



VEDA: Women's Entrepreneurship Development for agrotourism

- R2.3 Integrated Pedagogical Framework Report -

WP2 Training Package Development and Validation

May 2023



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Table of contents

Sommario

Introduction.....	5
A. ECVET – An overview	5
B. The difference between ECVET points and credits	6
C. The weight of a unit of learning outcomes	7
D. EQF – The European Qualification Framework	7
E. Learning Outcomes definition	8
F. Bloom’s Taxonomy – An overview	10
G. Well formulating Learning Outcomes	11
H. VEDA Integrated Pedagogical Framework.....	13
MODULE 1 – VEDA Integrated Pedagogical Framework	17
MODULE 2 – VEDA Integrated Pedagogical Framework	20
MODULE 3 – VEDA Integrated Pedagogical Framework	22
MODULE 4 – VEDA Integrated Pedagogical Framework	25
MODULE 5 – VEDA Integrated Pedagogical Framework	27
MODULE 6 – VEDA Integrated Pedagogical Framework	29

About VEDA	
Action type	Erasmus+ KA220 VET - Cooperation partnerships VET, 2022
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Though Europe is one of the most successful tourism destinations globally as well as an environment in which entrepreneurship is seen as desirable, female entrepreneurs are still few and far between across all sector of the economies. While there is no specific transnational data for female entrepreneurship in the TTH sector (Travel, tourism & hospitality), we know that the industry thrives through small and medium sized enterprises and that entrepreneurship can be an ideal way to engage women in the sector, to retain their talent and ensure they fully contribute to the EU economies. According to research by McKinsey, if women were given the opportunity to fully contribute through enterprising, they could drive around US\$ 12 trillion into the global economy. Bearing in mind that TTH contributes over 10% of GDP to the EU, it is arguable that a substantial, additional amount could be contributed by female travel and tourism enterprises. To address the above issues, the project VEDA was developed to provide new educational opportunities to women across the EU in order to help them expand their existing knowledge and acquire new skills, in order to gain access to the contemporary labour market. This is in line with the Erasmus+ priority for adapting vocational education and training to labour market needs. It is estimated that the participation of women in the educational activities of VEDA will offer them the opportunity to explore new forms of employability and motivate them to either join existing small and medium-sized enterprises or, ideally, put their own ideas into practice and start their own small, green, business. The development and implementation of VEDA's educational activities is based on the current EU strategy for the development of a green philosophy and the promotion of eco-innovation that will contribute to the protection of the environment and the adoption of eco-friendly solutions to current socio-economic challenges. This is in line with the Erasmus+ priority for environmental awareness and fight against climate change. It is expected that all participants involved in the project (women, partner organisations and representatives of SMEs) will become more aware in terms of environmental issues and put green entrepreneurship into practice, growing a green mentality of learning and working in the EU. VEDA is based on new and innovative educational tools that will allow participants to develop their digital skills, which they will be able to utilise in the contemporary labour market. This is in line with the Erasmus+ priority for addressing digital transformation through the development of digital readiness, resilience and capacity. Especially after COVID-19 and the transition of a broad range of entrepreneurial activities into the digital world, it is expected that the participants will benefit from the project by improving their digital literacy and creating eco-friendly, green and sustainable businesses.	

Introduction

VEDA is based on new and innovative educational tools that will allow participants to develop their digital skills, which they will be able to utilise in the contemporary labour market. This is in line with the Erasmus+ priority for addressing digital transformation through the development of digital readiness, resilience and capacity. Especially after COVID-19 and the transition of a broad range of entrepreneurial activities into the digital world, it is expected that the participants will benefit from the project by improving their digital literacy and creating eco-friendly, green and sustainable businesses.

This **Integrated Pedagogical Framework** is meant to summarise findings gathered in **EU Focus group report on local needs and expectations of VEDA**. The VEDA consortium will develop thematic subjects and learning outcomes that have value in all local levels, and will need to be reached through the development (and subsequent implementation) of the Training Package.

A. ECVET – An overview

The European credit system for vocational education and training (ECVET) is an instrument helping individuals in transfer, recognition and accumulation of their assessed learning outcomes; this system has been implemented in EU member states since 2002, therefore its use should be widely known. This is especially true for people involved in the educational process, and validation and certification of qualifications, regardless of the sector to achieve a qualification or to take part in lifelong learning.

It allows learners to accumulate, transfer and use their learning in units as these units are achieved. This enables building a qualification at learners' own pace from learning outcomes acquired in formal, non-formal and informal contexts, in their own country and abroad. The system is based on units of learning outcomes as part of qualifications that can be assessed and validated.

It offers a framework for making learners more mobile and qualifications more portable, laying down principles and technical specifications and making use of existing national legislation and regulations. It applies to VET (vocational education and training) qualifications at all levels of the European qualifications framework.

ECVET is a system created by stakeholders within the European Union, aiming at recognizing, accumulating, and transferring credits in the field of vocational education and training. The aim is to officially recognize the qualifications for learners of the secondary vocational education, initial and continuing vocational education and training.

The idea behind the ECVET system is to create a framework that will be common for all European countries. The framework will use a common language. The qualification will test skills and competencies that will be considered common for everyone in Europe. ECVET aims to support the recognition of learning outcomes acquired through formal, non-formal, and even informal process learning.

ECVET is characterized by the key elements below:

- **Learning outcomes**

Statements of what a learner knows, understands and is able to do on completion of a learning process and which are defined in terms of knowledge, skills and competence.

