examples of good practices from the Slovenian Enterprise) and get to know the starting point and the definition of entrepreneurship (EU 2020 strategy, definition, inclusion in education).

2. BALANCE WHEEL, TIME MANAGEMENT, THE CHARACTERISTICS OF THE ENTREPRENEUR (6 HOURS)

Content of the lecture: Within the lectures we think about ourselves and our attributes, we recognize the diagnos-

tic tool balance wheel and we reflect on our own life balance. We establish safe environment and we define rules of behavior in the group. We also assess our own entrepreneurship and entrepreneurial qualities and think about what we would like to change. Below we recognize ways to effectively manage time and reduce time pressure. We look at our own patterns of organizing and spending time, money and energy - our typical week. Based on the conducted exercises everyone thinks about their skills and abilities, strengths and weaknesses, and consider what they want for the future. To conclude, we look at the motivational movie on Youtube: Learning to learn - On the path to success.

3. SETTING AND ACHIEVING GOALS (6 HOURS)

Content of the lecture: Based on previous lectures we determine personal and professional goals for success in the future. In doing so, we encourage creativity, innovation, initiative and entrepreneurship. We learn to use techniques and principles for successfully setting and achieving goals. Problem frame is replaced with the target orientation, we get to know the S.M.A.R.T. technique, realize its importance and the advisability of use. We incorporate chunking goals, effectively setting and achieving the goals and benefits of raising good goals. We also touch on our collective goal and at the we look on our goals through different perspectives - a dreamer, realist and critic (Disney model - planning with Disney strategy).

4. ETHICAL COMMUNICATION, PERCEPTUAL POSITIONS, FEEDBACK (6 HOURS)

Content of the lecture: In this section it is about identifying our own patterns of communication modes and identify errors in thinking. We recognize different perceptual positions (empathy, association, dissociation and meta position), and we think when it makes sense to use each of them. We become aware of the perception of the world through the senses (VAKOG) and we integrate new knowledge into our self-development. We learn to creatively solve internal and external conflicts (ethical communication, perceptive positions) and an we also learn how to communicate effectively and convincing and how to present our ideas and opinions to others. We constantly encourage teamwork and willingness to cooperate with other members of the group.

5. INTERPERSONAL RELATIONSHIPS AND BEHAVIOUR, BELIEFS, VALUES (6 HOURS)

Content of the lecture: In life, we are constantly in relationship with others and with ourselves. Within the framework of lecture we learn how to establish a great relationship with ourselves and the other (relationship to self, network relationships, beliefs about relationships). We meet restrictive, inspiring and insidious beliefs that have an impact on our lives. We become aware of different beliefs and we realize the power of beliefs and the possibilities to influence them, to change them. For our relations with others it is important, what our values are and how they define us. It is also important how we live our values in relationship with ourselves and the others. We also touch these topics. Throughout all process we encourage entrepreneurship and initiative - creativity, innovation, risk taking, the ability to plan and manage projects in order to achieve objectives. We encourage creative thinking, awareness of our own values and our own initiatives. We learn to accept mistakes or unsuccess as experiences and not as a failure (constructive feedback - learning opportunity).

With these lectures the first module is completed.

ACQUIRED KNOWLEDGE - COMPETENCIES

- ☞ excellent communication, more personal power and more success, both in the private as in professional life,
- ☞ high level of self-motivation, high ability to motivate others,
- ☞ a positive attitude towards oneself and the world,
- ☞ enhanced gift of observation and detection of pulses from the environment,
- ☞ knowledge and application techniques to achieve the objectives
- ☞ assertive performance with all certainty and responsibility,
- ☞ know how to enhance their strength, to realize their plans and wishes,
- ☞ interesting presentation / speech / presentation ...

6. ENTREPRENEURS AND BUSINESSES (6 HOURS)

Content of the lecture: We start with the second module - economic content and business creation. The participants get to know roles, characteristics and advantages and disadvantages of entrepreneur and entrepreneurship, legal organizational form of the company, the difference between capital and personal companies and the social contract and the founding acts of the company. Understands the organizational chart of company divisions and functions of the various departments in the company. Learn about examples of successful entrepreneurs (see examples of good practice). Finds out the importance of good graphic design and visual communications for the success

of the company as well as the importance of marketing and marketing mix.

7. BUSINESS IDEA AND INTRODUCTION INTO BUSINESS PLAN (8 HOURS)

Content of the lecture: In this section, we learn about the development process from idea to business (CANVAS model), we check the business ideas and already concretized business idea. We develop creativity and the ability to work in a group. We learn about business plan (what it contains, how it is produced, examples) and learn to search through different sources of information necessary for the preparation of a business plan (market research and identification of market needs, planning, promotion and advertising, planning the necessary resources, the realization of the planned activities). See digital training materials: Young Entrepreneur, Learn to use tool to create a business plan from Slovenian Enterprise Fund

8. PREPARATION FOR THE CONSTRUCTION OF THE BUSINESS PLAN (8 HOURS)

Content of the lecture: Now we can prepare a concrete business plan of the group. We define the business idea in the group and we produce a draft of a business plan. We get to know and realize beginner's mistakes in setting up businesses. We look at some concrete examples of business plans, which can serve us as a tool. We go through all the assemblies of preparing a business plan: A summary of the business plan, Presentation of a product or service ..., Market research and analysis, Marketing plans, Personnel and organization, The development of a product or service, Business process and manufacturing resources, The time frame, Critical risks, The financial plan for 5 years, Acquisition of financial assets, Beginner's mistakes. In addition to lectures at this stage the participants have to work at home a lot.

9. MAKING THE BUSINESS PLAN (8 HOURS)

Content of the lecture: Now we can make the business plan. It consists of substantial part, the opening balance sheet, sales plan, calculate the break-even point, the calculation of estimated costs, the profit and loss account and financial plan. In addition to lectures at this stage the participants have to work at home a lot.

These lectures conclude the second module.

ACQUIRED KNOWLEDGE - COMPETENCIES

- ☞ generate and evaluate business ideas
 - ☞ describe and connect the core functions of management, administration, planning, organizing
 - ☞ justify and describe the creation and registration of a company or corporations
 - ☞ explain the basics of business planning
 - ☞ analyse and compare the principles and leadership style
 - ☞ compares different organizational structures
 - ☞ explain the company's organization and functions of individual departments
 - ☞ recognize the importance of the balance sheet and income statement
 - ☞ realizes the company documents (purchase order, delivery note, invoice, offer ...)
 - ☞ establish contacts with entrepreneurs and other institutions
 - ☞ realizes the possibilities of entrepreneurship in the local environment
 - ☞ draw up a business plan for the selected idea:
- Find and verification of ideas - to use different methods
 - Market research, SWOT / SPIN analysis
 - Fundamentals of Project Management
 - Starting a business
 - Business communication and team management
 - Based Costing
 - Foundations of financial information - indicators of business performance and business outcomes
 - ☞ establishment of an enterprise or implementation of other planned activities

General tools and aids of the training

The lecturer uses a projector to display electronic training materials - Power Point presentations, motivational films and other materials online.

For each lecture lecturer prepares exercises for participants in paper form as well as instructions and materials for work at home, participants also receive Power Point handouts.

Lecturer refers participants at other appropriate literature available on the web.

Concrete examples of business plans - examples from practice.

Education methods

- Creation of group dynamics and secure environment.
- Interview, interview, team work, project work, mentoring, coaching.
- Career Plan, e-portfolio, establishing informal knowledge.
- Setting and achieving goals (SMART technique).
- Wheel of Life ... Step into the future.
- Outdoor activities (visit of the entrepreneur, networking).
- Promotional videos.
- Use of new media and social networks.
- Encouraging the use of e-learning and information - communication technologies.
- Creation and maintenance of business networks and collaboration with entrepreneurs.

Recommendation for the training

- ☞ It is necessary to empathy and self-reflection (flexibility, adapting to different situations, how are we doing that we do not know everything ...).
- ☞ Establish a good rapport, build an alliance and do not operate from a position of strength.
- ☞ Establish a respectful and reciprocal relationship - the correlation - not "I know all of this and teach", but "grow together and are developing along the way."
- ☞ The purpose of feedback is learning, not evaluation or grading.
- ☞ We believe in their potential and help them discover their own path.
- ☞ Do not condemn, and are tryg to fix, but we believe in their potential and ability, that they have the right incentives and motivation they can achieve.
- ☞ We are open to different ways of working ... "With a sparkle in his eyes."
- ☞ No sample - the active participation of the candidates - their way finds himself - he encouraged me.
- ☞ Integration stories and personal experiences.
- ☞ Logging - participants and lecturer.

