

Analysis of competencies certification, obtained during the implementation of the project “Green skills for social agriculture”

The project “Green skills for social agriculture” is a partners’ initiative that bonds together 6 schools from Italy, Hungary, Bulgaria, Spain, Romania and Greece within a two -year project, which is implemented under Erasmus +, KA2, Strategic Partnerships schools to schools.

The project “Green skills for social agriculture” is referred to improving the basic skills and competences of the students about social agriculture. The main accent is the knowledge and competences acquired by research into specific traditional local food in depth and its use in Europe. With the implementation of the project activities new skills for studying a foreign language, scientific, mathematical and digital ones will be developed.

The project is also aimed at students with lower motivation for studying and with difficulties understanding the need of obtaining new competences. This helped students to overcome the feeling of discomfort at school and encouraged them to learn. The themes considered are part of the curricula. By interdisciplinary and multidisciplinary methods teaching and practical learning of real problems at certain situations were performed. Collaborating with producers of agricultural products from the region, the students enhanced their knowledge about their homeland and became aware of what competences are needed for working in a farm. They got to know the activities of the local food chains in EU and realized the significance of the environmental, scientific and cultural factors for production of high quality competitive food products. The implementation the project contributed to creating and developing European networks, related to nutrition because it is based on a good mutual acquaintance of different identities, agricultural traditions and local food.

Aims, a target group, a range and tasks

Aims:

General aim – obtaining green skills for social agriculture thereby improving skills for lifelong learning.

Specific aim – forming and practicing suitable and effective methods and means for certification of knowledge, skills/competences, acquired by project activities and individual learning.

Target group – students from 7 to 18 from different European countries.

Terms of implementation:

- two school years of which 10 days jointly studying in two of the partners’ countries.

Tasks:

Acquiring facts, principles, theories and practices related to food in broad terms, widened knowledge about the professions in agriculture and food quality.

The trainees formed an ability to apply the obtained knowledge and to use it in future life.

Increasing the motivation of learning and better understanding of its importance.

Principles used in certification:

- Voluntary skills;
- Equal access;
- Responsibility.

Methods, means and stages of realization

Methods and means:

In order to manifest the availability of the demanded knowledge, skills/competences, the students provided proof that each of the required result from learning was achieved. The proof was objectively verifiable.

The following tools were used for collecting and considering the proofs, which were uploaded in the project TwinSpace:

- Products, produced by the students, photos, audio and video recordings;
- Questionnaires, surveys (with students);
- Portfolio or diaries with results from the project activities;
- Diaries of studying;
- Attestations of teachers, participants in the project.

All proofs were uploaded in the project TwinSpace!

Stages of learning:

- 1) Identification and recognition of a local food product;
- 2) Research and analysis of the cultural, scientific, ecological and economical components of the chosen food product;
- 3) Establishing promotional campaigns in each school, ending with a festival of food with European quality "I eat a masterpiece" that aimed at encouraging the production of local food items in all countries.

The competences which were observed and evaluated:

Understanding the market mechanisms and recognition of the offered products, their qualities and prices

The trainee is able to explain the connection between supply and demand and how it defines the supply and demand when the price changes – only high schools.

The trainee knows and can point out the agriculture produce available on the farmers market in a region "X" – all schools.

The trainee can describe and demonstrate in what way they assess the quality of the products offered on the market - all schools.

The trainee is familiar with the nutritional composition of the agricultural products typical for region "X" - all schools.

The trainee can describe the particular for region "X" culinary products and dishes, which are made from local agricultural products- all schools

Understanding of agricultural professions and knowing their characteristics

The trainee is familiar with the job description of the professions relevant to the farm and can list them- the Bulgarian, the Spanish, the Romanian and the Greek school.

The trainee knows what competences are necessary for these professions and can estimate them– all schools.

The trainee can do some of the activities during harvest – only the Bulgarian and the Spanish school.

The trainee is familiar with health and safety requirements of the farm - all schools.

The trainee knows what professional qualification the farmer has to own in order to receive a state subsidy- only the Bulgarian and the Spanish school.

Knowledge concerning the methods of green agriculture

The trainee can point out in what way the use of chemicals and pesticides is beneficial or harmful to farms and produce- without the Italian school;

The trainee is able to connect the economic benefits and advantages of using pesticides and chemicals with the unavoidable changes in the biological and organoleptic characteristics of agricultural produce - without the Italian school;

The trainee can explain the main methods of green agriculture - all schools;

The trainee can evaluate the advantages and disadvantages of green agriculture from economic point of view - without the Greek school.

The trainee can plan a marketing strategy for a farmer who applies the methods of green agriculture- only the Bulgarian and the Spanish school.

Understanding of marketing advertising.

The trainee can define the objectives and the target group- all schools.

The trainee can distribute the responsibilities between the team members implementing the advertising campaign- all schools.

The trainee can work out a budget that is consistent with the advantages and disadvantages of the different advertising channels- without the Italian and the Greek school;

The trainee can make a choice of advertising themes and means- all schools.

The trainee can create their own promotional materials- all schools.

The trainee can make an assessment of the effect of the advertising message- all schools.

Digital literacy

The trainee can search, find and extract information in a digital environment- all schools;

The trainee can evaluate information by criteria (authenticity, truth, relevance) - only high schools;

The trainee can organize information with the aim of effective usage- all schools;

The trainee can use tools for digital security- all schools;

The trainee can process information in a digital environment - all schools;

The trainee can work with applications for text processing, for creation and processing of video and audio information- without the Greek school;

The trainee can share and communicate in a digital environment - all schools;

The trainee can use effectively applications for presentation and sharing their own products - all schools;

The trainee can save information by its synchronization in different devices- all schools;

The trainee observes copyrights, protects themselves from deceptions and protects their personal data- without the Greek school.

Development of language competences

The trainee can easily present information about the chosen agricultural product in the working language – all schools;

The trainee knows the names of the chosen products in the language of each partner’s country – all schools.

Teachers from the partners’ countries took part in the certification of the competencies acquired by the students.

The assessment itself was performed by a multinational team with a representative from each country-a teacher and a student,

The assessment was carried out in two stages:

- Partially – during the first week of cooperative learning with teaching in Sevilla, Spain;
- Final – during the European food festival “I eat a masterpiece” in Sandanski, Bulgaria.

The Bulgarian and the Italian school made an assessment of their students in the schools.

An international jury, consisting of one teacher and one student from each school, evaluated the European Festival of Quality food. Two categories were evaluated:

PROMOTIONAL CAMPAIGN by criteria:

- a) Relevance- attractiveness, visibility of the advertising image
- b) Innovation - creativity of the message / effectiveness of the slogan
- c) Presentation, teamwork - effectiveness of the team work
- d) Best representation of the territory of the product origin
- e) Answers to jury questions

STAND by criteria

- a) Design- quality of the stand preparation
- b) Balance of used means - adequacy of the stand to the product to be promoted

Each school got a prize:

Italy - for the best relevance of the promotional campaign.

Hungary - for the best creativity of the slogan.

Rumania- for the best design of the stand.

Bulgaria - for the best adequacy of the stand for the promoted product.

Spain -for the best presentation of the area and the product origin.

Greece - for the best teamwork.

The participants carried out a charity campaign during the festival. They collected 302 BGL. They decided this money to be given to Zlatka Anastasova. She is 37 years old, our former student from ZPG, who is a teacher in a sports school in Sofia. She lost her leg in a tragic accident.