- **Qualifications/titles**

A formal outcome of an assessment and validation process which is obtained when a competent institution determines that an individual has achieved learning outcomes to given standards

- **Subunits/Units of learning outcomes**

Component of a qualification, consisting of a coherent set of knowledge, skills and competence, that can be assessed and validated.

- **Credit points**

A set of learning outcomes of an individual which have been assessed and which can be accumulated towards a qualification or transferred to other learning programmes or qualifications.

- **ECVET points**

A numerical representation of the overall weight of learning outcomes in a qualification and of the relative weight of units in relation to the qualification.

One of the most common problems that young people today face is the lack of qualifications. However, if we take it a step further, we notice that in many cases, the qualifications are there. They are just not recognized properly.

There is a big gap in the vocational education and training sector. Although the people with appropriate training are plenty, their education has not been officially recognized. As a result, we have teachers with all the appropriate credentials apart from the legal document that will qualify their skills and competencies as VET professionals.

The ECVET technically issues that official document, helping people across Europe get qualified as VET professionals thus creating more job positions and opportunities.

ECVET complements and builds on concepts and principles shared with the European qualifications framework (EQF), Europass and the European quality assurance reference framework for VET (EQARF).

B. The difference between ECVET points and credits

The terms of ECVET point and ECVET credit, although in practice often used interchangeably, according to above definitions don't mean the same. The ECVET points provide information about the qualification and the units, while the credit designates the learning outcomes the learner has achieved. In other words, ECVET points are linked to the qualification structure and description (independent of whether someone has achieved the qualification or not). Whereas credit is related to a person and his/her personal achievement (credit does not exist on its own without someone having achieved it). What's more, credit can be transferred and accumulated if the competent institution recognizes it as a relevant part of the qualification for which the learner is preparing or seeks recognition. ECVET points can support the understanding of a qualification - together with units, descriptions of learning outcomes and information about the level of qualifications. The number of ECVET points allocated to a qualification, can indicate for example, that the scope of the qualification is narrow or broad. The number of ECVET points allocated to a unit provides the learner with

information concerning the relative weight of what s/he has accumulated already (ecvet-secretariat.eu, 2020).

C. The weight of a unit of learning outcomes

In ECVET, the allocation of points usually has two phases: ECVET points are allocated first to a qualification as a whole and then to its units. For a given qualification, one formal learning context is taken as a reference and, on the basis of the convention, the total number of points is assigned for that qualification. From this total, ECVET points are then allocated to each unit according to their relative weight within the qualification. For qualifications which do not have a formal learning pathway reference, ECVET credit points can be allocated through estimation by comparison with another qualification which has a formal reference context (2009/C 155/02). According to the above EU recommendation, the relative weight of a unit of learning outcomes, with regard to the qualification and then the allocation of ECVET points, should be performed using the following approaches or a combination of them:

- Different stakeholders “value” the different units which are part of the qualification according to the relative importance of the unit’s learning outcomes for the labour market, for progression to other qualification levels or for social integration;
- Different stakeholders “value” the complexity, scope and volume of learning outcomes in the unit, in relation to the learning outcomes of the overall qualification. Skills and competences in the unit are evaluated with regard to their share in the overall skills and competences of the entire qualification;
- Different stakeholders “assess” the effort necessary for a learner (estimation of the learners’ effort, workload or learning time needed) to achieve the unit’s required learning outcomes. Whichever method or combination of methods is chosen, the size of the unit should be reasonable – too small units could lead to fragmentation without proper understanding, and too large ones could impair mobility

According to the ECVET Secretary, it’s important to allocate ECVET points to qualifications and not to education and training programmes. It is also possible that the same qualification can be prepared through various educational programmes (ecvet-secretariat.eu, 2020). It is a common situation in the international fitness sector, where numerous educational entities implement their own vocational education and training based on the EuropeActive educational standards.

D. EQF – The European Qualification Framework

The European Qualification Framework (EQF) is a comprehensive framework designed to promote transparency, comparability, and portability of qualifications across Europe. It was established by the European Commission in 2008 to facilitate lifelong learning and enhance the recognition of qualifications within the European Union member states. The EQF provides a common reference framework for qualifications, allowing individuals, employers, and educational institutions to understand and compare different qualifications within a common framework.

The EQF consists of eight levels that cover a wide range of qualifications, from basic skills to advanced academic and professional qualifications. Each level is described in terms of learning outcomes, knowledge, skills, and competencies required. This allows individuals to understand the level of a qualification and its relevance in relation to other qualifications across different countries. The framework promotes the recognition of prior learning, enabling individuals to have their skills and competencies assessed and recognized, even if they were acquired outside formal education systems.

One of the key advantages of the EQF is its role in promoting mobility and facilitating the recognition of qualifications across borders. By providing a common language for describing qualifications, the framework helps individuals showcase their skills and competencies in a way that is easily understood and recognized by employers and educational institutions in different countries. This promotes labour mobility and allows individuals to pursue further education or employment opportunities in other European countries with greater ease. Additionally, the EQF facilitates the development of qualifications frameworks at the national level, aligning them with the European framework and ensuring compatibility and comparability.

In conclusion, the European Qualification Framework (EQF) plays a crucial role in promoting transparency, comparability, and mobility of qualifications across Europe. It provides a common reference framework that facilitates the understanding and recognition of qualifications within the European Union member states. The EQF's emphasis on learning outcomes and the recognition of prior learning ensures that individuals' skills and competencies are valued, regardless of where and how they were acquired. By promoting the recognition of qualifications and facilitating mobility, the EQF contributes to lifelong learning and the development of a highly skilled and adaptable workforce within the European Union.