"Homework" for the trainees

1. The first five lectures (the first module) concludes with the home task for a period of approximately 5 hours (total 30 hours of work at home). Participants receive worksheets. Tasks were as follows: Career Plan - step into the future and continuous logging of impressions and new knowledge, wheel balance in terms of your corporate values, Bring your S.M.A.R.T. target of my pickup system and communication patterns, my beliefs and values - what I want to change.
2. In the second module, all coursework related to the preparation of a business plan (a total of at least 60 hours of work at home). Tasks were as follows: The business idea and the name of the company, customer needs and market research and examination of competition, business plan writing.

Recommended digital training materials

- Motivational movie on Youtube Learning to learn - On the way to the living performance: <https://www.youtube.com/watch?v=kwDIAeXTCpI>
- Switchboard training firms Slovenia: <http://1291.gvs.arnes.si/cups/index.php/kontakti>
- Beginner's mistakes when starting a business: <http://novipodjetnik.si/napake-startup-podjetja-zacetne-napake/>
- Young entrepreneur: <http://mladipodjetnik.si/podjetniski-koticek/ustanovitev-podjetja/poslovni-nacrt>
- Learn to use the tool to create a business plan - Slovenian Enterprise Fund: <http://www.podjetniski-portal.si/nacrtujem-podjetje/poslovni-nacrt>, <http://www.podjetniskisklad.si/sl/pomoc-uporabnikom/pripomocki-za-pripravo-vloge/pripomocek-za-pripravo-poslovnega-nacrta>
- Enterprise portal: <http://www.podjetniski-portal.si/ustanavljam-podjetje>
- Statistical Office: <http://www.ajpes.si/kazalo.asp>
- Standard Classification of Activities: <http://www.ajpes.si/Registri/Drugo/SKD#>

4 TRAINING PROGRAM IN THE AREA OF HORTICULTURE

4. 1 TRAINING PROGRAM IN THE AREA OF HORTICULTURE IMPLEMENTED IN HUNGARY - MEDICINAL PLANTS

General aim of the training

A lot of long-term unemployed people is formed by women without proper education, living in the countryside. This problem is very similar in all countries, participating in the project. Unemployment, especially long-term unemployment, is one of the main reasons for social exclusion. The fact is that women, especially long-term unemployed, need appropriate preparation, which can motivate them at entering to the labour market. This program focuses on the development of competences for implementation of different horticultural activities and social services in the countryside including the multifunctional farming as well.

Time frame of the training

The total duration of the horticultural training module is **approx. 100 hours**. It practically means 50-60 contact hours while the rest (30-40 hours) is home work and individual learning. One third of the contact hours are about general knowledge in the medicinal and aromatic plants (MAP) sector (eg.: primary processing, definitions, regulation of the MAP sector etc.). The two third of the contact hours are for the identified plant species (wild growing and cultivated species). In the time frame a short field trip (2-3 hours) is also included. Duration of each mentioned lecture is 3 contact hours.

Environment of the training

The bellow described training methodology fits for 10-20 people. It is not recommended to directly apply it to bigger groups. Lectures are mainly carried out inside, however trainers are encouraged to grab all possibilities to go outside with the trainees.

List of taught plant species

Achillea collina, Aesculus hippocastanum, Allium ursinum, Althaea officinalis, Anethum graveolens, Angelica archangelica, Artemisia absinthium, Symphytum officinale, Artemisia dracunculus, Borago officinalis, Calendula officinalis, Carthamus tinctorius, Carum carvi, Centaurium erythraea, Chelidonium majus, Coriandrum sativum, Crataegus spp., Cucurbita pepo var. styriaca, Datura stramonium, Echinacea purpurea, Epilobium parviflorum, Equisetum arvense, Foeniculum vulgare, Frangula alnus, Glechoma hederacea, Glycyrrhiza glabra, Gypsophila paniculata, Hedera helix, Hippophaë rhamnoides, Hypericum perforatum, Juniperus communis, Lavandula spp., Leonorus cardiac, Levisticum officinale, Linum usitatissimum, Majorana hortensis, Matricaria recutita, Melissa officinalis, Mentha spp., Ocimum basilicum, Ononis spinose, Origanum vulgare, Papaver somniferum, Pimpinella anisum, Pinus sylvestris, Plantago lanceolate, Rosa canina, Rubus idaeus, Salix alba, Salvia officinalis, Sambucus nigra, Sambucus nigra, Satureja hortensis, Silybum marianum, Sinapis, Brassica spp., Solidago spp., Taraxacum officinale, Thymus vulgaris, Tilia spp., Urtica dioica, Valeriana officinalis, Verbascum phlomoides, Viscum album

Contents, description and training methods (in timeline)

A. INTRODUCTION, ELEMENTARY DEFINITIONS, SIGNIFICANCE OF MAPS, PRIMARY PROCESSING

Content of the lecture: During the lesson the elementary definitions and nomenclature of medicinal plants and crude drugs (e.g.: medicinal plant in a broad/official sense, different drug types (e.g. folium, herba, rhizoma et radix, etc.) are explained through several examples. Different fields of use for MAPs are overviewed as follows: medicine, food industry, cosmetics, others. Primary processing methods are outlined. The following topics are discussed for drying methods of MAPs: advantage/disadvantage, temperature range of drying, necessary facilities, question of contamination, requirement of manual work and investment. Drying possibilities for small scale gardening are discussed in details. Extraction methods of essential oil (technical facilities for different distillation methods are delineated.

B. GENERAL ASPECTS OF MEDICINAL PLANT PRODUCTION AND PROCESSING

Content of the lecture: In frame of the lecturer the teacher explains which are the most characteristic systems of medicinal plant production on large scale and on small scale. What are the suggested tools, infrastructural and other resources needed for a successful activity. What are the suggested species/group of species for cultivation and primarily processing under the different conditions and technological backgrounds. The trainees will see some examples for cost calculations and factors which influence the costs. Additionally, alternative merchant channels and ideas are presented.

C. GROWING TECHNOLOGIES OF SOME IMPORTANT MEDICINAL AND AROMATIC PLANT SPECIES

Content of the lecture: Growing technologies of some widely cultivated species will be presented during the lectures, from the propagation to the primary processing procedures. Practical skills and theoretical background of cultivation as well as official drug types, active compounds, therapeutic applications and preparations are all involved in the learning materials. Trainees will be informed about the methods how to identify the plant species included as well as their dried drugs based on morphological properties and organoleptic features. Preparing simple tea mixtures and infusions for certain purposes are also part of the lesson, after showing the commercially available products. Some phases of primary processing of spices and medicinal plants will be demonstrated and practiced by the participants.

Specific tools/aids of education: Readymade preparations should be purchased and shown to the trainees and the use discussed together.

D. PERSPECTIVE MEDICINAL PLANTS' CULTIVATION TECHNOLOGY III.

Content of the lecture: During the lesson different cultivated medicinal plant species are introduced to the trainees. Trainees learn the morphological characteristics of the species, which parts of the plants are the most valuable and how we can use them. The teacher and the participants discuss the plants' environmental demands and trainer introduces the relationship between environmental factors and accumulation of active ingredients.

Trainers inform the trainees about the species' cultivation technology too (e.g. soil tillage technology, recommended crop rotation, propagation methods, plant protection, harvest, etc.) Which are the most important and critical steps of cultivation technology. Finally, the recommended scale of cultivation will be discussed and the necessary tools and equipment of course. If there is any good example in case of the mentioned species in practical life it will be introduced too.

E. LARGE-SCALE PRODUCTION OF MEDICINAL PLANTS

Content of the lecture: During the contact lecture the main aspects of large-scale medicinal plant production and the cultivation technology of the most important large-scale produced medicinal and aromatic plants are introduced. The description, environmental needs, propagation, plant care, harvesting time, method and primary processing of these species are presented. The pharmacological effects, application and briefly the chemical constituents are also discussed. Special equipment of large-scale medicinal plant production is presented.

F. RULES OF WILD GROWING MEDICINAL PLANT COLLECTION

Content of the lecture: During the contact lecture the aspects and most important rules of medicinal plant collection are introduced to the trainees. General information and practical examples on where to collect, optimal collection time, correct plant identification, etc. The trainees also learn about sustainability, good collection practice and their principles. Medicinal plant species with strong biological effect are introduced to the trainees. The pharmacological effects and chemical constituents of these plants are also discussed, however it is emphasized that their collection and application in self-healing is not recommended.

G. WILD GROWING PLANTS WITH SPECIAL HEALTH EFFECT

Content of the lecture: During the lessons different wild growing plant species are introduced. Trainees learn how to recognize the species, how to separate them from the similar but poisonous or protected ones. Trainers inform the trainees about the optimal collection time, about the useful plant organ but also about the tools and equipment which are useable during the harvest. As one of the most important steps, the primary processing of the raw material is also taught.

The practical utilization and pharmacological effects of these plants are also discussed however, the chemical constituents are not taught deeply.

H. WILD GROWING MEDICINAL PLANTS FOR HOMEMADE PREPARATIONS

Content of the lecture: The most important, wild growing plants will be presented during the lecture. Distribution, occurrence in natural habitats, skills applied in the course of collecting are all demonstrated and explained for the participants. Trainees will be informed about the methods how to distinguish the plant species from the unworthy or toxic relatives as well as their dried drugs based on morphological properties and organoleptic features. Preparing simple tea mixtures and infusions for certain purposes are also part of the lesson, after showing the commercially available products.

I. WILD GROWING PLANTS FOR HOME USE

Content of the lecture: During the lessons different wild growing plant species are introduced to the trainees. Trainees learn how to recognize the species. Trainers inform the trainees about the optimal collection time, about the useful plant organ but also about the tools and equipment which are useable during the harvest. As one of the most important steps, the primary processing of the raw material is also taught.

The practical utilization and pharmacological effects of these plants are also discussed however, the chemical constituents are not taught deeply.

J. BASIC KNOWLEDGE IN PHYTOTHERAPY

Duration: 2 x 2.5 hours long contact lecture

Content of the lecture: Both traditional and up-to date methods of therapy using herbs and medicinal plants will be presented. Examples from folk medicine or traditional Chinese medicine are also mentioned. The focus is put however, to phytotherapeutical products widely available in Hungary either from official sources as ready preparations or potentially possible as self-made preparations. Trainees learn how to distinguish the plants based on their strong effects or mild effects.

The second half of the lecture deals with the most frequent therapeutical applications, grouped according to indication areas like gastrointestinal, respiratory tract, urinary, heart etc. complaints. Relatively simple explanation is given, why certain plants are good for special complaints and how to use them alone or together, how to prepare mixtures.

General tools and aids of the training

- ☞ The trainer uses projector to show the electronic training material. Depending on topic, movie/video is shown to illustrate drug types, primary processing steps of different species at a firm.
- ☞ Reference works, books, journal articles (in well understandable language and/or with pictures) are presented to the trainees and suggested to read.
- ☞ Fresh plants and herbarium sheets are used, in order to introduce the goal of cultivation: drugs. Parallel with cultivation technology: propagation materials (seeds, cuttings, etc.), infected plant parts live or in picture and a lot of short videos or pictures to demonstrate the production process.
- ☞ Sample products prepared from the tough plants are shown to give ideas for the future activities.

Education methods

Lecture, discussion, interactive work, group and individual activity, practical tasks.

- Trainees would raise many questions. Let try to answer them at first by the other students. This way an interesting discussion may be raised. At the end each question should be answered properly and professionally, of course.
- During the lecture the trainer gives different preparations (tablets, fluids, extracts, dragees, any other formulas) available on the market. Students should describe the product, present to the other telling what is the composition, why it is good or why it is questionable, how she would use it in her home and why she would not use it if this is the case.

This task may be organised also as a homework from previous lecture: students should bring products (at least 1 each) and evaluate them during the practical part of the lecture.

- ☞ At the end of the lecture, trainees form groups (3-4 people/group). They get some tea mixtures and should find out what are they good for. To answer this, they have to recognise the plant parts from view, from smell or aroma. If time is short, this task may be provided as homework, too.
- ☞ The participants write a short (5-6 sentences long) entry to the common diary.
- ☞ Trainees are asked to make a list of 10-15 species of their interest and plan their primary processing. To complete this task, first they have to know the drug type and its requirements (cut, whole, peeled, shredded, etc) – pharmacopoeia and books are given as supporting background material for their planning.

- Their work is started during the lecture but they can finish it as homework.
- ☞ Trainees are asked to tell their individual ideas of future cultivation and/or processing of herbs. This is the first lecture, thus, this is a task, which helps them and the teacher to get a little bit known each other.
- ☞ The situation of each trainees is discussed (depending on time maybe only some most characteristic examples of them) and evaluated together whether it is reasonable, realistic, potentially prosperous, etc. Discussion also on future risks and focus points is included.
- ☞ Trainees are divided into 8 groups (3-4 people/group) because there are 8 species on the lecture and each group get a medicinal plant. At the end of the lecture groups have to summarize the most important information about their own species in a few sentences and they have to “promote” their medicinal plant (why is it recommended to cultivate, etc.). They have to arouse the others’ curiosity/interest towards their species.
- ☞ During lecture trainees have to solve some calculation tasks too (e.g. seed needs for propagation, etc.)
- ☞ Trainer speaks ~10 minutes about 1 plant species and during this the trainees can use, study the above described demonstration materials. To motivate trainees, each group is asked to describe the plant species with the help of herbarium sheets.
- ☞ If a couple of species were introduced, each group is asked to give an idea which species/product is the most perspective in the area and why (2 minutes/group)
- ☞ At the end of the lecture the trainer gives good and bad quality product to each group. The group has to judge them and they have to explain to the other groups what the pros-contras of the sample are.
- ☞ At the end the trainer shows plant species on pictures to the groups and they have to recognize them. It is a quick test and summary also.
- ☞ In the framework of the training a short hiking trip is organized. During this trip the trainees can study the species in their natural habitat and deepen their knowledge.

Recommendation for the training

- The suggested species may vary depending on the natural circumstances and vegetation characteristics of the area.
- Slideshows should be given to the trainees in advance (otherwise taking notes takes too much time).
- Be flexible with the topic. Do not leave any question unanswered.
- Telling funny/interesting stories or personal experiences in connection with the topic would rise interest and motivation.
- Write a diary together with the group and be opened for the feedbacks.
- Have a break after 30-40 minutes. Otherwise the attention will dramatically decrease.
- The example species may vary in order to give the most relevant ones under the special circumstances of the area.
- Trainers should encourage the participants to share their own stories, experiences in connection with the actual topic.
- “Taste it!” – Smell, taste, sample all of the available plant material (not the poisonous ones!!!)
- Take photos together – in the end of the training view back them.
- Try to bring living plants with yourself.
- Be positive – try to endear the horticulture and medicinal plants.
- Trainers are encouraged to implement “team building” activities.

“Homework” for the trainees

Trainees are divided into small groups (3-4 people/group) and each group have to choose a medicinal plant species to cultivate (in theory). They have to work out the complete cultivation technology plan of their species from variety selection to harvest and primary processing and they have to prepare a budget plan too.

Trainees are divided into small groups (3-4 people/group) and each group will get a little ‘public area’ where they have to establish a little medicinal plant garden at the end of the course.

Trainees are asked to collect and primary process (clean, dry, cut) the learnt plant species in the surrounding. For this task, trainees may collect raw material individually or in group. In the next lecture all plant material will be checked and till the end of the training program the trainees will prepare different “tea-mixtures” based on the collected plant materials. Trainees are also encouraged to prepare their sample scale products (thinking on the entrepreneurship).

Recommended digital training materials

Up-to date technologies in the medicinal and aromatic plants cultivation - Developed by the colleagues of the Szent István University:

🔗 www.kertesztananyag.hu/korszeru-gyogynovenytermesztési-ismeretek in Hungarian

🔗 www.kertesztananyag.hu/medicinal-plant-production in English

Basic training material for medicinal plant collectors - Developed by the Traditional and wild project Handbook for public workers (Gyógynövények gyűjtése és termesztése) written by Bernáth, J., Czirbus, Z., Németh, É.