E. Learning Outcomes definition

Learning outcomes are statements of what a learner is expected to know, understand and/or be able to demonstrate at the end of a period of learning. They are explicit statements about the outcomes of learning – the results of learning. They are usually defined in terms of a mixture of knowledge, skills, abilities, attitudes and understanding that an individual will attain as a result of his or her successful engagement in a particular set of higher education experiences. In reality, they represent much more than this. They exemplify a particular methodological approach for the expression and description of the curriculum (modules, units and qualifications) and levels, cycles, subject benchmarks statements and the 'new style' Bologna qualifications frameworks.

Learning outcomes do not have a particularly edifying history. Their origins can be loosely traced to the 19th and 20th centuries and the work of Ivan Pavlov (1849-1936) and then the work of the American 'behavioural school' of psychological thought developed by JB Watson (1878-1958) and BF Skinner (1904-1990). Pavlov undertook famous experiments associated with the 'conditioning' of salivating dogs and automatic learning. Following this the psychologists Watson and Skinner pioneered the behaviourist approach that explained human behaviour in terms of responses to external stimuli. Notwithstanding Skinner's abhorrent ideas on mass conditioning, programmed instruction and the excesses of his extreme views, this work led to

productive research that improved American teaching, learning and training methods in business, industry and the armed forces.

Behaviourism emphasised the clear identification and measurement of learning and the need to produce observable and measurable outcomes. Subsequently, the 'learning outcomes approach' was refined by educational practitioners in Australia, New Zealand, South Africa and the United Kingdom and (more recently) by Denmark, Sweden, Ireland and other parts of Europe. From somewhat dangerous beginnings, the emphasis on learning outcomes has evolved to encompass all subject areas, and has moved from school and vocational education and training (VET) fields through to higher education. Their chief advantage is the clarity and precision they bring to any curriculum development process.

There is currently no precise agreement about, or definition of, the term 'learning outcome' across Europe or the rest of the globe. However, this does not necessarily signify a problem as most who use the term have taken it with minor variations from Northern European, Australian, New Zealand, South African and US practice and the meaning has not fundamentally changed. Learning outcomes have been commonly defined as follows:

- *A statement of what a learner is expected to know, understand and/or be able to demonstrate at the end of a period of learning.*
- *Learning outcomes (are) statements of what a learner is expected to know, understand and/or be able to demonstrate after a completion of a process of learning.*
- *Statements of what a learner can be expected to know, understand and/or do as a result of a learning experience.*
- *Student learning outcomes are properly defined in terms of knowledge, skills, and abilities that a student has attained at the end (or as a result) of his or her engagement in a particular set of higher education experiences.*
- *Learning outcomes are statements that specify what a learner will know or be able to do as a result of a learning activity. Outcomes are usually expressed as knowledge, skills, or attitudes.*
- *Learning outcomes (are) specific measurable achievements.*
- *A learning outcome is a statement of what competences a student is expected to possess as a result of the learning process.*
- *Learning outcome statements are content standards for the provincial education system. Learning outcomes are statements of what students are expected to know and to do at an indicated grade, they comprise the prescribed curriculum.*

The relationship between learning outcomes and competences is a complex area – the subject of some debate and considerable confusion. 'Competence' and 'competences' are used in association with learning outcomes in different countries in a number of ways – hence the problem. 'Competence' can broadly refer to aptitude, proficiency, capability, skills and understanding, etc. A competent person is someone with sufficient skills, knowledge and capabilities. Some take a narrow view and equate competence just with skills acquired by training. It should be recognised that there is no precise common understanding or use of the term.

F. Bloom's Taxonomy – An overview

Bloom's Taxonomy attempts to classify learning stages from remembering facts to creating new ideas based on the acquired knowledge. The idea of Bloom's Taxonomy is that learning is a consecutive process. Before applying a concept in real life, we must understand it. Before we understand a concept, we must remember the key facts related to it.

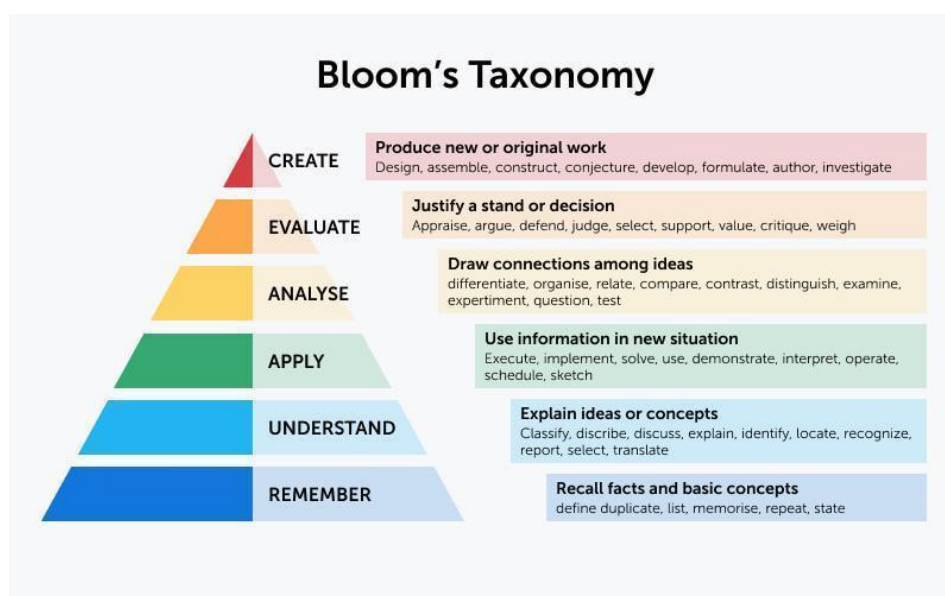
The original taxonomy was first described in 1956 in the book *Taxonomy of Educational Objectives* by American educational psychologist Benjamin Bloom and his coauthors Max Englehart, Edward Furst, Walter Hill, and David Krathwohl. Their book classifies learning goals into one of the categories mentioned above (from Knowledge to Evaluation).