4. 2 TRAINING PROGRAM IN THE AREA OF HORTICULTURE IMPLEMENTED IN ITALY

MODULE 1: SECTOR REGULATIONS

General aim of the training

The module aims to present the main reference standards, both in the agricultural production sector and the sector of social services, health and education. Given the complexity and breadth of issues considered, the content will be reduced in a concise and structured way so as to provide participants with the essential framework of reference in order to grasp the boundaries – legislative, regulatory and institutional-organizational within which lie the social and agriculture activities related to it. At the end of this module, students will be able to understand the foundation laws, regulations and the system within which contextualize both the production and service activities, related to social agriculture and professional contribution.

Time frame of the training

The total duration of training module is **16 hours**, divided in short lessons to help participants to get all the information. Each frontal lesson was delivered through an initial explanation of the main contents followed by a group discussion and/ or by group practical examples.

Environment of the training

The bellow described training methodology fits for 10-12 people. Lessons are carried out in classrooms, trainers should prepare a welcoming setting and give participants the chance to take pauses.

Contents

🔗 Elements of law and agricultural legislation:

- The main laws and regulations for the sector at the national level (outline)
- The Central Directorate for productive activities, trade, cooperation, agricultural and forest resources
- The area of Agriculture, forestry and fishery
- The main laws and regulations for the sector at the regional level (outline)
- The Regional Agency for Rural Development (regional body)
- The Rural Development Program

🔗 Elements of the social legislation and regulations in the field of agriculture:

- Social Agriculture regulation n°141/2015
- The agricultural Entrepreneur Dlgs 228/2001
- Dlgs 99/2004 e DGR 798/2005 e DGR 552/2015
- Regional Regulation on agritourism L.R. 25/1996

Methodologies and teaching tools

In the light of the contents and the educational objectives of the module, which are distinguished by the introductory and notional, it is expected to adopt teaching methods based mainly on the drawing through the exhibition front, according to a deductive approach (1. initial premise; 2. exposure of the general principles; 3. development of arguments and conclusions). In order to stabilize the learning during the course of the module will be prepared notional special exercises with the use of questionnaires and cognitive tests bearing questions about the topics covered.

Teaching Tools

🔗 Flip board

- ☞ PC and video projector
- ☞ Multimedia presentations
- ☞ Educational materials: information handouts specially created by the teacher

MODULE 2: PRINCIPLES OF SOCIAL MARKETING FOR THE MARKETING AND SALE OF PRODUCTS

General aim of the training

The module aims to provide participants with the knowledge and cognitive elements, which are basic for their professional role, covering and depending on the specific context of activity, development and implementation of marketing strategies; sale of fruit, vegetables and food (processed), considering and making the most of the social and territorial services and farm products. At the end of this module, students will adopt a proper style and behaviour, necessary when dealing with customers; they will adopt assertive and effective language and behaviour, in line with the “corporate image”, with a view to adequately communicate the content and the quality (also “social”) of the product and will be able to conclude the sale positively, given various situations that may arise in the sale and in trade.

Time frame of the training

The total duration of training module is **16 hours**, divided in short lessons to help participants to get all the information. Each frontal lesson was delivered through an initial explanation of the main contents followed by a group discussion and/ or by group practical examples.

Environment of the training

The below described training methodology fits for 10-12 people. Lessons are carried out in classrooms, trainers should prepare a welcoming setting and to give participants the chance to take pauses.

Contents

- ☞ The function of sale:
 - Respect for and enhancement of corporate style.
 - Communicating the added value of social farming.
 - What the customer expects, such as performance expectations.
- ☞ Customer behavior:
 - Characteristics of a satisfied customer.
 - Characteristics of a dissatisfied customer.
 - How the customer expresses his dissatisfaction.
- ☞ Business strategies and sales channels:
 - The direct sale of products at the company headquarters.
 - The various forms of direct marketing.
 - The circuit of buying groups.
 - Rural markets, agricultural, periodic and regular.
 - Doorstep selling (at “central purchasing” as companies, cooperatives, neighborhoods, etc.).
 - The promotion and visibility.
 - KM 0: an agricultural supply chain, good practices, the motivation for buying, the promotion of KM 0 products.
 - Techniques for the promotion of multifunctional farming and social farming.
 - Techniques for the promotion of B&B and agritourism as an instrument for developing social inclusion.
 - How to promote agricultural products as a sense experience.
 - The channels for promoting multifunctional farming and social farming, products and company activities in the area.

Methodologies and teaching tools

The module was built with moments of theoretical treatment (with the support of multimedia equipment) and practical exercises. Instruments: lectures, case studies, individual activities and work in small groups. Each lesson includes the plenary debate and simulations.

Some demonstrations were also carried out together with exercises and simulations.

Participants could bring some ideas how to promote multifunctional farming and social farming as a homework and then discuss it in small groups (max. 4 people).

Teaching Tools

- ☞ Flip board
- ☞ PC and video projector
- ☞ Multimedia presentations
- ☞ Educational materials: information handouts specially created by the teacher

MODULE 3: CULTIVATION TECHNIQUES AND AGRICULTURAL PRODUCTION

General aim of the training

The module aims to provide basic knowledge and skills related to the cultivation of mainly horticultural plants and fruit. At the end of the module, participants will be able to apply the techniques of preparation, cultivation and harvesting of agricultural products, and independently and safely use the machines, products, equipment, plants and facilities. The objective of the module is thus to acquire the minimum skills needed for safe performance and, to the extent applicable, all the basic operations related to the cultivation of plants, understanding and correctly applying the methods and techniques of planting, cultivation, breeding and protection. Finally, we will introduce some of the relevant information referring to small animal breeding, poultry and other species, which are typical of the social and educational farms.

Time frame of the training

The total duration of training module is **170 hours**, divided into 20 hours in classroom and 150 hours outdoor. Each frontal lesson was delivered through an initial explanation of the main contents followed by a group discussion and/ or by group practical examples. The outdoor training was held in greenhouses and open fields.

Contents

The different cultivation systems:

- ☞ Classification (extensive systems, intensive systems to labor-intensive, intensive systems with high use of technical means)
- ☞ Crop rotation
- ☞ Fallow systems and systems derived from traditional fallow

The different models of agriculture (conventional, integrated, organic).

The concept of sustainable agriculture.

Horticultural and crop plans: types (family gardens, stable gardens, non-specialized horticulture, specialized horticulture, organic horticulture).

Soil preparation.

Sowing, transplantation and production of seedlings for transplantation.

The use of fertilizer and natural fertilizers.

Cultivation in open field and greenhouse: features and specifications.

Characteristics and farming techniques related to the different seasons.

Methodologies and teaching tools

The module was built with moments of theoretical treatment (with the support of multimedia equipment) and practical exercises. Instruments: lectures, case studies, individual activities and work in small groups. Each lesson includes the plenary debate and simulations.

Some demonstrations were also carried out together with exercises and simulations.

Teaching Tools

- Flip board
- PC and video projector
- Multimedia presentations
- Educational materials: information handouts specially created by the teacher
- Samples of fresh plants
- Data sheets of products and plants

MODULE 4: TECHNICAL TRANSFORMATION OF FRUIT AND VEGETABLES

General aim of the module

The module has the purpose of transmitting the fundamental principles that are the basis of the professional activity of transformation and conservation of fruit and vegetables. We will give the relevant information needed to recognize, distinguish and properly apply the different techniques, using correct and safe equipment and machinery. It is intended, in particular, to raise awareness with respect to the proper management of the phases and working procedures and the maintenance of standards of cleanliness required, such as the cornerstones for risk reduction and high quality of products obtained. At the end of the module the students will be able to carry out transformations craft and agro-industrial treatment of vegetables and fruits, both for their conservation and to obtain food, adapting the techniques to different circumstances, controlling aspects physico-chemical, organoleptic and microbiological of products to be processed and processed ones, even by using simple checks and examinations.

Time frame of the training

The total duration of training module is **164 hours**, divided into 20 hours in classroom and 144 hours outdoor. Each frontal lesson was delivered through an initial explanation of the main contents followed by a group discussion and/ or by group practical examples. The outdoor training was held in greenhouses and transformation laboratories.

Contents

- Characteristics of the fruits and vegetable products
- Forms and techniques of conservation of products: Precooling - Cold storage - Controlled atmosphere - Wrapping with plastic bags - Freezing - Canning - Drying - Conservation pickled - Forms and techniques for packaging - Preparation and use of machinery, tools, equipment, plants and facilities - Care and maintenance of machines and tools - preparation and housing care - Packaging and storage of products - Labelling products

Methodologies and teaching tools

The module was built with moments of theoretical treatment (with the support of multimedia equipment) and practical exercises. Instruments: lectures, case studies, individual activities and work in small groups. Each lesson includes the plenary debate and simulations. Some demonstrations were also carried out together with exercises and simulations.

Teaching Tools

- ☞ Flip board
- ☞ PC and video projector
- ☞ Multimedia presentations
- ☞ Educational materials: information handouts specially created by the teacher
- ☞ Samples of fresh plants
- ☞ Data sheets of products and plants

Recommendation for the training

- Beware of the different seasons and areas where you do the training.
- Remember to select materials but give as much as you can. They could be useful for the participants later.
- Take care of people instead of programs.
- Try to find support (economic and logistic) to help people to participate.
- Think about modular short trainings: sometimes people just can't afford to spend too much time in training activities.

DURING THE OUTDOOR ACTIVITIES PARTICIPANTS COULD:

- ✓ Check own expectations directly in the field.
- ✓ Acquire information through direct experience and knowledge cross.
 - ✓ Experience the professional role within the host organization.
- ✓ Understand the characteristics and problems of organizational reality.
- ✓ Interact with colleagues and with figures of higher hierarchical level.
 - ✓ Develop a global view of the work process.
 - ✓ Understand the relationship between their work and mission.
- ✓ Refine and complete the acquisition of skills and competencies learned in the classroom.

- ✓ Finalize the professional performance to achieve business results quality.
- ✓ Learn to manage their activities in relation to a specific time schedule.
- ✓ Learn to manage critical situations while maintaining control of the emotional impulses.

4.3 TRAINING PROGRAM IN THE AREA OF HORTICULTURE IMPLEMENTED IN SLOVENIA

General aim of the training

Program for horticulture focuses on development of specific competences for production and processing of plants that are used mainly for human consumption.

Time frame of the training

The duration of the horticultural training module is approximate **100 hours**: 60% of hours are intended for work in classroom (lectures, group work), 40% of hours are intended for practical work on gardens, home work and individual learning. Duration of each lecture is 5 hours. In the total number of hours is included also a visit of good practises (6 hours). At the beginning trainees should be informed about the content and dates of single lectures. Dates could be changed in agreement with trainer/s and trainees.

Environment of the training

Prepared training methodology is suitable for 10-15 people. It is not recommended directly to apply it to bigger groups. Lectures are mainly carried out inside, however trainers are encouraged to grab all possibilities to go outside with the trainees.

Content of individual lectures

A. ORGANIC PRODUCTION

Content of the lecture: In the introduction are presented principles and practices of organic farming, restrictions on the use of food additives, processing aids and other substances, prohibited use of GMO's and animal friendly farming with grazing, discharges and organic feed. In continuation are described other topics in connection with organic production: crop rotation (basics principles, good neighbours - bad neighbours, examples of crop rotation in open field), requirements for plant growth (light, air, temperature and nutrients) and ground preparation.

Practical work: germination experiment and identifying different types of vegetable seeds.

Homework: preparation of herbarium, preparation of own plan for crop rotation.

B. THE PLANTING PLAN OF THE FIELD

Content of the lecture: In this lecture are presented basics of organic farming, crop rotation and fertilization of plants. The lecture is combined with practical work of sowing and planting. Different options of planting vegetables in the garden are presented during the lesson. Examples of mixed planting are described in different months. The importance of biodiversity should be stressed. In practical part are demonstrated different techniques that can be used to enable planting of the field: producing natural preparations of plant parts, production of compost for preparing compost pile, germinating test and identification of seeds ...

C. COMPOSTING OF ORGANIC WASTE

Content of the lecture: In the lecture are presented different contents, which are connected with composting: what is composting, history of composting and composting today, compost's benefits compared to manure, use of organic fertilizers on the farm (manure, slurry, crop residues, household organic waste...), what is suitable for composting on the farm, what can be and cannot be composted, composting instructions (shredding of twigs and branches, and coarser plant materials, positioning and preparation of compost pile, important factors for composting, stages of composting and the temperature course, accelerators of composting, aeration of compost), organisms and organic matter in the soil, use of compost.

Practical work: during practical work should demonstrated preparation of composter and preparation of compost pile.

D. GROWING BRASSICAS, POTATOES AND SWEET POTATOES

Content of the lecture: During the lecture are described practical topics for growing brassicas, potatoes and sweet

potatoes: crop rotation and sowing periods, fertilisation, treatment and irrigation, sorts and cultivars of cauliflower, cabbage, broccoli, romanesco broccoli and brussels sprouts, nutrient and other demands of potatoes, types of potatoes and harvest, potato protection, quality of potato tubers, harvesting and storing potatoes, diseases and pests, health benefits of sweet potatoes. For trainees it is important to learn basics for costs and calculations.
Practical work on garden: during the practical work it is demonstrated sowing of celery, parsley, beets, carrots ...

E. GROWING, PROCESSING AND USE OF BUCKWHEAT

Content of the lecture: In the lecture are presented growing, processing and use of buckwheat (*Fagopyrum esculentum*): basic characteristics, soil preparation, sowing and seed volume, vegetation period, fertilization, buckwheat and weeds harvesting, preparation of traditional dishes, buckwheat as honey plant with honey varieties, source of natural antioxidants, zinc, copper, manganese and selenium and other substances.

Practical work: preparation of soil and sowing of buckwheat.

F. THE IMPACT OF FIELD GREENING ON THE REDUCTION OF HARMFUL ORGANISMS

Content of the lecture: During the lecture is presented term and importance of field greening (sowing, intercropping with short growing span between major cultures, improving crop rotation, reducing pests, improving soil), the purpose of crop rotation and the consequences of inadequate and narrow ring. Preventive measures to reduce weed are described. Sorts and characteristics of weeds are demonstrated. Cover crops that can be sown in the winter are introduced (winter bread cereals, winter feed grains, winter oilseed rape, forage rape seed and oilseed radish...).

The term, importance and effects of bio fumigation are presented to trainees. Various species and characteristics of legumes are described and importance of symbiotic nitrogen fixation.

G. ALTERNATIVE CROPS, NEGLECTED OR UNDERUTILIZED CROPS AND NEW CROPS

Content of the lecture: Aim of this lecture is to introduce alternative crops, neglected or underutilized crops and new crops to participants in order that they get information on unexploited opportunities for production, processing and commercialisation of certain plants. In the lecture are presented the following plants: alternative oilseeds (oil pumpkin, oil flax, poppy), alternative legumes (soybeans, chickpeas, broad beans, peas, peanuts, white lupin), alternative tubers (topinambur - the Jerusalem artichoke, sweet potato vine), alternative pseudo - cereals / quasi cereals (buckwheat, peru quinoa, granular sciri, amaranth grain, wild rice, millet ...).

Practical work: identification of ideas for production, processing and commercialisation of these crops. It is important that participants generate ideas that can be further elaborated during the entrepreneurship workshop.

H. VEGETABLE CONSUMPTION AND ITS HEALTH BENEFITS

Content of the lecture: In the lecture are described issues that are connected with consumption of vegetables and health benefits: factors that affect the quality of vegetables, protecting substances that can be found in vegetables (vitamins, minerals, fibres, active substances, folic acid, beta-carotene, flavonoids, antioxidants, lycopene, ...). For most used vegetables are presented healing substances and their influence on human body; tomatoes and peppers, cabbage and kale, chicory and lettuce, bulbs (leek, garlic, onion), red radish and cucumber, carrots and marrows. The health benefits of olive oil are pointed out and the food pyramid – healthy diet.

Practical work: preparation of natural concoction for spraying plants is demonstrated.

I. USE OF HERBS AND SPICES IN THE KITCHEN

Content of the lecture: In this lecture are presented, characteristics, health benefits and use of spices in the kitchen. The following spices are presented: Oregano, Basil, Chives, Bay leaves, Rosemary, Sage, Thyme, Lavender, Echinacea, Lovage, Lemon balm, Mint, Calendula, Fennel, Chamomile, Parsley, Celery, Savoury.