The taxonomy of educational objectives was supposed to help teachers speak the same language and thus "facilitate the exchange of information about their curricular developments and evaluation devices."

Therefore, although initially described as a framework, it is now often depicted as a pyramid.

The basis of the pyramid is Knowledge, the first level of learning. Above it lies Comprehension, Application, Analysis, Synthesis and Evaluation. Each level above builds upon the one below, so you can only move up the pyramid one step at a time.

To provide learners with clearer instructional goals, a group of researchers led by Bloom's colleague David Krathwohl and one of Bloom's students, Lorin Anderson, revised the taxonomy in 2001.



Bloom's Taxonomy can help educators map learning within a single lesson or even a whole course.

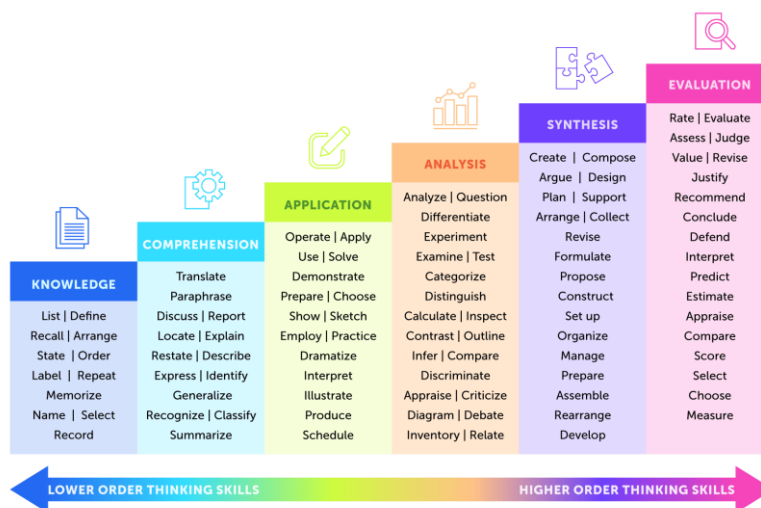
Using the taxonomy as a guide, trainers can identify clear instructional goals corresponding to each taxonomy level and create plans to achieve them. By setting achievable objectives for learners, instructors make them more active and responsible for their education.

The taxonomy can also be useful for evaluating learners correctly. An essay, for example, is probably not the best form of testing when learners only need to remember basic facts and terminology related to the topic.

But it will be appropriate at the evaluation stage when they are expected to formulate their opinion on an issue. Bloom's taxonomy allows educators to gauge the learners' progress. It helps teachers determine which level every learner is on and assign them an individual task.

When talking about Bloom's taxonomy, action verbs associated with the categories and cognitive processes are often mentioned. Instructors use these verbs to describe activities required for achieving educational objectives corresponding to each level.

There is a list of Bloom's taxonomy verbs, created by the University of Arkansas. Using these verbs can help learners explicitly navigate what they must do to demonstrate their mastery of the objective.



G. Well formulating Learning Outcomes

Student learning outcomes state what students are expected to know or be able to do upon completion of a course or program. Course learning outcomes may contribute, or map to, program learning outcomes, and are required in group instruction course syllabi.

At both the course and program level, student learning outcomes should be clear, observable and measurable, and reflect what will be included in the course or program requirements (assignments, exams, projects, etc.). Typically, there are 3-7 course learning outcomes and 3-7 program learning outcomes.

When submitting learning outcomes for course or program approvals, or assessment planning and reporting, please:

- Begin with a verb (exclude any introductory text and the phrase "Students will...", as this is assumed)
- Limit the length of each learning outcome to 400 characters
- Exclude special characters (e.g., accents, umlauts, ampersands, etc.)
- Exclude special formatting (e.g., bullets, dashes, numbering, etc.)

The following are recommended steps for writing clear, observable and measurable student learning outcomes. In general, use student-focused language, begin with action verbs and ensure that the learning outcomes demonstrate actionable attributes.

1. Begin with an Action Verb

Begin with an action verb that denotes the level of learning expected. Terms such as know, understand, learn, appreciate are generally not specific enough to be measurable. Levels of learning and associated verbs may include the following:

- Remembering and understanding: recall, identify, label, illustrate, summarize.
- Applying and analyzing: use, differentiate, organize, integrate, apply, solve, analyze.
- Evaluating and creating: Monitor, test, judge, produce, revise, compose.

Consult Bloom's Revised Taxonomy (below) for more details.

2. Follow with a Statement

- Statement – The statement should describe the knowledge and abilities to be demonstrated. For example:
 - Identify and summarize the important feature of major periods in the history of western culture
 - Apply important chemical concepts and principles to draw conclusions about chemical reactions
 - Demonstrate knowledge about the significance of current research in the field of psychology by writing a research paper
- Length – Should be no more than 400 characters.

H. VEDA Integrated Pedagogical Framework

Skill fields identified as important and crucial based on the previous Project phase results are: Marketing, Digital/ICT, Entrepreneurship, Innovation/Creativity and soft skills related both to individual development and those focusing on the way we interact with others. The VEDA framework will consist of six modules, which includes five topics each, with the description of each topic, aligned with the EQF level 4.