Practical work: recognition of spices, presentation of ideas for their use.

General tools and aids for training

- ☞ Projector: to show the electronic training material.
- ☞ Movie or video: depending on topic it is recommended to use movie or video.
- ☞ Books, journal articles for presentation of specific topics, which are recommended to read.
- ☞ Seeds, cuttings, fresh plants to demonstrate production and processing process.
- ☞ Sample products to demonstrate processing possibilities to trainees.

Training methods

Lectures: lectures should promote and give opportunities for active inclusion of trainees. This is important especially for trainees with lower level of education (primary school...).

Discussion and interactive work in classroom: it is recommended to stimulate discussion and interactive work in the classroom at solving different tasks. Trainees should be encouraged to raise questions. And to tell their individual ideas for cultivation and/or processing of herbs. This will help them and the teacher to get a little bit known each other and to better plan next lectures or activities.

Group work: aim of the GROW project is to promote group activities and collaboration among trainees. In this way group activities should be “integrated” in each training program. Trainees are divided into smaller groups; to each group should be given specific task, which has been carried out as carried out with the participation of all group members.

Individual work: individual activities could be used in the case that individual trainee is interested to know something more or has less knowledge than the group in specific topic.

Practical work on gardens: it is recommended to plan practical exercises after “theoretical” lectures in order to consolidate the knowledge. Trainees are encouraged to work also on their “home” gardens (if they have land to cultivate).

Writing common diary: participants are asked to write a short diary at the end of the day in order to point out the impressions and knowledge, which was acquired during the day.

Visit of good practises in the local area: during the training it is recommended to organize visit of good practises in local area. Aim of the visit: to see different approaches of land processing and to learn about the different possibilities of using plants.

Recommendation for the training

- Trainer should describe interesting stories or personal experiences in connection with the topic. This will raise interest for specific topic.
- Trainees should be encouraged to share their own stories, experiences in connection with the actual topic.
- Adjustment of training topics according to needs/interests of trainees: it is important that trainer listen to proposals/ideas of trainees and (as much as possible) adapt training contents and methods.
- Breaks: have regular breaks after 30-40 minutes. Otherwise the attention will dramatically decrease.
- Trainers are encouraged to implement “team building” activities during lectures and practical work.

Recommended training materials

Alternativne poljščine, mag. Silva Grobelnik Mlakar in prof. dr. Franc Bavec, Fakulteta za kmetijstvo, katedra za Ekološko kmetovanje, pridelovanje poljščin in vrtnarstvo.

5 METHODOLOGIES AND GUIDELINES FOR IDENTIFICATION OF POTENTIAL OF WOMEN

5.1 TECHNIQUES FOR RECOGNIZING MOTIVATION AND COMPETENCES OF THE TRAINEE FOR PARTICIPATING IN TRAINING PROGRAM

The objectives of the process of identification of an individual woman's potentials are related to the selection evaluation and identification of women's characteristics with the intent to form a homogeneous class group in possession of:

- previous skills and prerequisites for effective preferential attendance in the program or to achieve the foreseen training objectives,
- required training to cover the professional role/ skills relevant to the role described,
- strong motivation to attend the program as functional to improving employment opportunities.

It is, however, important to highlight that the main purpose of the selection of participants is not excluding those who do not reach the expected threshold level "input", but possibly to redefine the level, depending on the admitted users to the course.

In the process of identification of individual woman's potential, there are a few phases one can follow. In the project GROW we have chosen the following steps taking into account national differences:

- Application of the **Overall questionnaire**
- Application of special questionnaires for recognizing motivation and competences of the trainees for the participation in self-help group, knowledge in entrepreneurship and multifunctional farming

The questionnaires can be applied in common or/and at individual meetings. However, it is very important to do a preliminary interview with each potential candidate in order to provide and share all the essential information about the training and to check the interest, motivation and knowledge of potential candidates.

It is recommended to make a personal portfolio for each trainee, in which the mentors keep the results of the selection and make an individual plan for the training.

5.2 OVERALL QUESTIONNAIRE

The purpose of the Overall questionnaire is to determine the candidate's experiences and knowledge in the field of horticulture and social tasks. This information will help the provider of the training to form a group of women who will be involved in the training.

PRACTICAL RECOMMENDATIONS FOR IMPLEMENTATION

Try to encourage the applicants to fulfill the questionnaires themselves, but give them the opportunity to help them if needed. In the questionnaires there are not correct or incorrect answers. It is important to answer the questions accurately, short and straight to the point. See Appendix Nr. 1 - Overall questionnaire.

5.3 TECHNIQUES FOR RECOGNIZING MOTIVATION AND COMPETENCES OF THE TRAINEE FOR PARTICIPATING IN SELF-HELP GROUP

STEPS/PROCEDURE FOR IMPLEMENTATION

STEP 1: FORMALIZATION PRESENTATION AND THE APPLICATION FORM

Candidates interested in participating will be invited to a group meeting, during which tutor and coordinator will be presented:

- ☞ The program and the training opportunity offered
- ☞ The prerequisites required for admission to the course
- ☞ The professional reference, in terms of skills and competences
- ☞ The contexts of work and possible job opportunities
- ☞ The objectives and training content provided
- ☞ The logistical organization and the structuring of the route

- ☞ The facilities provided and the commitment required of participants

The decision to provide a preliminary meeting with each potential candidate is justified because of the need to provide and share all information essential for the training, to check both interest and the availability of potential candidates for the participation.

At the conclusion of the meeting, the potential applicant may sign the application form and then formalize their candidacy.

STEP 2: SELECTION OF CANDIDATES

All candidates who have signed the application form can participate in the selection phase.

OBJECTIVES OF THE SELECTION

The objectives relate to the evaluation of the selection and identification of the characteristics of the students with the intent to form a homogeneous class group in possession of:

- ☞ Previous skills and prerequisites for effective preferential attend the program or to achieve the training objectives foreseen
- ☞ Required training to cover the professional role relevant to the role described
- ☞ Strong motivation to attend the program as functional to improving employment opportunities.

It is, however, highlight that the selection of participants is not the main purpose of excluding those who do not reach the threshold level expected “input”, but possibly to redefine the level depending on the users admitted to the course.

COMPOSITION OF THE COMMISSION

The commission deputy to the selection of candidates should be composed by at least:

- ☞ coordinator/tutor
- ☞ an experienced guidance counselor / psychologist

It's advisable to invite experts from the reference sector such as representatives of enterprises, external consultants, etc.

SELECTION CRITERIA AND INSTRUMENTS

In order to acquire the necessary information about the candidates and assess their suitability profile, the tools used are:

- Analysis of the CVs of the candidates or, in the absence of the CV, summary sheet of the previous experience developed during the preliminary interview in Step1.
- Tests for the assessment of skills. Candidates will be asked to complete a test related to a list of performance/ skills related to the activities of the professional profile.
- For foreign candidates it will also be given a test to check the level of knowledge of Italian. It is in fact essential that for the understanding of the arguments also of technical nature, there is an input level of the language at least A2.
- Semi-structured interview. It is an interview aimed to complete the user's knowledge framework in two dimensions:
- Motivation (motivation to attend the program and coverage of the role)
- Aptitude (organizational skills, to work in teams, reliability and availability)
- The Commission to define a list of the skills of the participants will adopt the following criteria:
- Possession of preferential requirements: maximum 10 points
- Outcome of the written test: maximum 40 points
- Outcome of the interview: maximum 50 points.

DESCRIPTION OF TECHNIQUE

AIRPLANE TEST

It's a group test in order to observe how the participants act, which role they assume and the relational dynamics that is carried out in a group.

How it works?

The exercise consists in subdividing a class in 2 or more groups (4 people max. for each group) and to propose a kind of “contest”: to create the best and faster paper airplane that will be judged by an examiner.

Then some paper sheets are put on the desk and the game can start.

The purpose is to observe who will come and get the paper sheet for the group, who cooperates with whom, who is committed to the purpose or not and so on.

IN BASKET

Based on the enterprise environment and the target group (e.g. disadvantaged women), the in-basket is a tool that presents a complex situation that requires an immediate solution using the information in the text. This type of tool allows you to examine the organizational skills and basic sensitivity of the candidate on the issues and his ability and modality of decision-making. It also explores the area of problem-solving skills of the candidate and then the modality and the interest in finding solutions.

Example:

Assuming the role of a manager at a made-up company, the candidate is given material and information generally found in the inbox of the manager. The candidate must respond to the material as though s/he is the manager. Provided with general information about the fictitious company, the candidate is expected to react in real time to each professional scenario that comes his/her way. The candidate is expected to prioritize emails and respond accordingly. He/she is provided with supporting information to assist in responding and in the decision-making process.

ROLE PLAY SITUATION

Strategy employed in interpersonal interaction education and psychoanalysis wherein individuals carry out a variety of interpersonal roles in emotional scenarios. Initially refined in psychodrama, has become commonly used in industrialized, academic, and laboratory environments for the functions of preparing personnel to manage sales issues, trying out diverse behaviors and interactions in group and family psychoanalysis, and rehearsing alternative ways of dealing with challenges or disputes.

You can choose between these situations:

Role playing No. 1:

A fellow at the end of the work takes the habit to make jokes hiding your stuffs. After the first days you decide to do something with it. What?

Role playing No. 2:

An important customer calls to make a big order. All of your colleagues and the head office are outside, while you are going home. What would you do?

Role playing No. 3:

Mario is the team leader of a group of educators. One of educators, Joseph, arrived late for the third time in the same week. Mario so far has always been silent but now thinks is the time to do something. If you were Mario how would you behave?

Role playing No. 4:

The company which you work for decided to organize a party for all the customers. You are asked to choose between: helping your fellows with preparations, to choose the theme of the party and make proposals on this organization / ornaments / music etc., supervise work fellows.

PRISONER'S DILEMMA

It's one of the most used examples that are used to teach what happens when players have multiple conflicting choices, is a standard example of a game analyzed in game theory that shows why two completely "rational" individuals might not cooperate, even if it appears that it is in their best interests to do so. It was originally framed by Merrill Flood and Melvin Dresher working at RAND in 1950. Albert W. Tucker formalized the game with prison sentence rewards and named it, "prisoner's dilemma" (Poundstone, 1992).

How it works?

Two people A and B are arrested by the police. Officers do not have enough evidence of their guilt and lock them in two different cells afterwards. Wanting to get a confession, a police officer offers the suspects the following options:

If one confesses and the other not, one person will be imprisoned for 10 years and the other will be free; if both do not confess, the two will have just one-year sentence. If both confess, they will be imprisoned for five years. Each prisoner can reflect about the best strategy for him. In any case the suspects cannot talk together.

PRACTICAL RECOMMENDATIONS FOR IMPLEMENTATION

- Make people feel comfortable so that all the activities could be done in more than one session.

- Alternate written and verbal exercises in order to help people with less education to fully express themselves.
- Alternate group and individual activities.
- Always play in small groups.
- Take more time on interviews, so that the candidates could describe better their experiences and depict the “undefined” (non-formal and informal context) area of their experiences both at school, training and work experience.
- Use the Evaluation of the role playing model - See Appendix Nr. 2.

5. 4 TECHNIQUES FOR RECOGNIZING MOTIVATION AND COMPETENCES OF THE TRAINEE FOR STARTING HER OWN ACTIVITY (ENTREPRENEURSHIP)

The prepared questionnaire for entrepreneurship is a self-assessment. Some people prefer individual work while others feel better working in a group or team. As group work and a sense of initiative and entrepreneurship are of great importance for the successful integration and project work, it is important for the candidates to evaluate and answer the questions honestly. The mentor of the group will understand the group dynamics more easily.

PRACTICAL RECOMMENDATIONS FOR IMPLEMENTATION

See Appendix Nr. 3 and give the candidates exact instructions. For example:

- ☞ In the following questionnaire all answers are correct.
- ☞ Read each statement carefully and evaluate how much (to what extent) each sentence is true for you. Usually the first answer you can think of is the closest to the truth.
- ☞ Each argument can be assessed by one of four ratings: Not true, Partly true, Very true and Absolutely true. Mark the selected field with a cross (only one in each line).

EVALUATION OF THE QUESTIONNAIRE

Sum up the answers in each of the four columns, multiply the points of each column with the points of the column and then sum up the results of all four columns.

THE NUMBER OF ALL QUESTIONS IS 42, THE MAXIMUM NUMBER OF POINTS TO THE 168.

SCORING:

NOT TRUE – 1

PARTLY TRUE – 2

VERY TRUE – 3

ABSOLUTELY TRUE – 4

If the candidate scores more than half of the total points (over 84), she can definitely be classified into the group that will participate in the project. If the number of ranked candidates is too high or too low according to this criterion, you can change the criterion according to your judgement.

You can choose to give more importance to some selected characteristics. Each partner can choose the characteristics that are more important to him and then adjust the criteria.

5. 5 METHODOLOGY FOR IDENTIFICATION OF COMPETENCES OF INDIVIDUAL TRAINEE FOR MULTIFUNCTIONAL FARMING

At the beginning of the trainings we also have to determine the candidate’s experiences and knowledge in the field of horticulture. The GROW project Partnership created a questionnaire, however, not all of the trainees’ competences are measurable with it. That is why a collection of “situation-play” or “role-play” was set together.

This “play” is the part of the selection procedure of the trainees, but in the further phase of the training, it might be the tool of community (group) development, too. It is recommend to choose 2-3 of the following exercises and use them as part of the interview. See Appendix Nr. 4.

PRACTICAL RECOMMENDATIONS FOR IMPLEMENTATION

- It must be highlighted that this task is not an exam.
- The applicants should be relaxed and in a friendly atmosphere, which is highly recommended.
- Not only the knowledge about horticulture, but also the social skills can be measured with the tasks. That is why we encourage you to involve the experts of horticulture and social sciences to evaluate the results.
- Feel free to modify the exercises according to the competencies and requirements of the trainees.

	Date
Name and surname of the mentor	

WORKING EXPERIENCE AND SKILLS

1. INFORMATION ABOUT THE PARTICIPANT

Name and surname	
Identity number	□□□□□□□□□□□□
Date of Birth	□□.□□.□□□□
Town, municipality and country of birth	
Permanent residence address	
Temporary residence	
Phone, cell phone	
E-mail	
Completed education	Year: _____ Rate: _____ Type direction of education: _____
Status	- pupil - unemployed - student - employed: _____ - pensioner (job)
Other skills - informal	

Signature of participant	Signature of mentor
_____	_____

By signing I allow to use my personal data in record keeping and processing data in accordance with the applicable law on the protection of personal data.

2. WORKING EXPERIENCE

a) Describe your **work experience** in the areas of horticulture and social activities*. Focus on **3 most important** working experiences.
If appropriate describe **other work experience**, which are associated with these areas (for example: guided tours, babysitting, care for the elderly ...). Separately enter each work experience¹, regardless of whether it is for leisure-time activities, volunteering, regular employment, work praxis or other type of work experience.

** For the purposes of the project by **horticulture** we mean cultivation and processing of fruits, vegetables, seeds, herbs, mushrooms, flowers, seaweed and non-food crops and products, such as. grass, ornamental plants ... By **social activities** we mean (personal) care for users, help in the household, the promotion of social integration of user, handling with household, therapeutic or nursing accessories and appropriate assistance in unexpected situations.*

Period (from-to): _____

Job that you have implemented: _____
(enter the job name and briefly describe the main tasks that have been performed):

Type of work experience:

- Leisure-time activities
- Volunteering, neighbourhood help ...
- Regular employment
- Work placements
- Student work
- Other: (enter - what) _____

Place of work / name of the organization: _____

¹ Copy the section as many times as necessary

Answer if you are currently unemployed:

How long are you unemployed?	
Do you have the status of unemployed persons?	
What is by your opinion main barrier that you still did not get the job?	
What will you want to do and what do you need to remove these barriers.	

3. EDUCATIONAL EXPERIENCE AND ACHIEVEMENTS

Focus on **horticulture** and **social tasks**, as well as on **other areas that are related**.

For example: food preparation, keeping the tourists ... Separately, enter each of the education and training programmes² that you have and you gain a certificate or other certificate of training (e.g. course for the preparation of the soap from herbs, chef etc.).