Partners will be responsible of specific skills field according to the following list:

- 1. Social skills:** STIMMULI
- 2. Marketing:** ITC Spain
- 3. Digital- ICT:** Uludag Universitesi
- 4. Entrepreneurship:** EkoRegion Slovakia
- 5. Innovation/creativity:** CSI
- 6. Self-empowerment:** IVEPE

VEDA Integrated Pedagogical Framework		
SKILL FIELD	SKILLS	TOPICS OF LEARNING OUTCOMES
SOCIAL SKILLS	Conflict management	- Understand the nature of conflict & Identifying conflict triggers - Conflict resolution techniques - Conflict prevention and proactive management
	Leadership	-Understanding leadership styles -Strategic thinking, decision-making and change management -Visionary leadership and setting goals
	Teamworking	-Establishing team goals and setting roles and responsibilities -Effective Communication and Active Listening -Providing feedback and building team resilience
	Emotional intelligence	-Building self- and social-awareness -Emotional intelligence in leadership and decision-making -Customer/Client service and relationship management
	Coaching and mentoring	-Understanding the role of a coach/mentor -Facilitating learning and self-discovery -Transitioning from coach/mentor to mentee empowerment

MARKETING	Presentation and communication	- Introduction to the concept of marketing - Understanding and communicating the “why” - The ability to distill the complex down to simple terms
	Audience identification	- What is target audience analysis and why is it important - Online tools for audience identification - data analysis for audience identification
	Online presence	- What is digital presence - Available tools to maximize digital presence - Ways to improve your digital presence
	Social media marketing	- What is social media marketing, why is it important, and what key social media tools - How to set clearly defined purpose beyond profit -3 The figure of the Community Manager: Storytelling techniques, influencer marketing, and mobile usage
	Content marketing	- What is content marketing and the importance of having a plan - The importance of Audience segmentation in content marketing - How to Choose the right format for content and write successfully
DIGITAL-ICT	Website dev and management (basic wordpress)	- Understanding the fundamentals of website development - WordPress website creation - Website management and maintenance
	Data analytics and insight	- Introduction to data analytics - Data collection and preprocessing - Data analysis techniques
	Seo search engine optimization	- Keyword research and optimization - On-page optimization - Off-page optimization and link building
	E-commerce integration	- E-commerce platform selection - Product catalogue management - Payment gateway integration
	Customer relationship management	- Gathering and analysing customer data to build comprehensive customer profiles. - Selection, implementation, and utilisation of customer relationship management (CRM) software

		- Exploring effective strategies for engaging and nurturing customer relationships
ENTREPRENEURSHIP	Networking and relationship building	- Importance of business networking - Online and offline networking - Effective and successful relationship building
	Project management	- Project management introduction - Elements of project management, tools, phases of the project life cycle - Planning, controlling and monitoring of project activities
	Time management and organization	- Time management and benefits for entrepreneur - TM skills: planning, decision making, prioritisation, saying no, delegating - Ways to improve TM
	Risk management	- Definition of risk management, identify risks, analyse - Assessment and measurement, proposal of measures - Risk management control, monitoring, prevention
	Strategic planning	- Strategic planning in business environment - Strategic goals and strategy formulation - Strategy implementation and control
INNOVATION/CREATIVITY	Ideation and brainstorming	- Brainstorming techniques - Post - brainstorming actions - Final Idea Evaluation
	Design thinking	- The 5 Stages of Design thinking - Best practices for Design Thinking - Common challenges in Design thinking
	Lateral thinking	- What is lateral thinking - How to think lateral - Examples of lateral thinking
	Open-mindedness	- How to cultivate open – mindedness - Factors that cultivate open – mindedness - Open minded VS Closed minded characteristics
	Storytelling	- The purpose of storytelling in leadership - Components of the Art of Storytelling - The challenge of storytelling
SELF EMPOWERMENT	Adaptability/resilience	- Definitions and everyday challenges - Strategies to achieve

		- Benefits
	Decision making and problem solving	- Identification and evaluation of the problem - Identification and evaluation of the solutions - Implementation, evaluation of the outcomes and making improvements
	Critical thinking	- Implementation, evaluation of the outcomes and making improvements - Critical thinking process and improvement - Critical thinking in society and business
	Stress management	- Stress in everyday life - Stress management techniques - Balance between work and personal life
	Self-motivation	- Definition and lack of motivation - Self-motivation techniques - Self-motivation in society and business

MODULE 1 – VEDA Integrated Pedagogical Framework

SOCIAL SKILLS FRAMEWORK

This course sets benchmarks for the module about Social skills. It aims to teach participants how to communicate and interact with each other, both direct (verbally) and indirect (nonverbally). This module will present 5 topics of social skills. Specifically, Conflict management, Leadership, Teamworking, Emotional intelligence, Coaching/Mentoring.

At the end of the course will gain hands-on experience and acquire the necessary social skills to thrive personally and professionally. By the end of the course, learners will be equipped with the tools to build strong relationships, resolve conflicts, and engage meaningfully with others in a variety of social settings.