Formal education – finished

Where (name of school, city) the title of the program	
When (school year of finishing)	
Final success	
Your favourite subjects in school and the ones you didn't like	
Other specifics, challenges	
Certificate enclosed	YES NO

Formal education – unfinished

Where (name of school, city) the title of the program	
When (school year of starting)	
Stage of completion	
Your favourite subjects in school and the ones you didn't like	
Other specifics, challenges	
Do you want to continue Why?	YES NO
What do you need to continue? What can help you? (if you want to continue)	

² Copy the section as many times as necessary.

Non-formal knowledge

In this chapter describe the knowledge and skills you have acquired in your personal and professional life, but for which you haven't necessarily received formal certificates and diplomas. Describe skills you have acquired in the process of formal education, on seminars, workshops or training activities or in an informal way (at work or leisure activities).

When (year of finishing)	
Where was it carried out (institution, work place or course)	
Duration	
Knowledge acquired - competences	
The content, which can be used in the group	
Certificate enclosed	YES NO

4. OTHER KNOWLEDGE AND SKILLS

In this chapter focus on leisure activities, volunteer work and specific life experiences, which bring added value to your application and have not been already mentioned in the previous chapters.

Hobbies, jobs in leisure, life experiences	
Were some specific life situations that have, or could have an impact on your life?	

5. WILLINGNESS FOR PARTICIPATING IN THE PROJECT

The motives and reasons for participating in the group	
Past experience related to education and teaching / learning habits and learning difficulties	
Possible barriers	
Anything else (a specialty of the candidate - special needs – physical and psychosocial) – Open question. Maybe it's already clear from the conversation.	
Other	

6. IDENTIFICATION OF POSSIBLE / DESIRED ROLE IN A GROUP

THANK YOU FOR YOUR COOPERATION!

PSYCHO-SOCIAL RESOURCES

ITEMS	1	2	3	4	5	6
<p>1 COMMUNICATION (fundamental process to accomplish any kind of human activity; through it individuals transmit and receive information, compare each other, know each other)</p>						
<p>2 PERSONAL RESPONSIBILITY (ability to respond, to account and be aware of the consequences of own conduct)</p>						
<p>3 CONFLICT MANAGEMENT (ability to deal with issues that arise in the horizontal and diagonal relationships within an organization)</p>						
<p>4 MOTIVATION (need, tendency or aspiration that drives an individual to assume a certain behaviour or to take certain decisions; it is the engine of his actions)</p>						
<p>5 STRESS MANAGEMENT (ability to deal with and tolerate situations of high stress or stressors, more specific, those that can be created during the course of their work within an organization and in contact with other people)</p>						
<p>6 CAPACITY RELATIONS (next to communication and complementary to it, the ability to establish, build and manage relationships with the external environment, other people and the different contexts of life)</p>						
<p>7 CHANGE MANAGEMENT (ability to make flexible in comparison with external dynamics, to relate in a curious and active approach to change that affect their sphere of action)</p>						

APPENDIX NR. 3: QUESTIONNAIRE FOR ENTREPRENEURSHIP

	Not true	Partly true	Very true	Absolutely true
I am able to adopt to new people				
I am able to adopt to new situation				
I can recognize changes and can respond appropriately				
I am able to defend my opinions and ideas against resistance in order to achieve my aim				
I am able to give in when another opinion is the better one				
I am able to weighed arguments against each other				
I am able to deligate tasks very well				
I enjoy working with others				
I am happy about community successes				
I am able to put my ideas and wishes in the background				
I am able to accept help				
I like to help others				
I am able to identify and to analyse complex problems				
I am able to develop solutions				
I can discuss problems				
I am able to implement actively my ideas				
I am able to solve problems in and with a group of people				
I treat my tool and work material with care				
I take care of my colleagues				
I am very neat in my work				
I am able to accept other opinions and put my own back				
I react calmly and quietly when I am confronted				
Conflict situation don't get me out of the rest				
I announce calmly and clearly what I need and want				
I am willing to compromise				
I cannot be provoked				
I take over responsibility for colleagues				
I stand for my decisions and actions				
I do not take any unnecessary risks				
I maintain an honest relationship with other people				
I see a challenge in new or difficult tasks				
I am ambitious				
I am willing to take on unpleasant tasks				
I am willing to work more than required				
I have a lot of imagination				
I have many ideas				
I am able to create things				
I am spontaneously				
I am able to organize myself and my tasks				
I recognize the need of arising work task				
I show my own initiative when it comes to do necessary work				
I always achieve what I decide to				

Techniques for recognising competences of single trainee for performing tasks in horticulture

A Identification of managing – organisatory competencies

1. People in the village/surroundings are not interested of working and especially working together. *Do you have any idea for motivating your neighbours/friends/any potential participant?*

2. The year passed away with good success and there is a considerable income with profit in the cooperative. *Do you have any idea how to distribute the profit among the participants?*

3. There are 5 children/or handicapped/ in the co-operative, between 3 and 15 years. *Do you have any idea how to include them into the work?*

What are the activities in the area of horticulture (or general) where children may take part for the benefit of the society and their own?

B Identification of managing – organisatory competencies specified to horticultural area

1. *What could be the first five steps to achieve a successful business?*

1	
2	
3	
4	
5	

2. There are six women in the cooperative you are leading. They are producing chamomile and creating small pillows from the dried flowers which should be purchased after that. *Describe what is an ideal organisation of the work for six people.* (efficacy, individual competencies)

3. It seems there is a market potential for producing new herb species which however, has never been cultivated and dealt with in your cooperative. *How do you start the work? Where and how do you plan to get more theoretical and practical, reliable information?*

4. You developed a new, home-made strawberry jam. However it is less known and should be introduced into the market. *What are your suggestions, how the »advertisement« could be made simply and cheap?*

Identification of managing »crisis« situations specified to horticultural area

5. The members of the cooperative worked a lot, however, due to weather and market situations the year could not be closed by profit. The mood of the people is bad. *Are you able to motivate them after such an unsuccessful year? If yes, then how?*

YES NO

6. There is a lot of work and people are overloaded. Everybody is looking to the other, if she has less to do that herself. *What kind of stress-relaxing measures you may apply to restore the good mood for work and friendly connections?*

7. All of your fellow women are in good relation with you and each other, except a single one. She is continuously claiming and telling to everybody that she would lead the activity better than you do, however, you are sure she wouldn't. *What is the solution?*

C Identification of special competencies of women for horticultural tasks

I. General knowledge in plants

1. What is your favourite horticultural crop? Why?

Explain regarding cultivation, consumption, pragmatic, emotional sides.

2. According to your opinion, *what is nice / beautiful in horticulture? What is the difficult / bad side of horticulture?*

3. You have a lot of elder-trees in your area. *How could you make use of them? What do you need for realising these ideas? (e.g. permissions, investments, logistics, etc.)*

On which is of these photographs is chamomile? Which is the one you would buy?



Which one would you buy?



List at least:

5 vegetables	
5 fruits	
5 ornamental plants	
5 fruits with red (or green or yellow) colour	

II. Knowledge and use of tools, equipment

1. Here you have a shoot of a bush, a fruit tree, wine, etc. How would you make cuttings for rooting?



2. You have a hoe in your hands. What is the direction of hoeing? What is it used for? Do you know different types of hoes?

3. Show different photos about tools (pruner, digger, buckets, gloves etc.). Please, explain which tool is required in the cultivation of strawberry.

4. You are starting a new farm. What should be the first five equipment/tools what you would procure?

III. Basic knowledge in plant production

Propagation / Phytotechnology (weed control, plant protection, watering, pruning etc.) /
Harvesting of plants / (Primary) processing of plants

Connect the pictures and definitions!

Seed – cutting – green cutting – seedling – stolon



You sowed your seeds. You give a sprinkling can and a sprinkling head. *How do you use it?*

Chose what you think is a better way to propagate tulips or similar bulbous plants?



IV. Economy and planning of product development

1. *How do you identify the final price of your product?*

2. *What kind of extreme events might happen to your plantation? What would you do to avoid them? What are the risk factors?*

3. *How can you enlarge the value of your product?*

4. *What are the trading channels of your products? Which one fits to your product?*

5. *A competitor's product appeared on the market. What would you do?*

 e-growing-together.weebly.com

 [womenGROWproject](https://www.facebook.com/womenGROWproject)

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Project GROW

Development of woman self-help group in the area of multifunctional farming



ŠOLSKI CENTER
NOVA GORICA



Erasmus+

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