VEDA Module 1: Social skills	
UNITS (max. 100 words)	1.1 Conflict management 1.2 Leadership 1.3 Teamworking 1.4 Emotional intelligence 1.5 Coaching/Mentoring
Learning Outcomes	By the end of the training participants will be able to: <u>Knowledge:</u> • Describe common conflict resolution strategies and techniques, including win-win negotiation, collaborative problem-solving, and active listening. • Identify and describe essential leadership skills and competencies, such as communication, decision-making, emotional intelligence, and strategic thinking. • Understand the principles of effective teamwork, including the importance of clear roles and responsibilities, open communication, and collaboration. • Identify the impact of emotions on individual behaviour, decision-making, and relationships in personal and professional settings. • Identify various coaching/mentoring techniques, tools, and methodologies, such as active listening, questioning techniques, goal setting, and feedback models. <u>Skills:</u> • Evaluate the effectiveness of different conflict management approaches and select the most appropriate one based on the specific circumstances and desired outcomes.

	• Apply leadership skills to inspire and motivate individuals and teams, fostering a positive and inclusive work environment. • Apply active listening and effective communication skills to foster open and constructive dialogue within the team. • Utilize emotional regulation strategies to manage and control one's own emotions, maintaining composure and adapting effectively to different situations. • Utilize coaching/mentoring techniques and tools to help coachees/mentees clarify their goals, develop action plans, and overcome challenges. <u>Competence (responsibility and autonomy:</u> • Demonstrate the ability to effectively mediate conflicts between individuals or groups, facilitating constructive communication, mutual understanding, and a shared resolution. • Display adaptive leadership skills by responding to diverse and changing circumstances, fostering innovation, and guiding teams through organizational change. • Exhibit adaptability and flexibility in team environments, adjusting to changing circumstances, embracing diverse perspectives, and promoting a culture of continuous learning and improvement. • Cultivate a positive and inclusive work or social environment by promoting emotional intelligence principles, such as respect, understanding, and valuing diverse perspectives. • Demonstrate empathy and emotional intelligence in coaching/mentoring relationships, understanding and addressing the emotional needs and concerns of coachees/mentees
Duration (total duration of each module = approx. 10 hours???) (max. 50 words)	10 hours online, including activity sheets that can be implemented offline
Training methodology (max. 50 words)	Video tutorials, group work, role play, scenarios, podcasts, design thinking etc

Training tools for innovative training delivery (max. 100 words)	Mentimeter / Padlet for the online part, Kahoot, etc
Learning materials (list of additional resources needed to implement the training activities) (max. 50 words)	videos, webinars, handouts, PPT presentations, links, etc.
Assessment methodology (max. 100 words)	questionnaire with multiple choice answers...etc

MODULE 2 – VEDA Integrated Pedagogical Framework

MARKETING FRAMEWORK

This course sets benchmarks for the module Marketing skills required. Participants will learn how to effectively convey marketing messages and captivate their target audience through strategic marketing communication. This module will present 5 topics of marketing skills. Specifically, Presentation and Communication, Audience identification, Online presence, Social Media Marketing and Content marketing. Each of these areas will be explored in detail, providing learners with the necessary marketing competences to thrive in today's dynamic and digitally-driven marketplace. By the end of the course, participants will possess the skills and knowledge to develop comprehensive marketing strategies, engage with their target audience, and achieve measurable results in the field of marketing.

VEDA Module 2: Marketing	
UNITS (max. 100 words)	2.1 Presentation and communication 2.2 Audience identification 2.3 Online presence 2.4 Social media marketing 2.5 Content marketing
Learning Outcomes	By the end of the training participants will be able to: <u>Knowledge:</u> ● Introduction to the concept of marketing and the importance of presentation and communication. ● Identify why the customer is the cornerstone of marketing. ● Identify and discuss the importance of digital presence in marketing. ● Define what social media marketing is and the different tools available ● Name content marketing strategies to attract and engage the target audience <u>Skills:</u> ● Identify the why of your marketing campaign and communicate in simple terms ● Critically evaluate the existing audience identification techniques ● Identify the tools to maximize your digital presence ● Critically evaluate the existing social media marketing tools ● Identify the right audience segmentation techniques, choose the right format for your content marketing

	<u>Competence (responsibility and autonomy):</u> • Be able to define clearly the why of your marketing campaign and communicate in simple terms • Be able to apply tools to focus on the target audience • Be able to use the tools to maximize your digital presence. • Be able to set a clearly defined purpose (beyond profit) and use storytelling techniques • Be able to choose the right format for content marketing and write the correct messages successfully
Duration (total duration of each module = approx. 10 hours???) (max. 50 words)	10 hours online. Pdf with 5 activities that can be implemented in the classroom
Training methodology (max. 50 words)	1 Video tutorials explaining how the module is structured Group work
Training tools for innovative training delivery (max. 100 words)	Mentimeter / Padlet for the online part, Kahoot, etc
Learning materials (list of additional resources needed to implement the training activities) (max. 50 words)	Powerpoint including multimedia files (video, audio files, illustrations...etc)
Assessment methodology (max. 100 words)	Questionnaire with multiple-choice answers Self-reflection questions

MODULE 3 – VEDA Integrated Pedagogical Framework

DIGITAL-ICT FRAMEWORK

General description of module:

This course sets benchmarks for the module on digital and ICT skills, aiming to empower individuals with the knowledge and competencies necessary to excel in the digital age. Participants will learn how to effectively operate in digital and ICT environments. The module will cover five key topics: An Introduction to Digital-ICT, Digital Literacy and Skill, Applications and Tools, Digital Communication and Networking and Cybersecurity and Data Privacy. Each of these areas will be explored in depth, equipping learners with the essential skills needed to navigate the rapidly evolving digital landscape. By the end of the course, participants will have acquired the necessary digital and ICT skills to confidently and successfully leverage technology for personal, educational, and professional purposes.

VEDA Module 3: Digital-ICT	
UNITS (max. 100 words)	3.1 Introduction to Digital-ICT 3.2 Digital Literacy and Skills 3.3 Applications and Tools 3.4 Digital Communication and Networking 3.5 Cybersecurity and Data Privacy
Learning Outcomes	By the end of the training participants will be able to: Knowledge: • Understand the fundamental concepts and principles of Digital-ICT • Identify the key components and technologies involved in Digital-ICT • Demonstrate knowledge of basic computer skills and digital tools • Understand the importance of digital literacy in the modern era • Gain knowledge of different software applications and tools used in digital environments • Understand the functionalities and features of productivity tools • Learn how to utilise digital applications for content creation, sharing, and collaboration • Gain knowledge of various digital communication channels and platforms. • Understand the concepts and principles of cybersecurity and data privacy. • Identify common cybersecurity threats and vulnerabilities. • Learn best practices for protecting personal and sensitive data in digital environments. Skills:

	• Apply critical thinking skills to identify opportunities for leveraging Digital-ICT in business and personal contexts. • Demonstrate proficiency in basic computer skills, including operating systems, file management, and troubleshooting. • Utilise digital tools and technologies to access, evaluate, and apply information effectively. • Use various software applications and tools to perform tasks efficiently and effectively. • Build and maintain professional networks through online communication channels. • Demonstrate intercultural awareness and adapt communication styles in diverse digital contexts. • Identify potential cybersecurity risks and take appropriate preventive measures. • Promote data privacy and ethical use of digital technologies in personal and professional settings. <u>Competence (responsibility) and autonomy:</u> • Be able to demonstrate competence in independently applying digital-ICT skills and knowledge. • Be able to take responsibility for managing and organising digital tasks and projects effectively. • Be able to show autonomy in making informed decisions regarding the use of digital tools and technologies. • Be able to take ownership of personal and professional development in the field of Digital-ICT. • Be able to adapt to new technologies and advancements in the digital landscape with confidence and autonomy.
Duration (total duration of each module = approx. 10 hours???) (max. 50 words)	5 hours online + 5 hours face-to-face
Training methodology (max. 50 words)	1. Video tutorials: Engaging and informative videos will be used to present key concepts, demonstrate practical skills, and provide visual examples. 2. Group work: Participants will be encouraged to collaborate in groups, fostering teamwork, communication, and the exchange of ideas. Group activities may include problem-solving exercises, case studies, and brainstorming sessions. 3. Role play: Role-playing activities will enable participants to practise real-life scenarios and develop essential skills such as communication, decision-making, and problem-solving in a simulated environment. 4. Training sessions: Structured training sessions will be conducted, where trainers will deliver content, facilitate

	discussions, and provide guidance and clarification on the topic at hand. 5. Interactive workshops: Interactive workshops will offer hands-on learning experiences, allowing participants to apply their knowledge, practice skills, and receive immediate feedback.
Training tools for innovative training delivery (max. 100 words)	Mentimeter: Mentimeter is an interactive presentation tool that allows trainers to engage participants through live polls, quizzes, word clouds, and other interactive features. Padlet: Padlet is a virtual bulletin board where participants can collaborate, share ideas, and contribute content. Kahoot: Kahoot is a game-based learning platform that enables trainers to create interactive quizzes, surveys, and discussions. IdeaBoardz: IdeaBoardz also known as inspiration boards or mood boards, are visual tools used to collect and organise ideas, concepts, and inspiration in a creative and visually appealing way. Idea boards provide a tangible and visual representation of ideas, fostering creativity, collaboration, and organisation in the learning process
Learning materials (list of additional resources needed to implement the training activities) (max. 50 words)	Powerpoint presentations including multimedia files (videos, audio files, handouts, links, etc.)
Assessment methodology (max. 100 words)	Questionnaire with multiple choice answers, Self-evaluations questions (questionnaire or face to face)

MODULE 4 – VEDA Integrated Pedagogical Framework

ENTREPRENEURSHIP FRAMEWORK

General description of module:

This course establishes benchmarks for the module on entrepreneurial skills, aiming to equip aspiring individuals with the necessary knowledge and abilities to navigate the world of business and entrepreneurship. Participants will learn how to effectively perform in entrepreneurial settings. The module will cover five essential topics: Networking and relationship building, Project management, Time management and organization, Risk management and Strategic planning. Each of these areas will be thoroughly explored, providing learners with a comprehensive understanding of the skills required to succeed as an entrepreneur. By the end of the course, participants will possess the tools and expertise needed to thrive in the dynamic and challenging landscape of entrepreneurship

VEDA Module 4: Entrepreneurship	
UNITS (max. 100 words)	4.1 Networking and relationship building 4.2 Project management 4.3 Time management and organization 4.4 Risk management 4.5 Strategic planning
Learning Outcomes	By the end of the training participants will be able to: <u>Knowledge:</u> ● build and develop relationships and network with internal and external customers to lead to future boost of business ● develop competencies and skills in planning and controlling projects to ensure successful outcomes ● make the best use of time for work efficiency and well being ● have the essential knowledge to identify, measure, assess, and manage risk in your business ● set the strategic goals and plan strategy to reach them <u>Skills:</u> ● Networking and building relationship ● Project management ● Manage work and personal time ● Risk management ● Strategic planning <u>Competence (responsibility) and autonomy:</u> ● Be able to build network ● Be able to apply tools for project management

	• Be able to manage your time in productive way for work life balance • Be able to identify, solve and prevent risks • Strategy thinking
Duration (total duration of each module = approx. 10 hours???) (max. 50 words)	5 hours online + 5 hours face-to-face
Training methodology (max. 50 words)	Video tutorials, group work, role play, training, etc.
Training tools for innovative training delivery (max. 100 words)	Mentimeter / Padlet for the online part, Kahoot, etc
Learning materials (list of additional resources needed to implement the training activities) (max. 50 words)	Powerpoint presentations including multimedia files (videos, audio files, handouts, links, etc.)
Assessment methodology (max. 100 words)	Questionnaire with multiple choice answers, Self-evaluations questions (questionnaire or face to face)

MODULE 5 – VEDA Integrated Pedagogical Framework

INNOVATION AND CREATIVITY FRAMEWORK

General description of module:

This course establishes standards for the module on innovation and creativity skills. It is designed to empower individuals and educators to harness their innovative potential and foster innovative attitude in various contexts. Through this module, participants will learn how to cultivate effective competences related to innovation and creativity. The course will cover five key topics: 5.1 Ideation and Brainstorming, Design thinking, Lateral thinking, Open-mindedness and Storytelling. Each of these areas will be explored in depth, equipping learners with the necessary skills to thrive in the realm of innovation and creativity.

VEDA Module 5: Innovation and Creativity	
UNITS (max. 100 words)	5.1 Ideation and Brainstorming 5.2 Design Thinking 5.3 Lateral Thinking 5.4 Open-mindedness 5.5 Storytelling
Learning Outcomes	By the end of the training participants will be able to: <u>Knowledge:</u> • Brainstorm, Identify and evaluate their ideas. • Follow the principles of Design and Lateral thinking in order to implement their ideas. • Cultivate their open-mindedness • Learn how to utilise and apply storytelling when it comes to presenting a business idea. <u>Skills:</u> • Brainstorming • Idea Evaluation • Design Thinking • Lateral thinking • Creating a Storytelling <u>Competence (responsibility and autonomy):</u> • Being able to identify their ideas and eventually to choose the best idea • Being open-minded • Creative thinking • Innovative thinking

Duration (total duration of each module = approx. 10 hours???) (max. 50 words)	4 hours online + 3 hours face-to-face
Training methodology (max. 50 words)	Video tutorials, group work, role play, scenarios etc.
Training tools for innovative training delivery (max. 100 words)	Mentimeter / Padlet for the online part, Kahoot, etc
Learning materials (list of additional resources needed to implement the training activities) (max. 50 words)	Videos, webinars, handouts, PPT presentations, links, etc.
Assessment methodology (max. 100 words)	Questionnaire with multiple choice answers...etc

MODULE 6 – VEDA Integrated Pedagogical Framework

SELF-EMPOWERMENT FRAMEWORK

General description of module:

Self-empowerment refers to the process of taking control of one's life and making decisions that enhance individual well-being and personal growth. It's about developing the necessary skills, knowledge, and attitudes to succeed in various areas of life, including relationships, career, health, and personal development. Self-empowerment involves recognizing one's own strengths, building self-confidence, setting realistic goals, taking responsibility for one's choices, and creating positive and supportive environments that foster growth and development. It's a process that requires self-awareness, self-reflection, and a willingness to learn, adapt, and grow. Ultimately, self-empowerment allows individuals to lead fulfilling and meaningful lives.

VEDA Module 6: Self-empowerment skills	
UNITS (max. 100 words)	6.1 Adaptability / resilience 6.2 Decision making and problem solving 6.3 Critical thinking 6.4 Stress management 6.5 Self-motivation
Learning Outcomes	By the end of the training participants will be able to: <u>Knowledge/Awareness:</u> The meanings and elements of: ● adaptability/resilience ● decision making and problem solving ● critical thinking ● stress management ● self-motivation Also, introduction to: ● stress ● imbalance ● problems and why they need to be addressed <u>Competence/Understanding:</u> Be able to: ● understand why self-awareness, mindfulness and mental agility are so important for self-empowerment and how to find the strategies to achieve them ● define threats and opportunities that hide in them and build the strategy to make decisions, monitor the outcome and make improvements

	● find the right strategies for one-self to adapt to challenges, be more resilient and achieve higher recovery speed after impacts (coping mechanisms) ● find the right strategies to identify problems, make decisions, monitor them and take corrective actions ● understand what stress is, find the right strategies to address it and develop coping mechanisms ● identify the appropriate techniques to self-motivate <u>Skills/Benefits:</u> Increased: ● self-awareness and social-awareness ● clarity and realism – critical thinking ● acceptance of self and everything around - humbleness ● ability to self-support and self-improve / self-motivate ● ability to set needed boundaries to one-self and others ● adaptability and resilience in difficulties and change ● ability to turn the negatives into positives ● ability to manage stress and build coping mechanisms ● balance between self – family – work – society ● autonomy and independence ● productivity and creativity ● self-trust and confidence
Duration (total duration of each module = approx. 10 hours???) (max. 50 words)	10 hours in total, of which: ● hours online ● hours in person In specific: ● adaptability/resilience - 2 hours online ● decision making and problem solving - 2 hours in person ● critical thinking - 2 hours online ● stress management - 2 hours in person self-motivation - 2 hours online
Training methodology (max. 50 words)	The training methodology will be: ● power point presentations ● video tutorials ● scenarios ● work group

Training tools for innovative training delivery (max. 100 words)	• mentimeter • padlet for the online part
Learning materials (list of additional resources needed to implement the training activities) (max. 50 words)	Videos, webinars, handouts, PPT presentations, links, stress balls
Assessment methodology (max. 100 words)	questionnaire with multiple choice answers